

Northern Essex Community College

PROCESS MANAGEMENT TASK FORCE

Academic Affairs Committee
COMMUNICATION PLAN

NOVEMBER 2005

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Team Members

Paul Bevilacqua, Team Sponsor

Grace Dimmick, Resource

Maureen O’Leary

Paulette Redmond

Sue Shain

Nora Sheridan

Ron Taber, Team Leader

Jeanette Woodbury, Scribe

Project Statement

To improve the flow of approved academic programs and course information in a clear, accurate, and timely manner from the Academic Affairs Committee to the departments directly impacted by that information. The effectiveness of this improvement will be measured by implementing a satisfaction survey once a year to all end users of this information, as well as by assessing student and advisor feedback regarding the improved accuracy of all on-line and printed course and program information.

Define the Current Process

OPERATIONAL DEFINITIONS

Academic Affairs Committee –

The Academic Affairs Committee shall make curriculum recommendations to the President regarding all proposals for changes, additions, and deletions to all curricula offered by the college. In addition the committee may recommend changes in college-wide academic policy and standards.

The Academic Affairs Committee may establish sub-committees of its own membership. When a sub-committee or the committee as a whole enters into deliberation upon a policy matter, the chair of the committee shall inform the chair of the Executive Committee and the president. The Executive Committee will promote communication among groups considering the matter so that resources can be shared and duplication of effort is minimized. If a task force relating to the matter is to be created, consisting of council members who are not members of the Academic Affairs Committee, the Executive Committee will form that group with the advice of the President, the Academic Affairs Committee and other interested parties.

The Vice President of Academic Affairs shall not be a member of the Academic Affairs Committee, but shall serve as a resource to the committee and attend meetings on an as-needed basis, with a minimum of two meetings a semester. The Vice President may recommend issues for committee consideration, and shall keep the committee fully informed on the issues it is addressing, and on potential changes in college-wide policy under administrative consideration. The chair of the committee shall keep the Vice President of Academic Affairs informed of the committee's activities and concerns.

Special Topics Course Proposals –

A Special Topics Course is a vehicle which allows a faculty member to experiment with a course and develop it further before submitting it to the Academic Affairs Committee for approval as a new course. Special Topics courses are now submitted on the Course Proposal Form which is found on the NECC Intranet. A sample can be found at the end of this report. This form allows the proposer an opportunity to run the Special Topics course four times; however, if the proposer intends for this course to become a regular course in the college, he/she must submit a formal course proposal during the third run through.

Special Topics courses are approved by the Academic Affairs Chair and do not need to be reviewed by the Committee.

The time-table for submission of these courses is usually more flexible than that for a regular course proposal, especially when the Special Topics course is offered in response to a need from the community. However, in order to take full advantage of all of the available scheduling and marketing possibilities, submissions must occur in accordance with the Academic Affairs Committee's published submission guidelines.

Minor Change Proposal –

Due to the fact that a Minor Change needs to be processed in the same manner as a Course Revision, the Academic Affairs Committee has decided to abolish the Minor Change form and ask that proposers submit all of their course changes on the **Course Proposal form as a course revision**. When, in the opinion of the Chair, the change being made is considered minor in nature, the Chair will act directly on the proposal and the proposer will not be required to appear before the Committee.

After the form is submitted to the Academic Affairs Committee, the Chair will notify the proposer as to whether he/she needs to appear before the Committee.

Course Proposal –

A Course Proposal form is submitted for one of several reasons:

- to add a new course to the curriculum,
- to make a revision in an existing course,
- to inactivate/reactivate a current course,
- or to propose a Special Topics course.

A Course Proposal is reviewed and acted upon by the entire Committee and goes through the full approval process.

Program Proposal –

A Program Proposal is submitted for one of several reasons:

- to add a new program/certificate to the college's offerings
- to add a new option to an existing program
- to make a revision in an existing program
- to propose a Pilot Program

Program Proposal are reviewed and acted upon by the entire Committee and go through the full approval process; with the exception of the Pilot Program.

Pilot Program–

A Pilot Program is one whose process and format are aimed at certificates or concentrations whose time frame for approval needs to be expedited. This process applies to all certificates and concentrations up to 29 credits, especially those which are developed in response to grant proposals or contracts with businesses or agencies. A Pilot Program may be implemented for up to three academic years, or the equivalent, before being formally

presented to the Academic Affairs Committee for approval as a college program.

A Pilot Program must be reviewed and approved by the Chair of the Academic Affairs Committee or a Designee and by the Vice President and Dean of Academic Affairs. The Pilot Program may be implemented immediately upon approval of the Chair, the Vice President, and the President. Early notification to all required support functions (Enrollment Services, BHE Reporting, Advising, etc.) is crucial when launching a Pilot Program.

Analyze the Current Situation

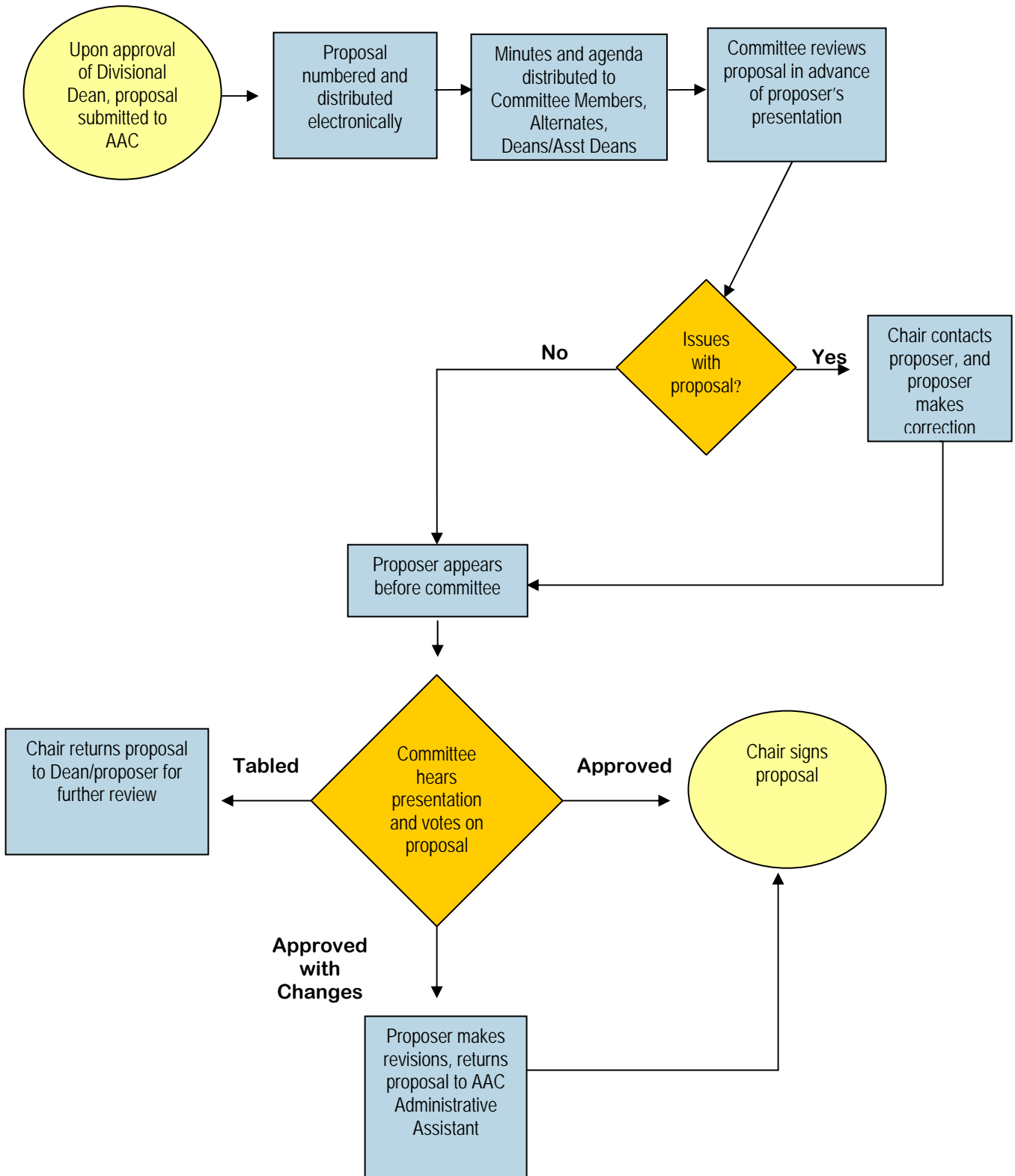
PROCESS FOR SUBMITTING A PROPOSAL

The flowchart on the following page outlines the current process a proposer would follow when submitting a proposal to the Academic Affairs Committee. Proposal forms are found online at the NECC Website under the Intranet heading and currently can only be accessed here at school.

A proposer chooses the correct form from the site, fills in the required information, prints out a copy and submits it to either the Chair or the Administrative Assistant of the Committee. The completed form requires several signatures and the proposer can acquire them in one of two ways – either in person or by email. Once a proposal is submitted, the process outlined begins.

This part of the process, which generally takes about a month, follows a proposal from the time it is submitted to the Committee until the time it has been signed by the Chair. In the interim, the committee reviews the proposal and the Chair contacts the faculty member if there are any issues that might hinder approval. The faculty member appears two weeks after the review process has been completed to present their proposal. If there is committee approval, the Chair signs the document.

PROCESS CHART FOR SUBMITTING A PROPOSAL



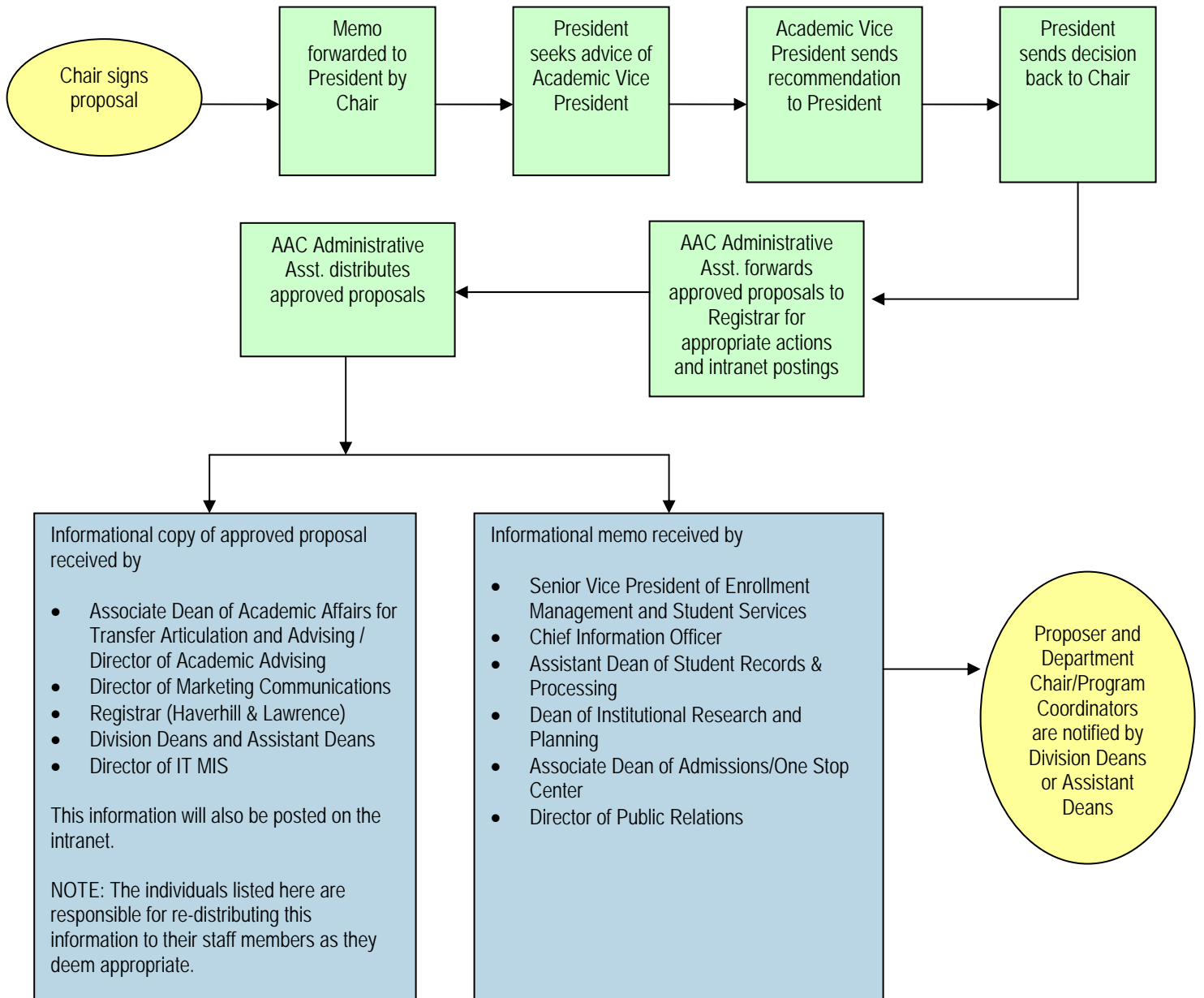
PROCESS AFTER APPROVAL BY COMMITTEE

The following page in our booklet outlines the series of steps that occur after the proposal has been signed by the Chair and before it has been fully incorporated into the NECC system. This process is time consuming and less understood by faculty than the previous one. As you follow the flow chart, you can see that the proposal is processed by the committee's Administrative Assistant and sent for approval to the President. The President confers with the Vice President who, because of his interaction with the Committee, will generally give a favorable response in return.

The proposal is then returned to the Chair by way of the Administrative Assistant who then, if necessary, confers with the Registrar for appropriate actions. At this point, the proposal is distributed to all interested parties including; Marketing Communications, Academic Advising, and Enrollment Services. Also at this time, the proposing and servicing Deans will be notified of the status of the proposal.

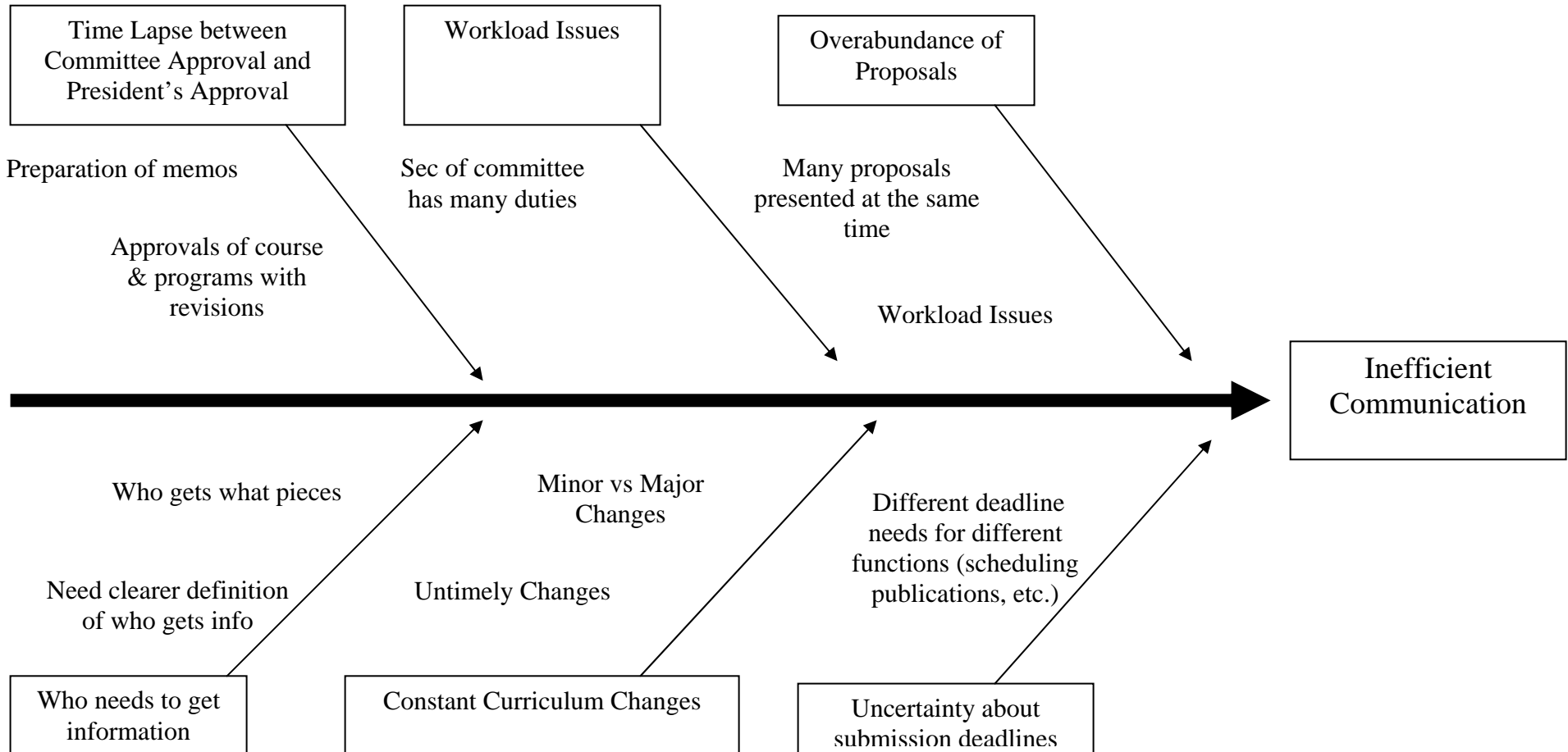
The purpose for including these flow charts in our presentation is to point out how time consuming the current process is. We believe an effective timetable would go a long way towards reducing error and alleviating stress for all parties.

PROCESS CHART AFTER APPROVAL BY COMMITTEE



Analyze the Cause for Current Outcomes

REASONS FOR MISCOMMUNICATIONS IN THE PROCESS



Improvement Theory & Implementation Plan

The essence of the improvement theory we are recommending involves eliminating existing gaps in the current communication strategy. Our analysis of the current flow of information found a variety of problems, and we're recommending solutions that will fix these issues.

FORCE FIELD ANALYSIS

Driving Forces

Distribute pertinent information to all interested parties in a timely manner

Insure correct information is on each form

Make forms accessible online

Clarify which forms are needed for which purposes

Create template with specified submission dates

Restraining Forces

Information not reaching all parties

Time element is a problem

Determine who requires what information

Loosely defined dates of submission

The four main areas of concern that we are addressing are scheduling, distribution contact lists, circulation methodology, and proofreading responsibilities. Basically, after analyzing where problems have occurred in the past, we're advocating some changes that will result in a more thorough and inclusive approach.

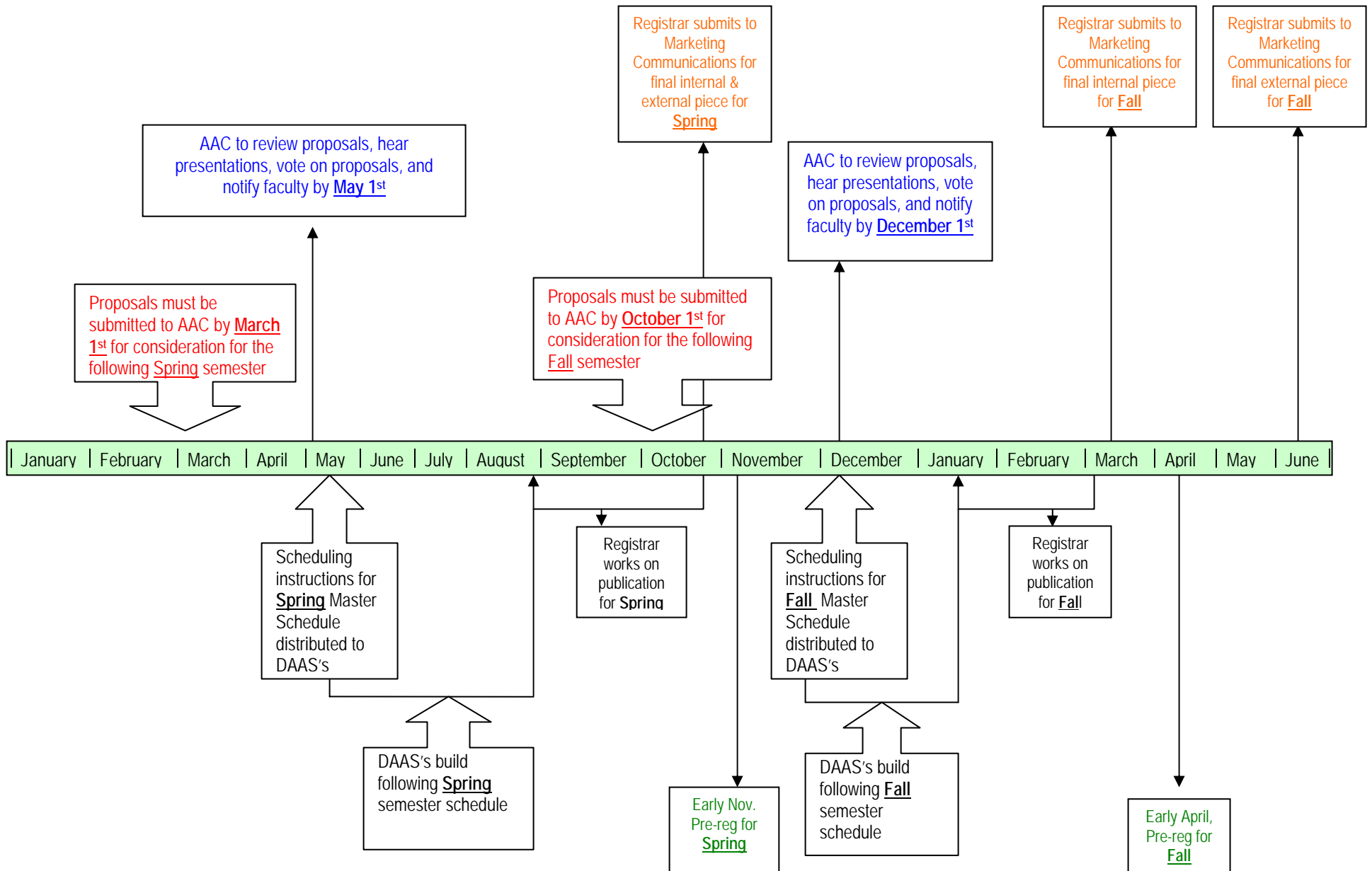
ACADEMIC AFFAIRS COMMITTEE SUBMISSION TIMELINE

Scheduling –

The fact that we haven't historically produced a comprehensive "implementation cycle" schedule...from submission deadlines, through the approval phase, through the circulation phase, and on to publication/activation...has hindered the entire information flow process. Formulating and publishing an annual Academic Affairs Committee Implementation Schedule is absolutely necessary to the success of this improvement theory (see the suggested AAC submission timeline).

Publishing and enforcing submission deadlines will help insure there is sufficient time built into the distribution process to meet all dissemination and implementation goals. This will also help proposal submitters better understand how early they need to submit their information. We are strongly recommending that the Academic Affairs Committee adopts a policy of creating and publishing a list of submission deadlines. We've created a possible timeline for their consideration.

ACADEMIC AFFAIRS COMMITTEE SUBMISSIONS TIMELINE



ACADEMIC AFFAIRS COMMITTEE SPRING SUBMISSIONS TIMELINE

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Activity	1 15	1 15	1 15	1 15	1 15	1 15	1 15	1 15	1 15	1 15	1 15	1 15
Submit Proposals Faculty to submit proposals to AAC by March 1st for consideration for following Spring semester												
Review and Approve Proposals Committee to review proposals, hear presentations, vote on proposals, and notify faculty by May 1st												
Communicate New Information Program/Course information sent to appropriate distribution lists												
Scheduling instructions for following Spring MS distributed to DAAS's												
DAAS's build following Spring semester schedule												
Registrar works on publication for following Spring complete by October 15th												
Final info submitted to Marketing Communications by October 15th												
Pre-Registration for Spring semester in early November												

ACADEMIC AFFAIRS COMMITTEE FALL SUBMISSIONS TIMELINE

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
Activity	1 15	1 15	1 15	1 15	1 15	1 15	1 15	1 15	1 15	1 15	1 15	1 15
Submit proposals Faculty to submit proposals to AAC by October 1st for consideration for following Fall semester												
Review and Approve Proposals Committee to review proposals, hear presentations, vote on proposals, and notify faculty by Dec. 1st												
Communicate New Information Program/Course information sent to appropriate distribution lists												
Scheduling instructions for following Fall MS distributed to DAAS's												
DAAS's build following Fall semester schedule												
Registrar works on publication for following Fall complete by March 1st												
Final info submitted to Marketing Communications by March 15												
Pre-Registration for Fall semester in early April												

Distribution Contact Lists –

One key step to eliminating gaps in the information flow process is to clearly identify everyone who needs to be included on each distribution list. The goal is to insure that everyone who needs to be updated, at a particular point in the information flow process, is identified and added to the appropriate list.

Recommended Contacts as of November 2005:

Informational copy of approved proposals should be sent electronically to the following -

- Associate Dean of Academic Affairs for Transfer Articulation and Advising / Director of Academic Advising (Grace Dimmick)
- Director of Marketing Communications (Ron Taber)
- Registrar (Haverhill – Sue Shain & Lawrence – Colleen Walsh)
- Division Deans & Acting Dean (Sue Grolnic, Ellen Grondine, David Kelley, and Jackie Long-Goding)
- Assistant Deans (Patty McDermott, Kathy Proetti, and Beth Wilcoxson)
- Director of IT MIS (Jim Cotton)

This information will also be posted on the intranet.

NOTE: The individuals listed here are responsible for re-distributing this information to their staff members as they deem appropriate.

An informational memo of approved proposals should be sent electronically to the following -

- Senior Vice President of Enrollment Management and Student Services (Mary Ellen Ashley)

- Chief Information Officer (currently Mary Ellen Ashley is filling in for this vacant position)
- Assistant Dean of Student Records & Processing (Nancy Sabin)
- Dean of Institutional Research and Planning (Tom Fallon)
- Associate Dean of Admissions/One Stop Center (Nora Sheridan)
- Director of Public Relations (Ernie Greenslade)

These distribution lists should be reviewed each semester by the President and his cabinet members, at the request of the Chair of the Academic Affairs Committee.

Circulation Methodology –

To help expedite the distribution of this information, in as timely a manner as possible, our improvement theory strongly recommends the use of e-mail as the circulation methodology of choice. Sending information electronically, rather than via paper hard copies, will result in a faster and more efficient circulation process. It will also save both manpower and financial resources.

Pertinent information should also be posted on the college's intranet, enabling interested individuals to access the data at their convenience.

Proofreading Responsibilities –

Another key improvement that needs to be made is in the area of assigning proofreading responsibilities. Any process that attempts to improve the flow of information should also aim to insure that the information being circulated is as accurate as possible.

The Academic Affairs Division needs to take the lead in developing a thorough proofreading system/plan. This should be done in collaboration with the Registrar (with input from the Director of IT MIS). An effective proofreading strategy is key to insuring that all on-line course and program changes/additions/deletions appear accurately and in a timely manner.

Impact on Operations

The improvement theory we are advocating will have a positive impact on internal resources. There will be significant time savings for staff members, as well as a dramatically reduced waste of resources, by eliminating the need to constantly re-do work and make quick fixes.

Measurable Savings –

By transitioning to a paperless circulation process (using e-mail and intranet posting), we will be eliminating the need to make hundreds of paper copies each year. This saves the college both time and money.

Positive Outcomes –

The improvement theory we're recommending will result in a more timely distribution of information. It will also help insure the accuracy of that data.

Impact on Customers –

Faculty, staff, and students will all be impacted in a positive way. As a result of implementing this improvement theory, faculty members submitting proposals will have a much better understanding of all submission deadline expectations, as well as the opportunity to be notified as to the status of their proposal as it goes through the approval process. By receiving information in a timely manner, staff members who need this information (to update Banner, create publications, advise students, etc.) will have adequate time to accomplish their tasks. Students will benefit by having access to more up-to-date and accurate course and program information.

Collaboration Required –

The team involved in the development of this improvement theory was made up of many of the key individuals who will be directly impacted by its implementation. There was direct input from both the Chair and the Secretary of the Academic Affairs Committee, as well as from the Registrar (Haverhill & Lawrence), Marketing Communication, Enrollment Services, and Academic Advising. Other ideas were also solicited from faculty members and the Vice President of Academic Affairs.

It is clear to everyone involved that collaboration is mandatory for this process to be successful. Buy-in from all of these key areas insures that all “cooperation” concerns have been addressed.

Analyzing the Results & Future Improvements

The success of this improvement theory will be measured on an on-going basis by the individuals directly involved in the process. There is an annual cycle to the flow of this information that will constantly put this plan to the test. Gaps in the process will be painfully apparent to those working with and relying on the data.

Analyze, Learn, and Improve –

In order to insure that this process is working effectively, we are advocating that a satisfaction survey is administered on an annual basis.

Feedback will be requested by the Chair of the Academic Affairs Committee, and the intranet will be used as the vehicle to solicit input (via a brief on-line questionnaire and an e-mail feedback form).

Recommendations to the Steering Committee

Team Name: Academic Affairs Committee “Communication Plan” Team

Date: 11/17/05

Team Sponsor: Paul Bevilacqua

Recommendations for Steering Committee Feedback: Support (Yes or No)

- 1. We are strongly recommending that the Academic Affairs Committee considers implementing a policy of creating and publishing a set of specific submission deadlines. We’ve put together a workable timeline for their consideration.**
- 2. We are recommending that all Academic Affairs Committee distribution contact lists be reviewed each semester to insure all appropriate individuals are included in the communication cycle.**
- 3. We are recommending that an electronic (a combination of e-mail and intranet posting) circulation strategy replace the existing paper “hard copy” circulation method that is currently being utilized.**
- 4. We are recommending that Academic Affairs Division coordinates with the Registrar to develop a thorough proofreading strategy for all on-line course and program information to insure that all changes/additions/deletions appear accurately and in a timely manner.**

A Word of Thanks

The completion of this project would not have been possible without the unwavering support and assistance of many individuals. We would like to take a moment to thank those who supported us throughout this process.

Extra thanks extended to:

Paul Bevilacqua

Stan Jensen

Matty Scott

Candy Rentas

Revised form: October 2005

Prepared by: _____

Northern Essex Community College
Academic Affairs Committee

Course Proposal Form

- | | |
|---|---|
| <input type="checkbox"/> Proposal for a new course .

<input type="checkbox"/> Proposal to inactivate/reactivate a current course.

<input type="checkbox"/> Proposal for Special Topics
<input type="checkbox"/> 1 st
<input type="checkbox"/> 2 nd
<input type="checkbox"/> 3 rd
<input type="checkbox"/> 4 th | <input type="checkbox"/> Proposal to make a revision in current course.

Please indicate below the type of revision

<input type="checkbox"/> Change of course description
<input type="checkbox"/> Change of course title
<input type="checkbox"/> Change of course number
<input type="checkbox"/> Change of course prefix
<input type="checkbox"/> Change in credits/contact hours
<input type="checkbox"/> Change in prerequisites
<input type="checkbox"/> Other: Enter information below
<div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 10px;"></div> |
|---|---|

Guidelines: Proposers should submit material **one full academic year** before the date of implementation; for example, submit in fall of 2005 for implementation in fall 2006, etc.

INSTRUCTIONS: Answer all pertinent questions. If more space is needed, attach additional sheets.

Course Prefix: _____ **Level:** 000 100 200

Course Number: _____ **Course Title:** _____
(for new course, leave blank)

Date received by the Administrative Assistant to the Academic Affairs Committee: _____

Informational Copy to V.P. of Academic Affairs by the Dean. **Date:** _____

Proposed Date of Implementation:

Year: _____ **Fall** **Spring** **Summer**

Approved Date of Implementation (to be determined by AAC):

Year: _____ **Fall** **Spring** **Summer**

Does this course require a CORI/SORI check? Yes No
Should this course be charged a Capital Fee? Yes No

1. Number of Credits: **lecture hours** **lab/clinical hours** **practicum hours**
 _____ _____ _____

Please indicate how you determined the number of credits to be granted based on a credit/contact hour ratio or an assessment of learning outcomes.

Class 1/1 ratio <input type="checkbox"/>	Lab/Clinical 3/1 ratio <input type="checkbox"/>
Lab/Clinical 2/1 ratio <input type="checkbox"/>	Practicum 4/1 ratio <input type="checkbox"/>

Other If other please describe: _____

2. Is the proposed course intended to replace a current course? Yes No
 Is the proposed course equivalent to a current course? Yes No
 (If yes, fill out parts a and b. If no, only part b.)

a. Current Course Prefix/Number/Title b. Proposed Course Prefix/Title

3. Proficiency Requirements. Please check the appropriate boxes below.

Basic Reading	<input type="checkbox"/>	Basic Math	<input type="checkbox"/>
College Reading	<input type="checkbox"/>	Basic Algebra I	<input type="checkbox"/>
Basic Writing	<input type="checkbox"/>	Basic Algebra II	<input type="checkbox"/>

Rationale for Reading Skill Level: (Basic Reading, College Reading)

Rationale for Writing Skill Level:

Rationale for Math Skill Level:

4. Current Course Prerequisites:

Current Course Co-requisites: ;or by permission of instructor
 (put a line through last phrase if not included in your description)

5. This course satisfies (name elective areas):

Course Elective Classifications – check all that apply

Liberal Arts	<input type="checkbox"/>	Literature	<input type="checkbox"/>	History & Government	<input type="checkbox"/>
Humanities	<input type="checkbox"/>	Philosophy & Religion	<input type="checkbox"/>	Business	<input type="checkbox"/>
Communications	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Technical	<input type="checkbox"/>
Fine & Performing Arts	<input type="checkbox"/>	Science	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Foreign Language	<input type="checkbox"/>	Social Science	<input type="checkbox"/>	Technology	<input type="checkbox"/>
Graphics Arts	<input type="checkbox"/>	Behavioral Science	<input type="checkbox"/>	Open or Free	<input type="checkbox"/>

6. In the boxes below, if you are proposing a **new course** or **special topics course**, fill out side 6b only. If you are submitting a **course revision**, fill out side 6a with current information and put only changes in side 6b in **bold**

6a. Current Course Description	6b. Proposed Course Description
Title: _____	Title: _____
_____ Credits	_____ Credits
_____ Lecture hours _____ Lab hours	_____ Lecture hours _____ Lab hours
Proficiency Reqs: _____	Proficiency Reqs: _____
Prereqs: _____	Prereqs: _____
Coreqs: _____	Coreqs: _____
Electives: _____	Electives: _____
500 Character Limit (double click in box below)	500 Character Limit (double click in box below)

7. **Current Enrollment** (if appropriate):
per section _____
per semester _____

Prospective Enrollment:
per section _____
per semester _____

8. **College Curricula/Program this course services, i.e. is this course a requirement in other programs?**

9. **If you are submitting a new course or special topics course, please attach a sample syllabus.**

10. Explain why you are submitting this proposal. **If this is a new course or special topics**, include the target audience and how you determined the need. In addition, explain how this course promotes the college's mission and how it relates to departmental/divisional growth and change, and program quality. If you are using this form to make a **revision in a current course, or to inactivate/reactivate a current course** explain the rationale for the revision below. (double click in box below)

11. Describe the precedents for this course at other institutions, including both institutions similar to ours and those to which our students transfer. Please explain under what circumstances this would be a transferable course. (double click in box below)

12. **Which of the following resources are needed to implement this course?**

[Indicate whether existing resources are adequate or whether new resources will be needed]

- a. Equipment: _____
- b. Space: [traditional classrooms, labs, special facilities and other] _____
- c. Library: _____
- d. Computer Resources: [labs, special software, and other] N/A_____
- e. Personnel: [faculty, support staff, counselors, administrators and other]_____

EVALUATIVE COMMENTS, RECOMMENDATIONS, AND ACTIONS

1. Department Chair/Coordinator - evaluative comments giving reasons to support position:

Signature Date: _____

2. Director of Client Computing – evaluative comments and a signature must be included:

Signature Date: _____

3. Director of Library Services – evaluative comments and a signature must be included:

Signature Date: _____

4. Assistant Dean - evaluative comments giving reasons to support/not support position:

Signature Date: _____

5. Dean - evaluative comments giving reasons to support/ not support position:

Signature Date: _____

6. Associate Dean of Academic Affairs, Transfer, Articulation and Advising – evaluative comments giving reasons to support/ not support position:

Signature Date: _____

7. Academic Affairs Committee Chairperson - comments and recommendations:

Signature Date: _____

Revised form: October 2005

Prepared by: _____

**Northern Essex Community College
Academic Affairs Committee
Program Proposal Form**

- New Program
(Complete all items in the box below as well as those in sections A - H.)
- New option in an existing program
(Same instructions as those for new program.)
- Revision of existing program/option
(Complete all items in the box below as well as sections A, B, C, and G.)
- Pilot Program
(Complete all items in the box below as well as sections A-H.)

The Pilot Program needs only to be reviewed by the Chair of the Academic Affairs Committee or a Designee and the Vice President and Dean of Academic Affairs. The Pilot Program may be implemented immediately upon approval by the Chair of Academic Affairs Committee, the Vice President and Dean of Academic Affairs, and the President

Vice President and Dean of Academic Affairs

Date

INSTRUCTIONS: Please answer all pertinent questions and supply the information requested. If more space is needed, attach additional sheets. Submit two copies of the completed proposal: one to the Office of the Vice President of Academic Affairs, and one to the Academic Affairs Committee Chair.

Name of Program: _____

Name of Division: _____

Prepared by: _____

Date submitted to the Office of Academic Affairs: _____

Semester of Implementation:
Year: _____ **Fall** **Spring** **Summer**

Degree or Award:
A.S. A.A. Certificate

Location of Program:
Primarily at NECC Haverhill Campus
Primarily at NECC Lawrence Campus
Other (please describe) _____

A. Description and Design of the Revised Program

Guidelines: For the program/option you are proposing, please include all the information asked for below. Answer N/A to those sections not applicable to your program.

Title: _____

Accreditation:

Is this a criteria based program/option? Yes No

Does this program require CORI/SORI check? Yes No

Does this program require liability Insurance? Yes No

Program/Design: For a new program, please submit a description of the program and include a list of all courses, both requirements and electives, in current CAPP format.

For a program revision, please submit current program description with a list of all courses, both requirements and electives, and the revised program description with a list of all courses, both requirements and electives, in current CAPP format. Bold all changes in the revised program description.

B. Accreditation and Evaluation:

Describe how the program/option meets accreditation requirements/agency approvals. Describe the evaluation procedures being established to test and revise the program/option design. (475 characters max)

C. Purpose of the Program:

Describe the program/option's objectives and expected concrete accomplishment in the first five years of its operation. Describe such program/option objectives insofar as possible in demonstrable terms. Include an exact explanation as to how this particular program/option moves the institution toward its long term objectives; specific information as to transferability of the program/option relative to the Commonwealth Transfer Compact (see Commonwealth Transfer Compact information on Intranet) or other such articulation agreements. (475 characters maximum; if you need more space, please use a separate sheet of paper and attach.)

D. Need for the Program:

Describe the job market survey conducted to determine the demand for graduates, or the reasons which indicated a need for revision of this program. Include a copy of that survey and the collated results. What evidence of student interest in this program is available? Please indicate the number of students the institution expects to enroll in this program and the number it expects to graduate for each of the first five years of the program's operation. (250 characters maximum; if you need more space, please use a separate sheet of paper and attach.)

E. Similar Programs/Options:

List any other post-secondary institutions within commuting distance (50 mile radius) offering similar/comparable programs in this area. Also, state the number of students in the most recent spring graduating class if possible from each of these programs. (250 characters maximum; if you need more space, please use a separate sheet of paper and attach.)

F. Special Arrangements:

Describe any special arrangement which would be made for this program regarding:

1. Inter-institution or agency contracts or agreements

2. Field experiences/practicums

3. Student services in the following areas:

- a) recruitment of students for the program/option

- b) admission of students into the program/option

- c) counseling of students in the program/option

- d) placement of students upon graduation

G. Effect on Other Programs/Options:

State which programs/options you plan to reduce or eliminate as this one is developed. If none, state what effect you expect this program/option to have on other programs/options in the college.

**H. Budget Considerations:
Personnel, Facilities, and Supplies Requirements**

Indicate how much, how many, or what is required under each of the following headings.

- 1. New Faculty/Staff _____
- 2. Additional Space and Equipment _____
- 3. Additional Administrative Services, including Counseling _____
- 4. Library _____
- 5. Computer Labs _____
- 6. Other _____

If any part of this proposal depends on grant funding, please answer the following questions.

- 1. What grant?

- 2. Date the grant proposal was submitted.

- 3. Expected date of decision on grant proposal.

- 4. What parts of the program are affected by this grant and how?

EVALUATIVE COMMENTS, RECOMMENDATIONS, AND ACTIONS

2. Department Chair/Coordinator - evaluative comments giving reasons to support position:

Signature Date: _____

2. Director of Client Computing – evaluative comments and a signature must be included:

Signature Date: _____

3. Director of Library Services – evaluative comments and a signature must be included:

Signature Date: _____

4. Assistant Dean - evaluative comments giving reasons to support/not support position:

Signature Date: _____

5. Dean - evaluative comments giving reasons to support/ not support position:

Signature Date: _____

8. Associate Dean of Academic Affairs, Transfer, Articulation and Advising – evaluative comments giving reasons to support/ not support position:

Signature Date: _____

9. Academic Affairs Committee Chairperson - comments and recommendations:

Signature Date: _____

SERVICING AREA/DEPARTMENT SIGNATURE SHEET

These signatures are required only when applicable to the particular program being proposed. Comments are required only when applicable. If more space is required, please add an additional page.

1 Assistant Dean (Servicing Division)

Signature Date

2 Dean (Servicing Division)

Signature Date

3 Assistant Dean (Servicing Division)

Signature Date

4 Dean (Servicing Division)

Signature Date