PROPOSAL PROCESS FOR NEW ACADEMIC PROGRAMS—A WORK IN PROGRESS

Before proposing new academic programs, faculty members will need to work closely with their appropriate Department Chair and Instructional Dean to assess new program feasibility.

The following series of questions is a decision-making framework for determining whether or not to move forward with new program development and implementation and is particularly necessary for equipment intensive CTE programs. The intent is that the VPI and the Instructional Dean leadership team work in close coordination with Chairs and/or Program Directors to complete responses to each of the items below. Additionally, various units of the College may be asked advice from their perspective on these questions. The VPI will update the President on these initial stages of program consideration. Following this, the instructional leadership team will recommend either program development, no program development, or continued program exploration (no go, but with a planned date of reconsideration) to the VPI. The VPI will forward and review positive recommendations to the President and E-Team. If a program is a tentative “go” following this E-Team review, the College will next secure appropriate development partners, including but not limited to, industry representatives and advisors, regional workforce counterparts (regional economist, WIA), ESD support if appropriate, and CTE DOE state level staff as needed.

Timeline: New program proposals should seek and gain administrative approval at least 18 months prior to program implementation to allow a minimum of one year to prepare for program implementation.

Information needed for new program proposals:

1. Provide a description and overview of the proposed new program, including any specialized accreditation needed.
2. How does the new program fit with the COCC Mission, Board Priorities, and Core Themes?
3. Describe the connection of Program Level Outcomes to college-wide General Education Outcomes.
4. Evidence of employment after program completion:
   a. What is the anticipated wage upon entry and wage progression potential (including benefits)?
   b. Include a “pre” advisory board statement of need for the occupation trained in the program.
5. Noncredit offerings: Have related courses been offered as noncredit courses?
   a. If not, should COCC offer components of this program as noncredit?
   b. If so, please describe enrollment trends and other lessons learned from the noncredit offerings.
6. Provide a tentative course of study. This should include a list of courses including title, number of credits, prerequisites, general education requirements, and a brief description of each course.
7. Detail the program delivery—face to face, online, or hybrid.
8. What is the anticipated enrollment?
9. What is the anticipated revenue from tuition and student fees?
10. Regarding faculty:
   a. What is the current availability of faculty for the new program?
   b. What are the faculty minimum qualifications for faculty?
   c. What ratio of full-time to adjunct/part-time will sustain a high quality program? How many faculty members of each category (full-time and part-time) are needed for this program?

11. Leverages:
   a. What elements of this program are supported by existing resources (faculty, staff, and equipment)?
   b. What department(s) will oversee the program? Will other programs/departments be impacted?
   c. Regarding physical location of the program, what locations will the program request? How much space is required for the program? Will the program require construction or remodeling of buildings?

12. Will this program result in significant workload/resource changes for Enrollment Services, Library, Testing and/or Tutoring Center, and Institutional Technology? Are additional staffing needs (e.g., classified staff) anticipated?

13. What are the development timeline and development expense projections? What start-up costs are anticipated in opening the program, and what ongoing expenses are anticipated?

14. Does this program exist in private sector education in Central Oregon, and is it likely that a competitor will file an Adverse Impact with the Department of Education?