

NEW ACADEMIC ACTIVITY OUTLINE

INSTRUCTIONS: The information in this document is required to be attached to the Academic Action Form if a faculty member wants to create a new major, concentration, minor or certificate. Your document should include responses applicable to the request:

1. Conceptional basis and/or objective:

- a) The intellectual and campus need for the proposed program, major, concentration minor, or certificate
- b) Evidence of an academic or market demand for graduates with the major, concentration, minor, or certificate
- c) Similar programs, majors, concentrations, minors, or certificates at other universities and how they are structured
- d) Why a new program, major, concentration, minor, or certificate is needed (instead of modifying an existing one)

2. Description:

- a) A list of required courses, noting distribution requirements and relevant electives
- b) Provide the new degree or program curriculum listing as it should appear in the next Catalog (Refer to other catalog program/degree listings for examples)
- c) A sample program, including the expected time needed to complete
- d) Calculate the total credits hours specifically required by the degree or program in the following ways: 1) not counting prerequisites, and 2) counting prerequisites (both those specified in a prerequisite list and any required for admission to the program)
- e) Milestones (exams, capstone projects)
- f) Required work experience, fieldwork, internships, teaching, or practica
- g) Language or research methods requirements
- h) Specialized equipment or space that will be required to support the new major
- i) Any requirements mandated by an accrediting agency
- j) Plans for academic mentoring and career counseling

3. Courses or Course Work:

- a) Provide a listing of new courses. Include the prefix, number, title, and description of each course
- b) Provide a listing of any revised courses. Include the following:
 - i. Current Prefix
 - ii. Current Course Number
 - iii. Current Credit Hours
 - iv. Revised Prefix
 - v. Revised Course Number
 - vi. Title
 - vii. Prerequisite
 - viii. Description
 - ix. Crosslist Course(s)

NEW ACTION FORM (continued)

4. Assessment Plan:

- a) What are the 3-5 goals for the program or certificate? Program or certificate goals define what the student will know or be able to do after completion of the entire program or certificate.
- b) Attach a matrix or table of the goals and the relationship of the goals to the courses required for the program or certificate.
- c) Specify a faculty member that will be responsible for the assessment of program or certificate student learning for a minimum of 2 years including the submission of the annual assessment report and the organization of program or certificate meetings/discussions regarding the assessment of student learning.
- d) Describe how this program or certificate faculty will determine or document assessment annually, including (but not limited to); selecting a goal(s) and courses for focus, determining assessment method(s) for the study of goal(s), collecting and analyzing data, and meeting to determine changes necessary as a result of findings?

5. Faculty resources:

- a) Names, rank and tenure status of faculty who will participate and have agreed to serve (*Faculty resumes for new master's and doctorate programs only. Each CV should be no longer than two pages.*)
- b) Assurance that several faculty members will be able and willing to offer the planned courses, provide the administrative oversight, and devote the necessary time to mentoring and advising
- c) Evidence of funding to support required faculty time

6. Operational arrangements:

- a) A plan for the formation, composition and duties of the faculty major/program committee
- b) A plan for providing administrative support for the major, including student services
- c) A review of the admissions process and application requirements including any particular attention to transfer credit
- d) How faculty roles in administration, teaching and counseling will be handled
- e) How major/program quality will be assessed and planning undertaken
- f) How a sense of community (both students and faculty) will be maintained

7. Enrollment plan:

- a) Credentials required for incoming students, and evidence of interest among students in the new major
- b) Initial enrollment goals and the process by which cohort size will be evaluated
- c) Whether enrollments would be incremental or draw from other UM-Dearborn majors
- d) Measures that will be taken to recruit and admit a diverse pool of students.

8. Job prospects and career options:

- a) The prospects for jobs for graduates based on firm evidence more than testimony
- b) How cohort size will be affected by job availability
- c) Whether the jobs drawing the graduates earning this major may affect career opportunities for graduates of other UM-Dearborn majors