



**HANDBOOK**  
**for the submission of**  
**UNDERGRADUATE**  
**ACADEMIC PROGRAM PROPOSALS**

**State University of New York**  
**System Administration**  
**Program Review and Planning Group**

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## Preface

This version of the University's *Handbook for the Submission of Undergraduate Academic Program Proposals* reiterates principles that informed development of the previous, December 2000, version:

- to recognize campus responsibility for academic and resource planning, program assessment, appropriate consultation, and thorough preparation of program materials;
- to focus the University's review on System issues: how the proposed program reinforces and strengthens the *mission* of the campus and the University as a whole, meets a compelling and documented *market* need without encouraging unproductive competition with sister SUNY institutions or unnecessarily duplicating University resources, and is characterized by demonstrable standards of academic *quality*;
- to recognize the statutory responsibility of the New York State Education Department (SED) to register curricula in accordance with the regulatory standards set forth in the Rules of Board of Regents and the Regulations of the Commissioner of Education and to eliminate redundancy in the requirements of New York State Education Department and System Administration;
- to enhance SUNY System responsiveness to campuses by clarifying directions and timelines;

In addition, this revised version of the Handbook has incorporated the following amendments to improve communication and to facilitate campus and System processes:

- the previous “Handbook” and “Guidelines” have been combined into a single comprehensive document and reorganized for enhanced clarity;
- salient University academic initiatives—i.e., Assessment and *New Vision in Teacher Education*—have been integrated into the program review process;
- criteria according to which a proposal may receive expedited review have been clarified;
- criteria according to which the external review of baccalaureate program proposals may be waived have been clarified;
- documentation for establishing articulation of associate degree transfer programs has been clarified;
- appendices have been reorganized and edited for clarity; and
- technological enhancements include incorporation of hyperlinks and distribution of Program Announcements via the weekly *Program Review Update*.

The Handbook is now designed so that all the information and forms needed for submitting undergraduate program proposals to the University Provost and SED are contained within the Handbook itself. The organization of the Handbook is as follows:

*Section I: Procedures Overview* outlines the overall process by which a new program moves from announcement to registration. This section describes procedures and criteria related to the following topics:

Program Announcement  
Program Proposal  
Expedited Review  
Integration of Academic Initiatives (Assessment, Teacher Education)  
Outcomes of Program Proposal Review

## Program Review & Planning Group Performance Goals

*Section II: Directions for Completing the Program Proposal Form* provides supplemental guidance in addition to instructions on the Program Proposal Form (Appendix B) itself.

*Section III: Appendices* contains forms to be used for submitting Program Announcements and Program Proposals as well as additional forms and documents relevant to the program review process at the State University of New York and at the New York State Education Department.

It is the first priority of the Program Review & Planning Group that all academic program submissions from State University campuses be reviewed in a timely and efficient manner, according to a process that is both judicious and transparent. Please direct any questions about the process, either in general or as it may apply to particular curricular developments, to the assigned reviewer for your campus. Reviewing assignments for SUNY campuses are posted at <http://www.sysadm.suny.edu/provost/programreview/>.

## Section I: Procedures Overview

### Procedure for the Submission of a Proposal for a New Program

The procedure described below applies to all State University campuses and all new undergraduate programs at all award levels. Graduate program initiatives should follow the procedures outlined in *Memorandum to Presidents*, Vol. 94 No. 1, *Revised Procedures for Submission of Graduate Academic Program Proposals*.

For the proposing campus, the process involves two SUNY phases: a Program Announcement and a Program Proposal, which are described below. Once a Program Proposal has been approved by System Administration, it will be forwarded to the State Education Department for registration.

When requesting approval for revisions to an *existing* academic program, such as changes to the title, award, curriculum or any other aspect, follow the guidance in Appendix E.

#### PROGRAM ANNOUNCEMENT

The Program Announcement is a succinct document prepared by the proposing campus and required for every new curriculum leading to an undergraduate degree or certificate. The Program Announcement has a dual function: to provide information to, and solicit responses from, other campuses within the System, and to enable System Administration to provide necessary advice to the proposing campus before the final program proposal has been developed. Any matters or concerns expressed by other SUNY institutions in response to the Program Announcement should be addressed by the proposing campus before proceeding to submit the Program Proposal.

The Program Announcement form (Appendix A) shows the required form and content. Of particular importance are the *Program Summary*, which should provide a description of the purpose, content and structure of the proposed program, and the draft curriculum. Please note that new baccalaureate programs normally require external review by two qualified experts in the program discipline area. Under certain circumstances a campus may request waiver of the external review requirement. This request is to be made as part of the Program Announcement and will be considered by System Administration when the program Announcement is reviewed.

Program Announcements should be emailed for submission to [program.review@sysadm.suny.edu](mailto:program.review@sysadm.suny.edu).

***Please Note: It is not helpful to send materials (Program Announcements, Program Proposals, etc.) directly to an individual program reviewer unless specifically requested to do so. This will likely lead to confusion and delays.***

The Program Review & Planning Group will publish Program Announcements weekly via its email circular *Program Review Update* and post them to the Document Retrieval Service (DRS) for archival purposes. System Administration will review the announced program's appropriateness to mission as described in the campus' Mission Review Memorandum of Understanding and perform a routine check for basic information: e. g., an appropriate title, licensure requirements, or need for a Master Plan Amendment. The proposing campus will receive feedback from System Administration regarding applicable concerns or special conditions within approximately 30 days from the circulation of the

Program Announcement. For example, a campus announcing a program that requires a Master Plan Amendment will be notified at this point to ensure that the additional documentation required is included with the Program Proposal.

The President or chief academic officer of interested campuses should respond to the proposing campus with substantive comments within 30 days of receipt of the Program Announcement. Comments might include advice and suggestions, possible articulation opportunities, enrollment trends in related programs, opportunities for cooperation, as well as concerns about potential competition with existing programs. The response should be addressed to the proposing campus' President with a copy to the University Provost, The State University of New York, State University Plaza, Albany, NY 12246.

It is the responsibility of the proposing campus, by means of the Program Announcement, to seek substantive information from other SUNY campuses (particularly those with experience with related programs) and to use this information to construct a sound Program Proposal. The proposing campus will be required to address in the Program Proposal any objections or concerns expressed by other institutions or by System Administration.

A Program Announcement has a lifetime of one year from the date of circulation by System Administration.

## **PROGRAM PROPOSAL**

The following information pertains to the elements of the Undergraduate Program Proposal Form (Appendix B) applicable to all undergraduate programs being proposed by all State University campuses. Thorough preparation of program materials by the campus will expedite the process of review at System Administration and at the State Education Department.

The Program Proposal is the formal request from a campus to have a new undergraduate academic program approved by the State University and subsequently registered by the State Education Department. The Program Proposal should be submitted to the University Provost no earlier than 45 days and no later than one year from the date of the circulation of the Program Announcement to SUNY campuses.

The campus should submit the Program Proposal to the University Provost sufficiently in advance of the commencement of the program to allow for advertising and admission of students. A program must be registered by the New York State Education Department before it may be advertised or before students may be admitted. A minimum of three months, or one semester in advance of the commencement of advertising or the initial admission date (whichever is first), is recommended; for programs requiring a Master Plan Amendment, a minimum of six months, or two semesters in advance, is advisable.

The information required to support the Program Proposal should be sufficient for approval when it demonstrates that the proposed program reinforces and strengthens the *mission* of the campus and the University as a whole, meets a compelling and documented *market* need without encouraging unproductive competition with sister SUNY institutions or unnecessarily duplicating University resources, and is characterized by demonstrable standards of academic *quality*.

The proposing campus will advance the program review process significantly if it makes every reasonable effort to resolve duplicative or competitive concerns raised by other campuses during the Program Announcement stage. Furthermore, the Program Proposal must address these concerns and describe their resolution.

A Program Proposal is viable for one year from the last request for information from System Administration to the campus. After that it is considered to have expired.

The Campus should submit the proposal by using the Program Proposal Form in Appendix B of this Handbook.

E-mail a copy of the Program Proposal to [program.review@sysadm.suny.edu](mailto:program.review@sysadm.suny.edu) or mail three paper copies to the Office of the Provost, The State University of New York, State University Plaza, Albany, NY 12246. When an electronic proposal is to be supplemented by paper documents, *three copies* of the supplementary documents must be submitted by mail before the proposal is considered active and under review at System Administration.

***Please Note: It is not helpful to send materials (Program Announcements, Program Proposals, etc.) directly to an individual program reviewer unless specifically requested to do so. This will likely lead to confusion and delays.***

### ***Special Requirements for Teacher Education Programs***

Programs leading to NYS teacher certification have special requirements. Campuses must submit the SED “Application Form for Registration of a Teacher Education Program” (available at <http://www.highered.nysed.gov/ocue/tetappl.htm>) *in addition to* the SUNY Program Proposal Form.

### **Expedited Review**

It is the goal of the Program Review and Planning Group to review and, where appropriate, approve program proposals in the shortest time possible. Under special circumstances specified in the characteristics below, campuses may request an expedited review by submitting the Expedited Review Request Form, (Appendix F). Expedited Review status will shorten the maximum time under review at System Administration from sixty to thirty days. Please note that Expedited Review is a SUNY category only and does not apply to the State Education Department. The following types of new programs (at any level) are not eligible for expedited review:

- any program leading to NYS licensure/certification
- any program requiring specific action by the SUNY Board of Trustees or the NYS Board of Regents (for example, master plan amendment or degree authorization)
- any program for which part of the instruction will be offered by a non-degree-granting entity

Programs submitted for expedited review must be complete and clearly demonstrate the characteristics—described below—that would merit expedited review. If information is missing from the proposal and has to be requested from the campus, the review of the program will continue on a normal, unexpedited, timeline.

## Characteristics of Proposals That May Receive Expedited Review

### *Certificate (undergraduate)*

The Proposal clearly demonstrates the following:

- Every course is applicable to a registered degree program at the college.
- The set of courses forms a coherent whole.
- New courses have been approved and syllabi are attached.
- If external instruction (for example, field work, externships) is a component of the proposed program, the proposal contains all documentation required in Appendix C.

### *Associate in Applied Science, Associate in Occupational Studies*

The Proposal clearly demonstrates the following:

- The submitted curriculum
  - results from a DACUM process and summary documentation is attached (for resources and links see <http://www.dacum.com/ohio/>), OR
  - is validated by documentation from an external review team selected in consultation with System Administration (Appendix N).
- The program meets the SED Liberal Arts and Sciences Requirements for Earned Degrees in Section 3.47, available online at <http://www.highered.nysed.gov/ocue/rules.htm>.
- New courses have been approved and syllabi are attached.
- If external instruction (for example, field work, externships) is a component of the proposed program, the proposal contains all documentation required in Appendix C.

### *Associate in Arts, Associate in Science*

The Proposal clearly demonstrates:

- Evidence of transferability into compatible programs at two baccalaureate-granting institutions, as per instructions in the Program Proposal form.
- The program meets the SED Liberal Arts and Sciences Requirements for Earned Degrees in Section 3.47, available online at <http://www.highered.nysed.gov/ocue/rules.htm>.
- New courses have been approved and syllabi are attached.
- If external instruction (for example, field work, externships) is a component of the proposed program, the proposal contains all documentation required in Appendix C.

### *Baccalaureate Degree Programs*

The Proposal clearly demonstrates the following:

- For programs that anticipate transfer-student enrollments, there is clear evidence of articulation with two-year programs, as per Program Proposal directions.
- The Program Proposal includes a highly positive external review or the external review has been waived at the Program Announcement stage.
- The program meets the SED Liberal Arts and Sciences Requirements for Earned Degrees in Section 3.47, available online at <http://www.highered.nysed.gov/ocue/rules.htm>.
- New courses have been approved and syllabi are attached.
- If external instruction (for example, field work, externships) is a component of the proposed program, the proposal contains all documentation required in Appendix C.

## **Integration of Academic Initiatives**

### *SUNY Assessment Policy*

An important aspect of the Program Proposal process is the inclusion of the programmatic goals, objectives, and learning outcomes students should demonstrate upon completing the program, as well as the date of the initial periodic assessment of the program and the frequency of the assessment cycle. As a part of the SUNY Assessment Initiative, chief academic officers at each institution submit annual reports to System Administration providing summaries of the process and results of their recent assessments of general education and academic programs. These reports will include the next academic year's schedule for the assessment of general education and of academic programs.

It will be our expectation that campuses proposing new programs and revisions to existing programs will be in compliance with the Office of the Provost's *Guidelines for the Implementation of Campus-based Assessment* for both general education and the major, and be current with respect to reporting requirements.

### *SUNY Teacher Preparation Policy: A New Vision in Teacher Education*

The 2001 policy, *A New Vision in Teacher Education*, outlines three objectives for the University: assuring excellent preparation of effective teachers; addressing the State's need for excellent teachers; and, assuring continuous assessment and improvement. Implementation guidelines for the *New Vision* policy, issued as Memorandum to Presidents, Vol. 03 No. 2, contain curricular requirements, implementation responsibility and timelines, and operative criteria for the system-level review of academic program proposals. The Program Review and Planning Group will review proposals for new academic programs and revisions of existing programs leading to New York State teacher certification for compliance with the *New Vision* policy.

The June 2001 action agenda of *A New Vision in Teacher Education* is available online at <http://www.sysadm.suny.edu/provost/teachered.htm>. For the *New Vision* implementation guidelines, see Memorandum to Presidents, Vol. 03 No. 2 at: <http://www.sysadm.suny.edu/provost/mtp/memorandatopresidents.htm>.

## **Special Characteristics of Some Programs**

For program proposals that exhibit certain special characteristics (such as but not limited to, special accreditation, "distance education format" registration, Master Plan Amendment), there are additional State Education Department requirements. These are shown in Appendix L, which should be consulted when completing each program proposal to ensure that all SED requirements are met.

## **Outcomes of Program Proposal Review**

The University's review of a proposed new undergraduate program will result in one of the three following actions:

- approval and forwarding to SED for registration (possibly with a request to the campus for a follow-up report on issues of concern or interest, such as enrollment, or accreditation expectations);
- request for clarification, further information, documentation, or consultation; or

- disapproval of program as proposed.

On rare occasions, the University may defer formal action on the proposal pending the consideration of a University-wide issue, policy, or study.

The information required for the Program Proposal also comprises the material necessary for program registration by the State Education Department. SED reviews programs for compliance with the Rules of the Board of Regents and the Regulations of the Commissioner of Education.

The *Program Review Update* publishes Program Announcements weekly and all program activity monthly.

### **Program Review and Planning Group: Performance Goals and Self-Assessment**

It is the first priority of the Program Review & Planning Group that all academic program submissions from State University campuses be reviewed in a timely and efficient manner, according to a process that is both judicious and transparent. To that end, the office has established a set of performance goals for the timely completion of its work. These goals are:

- study of Program Announcements within 30 days of publication in the *Program Review Update*,
- review of complete Program Proposals that qualify for expedited review within 30 days of receipt of the proposal
- review of complete non-expedited Program Proposals within 60 days of receipt of the program Proposal.

The Program Review & Planning Group publishes its performance self-assessment “Accountability Matrix” three times a year via the *Program Review Update*.

## Section II: Directions for Completing the Program Proposal Form (Appendix B)

### 1. Basic Information: Completely answer all questions.

- A. Enter the official *Name of the Institution(s)* that will be offering the program. Enter the branch campus, extension center, or extension site if the program or any courses of the program will be offered off-campus. (See Appendix H for definitions.)
- B. Enter the name and title of the *President or Chief Academic Officer* and the signature and date. This official signature will take the place of a letter of transmittal. Proposals transmitted by e-mail will be accepted without signature provided they come from the institution's Office of the President or Chief Academic Officer. If the proposal is multi-institutional, provide one sheet with the signature and contact person for each participating institution.
- C. Enter the name and other information for the *Contact person* (if this is someone other than the President or Chief Academic Officer) who is knowledgeable about the technical aspects of the proposal.
- D. Enter the *Proposed program title*.
- E. Enter the *Proposed degree or other award*. For earned degrees see the Rules of the Board of Regents §3.47 at <http://www.highered.nysed.gov/ocue/rules.htm>. To check the degrees or awards the campus is authorized to offer, refer to the hardcopy version of the *SED Inventory of Registered Programs*, available from each campus chief academic officer. If the campus does not already have authorization to offer the degree in question, approval by the State University Board of Trustees and the New York State Board of Regents will be necessary.
- F. *Proposed HEGIS Code*. See HEGIS Classification by Discipline Division on the Program Review web site at: <http://www.sysadm.suny.edu/provost/programreview/HEGISCodes.pdf>. Note: HEGIS 5000-5600 are reserved for associate degrees and other awards below the baccalaureate. See Appendix N for HEGIS code numbers by disciplinary area; each degree level entry into a disciplinary area may require a Master Plan Amendment. (See Appendix M for more on Master Plan Amendments.) The titles and HEGIS codes of existing programs at other campuses can be viewed readily from the online NYSED *Inventory of Registered Programs*, at <http://www.nysed.gov/heds/irps11.html>.
- G. If this program will be offered jointly with another institution, enter the name of the institution/branch. Furthermore, SED requires that "if the other institution is degree-granting, attach a contract or letter of agreement signed by that institution's CEO. If it is non-degree granting, refer to the Memorandum to Chief Executive Officers. No. 94-04." <http://www.highered.nysed.gov/ocue/ceo%20memorandum.htm>
- H. If the program leads to New York State teacher certification, *list the intended certificate title(s) and type(s)*: A list of teacher certificate titles is available at SED's Office of Teaching site at: [http://www.highered.nysed.gov/tcert/certificate/req\\_main.htm](http://www.highered.nysed.gov/tcert/certificate/req_main.htm).
- I. Programs leading to NYS professional licensure require special consideration. The course of study for professional programs must be consistent with NYS regulations and relevant accreditation requirements. See the web site for the SED Office of the Professions—<http://www.op.nysed.gov>—for links to more information about the preparation, licensure, and practice of the specific professions.

- J. For programs that will seek specialized accreditation, explain how the program has been designed to meet the criteria of that accrediting agency by providing as a supplement to the Program Proposal either a comparison of the requirements of the accrediting agency with those of the program or a copy of the assessment of the program by the accrediting agency.
- K. For programs that require external clinical instruction, agency placement, practice teaching, internships, fieldwork etc., complete and attach *Appendix C—External Instruction*.
- L. For programs in other than traditional classroom model formats, *specify the format*. See Appendix P for format definitions.
- M. Explain any restrictions on credits, full-time status, or other scheduling conditions that might affect financial aid eligibility. For example, a degree program must be offered on a schedule that enables students to complete approximately 15 credits per semester to be considered a full-time program for state student financial aid purposes.
- N. Enter the date when the program proposal was approved by the relevant campus governance body.

## **2. Program Summary**

The purpose of the Program Summary is to provide a complete picture of how the proposed program will fit into the mission of the campus and to explicate the general parameters of the program—i.e., learning outcomes, assessment schedule, admission standards, and the curriculum itself.

Respond fully to each of the numbered points in the Program Proposal Form. The cells into which text is to be inserted will expand as necessary. Draft catalog copy may be used as a supplement or substitute if it provides the solicited information.

## **3. External Review**

External review does not generally apply to associate degree programs. External review is normally required for all new baccalaureate degree programs and for new programs *at any level* where part of the instruction will be offered by a non-degree granting entity. The purpose of external review is to provide expert validation of the curriculum and to provide external expertise in developing a program proposal. Reviewers must be experts in the field who do not have an affiliation with the proposing campus that might be considered a conflict of interest. After the campus submits a list of four or five such individuals with resumes or brief biographies, the selection of the two required external reviewers will be agreed upon with the Program Review & Planning Group. Questions for the external review report will be developed by System Administration collegially with the campus based on those outlined in the SUNY External Evaluation Report Form (Appendix D). The two external review reports and the campus response to them are important components of the final Program Proposal. However, program proposals from campuses that satisfy a set of conditions related primarily to the maturity of faculty resources in the discipline area and of the campus governance structure may be considered for a waiver of this requirement. Please use the Program Announcement Form (Appendix A) to request a waiver if the program development satisfies the set of conditions listed therein.

## **4. Enrollment**

Provide the projections for the initial enrollment and the enrollment after five years. Explain how these projections were determined. Also, indicate what planning has been made for the possibility that anticipated enrollment estimates are not achievable. How will this affect initial faculty hiring? Explain how the campus has dealt with this situation in the past.

## 5. Impact of the New Program On the Service Area and Consultation with Other Campuses

*The intent of this section is for the campus to demonstrate that the proposed new academic program meets a compelling and documentable market need without encouraging unproductive competition with sister SUNY institutions or unnecessarily duplicating University resources. Any objections from sister campuses to the Program Announcement will need to be addressed by the proposing campus in this section.*

- A. **Need.** It is important to justify the need for the proposed program in terms of the clientele it will serve and the economic and/or educational needs of the area and of New York State and to describe how the level of need was established. (Provide data on need from New York State labor projections (<http://www.labor.state.ny.us/html/projections/default.htm>). If there are similar programs in the service area, region, and state, explain why this program will not unnecessarily duplicate University resources. If objections from other campuses to this new program have been raised, it becomes especially important to address these and to describe how they have been resolved.
- B. **Employment.** For programs designed to prepare graduates for immediate employment, document the potential employers of such graduates. Specify employers who have requested establishment of the program and describe their specific employment needs. Careful assessment of employment demand, especially for focused programs requiring new resources, is critical.
- C. **Similar Colleges.** Other colleges can be very helpful when designing a new program. Sometimes they identify themselves in response to the Program Announcement. The SED *Inventory of Registered Programs* at <http://www.nysed.gov/heds/irps11.html> is also a complete listing of all of the programs in New York State.
- D. **Collaboration.** Provide evidence of appropriate consultation with other SUNY campuses and summarize the results of the consultation, noting, in particular, comments from institutions with similar programs. Describe the results of discussions regarding suggested inter-campus collaboration. Please note: it is not necessary to include copies of responses to the Program Announcement from sister institutions.
- E. **Objections.** When other colleges raise objections, the program proposal must identify these colleges, explain the reasons for their objections, and describe how the objections have been resolved. The college proposing the new program is responsible for resolving the objection.
- F. **Transfer.** Given the high priority the University places on the facilitation of transfer (especially intra-SUNY transfer), it is important to identify institutions with which articulation arrangements have been made or discussed, and to document the articulation of the program with the next appropriate level of instruction. Programs leading to the Associate in Arts or the Associate in Science degree must include letters from the chief academic officers of two baccalaureate-granting institutions verifying course equivalencies and confirming that graduates of the proposed program will be able to transfer into a registered baccalaureate program at their institutions and graduate in two additional years of full-time study. **It is essential that these letters be accompanied by, and assert acceptance of, a completed SUNY Transfer Course Equivalency Table, to be found in Appendix G.**

Proposals for baccalaureate programs that anticipate transfer student enrollment must include evidence of consultation with at least two appropriate two-year colleges to assure articulation with pertinent degree programs and completion within two additional years of full-time study.

## Sections 6-9

*The intent of the sections 6 through 9, on curriculum, faculty, and resources is for the campus to demonstrate that the proposed new academic program is characterized by demonstrable standards of academic quality. It is important to show that the program is founded upon a comprehensive, coherent, and effective curriculum, that it meets SUNY and SED distribution requirements, that academic leadership is in place, that the campus has invested in highly qualified faculty to teach the courses in the program, and that the program is supported with adequate resources.*

## 6. Curriculum Tables

The purpose of the curriculum tables is to show that the program can be completed on schedule according to financial aid regulations and that SUNY requirements for general education and statutory requirements for liberal arts content are being met.

Fill in the tables to show the sequencing of courses, credits, and SUNY-GER requirements, as well as instructors, by semester, for the first full cycle of the program (for example, four semesters for a traditionally structured associate degree, eight for a traditionally structured baccalaureate degree). Include additional semesters if offered on a part-time basis. These pages may be duplicated as needed.

The level of detail provided may be pitched to the curricular requirement under consideration. For instance, in the “Course Offering” column it may be appropriate to insert “Social Science Requirement,” rather than a particular course if it is just one of many a student may take to satisfy that part of the curriculum. In the case of major Core or Track requirements, appropriate generic designations may be provided instead of particular course titles so long as the generic designation is parsed in the “Program Summary” section of the Program Proposal.

Key: Cr = Credits (insert # of credits),  
GE = General Education

- insert abbreviation indicating SUNY-GER category as follows: Mathematics (M), Natural Sciences (NS), Social Science (SS), American History (AH), Western Civilization (WC), Other World Civilizations (OW), Humanities (H), The Arts (AR), Foreign Language (FL), Basic Communication (BC)
- insert “x” for any courses that satisfy a campus-based general education requirement that does not count toward the SUNY-GER

LA = Liberal Arts & Science offering (insert “x” for any course that is deemed to be a liberal arts and science offering)

M = Major (insert “x” for any course that is required as part of the major program)

RE = Required Elective (insert “x” for any elective which, though not considered part of the major program, is required of students seeking to complete the major)

E = Elective (insert “x” for any elective course that would count toward graduation but not toward the major or general education)

N/R = New or Significantly Revised (insert “x” for any major or required elective courses that are new or have been significantly revised in connection with the proposed program). **Submit syllabi for all new or significantly revised courses.**

Instructor (provide the name of the regular instructor of the course; “staff” may be used as appropriate, especially for non-major courses)

At the end of the table, fill out the credit summary as indicated. (Note: A program must be at least 24 credit hours in length to be eligible for State financial aid.)

### 7. External Instruction

For programs that require external clinical instruction, agency placement, practice teaching, internships, fieldwork etc., complete and attach *Appendix C—External Instruction Form*.

### 8. Faculty

List the name and qualifications of each faculty member who will teach required and/or elective courses *in the major*. **Indicate the academic leadership of the program by placing an asterisk next to the name of the director or chair.** For faculty who are not presently in place but who will be hired to teach in the program, indicate TBH (to be hired) in the *Name* column and the qualifications (rank, degree level, discipline, and, if appropriate, professional/occupational experience). Abbreviations: *Rank*: Professor = PROF, Associate Professor = ASSOC, Assistant Professor = ASSIST, Lecturer = LECT, Instructor = INST; In the left column of *Status*: Full-time = FT, Part-time (salaried appointment) = PT, Adjunct = ADJ, Other = OTH. In the right column of status state the percentage (as a fraction) of the faculty member’s workload that will take place as teaching, supervision, or advising in this program: 1.0, 0.5, etc. For any unusual case—or if this format does not shed light on the situation—attach an explanation.

### 9. Resources

Complete the table documenting the projected cost of the program at start-up, when the program begins, and after five years and indicating the source of the funding for personnel, library, equipment, laboratories, supplies and expenses, capital expenditures, and other expenses. In the section on library holdings provide explanation to demonstrate that the holdings are sufficient for instructional and research needs of program students and faculty.

**Section III: Appendices**

**Appendices A-G: SUNY Forms**

**Appendices H-Q: SED Documents and Forms**

## APPENDIX A



### PROGRAM ANNOUNCEMENT

#### For Undergraduate Programs

*{to be completed by proposing campus}*

**Name of Institution:**

*{Specify name of branch campus, if relevant}*

**Date:**

**Proposed program title:**

**Proposed degree or other award:**

**Total Credits:**

**If a baccalaureate degree is proposed, will a waiver of external review be requested: (Y/N) \_\_\_\_\_**

*{If 'Yes', complete the waiver request section on the reverse.}*

**Academic unit(s) that will offer program:**

**Proposed HEGIS code:**

**Proposed beginning date:**

**Program summary:** *{As an attachment to this cover, summarize (in 400 words or fewer) the purpose, content, and structure of the proposed program and its relationship to the mission of the institution. Also, complete the draft list of required and elective courses in the major, on the reverse.}*

<b>Projected enrollment:</b>	When the program begins	After five years
Full-time students		
Part-time students		

**Will program lead to certification/licensure? \_\_Yes \_\_No If Yes, in what field or specialty?**

**Will special accreditation be sought? \_\_Yes \_\_No If Yes, by what group? By what date?**

**Will program or any constituent courses be offered off-campus? \_\_Yes \_\_No**

**If Yes, at what address?**

**How much?** *{Specify number of courses and related credits}*

**Via telecommunications? \_\_Yes \_\_No If Yes, to what location(s)?**

*For more information, contact the following academic officer:*

**Name:**

**E-mail:**

**Title:**

**Voice:**

#### Response to Announcement *(requested of other State University campuses)*

Do you have a similar or related program? What has been your experience with the program? Would the introduction of this program have any effect, positive or negative, on your institution? Please specify. Do you perceive a need for this kind of program? Is there opportunity for articulation or inter-institutional cooperation? The response should be addressed to the proposing campus' President with a copy to the University Provost, The State University of New York, State University Plaza, Albany, NY 12246.



## APPENDIX B



### UNDERGRADUATE PROGRAM PROPOSAL FORM

Use this application for any new program that does not lead to licensure or preliminary or advanced study in one of the areas licensed by the State Education Department. *If the program would lead to certification as a classroom teacher, use the “Application Form for Registration of a Teacher Education Program” in addition to this document. Some new programs may also require master plan amendment (see Appendices G, K, and L).*

#### 1. Basic Information

A. Name of Institution: \_\_\_\_\_  
Specify campus or other location where program will be offered, if other than the main campus:  
\_\_\_\_\_

B. President or Chief Academic Officer: \_\_\_\_\_  
NAME AND TITLE  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

C. Contact person, if different: \_\_\_\_\_  
NAME AND TITLE  
Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_  
E-mail: \_\_\_\_\_

D. Proposed program title: \_\_\_\_\_

E. Proposed degree or other award: \_\_\_\_\_

F. Proposed HEGIS Code: \_\_\_\_\_

G. If the program would be offered jointly with another institution, name the institution/branch below:  
\_\_\_\_\_

*If the other institution is degree-granting, attach a contract or letter of agreement signed by that institution's President or CEO. If it is non-degree granting, refer to SED Memorandum to Chief Executive Officers No. 94-04 (<http://www.highered.nysed.gov/ocue/ceo%20memorandum.htm>).*

H. If the program would lead to New York State teacher certification:

<b>List the intended certificate title(s):</b> (e.g., “Childhood Education,” “Technology Education”)	
<b>List the intended certificate type(s):</b> (e.g., “Initial,” “Professional”)	

I. If the program leads to New York State professional licensure, please specify the licensure area.

---

J. If specialized accreditation will be sought:

Name the accrediting group: \_\_\_\_\_

Indicate the expected accreditation date: \_\_\_\_\_

K. Will the program be offered off campus? (Y/N) \_\_\_\_\_

L. If this program will be offered in a format other than the traditional classroom model, specify the format. State any other Special Characteristics \_\_\_\_\_

M. Explain any atypical schedule that may affect program financial aid eligibility.

N. Institutional Approval

1. Community college: Date of approval by the local board of trustees. \_\_\_\_\_

2. State-operated campus: Date of approval by campus governance body. \_\_\_\_\_

## 2. Program Summary

Provide information solicited A-E below. For each item use as much space as necessary to provide an appropriate answer (the cells will expand as necessary with the inserted text). Draft catalog copy, if available, may be a helpful way of providing much if not all of the solicited information, particularly with regard to items D & E. Please indicate if any of the solicited information is being provided in a separate attachment.

A. Mission.

1. Summarize the proposed program’s educational and career objectives and its relationship to the mission of the institution.

2. If this is a new area of instruction and the basis for this was not discussed in the campus’ Mission Review Memorandum of Understanding, discuss the reasons why the proposal is now considered central to the institution’s ongoing development.

**B. Institutional Context.**

1. Identify existing or projected programs of the campus in the same or related disciplines and the expected impact of the proposed program on them.

2. Indicate whether this program replaces any existing program(s).

3. Indicate whether it is entirely or primarily a restructuring of existing courses and resources.

**C. Learning Outcomes & Assessment.**

1. Outline the programmatic goals and objectives for the program, including a list of the learning outcomes students should demonstrate upon completing the program.

2. What is the date of the initial periodic assessment of program and the length of the assessment cycle (years).

D. Admission Requirements.

1. What are the admission requirements for students in this program, including any special or optional admission requirements?

2. Describe how these requirements are intended to assure that students are prepared to complete the program.

E. Curriculum Outline.

1. Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), capstone, and any other relevant component requirements

**3. External Review**

Baccalaureate proposals and some others must include two external reviews of the proposed program conducted by recognized experts following the form in Appendix D (unless special arrangements are made for a waiver with the Program Review and Planning Group). List the names of the two reviewers and attach their review(s) along with the campus response to the review(s) or, if a waiver was approved, check the box and indicate the date the waiver was granted.

Reviewer #1 \_\_\_\_\_

Reviewer #2 \_\_\_\_\_

Check (type an 'x' between the brackets) if a waiver has been approved:

Date of waiver: \_\_\_\_\_

**4. Enrollment**

What is the projected enrollment when the program begins? \_\_\_\_\_

What is the projected enrollment after five years? \_\_\_\_\_

How were these projections determined? \_\_\_\_\_

What planning has been made for the possibility that anticipated enrollment estimates are not achievable?

**5. Impact of the New Program on the Service Area and Consultation with Other SUNY Institutions**

*A. Need:* Justify the need for the proposed program in terms of the clientele it will serve and the economic and/or educational needs of the area and of New York State. Describe how the level of need was established.

*B. Employment:* For programs designed to prepare graduates for immediate employment, document the potential employers of graduates. Specify employers who have requested establishment of the program and describe their specific employment needs.

Employer	Projected positions	
	In initial year	In fifth year

*C. Similar Colleges:* Identify similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Recent enrollment data for SUNY institutions is available from the Academic Programs Information System at <http://www.sysadm.suny.edu/APIS/main.cfm>. Information for non-SUNY institutions is available from SED’s *Inventory of Registered Programs* at <http://www.nysed.gov/heds/IRPSL1.html>.

Institution	Program Title	Degree	Enrollment

--	--	--	--

*D. Collaboration:* Provide evidence of appropriate consultation with other SUNY campuses and summarize the results of the consultation. (Please do not attach copies of letters from sister institutions responding to the Program Announcement.)

*E. Objections:* Explain the reasons for any objections from SUNY campuses as well as the resolution of discussions regarding perceived competition between campuses.

*F. Transfer:* The University views as one of its highest priorities the facilitation of transfer for students from lower-division to upper-division study. For programs designed to facilitate transfer, supply information solicited in the appropriate table below and, in the case of A.A./A.S. programs, in Appendix G (see below).

*Associate Degrees:* Programs leading to the Associate in Arts or the Associate in Science degree must include documentation that program graduates will be able to transfer into at least two registered baccalaureate programs and complete them within two additional years of full-time study. Letters from the chief academic officers of two baccalaureate institutions attesting to the articulation of the proposed A.A. or A.S. must be included with the program proposal. **These letters must assert acceptance of the completed SUNY Transfer Course Equivalency Table, to be found in Appendix G.**

Institution	Baccalaureate program title	Degree

*Baccalaureate Degrees:* Proposals for baccalaureate programs that anticipate transfer student enrollment must include evidence of consultation with at least two appropriate two-year colleges to assure articulation with pertinent degree programs and completion within two additional years of full-time study.

Institution	Associate program title	Degree

**6. Curriculum Tables (See Program Proposal Directions for guidance—Handbook Section II. 6)**

**LOWER DIVISION**

FALL										SPRING										
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	
Total Credits										Total Credits										

FALL										SPRING											
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor		
Total Credits										Total Credits											

UPPER DIVISION

FALL										SPRING										
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	
<b>Total Credits</b>										<b>Total Credits</b>										

FALL										SPRING										
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	
<b>Total Credits</b>										<b>Total Credits</b>										

CREDIT SUMMARY

General Education	
Major	
Required Electives	
Electives	
<b>Total</b>	



**8. Resources**

Document the projected cost of the program and identify the source of the funds.

Expenditures		Start-up	When the program begins	After five years
Personnel	<i>Reallocation</i>			
	<i>New funds</i>			
Library	<i>Reallocation</i>			
	<i>New funds</i>			
Equipment	<i>Reallocation</i>			
	<i>New funds</i>			
Laboratories	<i>Reallocation</i>			
	<i>New funds</i>			
Supplies & Expenses (OTPS)	<i>Reallocation</i>			
	<i>New funds</i>			
Capital Expenditures	<i>Reallocation</i>			
	<i>New funds</i>			
Other	<i>Reallocation</i>			
	<i>New funds</i>			
Grand Total				

Please provide further information about the library holdings that will serve this new program, including the campus's implementation of SUNYConnect, the SUNY-wide electronic library initiative. What is the extent of the current holdings in the discipline area? What are the plans, including timetable, for the acquisition of additional holdings? Please comment on access to these materials.

## APPENDIX C

### EXTERNAL INSTRUCTION FORM

Use the table below (expand as necessary) to describe proposed arrangements for any required external clinical instruction, agency placement, practice teaching, internships, fieldwork etc. Attach copies of affiliation contract and list of prospective affiliates.

For clinical placements for professional health and related programs, written documentation, signed by the responsible official at each proposed clinical site, should be provided, committing the site to a numerical range of students to be served and indicating the time period of that commitment.

Site	Placements per year

Indicate below the individual(s) who will have responsibility for oversight and administration of external clinical instruction.

Name	Title	Office

## APPENDIX D

### SUNY EXTERNAL EVALUATION REPORT FORM FOR UNDERGRADUATE PROGRAM PROPOSALS

Institution:

Evaluator(s):

Program Title:

Degree Title:

Date of Evaluation:

#### I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.
2. Comment on the special focus of this program, if any, as it relates to the discipline.
3. What are plans and expectations for continuing program development and self-assessment?
4. Assess available support from related programs.
5. What evidence is there of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What evidence is there that it will continue? (Item 5 is required only for programs requiring a master plan amendment.)

#### II. Faculty

1. Evaluate the caliber of the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.
2. Assess the faculty in terms of size and qualification. What are plans for future staffing?
3. Discuss credentials and involvement of adjunct and support faculty.

#### III. Resources

1. Discuss the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities, internship sites, and other support services for the program, including use of resources outside the institution.
2. What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

(Item 2 is required only for programs requiring a master plan amendment.)

**IV. Comments**

1. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.
2. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

## Appendix E

### GUIDELINE FOR REVISION OF EXISTING ACADEMIC PROGRAMS

The State Education Department requires re-registration of a program in which significant changes are made:

*New registration shall be required for any existing curriculum in which major changes are made that affect its title, focus, design, requirements for completion, or mode of delivery.*  
§52.1(h). Regulations of the Commissioner of Education

A major change for an undergraduate program may involve 15 or more required (non-elective) credits, or a change in focus (e.g., biological sciences to health professions), a change in location, or a change in format (e.g., day to evening). Any change to a program leading to New York State teacher certification or licensure is considered major.

For each existing program for which a *major* change is requested, the following minimal information should be provided under the signature of the campus president or chief academic officer and addressed to the Provost of the University:

- 1) The name of the program (by *registered* title), the award, and the SED program code number from the SED *Inventory of Registered Programs*. If the program leads to teacher certification, indicate the current certificate area and level. If the program leads to New York State licensure, please state.
- 2) The rationale or need for the change. The most compelling rationale is grounded academically, often arising from the results of ongoing assessment, changes in quality standards, or comparative market information.  
  
If the program leads to certification in classroom teaching, describe how the proposed change is consistent with the standards for certification in §52.21(b) of the *Commissioner's Regulations*. State how the proposed change is consistent with the University's *New Vision in Teacher Education*, available at: <http://www.sysadm.suny.edu/provost/teachered.htm>, and with the standards for the accreditation of the program by your chosen national accrediting body.
- 3) Curriculum outline of the current program and of the proposed revised curriculum, with changes in program (e.g., courses added, deleted) clearly noted.
- 4) Course outlines for new courses. Indicate prerequisites, the frequency with which the course is offered, and the name, faculty rank, and status of the instructor(s). If none, please so state.
- 5) For new faculty teaching new courses, provide brief résumé(s). If no new faculty are required, please state.
- 6) Description of any additional costs. If none, please explain.
- 7) Effective date of the change in the program. If the current program needs to remain registered until students have graduated (or have been otherwise accommodated), please indicate the anticipated effective date of discontinuance by which time all matriculants will have cleared the program.

This outline can be used for title changes as well as curricular content changes. It will satisfy the requirements of the State Education Department for programs registered as general purpose as well as those leading to teacher certification or professional licensure. This outline is also available to you at: <http://www.sysadm.suny.edu/provost/programreview>.

## APPENDIX F

### SUNY EXPEDITED REVIEW REQUEST FORM For Undergraduate Programs

*Use this form to request expedited review for eligible undergraduate programs.  
Place the completed form on top of all submitted materials*

Name of Institution: \_\_\_\_\_

Proposed program title: \_\_\_\_\_

Proposed degree or other award: \_\_\_\_\_

It is the goal of the Program Review and Planning Group to review and, where appropriate, approve program proposals in the shortest time possible. Expedited Review status will shorten the maximum time under review at System Administration from sixty to thirty days. The following types of new programs (at any level) are not eligible for expedited review:

- *any program leading to NYS licensure/certification*
- *any program requiring specific action by the SUNY Board of Trustees or the NYS Board of Regents (for example, master plan amendment or degree authorization)*
- *any program for which part of the instruction will be offered by a non-degree granting entity*

Programs submitted for expedited review must be complete and clearly demonstrate the characteristics—described below—that would merit expedited review. If information is missing from the proposal and has to be requested from the campus, the review of the program will continue on a normal, unexpedited, timeline.

***Place an “X” in the box to the left of each applicable characteristic, according to the degree type of the program being proposed.***

***1. Certificate (undergraduate)***

	Every course is applicable to a registered degree program at the college.
	The set of courses forms a coherent whole.
	New courses have been approved and syllabi are attached.
	If external instruction (for example, field work, externships) is a component of the proposed program, the proposal contains all documentation required in Appendix C.

**2. Associate in Applied Science, Associate in Occupational Studies**

	The submitted curriculum
	<b>EITHER</b> results from a DACUM process and summary documentation is attached (see <a href="http://www.dacum.com/ohio/">http://www.dacum.com/ohio/</a> ),
	<b>OR</b> is validated by documentation from an external review team selected in consultation with System Administration (Appendix D).
	The program meets the SED Liberal Arts and Sciences Requirements for Earned Degrees in Section 3.47, available online at <a href="http://www.highered.nysed.gov/ocue/chapter_i_of_title_8_of_the_offi.htm">http://www.highered.nysed.gov/ocue/chapter_i_of_title_8_of_the_offi.htm</a> .
	New courses have been approved and syllabi are attached.
	If external instruction (for example, field work, externships) is a component of the proposed program, the proposal contains all documentation required in Appendix C.

**3. Associate in Arts, Associate in Science**

	Evidence of transferability into compatible programs at two baccalaureate-granting institutions, as per instructions in the Program Proposal form.
	The program meets the SED Liberal Arts and Sciences Requirements for Earned Degrees in Section 3.47, available online at <a href="http://www.highered.nysed.gov/ocue/chapter_i_of_title_8_of_the_offi.htm">http://www.highered.nysed.gov/ocue/chapter_i_of_title_8_of_the_offi.htm</a> .
	New courses have been approved and syllabi are attached.
	If external instruction (for example, field work, externships) is a component of the proposed program, the proposal contains all documentation required in Appendix C.

**4. Baccalaureate Degree Programs**

	For programs that anticipate transfer-student enrollments, there is clear evidence of articulation with two-year programs, as per Program Proposal directions.
	The Program Proposal includes a highly positive external review or the external review has been waived at the Program Announcement stage.
	The program meets the SED Liberal Arts and Sciences Requirements for Earned Degrees in Section 3.47, available online at <a href="http://www.highered.nysed.gov/ocue/chapter_i_of_title_8_of_the_offi.htm">http://www.highered.nysed.gov/ocue/chapter_i_of_title_8_of_the_offi.htm</a> .
	New courses have been approved and syllabi are attached.
	If external instruction (for example, field work, externships) is a component of the proposed program, the proposal contains all documentation required in Appendix C.

Signature: \_\_\_\_\_

President or Chief Academic Officer

\_\_\_\_\_

Date

## APPENDIX G

### SUNY TRANSFER COURSE EQUIVALENCY TABLE

Proposals for programs leading to the Associate in Arts or the Associate in Science degree must include documentation that program graduates will be able to transfer into at least two registered baccalaureate programs and complete them within two additional years of full-time study. Letters from the chief academic officers of two baccalaureate institutions attesting to the articulation of the proposed A.A. or A.S. must be included with the program proposal. **These letters must assert acceptance of the completed SUNY Transfer Course Equivalency Table.**

For at least two baccalaureate programs with which the A.A. or A.S. is meant to articulate, fill in a separate Transfer Course Equivalency Table, which appears on the following page. Each associate degree course should appear on the same row as the baccalaureate program course with which it is deemed to be equivalent. Table cells are to be filled in according to the key below:

“Course #”—Indicate the departmental identifier and course number (e.g. PHI 101).

“Course Title”—Indicate the title of the course (e.g., Introduction to Philosophy).

“Credits”—Indicate the number of credit hours granted for completing that course.

“Equivalency”—Indicate whether the course will count toward **General Education**, the **Major**, or **Graduation** (i.e., *Graduation-only*) requirements at the baccalaureate campus. (**General Education** may include but is not limited to the SUNY-GER.) If a given associate degree course will not be credited at all toward graduation by the baccalaureate institution, enter **None** in this cell.



## APPENDIX H

### GLOSSARY

[State Education Department Document]

**award:** the degree or certificate granted for completion of an academic program e.g. Master of Business Administration (M.B.A.), Bachelor of Arts (B.A.), Associate in Science (A.S.).

**branch campus or interinstitutional program:** a unit of an institution located at a place other than the institution's principal center or at another degree-granting institution, at which the institution offers one or more curricula leading to a certificate or degree.

**certificate:** a credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree.

**course:** an organized series of instructional and learning activities dealing with a subject.

**credit:** a unit of academic award applicable towards a degree or certificate offered by the institution.

**curriculum or program:** the formal educational requirements necessary to qualify for certificates or degrees. A curriculum or program includes general education or specialized study in depth in a particular field, or both.

**distance learning:** formal learning activity in which the student is separated by a distance from the source of the instruction, and usually from the associated support services (e.g. library, academic advising) as well. Most but not all distance learning involves the use of one or more technological delivery systems, such as satellite delivery of video or computer communication.

**extension center or interinstitutional center:** a unit of an institution located at a place other than the institution's principal center or at another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, but at which the institution either conducts more than 15 courses for credit or has more than 350 course registrations for credit in any academic year.

**extension site or interinstitutional site:** a unit of an institution located at a place other than the institution's principal center or at another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, and at which the institution conducts no more than 15 courses for credit and has no more than 350 course registrations for credit in any academic year.

**evening format:** all requirements for the degree or other award must be offered during evening study.

**weekend format:** all requirements for the degree or other award must be offered during weekend study.

**evening/weekend format:** all requirements for the degree or other award must be offered during a combination of evening and weekend study.

**initial degree program:** the first college degree program the institution is authorized by the Regents to offer.

**institutional representative/designated person:** the individual designated by the institution as the official liaison with the Office of College and University Evaluation of the State Education Department on all matters having to do with submission and approval of proposals for new programs, changes or discontinuances, as well as with institutional review and accreditation by the Board of Regents.

**jointly-registered program, or program offered jointly:** one program that is offered by two or more institutions.

**new level of study:** a degree level above the highest level the institution is currently authorized to offer (e.g. master's degree for a baccalaureate-level institution).

**program title:** the name of the degree or certificate program, usually indicating the subject field of the program or the major, e.g. Human Resource Management, Latin American Studies, Chemistry.

**registration:** approval of the State Education Department of a curriculum in an institution of higher education for general purposes, for admission to professional practice, or for acceptance toward a credential issued by the department or by the institution.

**semester hour:** a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of the Commissioner's Regulations. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

# APPENDIX I

## KEY STANDARDS IN THE REGULATIONS

[State Education Department Document]

The following citations from the Regulations of the Commissioner of Education include sections that are referenced within the *Request for Registration of a New Program*. Please note, however, that this compendium does not include all regulations applicable to program registration. For example, full standards required for programs which lead to teacher certification or licensure in certain professions, as well as procedures for appeal on denial of initial registration are contained elsewhere in Part 52 of the Regulations.

Registration of Curricula

### **Section 3.47 Requirements for earned degrees.**

(a) No earned degree shall be conferred unless the candidate has had a preliminary education of at least a four-year high school course, or its equivalent, as determined by the commissioner. Satisfactory evidence of such preliminary education must be offered before beginning the course of study for the degree.

(b) No earned degree shall be conferred in this State on any person who has not completed the course of studies requisite to such degree, which institution shall be authorized to confer the same. No earned undergraduate or graduate degree shall be conferred unless the applicant has completed a course of study registered by the department.

### **Section 52.1 Registration of postsecondary curricula.**

(a) Registration is required for:

- (1) every curriculum creditable toward a degree offered by institutions of higher education;
- (2) every curriculum leading to licensure in a profession;
- (3) every curriculum for which registration is required by statute, the Rules of the Regents, or any other section of these regulations; and
- (4) every curriculum leading to a certificate or diploma offered by a nonchartered proprietary institution authorized by the Regents to grant degrees, except non-credit curricula approved by another State agency for the purpose of licensure by that agency.

(b) To be registered each curriculum shall:

- (1) be submitted to the commissioner, together with such information as the commissioner may require, in a form acceptable to the commissioner;

- (2) conform to all applicable provisions of this Part; and
  - (3) show evidence of careful planning. Institutional goals and the objectives of each curriculum and of all courses shall be clearly defined in writing, and a reviewing system shall be devised to estimate the success of students and faculty in achieving such goals and objectives. The content and duration of curricula shall be designed to implement their purposes.
- (c) In addition to the requirements of subdivision (b) of this section, to be registered every new curriculum shall be consistent with the Regents Statewide Plan for the Development of Postsecondary Education.
  - (d) Registration shall be granted only to individual curricula.
  - (e) Curricula offered at each branch campus shall be registered separately from curricula at an institution's principal center.
  - (f) Each course offered for credit by an institution, shall be part of a registered curriculum offered by that institution, as a general education course, a major requirement, or an elective.
  - (g) Each curriculum for which registration is required shall be registered before the institution may publicize its availability or recruit or enroll students in the curriculum.
  - (h) New registration shall be required for any existing curriculum in which major changes are made that affect its title, focus, design, requirements for completion, or mode of delivery.
  - (i) *The length of the term of registration of each curriculum shall be determined by the commissioner.*
  - (j) Application for reregistration of each curriculum shall be presumed, and no actual application for reregistration shall be required of an institution.
  - (k) Each institution shall notify the department in writing of the discontinuance of any registered curriculum.
  - (l) *Registration or reregistration of a curriculum may be denied if the commissioner finds that curriculum, or any part thereof, not to be in compliance with statute or this Title.*
    - (1) Notice of the denial of registration or reregistration shall be given in writing by the department to the chief executive officer of the institution and shall state the specific reasons for denial. When an initial registration of a proposed curriculum is denied, such notice shall also advise the institution of its rights to appeal such denial pursuant to section 52.24 of this Part. When reregistration of a curriculum is denied, such notice shall also advise the institution of its rights to appeal such denial pursuant to section 52.23 of this Part.
    - (2) Reregistration of a curriculum shall be denied only upon a finding that a curriculum fails to comply with any applicable provision of statute, of the Rules of the Board of Regents or of this Part. Such findings shall be based on an inspection followed by a written statement specifying failures to comply. The

institution shall have an opportunity to respond in writing to such statement, and an opportunity to submit a plan, acceptable to the commissioner, to achieve compliance.

- (3) If a plan acceptable to the commissioner is submitted, the curriculum will be registered during the period in which such plan is being implemented. At the end of such period, an inspection shall be made to determine the extent to which compliance has been achieved, and registration shall be denied or renewed based on such determination. Such denial of registration shall conform to the requirements of paragraph (1) of this subdivision.
  - (4) Upon notification by the institution of its termination of a curriculum, the curriculum shall not be reregistered beyond the date on which there are any students enrolled in it.
- (m) In accordance with the provisions of section 224 of the Education Law, the approval of the commissioner may be granted to a person, firm, association, or corporation to advertise in the State a college degree granted by an institution located outside of the State, provided that such institution is recognized as a candidate for accreditation by the appropriate regional association, is accredited by a specialized accrediting association recognized by the United States Commissioner of Education, or, in the judgment of the New York State Commissioner of Education, meets the standards of quality set forth in section 52.2 of this Part.
- (n) At the request of an institution, the department may review noncredit curricula to attest their quality for approval for the training of veterans.

### **Section 52.2 Standards for the registration of undergraduate and graduate curricula**

- (a) **Resources.** The institution shall:
- (1) possess the financial resources necessary to accomplish its mission and the purposes of each registered curriculum;
  - (2) provide classrooms, faculty offices, auditoria, laboratories, libraries, audiovisual and computer facilities, clinical facilities, studios, practice rooms, and other instructional resources sufficient in number, design, condition, and accessibility to support the curricular objectives dependent on their use;
  - (3) provide equipment sufficient in quantity and quality to support instruction, research, and student performance; and
  - (4) provide libraries that possess and maintain collections sufficient in depth and breadth to support the mission of the institution and each registered curriculum. Libraries shall be administered by professionally trained staff supported by sufficient personnel. Library services and resources shall be available for student and faculty use with sufficient regularity and at appropriate hours to support the mission of the institution and the curricula it offers.

(b) **Faculty.**

- (1) All members of the faculty shall have demonstrated by training, earned degrees, scholarship, experience, and by classroom performance or other evidence of teaching potential, their competence to offer the courses and discharge the other academic responsibilities which are assigned to them.
- (2) To foster and maintain continuity and stability in academic programs and policies, there shall be in the institution a sufficient number of faculty members who serve full-time at the institution.
- (3) For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives, and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction.
- (4) At least one faculty member teaching in each curriculum culminating in a bachelor's degree shall hold an earned doctorate in an appropriate field, unless the commissioner determines that the curriculum is in a field of study in which other standards are appropriate.
- (5) All faculty members who teach within a curriculum leading to a graduate degree shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated, in other widely recognized ways, their special competence in the field in which they direct graduate students.
- (6) The teaching and research of each faculty member, in accordance with the faculty member's responsibilities, shall be evaluated periodically by the institution. The teaching of each inexperienced faculty member shall receive special supervision during the initial period of appointment.
- (7) Each member of the faculty shall be allowed adequate time, in accordance with the faculty member's responsibilities, to broaden professional knowledge, prepare course materials, advise students, direct independent study and research, supervise teaching, participate in institutional governance and carry out other academic responsibilities appropriate to his or her position, in addition to performing assigned teaching and administrative duties.

(c) **Curricula and awards.**

- (1) In addition to the requirements of section 53.3 of this Subchapter, the objectives of each curriculum and its courses shall be well defined in writing. Course descriptions shall clearly state the subject matter and requirements of each course.
- (2) For each curriculum, the institution shall assure that courses will be offered with sufficient frequency to enable students to complete the program within the

minimum time for completion, in accordance with paragraphs (6) - (10) of this subdivision.

- (3) Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution.
- (4) A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only:
  - (i) when approved by the commissioner as part of a registered curriculum; or
  - (ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution.
- (5) The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity.
- (6) Associate degree programs shall normally be capable of completion in two academic years of full-time study, or its equivalent in part-time study, with an accumulation of not less than 60 semester hours.
- (7) Baccalaureate degree programs shall normally be capable of completion in four academic years of full-time study, or, in the case of five-year programs, five academic years of full-time study, or their equivalent in part-time study, with an accumulation of not less than 120 semester hours.
- (8) Master's degree programs shall normally require a minimum of one academic year of full-time graduate level study, or its equivalent in part-time study with an accumulation of not less than 30 semester hours. Research or a comparable occupational or professional experience shall be a component of each master's degree program. The requirements for a master's degree shall normally include at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.
- (11) In addition to the requirements of this section, a program designed to fulfill in part the requirements for licensure in a profession regulated by Title VIII of the Education Law shall also meet such requirements as may be established by statute, by the rules of the Regents, or by any other section of this Part.
- (12) All registered programs intended to satisfy the educational requirements for professional licensure as identified in paragraph (a) of subdivision (3) of section 6507 of the Education Law or intended to satisfy the educational requirements for certification or licensure as a teacher, pupil personnel services professional, school administrator and supervisor, or school district administrator shall include

two hours of approved coursework or training regarding the identification and reporting of child abuse and maltreatment. Such coursework or training shall include information concerning the physical and behavioral indicators of child abuse and maltreatment and the statutory reporting requirements set out in Social Services Law sections 413 through 420, including, but not limited to, when and how a report must be made, what other actions the reporter is mandated or authorized to take, the legal protections afforded reporters, and the consequences for failing to report.

(d) ***Admissions.***

- (1) The admission of students shall be determined through an orderly process using published criteria which shall be uniformly applied. Among other considerations, the admissions process shall encourage the increased participation in collegiate programs at all levels of persons from groups historically underrepresented in such programs.
- (2) Admissions shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program.

## APPENDIX J

### **Approval of Off-Campus Instruction**

[State Education Department Document]

**Section 54.1** (Title 8 Chapter II, Regulations of the Commissioner): **Approval of off-campus instruction.**

(a) ***Branch campuses.***

- (1) No independent institution shall establish a branch campus unless the institution is authorized to establish such branch campus by its charter and master plan, as approved by the Regents.
- (2) No public university or college thereof shall establish a branch campus unless the university is authorized to establish such branch campus by its master plan as approved by the Regents and the Governor.
- (3) No degree-granting proprietary institution shall establish a branch campus unless the institution has the permission of the Regents to establish such branch campus.
- (4) The criteria to be used in reviewing the application of an institution to establish a branch campus will include:
  - (i) the conformity of the curricula to be offered at the proposed branch campus with the standards of academic quality required by Part 52 of this Title;
  - (ii) the need or demand for the branch campus or the curricula to be offered there from the points of view of students or special groups of students such as military personnel and people in sparsely populated areas, potential employers of the graduates of such curricula, the institution, and the public;
  - (iii) the impact of the proposed branch campus upon the institution and upon other institutions in the region and in the State as a whole; and
  - (iv) the compatibility of the proposed branch campus with the Regents Statewide Plan for the Development of Postsecondary Education.

## APPENDIX K

### WHAT REQUIRES REGISTRATION?

[State Education Department Document]

(Statutory Authority: Sections 207, 210, 6506, and 6507 of Education Law. See also Section 13.1 of the Rules of the Board of Regents.)

Registration of a curriculum (program of study) means its approval based on quality standards in the Regulations of the Commissioner of Education. Section 50.1 (i) of those regulations defines curriculum or program as “the formal educational requirements necessary to qualify for certificates or degrees. A curriculum or program includes general education or specialized study in depth in a particular field, or both.” Section 52.1 requires registration of the following types of curricula at colleges, universities, and professional schools before those institutions may offer them:

- (1) every curriculum leading to a degree;
- (2) every curriculum leading to a certificate or diploma bearing credit towards a degree;
- (3) every curriculum leading to licensure in a profession regulated under Title VIII of Education Law;
- (4) every curriculum for which statute, the Rules of the Board of Regents, or any other section of the Commissioner’s Regulations requires registration; and
- (5) every noncredit curriculum offered by a nonchartered proprietary college, except noncredit curricula approved by another State agency for the purpose of licensure by that agency.

The Department registers individual curricula rather than an institution as a whole. However, the registration process reviews all significant aspects of an institution’s educational enterprise. It is the Regents chief means to ensure that colleges, universities, and professional schools maintain quality standards. For institutions in New York State, it may serve as accreditation for participation in student aid and other programs authorized by the Federal Higher Education Act.

Section 52.2 of the Commissioner’s Regulations sets forth the standards required of all programs. Sections 52.3 through 52.21 and 52.25 describe the standards for curricula preparing graduates to enter public school service or a licensed profession. A compendium of key regulations is included in this package.

## APPENDIX L

### SPECIAL CHARACTERISTICS OF SOME PROGRAMS

[State Education Department Document—excerpt with minor revisions]

***THE FOLLOWING ITEMS PERTAIN ONLY TO PROGRAMS WITH CERTAIN CHARACTERISTICS.***

11. **If this program will grant substantial credit for learning derived from experience**, describe the methods of evaluating the learning.
12. **If the program will be offered in a distance education format**, complete the “Individual Program Application” which can be found at [web.nysed.gov/ocue/distance](http://web.nysed.gov/ocue/distance). (Scroll to the bottom of the home page and click on Individual Program Application.)  
***SUNY institutions please note: this instruction does not apply to professional programs that will be reviewed by the SED Office of the Professions or to ICR-approved institutions in general. If you have any questions about documentation to be supplied regarding distance education format programs, please contact the SUNY reviewer for your campus.***
13. **If special accreditation will be sought for the program**, indicate how the program has been designed to meet the criteria of that accrediting agency by providing a comparison of the requirements of the accrediting agency with those of the program or provide a copy of the assessment of the program by the accrediting agency.
14. **If the proposal falls into any of the following four categories**, submit a copy of an evaluation of the program by a recognized expert in the field and of the institution’s response to the evaluation, along with any resulting modifications in the proposal (see Appendix D for the “SUNY External Evaluation Report Form for Program Proposals”).
  - a. Special accreditation agency exists for the subject matter of the program but accreditation will not be sought.
  - b. The program’s subject matter represents a new or emerging field.
  - c. The program is in an allied health area.
  - d. The program is a graduate program below the doctoral level.
15. **If the program will be advertised as a transfer program**, provide copies of articulation agreements which specify the courses and credits that will be accepted in transfer and assure that graduates of the program can complete the upper-division portion of a baccalaureate program in two years of full-time study.
16. **If any of the program’s courses will be offered off-campus**, indicate the location and number of courses and related semester/clock hours offered.
17. **If the program would lead to as a Certificate, Diploma, Advanced Certificate, or Advanced Diploma**, indicate the program(s) to which the credits would apply.

18. **If the proposed program would lead to teacher certification in pupil personnel services or in administration or supervision:**
- a. Provide an outline of each required and elective course in the proposed program that includes course prerequisites, objectives, content, and methods of evaluating student achievement.
  - ☐a. List each of the requirements for that teaching certificate and indicate briefly how the proposed program would meet each one. Include the requirement for instruction in alcohol, tobacco, and drug abuse prevention in section 52.2(c)(2) of Commissioner's Regulations. Describe the provisions for field experience and practica, including supervision.
  - ☐b. Describe how the proposed curriculum is intended to address the identified shortage areas of the State.
  - ☐c. Describe plans to recruit and retain students, including members of groups historically underrepresented in these fields.
  - ☐d. Describe the provisions to assure that each student has the instructional and other support needed to complete the program.
  - ☐e. Describe provisions for career counseling and job placement services for students.

## **Amendment of the Institution's Master Plan**

**Questions 19 through 23 should be completed only if one of the conditions exists as identified in Appendix M.**

19. **Student Body:**

Indicate the anticipated geographic origin of the program's students by:

- (a) county in which the program will be offered;
- (b) remainder of the Regents Higher Education Region (see Appendix O);
- (c) remainder of the State; and
- (d) out of state.

20. **Enrollment:**

Discuss the assumptions underlying the enrollment projections.

21. **Planning:**

- ☐(a) The proposal cannot be reviewed without the following information.

Document fully, with measurable data, the need for the program in terms of the population(s) it would serve, the Regents Higher Education Region in which it will be offered (see Appendix O), and the State as a whole.

- ④➤ Note the other institutions in the Region that offer similar programs,
  - ④➤ Explain why other institutions are not meeting the need, and
  - ④➤ Describe precisely the extent to which the program would meet that need.
- (b) Specify the number of potential students (currently enrolled at the proposing institution, enrolled at other institutions, alumni, others) requesting establishment of the program. Describe and document how such persons were identified (e.g., surveys).
- (c) **If pertinent**, indicate the potential employers of the program's graduates who have requested its establishment and the exact nature of their specific employment needs, including the estimated number of such employees needed.
- (d) **If a program is intended to meet institutional purposes and goals rather than external demand**, explain precisely:
- (1) its relationship to the institution's mission;
  - (2) how it would complement the other programs the institution offers; and
  - (3) how it would contribute to the institution's viability.
- (e) **If master plan amendment is needed because the program would represent the institution's first program at a new degree level**, prepare an institutional self-study and submit it with the proposal. (Please request the document entitled "Assessing Institutional Readiness to Offer Degrees at a New Level."

22. **Resources:**

Provide the projected expenditures and revenue information requested in the tables in the Program Proposal Form (Appendix B).

**BRANCH CAMPUS/INTERINSTITUTIONAL PROGRAM**

23. If you are proposing a new branch campus or interinstitutional program, the State Education Department requires completion of Appendices L (Projected Capital Expenditures) and M (Distribution of Space) of the SED registration procedures; these SED Appendices may be accessed at: <http://www.highered.nysed.gov/ocue/program%20registration%20procedures.htm>.. Describe the administrative organization of the proposed branch campus or interinstitutional program, noting specifically the roles of administrators and their relationship, including lines of responsibility, to the main campus administration.

**ABSTRACT FOR MASTER PLAN AMENDMENT**

24. Prepare a one- or two-page abstract summarizing the proposal that **briefly** sets forth:
- (a) the title of the proposed program and the degree, diploma, or certificate to which it leads;
  - (b) the purpose and goals of the program and its relationship to the stated mission of the institution and to existing offerings of the institution;
  - (c) the curriculum;
  - (d) the unique characteristics of the program;

- (e) requirements for admission to the program;
- (f) the nature of the prospective student body;
- (g) projected (full- and part-time) enrollment in the program's first and fifth year of operation;
- (h) facilities, equipment, faculty, and other academic resources available, and planned to be acquired, to support the proposed program;
- (i) prospects for employment/further education for the program's graduates; and
- (j) additional basis of need for the program.

25. For a proposed branch campus or interinstitutional program, include brief statements on:

- (a) location, including the address and the distance in miles from the main campus;
- (b) reasons for initiating it;
- (c) facilities to be used;
- (d) administrative organization of the proposed branch campus or interinstitutional program;
- (e) on-site faculty responsible for the program(s); and
- (f) support services available for students.

The Department sends the abstract to other New York public, independent, and proprietary colleges and universities as the basis for the canvass of their comments and advice on the need and demand for the proposed program(s) and its potential effect on other institutions. Please include the abstract on a separate page along with the name of the institution and location(s) where the new program will be offered.

## APPENDIX M

### WHAT REQUIRES MASTER PLAN AMENDMENT APPROVAL?

[State Education Department Document]

(Statutory Authority: Section 237 of Education Law. See also Section 52.1 and Part 54 of the Regulations of the Commissioner of Education.)

#### **A. *What Are Master Plans?***

A college or university states its mission, goals, and objectives in its master plan. The master plan describes its philosophy, purposes, and direction; the characteristics of the clientele(s) it seeks to serve; the level and range of programs it offers; the research it conducts; and the services it provides. It may be modified by amendment as changing conditions warrant.

#### **B. *How Are Amendments To Institutional Master Plans Reviewed?***

Development of a master plan by a higher education institution which includes projected new programs does not mean that those programs are automatically approved. Approval requires specific action. When an institution seeks to expand its academic mission (levels of study, disciplinary areas, campus locations), it must submit an application to do so. Its intentions must be documented and presented for public review by the Regents. The Regents must approve an amendment of the institution's master plan before it may undertake the proposed activities. The main purpose of approving amendments to institutional master plans is to permit public review of significant changes in an institution's academic mission.

#### **C. *What Programs Requiring Master Plan Amendment Approval?***

Approval of a first master plan or of an amendment to an existing master plan is required for:

1. An institution's initial authorization to award a degree (i.e., a new college);
2. An institution's first program at a new level of study (e.g. first master's degree);
3. An institution's establishment of a branch campus or interinstitutional program;
4. At each degree level an institution's first program (associate, baccalaureate, first-professional, master's, and doctoral) in each of the following ten disciplinary areas (except as provided below):
  - (1) Agriculture
  - (2) Biological Sciences
  - (3) Business
  - (4) Education, including education, home economics, and library science; however, an institution offering home economics and/or

library science but not education programs may not offer education programs without master plan amendment approval

- (5) Engineering, including engineering, architecture, engineering technology, metallurgy, and related interdisciplinary studies; however, an institution offering architecture, engineering technology, and/or metallurgy but not engineering programs may not offer engineering programs without master plan amendment approval
- (6) Fine Arts
- (7) Health Professions
- (8) Humanities, including humanities, area studies, classics, comparative literature, English, foreign languages, linguistics, philosophy, religious studies, theology, and related interdisciplinary studies
- (9) Physical Sciences, including physical sciences, astronomy, astrophysics, atmospheric sciences and meteorology, chemistry, computer science, earth sciences, geology, geophysics and seismology, mathematics, oceanography, paleontology, physics, and related interdisciplinary studies
- (10) Social Sciences, including social sciences, anthropology, archaeology, communication, criminology, economics, geography, history, political science, psychology, public affairs, and sociology.

**D. How Are Master Plan Amendments Related To Academic Mission And Program Of Study?**

An institution's or campus' approved academic mission consists of the levels of study it offers and the set of disciplinary areas in the New York State taxonomy of academic programs (see Appendix N in which it offers degree programs at each level of study (associate, baccalaureate, first-professional, master's, and doctoral). Each program of study at an institution is a curriculum as defined in Section 50.1 (i) of the Commissioner's Regulations. For purposes of administration, each program of study also is categorized in a Higher Education General Information Survey (HEGIS) subject field (see Appendix N). For example, a liberal arts college's academic mission might include baccalaureate programs in the disciplinary areas of Biological Sciences, Humanities, and Physical Sciences.

The programs of study in those areas would be categorized in such subject fields as HEGIS 0407, zoology; 1105, French; 1503, comparative literature; 1905, chemistry; 1702, statistics; and 0702, information sciences and systems.

One **exception** to the fourth requirement for approval of a master plan amendment follows. An institution authorized to offer baccalaureate and master's degrees and offering registered baccalaureate programs in a HEGIS subject field (4-digit level) within one of the ten areas may register a master's degree program in the same subject field without approval of a master plan

amendment, even if it would be the institution's first master's degree program in the disciplinary area. Subsequent registration of additional master's degree programs in the disciplinary area would not need master plan amendment approval. For example, if an institution authorized to confer master's degrees offers a registered baccalaureate program in zoology (HEGIS 0407) and wishes to offer a master's degree program in the same subject field, zoology, the only action needed would be registration, even if the program would be its first master's degree program in the Biological Sciences disciplinary area.

The Regents will act on a request for approval of an amendment to the master plan of an institution already authorized to award degrees on the basis of supporting material that does not include a full curriculum in registerable form only when the institution does not have faculty competent to design the curriculum and teach the courses. In that circumstance, the proposal will (1) list the specific first program or programs to be submitted for registration pursuant to the master plan amendment; (2) describe the institution's overall competence to establish such programs at a high quality level; (3) describe generally the foreseeable programs it would offer at each proposed level within each proposed disciplinary area; and (4) describe in detail the resources it would use to design, develop, and eventually, offer the programs. Registration then follows approval of the master plan amendment as a separate action when full details on personnel and other matters are available.

**E. *What Kinds Of Major Undertakings, Require Master Plan Amendment Approval?***

1. New Institutions. Establishing a new higher education institution requires Regents review and approval of a master plan amendment. This includes the conversion of an existing nondegree institution to a degree-granting institution. Supporting material for a proposed new institution will include full documentation of (1) the need for the institution and its programs, (2) the resources available to it, (3) its academic mission in terms of the disciplinary areas in which it would offer programs at each degree level, (4) the individual programs in each disciplinary area, and (5) the degrees and other awards it would offer. Establishing a new degree-granting institution, including converting a nondegree institution to degree-granting, requires additional information beyond the scope of this memorandum. Contact the Office of College and University Evaluation for more information.
2. Branch Campuses and Interinstitutional Programs. Pursuant to Part 54 of the Commissioner's Regulations, establishing a branch campus or interinstitutional program requires Regents review and approval of an amendment to an institution's master plan. For an independent institution, concurrent amendment of its charter also may be needed (see page 38).

Supporting material for a proposed branch campus or interinstitutional program includes full documentation of (1) the need for it, (2) the resources available to it, (3) its academic mission in terms of the disciplinary areas in which it would offer programs at each degree level, (4) the individual programs within each disciplinary area, and (5) the degrees and other awards the institution initially intends to award there. Additional programs that do not fall within a branch campus' or interinstitutional program's approved mission will require separate approval of an amendment to the institution's master plan pursuant to section D, above.

An institution may offer the programs at the branch campus or interinstitutional program after receiving (1) approval to establish a branch campus or interinstitutional program and (2) registration of the programs.

***F. Do Extension Courses Require Master Plan Amendment Approval?***

Individual courses offered in extension do not require master plan amendment approval and/or charter amendment because they are of a limited and temporary nature, so long as the institution does not offer a complete program at an extension location. Part 54 requires institutions to inform the Department annually of the locations of extension sites and interinstitutional sites. It also defines extension centers and interinstitutional centers and requires that institutions receive the Commissioner's approval to operate them. (Institutions inform the Department each year of the locations of extension and interinstitutional locations through the Inventory of Off-Campus Instructional Locations (NYSE-8 form) in the Higher Education Data System [HEDS]. Memorandum to Chief Executive Officers 80-16 sets forth the procedures for seeking approval of extension and interinstitutional centers.

***G. What Is The Procedure For Approval Of A Master Plan Amendment?***

If a proposal requires review and approval of an amendment to the institution's master plan, amendment of its charter, or both, the Department prepares a formal recommendation to the Regents following its review and analysis of the information provided. The normal time the Department needs to review a proposal that also requires master plan amendment approval and or charter amendment is four months. (Following Regents approval of an amendment to the master plan of State University or City University, the Governor must approve the amendment. The Department cannot register the program proposed until the Governor has approved the master plan amendment.)

## APPENDIX N

### NEW YORK STATE TAXONOMY OF ACADEMIC PROGRAMS

[State Education Department Document]

HEGIS Code	Field of Study		
		0402.00	Botany, General
		0403.00	Bacteriology
		0404.00	Plant Pathology
		0405.00	Plant Pharmacology
		0406.00	Plant Physiology
		0407.00	Zoology, General
		0408.00	Pathology, Human & Animal
		0409.00	Pharmacology, Human & Animal
		0410.00	Physiology, Human & Animal
		0411.00	Microbiology
		0412.00	Anatomy
		0413.00	Histology
		0414.00	Biochemistry (includes Nutritional Biochemistry)
		0415.00	Biophysics
		0416.00	Molecular Biology
		0417.00	Cell Biology (Cytology, Animal Cytology, Cell Physiology)
		0418.00	Marine Biology
		0419.00	Biometrics & Bio-statistics
		0420.00	Ecology
		0421.00	Entomology
		0422.00	Genetics
		0423.00	Radiobiology
		0424.00	Nutrition, Scientific, (excludes nutrition in Home Economics & Dietetics)
		0425.00	Neurosciences
		0426.00	Toxicology
		0427.00	Embryology
		0499.00	Biological Sciences, Other
		5407.00	Laboratory Technologies, General
		5604.00	Biological Sciences (pre- baccalaureate Liberal Arts)
			<b><u>BUSINESS</u></b>
		0501.00	Business & Commerce, General
		0502.00	Accounting
		0502.10	Taxation
		0503.00	Business Statistics
		0504.00	Banking & Finances
		0505.00	Investments & Securities
		0506.00	Business Management & Administration (includes Fund Raising Management & Operating Management)
			<b><u>BIOLOGICAL SCIENCES</u></b>
0401.00	Biology, General		
0401.01	Biology, General, 7-12 Teacher		

0507.00	Operations Research (includes Management Data Systems)	0804.03	Junior High School Education: Mathematics
0508.00	Hotel & Restaurant Management	0804.04	Junior High School Education: General Science
0509.00	Marketing & Purchasing	0804.05	Junior High School Education: French
0510.00	Transportation & Public Utilities	0804.06	Junior High School Education: German
0510.10	Travel & Tourism (baccalaureate & higher)	0804.07	Junior High School Education: Spanish
0511.00	Real Estate	0804.08	Junior High School Education: Latin
0512.00	Insurance	0804.09	Junior High School Education: Hebrew
0513.00	International Business	0804.10	Junior High School Education: Other Languages
0514.00	Secretarial Studies (baccalaureate & higher)	0805.00	High Education, General
0515.00	Personnel Management	0806.00	Junior & Community College Education
0516.00	Labor & Industrial Relations	0807.00	Adult & Continuing Education
0517.00	Business Economics	0808.00	Special Education, General
0599.00	Business & Management, Other (includes Athletic Administration & Controllership)	0809.00	Administration of Special Education
5001.00	Business & Commerce Technologies, General	0810.00	Education of the Mentally Retarded
5002.00	Accounting Technologies	0811.00	Education of the Gifted
5003.00	Banking & Finance Technologies	0812.00	Education of the Deaf
5004.00	Marketing, Distribution, Purchasing, Business & Industrial Management Technologies (includes Sales & Insurance)	0813.00	Education of the Culturally Disadvantaged
5005.00	Secretarial Technologies (includes Office Machine Training, Word Processing, & Court, Hearing & Convention Reporting)	0814.00	Education of Persons with Visual Disabilities
5006.00	Personal Service Technologies	0815.00	Speech Correction
5010.00	Hotel & Restaurant Management Technologies (includes Food Management)	0816.00	Education of the Emotionally Disturbed
5011.00	Transportation & Public Utility Technologies	0817.00	Remedial Education
5011.10	Travel & Tourism (pre-baccalaureate)	0818.00	Special Learning Disabilities
5013.00	Advertising Technology	0819.00	Education of Persons with Physical Disabilities
5099.00	Business & Commerce Technologies, Other	0820.00	Education of Persons with Multiple Disabilities
5102.00	Key punch Operator & Other Input Preparation Technologies	0821.00	Social Foundations (History & Philosophy of Education)
5104.00	Computer Operator & Peripheral Equipment Operation Technologies	0822.00	Educational Psychology (includes Learning Theory)
		0823.00	Pre-elementary Education (Kindergarten)
		0824.00	Educational Statistics & Research
		0825.00	Educational Testing, Evaluation & Measurement
		0826.00	Student Personnel: Counseling and Guidance (includes Employment Counseling)
		0826.01	Student Personnel: School Counselor
		0826.02	Student Personnel: School Psychologist
		0826.03	Student Personnel: School Attendance Teacher
<u>EDUCATION</u>			
0801.00	Education, General		
0802.00	Elementary Education, General		
0803.00	Secondary Education, General		
0804.00	Junior High School Education		
0804.01	Junior High School Education: English		
0804.02	Junior High School Education: Social Studies		

0826.06	Student Personnel: School Nurse Teacher	0899.01	School Media Specialist (Library)
0827.00	Educational Administration (School District Administrator)	0899.02	School Media Specialist (Educational Communications)
0828.00	Educational Supervision	0899.03	School Media Specialist
0829.00	Curriculum & Instruction	0899.10	Agriculture Education
0830.00	Reading Education (Methodology & Theory)	0899.20	Education of Exceptional Children
0830.01	Reading Education (Reading Teacher & Special Education)	0899.30	Home Economics Education
0831.00	Art Education (Methodology & Theory)	1301.00	Home Economics, General
0832.00	Music Education (Methodology & Theory)	1301.01	Home Economics Teacher
0833.00	Mathematics Education (Methodology & Theory)	1302.00	Home Decoration & Home Equipment
0834.00	Science Education (Methodology & Theory)	1303.00	Clothing & Textiles
0835.00	Physical Education: Physical Education 7-12	1304.00	Consumer Economics & Home Management
0835.01	Physical Education: Recreation Education N-12	1305.00	Family Relations & Child Development
0836.00	Driver & Safety Education	1306.00	Foods & Nutrition (includes Dietetics & Nutrition Education)
0837.00	Health Education (includes Family Life Education)	1307.00	Institutional Management & Cafeteria Management
0838.00	Business, Commerce & Distributive Education	1399.00	Home Economics, Other
0838.01	Business, Commerce & Distributive Education Teacher	1601.00	Library Science, General
0839.00	Industrial, Technical & Vocational Education	1699.00	Library Science, Other
0839.01	Industrial Arts, Vocational & Technical Education: Industrial Arts Technology	5503.00	Education Technologies (Teacher Aide & 2-year Teacher Education, includes Day Care & Nannies)
0839.02	Industrial Arts, Vocational & Technical Education: Technical Subjects	5608.00	Education (pre-baccalaureate Liberal Arts)
0839.03	Industrial Arts, Vocational & Technical Education: Trade Subjects	5404.00	Food Service Technologies (includes Culinary Arts)
0839.04	Industrial Arts, Vocational & Technical Education: Agricultural Occupations	5405.00	Home Economics Technologies
0839.05	Industrial Arts, Vocational & Technical Education: Home Economics	5613.00	Home Economics (pre-baccalaureate Liberal Arts)
0839.06	Industrial Arts, Vocational & Technical Education: Electronic Data Processing	5504.00	Library Assistant Technologies
0839.07	Industrial Arts, Vocational & Technical Education: Health Occupations		
0899.00	Education, Other (includes Community Service Education & Educational Research Methodology)		
			<u>ENGINEERING</u>
		0901.00	Engineering, General
		0902.00	Aerospace, Aeronautical & Astronautical Engineering
		0903.00	Agricultural Engineering (includes Soil & Water Engineering)
		0904.00	Architectural Engineering
		0905.00	Bioengineering and Biomedical Engineering
		0906.00	Chemical Engineering (includes Petroleum Refining)
		0907.00	Petroleum Engineering (excludes Petroleum Refining)
		0908.00	Civil, Construction & Transportation Engineering (includes Hydraulics & Hydrology, Water Resource Systems, & Structural Engineering)
		0909.00	Electrical, Electronics & Communications Engineering

0910.00	Mechanical Engineering	5310.00	Electronics & Machine
0911.00	Geological Engineering		Technologies (includes Appliance
0912.00	Geophysical Engineering		Repair)
0913.00	Industrial & Management	5311.00	Electromechanical Technologies
	Engineering	5312.00	Industrial Technologies (includes
0914.00	Metallurgical Engineering		Machine Technologies, Tool & Die
0915.00	Materials Engineering		Making & Robotics)
0916.00	Ceramic Engineering	5313.00	Textile Technologies
0917.00	Textile Engineering	5314.00	Instrumentation Technologies
0918.00	Mining & Mineral Engineering	5313.00	Textile Technologies
0919.00	Engineering Physics	5314.00	Instrumentation Technologies
0920.00	Nuclear Engineering	5315.00	Mechanical Technologies
0921.00	Engineering Mechanics	5316.00	Nuclear Technologies
0922.00	Environmental & Sanitary	5317.00	Construction & Building
	Engineering		Technologies (Carpentry,
0923.00	Naval Architecture & Marine		Electricity, Plumbing, Air
	Engineering		Conditioning, Heating,
0924.00	Ocean Engineering		Refrigeration, Solar Energy)
0999.00	Engineering, Other (includes	5399.00	Mechanical & Engineering
	Optics, Photographic Science,		Technologies, Other
	Wood Products Engineering)	5408.00	Sanitation & Public Health
4904.00	Engineering & Other Disciplines		Inspection Technologies
0201.00	Environmental Design, General		(Environmental) (includes
0202.00	Architecture		Wastewater/Water Treatment)
0203.00	Interior Design		
0204.00	Landscape Architecture	<u>FINE ARTS</u>	
0205.00	Urban Architecture		
0206.00	City, Community & Regional	1001.00	Fine Arts, General
	Planning (includes Urban Planning	1002.00	Art (Painting, Drawing, Sculpture)
	& Law & Planning)	1003.00	Art History & Appreciation
0299.00	Architecture & Environmental	1004.00	Music Performance
	Design, Other (includes Design &	1004.10	Music Composition & Theory
	Historic Preservation)	1005.00	Music, Liberal Arts Program
0925.00	Engineering Technologies	1006.00	Music History & Appreciation
	(baccalaureate & higher)		(Musicology)
1920.00	Metallurgy	1007.00	Dramatic Arts
5609.00	Engineering Science (pre-	1008.00	Dance
	baccalaureate Liberal Arts)	1009.00	Applied Design (Crafts,
5602.00	Architectural Technology (pre-		Commercial Art, Interior & Fashion
	baccalaureate Liberal Arts)		Design, includes Ceramics,
5105.00	Data Processing Equipment		Computer Graphics, Gold &
	Maintenance		Silversmithing & Industrial Design)
5301.00	Mechanical & Engineering	1010.00	Cinematography
	Technologies, General	1011.00	Photography
5302.00	Aeronautical & Aviation	1099.00	Fine & Applied Arts, Other
	Technologies (includes Aircraft		(includes Art Restoration, Dance
	Technology)		Therapy, Museum Administration,
5303.00	Engineering Graphics (Tool &		Music Technology, Musical
	Machine Drafting & Design)		Business & Toy Design)
5304.00	Architectural Drafting Technologies	5007.00	Photography Technologies
5306.00	Automotive Technologies	5012.00	Applied & Graphic Arts
5307.00	Diesel Technologies		Technologies (includes Lithography
5308.00	Welding Technologies		Technology)
5309.00	Civil Technologies (Surveying,	5610.00	Fine Arts (pre-baccalaureate
	Photogrammetry, etc.)		Liberal Arts) (includes Music)

<u>HEALTH PROFESSIONS</u>			
		5204.00	Dental Laboratory Technologies
		5205.00	Medical or Biological Laboratory Assistant Technologies (includes Phlebotomy)
1201.00	Health Professions, General		
1202.00	Hospital & Health Care Administration	5206.00	Animal Laboratory Assistant Technologies
1203.00	Nursing (baccalaureate & higher)		
1203.10	Nursing (baccalaureate & higher) - R.N. required for admission (includes nurse-midwifery)	5207.00	Radiologic Technologies (X-Ray etc.)
1203.12	Nursing (baccalaureate & higher) - Advanced Certificate	5208.00	Nursing - R.N. (less than 4-year program)
1204.00	Dentistry, D.D.S. degree	5208.10	Nursing - R.N., College Programs
1205.00	Dental Specialties (work beyond First-Professional Degree: D.D.S.)	5208.20	Nursing - R.N., Hospital Programs
		5208.30	Nursing - R.N., Certificate (academic year or more) (includes Nurse Anesthetist)
1206.00	Medicine, M.D. degree		
1207.00	Medical Specialties (work beyond First-Professional Degree: M.D./D.O.)	5208.40	Nursing - R.N., Supplemental Clinical (less than one year)
		5208.41	Nursing - R.N., Supplemental Clinical - Foreign Nurse
1208.00	Occupational Therapy		
1209.00	Optometry	5209.10	Nursing - Practical (Secondary programs only)
1210.00	Osteopathic Medicine, D.O. degree		
1211.00	Pharmacy	5209.20	Nursing - Practical (Adult)
1212.00	Physical Therapy	5209.29	Nursing - Practical, Adult - Experimental
1213.00	Dental Hygiene (baccalaureate or higher)	5210.00	Occupational Therapy Technologies
1214.00	Public Health		
1215.00	Medical Record Librarianship	5211.00	Surgical Technologies (includes Operating Room Technology)
1216.00	Podiatry/Podiatric Medicine, D.P.M. degree	5212.00	Optical Technologies (includes Ophthalmic Dispensing)
1217.00	Biomedical Communication		
1218.00	Veterinary Medicine, D.V.M. degree	5213.00	Medical Record Technologies
		5214.00	Medical Assistant & Medical Office Assistant Technologies
1219.00	Veterinary Medicine Specialties (work beyond First-Professional Degree: D.V.M.)	5215.00	Respiratory Therapy Technologies
		5216.00	Psychiatric Technologies (includes Mental Health Aide & Community Mental Health Assistant)
1220.00	Speech-Language Pathology & Audiology		
1221.00	Chiropractic, D.C. degree	5217.00	Electrodiagnostic Technologies (includes E.K.G., E.E.G., etc.)
1223.00	Medical Laboratory Technologies (baccalaureate & higher)	5218.00	Institutional Management Technologies (Rest Home, etc.)
1224.00	Dental Technologies (baccalaureate & higher)	5219.00	Physical Therapy Technology
1225.00	Radiologic Technologies (baccalaureate & higher)	5299.00	Health Services & Paramedical Technologies, Other (includes Biomedical Engineering Technology, Emergency Medical Technology/Paramedic & Massage Therapy)
1226.00	Midwifery		
1299.00	Health Professions, Other (includes Epidemiology & medical Illustration)		
1299.10	Physician Assistant (baccalaureate & higher)	5299.10	Physician Assistant (pre-baccalaureate)
1299.30	Sports & Exercise Studies (includes Exercise Physiology)	5299.20	Mortuary Science
		5299.30	Sports & Exercise Studies Technologies
5201.00	Health Services Assistant Technologies, General		
5202.00	Dental Assistant Technologies		
5203.00	Dental Hygiene Technologies		
		<u>HUMANITIES</u>	

0301.00	Asian Studies	1505.00	Linguistics (includes Phonetics, Semantics & Philology)
0302.00	East Asian Studies		
0303.00	South Asian (India, etc.) Studies	1506.00	Speech & Debate (Rhetoric & Public Address)
0304.00	Southeast Asian Studies		
0305.00	African Studies	1506.01	Speech & Debate (7-12 Teacher)
0306.00	Islamic Studies	1507.00	Creative Writing
0307.00	Russian & Slavic Studies	1508.00	Teaching of English as a Second Language
0308.00	Latin American Studies		
0309.00	Middle Eastern Studies	1509.00	Philosophy
0310.00	European Studies, General	1510.00	Religious Studies (excludes Theological Professions)
0311.00	Eastern European Studies (includes Uralic Studies)	1599.00	Letters, Other
0312.00	West European Studies	1599.10	Philosophy & Religion, Other
0313.00	American Studies	2301.00	Theological Professions, General
0314.00	Pacific Area Studies	2301.10	Theological Professions, General (M.Div., M.H.L., B.D.)
0399.00	Area Studies, Other		
1101.00	Foreign Languages, General (includes Multi-Language Concentrations)	2302.00	Religious Music
		2303.00	Biblical Languages
		2304.00	Religious Education
1102.00	French	2399.00	Theology, Other
1102.01	French 7-12 Teacher	4901.00	Liberal Arts & Sciences (baccalaureate & higher)
1103.00	German		
1103.01	German 7-12 Teacher	4903.00	Humanities & Social Sciences
1104.00	Italian	5603.00	Area Studies (pre-baccalaureate Liberal Arts)
1104.01	Italian 7-12 Teacher		
1105.00	Spanish	5611.00	Foreign Languages (pre-baccalaureate Liberal Arts)
1105.01	Spanish 7-12 Teacher		
1106.00	Russian	5615.00	Letters (pre-baccalaureate Liberal Arts)
1106.01	Russian 7-12 Teacher		
1107.00	Chinese	5502.00	Bible Study or Religion Related Occupations
1107.01	Chinese Teacher		
1108.00	Japanese	5623.00	Theology (pre-baccalaureate Liberal Arts)
1108.01	Japanese Teacher		
1109.00	Latin	5649.00	Liberal Arts, General (pre-baccalaureate Liberal Arts)
1109.01	Latin 7-12 Teacher		
1110.00	Greek, Classical	5699.00	Liberal Arts, Other (pre-baccalaureate Liberal Arts)
1111.00	Hebrew and Semitic Languages		
1111.01	Hebrew 7-12 Teacher		
1112.00	Arabic		
1113.00	Indian (Asiatic) Languages		
1114.00	Scandinavian Languages	1901.00	Physical Sciences, General
1115.00	Slavic Languages (other than Russian)	1902.00	Physics, General (excludes Biophysics)
1116.00	African Languages (non-Semitic)	1902.01	Physics, General, 7-12 Teacher
1117.00	Mandarin	1903.00	Molecular Physics
1117.01	Mandarin Teacher	1904.00	Nuclear Physics
1118.00	Urdu	1905.00	Chemistry, General
1118.01	Urdu Teacher	1905.01	Chemistry, General, 7-12 Teacher
1199.00	Foreign Languages, Other	1906.00	Inorganic Chemistry
1199.01	Foreign Languages, Other, 7-12 Teacher	1907.00	Organic Chemistry
		1908.00	Physical Chemistry
1501.00	English, General	1909.00	Analytical Chemistry
1501.01	English 7-12 Teacher	1910.00	Pharmaceutical Chemistry
1502.00	English Literature	1911.00	Astronomy
1503.00	Comparative Literature	1912.00	Astrophysics
1504.00	Classics		

PHYSICAL SCIENCES

1913.00	Atmospheric Sciences & Meteorology	2207.00	Political Science & Government
1914.00	Geology	2208.00	Sociology
1915.00	Geochemistry	2209.00	Criminology
1916.00	Geophysics & Seismology (includes Water Resources)	2210.00	International Relations
1917.00	Earth Sciences, General	2211.00	Afro-American (Black Culture) Studies
1917.01	Earth Sciences, General, 7-12 Teacher	2212.00	American Indian Cultural Studies
1918.00	Paleontology	2213.00	Mexican-American Culture Studies
1919.00	Oceanography	2214.00	Urban Studies
1999.10	Earth Sciences, Other (includes Planetary Studies)	2215.00	Demography
1999.20	Physical Sciences, Other (includes Forensic Science)	2299.00	Social Sciences, Other
0701.00	Computer & Information Sciences, General	2299.10	Gerontology (baccalaureate & higher)
0702.00	Information Sciences & Systems	0601.00	Communications, General (includes Sports Communications)
0703.00	Data Processing	0602.00	Journalism (Printed Media)
0704.00	Computer Programming	0603.00	Radio/TV
0705.00	Systems Analysis	0604.00	Advertising
0799.00	Computer & Information Systems, Other	0605.00	Communications Media (Videotape, Film for Radio/TV)
1701.00	Mathematics, General	0699.00	Communications, Other (includes Printing)
1701.01	Mathematics 7-12 Teacher	1401.00	Law
1702.00	Statistics, Mathematics & Theoretical	1499.00	Law, Other
1703.00	Applied Mathematics	2001.00	Psychology, General
1799.00	Mathematics, Other	2002.00	Experimental Psychology (Animal & Human)
4902.00	Biological & Physical Sciences	2003.00	Clinical Psychology
5101.00	Data Processing Technologies, General	2004.00	Psychology for Counseling
5103.00	Computer Programmer Technologies	2005.00	Social Psychology
5199.00	Data Processing Technologies, Other	2006.00	Psychometrics
5305.00	Chemical Technologies (includes Plastics)	2007.00	Statistics in Psychology
5406.00	Marine & Oceanographic Technologies	2008.00	Industrial Psychology
5619.00	Physical Sciences (pre-baccalaureate Liberal Arts)	2009.00	Developmental Psychology
5617.00	Mathematics (pre-baccalaureate Liberal Arts)	2010.00	Physiological Psychology
		2099.00	Psychology, Other
		2101.00	Community & Human Services, General
		2102.00	Public Administration
		2103.00	Parks & Recreation Management (includes Camping & Outdoor Recreation)
		2104.00	Social Work & Helping Services (other than Clinical Social Work)
		2105.00	Police, Law Enforcement & Corrections (baccalaureate & higher)
		2106.00	International Public Service (other than Diplomatic Service)
		2199.00	Public Affairs & Services, Other (includes Therapeutic Recreation)
		5622.00	Social Sciences (pre-baccalaureate Liberal Arts)
		5008.00	Communications & Broadcasting Technologies (Radio/TV, News)
		5009.00	Printing Technologies
	<b>SOCIAL SCIENCES</b>		
2201.00	Social Sciences, General		
2201.01	Social Sciences, General, 7-12 Teacher		
2202.00	Anthropology		
2203.00	Archaeology		
2204.00	Economics		
2205.00	History		
2206.00	Geography		

5606.00	Communications (pre-baccalaureate Liberal Arts)	5506.10	Recreation Technologies
5620.00	Psychology (pre-baccalaureate Liberal Arts)	5506.20	Gerontology (pre-baccalaureate)
5501.00	Public Service Technologies, General	5507.00	Fire Control Technology
5505.00	Police, Law Enforcement & Corrections Technologies	5508.00	Public Administration & Management Technologies (includes Court Management)
5506.00	Community & Human Service Related Technologies	5599.00	Public Service Related Technologies, Other

## APPENDIX O

### COUNTIES ORGANIZED BY REGENTS HIGHER EDUCATION REGION (Statutory Authority: Section 50.1(u), Regulations of the Commissioner of Education)

[State Education Department Document]

#### 1. Western Region

Allegheny County  
Cattaraugus County  
Chautauqua County  
Erie County  
Niagara County  
Wyoming County

#### 2. Genesee Valley Region

Chemung County  
Genesee County  
Monroe County  
Ontario County  
Orleans County  
Schuyler County  
Seneca County  
Steuben County  
Wayne County

#### 3. Central Region

Broome County  
Cayuga County  
Chenango County  
Cortland County  
Delaware County  
Madison County  
Oswego County  
Otsego County  
Tioga County

#### 4. Northern Region

Franklin County  
Jefferson County  
Lewis County  
St. Lawrence County

#### 5. Northeast Region

Albany County  
Clinton County  
Columbia County  
Essex County  
Fulton County  
Greene County  
Hamilton County  
Herkimer County  
Montgomery County  
Oneida County  
Rensselaer County  
Saratoga County  
Schenectady County  
Schoharie County  
Warren County  
Washington County

#### 6. Mid-Hudson Region

Dutchess County  
Orange County  
Putnam County  
Rockland County  
Sullivan County  
Ulster County  
Westchester County

#### 7. New York City Region

New York County (Manhattan)  
Bronx County  
Kings County (Brooklyn)  
Queens County  
Richmond County (Staten Island)

#### 8. Long Island Region

Nassau County  
Suffolk County

## APPENDIX P

### FORMAT DEFINITIONS

[State Education Department Document]

**EVENING:** All requirements for the degree or other award must be offered during evening study.

**WEEKEND:** All requirements for the degree or other award must be offered during weekend study.

**EVENING/WEEKEND:** All requirements for the degree or other award must be offered during a combination of evening and weekend study.

**DAY PROGRAM:** For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the degree or other award can also be completed during traditional daytime study.

**INDEPENDENT STUDY:** All requirements for the degree or other award must be offered through independent study, distance learning, or other nontraditional means rather than through traditional classes.

**TELECOMMUNICATION:** A major portion of the requirements for the degree or other award can be completed through study delivered via distance education.

**EXTERNAL:** All requirements for the degree or other award must be capable of completion through examination, without formal classroom study at the institution.

**ACCELERATED:** The program is offered in an accelerated curricular pattern which provides for early completion.

**STANDARD:** For programs having INDEPENDENT, TELECOMMUNICATION, EXTERNAL, OR ACCELERATED formats, indicates that all requirements for the degree or other award can also be completed in a standard, traditional format.

**BILINGUAL:** Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.

**LANGUAGE:** The program is taught in a language other than English.

**UPPER-DIVISION:** A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.

**COOPERATIVE:** The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.

5-YEAR: For baccalaureate programs. Indicates that because of the number of credits required, the program is approved in a 5-year schedule for student financial aid.

4.5 year: For baccalaureate programs. Indicates that because of the number of credits required, the program is approved in a 4.5 year schedule for student financial aid.

NOT FULL-TIME: The program cannot be completed on a full-time basis: for example, a 60-credit program that leads to an associate degree that cannot be completed in two academic years. Such programs are not eligible for TAP payments to student.

## Appendix Q

NEW YORK STATE EDUCATION DEPARTMENT  
Office of College and University Evaluation

### Changes in a Currently Registered Program

Approval must be sought from the Office of College and University Evaluation for a proposed change in a currently registered program as indicated in the table below. For changes not requiring approval, please notify the Office as soon as possible, but no later than December 31st each year, of any changes in a program since the last official registration of curricular changes for the program. Use the **Request for Change in a Currently Registered Program** form in Appendix E: (1) to request approval or (2) to provide notification of changes that do not require approval. If you have any questions about a proposed change, please contact the program reviewer for your campus in the SUNY Program Review & Planning Group.

TYPE OF CHANGE	APPROVAL REQUIRED
1. A change of 15 or more required (non-elective) credits in an undergraduate degree program (e.g., adding a track or option). NOTE: deleting a track or option does NOT require approval.	Yes
2. A change in curriculum that substantially alters the focus of the program, regardless of the number of credits. For example, from Business Administration to Finance.	Yes
3. A change of fewer than 15 required (non-elective) credits in a baccalaureate degree program that does not alter the focus of the program.	No
4. A change in a graduate program that does not alter the focus of the program.	Yes
5. A change in the major disciplinary area in which the program falls. (See Appendix M) Some examples are: from Criminalistics (Social Sciences) to Forensic Chemistry (Physical Sciences) from Health Sciences (Biological Sciences) to Health Promotion and Science (Health Professions).	Yes
6. A change in the location at which a complete program is offered.	Yes
8. Any change in the courses required for a program as registered that leads to, or is proposed to lead to, <u>teacher certification</u> .	Yes
9. A program title change	Yes
10. Discontinuance of a program in which no students are enrolled. *For joint programs, both institutions need to notify the Office.	No*
11. Discontinuance of a program in which there are students still enrolled. Indicate a date when all students are expected to complete the program.	Yes
12. A change in award (degree title) to which program leads (e.g., from a BS to a BBA).	Yes

TYPE OF CHANGE	APPROVAL REQUIRED
13. A format change that may result in a change in the program's financial aid eligibility (e.g., from day to evening, from full-time to part-time).	Yes
14. A proposal to change a non-licensure-qualifying program to one that is licensure qualifying.	Yes
15. A proposal to offer two registered programs as a time-shortened dual program (e.g., a BS and a 2-year MS combined as a five-year BS/MS).	Yes
16. A proposal to change any certificate, diploma, or advanced certificate program.	Yes

#### PLEASE NOTE

If the requested changes result in the reclassification of the program into a different major subject area and if this represents the first program offered by your institution in that major subject area, approval of the changes may also require application for a **master plan amendment (MPA)**, since this is a significant change in the institution's academic mission. Please consult Appendix M for a listing of the ten major subject areas and instructions for requesting an MPA, if appropriate.

If you are requesting a **change in degree award** to an award which your institution is not authorized to offer, approval of this change may also require action by the SUNY Board of Trustees and the Board of Regents. If you have a question about whether this condition applies, please contact the program reviewer for your campus in the SUNY Program Review & Planning Group.