**New Program Needs Analysis and Faculty Credentials**

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the “need” for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

The elements of a needs analysis include:

1. **ESTABLISH A NEED FOR THE PROPOSED PROGRAM**

Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:

1. The survey instrument
2. Target population
3. Description of sample
4. Number and name of businesses involved in the sample
5. Employment opportunities by job titles including:
6. Number of job openings (due to growth)
7. Salary for these employees

**Other evidence may include, but is not limited to:**

* Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, “guaranteed” enrollments and other relevant proof of interest;
* Local, state and national demographic information demonstrating trends linked to education;
* Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
* Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;
* Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate’s leading to a bachelor’s degree);
* Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive “attraction” to the proposed program;
* Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or
* Pilot programs or certificates offered in a limited time period to “test the waters” of the market, with limited or no financial loss to the institution.

1. **PROJECTED STUDENT AND GRADUATE DATA**

Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time.

For master’s degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

For bachelor’s and master’s degree programs, list the professional uses of the proposed degree programs.

1. **COMMUNICATION WITH BUSINESS AND INDUSTRY**

Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

1. **FACULTY CREDENTIALS AND CAPACITY**

**Faculty Credentials**

The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

* + Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.
  + Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
  + At least a bachelor’s degree if teaching in an associate degree program.
  + At least a master’s degree if teaching in a bachelor’s degree program.
  + A terminal degree if teaching in a graduate program.
  + Faculty members teaching general education courses hold a master’s degree or higher in the discipline.
  + In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.
* For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.
* Where professional accreditation standards for faculty members exceed the Chancellor’s standards, faculty members are expected to meet the professional accreditation standards.
* Faculty members show evidence of professional development in the discipline.
* Faculty members who received their degrees from the institution do not constitute the majority of the program’s faculty.

**Faculty Capacity**

* Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
* Each program is led by a full-time faculty member.
* Full-time faculty members are involved at each location where more than 50 percent of an academic program can be completed (e.g., main campus, regional campus, additional locations)
* Individuals who are full-time employees of the institution teach a minimum of 60 percent of the program curriculum. Portions of the program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.
* At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.
* Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.
* Students interact with several faculty members within the program to encourage exposure to a diversity of experiences and perspectives.

Exceptions may be reviewed on a case-by-case basis.