New Program Proposal: Undergraduate Degree Program

Form 2A

Version 2014-11-17

This form should be used to seek SUNY's approval and New York State Education Department's (SED) registration of a proposed new academic program leading to an associate's and/or bachelor's degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies[1]), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at *program.review@suny.edu*. The completed form and appended items should be sent as a single, continuously paginated document.[2] If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available here.

Table of Contents

NOTE: Please update this Table of Contents automatically after the form has been completed. *To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select "Update Field" and then "Update Page Numbers Only." The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.*

[1] Use a **different form** if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

[2] This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information		
a) Institutional Information	Date of Proposal:	August 2017
	Institution's 6-digit SED Code:	**261000**
	Institution's Name:	SUNY Canton
	Address:	34 Cornell Drive, Canton, NY 13617
	Dept of Labor/Regent's Region:	North Country (6)
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):	
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, **or check here [ ] if not applicable**:	
c) Proposed Program Information	Program Title:	Mechatronics Engineering
	Award(s) (e.g., A.A., B.S.):	Bachelors of Science
	Number of Required Credits:	Minimum [124] If tracks or options, largest minimum [ ]
	Proposed HEGIS Code:	0910.00
	Proposed 6-digit CIP 2010 Code:	14.4201
	If the program will be accredited, list the accrediting agency and expected date of accreditation:	
	If applicable, list the SED professional licensure title(s)[3] to which the program leads:	
d) Campus Contact	Name and title: Michael J. Newtown, Interim Dean, School of Engineering Telephone:315-386-7411 E-mail: newtownm@canton.edu	
e) Chief Executive or Chief Academic Officer Approval	**Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.** ***E-signatures are acceptable.*** Name and title: Douglas M. Scheidt, Provost & Vice President for Academic Affairs, SUNY Canton Signature and date:  04/22/2016	
	If the program will be registered jointly[4] with one or more other institutions, provide the following information for <u>each</u> institution:	
	Partner institution's name and 6-digit SED Code: Name, title, and signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):	

[3] If the proposed program leads to a professional license, a specialized form for the specific profession may need to accompany this proposal.
[4] If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

Section 2. Program Information

2.1. Program Format

Check all SED-defined formats, mode and other program features that apply to the **entire program**.

a) Format(s): [X]Day [ ]Evening [ ]Weekend [ ]Evening/Weekend [ ]Not Full-Time

b) Modes: [X]Standard [ ]Independent Study [ ]External [ ]Accelerated [ ]Distance Education
NOTE: *If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and* ***append*** *a Distance Education Format Proposal.*

c) Other: [ ] Bilingual [ ] Language Other Than English [ ] Upper Division [ ] Cooperative [ ] 4.5 year [ ] 5 year

2.2. Related Degree Program

NOTE: *This section is not applicable to a program leading to an associate's or a bachelor's degree.*

2.3. Program Description, Purposes and Planning

What is the description of the program as it will appear in the institution's catalog?
The Bachelor of Science in Mechatronic Engineering is a multidisciplinary engineering program which embrace the necessary skills of traditional engineering programs of Mechanical, Electrical, Computer, and Controls Engineering to serve the demands of modern industry. Students are introduced to traditional skills of engineering in order to apply a basis knowledge as they integrate the advance topics in mechanical, electrical, software and controls into practice through applied problem solutions prior to graduation.

What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? ***NOTE: SLOs are defined by the Middle States Commission on Higher Education in the Characteristics of Excellence in Higher Education (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."***
The study of mechatronics engineering must integrate mechanical engineering, electrical engineering, and control systems for design, application, and implementation within a modern manufacturing process.
Graduates of this program will demonstrate the following skills:

1. Ability to apply mathematics, science and engineering principles.
2. Ability to design and conduct experiments, analyze and interpret data.
3. Ability to design a system, component, or process to meet desired needs.
4. Ability to function on multidisciplinary teams.
5. Ability to identify, formulate and solve engineering problems.
6. Understanding of professional and ethical responsibility.
7. Ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global and societal context.
9. Recognition of the need for and an ability to engage in life-long learning.
10. Knowledge of contemporary issues.
11. Ability to use the techniques, skills and modern engineering tools necessary for engineering practice.

How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

SUNY Canton is dedicated to providing a progression of accessible, affordable, high-quality applied programs that enable students in the North Country, New York State, and beyond to achieve their highest potential both personally and professionally. Our vision is to educate the leaders of tomorrow for careers in a global technological economy. Mechatronics Engineering is part of this vision. The program is intended to expand upon our current offering of technology and engineering-related programs and to provide trained engineers who will be able to meet the emerging needs of industry and a global workforce. The program will allow SUNY Canton to compete with private universities for engineering programs. Most importantly, it will strengthen the ability of our students to gain a career in New York State and beyond.

Mechatronics Engineering will support SUNY Canton's institutional goal of optimizing enrollments by attracting students who would otherwise seek education in private institutions. Moreover, it will contribute to our strategic goal of promoting academic excellence by immersing students in the academic rigor of a multidisciplinary program.

Because of its multidisciplinary nature, the program will build upon and bring together the principles from SUNY Canton's existing mechanical, electrical and computing programs. This will allow the institution to leverage existing resources and expertise. Existing programs will be impacted in a positive way by building greater awareness for SUNY Canton.

d) How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education?

This program was developed by three faculty, one each from mechanical engineering, electrical engineering, and computer science backgrounds academically and/or industrial experience.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in Commissioner's Regulations for the Profession, append a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a specialized form for the profession to which the proposed program leads, append a completed form at the end of this document.

No external partners were used in the creation of this program. This new program does not require it graduates to seek licensure as a professional engineer.

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

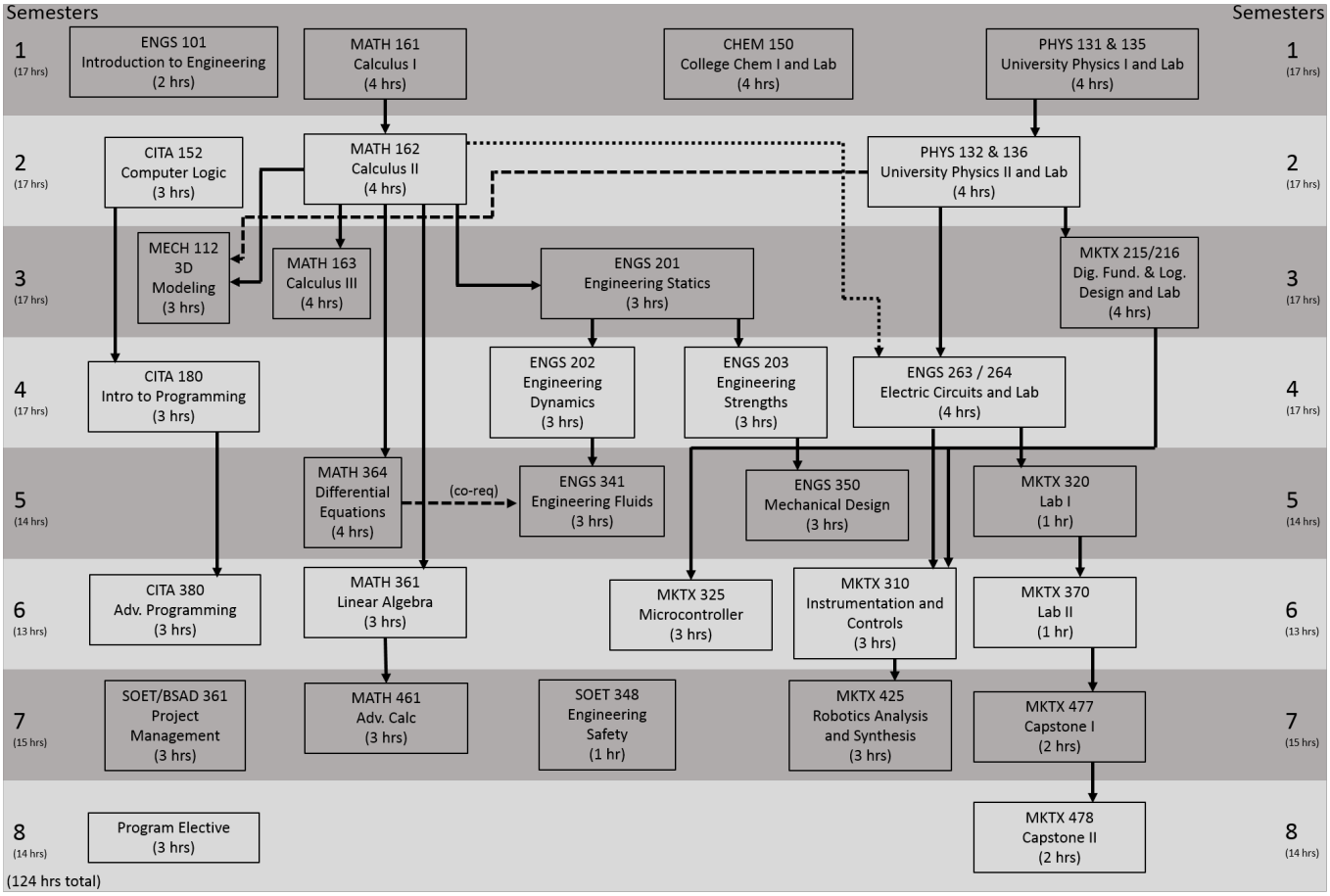
These predictions are based on surveying current engineering science and mechanical engineering technology students in order to determine the likelihood they would choose to stay or be admitted into Mechatronics Engineering initially upon college entrance. In the likeliness that these numbers are not meet the senior administration and the program faculty will evaluate why and make a determined decision to it future.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	10	2	12	12
2	15	2	17	17
3	25	3	27	28
4	50	3	53	53
5	75	5	80	80

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list

each General Education course.

Course Title	Credits	Course Title	Credits
Composition & Spoken Word GER10 ENGL 101	3	Engineering Fluid Mechanics ENGS 341	3
Calculus I GER 1 MATH 161	4	Mechatronics lab I MKTX 320	1
College Chemistry I GER 2 CHEM 150	4	Mechanical Design ENGS 350	3
University Physics I GER 2 PHYS 131	3	Instrumentation and Controls MKTX 310	3
University Phy I Lab GER 2 PHYS 135	1	Microcontroller MKTX 325	3
English (Lit) GER 7	3	Linear Algebra MATH 361	3
3D Modeling MECH 112	3	Mechatronics lab II MKTX 370	1
Computer logic CITA 152	3	Integ. Programming CITA 380	3
Digital fundamental and logic design	3	Capstone I MKTX 477	2
Digital fundamental and logic design lab MKTX 216	1	Robotics Analysis and Synthesis MKTX 425	3
Calculus II GER 1 MATH 162	4	Project Management SOET 361/BSAD 361	3
University Physics II GER 2 PHYS 132	3	Engineering Safety SOET 348	1
University Phy II Lab GER 2 PHYS 136	1	Capstone II MKTX 478	2
Statics ENGS 201	3	Adv. Calc I MATH 461	3
Calculus III GER 2 MATH 263	4	GER 4	3
Intro to Programming CITA 180	4	GER 5	3
Dynamics ENGS 202	3	LA	3
Diff. Equations GER 1 MATH 364	4	LA	3
Electric Circuit ENGS 263	3	ULA	3
Electric Circuit Lab* ENGS 264	1	ULA	3
Princ. of Microeconomics GER 3 ECON 103	3	ULA	3
Strength of Materials ENGS 203	3	Program Elective	3
Total required credits: 124			



h) Program Impact on SUNY and New York State

h)(1) ***Need:*** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

This program developed out of interest from U.S. Senator Charles Schumer who desired to improve the manufacturing capabilities in New York State. In addition, SUNY Canton is poised to deliver the skill sets necessary to serve the needs of industry. Our desire for an engineering program at SUNY Canton is to allow for expansion in our offering to attract more students. It is logical that technology sector of SUNY be the ones to assist in the needs of manufacturing in this state.

SUNY Canton's engineering technology programs are not growing in student enrollments. This is due primarily to lack of understanding by high school students about the majors and careers that engineering technologies offer them.

This program developed by analyzing the trends in academic engineering programs around the country and identifying the traits that industry desired from engineers form graduates. It is found that students with a cross-disciplinary background are better able to serve modern manufacturing by having the skills of mechanical, electrical, and controls engineering.

h)(2) ***Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

Employer	*Need: Projected positions*	
	In initial year	**In fifth year**
General Electric GE Schenectady	8	12

h)(3) ***Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. ***NOTE:*** *Detailed program-level information for SUNY institutions is available in the Academic Program Enterprise System (APES) or Academic Program Dashboards. Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from SED's Inventory of Registered Programs.*

Institution	Program Title	Degree	Enrollment
Kennesaw State Univ.	Mechatronics Engineering	B.S.	202
California State Univ., Chico	Mechatronic Engineering	B.S.	150

h)(4) **C*ollaboration:*** Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result? **No collaboration was conducted.**

h)(5) ***Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved? **SUNY Purchase provided comments about University Physics III. They commented that most engineering programs have only two courses in Physics. The faculty decided that the topics in the third course of physics would be found in the courses in the major. We removed this from the announcement and adjusted the proposal as suggested.**

h)(6) ***Undergraduate Transfer:*** The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under SUNY's student mobility policy, **Section 9** of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

2.4. Admissions

a) What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

1. Freshmen will meet all general admission requirements to SUNY Canton.
2. Students need to be able to enter into MATH 161, Calculus I, 75 or better on NYS English Regent Exam and 65 or better on NYS Chemistry Exam. Internal to campus this is leveling at MO8, TN, and C01 Banner Coding.
3. Transfer students should meet the SUNY Transfer Path for Engineering: Mechanical and satisfy 5 of the 10 SUNY GER areas. Transfer Students will be required to have a minimum GPA of 2.00.

b) What is the process for evaluating exceptions to those requirements?

The process of evaluating exceptions is based on an admission counselor first determining that a potential student should be considered. The next person to evaluate this potential student will be the Admission Director in concert with the School Dean.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

The Canino School of Engineering already has several events including Engineering Week and *Women in Engineering* designed specifically for high school girls to encourage enrollment in STEM programs. There are many young female students who attend these events. The institution has the same issues enrolling students

historically underrepresented in the institution, discipline or occupation as any other college, but these efforts of outreach significantly change the odds in our favor. We are creating program videos for underrepresented students participating in our programs.

2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

Academic Advising and Academic Support Programs

- **Academic development programs exist for specific populations. The Educational Opportunity Program (EOP) assists academically and economically disadvantaged students in reaching their goal of becoming successful college students. EOP students attend an extended orientation session prior to entering college. The EOP program provides students with financial assistance, tutoring, academic advisement, career and financial counseling and limited personal counseling. The Student Support Services TRiO Program (SSS) offers an elevated level of assistance to selected disadvantaged students. C-Step provides mentoring through academic advising, career counseling, financial counseling and professional school preparation to underrepresented minorities and economically disadvantaged students in fields such as nursing & other allied health fields, engineering and math/science. These programs provide college survival skills classes, dedicated computer labs, individual counselors and tutoring.**

- **Academic advising is predominantly handled by faculty advisors within the student's discipline. Students are required to meet with their advisor at least once per semester to discuss course placement and degree progress for the following semester. Faculty review student files at the end of each semester to verify that they are making Satisfactory Academic Progress. The Advising and First Year Programs office offers a supplement to the faculty advising model by providing students with information on general education and major requirements, campus processes (i.e. how to withdraw from a class), and assistance for students in transition (changing major or school). This office also provides resources and training opportunities for faculty advisors.**

- **SUNY Canton is committed to serving individuals with disabilities as defined by the Rehabilitation Act of 1973, Section 504, the Americans with Disabilities Act of 1990, and the ADAAA of 2008. The Accommodative (Disability) Services program is equipped to help students with mobility impairments, hearing impairments, visual impairments, learning disabilities, medical or mental health diagnoses have equal access to participate fully in college life. Students with documented disabilities may receive accommodations pursuant to their diagnosis. These may include: modified schedules, extended test times, minimal distraction area for tests, note taking services, test books in alternate format, academic counseling and advocacy. Most campus buildings are accessible; appropriate housing accommodations and accessible parking locations are available.**

Academic & Support Services:

- **Learning Labs for math, science and writing are available to all students free of charge on a walk-in basis. Curriculum specific labs also exist for various programs including accounting/business, computer science, and engineering. In addition, there is a general lab which offers tutoring assistance for many courses not covered by any of the specific labs. All of the labs offer face-to-face professional and peer tutor assistance. Repeatedly, students have rated SUNY Canton tutoring services with the highest satisfaction ranking among all SUNY Technology Sector campuses. Students taking classes online have access to tutoring help via email and phone. Tutoring services are designed to encourage students to become confident and independent learners by teaching skills including: note-taking, studying and test preparation skills**

- **Southworth Library Learning Commons supports a student population that is ever-increasing and diverse. The facility provides space for collaborative group work, quiet study and intensive tutoring – including Math & Science, Business & Accounting, Writing, and, Computer learning labs as well as a General Tutoring Lab. The Computer Lab provides space for one-on-one tutoring as well as Information Literacy instruction for classes, and is equipped with a new, state-of-the-art SMART Board. The library's collection includes approximately 50,000 print books, over 100,000 electronic books, extensive electronic**

databases, and a variety of digital media. The 24/7 availability of electronic books and various databases is particularly supportive of non-resident students and online courses. For resident students, the building is equipped with Wi-Fi in support of mobile computing, hundreds of desktop computer stations; and dozens of laptops are available for loan as well. Ongoing innovative technology initiatives support both the learning styles and the needs of the 21st-century learner.

The Library Learning Commons also offers a highly successful, in-demand reserve collection, including a large collection of current textbooks, many circulating iPads, headphones, calculators, microscopes, DVDs, projection and wireless keyboards and more; in addition to significant collection of anatomical models that support hands-on learning for health sciences students.

The learning commons building is now open extended hours during the academic term, Monday through Thursday from 7:30 a.m. until 2:00 a.m.; Fridays from 7:30 a.m. to 8:00 p.m.; Saturdays from 8:00 a.m. to midnight; and Sundays from 8:00 a.m. to 2:00 a.m. Professional librarians are available during most library hours to assist students with a full range of library services, and web-based synchronous and asynchronous chat reference services provide access to professional research assistance at any time, 24 hours a day, 7 days a week.

- **Information Technology Services are available to every student attending the College. Several modern PC facilities, located around campus, provide all students with the opportunity for virtually unlimited use of computers seven days a week, including evenings and weekends in the library. The Help Desk is available 8:00 to 6:00 p.m. , Monday-Thursday; 8:00 to 4:30 p.m. Friday. Each student receives an email account and has full access to the internet. The residence halls have high-speed internet access provided by a local cable company. UCanWeb accounts are established for each student allowing access to grades, academic status, financial aid, pre-scheduling and other individual data.**

- **The Davis Health Center is an acute care center that is nationally accredited through the Accreditation Association for Ambulatory Health Care. It is staffed by a physician, nurse practitioners, and support staff and provides medical care. The Center also seeks to promote overall wellness and healthy lifestyle choices. A health educator/wellness is available to promote campus wellness initiatives on the campus working primarily with the Health and Counseling Centers. The Health Center has implemented electronic medical records and adopts HIPAA guidelines for record keeping and patient confidentiality, as well as following NYS Public Health Guidelines.**

- **The Personal Counseling Service provides professional counseling services for students with personal, social, and emotional concerns. Academics and Student Life both may refer students for assessments and further referrals. The fully licensed staff provides workshops, educational programs and activities contributing to overall student development. Themes include decision making, communication skills, conflict resolution, grief counseling, developing leadership skills, life-style differences, maintaining relationships, sexuality, alcohol and substance abuse, and stress management.**

- **The Career Services Office assists students in exploring various career opportunities, preparing high quality resumes and planning individualized job searches. The Career Services Office is instrumental in helping students find internship opportunities to meet program requirements. The Career Services web site includes the online program, Jobs4Roos, listing jobs and career opportunities for all students.**

  This very active office coordinates job fairs bringing on campus many employers who are interested in graduates from SUNY Canton programs.

  Specialized services and dedicated areas of the Career Services website are available for LGBTQ, Handicapped, and Veteran students.

Special Student Services

- **International students are welcomed at SUNY Canton and are growing in numbers. SUNY Canton's International Office serves incoming international students and outgoing study abroad participants. The Coordinator of International Student Initiatives helps students acclimate to campus life, processes documents, conducts new student and visiting scholar orientation, as well as plans and hosts educational, cultural, and recreational events that bring international and other SUNY Canton students together. Residence Life has a wing designed primarily for international students who are unable to travel home on the college sanctioned breaks. Students are also invited into faculty and staffs homes to share in various holidays. The Writing Center offers ESL resources as well as professional staff who can assist**

students in accessing these resources. Also, the dining services promote international theme nights and encourage students to come in and cook their favorite meal with them.

- **Military personnel are attracted to the College's career-driven bachelors or associate degrees. The Military and Veteran's Coordinator helps veterans with benefits and the Veterans Association connects students and alumni who serve or have served in the U.S. Armed Forces.**

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable**.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with *SUNY policy*, including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. Append at the end of this form, a plan or curriculum map showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. *NOTE: The University Faculty Senate's Guide for the Evaluation of Undergraduate Programs is a helpful reference.*

This program will follow the General Criteria for Engineering Accreditation Commission of ABET. After the first two years of graduates SUNY Canton will seek formal accreditation from ABET.

Our data collection and assessment will be based on a 4-year cycle, with 3 SLOs assessed per year. There will be a total of 5 courses assessed per year, which will be selected at random. Within the 5 courses however, the capstone course, MKTX 477/478, will be assessed every year, due to the culminating study. Note that when a problem exists in MKTX 477/478, the program faculty will investigate to determine where the problem originated from, and then take action where necessary. In order to improve and grow the program, continuous implementations must be required. A review and implementation process of the previous year's assessed SLOs 1-year after being assessed will also be accomplished.

In the assessment process, data will be collected and analyzed through quizzes, test, examination, intensive laboratory activities, capstone project, PowerPoint presentations, and intensive writing activities. Achievement of the SLOs is focused on evaluating the students' performance on these performance indicators. The desired target on the students' performance is 70% for each indicator. It is intended that the performance indicator table identifies the area where the SOs is successfully met or not, strength versus weakness of the course, and directions for improvement to achieve the SOs. This will be documented as shown in Figure 2.7A. Samples of students' work will be provided as well.

Semester									
		Assessment Tool			Measurement Tool				
SO #	Performance Indicator	Course	Descriptor	Individual Responsible	(What specific lab, quiz, test, homework, or problem?)	Target / Desired Outcome	Result	Performance Satisfied (Yes / No)	Comments

Figure 2.7A: Assessment action document for assessing student outcomes.

Other assessment actions are course evaluations, which are conducted at the end of every semester. The student outcomes associated with each course is measured during the evaluation process. The results are analyzed and used as a guideline for course improvement, and subsequent course assessment plan, which is accomplished in the review and implementation process.

In the review and implementation process, the faculty of the program will examine the data that were collected and analyzed from the assessment and decide which changes are appropriate. The faculty will review the student outcome mappings, performance indicators defining the student outcomes, and the measurement tools related to the performance indicators. Note that the industrial advisory committee participates in the course evaluation process at a yearly basis. Table 2.7A maps the courses to the SLOs. Table 2.7B shows the 4-year assessment cycle, which will repeat itself.

2.7A Courses to Program Student Learning Outcomes

Courses	SLO # 1	SLO # 2	SLO # 3	SLO # 4	SLO # 5	SLO # 6	SLO # 7	SLO # 8	SLO # 9	SLO # 10	SLO # 11
ENGS 101	x			x		x	x				x
ENGL 101							x				
MECH 112					x						x
CITA 152					x						x
MKTX 215/216		x									x
ENGS 201	x				x						
CITA 180					x						x
ENGS 202	x				x						
ENGS 263	x	x	x		x						x
ENGS 264		x		x			x				x
ENGS 341	x				x						x
MKTX 320		x		x			x				x
MKTX 310	x		x		x						x
MKTX 325	x	x	x		x						x
MKTX 370		x		x			x				x
CITA 380					x						x
MKTX 477	x	x	x	x	x	x	x	x	x	x	x
MKTX 425	x	x	x	x	x		x				x
SOET 361/BSAD 361						x	x	x		x	
SOET 348						x			x	x	
MKTX 478	x	x	x	x	x	x	x	x	x	x	x

Table 2.7B shows the 4-year assessment cycle

Timeline (Cycle 1)								
Student Outcome	**Fall '17 - Spring '18 (Assess - A)**	**Fall '18 - Spring '19 (Review/Implement - R/I)**	**Fall '18 - Spring '19 (Assess - A)**	**Fall '19 - Spring '20 (Review/Implement - R/I)**	**Fall '19 - Spring '20 (Assess - A)**	**Fall '20 - Spring '21 (Review/Implement - R/I)**	**Fall '20 - Spring '21 (Assess - A)**	**Fall '21 - Spring '22 (Review/Implement - R/I)**
SO#1	**A**	**R/I**						
SO#2	**A**	**R/I**						
SO#3	**A**	**R/I**						
SO#4			**A**	**R/I**				
SO#5			**A**	**R/I**				
SO#6			**A**	**R/I**				
SO#7					**A**	**R/I**		
SO#8					**A**	**R/I**		
SO#9					**A**	**R/I**		
SO#10							**A**	**R/I**
SO#11							**A**	**R/I**

Section 3. Program Schedule and Curriculum

Complete the **SUNY Undergraduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found here. Rows for terms that are not required can be deleted.

NOTES: *The* ***Undergraduate Schedule*** *must show* ***all curricular requirements*** *and demonstrate that the program conforms to SUNY's and SED's policies.*

- *It must show how a student can complete all program requirements within SUNY credit limits, unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of upper division study, with 24 in the major.*
- *It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in approved SUNY GER courses in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages*
- *It must show how students can complete Liberal Arts and Sciences (LAS) credits appropriate for the degree.*
- *When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the Transfer Path Requirement Summary within the first two years of full-time study (or 60 credits), consistent with SUNY's Student Seamless Transfer policy and MTP 2013-03.*
- *Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a Waiver Request –with compelling justification(s).*

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Prerequisite(s)**
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

Special Cases for the Program Schedules:

- *For a program with multiple tracks or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.*
- *When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program.* ***NOTE:*** *Form 3A, Changes to an Existing Program, should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs.*
- *SUNY policy governs the awarding of two degrees at the same level.*
- *Minors require neither SUNY approval nor SED registration.*

a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? ***NOTE: Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.***

This program will follow standard Fall/Spring semesters.

b) For each existing course that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), append a catalog description at the end of this document,

c) For each new course in the undergraduate program, append a syllabus at the end of this document. NOTE: Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with *SUNY policy on credit/contact hours*), general course requirements, and expected student learning outcomes.

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, append a completed External Instruction form at the end of this document.

SUNY Undergraduate Program Schedule (***OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.***)

Program/Track Title and Award:____Mechatronics Engineering, Bachelor of Science_____

- Indicate **academic calendar type**: [X] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):
- **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Name of SUNY Transfer Path, if one exists: ___Mechanical Engineering_____ See Transfer Path Requirement Summary for details**
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: Fall	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
ENGL 101 English (writing)	3	BC	3				
ENGS 101 Intro to Engineering	2			2	2		
MATH 161 Calculus I	4	M	4		4		
CHEM 150 College Chem I & Lab	4	NS	4		4		
PHYS 131 University Physics I	3	NS	3		3		
PHYS 135 Univ. Physics I Lab	1	NS	1		1		
Term credit totals:	17	15	15	2	14		

Term 2: Spring	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
CITA 152 Computer Logic	3			3			
English (Literature; GER 7)	3	H	3				
MATH 162 Calculus II	4	M	4		4		Calculus I
GER 4	3	AH	3				
PHYS 132 Univ. Physics II	3	NS	3		3		Univ. Physics I
PHYS 136 Univ. Physics II Lab	1	NS	1		1		Univ. Physics I Lab
Term credit totals:	17	14	14	3	8		

Term 3: Fall	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
ENGS 201 Statics	3			3	3		Calc II, Phys I
MECH 112 3D Modeling	3			3			Calc II, Phys II
MKTX 215/216 Digital Fundamental & Logic Design/Laboratory	3/1			4		X	PHYS 132/136
MATH 263 Calculus III	4	M	4		4		Calc. II
GER 5	3	WC	3				
Term credit totals:	17	7	7	10	7		

Term 4: Spring	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
ENGS 202 Dynamics	3			3	3		Statics
CITA 180 Intro to Programming	4			4	4?		CITA 152
ENGS 263 Electric Circuits	3			3	3		Calculus II, PHYS 132/136
ENGS 264 Circuit Lab	1			1	1	X	PHYS 132/136
ECON 103 Princ. Microeconomics	3	SS	3				GER math
ENGS 203 Eng. Strength of Mat.	3			3	3		ENGS 201
Term credit totals:	17	3	3	14	14		

Term 5: Fall	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
ENGS 341 Fluid Mechanics	3			3		X	MATH 364/ ENGS 202
Math 364 Diff. Equations	4		4				MATH 162
Liberal Arts Elective	3		3				
MKTX 320 Lab I	1			1		X	ENGS 264
ENGS 350 Mechanical Design	3			3		X	ENGS 203
Term credit totals:	14		7	7			

Term 6: Spring	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
MKTX 310 Instrumentation & Controls	3			3		X	ENGS 263/264, MKTX 215/216
MKTX 325 Microcontroller	3			3		X	MKTX 215/216
MATH 361 Linear Algebra	3		3				MATH 162
MKTX 370 Lab II	1			1		X	MKTX 320
CITA 380 Integ. Programming	3			3		X	CITA 180
Term credit totals:	13		3	10			

Term 7: Fall	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
Liberal Arts Elective	3		3				
MKTX 477 Capstone I	2			2		X	MKTX 370
MKTX 425 Robotics Analysis & Synthesis	3			3		X	MKTX 310
SOET/BSAD 361 Project Management	3			3			
Liberal Arts Elective U/L	3		3				
SOET 348 Engineering Safety	1			1			
Term credit totals:	15		6	9			

Term 8: Spring	See KEY.						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
Liberal Arts Elective U/L	3		3				
MKTX 478 Capstone II	2			2		X	MKTX 477
Liber Arts Elective U/L	3		3				
Program Elective U/L	3			3			
MATH 461 Advanced Calc I	3		3				MATH 361
Term credit totals:	14		9	5			

Program Totals (in credits):	**Total Credits: 124**	**SUNY GER: 39**	**LAS: 64**	**Major: 60**	**Elective & Other: 3**	**Upper Division: 50**	**Upper Division Major: 31**	**Number of SUNY GER Categories:**

KEY **Cr:** credits **GER:** SUNY General Education Requirement (Enter Category Abbreviation) **LAS:** Liberal Arts & Sciences (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** SUNY Transfer Path Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

Section 4. Faculty

a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.

b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

NOTE: *CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in Part 52.2(b) of the Regulations of the Commissioner of Education.*

c) What is the institution's definition of "full-time" faculty?
Full-time faculty is described with 12 lecture hours or 16 contact hours.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field.**
PART 1. Full-Time Faculty					
Dr. Rashid Aidun	7 %	ENGS 263 (Electric Circuits), ENGS 264 (Circuits Lab),	PhD	Physics	
Dr. Tatsuhito Koya	12.5 %	CITA 152 (Computer Logic), CITA 180 (Intro to Programming)	PhD	Theoretical and Applied Mechanics	• Certified Information Systems Security Professional (CISSP) • Certified Information Security Manager (CISM) • Microsoft Certified System Engineer (MSCE) • Red Hat Certified System Engineer (RHCE) Cisco Certified Network Associate (CCNA)
Dr. Lucas Craig	11 %	ENGS 202 (Engineering Dynamics), ENGS 341 (Engineering Fluids)	PhD	Mechanical Engineering	
Cullen Haskins	14 %	ENGS 101 (Intro to Engineering), ENGS 201 (Engineering Statics), MECH 112 (3D Modeling)	MS	Mechanical Engineering	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field.**
Part 2. Part-Time Faculty					
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					
TBH1 – Fall 2017	100 %	MKTX 315/316 (Digital Fundamentals and Logic Design Lab), MKTX 320 (Lab I), MKTX 310 (Instrumentation and Controls), MKTX 325 (Microcontroller), CITA 380 (Integ. Programming)	PhD	Electrical Engineering	
TBH2* – Fall 2017	100 %	ENGS 203 (Engineering Strengths), ENGS 350 (Mechanical Design), MKTX 370 (Lab II), MKTX 377 (Capstone I), MKTX 410 (Robotics and Snthesis), MKTX 478 (Capstone II)	PhD	Mechanical Engineering	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field.**

Section 5. Financial Resources and Instructional Facilities

a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table

(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)

Program Expense Categories	Expenses (in dollars)					
	Before Start	**Academic Year 1:**	**Academic Year 2:**	**Academic Year 3:**	**Academic Year 4:**	**Academic Year 5:**
(a) Personnel (including faculty and all others)	$150,000 (2 Faculty)	$48,000 (1 ISA)	$75,000 (3rd Faculty)	$0	$0	$0
(b) Library	$1000	$1000	$1000	$1000	$1000	$1000
(c) Equipment	$200,000	$100,000	$30,000	$20,000	$10,000	$10,000
(d) Laboratories	$374,000	$15000	$1000	$1000	$1000	$1000
(e) Supplies	$20000	$1000	$1000	$1000	$1000	$1000
(f) Capital Expenses	$35000	$5000	$0	$0	$0	$0
(g) Other (Specify):						
(h) Sum of Rows Above	$780,000	$170,000	107000	$23,000	$13,000	$13,000

Section 6. Library Resources

a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

The library provides access to various technical journal and book sources related to the mechatronics program including EBSCO, SLUETH, WorldCat, and Books24x7. These resources are available to all students and faculties over the Internet 24/7. SUNY Connect provides over 580 books and journals on mechatronics.

b) Describe the institution's response to identified collection needs and its plan for library development.
SUNY Canton has a full functioning library that serves both faculty and the students in their respective needs. Beside hardcopy books periodicals and magazines the library also provides the electronics version of the library materials, which can be accessed from out of campus. The library also provides materials through interlibrary loan. Beside SUNY Canton library the students have the access to the other libraries around the area. The department also makes some reference books and relevant magazines available to the students through open access bookshelves in the lab area.

Located in the geographic center of the campus, Southworth Library, with the recent addition of the Cyber Café and other targeted renovations designed to reinvigorate the space as a gathering place, has become a central hub of activity for students on campus. Services and resources are available on three floors of the library. The reference collection, reserve materials, a computer lab, offices, tutoring support services and the Information Services Help Desk are located on the main floor. The upper level houses book stacks, individual study carrels, group study and media-viewing rooms, current and back-issue journals and periodicals, and the Writing Center. The recently renovated lower level houses the Information Technology department and campus server room.

The library is a resource-rich, Wi-Fi enabled space, with laptops, desktops, iPads, Kindle readers, and Google television units that students can borrow for periods of time. For resident students, the library also provides student scanning, printing and photocopying services, and is equipped with a large number of anatomical models that support hands-on learning for students in the sciences and health programs.

Student learning and tutoring labs, including Math, Science, Business and Accounting, Writing, and Technology Skills are also centrally located in Southworth. There are also student-learning spaces, a 'Connections' meeting space and conference rooms. Nine small-group study rooms in the building, along with two additional rooms that are not dedicated for that purpose but often get used as such, help serve the 80 to 120 people in the building during peak hours.

The library's information collection has grown and/or changed in response to the changing needs of the 21st century learner. It includes approximately 50,000 print and 80,000 electronic books

Section 7. External Evaluation

SUNY requires external evaluation of all proposed bachelor's degree programs, and may request an evaluation for a proposed associate degree or certificate program in a new or emerging field or for other reasons.

Is an external evaluation required? [ ] No [x] Yes

If yes, list below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed *External Evaluation Report*. ***NOTE:*** *To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

Evaluator #1	**Evaluator #2**
Name: MAGED MIKHAIL Title: Assistant Professor Institution: Purdue University Calumet	Name: Kevin McFall Title: Assistant Professor Institution: Kennesaw State University

Section 8. Institutional Response to External Evaluator Reports

As applicable, **append** at the end of this document a single *Institutional Response* to all *External Evaluation Reports.*

Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the facilitation of transfer.

a) For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree,** demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per SUNY policy, by listing the transfer institutions below and **appending** at the end of this document**:**

- two completed *SUNY Transfer Course Equivalency Tables*, one for each transfer institution; and
- a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

Baccalaureate Degree Institution	Baccalaureate Program SED Code and Title	Degree

b) For a **proposed baccalaureate program,** document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**, such as *SUNY Transfer Course Equivalency Tables* and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

Associate Degree Institution	Associate Program SED Code and Title	Degree
Jefferson Community College	Engineering Science, 0530	A.S.
SUNY Canton	Engineering Science, 0530	A.S.

NOTE: *Transfer course equivalency tables are needed, despite SUNY Transfer Paths, to ensure that all courses in an A.A. or A.S. program will be accepted for transfer. Official SED program titles and codes can be found on NYSED's Inventory of Registered Programs here.*

Section 10. Application for Distance Education

a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [X] No [ ] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.

b) Does the program's design enable students to complete 100% of the course requirements through distance education? [X] No [ ] Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

a) Based on guidance on Master Plan Amendments, please indicate if this proposal requires a Master Plan Amendment.
[X] No [ ] Yes, a completed *Master Plan Amendment Form* is **appended** at the end of this proposal.

b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

[X] No [ ] Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization. *Degree authorization is required when a proposed program will lead to a new degree (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the New York State Taxonomy of Academic Programs. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.*

List of Appended and/or Accompanying Items

a) Appended Items: If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the Profession, or other applicable external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form, a completed version of that form	Section 2.3, Item (e)
	OPTIONAL: For programs leading directly to employment, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
	***For all programs*, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed**	Section 2, Item 7
	For all programs, a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives)	Section 3, Item (b)
	For all programs with new courses in the major, syllabi for all new courses in a proposed undergraduate major	Section 3, Item (c)
	For programs requiring external instruction, a completed *External Instruction Form* and documentation required on that form	Section 3, Item (d)
	For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
	For all A.A. and A.S. programs, Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; *for baccalaureate programs that anticipate transfer student enrollment*, documentation of seamless transfer with at least two SUNY two-year programs	Section 9
	For programs designed to enable students to complete at least 50% of the course requirements at a distance, a *Distance Education Format Proposal*	Section 10
	For programs requiring an MPA, a *Master Plan Amendment Form*	Section MPA-1

b) Accompanying Items - External Evaluations and Institutional Response: If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to *program.review@suny.edu* that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).