

**This form is used for all new (IU or Purdue) undergraduate degrees and certificates proposed at IUPUI and IUPUC**

*Each section contains prompts in the form of questions or statements intended to help with completing the proposal and preparing it for campus-level review. These appear in **blue** and should be deleted after completing the proposal for easier reading by reviewers.*

**Checklist for New Degree and Certificate Proposals**

Please consider the points below before completing this proposal form:

1. The proposing unit must obtain approval from the senior associate vice chancellor before this proposal can be submitted.
2. Documentation and information requested in the appendices must be submitted at the same time that that proposal is submitted. Incomplete proposals will not be considered.
3. Proposals for undergraduate degrees must be accompanied by a completed articulation agreement between Ivy Tech and IUPUI that indicates “a logical continuation of the associate degree with a related baccalaureate degree program.” Contact the IUPUI and Ivy Tech Office of Coordinated Programs (**Passport**) for any assistance in developing the articulation. The proposal will not be considered for approval without a completed articulation agreement.
4. Any new courses required for the program should have been approved or be in the course remonstrance process. If they have not yet been approved, copies of course descriptions or syllabi should accompany the proposal and be shared with any potentially affected unit. The letters of support from the other schools should reference their agreement that the proposed courses are not a problem.
5. If any areas of potential programmatic or course overlap exist, letters of support from the affected school(s) must accompany the proposal.
6. The Office of University Regional Affairs, Planning, and Policy (URAPP) will compile a required table in the proposal as well as provide assistance in presenting any needed resources and sources of funding. Send a copy of the completed proposal to Steve Keucher (**[skeucher@indiana.edu](mailto:skeucher@indiana.edu)**) before beginning the campus approval process. URAPP will include the necessary information and send a copy back to the school.
7. Complete the **IU new program proposal cover sheet** and submit with the proposal. This essentially serves as an executive summary of the proposal.
8. The proposing unit may be asked to make revisions to this proposal during the review process.

Program Description

**[Program, e.g., B.S. in Nursing] to Be Offered by [Campus] at [Location]**

Date Submitted:

**1. Characteristics of the Program**

- a. Campus(es) Offering Program: Indiana University–Purdue University Indianapolis
- b. Scope of Delivery (Specific Sites or Statewide):

- c. Mode of Delivery (Classroom, Blended, or Online):
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):

Note any applicable aspects here, additional detail will appear in Appendix 10.

- e. Academic Unit(s) Offering Program: (IUPUI School and Department(s))
- f. Anticipated Starting Semester:

Note: Curricular detail will appear in Appendix 10.

## **2. Rationale for the Program**

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)  
Include a brief description of the program, including total number of credits in the program

- Why is the institution proposing this program?
- What will completing this program prepare the student to do?
- How is this program consistent with the missions of the institution and of the school/department?
- How does this program fit into the institution's strategic and/or academic plan?
- How does this program build upon the strengths of the institution?
- Describe the student population to be served.

See Appendix 1: **Institutional Rationale** for additional detail.

- b. State Rationale
  - How does this program address state priorities as reflected in *Reaching Higher, Achieving More?*
- c. Evidence of Labor Market Need
  - i. National, State, or Regional Need
    - Is the program serving a national, state, or regional labor market need? Does the degree enhance students' professional and academic prospects?
  - ii. Preparation for Graduate Programs or Other Benefits
    - Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?
  - iii. Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data
    - Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor.

See Appendix 2: **Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data** for additional detail.

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

See Appendix 3: **National, State, or Regional Studies** for additional detail.

v. Surveys of Employers or Students and Analyses of Job Postings

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

See Appendix 4: **Surveys of Employers or Students and Analyses of Job Postings** for additional detail.

vi. Letters of Support

- Summarize, by source, the letters received in support of the program.

See Appendix 5: **Letters of Support**.

**3. Cost of and Support for the Program**

The Office of University Academic Affairs (<https://uaa.iu.edu>) will provide assistance on presenting needed resources and sources of funding when it reviews the draft proposal.

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?

See Appendix 6: **Faculty and Staff** for additional detail.

ii. Facilities

- Does the program have the resources (e.g., facilities, financial resources, learning resources, library resources) required to offer the program effectively? Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

See Appendix 7: **Facilities** for additional detail.

iii. Other Capital Costs (e.g., equipment)

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

See Appendix 8: **Other Capital Costs** for additional detail.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

- Summarize what reallocation of resources has taken place to support this program.
- What programs, if any, have been eliminated or downsized in order to provide resources for this program?

ii. Special Fees above Baseline Tuition

- Summarize any special fees above baseline tuition that are needed to support this program.

**4. Similar and Related Programs**

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses Offering (On-Campus or Distance Education) Similar Programs:

- ICHE staff will summarize data from the commission's program review database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the nonprofit and proprietary sectors to the extent possible. See ICHE form for new degrees, Appendix A: Similar Programs at Other Institutions, Detail, which contains back-up tables for the summary.
- Institutions may want to supplement this data with contextual information, such as relevant options or specializations or whether or not programs at other institutions are accredited or lead to licensure or certification.

ii. Related Programs at the Proposing Institution

- ICHE staff will summarize data from the commission's program review database on headcount, FTE, and degrees conferred for related programs at the proposing institution. See ICHE form for new degrees, Appendix B: Related Programs at the Proposing Institution, Detail, which contains back-up tables for the summary.

b. List of Similar Programs Outside of Indiana

- If relevant, institutions outside of Indiana (in contiguous states, Midwest Higher Exchange Compact states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar.

c. Articulation of Associate/Baccalaureate Programs

- Is the major/degree designed to accommodate students transferring from Ivy Tech Community College? For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.

See Appendix 9: **Articulation of Associate/Baccalaureate Programs** for additional detail.

- d. Collaboration with Similar or Related Programs on Other Campuses
  - Indicate any collaborative arrangements in place to support the program.

## **5. Quality and Other Aspects of the Program**

- a. Credit Hours Required/Time to Completion
  - Credit hours required for the program and how long a full-time student will need to complete the program.
  - Does the degree map facilitate completion in four years and specify critical courses to be taken by particular points in time?

See Appendix 10: **Credit Hours Required/Time to Completion** for additional detail.

- b. Exceeding the Standard Expectation of Credit Hours
  - If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.
  - If the program will not exceed 120 credits, add: *The program will not exceed 120 semester credit hours.*

See Appendix 11: **Details Related to Exceeding the Standard Expectation of Credit Hours** for additional detail.

- c. Curriculum, Program Competencies, or Learning Outcomes
  - Is the overall structure of the proposed curriculum consistent with similar IUPUI degree programs?
  - Is the IUPUI General Education Core appropriately incorporated within the curriculum?
  - Are prerequisites specified (with required grades) and based on the need to acquire foundational knowledge for success in later courses?
  - Does the degree comply with all required academic, administrative, and procedural policies of the university?
  - List the significant competencies or learning outcomes that students completing this program are expected to master.
  - Describe how the learning outcomes incorporate IUPUI's Profiles of Learning for Undergraduate Success (IUPUI+). Similarly, include any ways in which the program will support IUPUI's RISE program.

See Assessment section (below) for additional detail

- d. Assessment
  - Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

Additional components of the assessment must include:

- Objectives and criteria.
- Will assessment take place in courses? In practice settings? In a culminating project or seminar?
- What performance indicators will you use?
- On what basis will you demonstrate that this program has been successful?
- What is the timing and frequency of assessment? Annual?
- Assessment must be tied to the objectives and stated learning outcomes of the program. Use the chart below.
- Assessment must be summative for the overall quality of the program as a whole, not just for individual courses.
- If objectives include preparation for the workforce, please include a postgraduation assessment plan, including how you will track students' success in obtaining jobs and employer satisfaction.
- If objectives include development of certain skills, assessment should test whether those skills are acquired. This could be through a capstone course, project, performance, or portfolio. Standardized tests or licensing examinations are other options.
- If assessment includes a review by or meeting the standards or guidelines of a discipline-specific accrediting body, detailed components of that assessment should be included.
- Who will perform the overall assessment? Will you involve a departmental advisory group?
- How will the information gathered through assessment be used to ensure overall quality and continuous improvement? Here is one possible statement:
  - *Information gathered through the assessment process will be used to help determine the summative effectiveness of the program in meeting its intended learning outcomes and to inform any adjustments that are determined to be needed to help with continuous programmatic improvement.*

<b>Student Outcome</b> (Use action verbs to indicate what students should know and be able to do.)	<b>Where will students learn this knowledge or skill?</b> (In courses? In practice settings? In a culminating experience?)	<b>How will student achievement of the outcome be assessed?</b>	<b>Relationship to Mission, IUPUI+, and RISE?</b>	<b>In what setting will the assessment take place?</b> (In courses? In practice settings? In a culminating experience?)
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<b>Example:</b> Solve a practical problem likely to be encountered in practice	Courses 601, 603 field experience	Culminating project	Assignments and evaluation primarily address IUPUI +	Course number, etc.
Outcome 1				
Outcome 2				
Outcome 3				
Outcome 4				
Summative Outcome(s)				

Add outcomes as needed

e. Licensure and Certification

Graduates of this program will be prepared to earn the following:

- State license.
- National professional certifications (including the bodies issuing the certification).
- Third-party industry certifications (including the bodies issuing the certification).
- If the program does not lead to a license or certification, add: *This (degree/certificate) does not prepare graduates for a license or certification.*

f. Placement of Graduates

- Please describe the principal occupations and industries in which the majority of graduates are expected to find employment.

See links to resources in Appendix 2.

- If the program is primarily a feeder for graduate programs, please describe the primary kinds of graduate programs in which the majority of graduates are expected to be admitted.

g. Accreditation

- List the accrediting body from which accreditation will be sought and the timetable for achieving accreditation.
- State reason for seeking accreditation.

## **6. Projected Headcount, FTE Enrollments, and Degrees/Certificates Conferred**

- Report headcount, FTE enrollment, and degrees/certificates conferred data in a manner consistent with the ICHE's Student Information System.
- Report a table for each campus or off-campus location at which the program will be offered.

- If the program is offered at more than one campus or off-campus location, a summary table that reports the total headcount, FTE enrollments, and degrees conferred across all locations should be provided.
- Round the FTE enrollments to the nearest whole number.
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Provide the above in narrative form. The table below will be prepared by the Office of University Regional Affairs, Planning, and Policy for all degrees and for certificates with 30 or more credit hours.



6. Projected Headcount and FTE Enrollments and Degrees Conferred									
Date, 2012									
Institution/Location: University XYZ at _____									
Program: Program ABC									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2012	FY2013	FY2014	FY2015	FY2016	
Enrollment Projections (Headcount)									
	Full-Time			6	12	18	18	18	
	Part-Time			12	24	36	48	60	
	Total			18	36	54	66	78	
Enrollment Projections (FTE)									
	Full-Time			6	12	18	18	18	
	Part-Time			6	12	18	21	24	
	Total			12	24	36	39	42	
Degrees Conferred Projections				0	0	6	6	18	
CHE Code: 12-XX									
Campus Code: XXXX									
County: XXXX									
Degree Level: XXX									
CIP Code: Federal - 000000; State - 000000									

## **Appendices**

**Appendix 1:** Institutional Rationale

**Appendix 2:** Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data

**Appendix 3:** National, State, or Regional Studies

**Appendix 4:** Surveys of Employers or Students and Analyses of Job Postings

**Appendix 5:** Letters of Support

**Appendix 6:** Faculty and Staff

**Appendix 7:** Facilities

**Appendix 8:** Other Capital Costs

**Appendix 9:** Articulation of Associate/Baccalaureate Programs

**Appendix 10:** Credit Hours Required/Time to Completion

**Appendix 11:** Details Related to Exceeding the Standard Expectation of Credit Hours

**Appendix 1: Institutional Rationale**

*This appendix should contain links to the institution's strategic and/or academic plan or the plans themselves.*

IUPUI Core: Vision, Mission, Values, and Diversity

Profiles of Learning for Undergraduate Success

RISE to the IUPUI Challenge

Describe any innovative features of the program (e.g., involvement with local or regional agencies or offices).

## Appendix 2: Summary of **Indiana Department of Workforce Development** and/or U.S. Department of Labor Data

*This appendix should contain the detailed tables upon which the summary of the labor market demand is based.*

- Proposals that are intended to prepare a student for the workforce must include information regarding local, regional, and national market demand and evidence of consultation with appropriate advisory boards, local employers, etc. among other requirements. If no published projections exist because the field is too narrow or because a proposal addresses a new discipline or subject area, the proposal must provide some other basis for documenting employment prospects. Surveys of potential employers have been used in such cases.
- Identify one or two specific **occupations** and U.S. Department of Labor (DOL) occupation codes for which the degree or certificate will prepare the student. Include an expected salary range and any wage analysis that may have been performed. In addition to providing summaries of positions and the DOL codes, **this site** typically includes links to the latest projected growth in employment demand and to salary ranges, both nationally and for Indiana. Additional data may be found from the Indiana Department of Workforce Development's **labor market services**.

### **Appendix 3: National, State, or Regional Studies**

*This appendix should contain links to the studies cited or the studies themselves.*

#### **Appendix 4: Surveys of Employers or Students and Analyses of Job Postings**

*This appendix should contain links to the surveys or analyses cited or to the documents themselves.*

## Appendix 5: Letters of Support

*This appendix should contain the letters of support for the program that were summarized in Section 2 (c, vi) above.*

In this section please also address whether the proposal has the potential to affect course enrollments in other schools and programs.

- To the best of your knowledge, do any proposed new courses overlap with existing courses? If yes, what is the rationale for a new course?
  - Any new courses required for the program should have been approved or be in the course remonstrance process. If they have not yet been approved, copies of course descriptions or syllabi should accompany the proposal and be shared with any potentially affected unit. The letters of support from the other schools should reference their agreement that the proposed courses are not a problem.
- In cases where the proposal appears to overlap an existing IUPUI degree or certificate, please describe the differences between the proposed program and the existing one. This may include differences in programmatic goals or student learning outcomes. As noted above, letters of support regarding both the new program or any proposed new courses from any potentially affected unit should accompany the proposal as appendices and be referenced in this section.
- In cases where the proposed program relies on upper-level courses from another school to meet curricular requirements, please provide assurance that students in the proposed program will be eligible to enroll in these courses and any necessary prerequisites, assuming the students are qualified and the courses are open, even if the courses ordinarily are restricted to students in the course's major or school. This can be addressed in a confirmation of consultation with the school teaching the course. Assuming there are no barriers, a statement to include may be:

*Courses required for the (degree/certificate) that are taught outside of the major are open to all IUPUI students on a space-available basis, assuming they meet any course entry requirements, such as placement testing for English and mathematics.*
- In the case of new Purdue programs, proposals must have letters of support from an appropriate dean or department chair at West Lafayette.

**Appendix 6: Faculty and Staff**

*This appendix should contain a list of faculty with appointments to teach in the program and a brief description of new faculty positions yet to be filled.*



**Appendix 7: Facilities**

*This appendix should contain additional information on major impacts on facilities caused by this program.*

- Is any new specialized instructional space required, such as laboratories?

The Office of University Academic Affairs will provide assistance on presenting needed resources and sources of funding when it reviews the draft proposal.

## **Appendix 8: Other Capital Costs**

*This appendix should contain additional information on other capital costs associated with the program.*

- In addition to specifying any such needs, specifically mention any of these **not** needed, such as “no additional library resources will be required.”

The Office of University Academic Affairs will provide assistance on presenting needed resources and sources of funding when it reviews the draft proposal.

## **Appendix 9: Articulation of Associate/Baccalaureate Programs**

*This appendix should contain the actual articulation agreements relevant to the proposed program.*

- Proposals for undergraduate degrees must be accompanied by a completed articulation agreement between Ivy Tech and IUPUI that indicates “a logical continuation of the associate degree with a related baccalaureate degree program.” Contact the IUPUI and Ivy Tech Office of Coordinated Programs ([Passport](#)) for any assistance in developing the articulation.

## **Appendix 10: Credit Hours Required/Time to Completion**

*This appendix should contain the semester-by-semester, course-level detail on the program curriculum, including how long it will take to complete the program, assuming full-time study. If the program is an undergraduate degree/major, a four-year degree map should be submitted that specifies critical courses and milestones to be completed by particular points in time.*

Also include in an opening summary:

- The total number of credits in the program
- The number of credits in core or required courses, options and specializations, and electives
- The minimum GPA required for the completion of the program
- Identify any **new** courses
- Recommended CIP code (consult with Office of the Registrar)

Note: Any proposal that requires more than 120 credits for a degree will require strong justification such as accreditation standards and must be expressed in Appendix 11.

## **Appendix 11: Details Related to Exceeding the Standard Expectation of Credit Hours**

*This appendix should contain detailed information on why it is necessary to exceed the standard credit hour expectation, such as links to relevant licensure or accreditation standards or the standards themselves.*

- Under chapter 21-18-9-8 of the [Indiana Code](#), baccalaureate degree programs are restricted to 120 credits unless justification is accepted by ICHE.
- If the program will not exceed 120 credits, add:  
*The program will not exceed 120 semester credit hours.*