

INDIANA COMMISSION FOR HIGHER EDUCATION  
Indiana Board for Proprietary Education

Renewal Program Proposal Form  
For BPE Authorized Institutions

[Program Name<sup>1</sup>]  
To Be Offered by [Institution] at [Campus]

Program Details	
Degree Award Level <sup>2</sup> :	
Mode of Delivery (In-person, Online, or Blended <sup>3</sup> ):	
Career Relevant/Out-of-Classroom Experiences <sup>4</sup> :	
Suggested CIP Code for Program:	
Author Details	
Name of Person Preparing this Form:	
Telephone Number and Email Address:	
Date the Form was Prepared (Use date last revised):	



<sup>1</sup> The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate's or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under certain circumstances, such as those related to workforce needs, economic development, accreditation requirements, and licensure/certification, the Commission may regard curricular subdivisions as programs that require approval by the Commission and listing in the API.

<sup>2</sup> The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail).

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
  
17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

<sup>3</sup> For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e., 80-99% is online, with the remaining portion in-person.

<sup>4</sup> Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

<sup>5</sup> *CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes referred to as a CIP family) represents the most general groupings of related programs, while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010, and 2020.*

## **1. Program Objectives**

### **a. Program Rationale**

- Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.





Number of Credit/Clock Hrs. in Specialty Courses: \_\_\_\_\_ / \_\_\_\_\_ Percentage: \_\_\_\_\_

Number of Credit/Clock Hrs. in General Courses: \_\_\_\_\_ / \_\_\_\_\_ Percentage: \_\_\_\_\_

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: \_\_\_\_\_ / \_\_\_\_\_ Percentage: \_\_\_\_\_

## 2. Library

### a. Library Rationale

- Please provide information pertaining to the library located in your institution
  - **Location of library; Hours of student access; Part-time, full-time librarian/staff:**
  
  
  
  
  
  
  
  
  
  
  - **Number of volumes of professional material:**
  
  
  
  
  
  
  
  
  
  
  - **Number of professional periodicals subscribed to:**
  
  
  
  
  
  
  
  
  
  
  - **Other library facilities in close geographical proximity for student access:**



**b. Occupational Outlook: Projected Employment Trends**

- As required under IC 21-18-9-5(b), summarize the current and projected labor market supply and demand for the occupations, occupational classifications, and industries identified as most relevant to the proposed degree program under (3.d.). Provide evidence in regional (if available), state, and national terms. The proposal must demonstrate that graduates of the proposed degree program should have promising career opportunities.

## **4. Rationale for the Program**

**a. Institutional Rationale (Alignment with Institutional Mission and Strengths)**

- Why is the institution proposing this program, and how does it build upon institutional strengths?
  
- How is it consistent with the mission of the institution, and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?

### **State's Priorities**

**b. State Rationale: General**

- How does this program address state priorities of advancing affordability, accessibility, and attainment, as well as alignment with labor market demand?

**c. Evidence of Labor Market Need**

- National, State, or Regional Need
  - Number of volumes of professional material:

**d. Placement of Graduates**

- Please describe the principal occupations and industries in which the majority of graduates are expected to find employment.
  
- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.

**e. Job Titles**

- List specific job titles and broad job categories that would be appropriate for a graduate of this program.

## 5. Information on Competencies, Learning Outcomes, and Assessment

### a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master.

### b. Civic Responsibility and Commitment

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

### c. Assessments

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

## 6. Program Information on Composite Score, Licensure, Certification, and Accreditation

### a. Federal Financial Responsibility Composite Score

- Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

### b. State Licensure

- Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?
  
- If so, please identify:
  
- The specific license(s) needed:
  
- The State agency issuing the license(s):

**c. Professional Certification**

- What are the professional certifications that exist for graduates of similar program(s)?
- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?
- If so, please identify
- Each specific professional certification:
- The national organization issuing each certification:
- Please explain the rationale for choosing each professional certification:
- Please identify the single course or a sequence of courses that lead to each professional certification?

**d. Professional Industry Standards/Best Practices**

- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?
- If so, please identify:
- The specific professional industry standard(s) and/or best practice(s):
- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

e. **Institutional Accreditation**

- Accrediting body from which accreditation will be sought, and the timetable for achieving accreditation.
  
- Reason for seeking accreditation.

f. **Specialized Program Accreditation**

- Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment?
  
- If so, please identify the specialized accrediting agency:

g. **Transferability of Associate of Science Degrees**

- Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:
  
- Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?
  
- If so, please list the baccalaureate degree(s):

## **7. Student Records (Institutions that have Previously Operated)**

a. **Are all student transcripts in a digital format?**

- If not, what is the percentage of student transcripts in a digital format?

- What is the beginning year of digitized student transcripts?
  
  - Are student transcripts stored separately from the overall student records?
- b. **How are student records stored?**
- Where is the computer server located?
  
  - What is the name of the system that stores the digital records?
- c. **Where are the paper student records located?**
- d. **What is the beginning year of the institutional student record series?**
- e. **What is the estimated number of digital student records held by the institution?**
- f. **What is the estimated number of paper student records held by the institution?**
- g. **Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?**
- If so, what is the most significant format?
  
  - If so, what is the estimated number of student records maintained in that format?

h. **Does the institution maintain a staff position that has overall responsibility and authority over student records?**

- If so, what is the name, title, and contact information for that individual?

i. **Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced?**

j. **Approximately what is the average number of requests for student records or verification of attendance that the institution receives in a day and week?**

**This Section Applies to All Institutions**

k. **Is there anything that the Commission should consider with regard to the institutional student records?**

l. **What is the digital format of student transcripts?**

m. **Is the institution using proprietary software? If so, what is the name?**

n. **Attach a sample transcript specifically for the program being proposed as the last page of this program application.**

## **8. Projected Headcount and FTE Enrollments and Degrees Conferred**

- Report headcount, FTE enrollment, and degrees conferred data in a manner consistent with the Commission'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, which reports the total headcount and 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 steadystate, report additional years of projections.

**Projected Headcount and FTE Enrollments and Degrees Conferred**

Date, 20XX									
Institution/Location: University XYZ at _____									
Program: Program ABC									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY20XX	FY20XX	FY20XX	FY20XX	FY20XX	
<b>Enrollment Projections (Headcount)</b>									
	Full-Time			6	12	18	18	18	
	Part-Time			12	24	36	48	60	
	<b>Total</b>			<b>18</b>	<b>36</b>	<b>54</b>	<b>66</b>	<b>78</b>	
<b>Enrollment Projections (FTE*)</b>									
	Full-Time			6	12	18	18	18	
	Part-Time			6	12	18	21	24	
	<b>Total</b>			<b>12</b>	<b>24</b>	<b>36</b>	<b>39</b>	<b>42</b>	
<b>Degrees Conferred Projections</b>				<b>0</b>	<b>0</b>	<b>6</b>	<b>6</b>	<b>18</b>	
Degree Level: XXX									
CIP Code: - 000000; State - 000000									
<b>FTE Definitions:</b>									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									