

# COMMISSION FOR HIGHER EDUCATION

Friday, October 14, 2011

## **DISCUSSION ITEM D: New Program Proposal Guidelines**

### **Staff Recommendation**

For discussion only.

### **Background**

Drafts of the *New Program Proposal Guidelines* have been under discussion for some time and have been reviewed by both the academic officers of the public institutions and the Commission's Academic Affairs Committee. The intent of this discussion is to identify any remaining issues that need to be resolved prior to bringing the *Guidelines* back for adoption at the Commission's December 9, 2011 meeting.

The one issue that has not been fully resolved is whether the *Guidelines* should say anything about tuition and fees to be charged to online/distance education students. The draft version of the *Guidelines* included in the agenda book is silent on this issue. The Commission's current policy states that "fees charged to non-Indiana residents enrolled in degree programs delivered through distance education technology will not be lower than fees charged to Indiana residents." As part of the current guidelines for submitting a distance education program proposal, institutions are required to report fees in four different categories:

- On-Campus Instruction – Indiana residents
- On-Campus Instruction – Non-residents
- Distance Education Instruction – Indiana residents
- Distance Education Instruction – Non-residents

The Commission is tentatively scheduled to discuss online/distance education at its December meeting.

### **Supporting Document**

*New Program Proposal Guidelines*, October 5, 2011 Draft Version  
07

## NEW PROGRAM PROPOSAL GUIDELINES

### Introduction

The Indiana Commission for Higher Education must approve new academic programs in Indiana's public postsecondary institutions prior to their implementation, i.e. advertising degree completion opportunities or admitting students into the program. By statute,

*“The Commission may approve or disapprove the: (1) establishment of any new branches, regional, or other campuses or extension centers; (2) establishment of any new college or school; or (3) offering on any campus of any: (A) additional associate, baccalaureate or graduate degree; or (B) additional program leading to a certificate or other indication of accomplishment” [I.C. 21-18-9-5].*

As part of the approval process, institutions need to submit a program proposal via the Commission's website. For graduate programs, the Commission expects institutions to consult with other in-state public postsecondary institutions that have related programs in order to clarify program differences and similarities.

The Academic Program Inventory (API), which is online and continually updated, is the state's official list of degree programs available at all campuses. Both the API, as well as the program review database, which contains data on enrollment and degrees conferred for all authorized programs, should be consulted.

### Certificate Programs

As a result of statutory changes made in 2011, all new certificate programs – irrespective of length – must be approved by the Commission. Certificates of less than one year in length – less than 30 undergraduate or 24 graduate semester credit hours – may be approved through routine staff action, if accompanied by documentation that demonstrates how the coursework required for the certificate derives from the curriculum of an existing degree program and by listing the licenses and/or certifications (see Section 14) that a student would be eligible to receive by completing the certificate program.

Because of the increasing importance of certificate programs in state planning and economic development, as well as student academic and career success, all institutions are requested to add all existing certificate programs to the API and to begin reporting data on those programs as part of the Student Information System (SIS). All existing certificate programs can be added to the API without any Commission action.

### Location of Program

Approval for non-distance programs is specific to an Indiana county. A program is considered “new” if 50% or more of the credit hours necessary to complete the program are available in an

Indiana County outside of any county authorized to offer the program. The Commission does not review new programs offered outside of the State of Indiana. Out-of-state and out-of-country offerings are subject to reviews by the Higher Learning Commission.

#### Routine Staff Actions

New program proposals are not needed for changes to authorized programs that do not significantly alter the nature or designation of the program. Such changes can be handled by requests to the Commission to make the needed changes through routine staff actions. Examples of routine staff actions include (1) adding an A.S. to an existing A.A.S. program or a B.A. to an existing B.S. program or (2) changing a program name from A.S. in Radiologic Technology to A.S. in Imaging Sciences.

#### Apprenticeship Technology Programs

For Apprenticeship Technology programs – Building Apprenticeship programs for Ivy Tech Community College and Industrial Apprenticeship programs for Vincennes University – a new program proposal must be submitted for each new trade. Additional locations for Apprenticeship Technology programs in trades that have already been authorized can be approved by request to the Commission through routine staff action.

#### Ivy Tech Community College

Ivy Tech Community College must submit a new program proposal for any new certificate or degree program that has never been offered before. Once a program has been authorized, new locations for that program can be approved by request to the Commission through routine staff action; all such requests must be accompanied with employer demand information as outlined in Section 7 (“Employer Demand”) of the *New Program Proposal Guidelines*.

#### Off-Campus Programs

Programs delivered primarily in a traditional classroom setting to an off-campus location need to be approved by the Commission. As long as the curricular requirements for the off-campus program are the same as those of the on-campus program, a complete new program proposal is not needed. Rather, only Sections 5 (“Enrollment Projections”), 7 (“Employer Demand”), and 10 (“Rationale for Program in Context of Other Programs within State, Region, Nation”) of the *New Program Proposal Guidelines* need to be submitted. For regional campuses of Indiana University and Purdue University, new off-campus locations for the delivery of degree programs within the area of Primary Geographic Responsibility, as specified in the Commission’s *Policy on Regional Campus Roles and Missions*, adopted on March 12, 2010, can be approved by routine staff action.

#### Online/Distance Education Programs

Programs delivered primarily through online and/or other distance education technologies must be approved by the Commission. As long as the curricular requirements for the online program

are the same as those of the on-campus program, a complete new program proposal is not needed. Rather, only Sections 5 (“Enrollment Projections”), 7 (“Employer Demand”), 10 (“Rationale for Program in Context of Other Programs within State, Region, Nation”), and 16 (“Assessment”) of the *New Program Proposal Guidelines* need to be submitted.

#### Reporting New Programs to External Bodies

New programs should not be reported to the Higher Learning Commission, the U.S. Department of Education, or other external bodies as being offered until they have been approved by the Commission for Higher Education. This includes off-campus programs within the State of Indiana and programs offered through online/distance education, which meet the Commission’s definition of online/distance education programs (see Section 17, “Online/Distance Education Programs”).

#### Format for Submitting Proposals

The *New Program Proposal Guidelines* will be embodied in a web-based submission system, which should be utilized in submitting proposals. In addition to including a “submit” function, the system will also include a “save draft” function to facilitate the building of proposals.

[Title of Proposed Degree]

to be Offered by [Institution or Campus]

Site/Delivery Mechanism

Check boxes for:

Face-to-Face Instruction On-Campus

Face-to-Face Instruction at an Off-Campus Site

Online/Distance Education

## 1. Objectives

Describe the main objectives of the program. Describe how the new program will help the institution achieve its distinctive mission and further State priorities.

[fixed size box here]

## 2. Curriculum

Report the total number of credit hours required to complete the certificate or degree.

[fixed size box here]

Report the number of years required to complete the certificate or degree, assuming full-time study.

[fixed size box here]

List all courses required to complete the degree and the number of credit hours for each course; include all options, specializations, or concentrations available within the program.

[open length box here]

Describe any curricular innovations and any outside-of-class required experiences, such as internships, co-ops, service learning, or practica.

[open length box here]

Indicate which courses in the proposed curriculum already exist and how often these courses have been offered in the past three years.

[open length box here]

Indicate all new courses that must be introduced by the sponsoring campus to support the program.

[open length box here]

Indicate all courses required for the degree that will be delivered by another institution, specifying whether they are existing courses at that institution or new courses to be developed by that institution.

[open length box here]

### **3. Form of Recognition**

Give the full name of the certificate or degree to be awarded exactly as it will appear on the diploma, e.g. Doctor of Medicine, Indiana University School of Medicine, Indianapolis.

Normally, the diploma should list the location at which the majority of the courses were taken. If this is not the case, the proposal should explain why the location of the courses and the location for the award of the degree differ.

For associate degree programs, the Associate of Arts (A.A.) or Associate of Science (A.S.) should be used for transfer-oriented programs, in which all or almost all of the credit hours count toward meeting the degree requirements of a related baccalaureate degree, while the Associate of Applied Science (A.A.S.) should be used to designate programs, for which the primary purpose is workforce preparation.

[fixed size box here]

Suggest a CIP code for the new program. The final determination of the CIP code is up to the Commission.

[fixed size box here]

### **4. Prerequisites**

For undergraduate programs, list any entry requirements, e.g. work experience in the transportation industry for an associate degree in supply chain management, or required licenses or certifications.

[open length box here]

For graduate degree programs, list any prerequisites, e.g. undergraduate courses or degrees, examinations, or work experiences.

[open length box here]

## **5. Enrollment Projections**

Provide projections for headcount and FTE enrollment and degrees conferred, and indicate new state funds requested to impellent the program. By the fifth year of the program, the projected number of graduates should normally meet the Commission’s minima for degree production, which are a minimum of three graduates per year for an undergraduate program and two for a graduate program. If the program will not reach its steady state enrollment and degree completion in five years, the projections should be extended to the point at which reaching the steady state is anticipated.

[fixed table here – see Appendix, “Enrollment/Degree Projections and New State Funds Requested”]

Exceptions may be made for programs that will not reach their steady state output in five years or achieve minimal degree production, but the proposal then should explain the reasons for a slower start-up or why the steady state will be below the minimum.

[open length box here]

## **6. Anticipated Effect on Institution’s Operating Budget and Capital Budget Requests**

Specify any new state operating appropriations required to implement this program and describe how the new state dollars will be used.

[open length box here]

Specify any new leased or built space or additional repair and rehabilitation expenses required to implement this program, including an indication of how the institution’s capital budget request be affected.

[open length box here]

## **7. Employer Demand**

If any specific claim of enhanced employment prospects will be used to recruit students to the program, the proposal should include an analysis of employment prospects that documents the validity of the claim. This analysis should begin by defining the predominant market, whether it

will be national and international or state or local. It should then provide evidence on the current state of supply and demand in that market and projections of future supply and demand. If the U.S. Bureau of Labor Statistics or the Indiana Department of Workforce Development has made projections for relevant markets, these published projections should be included in the proposal. Non-governmental reports that shed light on the labor market, such as those produced by professional associations, should also be cited, along with the published projections.

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.

Projections generally use recent trends to predict the future. If there is a logical case that the future will not look like the past, such a case might be a better gauge of employment prospects than a published projection that is based on a trend line. For example, if future technology lets physicians target medications to patients' DNA profiles, which in turn will require customized dosages and mixes of medications, the demand for pharmacists would be greatly expanded. An effective state higher education system must be able to anticipate such shifts in demand.

[open length box here]

## **8. Institutional Rationale for Program**

Describe any significant effect the proposed program will have on existing programs. If the proposed program will replace existing programs or significantly reduce their enrollment or degree completions, the programs should be identified and their headcount and FTE enrollment and degree completion trends documented.

The Commission expects that doctoral program proposals should typically be reviewed by two or more outside evaluators from similar programs; the results of these reviews should be submitted as part of the program proposal, along with any commentary on the reviews the institution deems appropriate.

[open length box here]

## **9. Institutional Resources To Support Program, Including Faculty**

Describe the existing faculty and physical resources that will support the program and any additional required faculty and physical resources, other than new space, e.g. laboratory equipment or serials. Do not include visiting or adjunct faculty in the list of program resources. If the list includes faculty from units who are expected to regularly offer courses required by the program, include letters from these outside faculty attesting to their commitment to offering these courses.

[open length box here]

**10. Rationale for Program in Context of Other Programs within State, Region, Nation**

List comparable programs in the region or the State. Describe the distinctive features of this program in comparison to other programs.

For doctoral programs (both research and professional), as well as highly specialized master’s programs, also list the location of similar programs in the states bordering Indiana, as well as the other Midwestern Higher Education Compact States (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin). Also, describe distinctive programs that are similar to the proposed program but outside of these states.

[open length box here]

**11. Transferability (Undergraduate Programs Only)**

A priority for the Commission is establishing clear transfer paths between associate degree programs and baccalaureate degree programs. For this reason, this section needs to be completed for all associate and baccalaureate degree programs. Proposals for undergraduate certificate programs should indicate how the certificate curriculum constitutes a part of an associate or baccalaureate degree curriculum and how the articulation pathways for the associate and baccalaureate programs apply to the certificate program.

Summarize existing or planned arrangements for the transferability of program credits. Provide evidence for the transferability of two-year programs to four-year public institutions. Specifically, the proposal should include a completed articulation agreement that indicates a logical continuation of the associate degree with a related baccalaureate degree program at a public institution. The articulation agreement should include how the courses in the associate degree curriculum are equivalent to courses in the baccalaureate curriculum, the additional courses that need to be completed to earn the baccalaureate degree, and how long it will take to complete the baccalaureate degree, assuming full-time study. The need for articulation agreements applies to both new associate degree programs and new baccalaureate degree programs. If no logical continuation exists, the proposal should explain why.

Indicate the number of program graduates expected to transfer to other institutions or campuses. Describe any constraints on the transfer of students or credits to other Indiana programs that might ordinarily be expected to accept them. Document any unique agreements concerning the transfer of students or credits.

[open length box here]

**12. Access to Graduate and Professional Programs (Baccalaureate and Master’s Programs Only)**

If one of the goals of the programs listed in Section 1 (“Objectives”) is that graduates of baccalaureate or master’s degree programs be accepted in master’s or Ph.D. programs or graduate professional programs, then the proposal should describe how the curriculum of the proposed program meets the requirements of representative or typical target programs. Also, Section 16 (“Assessment”) must include a plan for measuring the performance of the graduates of the proposed program in being accepted by the target programs. For example, if a proposed program was a baccalaureate degree in pre-law with the primary objective of having its graduates be accepted by law schools, that outcome should be part of the assessment.

[open length box here]

**13. Accreditation**

If the program is to be accredited, name the accrediting body and briefly describe the timetable and method of the accrediting process.

[open length box here]

Describe the regional accrediting, professional association, and licensing requirements that have helped shape the program’s curriculum. Indicate the effects such agencies have had on the length of the program, on program content or mode of delivery, and on such budgetary requirements as staffing levels, equipment needs, and facilities.

[open length box here]

**14. Licensure and Certification**

Describe any specific licenses or certifications which graduates of the program will be eligible to pursue, including the agency that issues the license or grants the certification. Indicate whether the license or certification is required for entry into the profession, and the extent to which it will help graduates find jobs or earn higher salaries.

[open length box here]

**15. Student Learning Outcomes**

List the specific learning outcomes, skills, and competencies students will learn after completing the program.

[open length box here]

## 16. Assessment

A plan for periodic assessment of a program is a necessary component of new program proposals. The plan should describe who is responsible for conducting the assessment and when it will be done. The assessment should:

- a. Describe how the outcomes in Section 15 (“Student Learning Outcomes”) will be assessed and measured at the end of the student’s program, e.g. through a within-program exit examination, a capstone course, a portfolio, or a national licensure examination.
- b. Describe how the overall performance of the program will be measured rather than the performance of students in individual courses.
- c. Describe how the assessment will be tied to the objectives of the program as listed in Section 1 (“Objectives”).

*Example 1: For programs in the area of liberal arts and sciences, which are not tied to workforce development, the assessment should measure the acquisition of skills and knowledge related to the content area and success in placement of graduates in post-graduate programs.*

*Example 2: If the main goal of an associate degree program is to produce graduates who transfer to baccalaureate programs and earn baccalaureate degrees in the corresponding field, the assessment should measure the numbers of associate degree graduates, transfers to baccalaureate programs, and graduates among these transfers.*

*Example 3: If the main goal of a baccalaureate degree program is for its graduates to obtain employment upon graduation in their field of training, the assessment should determine the employment of the program’s graduates.*

- d. Describe how the results of the periodic assessment are to be used to revise the program to better meet its stated goals.

[open length box here]

## 17. Online/Distance Education Programs

New degree programs delivered through information and communication technologies (ICT) such as the internet, videoconferencing systems, and telecommunications services are understood to be online/distance education programs that must be approved by the Commission for Higher Education. Proposals for online/distance education programs should typically be based upon viable, on-campus programs with a strong record of graduation rates, although special circumstances may allow for consideration of proposals to begin on-campus and online/distance

education programs simultaneously, or for a program to be only offered through online/distance education instruction, with no on-campus offering.

The Commission follows the definition of an online course utilized by the Sloan Consortium: “a course where most or all of the content is delivered online. Typically ... no face-to-face meetings.” The Sloan Consortium also describes the “proportion of content delivered online “ in such courses as “80+%.” For purposes of the *New Program Proposal Guidelines*, the Commission defines an online/distance education certificate or degree program as consisting of online courses. A program could still be considered to be delivered through online/distance education instruction if it includes a very limited number of face-to-face meetings, such as a program orientation or capstone experience. The Commission also considers intentionality as a defining characteristic of online/distance education programs, i.e. the institution advertises a program as online/distance education and organizes its instructional and support activities in order to allow students to enroll in and complete the program as online/distance education students.

Institutions must reference the policies they have in place to assure the delivery of quality online/distance education certificate or degree programs. Institutions should also briefly summarize the extent to which their policies are consistent with WCET-WICHE *Best Practice Strategies to Promote Academic Integrity in Online Education*, Version 2.0, June 2009 and *Best Practices for Electronically Offered Degree and Certificate Programs* adopted by the eight regional accrediting commissions in 2001.

[open length box here]

If a program proposed for online/distance education delivery is not based on an established, well subscribed, on-campus program, then all sections in the *New Program Proposal Guidelines* must be completed. If a program proposed for online/distance education delivery is based on an established, well subscribed, on-campus program, then only Sections 5 (“Enrollment Projections”), 7 (“Employer Demand”), 10 (“Rationale for Program in Context of Other Programs within State, Region, Nation”), and 16 (“Assessment”) of the *New Program Proposal Guidelines* must be completed.

## **18. Appendices**

Any additional materials should be submitted in the form of appendices here.

[open length box here]

**Enrollment/Degree Projections and New State Funds Requested**

Date

**I. Prepared by Institution**

Institution/Location:

Program:

	Year 1 FY20XX	Year 2 FY20XX+1	Year 3 FY20XX+2	Year 4 FY20XX+3	Year 5 FY20XX+4
Enrollment Projections (Headcount)					
Full-Time	_____	_____	_____	_____	_____
Part-Time	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____
Enrollment Projections (FTE)					
Full-Time	_____	_____	_____	_____	_____
Part-Time	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____
Degree Completions Projection	_____	_____	_____	_____	_____
New State Funds Requested (Actual) *	_____ -0-	_____ -0-	_____ -0-	_____ -0-	_____ -0-
New State Funds Requested (Increases) *	_____ -0-	_____ -0-	_____ -0-	_____ -0-	_____ -0-

**II. Prepared by CHE**

New State Funds To Be Considered For Recommendation (Actual) *	_____ -0-	_____ -0-	_____ -0-	_____ -0-	_____ -0-
New State Funds To Be Considered For Recommendation (Increases) *	_____ -0-	_____ -0-	_____ -0-	_____ -0-	_____ -0-

CHE Code:

Campus Code:

County:

Degree Level:

CIP Code: Federal - ; State -

Comment: Budget calculations are based on the assumption that Year 1 = FY201?.

\* Excludes new state dollars that may be provided through enrollment change funding.