

SCEP Discussion Item (02/12/2015) – Academic Program Applications/Templates

At the January 2015 meeting, the committee expressed interest in reviewing the various forms on which departments and colleges submit requests to establish or revise academic programs and units.

As background, academic program proposals that require approval by the Illinois Board of Higher Education are submitted on application forms designed by the IBHE. Other proposals are submitted on UIC templates. SCEP wishes to consider whether the questions/sections of the forms as currently designed prompt the sponsoring department/college to provide all the information needed by campus governance to make informed decisions about the proposed action. While the IBHE applications cannot be modified by UIC, the applications could be accompanied by supplemental materials providing information that would be seen by campus governance and/or administrative units responsible for implementing the proposed action (e.g. Admissions, Registrar, Budgeting and Program Analysis).

Attached are three IBHE applications and four UIC templates related to academic program development.

IBHE Applications

Notice of Intent / New Degree

Establishment of new bachelors, masters, and doctoral degrees

Pages 1 – 12

Notice of Intent /New Unit of Administration, Research or Public Services

Establishment of new academic teaching units (colleges, schools, departments) and permanent centers/institutes

Pages 13 – 16

Public RME Out-of-Region Application

Requests to offer existing, approved degree programs in another Illinois geographic region

Pages 17 – 19

UIC Templates

Format for Academic Program Changes

Requests to –

- *Revise, rename or eliminate academic programs and their components (e.g. concentrations, course subjects/rubrics, minors);*
- *Rename or reorganize academic units, centers, institutes;*
- *Establish joint degree programs, minors, course subjects/rubrics, concentrations;*
- *Establish or revise academic policies*

Pages 20 – 22

Joint Degree Articulation Agreement

Addendum to Academic Program Changes template used in the establishment of new joint degree programs

Pages 23 – 25

Request for a New Unit of Instruction: Certificate

Establishment of campus and IBHE-approved certificates

Pages 26 – 29

Format for Seeking Temporary Approval for Centers and Institutes

Establish a temporary (5-year) center or institute organized for research and/or public service

Page 30

Notice of Intent, New Degree

Campus:

Degree Title:

Level of Proposed Program:

Region*:

Zip Code of Proposed Location:

Requested CIP Code:**

Proposed Date for Enrollment of First Class:

Description of Program Objectives:

Description of Target Demographics:

Description of Delivery Modes:

Projected Enrollments:

Contact Information:

Name:

Title:

Department:

Address 1:

Address 2:

City/State/Zip:

Phone:

Fax:

Email:

*Map: <http://www.ibhe.state.il.us/Academic%20Affairs/Applications/public/materials/CRegionMap>

**CIP 2010: <http://nces.ed.gov/ipeds/cipcode/>

Public Universities' In-Region New Degree Program Application
to the Illinois Board of Higher Education (IBHE)

1. Degree Program Title and Overview

What is the specific title of the proposed degree program as it would be listed in the IBHE Program Inventory? The name should be what typically is used for similar programs nationally. Provide a *short* description of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates.

2. Classification of Instructional Program (CIP) Code

Recommend the University's preferred six-digit CIP code for this program.

3. Enrollment and Degree Projections for the First and Fifth Years of the Program

In the Excel table below, summarize enrollment and degrees conferred projections for the program for the first and the fifth years of operation. If possible, indicate the number of full-time and part-time students to be enrolled each fall term in the notes section. If it is not possible to provide fall enrollments or fall enrollments are not applicable to this program, please indicate so and give a short explanation. The degree projections should encompass the fiscal year as reported to the IBHE.

Table 1

STUDENT ENROLLMENT AND DEGREE PROJECTIONS FOR THE PROPOSED PROGRAM		
	Year One	5th Year (or when fully implemented)
Number of Program Majors (Fall Headcount)		
Annual Full-time-Equivalent Majors (Fiscal Year)		
Annual Number of Degrees Awarded		

4. Background

Briefly describe the historical and institutional context of the program's development. Include a short summary of any existing program(s) upon which this program will be built and of any existing administrative unit(s) and program(s) that will share resources with this program. (Note: Student and occupational demand for the program is addressed in #6, below.)

Public Universities' In-Region New Degree Program Application
to the Illinois Board of Higher Education (IBHE)

5. Mission

Illinois Administrative Code: 1050.30(a)(1): *A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.*

Briefly describe how this program will support the University's mission, focus, and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

6. Need for the Program and Future Employment and Additional Educational Opportunities for Graduates

Illinois Administrative Code: 1050.30(a)(6): *A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois.*

Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encouraged the program's development. (If letters of support are available, include them in the appendix as an Adobe Acrobat (pdf) document.)

Discuss projected future employment and or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. (Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at <http://lmi.ides.state.il.us/> and/or the U.S. Bureau for Labor Statistics at <http://www.bls.gov/>).

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7. Comparable Programs in Illinois

Illinois Administrative Code: 1050.30(a)(6): B) *The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.*

Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them.

For additional information about similar programs, check the Degree Program Inventory on the IBHE website (<http://www.ibhe.org/BHEProgramInventory/default.htm>) and review the Notice of Intent website for programs being planned (<http://www.ibhe.state.il.us/ODA/tracking/NOI/NOISearch.asp>).

8. The Illinois Public Agenda for College and Career Success

Illinois Administrative Code: 1050.30(a)(6): A) *The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois*

Demonstrate how the proposed program will support one or more goals of *The Illinois Public Agenda*, the Illinois Board of Higher Education's Strategic Initiative. Each program does not have to contribute to every goal, but it must contribute to at least one.

(For more information about each of the four goals of *The Illinois Public Agenda*, go to the IBHE website: http://www.ibhe.org/masterPlanning/materials/070109_PublicAgenda.pdf)

Goal 1. *EDUCATIONAL ATTAINMENT*. – *Increase educational attainment to match the best-performing states.*

Goal 2. *COLLEGE AFFORDABILITY*. – *Ensure college affordability for students, families, and taxpayers.*

Goal 3. *HIGH QUALITY CREDENTIALS TO MEET ECONOMIC DEMAND*. - *Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.*

Goal 4. *INTEGRATION OF EDUCATIONAL, RESEARCH, & INNOVATION ASSETS*. – *Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.*

Public Universities' In-Region New Degree Program Application
to the Illinois Board of Higher Education (IBHE)

9. Program Description and Requirements

Illinois Administrative Code: 1050.30(b)(1) *[applicable only to new units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.*

1050.30(b)(3): *Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.*

1050.50 (a)(2)(C) *Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.*

a. Admission Requirements

Provide a brief narrative description of the minimum admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

b. Program Description

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short ("catalog") descriptions of each one. (This list should identify all courses newly developed for the program. The learning objectives on which the curriculum is based are discussed in Section 10)

This section also should discuss:

- The unique qualities of this program
- Its delivery method (face-to-face, online, hybrid, etc.)
- Its curriculum's alignment with national standards (if applicable)

c. Graduation Requirements

Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

Public Universities' In-Region New Degree Program Application
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d. Specialized Program Accreditation

Describe the institution's plan for seeking specialized accreditation for this program. Indicate if there is no specialized accreditation for this program or if it is not applicable.

e. Licensure or Certification for Graduates of the Program

If this program prepares graduates for entry into a career or profession that is regulated by the State of Illinois, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

10. Plan to Assess and Improve Student Learning

Illinois Administrative Code: *1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

a. List the program's student learning objectives.

Each objective should identify what students are expected to know and/or be able to do upon completing this program.

b. Describe how, when, and where these learning objectives will be assessed.

Your description should demonstrate that the assessment will:

- be systematic (that is, occur at different points throughout the program, including course-by-course and end-of-program);
- include multiple, discipline-appropriate measures of student learning;
- emphasize direct measures (e.g., assessments of learning via capstone courses, internships, portfolios, recitals, exhibits, theses, dissertations; standardized, locally-developed, comprehensive, or professional licensure and certification exams; and so on); and
- include indirect assessments from key stakeholders such as current students, alumni, employers, graduate schools, etc. These may include job placement/career advancement/graduate school acceptance rates of graduates, graduate/employer satisfaction survey results etc.

Public Universities' In-Region New Degree Program Application
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c. Identify faculty expectations for students' achievement of each of the stated student learning objectives.

What score, rating, or level of expertise will signify that students have met each objective?
Provide rating rubrics as necessary.

d. Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

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11. Plan to Evaluate and Improve the Program

Illinois Administrative Code: 1050.30(a)(2): *The design, conduct, and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.*

1050.50 (a)(1) Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

Describe the program's evaluation plan.*

This plan should identify the methods of program evaluation (e.g., faculty self study, curriculum committee review, external review, feedback from key stakeholders such as current students, alumni, employers, and/or staff at residency/internship/practicum sites) as well as its key elements (e.g., curriculum, teaching, research, public services, diversity, quality, cost effectiveness, employer demand, etc., as is relevant to the program), and the goals that will be set for each one. It also should illustrate the existence of regular review and feedback processes to ensure that results of the evaluation will be used to improve the curriculum, instruction, and the overall quality of the program.

Your discussion may include (but is not limited to) the following items:

- Faculty/student collaboration in research, community service, or other projects;
- Faculty productivity (in research, scholarship, creative activities, instruction, and public service);
- Student engagement in integrative learning activities (internships, practica, service learning, study abroad, etc.);
- External funding such as research grants and contracts;
- Support of one or more of the Goals of *The Illinois Public Agenda*;
- Results of student learning assessment;
- Employer, alumni, and other satisfaction survey results;
- Percent of students involved in faculty research or other faculty led projects;
- Percent of graduate students in the program presenting or publishing papers;
- Pass rate of graduates on the end-of-program, comprehensive, standardized, and/or certification/licensure examinations;
- Retention, graduation, and time-to-degree completion rates; and
- Job placement, career advancement, and/or graduate school acceptance rates.

*This plan may be based on the institution's process for the submission of a progress report to the IBHE at the end of the 3rd year of operation and the program's participation in the IBHE's 8-year program review process or the program's specialized accreditation review process.

Public Universities' In-Region New Degree Program Application
to the Illinois Board of Higher Education (IBHE)

12. Budget Narrative

Fiscal and Personnel Resources

Illinois Administrative Code: 1050.30(a)(5): A) *The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained;* B) *Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.*

Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

- a. Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).
- b. Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.
- c. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.
- d. Are the unit's current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program? (Refer to Section #13.1).
- e. Are library resources adequate to support the program when fully implemented? (Refer to Section #13.2).
- f. Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?
- g. If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

Public Universities' In-Region New Degree Program Application
to the Illinois Board of Higher Education (IBHE)

h. Complete the budget Table 2 below

ESTIMATED COSTS OF THE PROPOSED PROGRAM			
Category	Unit of Measurement	Year One	5th Year
			(or when fully implemented)
Personnel		\$	\$
Faculty	FTE	#	#
Faculty	\$	\$	\$
Other Personnel Costs	\$	\$	\$
Supplies, Services, Equipment ¹	\$	\$	\$
Facility Costs (e.g., rental, maintenance)	\$	\$	\$
Other Costs (itemized):			\$
<input type="checkbox"/>	\$	\$	\$
<input type="checkbox"/>	\$	\$	\$
<input type="checkbox"/>	\$	\$	\$
Total	\$	\$	\$

Notes: [Explain any unique attribute(s) in this budget table.]

Public Universities' In-Region New Degree Program Application
to the Illinois Board of Higher Education (IBHE)

13. Facilities and Equipment

Illinois Administrative Code: 1050.30(a)(4): *A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.*

- a. Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

- b. Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program's faculty, students, and staff.

14. Faculty and Staff

Illinois Administrative Code: 1050.30(a)(3): *A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

- a. Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

Public Universities' In-Region New Degree Program Application
to the Illinois Board of Higher Education (IBHE)

- b. Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

Notice of Intent, New Unit of Administration, Research or Public Service

Campus:

Title of Unit:

Type of Proposed Unit:

(Choose from: Center, Department, College, Other)

Region*:

Zip Code of Proposed Location:

Requested CIP Code:**

Contact Information:

Name:

Title:

Department:

Address 1:

Address 2:

City/State/Zip:

Phone:

Fax:

Email:

*Map: <http://www.ibhe.state.il.us/Academic%20Affairs/Applications/public/materials/CRegionMap>

**CIP 2010: <http://nces.ed.gov/ipeds/cipcode/>

Administrative, Research or Public Service Unit Application

1. Unit Objectives and Contributions

Describe specific objectives and measurable contributions the unit will make to the university's mission, paying particular attention to the unit's consistency with the university's focus statement and priorities. Is the unit to be involved in instruction and, if so, to what extent?

2. Need

Explain how the unit will meet regional and state needs and priorities. What is the demand for the unit's services? What clients or population will the unit serve?

(Note: Typically, in this section, proposals address the IBHE Public Agenda Goals. See last page of application.)

3. Organization

Describe the proposed unit's organizational structure. Explain how the unit is organized to meet its stated objectives.

4. Unit Outcomes

What targets have been set to assess the proposed unit's success in achieving objectives? Among others, specific performance measures might include: expected research and/or public service products; ratio of external to internal funding for unit; impact of this unit on national, state, regional, and local area organizations, businesses, or communities; and collaborative research product that promotes the Illinois economy.

5. Quality Assurance Processes

Briefly describe the processes that will yield evidence to demonstrate the quality of the unit. Address the following elements: evidence that the unit supports the university's mission and statewide goals; evidence that the unit's product or outcomes achieve stated objectives; determination of organizational effectiveness; faculty and staff qualifications and reward structures; determination of adequate support staff, equipment, and other resources; and use of results from evaluations to improve the unit's effectiveness.

6. Resources

Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable. Provide a narrative budget statement explain the data in the attached Budget Table.

Administrative, Research or Public Service Unit Application

Estimated Expenditures of New State Appropriations for Proposed Unit						
Illinois Higher Education						
			Year of Operation			
			1st Year	2nd Year	3rd Year	4th Year
Expenditures tied to New State Appropriation						
	Personnel					
	Faculty Count	by # of FTE				
		Personal Services in \$				
	Other Personnel Expenditures in \$					
	Supplies, Services, Equipment ¹ in \$					
	Facilities in \$					
		Total	0	0	0	0

¹ Includes expenditures for library resources.

Note: Narrative must accompany this table

Administrative, Research or Public Service Unit Application

Reference
For Question 2
Need

The Illinois Public Agenda for College and Career Success

Illinois Administrative Code: 1050.30(a)(6): A) *The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois*

Demonstrate how the proposed program will support one or more goals of *The Illinois Public Agenda*, the Illinois Board of Higher Education's Strategic Initiative. Each program does not have to contribute to every goal, but it must contribute to at least one.

(For more information about each of the four goals of *The Illinois Public Agenda*, go to the IBHE website: http://www.ibhe.org/masterPlanning/materials/070109_PublicAgenda.pdf)

Goal 1. *EDUCATIONAL ATTAINMENT*. – Increase educational attainment to match the best-performing states.

Goal 2. *COLLEGE AFFORDABILITY*. – Ensure college affordability for students, families, and taxpayers.

Goal 3. *HIGH QUALITY CREDENTIALS TO MEET ECONOMIC DEMAND*. - Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.

Goal 4. *INTEGRATION OF EDUCATIONAL, RESEARCH, & INNOVATION ASSETS*. – Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

Public RME Out-of-Region Application

1. Program delivery and description.

Provide a brief narrative description of the program, including a list of its central academic objectives. Explain how the curriculum is structured to meet the program's stated objectives. Describe the program's mode of delivery (e.g., face-to-face, online, hybrid, etc.).

[TYPE YOUR ANSWER HERE. Provide complete responses, do not reference website links.]

2. Need

Explain how the program will meet regional and state needs and priorities.

[TYPE YOUR ANSWER HERE. Provide complete responses, do not reference website links.]

3. Similar Programs

Identify similar programs and sponsoring institutions in the Region or nearby Regions. Discuss the possible impact of the proposed program on the existing similar programs.

[TYPE YOUR ANSWER HERE. Provide complete responses, do not reference website links.]

4. Assessment

Indicate the institution's plan to assure assessment measures are consistent with on-campus programs.

[TYPE YOUR ANSWER HERE. Provide complete responses, do not reference website links.]

5. Faculty and Staff

Describe the personnel resources available to develop and maintain a quality program including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

[TYPE YOUR ANSWER HERE. Provide complete responses, do not reference website links.]

6. Enrollment

Complete the table indicating the number of students who will be served by the program. If any explanatory text would be helpful, provide additional information about enrollments as well.

[TYPE YOUR ANSWER HERE. Provide complete responses, do not reference website links.]

Public Degree Program Out-of-Region Application

STUDENT ENROLLMENT AND DEGREE PROJECTIONS FOR THE PROPOSED PROGRAM		
	Year One	5 th Year (or when fully implemented)
Number of Program Majors (Fall Headcount)		
Annual Full-time-Equivalent Majors (Fiscal Year)		
Annual Number of Degrees Awarded		

Add here any relevant notes (e.g., Students are to be enrolled in a cohort; all students will be enrolled part-time; etc.)

7. Facilities and Equipment
Describe the facilities and equipment available to develop and maintain a quality program including buildings, classrooms, laboratories and equipment, clinical sites, office space, and library resources. Indicate plans to ensure students have the appropriate training in the use of technologies for learning and are provided with necessary training prior to the beginning of the program.

[TYPE YOUR ANSWER HERE. Provide complete responses, do not reference website links.]

8. Budget narrative.
Provide a brief narrative of the resource requirements included in the Budget Table.

[TYPE YOUR ANSWER HERE. Provide complete responses, do not reference website links.]

ESTIMATED COSTS OF THE PROPOSED PROGRAM			
Category	Unit of Measurement	Year One	5 th Year (or when fully implemented)
Personnel		\$	\$
Faculty	FTE	#	#
Faculty	\$	\$	\$
Other Personnel Costs	\$	\$	\$
Supplies, Services, Equipment ¹	\$	\$	\$
Facility Costs (e.g., rental, maintenance)	\$	\$	\$
Other Costs (itemized):			\$
•	\$	\$	\$

Public Degree Program Out-of-Region Application

•	\$	\$	\$
•	\$	\$	\$
Total	\$	\$	\$



Format for Academic Program Changes

Updated January 2013 – Office of Programs and Academic Assessment (OPAA)

This format, endorsed by the Senate Committee on Educational Policy, should be completed when processing programmatic proposals for an undergraduate, graduate, or professional degree program, including:

- Revising degree, concentration, minor or certificate requirements
- Renaming a degree, concentration, minor, certificate, or a course subject
- Renaming and/or reorganizing academic units
- Eliminating a degree, joint degree, minor, concentration, or certificate program
- Establishing a minor, new course subject, or new concentration
- Establishing or revising a joint degree program
- New or revised academic policies
- Renaming or revising existing centers or institutes

A proposal should be forwarded to the line college/school for approval, as necessary, and then forwarded from the college/school office electronically to the Office of Programs and Academic Assessment (Dana Wright, dcwright@uic.edu). There it will receive a preliminary review and will be checked for adherence to the format below. It is then forwarded to the Graduate College and/or Senate Committee on Educational Policy, as necessary. Staff in OPAA advises sponsors of necessary review and action.

Please contact the OPAA for more information regarding the required time to process a program revision, because the time varies depending upon the complexity and nature of the revision.

<i>Title:</i>	<p><i>Examples:</i> Proposal to Revise the Bachelor of Arts in Art History</p> <p>Proposal to Rename the <i>Department of History of Architecture and Art</i> as the <i>Department of Art History</i></p>
<i>Sponsor:</i>	<p><i>Example:</i> Department of Art History College of Architecture and the Arts</p>
<i>Executive Summary:</i>	<p>Summarize the changes being made, to provide a conceptual framework for reviewers of the proposal. The executive summary should be no more than 300 words.</p>
<i>Description:</i>	<p><i>Note:</i> Describe and list <u>all</u> relevant changes being made. Also indicate how the change(s) affect the total credit hours required for the program. Be sure to forward through the Course Request System (CRS) any new course outlines or other course forms necessary for review.</p> <p>In program proposals that include multiple changes, please incorporate the justification directly following the description of each change.</p>

<p><i>Justification:</i></p>	<p><i>Note:</i> Thoroughly justify each change being made. Be especially sensitive to changes made which affect other departments. For example, if you are dropping or adding a course from your curriculum which is taught by another unit, make certain the other department has been notified. Likewise, if your department is permanently dropping a course from the curriculum that is a requirement for students of other departments, make certain the other departments have been notified. Please forward all relevant emails with evidence of resolution of any issues affecting other units. Such evidence should be from the head of the affected unit. This evidence needs to be attached to the proposal as it moves forward. In program proposals that include multiple changes, a justification should follow the description of each change.</p>
<p><i>Catalog Statement:</i></p>	<p><i>Note: Current catalog copy is available from the web at http://www.uic.edu/ucat/catalog/ (undergraduate) or http://www.uic.edu/gcat/ (graduate).</i> Should be in a side-by-side format, with PRESENT requirements listed on the left side of page and PROPOSED requirements listed on the right side of the page. Wherever information is unchanged from Present to Proposed, simply type Same on the Proposed side. <u>Do not</u> retype information that is not changing. HINT: Copy and paste the current catalog copy from the web. Placing text in a 2 column table format is recommended, with rows used to separate sections. If you have questions, contact OPAA. If the program being revised is not included in the catalog, please provide a listing of present and proposed degree requirements using the table format, so that reviewers can easily review the changes being made to the program.</p>
<p><i>Minority Impact Statement:</i></p>	<p><i>Note:</i> Describe any positive or negative impact that the proposed changes might have on minority students. If no impact is anticipated, explain why this is the case and/or how this conclusion was made.</p>
<p><i>Budgetary and Staff Implications:</i></p>	<p><i>Note:</i> What impact will the change(s) have on budget and/or staff resources? Be sure to include the budgetary impact on other departments, if applicable. If no impact is anticipated, explain why this is the case and/or how this conclusion was made.</p>
<p><i>Library Resource Implications:</i></p>	<p><i>Note: When determining the impact on library resources, consider the following:</i></p> <ul style="list-style-type: none"> - What older materials does the Library lack that your program needs or this proposed revision will require? - What current information resources (paper and electronic) does your program need or will this proposed revision require? - What special library staffing and services does your program need or will this proposed revision require? <p>Library faculty can help you determine the answers to these questions. Email lib-book@uic.edu or call 312-996-2730. The Library will estimate the one-time and recurring costs for what you list. If no impact is anticipated, explain why this is the case and/or how this conclusion was made.</p>

<p><i>Space Implications:</i></p>	<p><i>Note:</i> What space implications does this proposed revision carry? Are there any space requirements or commitments associated with this proposed revision? If no impact is anticipated, explain why this is the case and/or how this conclusion was made.</p>
<p><i>Unit (e.g. department) approval date:</i></p> <p><i>College (educational policy committee, faculty) approval dates:</i></p>	<p>Provide unit dates, including department, college/school committees, faculty Approvals, as applicable.</p>
<p><i>Contact Person:</i></p>	<p>Provide the name and email address of a contact person who will be able to answer any questions about the revision.</p>
<p><i>Proposed Effective Date/Term:</i></p>	<p><i>Example:</i> Fall, 2014</p> <p><i>Notes:</i> "Fall" implementation terms are suggested whenever possible. Ordinarily, the proposed effective term would be the term of the next published Schedule, or, for revisions not tied to academic programs, a reasonable date in the future allowing for time to implement the change.</p>

Joint Degree Articulation Agreement

Joint degree programs are officially approved programs whereby the student receives two individual degrees but is allowed to share a certain percentage of course hours so that the resulting total hours are less than the two separate degrees. The number and percentage of shared course hours are specified in the program proposal or subsequent program revisions. Some joint programs have other incentives beneficial to the student.

Due to the structure of joint programs (two distinct programs, usually in different disciplinary colleges) a number of issues are to be addressed on the articulation agreement in order to avoid conflicts between programs, to ensure that students are not negatively impacted, and are properly advised in advance of any actions.

Admission

- How the student will be considered for admission to the joint program
 - Will each program admit individually, or will there be a joint committee or some other method of overview to admit the student to the joint program?
 - If each program will admit individually, how are the individual admissions communicated to the other program?
- How the Office of Graduate Admissions will be notified that the student is admitted to the joint program
 - How will the Office of Graduate Admissions know the student is applying to the joint program?
 - How will the Office of Graduate Admissions know if the student is admitted to the joint program, i.e. both programs? (In some cases, it is possible the applicant will be admitted to one program but denied in the other.)
- Time frame when currently registered students will be allowed to matriculate into the joint program
 - Must students apply to both programs at the point of the initial application, or are students in one of the programs allowed to enter the joint program at a later date?
 - If students are allowed to enter the joint program at a later date, what is the cut off period (eg. after x terms, or x registered hours)? *Note: If students are allowed to enter the joint program after matriculation into one program, admission to the second program should be processed using a Change of Program form, rather than an application.*
- At the time of admission into the joint program, how the order in which program codes will be input into Banner to determine initial tuition assessment and headcount. Usually, the admission decision received in the Office of Admissions first becomes the primary code if the student applies for both programs simultaneously. If the student already has matriculated into one program, the added program initially is input as the second code.
- How the applicant/student will be notified of admission to the joint program (i.e. not only admission to the individual programs)

Registration, Fee Assessment/Differential Tuition, Program Codes

- How the primary and secondary program codes will be maintained after initial matriculation into the joint program, i.e. if the codes remain in the same hierarchy until the student graduates, or if they change at some point (see *Financial Awards* below)
- If the codes are to be switched at a certain time to allow the other program to receive the headcount and tuition assessment:
 - What is the reason (i.e. tuition assessment, headcount, or when student has achieved some requirement such as obtaining a baccalaureate degree or equivalent)?
 - What are the procedures for the change?
 - What is the communication between the two programs as well as with the Graduate College, when applicable, pertaining to the program code changes?
 - When and how will the student be advised of the change and possible difference in tuition assessment?

Degree GPA and Academic Standing

- How academic standing will be derived
 - Excluding 100-300 level courses, will academic standing be derived from all courses taken while the student is in the joint program?
 - For undergraduate/graduate joint programs, will separate gpas be derived?

Note: The Graduate College uses degree gpa to update academic standing. For joint programs where both degrees are at the same level (graduate, 2G) all graduate courses taken while in the joint program are included in the degree gpa. When program codes are switched at the graduate level, the new primary code causes a new degree gpa to be calculated. Therefore, the change to the primary code may result in incorrect academic standing until discovered and resolved.

Financial Awards

- How the differential tuition charge will be addressed for students with assistantships, including student notification, as differential tuition is not included in the tuition and service-fee waiver resulting from an assistantship. The differential tuition charge is automatically waived if the student holds a Board of Trustee (BOT) tuition and service-fee waiver from the Graduate College or an employee waiver, but not a waiver as a result of an assistantship appointment.
- Note: It is strongly encouraged that the switching of primary program code between joint programs occurs only in the fall term of an academic year. Spring or summer changes will cause a delay in the appropriate processing of tuition waivers and adjustment to student loans which could result in the student being billed for the difference of a prior program codes payment.

Student Advising/Notification

- At the time of admission into a joint program, the student should be presented with a written statement, prepared by both programs participating in the joint program, that outlines the policies of the joint program. The student should sign the statement, with copies distributed to the student and both programs. All students in a particular joint program should receive the same statement, unless a new agreement is approved using this form. Included should be specific information on when the student's primary program code will be changed to the other program (impacting tuition assessment), if students are responsible for differential tuition when holding an assistantship, and a statement that differential tuition will be covered by BOT and employee tuition and service-fee waivers.
- Included in the statement should be information on when the degrees will be conferred. Unless addressed otherwise in the program proposal, both degrees must be conferred in the same term.

One form should be completed for **each** joint degree program (eg. MBA/MS-Nursing is one joint degree program). The individual degree programs that comprise the joint degree program should consult in advance in order to decide who will complete the form and to ensure agreement on the information presented. Degree requirements listed must agree with the current approved program proposal in Academic Affairs. Disciplinary college deans from both programs, as well as the dean of the Graduate College, where appropriate, endorse the completed form. The designation of academic unit A and B is for identification only, and does not imply any hierarchical structure.

1) Individual program information Academic Unit A Academic Unit B

Program name (eg. Accounting):

Degree (eg. MS):

Program code(s) (list all allowed):

Program within graduate college (Y/N):

Department name:

Disciplinary college:

Tuition differential for individual program (Y/N):

Current program coordinator of each unit:

2) Specify if there is also a single coordinator/office for the joint program:

3) Describe the admission process for a new student, currently not in either program, applying to the joint program:

4) Describe the admission process for a student already matriculated into one program applying for the other program (i.e. joint status):

5) Describe the cut-off period (number hour hours earned, number of semesters, or years) when a student who has matriculated into only one program becomes ineligible for admission to the joint program:

6) Provide the current enrollment in the joint program by full-time and part-time:

7)

Joint Degree Course and Hour Requirements	Degree/Academic Unit A Hours	Shared Hours	Degree/Academic Unit B Hours
	(1)	(2)	(3)
Core Courses with Hours Do not include shared hours in column 1 or 3			
Elective Courses with Hours Do not include shared hours in column 1 or 3			
Total Hours Total each column; do not include shared hours in columns 1 and 3			
Note: Columns 1 + 2 should equal the degree hours total required for a stand-alone degree A, and columns 2 + 3 should equal the degree hours total required for a stand-alone degree B	<i>In Degree A:</i> Column 1 total hours + Column 2 total hours = _____ <i>In Degree B:</i> Column 2 total hours + Column 3 total hours = _____ <i>Total hours for Joint Degree:</i> Column 1 total hours + Column 2 total hours + Column 3 total hours = _____		

8) Is there an enrollment deposit requirement for one or both degrees? If yes, describe how this is handled for your joint degree students:

9) Describe how a typical full-time and part-time student would progress through the joint program by semester or year. Include all typical scenarios (eg. Student will take classes only in academic unit A during the first year, only in unit B the second year, and then in both units the following years). List scenarios for full-time and part-time:

10) Describe how variations in the sequence of study listed above are agreed upon between the two degree-granting units and the student:

11) Describe how the two academic units will handle the assignment of the primary and secondary program codes (the primary code receives the headcount and tuition assessment, including the differential charge), both upon initial admission and later:

12) Describe how the student is notified or informed about the timing and policy for changing the order of primary and secondary program codes (which impacts the tuition charge):

13) Students who hold an employee waiver (not from an assistantship) or BOT tuition and service-fee waiver automatically have differential tuition charges waived. This is not the case for waivers resulting from an assistantship. If the student has an assistantship appointment, describe if the differential will be charged, including what will occur when the primary program code changes:

14) Describe the policy for determining Academic Standing for this joint degree program (see instructions):

15) Graduates of joint degree programs are conferred two individual degrees. The structure of the programs necessitates that both degrees be conferred in the same term, except for certain joint programs consisting of undergraduate and graduate degrees. Describe when each of the two degrees are granted for this joint program:

16) Attach copies of all documentation pertaining to policy and procedure that is provided to students on the joint program, including the template of the informational form signed by students (see instructions).

Signatures of department heads/chairs or administrative deans who may advise the dean:

_____	_____	_____	_____
Academic Unit A Signature	Print Name and Title	Academic Unit B Signature	Print Name and Title

Signatures of deans:

_____	_____	_____	_____
Dean, Academic Unit A	Print Name	Dean, Academic Unit B	Print Name

_____	_____
Graduate College Dean (Only if at least one program is within the Graduate College)	Print Name

Office of the Provost:

_____	_____
Vice Provost for Graduate and Continuing Studies	Print Name

REQUEST FOR A NEW UNIT OF INSTRUCTION: Certificate

Definitions and guidelines for creating certificate programs are available at
<http://ossssq11.admin.uillinois.edu/oa/CertificatePrograms.asp>

BACKGROUND

1. **Name of Institution:** _____
Department and/or College Sponsor: _____

List unit approvals with dates: _____

2. **Title of Proposed Certificate:** _____

3. **Contact Person:** _____

3.1. Telephone _____

3.2. E-mail _____

3.3. Fax _____

3.4 **Contact Person and Unit to Receive Student Applications:**

4. **Level and Type of Proposed Certificate**

Undergraduate Certificate (1-2 years)

Post-Baccalaureate Certificate

Undergraduate Certificate (2-4 years)

Post-Master's Certificate

First Professional Certificate

Campus Certificate

IBHE Certificate

5. **Requested CIP Code** (6-digits) _____ (to be supplied by the Office of Academic Programs)

6. **Proposed Date for Implementation:** _____

7. **Location Offered¹:** **On-Campus** _____
Off-Campus _____: Region Number(s) _____ or Statewide _____
Online _____

8. **MISSION, OBJECTIVES AND PRIORITIES**

¹ Institutions may request approval to offer a program, simultaneously, on- and off-campus, including statewide. However, assessments of program objectives and outcomes should be developed that address all of the locations and modes of delivery for which the institution is seeking approval. Note that "on-campus" approval extends to the entire region in which the main campus is located. New off-campus programs to be offered outside the institution's region require approval.

8.1 Describe specific objectives and measurable contributions the certificate will make to the university's mission, paying particular attention to the program's consistency with the university's priorities. Such objectives and contributions may include:

- serving a distinct student population;
- occupational and student demand for the program;
- collaborating with and/or supporting other programs at the institution;
- meeting the needs of state agencies, industry, business, health care providers, other educational institutions, and/or society; and
- increasing the number of graduates in a high demand or emerging field of study.

8.2 Explain how the certificate will meet regional and state needs and priorities.

8.3 Discuss estimated future employment opportunities for completers of this certificate program. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections.

9. **PROGRAM DESCRIPTION**

9.1 Provide a brief narrative description of the certificate program, including a list of its central academic objectives. Explain how the curriculum is structured to meet the certificate's stated objectives. *Provide a complete catalog description* for the proposed certificate, including:

- program admission such as minimum grade point average, prior degrees or coursework, etc.
- academic policies for completion of the certificate, such as minimum grade point average, grade requirements required in individual courses, etc.
- policy on the acceptance of transfer credit to apply toward the certificate program
- policy on application of certificate program credit toward a degree program at UIC
- complete listing of course and other requirements; note that new courses should be forwarded concurrently through the Course Request System (CRS)
- course descriptions from the UIC web catalog (may be attached as an appendix)

9.2 Describe the strategies to be incorporated into the proposed certificate to promote student learning.

9.3 *Learning Objectives and Outcomes:* Explain what students are expected to know and/or be able to do upon completion of the certificate program.

9.4 *Assessment:* Describe how the above objectives will be assessed, such as:

- End- or near-end-of-program assessment of student learning, in addition to course-by-course assessment such as: (1) evaluation of capstone experiences (projects, recitals, exhibits, portfolios, etc.); (2) pre- and post-testing (value-added assessment);
- Multiple performance measures, if necessary, that reflect the uniqueness of the certification program and discipline such as: (1) standardized or other comprehensive examinations; (2) certification examinations.

10. RESOURCES

- 10.1 Complete Table I. Indicate on the appropriate lines in the table all sources of funds, both state and non-state, and reallocations that will support the certificate program.
- 10.2 Provide a narrative budget statement that explains the source(s) of funds and how the funds are to be used to support the certificate program (e.g., additional faculty and staff, equipment, space, library resources). It would be useful to state the projected number of students anticipated in the program.
- 10.3 What tuition rate will be charged for this program (range tuition or online hourly)? (Note that a program must be offered at least 75% online if it is to assess the online hourly tuition rate.)
- 10.4 Is this a contract program? If so, please identify the contracting agency or organization.

11. EFFECT ON UIC UNITS

- 11.1 Explain the involvement of other units at UIC in the certificate program. Have these units approved of their participation? Provide evidence of support.
- 11.2 Explain the effect of the program on other UIC units' programs. Have these units been notified of this effect? (Provide evidence of this notification.)

12. MODE OF DELIVERY AND PROGRAM SUPPORT

- 12.1 Describe the certificate's mode(s) of delivery. If some courses will be delivered online (fully online or hybrid) list those courses.
- 12.2 Describe the process for assuring the quality of the program in the following areas:
 - (a) faculty qualifications and evaluation;
 - (b) student access to necessary library resources;
 - (c) where appropriate, student and faculty access to technical support, including computing.

TABLE I

TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT

		Current Year	Budget Year	2 nd Year	3 rd Year	4 th Year
1	Total Resource Requirements					
2	Resources Available from Federal Sources ¹					
3	Resources Available from Other Non-State Sources ¹					
4	Existing State Resources ²					
5	Resources Available through Internal Reallocation ³					
6	New State Resources Required ⁴					
	Breakdown: New State Resources Required					
7	FTE Staff ⁵					
8	Personal Services					
9	Equipment and Instructional Needs					
10	Library					
11	Other Support Services ⁶					

¹These lines reflect funds available (not incremental funds) from non-state sources in any given year

²Existing state resources in each successive year are equal to the sum of the previous year's existing state resources (line 4); plus resources made available through internal reallocation (line 5); plus new state resources (line 6). If state resources allocated to a program in any given year (line 4) exceed state resource requirements needed to support the program in the following year, state resource requirements should be reduced with a negative dollar adjustment on line 5. The sum of lines 2 through 6 will always equal line 1.

³Numbers can be either positive (allocated to the program) or negative (allocated away from the program).

⁴Reflects the level of state funding requested in the referenced year. Dollars reported are incremental.

⁵Reflects the number of FTE staff to be supported with requested funds. Not a dollar entry.

⁶Other dollars directly assigned to the program. Do not include allocated support services.

Format updated on 8/15/07

UIC UNIVERSITY OF ILLINOIS
AT CHICAGO
Office of Programs and Academic Assessment

**Format for Seeking Temporary Approval for Centers and
Institutes**

The Illinois Board of Higher Education does not have a proposal format for seeking temporary status for centers and institutes. The following format was developed by the UIC Office of Programs and Academic Assessment and has been accepted by the IBHE. The proposal for temporary status does not have to be lengthy and should briefly address the following topics.

- I. Reasons for Seeking Temporary Status and Approval
- II. Mission and Goals of the Proposed Center/Institute
 - Mission statement
 - Goals and objectives of the proposed center/institute
 - Support of the UIC mission
- III. Demand for the Services/Product of the Proposed Center/Institute
 - Internal
 - External
- IV. Educational mission
- V. Audience Served by the Proposed Center/Institute
 - Internal
 - External
- VI. Sources/Amounts of Present and Future Funding
 - Evidence of internal and external support
- VII. Location of the Center/Institute
 - Physical location of the proposed center/institute
 - New space requirements
- VIII. Organization and Reporting Authority
 - Reporting line
 - Directors, co-directors
 - Affiliated faculty
 - Staff
 - Internal advisory committee
 - External advisory committee
 - Other
- IX. Measurement of Quality
 - Planned methods of assessment
 - Indicators of success in meeting objectives

Updated on February 9, 2007