

**GUIDELINES, POLICIES, AND PROCEDURES FOR
DEVELOPING NEW ACADEMIC PROGRAM PROPOSALS**

as approved by the
Indiana Commission for Higher Education on
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PART I: NEW PROGRAM PROPOSAL GUIDELINES AND FORMAT

Indiana public institutions wishing to develop and implement new academic programs must have such programs approved by the Indiana Commission for Higher Education. As part of the approval process, institutions need to prepare and submit to the Commission three copies of a program proposal, the guidelines and format for which follow. The Commission expects institutions to send copies of completed proposals to the other public institutions for their review and comment. Also, the Commission expects institutions to consult with and inform neighboring postsecondary institutions whenever new degree program proposals are being considered which might be related to existing programs. The Academic Program Inventory (API), which is updated each year, is the state's official list of degree programs available at all campuses, and may be consulted for this purpose. The API, or relevant portions of it, are available from Commission staff upon request. The attached "Part II: Supplementary Information" provides additional background information for proposal preparers.

With regard to format, new academic program proposals should be organized according to the following outline. Topical paragraph headings and sub-headings should be used. When available, reports or summaries of reports from outside evaluators should be appended.

A. Title Page and Abstract: Complete the information requested, using the format on the following two pages. Limit the abstract to one page.

COVER PAGE

INSTITUTION: _____

COLLEGE: _____

DEPARTMENT: _____

DEGREE PROGRAM TITLE: _____

FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE: _____

SUGGESTED CIP CODE: _____

LOCATION OF PROGRAM/CAMPUS CODE: _____

PROJECTED DATE OF IMPLEMENTATION: _____

DATE PROPOSAL WAS APPROVED BY
INSTITUTIONAL BOARD OF TRUSTEES: _____

SIGNATURE OF AUTHORIZING
INSTITUTIONAL OFFICER

DATE

DATE RECEIVED BY COMMISSION FOR
HIGHER EDUCATION

COMMISSION ACTION (DATE)

ABSTRACT

[Title of Proposed Degree]

to be Offered by [Institution, Campus, Site]

(Title should indicate whether the program will be offered on-campus or off-campus; if off-campus, each specific site should be identified, including an initial set of sites to which programs offered via telecommunications would be delivered.)

Objectives:

State the objectives or purposes of the program.

Clientele to be Served:

Describe the student clientele the program is intended to serve.

Curriculum:

Describe curricular requirements of the program.

- How many credit hours are required in total?
- How many credit hours are required for core or required courses, in options or specializations, and for electives?
- What are the subject areas covered in the core or required courses?
- If graduate degree, what are the prerequisites and undergraduate preparation?
- What are the requirements regarding internships or practica?
- Describe any unique or innovative features of the curriculum, if applicable.

Employment Possibilities:

State what graduates of the program could expect in terms of opportunities for employment and further education.

B. Program Description

1. Describe the proposed program and state its objectives.

This description and program objectives should focus on the knowledge, values, skills and other "student outcomes" that program graduates will be expected to have acquired.

2. Describe admission requirements, anticipated student clientele, and student financial support.

- a. If admission requirements are standard for the institution, simply say so. If they differ from institutional norms, please tell how and why they are different.
- b. Please specify any prerequisite coursework and/or degrees.
- c. State whether the program is designed to meet the needs of specific student clienteles--e.g., part-time students, currently employed professionals, non-traditional students, women preparing to re-enter the job market, etc.
- d. If enrollments are to be limited, describe the restrictions, the reasons for them, and the criteria for selecting among applicants.
- e. For graduate and professional programs, indicate anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.

3. Describe the proposed curriculum.

- a. Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.
- b. Provide a sample curriculum consisting of the semester-by-semester (or quarter-by-quarter) sequence of courses a program major might take. Show the course number, title, and credit hours assigned to each course listed. (Commission staff realize that actual student programs will vary widely, especially at the graduate level.)

- c. Indicate which courses in the proposed curriculum already exist. For each existing required or elective course in the major, please indicate how many times that course has been offered during the last three years.
- d. Indicate all courses that must be introduced by the sponsoring campus to support the program. If institutional or system-wide approval is necessary before new courses can be offered, all such internal approvals must have been obtained before the new program request is submitted to the Commission.
- e. Note all courses required for the degree that will be delivered by another institution, indicating whether they are existing courses at that institution or new courses to be developed by that institution.

4. Describe form of recognition.

- a. State the type of certificate or degree to be awarded to those who complete the program and explain why this is the appropriate form of recognition.
- b. List the institution's suggested CIP code for the program.
- c. Please indicate what program, organizational, and site information will appear on the student's diploma (e.g., Doctor of Medicine, Indiana University School of Medicine, Indianapolis).

5. List program faculty and administrators.

- a. List name, rank, specialization, nature of appointment (regular, full-time, adjunct, etc.) and highest academic degree earned by those who would be directly involved with the program, including campus administrators. For graduate-level programs, provide pertinent information about the professional and scholarly accomplishments, including training, courses and workshops taught, publications and projects, and other relevant documentation, of the faculty.
- b. Indicate any new faculty positions required to implement the program, and the qualifications and subject matter specialties that will be sought. Describe the

amount of time new faculty will devote to teaching courses in the program. Provide other reasons, if applicable, for needing new faculty positions.

6. Describe needed learning resources.

- a. Describe briefly the scope and quality of library holdings, audio-visual materials, special equipment and collections, laboratories, clinical facilities, research facilities, etc., that are available and would directly support the program.
- b. Describe in greater detail the need for additional learning resources that, if unmet, will prohibit the offering of a high quality program.

7. Describe other program strengths.

- a. Describe any special features which inform the character or personality of the proposed program and make it distinctive.
- b. Report on any anticipated collaborative arrangements with other parties (e.g., inter-institutional arrangements for resource sharing, cooperative programs, clinical affiliations, etc.). The extent of the relationship should be explained and instructional or other resources to be provided by the various parties described. Any written confirmation of the commitment, including drafts of contracts or agreements, should be attached.

C. Program Rationale

1. Institutional Factors

- a. Explain how the proposed program is compatible with the institution's mission.
- b. Describe the planning process which resulted in the development and submission of this proposal for a new program. Indicate when the program first appeared in the institution's educational services plan, describing the planned timeline for its submission and implementation.

- c. Describe any significant impact the proposed program might have on other instructional, research, or service programs of the institution or campus.
- d. Describe how the proposed program would more fully utilize existing resources.

2. Student Demand (See Table 1: Enrollment and Completion Data.)

- a. Describe how enrollment projections for the program have been derived. State whether the new program is expected to add students to the total enrollment of the campus. Indicate the extent to which the new curriculum is expected to attract majors and the extent to which it will provide service courses or electives for majors in other programs.
- b. Provide the enrollment and completion data requested in Table 1, showing estimated credit hours to be generated by (within) the new program, number of majors in the new program, and number of program graduates. Indicate under B-3 and 4 whether these new majors are expected to be wholly new to the campus or currently enrolled in other programs offered there.

3. Transferability

Summarize existing or planned arrangements for the transferability of program credits. 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.

4. Access to graduate and professional programs

Respond to this question only if the program will prepare students for entry into graduate or professional schools. Describe briefly (1) the requirements for admission into the appropriate graduate or professional program, and (2) the prospects for appropriate employment after completion of the advanced program.

5. Demand and employment factors

Respond to this question if preparing students for specific employment opportunities is a key program objective. In such cases, provide the kinds of information described in Appendix B, "Demand and Employment Analysis."

6. Regional, state, and national factors

- a. List comparable programs in the region or the State, and explain why these existing programs cannot meet the needs of prospective students and/or employers in the geographic area which the program would serve. Describe any significant differences between the proposed program and others in the region or State that have some similar characteristics. For graduate programs, also list the location of similar programs in the states bordering Indiana. For assistance in determining comparable programs, consult the Commission staff.
- b. External agencies.
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. Also, describe the participation of any non-campus person or organization in the development of this proposal. Report on timetables that have been established to meet any external requirements.

D. Program Implementation and Evaluation

Describe how the program will be implemented and then evaluated. Indicate which measures of performance will be used to determine the program's success. Some measures should be quantitative, others qualitative. Success should be measured against whatever program objectives have been set forth in the first section of the proposal and against such criteria as (1) quality and efficiency, (2) appropriateness, (3) availability of similar programs, (4) personal and social utility, (5) student demand, (6) student access, (7) flexibility of program design, (8) market demand, (9) inter-institutional and inter-departmental cooperation, and (10) flexibility of providing instruction. (See "Procedures and Possible Commission Action" in attached **Part II** for a discussion of these criteria.)

E. Tabular Information

1. Table 1: Enrollment and Completion Data

Provide the enrollment data requested in Table 1. If approval is sought for two levels (e.g., both an A.A.S. and B.S.), prepare separate enrollment projections (this procedure also applies to the A.A.S./A.S. program proposals prepared by Indiana Vocational Technical College). In all enrollment projection tables, show estimated credit hours to be generated by majors in the new program, number of majors in the new program, and number of program graduates. Indicate on lines 3 and 4 the extent to which these new majors are expected to be new to the campus or currently enrolled in other programs offered there.

2. Tables 2A and 2B: Cost and Revenue Data

Tables 2A and 2B are provided to assist institutions in presenting the cost and sources of funding for a new academic program in a consistent fashion. Please supplement these two tables with a brief narrative explaining the data presented.

With respect to new program requests, the Commission is interested only in the total direct costs -- existing or reallocated costs as well as incremental or out-of-pocket costs -- associated with implementing the proposed new program: the full cost of the program, which would include indirect costs or institutional overheads (for example, central university administration or library operations or utilities), need not be reported.

Table 2A requests that the total direct costs of the program be reported under three categories: (1) the direct costs, such as salaries and benefits, associated with the existing FTE faculty who are in the department(s) through which the program will be offered and who will teach courses in support of the program, (2) all other direct costs (support staff salaries, travel expenses, supplies, etc.) associated with existing resources that are to be used in support of the program, and (3) all incremental or out-of-pocket direct costs associated with implementing the program. The incremental or out-of-pocket costs reported in Table 2A should coincide with the sum of all incremental direct costs reported in Table 2B.

Table 2A also requests that the revenues that will be used to meet the total direct costs of the program be reported under four categories: (1) internal reallocation within the institution, (2) new-to-campus student fees derived from students who would not otherwise attend a particular institution or campus, (3) other or non-state funding sources (for example, federal funds, community contributions, and income from contractual arrangements with other institutions, private firms, or not-for-profit agencies), and (4) state appropriations through enrollment change funding and/or other additions to the institution's base budget.

With respect to program revenue, the Commission will approach the state for funding only after concluding that (a) the proposed program is of highest priority to the state, and (b) all other sources of funding combined appear inadequate to cover essential costs.

Table 2B requests additional detail on the incremental or out-of-pocket direct costs needed to implement the program.

General guidelines to be used in preparing Tables 2A and 2B appear below:

- a. Costs should be presented for five years beginning with the first year a proposed program is to be offered. Add additional years to show the point at which costs become "steady state."
- b. No adjustment for price inflation should be reflected in the dollar amounts shown.
- c. All listed expenditures should be rounded to the nearest \$100.
- d. Amounts should be totals, not increases from year to year.

For the most part, revenues needed to cover the direct costs of the new program should be found without recourse to new state appropriations being added to the base budget of the institution. Reallocation should assist new programs from the outset and may increase over time as students shift from established programs to new ones. Internal reallocation represents support that is made available to the proposed program from existing resources and which, were the program not offered, would be available for existing programs. The accompanying narrative should describe existing resources which will be reallocated toward the new program. If these funds are to be made available through the elimination of other programs, indicate which programs are to be phased out. Also describe whatever

evidence exists to show that reallocation to this program will not reduce the quality of other programs.

3. New Program Proposal Summary

As part of their evaluation of each new program request, Commission staff will conduct an analysis of probable costs and sources of revenue. That analysis will be reported in the new degree program proposal summary, accompanied by the staff's recommendation concerning the authorization of the program sought. Staff may recommend approval of a new program either with or without new state funding.

Table 1: Program Enrollments and Completions
Annual Totals by Fiscal Year (Use SIS Definitions)

Campus: _____
 Program: _____
 Date: _____

	Total Year 1 FY19__	Total Year 2 FY19__	Total Year 3 FY19__	Total Year 4 FY19__	Total Year 5 FY19__*
A. PROGRAM CREDIT HOURS GENERATED					
1. Existing Courses	_____	_____	_____	_____	_____
2. New Courses	_____	_____	_____	_____	_____
TOTAL	_____	_____	_____	_____	_____
B. FULL-TIME EQUIVALENTS (FTEs)					
1. FTEs generated by Full-time students	_____	_____	_____	_____	_____
2. FTEs generated by Part-time students	_____	_____	_____	_____	_____
TOTAL	_____	_____	_____	_____	_____
3. On-Campus Transfer FTEs	_____	_____	_____	_____	_____
4. New-to-Campus FTEs	_____	_____	_____	_____	_____
C. PROGRAM MAJORS (HEADCOUNT)					
1. Full-time students	_____	_____	_____	_____	_____
2. Part-time students	_____	_____	_____	_____	_____
TOTAL	_____	_____	_____	_____	_____
3. On-Campus Transfers	_____	_____	_____	_____	_____
4. New-to-Campus Majors	_____	_____	_____	_____	_____
5. In-State	_____	_____	_____	_____	_____
6. Out-of-State	_____	_____	_____	_____	_____
D. PROGRAM COMPLETIONS	_____	_____	_____	_____	_____

* If necessary, specify additional years up to the point at which the program is projected to achieve steady state.

Table 2A: Total Direct Program Costs and Sources of Program Revenues

Campus: _____
 Program: _____
 Date: _____

	Total Year 1 FY19		Total Year 2 FY19		Total Year 3 FY19		Total Year 4 FY19		Total Year 5 FY19 *	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
A. Total Direct Program Costs										
1. Existing Departmental Faculty Resources	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____
2. Other Existing Resources		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
3. Incremental Resources (see Table 2B)		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
TOTAL		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____

	Total Year 1 FY19		Total Year 2 FY19		Total Year 3 FY19		Total Year 4 FY19		Total Year 5 FY19 *	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
B. Sources of Program Revenues										
1. Reallocation		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
2. New-to-Campus Student Fees		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
3. Other (Non-State)		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
4. New State Appropriations										
a. Enrollment Change Funding		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
b. Other State Funds		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
TOTAL		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____

* If necessary, specify additional years up to the point at which the program is projected to achieve steady state.

Table 2B: Detail on Incremental or Out-of-Pocket Direct Program Costs

Campus: _____
 Program: _____
 Date: _____

	Total		Total		Total		Total		Total	
	Year 1	FY19	Year 2	FY19	Year 3	FY19	Year 4	FY19	Year 5	FY19 *
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
1. PERSONAL SERVICES										
a. Faculty	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____
b. Support Staff	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____
c. Graduate Teaching Assistants	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____
TOTAL	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____
2. SUPPLIES AND EXPENSES										
a. General Supplies/Expenses		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
b. Recruiting		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
c. Travel		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
d. Library Acquisitions		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
TOTAL		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
3. EQUIPMENT										
a. New Equipment Necessary for Program		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
b. Routine Replacement		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
TOTAL		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
4. FACILITIES										
5. STUDENT ASSISTANCE										
a. Graduate Fee Scholarships		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
b. Fellowships		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
TOTAL		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
SUM OF ALL INCREMENTAL DIRECT COSTS		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____

* If necessary, please specify additional years up to the point at which the program is projected to achieve steady state.

Table 3: New Program Proposal Summary
Date:_____

I. Prepared by Institution

Institution/Location:
 Program:
 Proposed CIP Code:

	Year 1 FY19__	Year 2 FY19__	Year 3 FY19__	Year 4 FY19__	Year 5 FY19__
Enrollment Projections (Headcount)					
Full-Time	_____	_____	_____	_____	_____
Part-Time	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____
Enrollment Projections (FTE)					
Full-Time	_____	_____	_____	_____	_____
Part-Time	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____
Degree Completion Projections	_____	_____	_____	_____	_____
New State Funds Requested (Actual)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
New State Funds Requested (Increases)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

II. Prepared by CHE

New State Funds to be Considered for Recommendation (Actual)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
New State Funds to be Considered for Recommendation (Increases)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code:

Comment:

PART II: SUPPLEMENTARY INFORMATION

Introduction

The enabling legislation of the Commission for Higher Education specifies the responsibility to approve or disapprove for public institutions any new associate, baccalaureate, or graduate degree program, or any additional program of two or more semesters in length that would lead to a certificate or other indication of achievement. The legislation also gives the Commission authority to review all existing programs. (See Appendix "A" for the pertinent legislative language.)

Definitions and Policy Guidance

It is the Commission's intention to consider an academic program as a coherent course of study that culminates in the awarding of a specific degree or other recognition of accomplishment. A degree program course of study is normally but not always characterized by: (1) a specialized body of knowledge; (2) a faculty-designed curricular path that is chosen as a student's major emphasis of study; (3) an increasing sophistication in curricular content during the students' period of study; (4) certain intended or expected student outcomes; and (5) faculty identification with an organized instructional effort in a subject matter area.

Approval of a new academic program will be location-specific. An institution may not offer an already approved program at a new location off-campus without Commission approval even if only the clientele and setting are new.

For the purposes of this policy, an off-campus program is defined as a degree program that is available at a site in a county other than the county in which the regional or main campus that exercises academic responsibility for the degree program is located.

Being "available" is understood to mean that 50 percent or more of the credit hour requirements in courses prescribed for the substantive or technical component of a degree program are attainable at the site. Availability is also understood to extend to those situations in which an institution is publicizing to prospective students and counseling students who are taking courses that they will be able to complete 50 percent or more of the credit hour requirements at that site.

To "exercise academic responsibility" for a program is understood to mean the setting of qualifications for hiring faculty, the actual hiring of faculty, the approval and modification of the curriculum, the setting of student admission standards, the actual admitting of students into the program, and the conferring of degrees.

In formulating a proposal to offer a new off-campus program, institutions shall follow the usual new program proposal format. In reviewing a proposal for a new off-campus program, the Commission shall consider the usual new program criteria, including questions about mission compatibility, quality, unwarranted duplication, supply and demand, and the use of scarce resources. Institutions intending to offer an off-campus program should submit a new program proposal to the Commission well in advance of offering 50 percent of the courses prescribed for the substantive or technical component of the degree program.

The "50 percent" rule cited above applies in all cases not governed by an institution's contractual agreement for offering a specific program which is designed for and wholly supported by a governmental unit such as the U.S. Army or a business or industry. Thus, courses offered independently or under the auspices of community organizations are covered by the 50 percent rule. For the purposes of these procedures, "wholly supported" refers only to those contracts in which the business, industry, or governmental unit contracts directly with the institution to cover the full instructional costs for that program, including tuition, fees, and indirect costs at a level comparable to that reflected in the Commission's biennial cost study.

Programs delivered through telecommunications are understood to be off-campus programs that must be approved by the Commission for Higher Education. All the usual program approval criteria will apply to these programs.

Approval of off-campus programs will be site and county specific in those instances in which the program is delivered to students in a classroom or group setting. Situations in which a program can be delivered directly to individual students outside of a classroom or group setting will not require site specific approval. Rather, the Commission will approve a general plan for how the institution will deliver the program to individual students.

When there is doubt about whether a curriculum modification or a group of courses should be classified as a new degree program, the Commission office should be contacted for advice. For example, what may seem like a new program, requiring a proposal based on these guidelines, may actually be a request to rename a program or to consolidate several existing programs. Cases such as these may be settled after an exchange of correspondence and a routine decision rather than on the basis of a fully developed proposal. Conversely, a coherent series of courses offered on a regular schedule may constitute a new program and result in an institution's being asked for a degree program proposal.

Procedures

Commission staff members review all applications to offer new degree programs. When these reviews are complete, staff present their recommendations to the Commission at its regularly scheduled meetings. After discussion, Commission members then act on the staff recommendation. Prior to the meeting at which the Commission will act, each institution involved is notified of the staff's recommendation. The institution is also informed in writing of the Commission's decision.

As part of its reviewing process, staff may seek the advice of colleagues from educational institutions, public agencies and private industry. Institutions may use such reviewers in the development of new program requests. For most graduate degree programs, and some undergraduate programs, the Commission staff may request special reviews by committees of leading scholars. Summaries of any consulting reviews will be reported to the institutions affected as well as to the Commission.

Boards of Trustees may submit new program proposals to the Commission at any time, and Commission staff will make every effort to bring proposals promptly to the Commission for final action. The Commission normally meets ten times a year and will consider proposals at any meeting. For a proposal to be considered at a particular meeting, however, it must have been received in completed form at least

five weeks ahead of time. The Commission staff will keep institutions informed of the progress being made on reviews of their proposals.

Although institutions normally submit separate proposals for multi-level programs (e.g., associate and baccalaureate levels, or baccalaureate and master's levels), the combining of levels into one proposal is acceptable. In such cases, however, information should be presented in a manner that will permit separate evaluations of each level, including separate tables for enrollment data and budgets (Tables 1 and 2).

When reviewing requests for new degree programs, Commission staff weigh the following criteria and issues: quality and efficiency; appropriateness to institutional mission; availability of similar programs; personal and social utility; student demand; student access; flexibility of program design; market demand; inter-institutional and inter-departmental cooperation; and flexibility of providing instruction.

After Commission staff members have reviewed a proposal, they include a summary of it and a recommendation for action in the **Agenda** for the next Commission meeting. At the meeting, the president of the institution requesting program authority or his or her designee speaks in behalf of the proposal if he or she chooses to do so. A member of the Commission staff reviews the program as most recently submitted and presents a recommendation for Commission action. Representatives of the institution involved may also provide supplementary information. After discussion, the Commission votes its decision.

To approve a degree program is to grant a license to announce and to offer a particular educational opportunity and to certify accomplishments within it. Approval includes the authority to offer all courses specified by the program's curriculum. Approval of a particular program does not sanction development beyond that level, however; for example, approval of an associate degree program does not grant the authority to develop the junior year of the bachelor's degree program.

The Commission should be notified if the projected implementation date of an authorized program is changed; an explanation for the delay should be provided. Approved degree programs which have not been implemented two years after their projected starting dates will automatically be reviewed by the Commission to determine their future status.

Sometimes a program is approved with certain conditions attached. Any such program should be considered experimental and subject to special review within a specified period of time. This review is the responsibility of the sponsoring institution and must comply with the conditions set forth by the Commission at the time of approval. The designation as experimental implies that the progress of this program will be followed more closely than others, and that proposals to offer similar programs at other locations will normally not be considered until an institutional evaluation of the experimental program has been accepted by the Commission.

A program proposal that has been disapproved by the Commission may be re-submitted whenever evidence becomes available which could remove the reasons for disapproval. In the absence of new evidence, proposals may be submitted for reconsideration after two years. Resubmissions must follow the standard program proposal guidelines.

Appendix A

Indiana Commission for Higher Education Enabling Legislation

The Indiana Code (1988 Edition) outlines the Commission's program responsibilities as follows in I.C. 20-12-0.5.

20-12-0.5-3 Purposes

Sec. 3. The general purposes of the commission are the following:

- (1) Plan and coordinate Indiana's state supported system of postsecondary education.
- (2) Review appropriation requests for postsecondary education.
- (3) Make recommendations to the governor, state budget agency, or the general assembly concerning postsecondary education.
- (4) Perform other functions assigned by the governor or the general assembly, except those functions specifically assigned by law to the commission on vocational and technical education.

(Formerly: Acts 1971, P.L. 326, SEC. 1; Acts 1975, P.L. 227, SEC. 2.) As amended by P.L. 217 - 1987, SEC. 16.

20-12-0.5-8 Powers

Sec. 8. The commission shall have the following powers and duties:

. . . .

- (4) To review the legislative request budgets of all state educational institutions The commission may review all programs of any state educational institution, regardless of the source of funding, and may make recommendations to the governing board of the institution, the governor, and the general assembly concerning the funding and the disposition of the programs. In making this review the commission may request and shall receive, in such form as may reasonably be required, from all state

educational institutions complete information concerning all receipts and all expenditures.

....

- (7) To approve or disapprove the establishment of any new branches, regional or other campuses or extension centers, or of any new college or school, or the offering on any campus of any additional associate, baccalaureate or graduate degree, or of any additional program of two (2) semesters, or their equivalent in duration, leading to a certificate or other indication of accomplishment. After March 29, 1971, no state educational institution shall establish any new branch, regional campus or extension center or any new or additional academic college, or school, or offer any new degree or certificate as defined in this subdivision without the approval of the commission or without specific authorization by the general assembly. Any state educational institution may enter into contractual agreements with governmental units or with business and industry for specific programs to be wholly supported by the governmental unit or business and industry without the approval of the commission.

Appendix B

Demand and Employment Analysis

All programs that prepare individuals for jobs requiring entry level skills or careers strongly based on specific fields of study should be analyzed for demand and employment factors affecting the placement of future graduates, and for their contribution to economic development in Indiana. All doctoral and professional, and most graduate and undergraduate program requests should contain this analysis. The burden of proof rests with the institution to establish that there will be demand for the program and for its graduates. Please note that both the Indiana Employment Security Division (Research and Statistics Section, 10 North Senate Avenue, Indianapolis, Indiana 46204) and the U.S. Bureau of Labor Statistics provide data useful for this analysis.

Include the following elements in each proposal:

1. **Geographic Region to Be Served.** Define the geographic region to be served by the graduates. If demand varies considerably within the region, describe this variation.
2. **Review of Literature.** Review supply and demand literature; then, note and reference pertinent findings. Explain the applicability of the findings to the geographic region to be served. Present past trends depicting supply and demand data, when available, in order to help establish the degree of stability in this index.
3. **Potential Employers.** For national and statewide markets, list several potential employers of graduates. For local and state markets, provide a list of employers whose demand for these graduates equals or exceeds the supply of anticipated graduates from existing and proposed programs in the geographic service area.
4. **Independent Needs Analysis.** If the review of literature does not permit a quantitative assessment of projected imbalances in the supply and demand index for the service area, undertake an independent analysis. Contact potential employers to determine the following information:

- a. The current and projected (5 years) number of openings. Explanations should be given for annual growth rates exceeding 10 percent.
- b. The adequacy of supply. Questions to be answered include: (1) Are employers having difficulty in locating qualified employees? (2) Do employers expect future changes in this balance of supply and demand?

Include as a part of the proposal any survey correspondence, a copy of any survey instrument(s), a description of the survey methodology, and a summary of the survey findings.

5. **Program Experience**. Cite experiences with equivalent programs in service areas possessing similar characteristics to the one under consideration. The success of a program in one location would suggest success in another location of similar character. Accompany placement data with evidence that the service areas being compared are similar.
6. **Expert Opinion**. If appropriate, attach summaries of expert opinion which document the employment demand and the ability of the institution to meet employment needs.