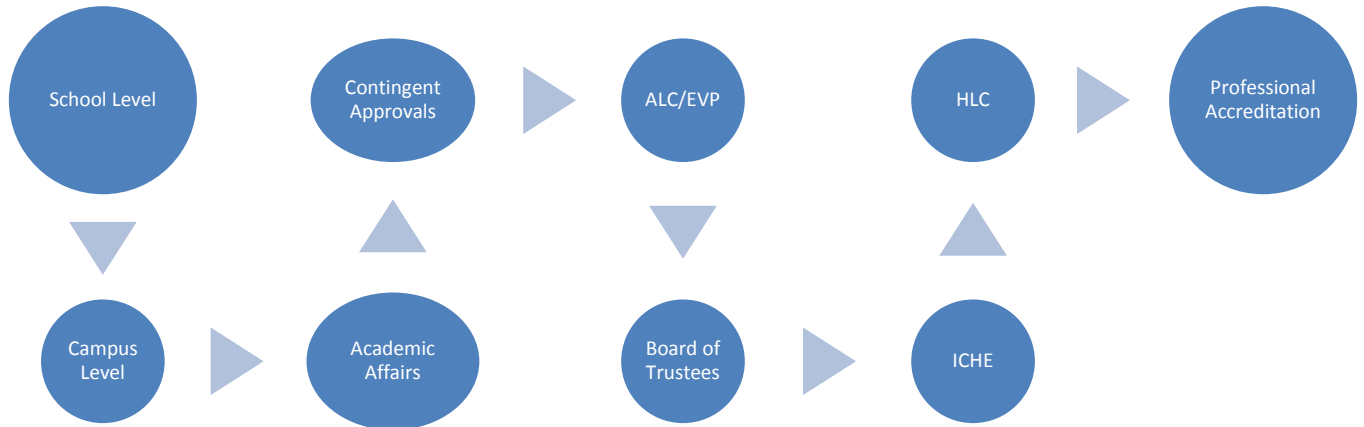


IU Southeast Program Development Guidelines: New Certificate

Follow the steps below to develop a proposal and supporting documentation for a **New Certificate** program.



STEP 1: School Level Approvals

See **Appendix A**: School Level Processes for the process in your school.

- ARTS & LETTERS
- BUSINESS
- EDUCATION
- GENERAL STUDIES
- NATURAL SCIENCES
- NURSING
- SOCIAL SCIENCES

STEP 2: Campus Approvals

- APC: Proposal format consists of the first TWO steps of **Appendix B**: ICHE Checklist of Criteria.
- General Education Committee (if applicable)
- Faculty Senate

STEP 3: Academic Affairs (EVCAA and AVCAA)

- Documentation is reviewed by EVCAA—requests for clarification and/or revisions may be required prior to approval.
- If approved, AVCAA processes proposal through APPEAR system.
- Additional proposal documents are provided if requested.

STEP 4: Contingent Approvals and Documentation (only applicable items)

1. University Graduate School: if degree(s) is (are) conferred by the graduate school.
2. Office of Online Education: if offered online.
3. Office of Overseas Programs: if offered through partnerships outside US.
4. Documentation: Letters of support from other campuses and/or employers.
5. Per HEOA (Higher Education Opportunity Act), certificates must be categorized as to whether students are eligible to receive federal student aid solely through enrollment in the certificate program.

STEP 5: Academic Leadership Council/Executive Vice President

- Approval required

STEP 6: Board of Trustees

- Administrative Action Report (AAR)—presented as an information-only item. Although Trustees do “accept” the items on the report, it is not an “approval”.

STEP 7: Indiana Commission for Higher Education (ICHE)

- Review Required: ICHE authority now extends to all credentials, including certificates of less than one year in length.

STEP 8: Higher Learning Commission

- The addition of academic program(s), including Title IV-eligible Certificate programs not related to existing degree programs, that represent a significant departure from programs previously included in the institution’s accreditation requires commission approval.

STEP 9: Professional Accreditation (if applicable)

- The Higher Learning Commission requires prior or concurrent approval processes with the Commission review. A plan and timeline for professional approval are typically acceptable documentation.

ARTS & LETTERS

The school does not have an official policy for approvals prior to submission of materials to APC. The preferred practice is that new curricula are presented at the school meeting for discussion and endorsement.

BUSINESS

Undergraduate Curriculum Change Process for the IU Southeast School of Business

Any change to undergraduate curricula or related policies must be facilitated through the Undergraduate Business Programs Committee (UBPC). Such changes include, but are not limited to:

- Changes to course descriptions, course titles, and course prerequisites
- Changes to existing concentrations, minors, and post-baccalaureate certificates
- Changes to the core
- New course requests
- New concentration proposals
- Changes to bulletin policies (e.g. admission, graduation, ...)

The following text documents the School of Business (SoB) curricula review and change process. Any change not covered in this document should be facilitated by the UBPC to determine the appropriate approval process.

I. Curricula Review for Continuous Improvement

Periodic reviews of the undergraduate curricula are initiated and managed by the UBPC. The reviews are completed in a four year cycle, and include the core, the concentrations, the minors and the post-baccalaureate certificates. (Consult the UBPC rolling cycle for exact timing.) The review process typically includes benchmarking studies of peer institutions, local institutions, and aspirant institutions.

II. Curriculum Change Overview

The Dean and the coordinators must be informed of any potential curriculum change for their input prior to the change proposal process. If additional resources are required to make the change, this must be discussed prior to the change proposal process.

Any potential curriculum change must be considered by the relevant groups: the UBPC for changes to the undergraduate core and the minors; the concentration faculty and the UBPC for changes to concentrations and the post-baccalaureate certificates. If the relevant groups support the change, then it is presented to the SoB faculty either as an information item or an action item. From there, any change in the curriculum may need to continue through the appropriate University channels after

completion of the SoB process. (Refer to the following link for additional information http://www.ius.edu/facultysenate/article/Degree_Course_Approval.)

A. Curriculum Change Proposal Process for Undergraduate Core

A proposal to change the undergraduate core (including prerequisites or course replacements/additions/deletions) can be initiated by the UBPC itself or by any faculty member in the SoB through the UBPC. If the change is supported by the UBPC, it is then presented as an action item at a SoB faculty meeting. From there, any change in curricula may need to continue through the appropriate University channels after completion of the SoB process. (Refer to the following link for additional information http://www.ius.edu/facultysenate/article/Degree_Course_Approval.)

B. Curriculum Change Proposal Process for the Business Minor and the Economics Minor

A proposal to change the Business minor or the Economics minor can be initiated by the UBPC itself or by any faculty member in the SoB through the UBPC. If the change is supported by the UBPC, it is then presented as an action item at a SoB faculty meeting. From there, any change in curricula may need to continue through the appropriate University channels after completion of the SoB process. (Refer to the following link for additional information http://www.ius.edu/facultysenate/article/Degree_Course_Approval.)

C. Curriculum Change Proposal Process for an Undergraduate Concentration

A change to a concentration is typically initiated by the faculty teaching in that concentration. It must be approved by the majority of faculty in that area before being sent to the UBPC. If the change involves a course that is required in more than one concentration, faculty in all affected concentrations should be involved in discussions prior to consideration by the UBPC.

1. If the change **involves changing the prerequisites** for a concentration course, it is sent to the UBPC and then to the SoB as an information item.
2. If the change is the **creation or introduction of a new course on our campus**, it must be sent to the UBPC for determination of its recommendation. Then it goes to the SoB as an action item. If accepted by the SoB, it goes to the IU Southeast Academic Policies Committee and then the Faculty Senate as an action item. From there, any change in our curricula will need to continue through the appropriate University channels after completion of the SoB process. (Refer to the following link for additional information http://www.ius.edu/facultysenate/article/Degree_Course_Approval.)
3. If the change is the **creation of a new concentration**, it must be sent to the UBPC for determination of its recommendation. Then it goes to the SoB as an action item. If accepted by the SoB, it goes to the IU Southeast Academic Policies Committee and then the Faculty Senate as an action item. From there, any change in our curricula will need to continue through the appropriate University channels after SoB approval. (Refer to the following link for additional information http://www.ius.edu/facultysenate/article/Degree_Course_Approval.)

4. If the change modifies the course requirements (other than the “plus one” or “plus two” electives) for an existing concentration, **affects only one concentration** and involves removing a course from that concentration and adding another concentration-specific course to that concentration in its place (e.g. replacing a BUS-F course with a different BUS-F course within Finance), it is sent to the UBPC and then to the SoB as an information item. It then goes to the IU Southeast Academic Policies Committee and then the Faculty Senate as an information item. (Refer to the following link for additional information http://www.ius.edu/facultysenate/article/Degree_Course_Approval.)

5. If the change modifies the course requirements (other than the “plus one” or “plus two” electives) for an existing concentration, **affects more than one concentration** and involves removing a course from one concentration and adding another concentration course in its place, it is sent to the UBPC for determination of its recommendation. Then it goes to the SoB as an action item. If accepted by the SoB, it goes to the IU Southeast Academic Policies Committee and then the Faculty Senate as an information item. (Refer to the following link for additional information http://www.ius.edu/facultysenate/article/Degree_Course_Approval.)

6. If the change **alters the number of required courses and/or the number of electives required for a concentration**, it must be sent to the UBPC for determination of its recommendation. Then it goes to the SoB as an action item. If accepted by the SoB, it goes to the IU Southeast Academic Policies Committee and then the Faculty Senate as an action item. (Refer to the following link for additional information http://www.ius.edu/facultysenate/article/Degree_Course_Approval.)

D. Curriculum Change Proposal Process for a Post-Baccalaureate Certificate

Changes to a post-baccalaureate certificate will follow the same process outlined for the concentrations (see Section C above). Note: A change to the post-baccalaureate certificate in general business will follow the same process outlined for the core (see section A above).

III. Curriculum Policy Change

A proposal to change a written policy (internal or bulletin) related to the undergraduate curricula can be initiated by the UBPC itself or by any faculty member in the SoB through the UBPC. If the change is supported by the UBPC it is then presented as an action item at a SoB faculty meeting.

EDUCATION

1. New degree proposals are generated by a faculty group in consultation with the School Dean and the VC for Academic Affairs.
2. Faculty group submits proposal to the appropriate program team.
3. Program team votes on the proposal. If approved then the program team coordinator submits the proposal to the Curriculum Development Quality Team (CDQT) as an action item. If disapproved or tabled then the program coordinator sends proposal with comments back to faculty group.

4. The CDQT votes on the proposal. If approved then the CDQT chair submits the proposal to the School Dean as an action item for the next School of Education (SOE) faculty meeting. If disapproved or tabled then the CDQT chair sends proposal with comments back to program team.
5. The SOE faculty votes on the proposal. If approved then the proposing school team coordinator submits the proposal to the campus Academic Policies Committee (APC) as an action item for the next APC meeting and to the campus representative of the Indiana University Education Council for submission to the agenda committee as action item for the next Education Council meeting. If disapproved or tabled then the Dean of SOE sends proposal with comments back to either the CDQT, program team or the proposing faculty group.
- 6.

Campus Action	IU Action
APC votes on the proposal. If approved then APC submits proposal to Indiana University Southeast Faculty Senate as an action item for the next Faculty Senate meeting. If disapproved then APC sends the proposal with comments back to the originating faculty group.	The chair of the agenda committee of the Indiana University Education Council forwards the proposal to each campus representative.
Faculty Senate votes on the proposal. If approved then the proposal is recommended to the Chancellor for approval. If disapproved then Faculty Senate president sends the proposal with comments back to the originating faculty group.	Each campus representative checks with the appropriate faculty members in their schools. Indiana University Education Council votes on the proposal. If disapproved then the campus education council representative brings the proposal with comments back to the SOE Dean and the proposing faculty group
Chancellor acts on the proposal, either a. Returning the proposal to the Senate for further revisions, explaining why the proposal should not go forward at this time; or b. Recommending the proposal to the Academic Leadership Council (ALC).	
If approved by the ALC, the proposal is sent to the President who decides when to present it to the Indiana University Board of Trustees.	

7. If the IU Board of Trustees approves the proposal, then the proposal is submitted to the Indiana Commission for Higher Education as an action item.
8. If a new teaching license is involved then the proposing group must also follow the guidelines for new licenses.

GENERAL STUDIES

The General Studies Committee of the Faculty Senate serves as first stage of approval.

NATURAL SCIENCES

The school does not have an official policy for approvals prior to submission of materials to APC. The preferred practice is that new curricula and significant changes to existing programs are presented at the school meeting for discussion and endorsement.

NURSING

Program and curriculum changes are reviewed and approved by the School of Nursing Curriculum Committee prior to submission to APC.

SOCIAL SCIENCES

New programs, minors, tracks, concentrations, and certificates require approval by the School of Social Sciences faculty prior to submission to APC.

Appendix B: ICHE Checklist of Criteria

Proposal should be approximately 10 pages (not including attachments).

1. Characteristics of the Program
 - a. Campus(es) Offering Program
 - b. Scope of Delivery (Specific Sites or Statewide)
 - c. Mode of Delivery (Classroom, Blended, or Online)
 - d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.)
 - e. Academic Unit Offering Program

2. Rationale for Program
 - a. Institutional Rationale (e.g. Alignment with Institutional Mission and Strengths)
 - b. State Rationale
 - c. Evidence of Labor Market Need
 - i. National, State, or Regional Need
 - ii. Preparation for Graduate Programs or Other Benefits
 - iii. Summary of Indiana DWD and/or U.S. Department of Labor Data
 - iv. National, State, or Regional Studies
 - v. Surveys of Employers or Students and Analyses of Job Postings
 - vi. Letters of Support (list letters in document and include actual letters as separate, attached documents)

3. (NOT NEEDED FOR CERTIFICATES) Cost of and Support for the Program
 - a. Costs
 - i. Faculty and Staff
 - ii. Facilities
 - iii. Other Capital Costs (e.g. Equipment)
 - b. Support
 - i. Nature of Support (New, Existing, or Reallocated)
 - ii. Special Fees above Baseline Tuition

4. Similar and Related Programs
 - a. List of Programs and Degrees Conferred
 - i. Similar Programs at Other Institutions
 - ii. Related Programs at the Proposing Institution
 - b. List of Similar Programs Outside Indiana
 - c. Articulation of Associate/Baccalaureate Programs
 - d. Collaboration with Similar or Related Programs on Other Campuses

5. (NOT NEEDED FOR CERTIFICATES) Quality and Other Aspects of the Program
 - a. Credit Hours Required/Time to Completion
 - b. Exceeding the Standard Expectation of Credit Hours
 - c. Program Competencies or Learning Outcomes

- d. Assessment
 - e. Licensure and Certification
 - f. Placement of Graduates
 - g. Accreditation
-
- 6. (NOT NEEDED FOR CERTIFICATES) Projected Headcount and FTE Enrollment and Degrees Conferred (Facilitated by Steve Keucher—Academic Affairs will make this contact)

 - 7. (NOT NEEDED FOR CERTIFICATES) Letters of Support (IU Step 7, included in 2.C.vi above)

 - 8. **Market Analysis**

 - 9. **Office of Online Education Coversheet (if applicable)**