**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 ENROLLMENTAND 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 |  |  |

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

**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.)

**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. Include specific objectives and measurable outcomes that demonstrate the program’s consistency with and centrality to that mission.

**6. Need for the Program and Future Employment 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 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/>).

**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:

<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.*

**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.*

1. **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.

1. **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.

This section also should discuss:

1. The unique qualities of this program
2. Its delivery method (face-to-face, online, hybrid, etc.)
3. Its curriculum’s alignment with national standards (if applicable)
4. **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.

1. **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.

1. **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.*

1. 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.
2. 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.

1. 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.
2. Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

**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.

**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.

1. 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).
2. 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.
3. 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.
4. 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).
5. Are library resources adequate to support the program when fully implemented? (Refer to Section #13.2).
6. Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

1. 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?

Complete the budget Table 2 below.

**TABLE 2 - PROGRAM COSTS (New or growth only; any infusion of resources not currently available should be included 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, Equipment1 | $ | $ | $ |
| Facility Costs (e.g., rental, maintenance) | $ | $ | $ |
| Other Costs (itemized): |  |  | $ |
|  | $ | $ | $ |
|  | $ | $ | $ |
|  | $ | $ | $ |
| **Total** | **$** | **$** | **$** |

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

**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.*

1. 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.
2. 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.*

1. 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.
2. 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.

**15. Program Information**

This information will be provided by IBHE staff.

**16. Staff Conclusion**

This information will be provided by IBHE staff.

**17. Resolution**

This information will be provided by IBHE staff.