APPENDIX L

PROPOSAL REVIEW/APPROVAL FLOWCHART and GUIDELINES for ADDING AN ONLINE/DISTANCE OPTION TO AN EXISTING GRADUATE DEGREE PROGRAM

A. CONCEPT PAPER (two pages)
   1. addressed to the dean of the Graduate School from the head of the academic unit and endorsed by the academic college/school dean
   2. content:
      a. rationale (brief)
      b. relationship to similar programs on home campus and other system campuses
      c. sustainability
      d. impact
      e. estimated resource needs (budget, space, faculty, library, other)
   3. dean of the Graduate School consults with academic programs, Purdue Extended Campus, and the Office of the Provost

B. PROPOSAL
   1. requested by the dean of the Graduate School
   2. proposal should be prepared using:
      a. Graduate School Distance Education Program Proposal format
         (Appendix L, pg. 4-7)
      b. Appendix O, ICHE Policy on Approving Distance Education Programs
         Pay particular attention to page two:
         1. Graduate Programs, #4, statement on instructional fees,
         2. and for Regional Campus programs, Distance Education Programs, #1, 2, & 3.
   3. administrative review by the Graduate School includes reviews from:
      a. academic units
      b. Office of Institutional Research (OIR) (enrollment)
      c. Office of Budget and Fiscal Planning (financial tables)
      d. Purdue Extended Campus (PEC)
   4. following any requested changes, the final proposal is forwarded to the Office of the Provost with recommendation from the dean of the Graduate School

C. POST GRADUATE SCHOOL REVIEW AND ACTION
   1. Office of the Provost conducts final review/fiscal approval
   2. provost makes a recommendation to the president
   3. recommendation is forwarded to ICHE
   4. ICHE reviews recommendation administratively
   5. ICHE notifies president and provost of outcome
   6. Office of the Provost notifies the dean of the Graduate School
   7. dean of the Graduate School notifies the originator of the proposal and the Office of the Registrar
   8. dean of the Graduate School reports the approval to the Graduate Council
PREAMBLE: Provide rationale for offering the degree program via distance education. Provide evidence of labor market need, student demand, and the likely impact of the distance/online program in meeting the labor market need. Describe the relationship of the distance/online program to similar programs on the home campus and other system campuses.

Item
1. On-Campus Enrollment/Degree History (from SIS):

<table>
<thead>
<tr>
<th>FY20</th>
<th>FY20</th>
<th>FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>FTE</td>
<td>Degrees</td>
</tr>
</tbody>
</table>

2. Mix of Technologies:

List and describe the technologies that will be used to deliver this program.

3. Access to the Instruction:

a. Given the technologies described above, identify the instructional settings available to students (i.e.: home; workplace; libraries and other public, non-educational settings; K-12 schools; public campuses/centers)

b. Will the institution enroll students in the program from anywhere in the state?

☐ Yes
☐ No (If no, please explain)

4. Coursework Delivery:

a. Provide an example Plan of Study (including terms, class schedule type, expected duration/time to completion, etc...)
b. All courses available in the program must be approved for Distance delivery.

To add Distance as a new mode of delivery for an existing graduate course, you must submit a Form 40G and Supporting Document (found on the Registrar’s website) to the Graduate School, Room 160.

c. If the curriculum for the online degree includes courses offered by academic units other than the academic unit offering the degree, provide a statement of commitment from each unit, approved by the department/school head, which identifies the courses, by name and course number, it will teach using the distance/online format in support of the online degree.

5. **Off-Campus Curriculum and Instruction:**

   a. Will the off-campus curriculum be identical to the on-campus curriculum?

   [ ] Yes
   [ ] No (If no, please explain)

   b. If applicable, describe how students will complete laboratory, studio, or clinical work.

   c. Please explain how the program will provide for timely and appropriate interaction among students and faculty members.

   d. Please explain how the program will provide for timely and appropriate interaction among students.

   e. Will the program require students to come to campus for any period of time?

   [ ] No
   [ ] Yes

   If “Yes,” indicate for how long, with what frequency, and for what purpose.

6. **Assessment of Student Learning:**

   Identify the significant competencies or learning outcomes expected of students completing this program and how the students will be assessed.

(December 2012 Format)
7. **Availability of Academic Support and Student Services:**

Describe how students have access to each of the following:

a. Admissions  
b. Financial Aid  
c. Academic Advising  
d. Course Materials (including delivery mechanism)  
e. Library Materials (including delivery mechanism)  
f. Placement and Counseling  
g. Technical support (e.g. on-line help desk)

8. **Student Fees:**

<table>
<thead>
<tr>
<th></th>
<th>Fees(^1) Charged per Semester Hour for Part-Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indiana Residents</td>
</tr>
<tr>
<td>On-Campus Instruction</td>
<td>$</td>
</tr>
<tr>
<td>Distance Education Instruction</td>
<td>$</td>
</tr>
</tbody>
</table>

\(^2\) Instructional fees (tuition and technology fees) for Indiana residents enrolled in a program offered through distance education should be lower than the instructional fees for non-Indiana residents enrolled in the same program offered through distance education.

9. **Academic Degree Program:**

Proposal Summary (Table 1)

---

\(^1\) All tuition and mandatory fees  
\(^2\) ICHE Policy on Approving Distance Education Programs as passed by ICHE on May 11, 2012
### Table 1

**ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

I. Institution/Location:
   - Program:

<table>
<thead>
<tr>
<th>Year 1 FY20</th>
<th>Year 2 FY20</th>
<th>Year 3 FY20</th>
<th>Year 4 FY20</th>
<th>Year 5 FY20</th>
</tr>
</thead>
</table>

**Enrollment Projections (Headcount)**
- **Full-Time**: 
  - Year 1: ___
  - Year 2: ___
  - Year 3: ___
  - Year 4: ___
  - Year 5: ___
- **Part-Time**: 
  - Year 1: ___
  - Year 2: ___
  - Year 3: ___
  - Year 4: ___
  - Year 5: ___
- **Total**: 
  - Year 1: ___
  - Year 2: ___
  - Year 3: ___
  - Year 4: ___
  - Year 5: ___

**Enrollment Projections (FTE)**
- **Full-Time**: 
  - Year 1: ___
  - Year 2: ___
  - Year 3: ___
  - Year 4: ___
  - Year 5: ___
- **Part-Time**: 
  - Year 1: ___
  - Year 2: ___
  - Year 3: ___
  - Year 4: ___
  - Year 5: ___
- **Total**: 
  - Year 1: ___
  - Year 2: ___
  - Year 3: ___
  - Year 4: ___
  - Year 5: ___

**Degree Completions Projection**
- Year 1: ___
- Year 2: ___
- Year 3: ___
- Year 4: ___
- Year 5: ___

**New State Funds Requested (Actual)**
- Year 1: $___
- Year 2: $___
- Year 3: $___
- Year 4: $___
- Year 5: $___

**New State Funds Requested (Increases)**
- Year 1: $___
- Year 2: $___
- Year 3: $___
- Year 4: $___
- Year 5: $___

II. CHE Code:
   - Campus Code:
   - County Code:
   - Degree Level:
   - CIP Code:
Sample Signature Page

Adding an Online/Distance Option to an Existing Graduate Degree Program

Degree Title: ____________________________________________________________

Name of academic unit offering the degree: ____________________________________

Include signatures from all programs involved:

Signature of Department Head (Name of Department) ____________________________ Date

Signature of Academic Dean (Name of College/School) __________________________ Date

Signature of Regional Campus Director of Graduate Studies ______________________ Date

Dean of the Graduate School ________________________________________________ Date

Provost __________________________________________________________ Date
Indiana Commission for Higher Education

Policy on Approving Distance Education Programs

as Passed by ICHE on May 11, 2012

Students are increasingly embracing and seeking access to quality distance education certificate and degree programs. Several key, nationwide findings of the report *Going the Distance: Online Education in the United States, 2011* – a collaborative effort of the Babson Survey Research Group and the College Board – support this conclusion:

- Over 6.1 million students were taking at least one online course during the fall 2010 term, an increase of 560,000 students over the previous year and 4.5 million, or 280 percent, over fall 2002;
- The 10% growth rate for online enrollments far exceeds the 2% growth in the overall higher education student population;
- Fall 2010 online enrollment accounted for 31 percent of total enrollment in degree-granting postsecondary institutions (in fall 2002, online enrollment accounted for ten percent of total enrollment); and
- Thirty-one percent of higher education students now take at least one course online.

In growing recognition of this reality, and consistent with the strategic agenda of *Reaching Higher, Achieving More*, the policy described below, which would be applied to action on certificate and degree programs proposed for delivery via distance education, is formulated with two intertwined objectives in mind: (1) containing instructional fees for students, especially undergraduates and (2) establishing as a deliberate goal for distance education, the realization of instructional productivity gains through the use of technology.

This policy takes effect for all new programs approved by the Commission after its May 2012 meeting. With the expectation that technology can reduce instructional costs, the Commission intends to revisit this policy in the future to consider potential modifications.

**Fees for Distance Education Programs**

1. As a general principle, the Commission urges institutions to offer distance education courses and degree programs at the lowest possible cost to Indiana residents, enabling students to graduate with minimal debt.
Undergraduate Programs

2. Instructional fees (tuition and technology fees) for Indiana residents enrolled in a program offered through distance education should be the same as or less than the instructional fees for Indiana residents enrolled in the same or similar program offered on-campus, unless higher fees can be justified based on the actual costs of the program and benefits to students.

3. Instructional fees (tuition and technology fees) for Indiana residents enrolled in a program offered through distance education should be lower than the instructional fees for non-Indiana residents enrolled in the same program offered through distance education.

Graduate Programs

4. Instructional fees (tuition and technology fees) for Indiana residents enrolled in a program offered through distance education should be lower than the instructional fees for non-Indiana residents enrolled in the same program offered through distance education.

Distance Education Programs Offered by
Indiana University and Purdue University Regional Campuses

1. The Commission places priority on the approval of distance education degree programs that are commonly offered, can broaden access, can demonstrate cost savings, and are offered in collaboration with multiple regional campuses to avoid duplication of effort, where collaboration involves a coordinated strategy toward utilizing the distributed expertise of faculty, aligning curricula, scheduling course offerings, and providing academic and student support services.

2. Other distance education program proposals may be considered by the Commission, if the proposed program draws upon resources that are uniquely available to a regional campus, thus making it difficult or even impossible to offer in collaboration with other regional campuses, in which case the regional campus will be deemed to have a distinctive mission in that program area.

3. Distance education programs approved for regional campuses at or prior to the May 2012 Commission meeting, should be reviewed by Indiana University and Purdue University in the context of the expectation for collaboration described in policy component #1.