REQUESTS FOR APPROVAL OF
NEW ON- AND OFF-CAMPUS UNITS OF INSTRUCTION,
RESEARCH, PUBLIC SERVICE AT PUBLIC INSTITUTIONS

The Illinois Board of Higher Education has statutory responsibility for approving new on- and
off-campus units of instruction, research, public service and administration. These units must
first have received approval by the institution’s governing board. A unit of instruction is an
organized program of study whose completion results in the formal conferral of a certificate or
degree. Units of administration include colleges, schools, divisions, departments, centers, and
institutes that carry out the instruction, research, and public service work of the university.
Formally organized research and public service units are usually called centers or institutes.

A results-based program approval process has been developed that, while including important
measures of input (e.g., faculty and student sufficiency, equipment and library resources, and
budget), places primary emphasis on determining congruence between the unit’s objectives and
the measures of their achievement (outcomes).

A Request for Approval must include a description of program or unit objectives and, in
the case of instruction, student-learning objectives. The request must include specific outcome
measures indicating how the program or unit is achieving its objective(s) and, for instruction, that
students are attaining the knowledge, skills, behaviors, and/or attitudes (i.e., the learning
objectives) proposed. A description of the end-of-program assessment tool must be included. In
addition, each request needs to show how the program or unit will: (1) build upon the university’s
strengths and focus its mission; (2) be financially supported; and (3) contribute to achieving state-
level objectives.

Three years after a new program or unit is implemented, the university must submit, as part of its
annual results report, a progress report demonstrating the extent to which the program is
achieving each objective defined in the original Request for Approval. Programs that are not
making progress toward achieving these objectives will be required to submit an improvement
plan.

Proposed programs in which state licensure requires specialized accreditation for students to
obtain professional licensure will undergo full review and report to IBHE every three years until
accreditation is achieved.

The Illinois Board of Higher Education will accept, at any time, Requests for Approval of new
units not requiring state resources. However, an application for a new unit that requires new state
resources for its implementation will be considered only during the fall budget development
process, and must, therefore, be received as part of the institution’s RAMP document.

A Notice of Intent is required for each new program proposal and may be e-mailed to the Board
of Higher Education prior to submission of the full proposal. Notices of Intent will be published
on the Board of Higher Education’s web site (www.ibhe.state.il.us) at the beginning of each
month. The deadline for receiving notices is the last week of each month. The Notice of Intent
should be a one-page description of the degree program to be offered at the on- or off-campus
location. A sample Notice of Intent is attached. The notice should be in MS Word and should
include the contact person’s name, telephone number, and e-mail address.

For convenience, there are two separate applications: (1) requesting approval of a New On- or
Off-Campus Unit of Instruction; and (2) requesting approval of a New Unit of Administration,
Research, and/or Public Service.
REQUEST FOR A NEW UNIT OF INSTRUCTION

BACKGROUND

1. Name of Institution: _______________________________________________________

2. Title of Proposed Program: _____________________________________________

3. Contact Person __________________________________________________________
   3.1. Telephone ___________________________________________________________
   3.2. E-mail _____________________________________________________________
   3.3. Fax __________________________________________________________________

4. Level of Proposed Unit
   __ Undergraduate Certificate (1-2 years)  __ Post-Baccalaureate Certificate
   __ Undergraduate Certificate (2-4 years)  __ Post-Master’s Certificate
   __ Associate  __ Post-Master’s Certificate
   __ Baccalaureate  __ First Professional Certificate
   __ Masters  __ Doctorate1
   __ First Professional

5. Requested CIP Code (6-digits) _________

6. Proposed Date for Enrollment of First Class: ________________________________

7. Location Offered2:  On-Campus ___
   Off-Campus __: Region Number(s)____ or Statewide___

MISSION, OBJECTIVES AND PRIORITIES

8. Mission

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

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1 To assist staff in specialized areas of instruction, IBHE will retain two outside consultants to review all new doctoral program proposals.

2 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.
• 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 business, employers, and/or society; and
• increasing the number of graduates in a high demand or emerging field of study.

8.2. Explain how the program will meet regional and state needs and priorities, making specific reference to The Illinois Commitment.

8.3. Identify similar programs and sponsoring institutions in the state. Compare these programs with the proposed program. Discuss the possible impact of the proposed program on these programs.

8.4. Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified in 8.3 above. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. Describe any special need for this program expressed by state agencies, industry, research centers, or other educational institutions.

9. Program Description

9.1. 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. Provide a complete catalog description for the proposed program, including:

• program admission and graduation requirements; and
• curriculum design, including course descriptions.

9.2. Explain what students are expected to know and/or be able to do upon completing the program.

9.3. Describe the strategies to be incorporated into the proposed program to promote student learning.

RESOURCES

10. Complete Table I to show student enrollment projections for the program.

11. Complete Table II (even if no new state funding is requested in the budget year). Show all sources of funds, both state and non-state, and reallocations. Provide a narrative budget that includes the following:

• Projected increments in total resource requirements (line 1) in terms of projected staff requirements, equipment and instructional materials, library requirements, and contractual services for internships, practica, or clinical placements.
• Explanation of required new state resources (line 6) in the budget year in terms of assumptions and factors used to construct line items 7 through 11. If resource requirements in the budget year include non-recurring costs (e.g., one-time equipment purchases), describe how these resources will be reallocated in subsequent years.

12. Describe the institutional resources available to develop and maintain a quality program. Include the following elements in your discussion:

- Faculty qualifications, evaluation, and reward structure;
- Adequacy of library and related resources;
- Adequacy of student support services, support staff, equipment, and other resources; and,
- Demonstration of teaching/scholarship effectiveness and course evaluation;

QUALITY ASSURANCE

13. Program/Student Learning Outcomes Assessment

13.1. Describe the program’s assessment plan, which should include the following elements:

- Statement of program objectives and intended learning outcomes;
- End- or near-end-of-program assessment of student learning, in addition to course-by-course assessment such as: (1) evaluation of capstone experiences (senior projects, recitals, exhibits, portfolios, etc.); (2) pre- and post-testing (value-added assessment);
- Multiple performance measures, if necessary, that reflect the uniqueness of the academic program and discipline such as: (1) standardized or other comprehensive examinations; (2) certification examinations;
- Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.); and
- Evidence of a formal feedback/improvement mechanism, i.e., that the program/unit has a regular review process in place and that the results of this process are used to improve curriculum, instruction, and learning.

13.2. Identify measures to be used to assess and improve student learning, curriculum, and instruction. Evidence of success should include, but not be limited to, such specific outcomes as the following:

- Percent pass rate of graduates on end-of-program certification examinations;
- Enrollment of graduates in graduate and/or professional programs or other subsequent education;
- Percent of graduates employed in the field;
- Career advancement achieved by program graduates;
- Graduate/employer satisfaction with the program;
- Retention and graduation rates and time-to-degree completion;
- Percent of students involved in faculty research or other projects; and
- Percent of graduate students presenting or publishing papers.

3 Quality assurance processes are those ongoing reviews that maintain program and instructional standards.
OFF-CAMPUS PROGRAMS ONLY

14. In addition to responding to the above questions, if all or part of the proposed program is to be delivered off-campus and/or via the Internet, provide the following:

14.1. Describe the program’s mode(s) of delivery.

14.2. Describe the process for assuring the quality of the off-campus 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.

14.3. Has this program been approved for on-campus delivery?
Table I

STUDENT ENROLLMENT PROJECTIONS FOR THE NEW PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>Budget Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Program Majors (Fall headcount)</td>
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<td></td>
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<tr>
<td>Annual Full-Time-Equivalent Majors</td>
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<td></td>
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<tr>
<td>Annual Credit Hours in EXISTING Courses(^1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Annual Credit Hours in NEW Courses(^1)</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Annual Number of degrees Awarded</td>
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</tbody>
</table>

\(^1\)Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.
REQUEST FOR NEW ADMINISTRATIVE, RESEARCH OR PUBLIC SERVICE UNIT

BACKGROUND

1. Name of Institution: _______________________________________________________

2. Title of Proposed Unit: ____________________________________________________

3. CIP Code (6-digits): _______________________________________________________

4. Proposed Date for Initiation of Unit: _________________________________________

5. Contact Person ____________________________________________________________
   5.1. Telephone _____________________________________________________________
   5.2. E-mail ________________________________________________________________
   5.3. Fax __________________________________________________________________

PURPOSE: OBJECTIVES, MISSION AND PRIORITIES

6. Unit Objectives and Contributions

   6.1. What are the goals and objectives of the new unit?

   6.2. What is the relationship of the unit to the university’s mission and priorities? Is the unit involved in instruction and, if so, to what extent?

   6.3. What specific needs and measurable contributions will the unit make to statewide priorities and needs?

   6.4. What is the demand for the unit’s services? What clients or population will the unit serve?

7. Organization

   7.1. Describe the proposed unit’s organizational structure.

   7.2. Explain how the unit is organized to meet its objectives.

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4 Temporary approval may be sought through reasonable and moderate extension for creation of a new, formally organized, research or public service unit that has a temporary mission up to five years. Following that time period, the institution must seek permanent approval if the unit continues operation.
OUTCOMES

8. Unit Outcomes

8.1. 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 the unit;
- Impact of this unit on national, state, regional, and local area organizations, business, or communities; and
- Collaborative research product that promotes the Illinois economy.

9. Resources

9.1. Indicate the number of students, business, 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. Table II should be completed (even if no new state funding is requested in the budget year) and should reflect all sources of funds, both state and non-state, and reallocations. A narrative budget statement should be provided to explain Table II, to include the following information:

- Explain projected increments in total resource requirements (line 1) in terms of projected staff requirements, equipment and materials, and contractual services.
- Explain new state resources required (line 6) in the budget year in terms of assumptions and factors used to construct line items 7 through 11. If resource requirements in the budget year include non-recurring costs (e.g., one-time equipment purchases), describe how these resources will be reallocated in subsequent years.

10. Quality Assurance Processes

10.1. 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.

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5 These quality indicators should be sufficiently specific so that at the end of the third year of the unit’s creation, the institution can provide a progress report on its success in achieving initial outcomes in its annual Results Report.
<table>
<thead>
<tr>
<th></th>
<th>TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT</th>
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<tbody>
<tr>
<td></td>
<td>Current Budget</td>
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<tr>
<td>1</td>
<td>Total Resource Requirements</td>
</tr>
<tr>
<td>2</td>
<td>Resources Available from Federal Sources&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>3</td>
<td>Resources Available from Other Non-State Sources&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>4</td>
<td>Existing State Resources&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>5</td>
<td>Resources Available through Internal Reallocation&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>6</td>
<td>New State Resources Required&lt;sup&gt;4&lt;/sup&gt;</td>
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</tbody>
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**Breakdown: New State Resources Required**

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<thead>
<tr>
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<tbody>
<tr>
<td>7</td>
<td>FTE Staff&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td>8</td>
<td>Personal Services</td>
</tr>
<tr>
<td>9</td>
<td>Equipment and Instructional Needs</td>
</tr>
<tr>
<td>10</td>
<td>Library</td>
</tr>
<tr>
<td>11</td>
<td>Other Support Services&lt;sup&gt;6&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>1</sup>These lines reflect funds available (not incremental funds) from non-state sources in any given year.

<sup>2</sup>Existing 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.

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

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

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

<sup>6</sup>Other dollars directly assigned to the program. Do not include allocated support services.
Sample Notice of Intent

ANY UNIVERSITY

B.S. in Business Administration
Region 5

Any University has informed the Illinois Board of Higher Education of its intent to offer the B.S. in Business Administration in Region 5.

The program is designed to provide students with an understanding of the American economic system and the major functional areas of business. It will provide opportunities to develop skills in analysis, evaluation, and planning. The program requires 120-semester hours of coursework, including 44 hours of general education. Courses consist of 24-semester hours of core courses in business communication, accounting, economics, marketing, management, and finance. Fifteen semester hours of business electives and 37 hours of other electives also are included in the program. The curriculum requirements are the same as the on-campus requirements.

The program is designed to serve older adults who have completed prerequisite coursework at a community college and who wish to complete the baccalaureate degree, but because of other responsibilities, cannot attend on a full-time basis. The classes will be delivered primarily in the evenings and on weekends on a community college campus and will utilize the computing and library resources of the college. Articulation agreements have been developed with each of the community colleges in the region, and arrangements have been made for students to have access to appropriate resources on each of the campuses.

The University estimates that, annually, approximately 24 students will enroll at each site, and expects 24 students to graduate, annually, beginning in its fourth year of existence.

Requests for additional information about the proposed program should be directed to Dr. John Jones, Dean of Continuing Education, Any university, Somewhere, USA. E-mail: jjones@au.edu.