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**CREIGHTON UNIVERSITY
Accelerated Bachelor’s to Master’s Degree Program Proposal Template**

Name of Involved Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Champion(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College/School(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department/Division: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposed Start Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Approvals** | **Approved/Not Approved** | **Representative Signature & Date** | **N/A** |
| **Enrollment Management – Financial Aid** \*See Part 3F |  |  |  |
| **Department Chairs** |  |  |  |
| **Dean(s)** |  |  |  |
| **College/School** |  |  |  |
| **Graduate Council** |  |  |  |
| **Dean’s Council** |  |  |  |
| **Provost** |  |  |  |

**Overview**

The following proposal template and action steps are designed to guide departments in the creation of a 5-year Bachelor’s to Master’s degree program using *existing* programs.

If the proposed program involves a new degree program, one not currently offered at Creighton University, the new program proposal template should be used <https://www15.creighton.edu/provost/requesting-new-academic-program>.

**Definition**

A 5-year Bachelor’s to Master’s degree program is defined as program in which a student may work toward obtaining both a Bachelor’s and Master’s degree in five years by counting a set number of graduate courses towards the undergraduate degree. In what follows the combined bachelors and master’s degree program is referred to as an *accelerated* program because a student who completes the program will earn two degrees in less time than it would take if the degree programs were not intentionally combined. The two degrees might be in the same subject area or in two different, but thematically related, subjects. The two degrees may be from different colleges, as well.

**Proposal to Create a Five-year Bachelor’s to Master’s Degree Program**

**1. Brief description of the program**

This section should include the undergraduate and graduate degrees and majors, a justification for how the individual degree programs fit together (if not obvious) and what benefit students might achieve by participating in the *accelerated* program (what career or further educational opportunities would be available to students in the program).

**2.** **Market Demand/Capacity discussion**

Evidence of a demand for the accelerated bachelors to master’s program is needed to assure the time, talent, and treasure required to develop the program will yield a meaningful return on investment. The market demand analysis should include the following.

* Enrollment trends for the existing programs for the last 3-5 years.
* Evidence that creation of an accelerated bachelors to master’s degree program is likely to increase enrollment. Sponsoring Dean must request an External Market Analysis from the Office of the Provost that yields data that supports the development of the dual degree before the proposal can be submitted.

**3. Program Development**

This section should provide a full description of how the requirements for both degrees will be met, including:

1. Student recruitment (identification) and application procedures.
	1. When should students apply?
	2. What are the admissions criteria?
	3. Is GRE or other (usual) graduate admissions requirements waived?
2. Curriculum structure of the combined program, including a semester by semester template of how a student would progress through the two programs. Note that if the Bachelor’s program is an on-ground program and the Master’s program is an online or blended program, it is strongly recommended that the course GRD600 (or some version thereof) or other introduction to online learning be required before students register for online courses.
3. A discussion of the advising philosophy. When will the student be assigned or have access to an advisor in the Master’s program? (This is particularly important for programs that cross disciplinary and/or college boundaries.
4. The maximum number of credit hours that could be used for both Bachelor’s and Master’s degrees. (A minimum of 24 credit hours should apply only to the Master’s program.)
5. A list of all graduate courses that can be dual-counted for undergraduate and graduate credit. Syllabi for all 500-level courses should clearly state the *additional* requirements that must be fulfilled in order for students to obtain graduate credit for the course. In order to obtain graduate credit for any graduate course, students must obtain permission from, and register through, the Graduate School. Graduate credit will not be given retroactively to undergraduate students who register for 500-level courses for undergraduate credit.
6. Tuition and financial aid implications for the student.

Undergraduate students who are awarded a merit-based scholarship at matriculation are guaranteed that scholarship for up to eight semesters of full-time study[[1]](#footnote-1) or until they receive their Bachelor’s degree, as long as they maintain the academic standards set by the scholarship and remain in good standing with respect to the student handbook policies. Students accepted into a five-year Bachelor’s to Master’s program will continue to pay undergraduate tuition and retain their eligibility for a previously awarded merit-based scholarship until they receive their Bachelor’s degree, to the same extent that they would if they were continuing in a regular Bachelor’s degree program. Students accepted into a five-year program may register for graduate level courses (beyond those that are counting for both the Bachelor’s and Master’s degrees) as an undergraduate student with permission of their advisor and the Graduate School, to the extent that they have room within the 18-hour full time limit.

When a student who has been admitted into a five-year program receives their Bachelor’s degree they will register for all subsequent courses as a graduate student, pay graduate tuition (per credit hour), and be eligible for any graduate-level financial aid and/or loans.

***Proposal developers are required to meet with Enrollment Management to describe program and sign-off on proposal.***

**4. Assessment of student learning**

 It is assumed that students in the accelerated degree program will satisfy the learning outcomes of each of the individual degree programs. Please describe how students in the accelerated degree program will be assessed to assure that learning outcomes are met for both the Bachelor’s degree program and Master’s degree program.

**5. Program evaluation**

 It is assumed that the bachelor’s and master’s degree programs will undergo periodic program evaluation as required by the University Program Review process. Please describe any additional plans for evaluation of the accelerated degree program.

**6. Changes in Course Delivery Schedule**

Describe any changes in the schedule of courses within the existing programs due to the addition of a dual degree option, provide a rationale for the changes. (e.g., course pre-requisites requiring completion of a residency activity).

**7. Residency Requirements/Proctoring Requirements**

Describe all campus-based requirements for the program (e.g., program orientation, practica).

1. **Accreditation**

This section will address all accreditation implications raised by the proposal and any steps taken to satisfy them.

1. **Resources**

 An institutionally approved projected budget for the first five years of the new program including one‐time start‐up expenses, the anticipated sources for first year funding, projected operating costs and income for at least five years, and a line item justification showing the derivation of each estimation of cost and revenue.

*The Senior Financial Analyst, College/School Business Partner, and Office of the Provost will work with the programs to complete this section, see Appendix A for additional information*

1. Full-time status for undergraduate students is defined as registration for between 12 and 18 credit hours. [↑](#footnote-ref-1)