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**CREIGHTON UNIVERSITY  
 Step 2: Proposal to Transition Existing On-Ground Degree Program to Online Cover Sheet**

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

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

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

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

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

Program Type:  
Program Type (select one)

Bachelor’s Degree (€ BS € BA)

* Graduate Certificate
* Graduate Degree

€ MS € MA € PhD € Other \_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Stakeholder** | **Printed Name** | **Signature & Date** |
| **Department Chairperson:** |  |  |
| **Dean:** |  |  |
| **Collaborating Dean(s):** [as applicable] |  |  |

**Overview**

**Overview**

There is a two-step process for seeking approval to transition an on-ground program to an online program. The two-step proposal template and action steps are designed to guide faculty and administrators in the transition of an *existing* on-ground program to an online program and to streamline the process for obtaining approval to transition an existing on-ground program to an online program. The Higher Learning Commission requires evidence of the following for distance education programs: (1) institutional capacity; (2) educational quality; (3) student learning and success; and (4) effective planning, evaluation, and improvement processes, including those for assessing and improving student learning, persistence, and completion. This proposal template is designed to assure evidence required for the Higher Learning Commission is considered and documented.

The Quality in Distance Education Policy (4.1.2) located at <http://www.creighton.edu/generalcounsel/cupolicies/> will also be helpful to those proposing the transition of an existing program to an online format. A separate two-step process is available for development of new on online programs, those not already existing in an on-ground format. Once the Pre-Proposal Application is approved the full proposal for transitioning existing on-ground programs to an online format are reviewed by the Distance Education Executive Committee which provides a recommendation to the Office of the Provost.

**Definition**

The proposal process employs the Higher Learning Commission’s definition for distance programs.

*“Distance-delivered programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses”.*

A program is defined as a distance delivered program if a student may matriculate through a program by taking 50 percent or more of the required course work in a distance education format. In other words, if the program includes a number of required courses offered in a distance education format and a student may choose to take the distance required courses as part of her/his program of study, and by doing so s/he earns 50 percent or more of the program’s required credits in the distance education format, then the program is identified as a distance delivered program.

**Scope**

The proposal process applies to the transition of existing on-ground programs to the online format. If changes are made to the program’s learning goals or curriculum, then the New Program Proposal document must be completed.

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Cover Sheet**

**FOR OFFICE USE ONLY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Approval Chain** | **Approved/Not Approved** | **Representative Signature & Date** | **N/A** |
| **College/School** |  |  |  |
| **Graduate Council** |  |  |  |
| **Adult Learning Council** |  |  |  |
| **Dean’s Council** |  |  |  |
| **Distance Education Executive Committee** |  |  |  |
| **Provost** |  |  |  |

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**Proposal to Transition Existing On-Ground Program to an Online Format**

1. **Rationale for Transitioning to an Online Format**

This section includes a description of the “history” of the idea and the planning process that led to the proposal. There should be supporting document referenced from the External Market Demand Analysis. **500 word limit** [Included in Step 1]

1. **Changes in Course Delivery Schedule**

Describe any changes in the schedule of courses within the program due to the transition to the online environment and provide a rationale for the changes. (e.g., course pre-requisites requiring completion of a residency activity).

1. **Residency Requirements/Proctoring Requirements**

Describe all campus-based requirements for the program (e.g., program orientation, practica). Describe all events (e.g., exams) which students will be required to complete in a proctored setting.

1. **Accreditation**

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

If a specialized accreditation is available for the degree program a description of the efforts and timeline for applying for initial accreditation must be included.

1. **Resources**

This section will describe how the University has organized and planned for adequate human, financial, physical, and instructional resources to initiate and support the proposed program. For all resources, the proposal should clearly indicate which resources already exist, which resources must be acquired, and what strategies will be employed to acquire them. The FIF should be used as a resource for this section.

Proposals will include a discussion of the following:

* Human Resources
  + A person qualified by education and experience to administer the program
  + An administrative structure through which appropriate control can be exercised
  + The number and qualifications of administrative and support personnel needed to support the proposal
  + Student support resources (e.g., writing center, academic support services)
  + The number and qualifications of faculty needed to provide the instruction required by the proposal (include faculty CVs and/or proposed requirements, list in Appendix A)
* Financial Resources *(The Senior Financial Analyst, College/School Business Partner, and Office of the Provost will work with the new program champion to complete this section, see Appendix B for additional information)*
  + A detailed account of the financial resources available and budgeted to cover all start‐up costs as well as anticipated costs to maintain the necessary administrative, instructional, and support personnel over succeeding years
  + 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.
* Instructional Resources
  + Identify the existing and/or additional instructional and library resources required to support the program, including adequacy and appropriateness of the library resources for the degree being granted
  + (This section will be completed in collaboration with the new program champion(s) and select members of the Center for Faculty Excellence) For distance or blended programs, identify the existing and/or additional instructional technology resources required to support the program’s learning outcomes

1. **Program Development Timeline**

The timeline for development of the program will include plans/timelines for:

* Program inception date
* Course development timeline
* Faculty recruitment and hiring (if applicable)
* Faculty preparation for teaching distance courses if applicable

***For the purposes of marketing and recruitment, Enrollment Management and University Marketing will be made aware of any APPROVED Pre-Proposal Applications. In addition, the Office of the Provost will also forward this section when the proposal is received. Program champion(s) are not required to meet with these units as a part of this Step 2 Proposal.***

1. **Affirmative action considerations**

Include in proposal if applicable

**Appendix A: Program Faculty**

List the names, credentials and qualifications of each faculty member/ instructor who will teach in the program that is currently employed and the planned courses (course number only) that they will likely be assigned. Identify any NEW position(s) that were included in the proposal and the planned courses (course number only) that they will likely be assigned.

|  |  |  |  |
| --- | --- | --- | --- |
| Names or NEW | Credentials | Qualifications | Tentative Assignment by Course Number |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Appendix B: Pro-forma Budget Development: Information Required***Actual Pro Forma will be developed by the Office of the Provost in consultation with the Associate VP for Finance and College/School Business Partner*

**General Information:**

* Program Name
* Program Type
  + Traditional Undergraduate
  + Non-Traditional Undergraduate
  + Graduate Program
  + Certificate Program
* Online Program? (Yes/No)

**For Traditional Undergraduate Programs:**

* Expected full time enrollment counts by year for the first 5 years of the program, by term if known, by class
  + Fall:
    - Freshmen
    - Sophomore
    - Junior
    - Senior
  + Spring:
    - Freshmen
    - Sophomore
    - Junior
    - Senior

**For Non-Traditional Undergraduate Programs:**

* Expected enrollment counts by year for the first 5 years of the program, by term if known
  + Freshmen
  + Sophomore
  + Junior
  + Senior

**For Graduate Programs:**

* Expected enrollment counts by year for the first 5 years of the program, by term if known
  + 1st year students
  + 2nd year students
* Average Credit Hours Per Student
  + 1st year students
  + 2nd year students

**For Certificate Programs**

* Expected enrollment counts by year for the first 5 years of the program, by term if known
* Average Credit Hours Per Student
* Tuition per credit hour

***Pro Forma Budget Development [continued]***

**Expense Information**

**For All Programs:**

* Expected full time equivalent hires needed by year for the first 5 years of the program Fall:
  + Faculty
  + Staff
* Course development:
  + Course development schedule
  + amount of course development stipends per year based on above schedule
* Amount of TA/Fellowship Stipends per year
* Student employment wages per year
* Total new faculty salaries per year
* Total new adjunct salaries per year
* Total new staff salaries per year
* Equipment Costs
* Facilities costs to remodel or a new build, if necessary
* Other initial investments
* Other non-salary expenses, office supplies, printing costs, travel, etc.