Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
Classification of Instructional Programs (CIP)	A taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, 2000, 2010, and 2020. Updates/additions to CIP codes are made every ten years. The most current official CIP listing can be found here on the NCES website: https://nces.ed.gov/ipeds/cipcode/.	
CIP Code	A six-digit code in the form of xx.xxxx that identifies instructional program specialties within educational institutions. The National Center of Education Statistics (NCES) developed an organized list of these codes (a "taxonomy") for the official reporting of student enrollment and degree completions by area of study. These codes are used for reporting students' programs of study to the federal government and the State of Indiana. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit), and IU uses two of these: (1) a 2-digit series (sometimes called a CIP family), and (2) a 6-digit program level code. The 2-digit series represents the most general groupings of related programs. The 6-digit codes represent the specific instructional programs.	IU assigns one CIP code per program and degree level.
Academic Program Inventory (API) - IU	Provides the most current listing of approved, suspended, eliminated, or deleted program offerings for each Indiana University campus. The information can be filtered by degree level, CIP code, title, credit hours, start/end year, distance education. IU specific data points include: online collaborative degree flag, gainful employment flag, STEM category flags, unique degree level (graduate certificate equals post-bacc at ICHE), and historical comments. IU API website: https://iuia.iu.edu/resources/academic-program-inventory/index.html .	Programs can have a status of approved, suspended and eliminated status. Area Certificates are not included in the API as they do not need ICHE approval.
Academic Program Inventory (API) - ICHE	A comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana public universities and community colleges. The programs are listed by national Classification of Instructional Programs (CIP) fields using the CIP assigned codes.	

Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
Program Participation Agreement (PPA)	A written agreement between a postsecondary institution and the Secretary of Education. This agreement allows institutions to participate in any of the Title IV student assistance programs other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs. The PPA conditions the initial and continued participation of an eligible institution in any Title IV program upon compliance with the General Provisions regulations, the individual program regulations, and any additional conditions specified in the program participation agreement that the Department of Education requires the institution to meet. Institutions with such an agreement are referred to as Title IV institutions.	
Certificate - Area	Undergraduate or graduate credential in a specialized area awardable only in the context of pursuing a baccalaureate, masters, doctoral or professional degree. As area certificates may only be pursued in the context of an existing degree program, they are not required to seek approval by the Indiana Commission for Higher Education (ICHE), are not included in state or federal reporting, and are not eligible for financial aid if the student is not also enrolled as a degree-seeking student.	
Artist/Performer Diploma	Credential in the School of Music reserved for exceptional and experienced performers, with emphasis on repertoire designed to meet the needs of performers who are preparing and qualified to embark upon a professional career. Students can enroll regardless of other secondary and post-secondary credentials.	
Associate's Degree	An award that normally requires at least 2 but less than 4 years of full-time equivalent college work. Conforms to commonly accepted minimal program length of 60 semester credits of course work.	Credit hour information pulled from HLC assumed practices.
Bachelor's/Baccalaureate Degree	An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires 4 but not more than 5 years of full-time equivalent college-level work. Conforms to commonly accepted minimal program length of 120 semester credits of course work.	Credit hour information pulled from HLC assumed practices.

Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
Certificate-Standalone	Undergraduate or graduate credential in a specialized area awardable outside the context of pursuing a baccalaureate, masters, doctoral or professional degree, included in IU and ICHE API, approved by the Commission, and included in degree completion reports to state and federal agencies. These certificates may be eligible for financial aid or gainful employment. Certificates can be undergraduate (either less than one year (12-29 credits required) or awards of at least 1 but less than 2 academic years (30+ credits required)), post-baccalaureate, graduate, or post-masters certificates. Standalone certificates differ from area certificates in that they may be offered independent of a degree.	Certificates may be posted to the student's transcript upon completion of their requirements. Within the SIS system, a certificate is known as a plan.
Graduate Certificate	A Graduate Certificate is a credential that requires a baccalaureate degree for admission. Curriculum for these certificates remains at the graduate level. May or may not be eligible for financial aid. Requires a minimum of 12 credit hours.	At IUPUI, Purdue certificates are defined differently.
Cognate	A cognate is a set of related courses in an area of study outside the discipline of the undergraduate major and is considered a required component of the degree program. A cognate typically consists of 12 to 18 credit hours of courses. Courses from the student's major cannot be used for the cognate area.	Valid option on the SIS academic subplan table. Typically at IU this only falls under the Informatics program.
Accelerated Degree	An accelerated program is a dual or combined degree program that allows a qualified student to obtain two credentials with a reduction in credit hours, in an accelerated timeframe.	
Combined Degree	When two degrees are pursued simultaneously at different academic levels, it is considered a combined degree. This typically involves a reduction in credit hours and many schools require simultaneous degree completion. These need to be approved by the Board of Trustees. (Examples: BA/MA, MBA/JD, PhD/MD)	
Options	An option is primarily used for advising purposes in guiding curricular selection. At the graduate level, is often used to distinguish between students pursuing a thesis option vs. those who are not.	
Specializations	A specialization is a curricular path option within a degree program available to students to meet their specific education or career needs. It may be mandatory or optional within the primary major; be referred to by analogous terms "concentration" or "track" and may appear on the student's transcript, depending on departmental needs and regulations (these can be discipline specific). Choosing a sub-set of curriculum in a major (tracks/concentrations/specializations) allows for students to choose a narrower path within a broader major, thus indicating a specific area of interest and expertise. See Tracks, Concentrations.	

Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
Concentration	A concentration is a curricular path option within a degree program available to students to meet their specific education or career needs. It may be mandatory or optional within the primary major; be referred to by analogous terms "track" or "specialization" and may appear on the student's transcript, depending on departmental needs and regulations (these can be discipline specific). Choosing a sub-set of curriculum in a major (tracks/concentrations/specializations) allows for students to choose a narrower path within a broader major, thus indicating a specific area of interest and expertise. See Tracks, Specializations.	
Degree	An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies. (Examples: AS, BA, BS, MA, PhD).	
Doctor's/Doctoral Degree	The highest award a student can earn for graduate study. For further classification see Doctor's/Doctoral Degree - Professional Practice and Doctor's/Doctoral Degree - Research/Scholarship.	
Doctor's/Doctoral Degree - Professional Practice	At Indiana University Professional Practice vs Research/Scholarship Doctoral degrees are not interchangeable. The Federal government identifies the Professional Practice doctor's degree as being conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. Indiana University also differentiates the two based on what the credential holder can do. In the case of Professional Practice doctor's degrees, the credential prepares the learner to apply the latest research to respond to current problems through its application. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as first-professional and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution. Credit hours vary by discipline.	

Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
Doctor's Degree - Research/Scholarship	At Indiana University Professional Practice vs Research/Scholarship Doctoral degrees are not interchangeable. The Federal government identifies a Research/Scholarship/ Ph.D. or other doctor's degree as requiring advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Indiana University also differentiates the two based on what the credential holder can do. In the case of Research/Scholarship doctor's degrees, the credential prepares the learner to conduct original research to contribute new knowledge to the field of study. Some additional examples of this type of degree may include Education (Ed.D.), Business Administration (D.B.A.), or Music (D.M.). This credential requires a dissertation and defense of dissertation, with a minimum of 90 credit hours.	
Gainful Employment	Gainful employment is a financial aid eligibility standard applied to standalone certificates. Standards were designed to ensure that students do not take on large amounts of debt for programs that lead to jobs with earnings too low for them to repay their loans. Only a program that prepares completers for gainful employment in a recognized occupation will be submitted to the Department of Education for approval as an aid-eligible program. Indiana University has a rigorous evaluation process that reviews how and why the program was developed, the job market, wage analysis, and the overall value of the credential.	The financial aid office is responsible for evaluating and approving the need for financial aid access.
Double Major	A term describing a student pursuing two majors within the same degree under the same school level requirements. The students must obtain prior approval from both departments/divisions.	
Dual Degree	With a dual degree program, separate application must be made to each of the two programs. Admission requirements for each program are identical to those for each program separately. Study for the two degrees may require total hours fewer than required by the programs separately (example: 51 credits rather than the 66; 60 rather than 72, etc.). May require simultaneous awarding of the degrees. Required courses for one program may (or may not) be used for the second program as electives. (Examples include BA/BSE, MBA/MPA, MLS/MA, or dual MA/MA degrees).	
Joint Degree	A joint degree is a single degree offering, which is offered by two or more schools on a single campus. All joint degrees require an MOU between participating schools. (Example: BA in Environmental and Sustainability Studies co-owned by SPEA and the College.)	

Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
Major	A Major is a student's primary area of study leading to an approved academic degree. The major may or may not be part of the conferred degree title, depending on whether the degree will be listed separately by the Indiana Commission for Higher Education in its degree inventory. A major for a baccalaureate degree usually requires 30 or more credits of specialized study within the plan of study for the degree. In some academic programs, major requirements can make up a large portion of the requirements for the degree. At the graduate level, a major is often referred to as a concentration.	
Master's Degree	An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree. Master's degrees require 30 credits minimum of course work. May include thesis or portfolio expectations but not required.	
Minor	A minor is a secondary area of study that supplements or complements the major. It is a structured program that is generally 12-18 credit hours, and is only posted to the student's transcript concurrent with the degree. A minor does not result in a separate credential. A student cannot major and minor in the same discipline.	
Academic Program	An instructional program leading toward an associate's, bachelor's, master's, doctor's, or professional degree or resulting in credits that can be applied to one of these degrees.	
Program	An organizational structure located within school hierarchy formed to pursue an intellectual area of inquiry through teaching, research and/or service activities typically bringing together faculty and students.	
Centers, Institutes	Research centers and Institutes provide an important mechanism to facilitate the highest quality of inter- and multi-disciplinary teaching, research, and/or service activities around themes that involve multiple units across disciplines, departments, schools, and campuses. Typically, they are based on shared interests in addressing specific issues or problems of current interest not covered in their disciplines.	
Departments	A subdivision of a school or college which has dedicated faculty lines and support staff organized to give instruction and conduct research in a particular field of study.	
Post-Baccalaureate Certificate	A credential that requires a baccalaureate degree for admission. For IU, curriculum for these certificates remains at the baccalaureate level. May or may not be eligible for financial aid. Requires a minimum of 12 credit hours.	At IUPUI, Purdue certificates are defined differently.
Post-Master Certificate	A Post-Masters Certificate is a credential that requires completion of curriculum beyond the Master's degree. Curriculum for these certificates remain at the graduate level. They may or may not be eligible for financial aid. Require a minimum of 12 credit hours.	

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Academic Program Definitions		
Specialist	Graduate credential requiring 58 hours minimum of course work, usually oriented towards development of applied professional knowledge and skill.	
Track	A track is a curricular path option within a degree program available to students to meet their specific education or career needs. It may be mandatory or optional within the primary major; be referred to by analogous terms "concentration" or "specialization" and may appear on the student's transcript, depending on departmental needs and regulations (these can be discipline specific). Choosing a sub-set of curriculum in a major (tracks/concentrations/specializations) allows for students to choose a narrower path within a broader major, thus indicating a specific area of interest and expertise. See Concentrations, Specializations.	
Co-Majors	A co-major is an optional supplement to the student's primary major, completed simultaneously with the primary major. A product unique to the Kelley School of Business, as Kelly students are unable to pursue Kelley minors due to the overlap in content.	
Undergraduate 'Standalone' Certificate; <30 credit hour requirement	An undergraduate credential that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters) or designed for completion in less than 30 semester credit hours by a student enrolled full time. May or may not be eligible for financial aid. Require a minimum of 12 credit hours. Standalone certificates differ from area certificates in that they may be offered independent of a degree.	
Undergraduate 'Standalone Certificate'; >=30 credit hour requirement	An undergraduate credential that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 semester credit hours. May or may not be eligible for financial aid. Standalone certificates differ from area certificates in that they may be offered independent of a degree.	
Professional Licensure	Any educational program designed to meet state educational requirements for a specific professional license that is required for employment in an occupation or is advertised as meeting such requirements. Federal regulations now require these licensure programs be disclosed for eligibility for Title IV HEA funding, and institutions are required to inform prospective students whether a degree program will prepare them to obtain licensure in their home state.	

Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
Distance Education	Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. The interaction may be synchronous (student and instructor are in communication at the same time) or asynchronous. Used interchangeably with online education.	IU further sub-classifies distance or online education via coding on individual class sections (see OA, OI, HY, HD, and DO definitions) and online programs (see Online Program/Plan Options).
Online Education	Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. The interaction may be synchronous (student and instructor are in communication at the same time) or asynchronous. Used interchangeably with distance education.	IU further sub-classifies distance or online education via coding on individual class sections (see OA, OI, HY, HD, and DO definitions) and online programs (see Online Program/Plan Options).
Asynchronous Online Education	A type of online education that provides flexible access to content and instruction at any time, from any place. Students do not have to be physically or electronically present simultaneously with the instructor. Instructional content is intentionally designed and delivered asynchronously to replace classroom instruction time (contact hours) between the student and instructor.	
Synchronous Online Education	A type of online education that provides flexible access to content from any place, but at specific times. Students must be electronically present simultaneously with the instructor to receive instruction typically through live video.	
Online Collaborative Program	An online degree or certificate course of study designed, approved, and offered collaboratively between 2 or more campuses of Indiana University, managed by the IU Office of Collaborative Academic Programs (OCAP). For additional information see https://uap.iu.edu/academic-program-approval/proposal-development/online-type/collaborative/index.html .	Proposal for a new fully online program or for migrating an existing degree program to be promoted as fully online, must be reviewed by OCAP for potential collaborative development and delivery. The full process is available on the website.
Correspondence Education	Home study classes in which schools send physical instructional materials and examinations to participating students' homes, where they pace themselves through the curriculum. Interaction between the instructor and student is limited, not regular and substantive, and initiated primarily by the student. These courses do not qualify for federal financial aid. Correspondence education is not distance education.	IU does not offer correspondence courses.
Online Program/Plan Options	A parameter that denotes the percentage of courses in a program of study that can be completed online, where Y = 100% online ; Y8 = 80%-99% online; Y5 = 50%-79% online; N = < 50% (not an online program).	

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Academic Program Definitions		
Online All (OA)	A class instructional mode where 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time. No on-campus meetings are required. Any synchronous live video course activities should be optional and/or recorded for later viewing with no additional penalties or hardships for the student (e.g.., having to write a paper to "make up" for missing a live video lecture).	
Online Interactive (OI)	A class instructional mode where 76% to 99% of instruction is provided through asynchronous online education. Students are required to come to a physical campus location at least once during the semester. Like 100% online classes, any synchronous live video course activities should be optional and/or recorded for later viewing.	
Hybrid, Traditional (HY)	A class instructional mode where 26% to 75% of the instruction is provided through asynchronous online or synchronous live video instruction. The remainder of the instruction is provided through traditional face-to-face instruction. Regular on-campus meetings are required.	
Hybrid, Distance (HD)	A class instructional mode where 26% to 75% of the instruction is provided through asynchronous online education. The remainder of the instruction is provided by synchronous live video instruction. No on-campus meetings are required.	
Distance, Other (DO)	A class instructional mode where 76% or more of the instruction is provided by synchronous live video instruction. Some on-campus class meetings may be required.	
Closed Circuit TV (CT)	A class instructional mode where 76% or more of the instruction is provided by synchronous Closed Circuit TV. This is a legacy code that is no longer used.	IU does not offer closed circuit TV courses.
Correspondence (OC)	A class instructional mode where 75% or more of the instruction is provided by correspondence education. This is a legacy code that is no longer used.	IU does not offer correspondence courses.
In-Person (P)	A class instruction mode that identifies traditional campus-based face to face instruction. Only 0% to 25% of the instruction may be offered online.	
Internship/Practica (IN)	A class instruction mode that identifies internships, externships, or practica, as defined below.	
Internship	Experiential learning in a work setting, generally related to a student's career objective. Internships must be supervised by a qualified professional at the organization where the internship is being conducted. The internship may consist of full-time or part-time work, be paid or unpaid and may be taken for credit or independently for no credit by the student for the purpose of gaining practical experience.	

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Academic Program Definitions		
Externship	Externships are educational experiences in which the student and placement agree to rules and guidelines to ensure student learning and development, which is also supervised by a faculty member. Students may work for academic credit in non-profit organizations, government offices, courts, companies or other organizations across the globe. They are supervised, off-site work experiences.	
Practicum	Course consisting of practical work in a particular field that is conducted concurrently or consecutively with educational instruction.	
Co-op	A program that provides for alternate class attendance and employment in business, industry, or government. Co-ops are a three way partnership between employers, students, and the institution and generally are full-time, paid positions that last anywhere from three to twelve months.	
Clinical	Placement of the student in a licensed practitioner location medical facility by the student's school for the purpose of hands-on experience or employment in the area of the student's chosen field of study.	
Student Teaching	Placement of the student in an elementary or secondary educational setting by the student's school for the purpose of hands-on experience or employment in the educational concentration of the student's chosen field of study.	
Community Based Service Learning	School placement of a student into a community service activity or community partnership (e.g. non-profit organization, for-profit business, government agency) that is directly connected to the student's academic coursework and related to the expected learning outcome of the community based learning assignment or client vision.	
Research Experience	A research project/initiative supervised by or in collaboration with a faculty member that is geared toward a discipline specific/interdisciplinary topic.	
Independent/Directed Study (IS)	A class instructional mode for courses in which students engage in individualized study of specialized topics chosen in consultation with a faculty supervisor and which may be conducted through a flexible format.	
Capstone/Project Based	Capstone courses are generally designed to both help students integrate or connect concepts and coursework into a meaningful whole and to encourage students to think about translating their learning into application. Such courses may involve practical application of concepts and practices relevant to working in industry. They are intended to be the culminating experience for completing major requirements in programs that use them.	
IU Approval Body Definitions/Roles		

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Academic Program Definitions		
Academic Leadership Council	The Academic Leadership Council is an adjudicative body consisting of an executive committee as well as members who represent academic administration from all IU campuses.

The executive committee of the ALC is comprised of the Executive Vice President and Bloomington provost; the Executive Vice President and IUPUI Chancellor; and the Executive Vice President for University Academic Affairs. The executive committee advises the president and exercises the president's delegated academic responsibilities for university-wide and inter-campus academic matters.

In addition to the executive committee, the ALC members include Executive Vice Chancellors of Academic Affairs (EVCAAs) for each campus as well as academic administrators who have campus and university-wide responsibilities. The ALC reports to the president of Indiana University through the executive committee. | |
| ALC Consent Agenda | The Academic Leadership Council (ALC) Consent Agenda is the first action of University-level approval for academic programming. For items that are final upon the acceptance or approval by the ALC, notice of approval is then transmitted to the campuses. Items requiring further approval level(s) are forwarded to the Board of Trutees either for inclusion in the Administrative Action Report (AAR), or consideration at a subsequent meeting of the Board. | Required levels of approval for academic programming may be found in the Required Approvals Matrix at https://uap.iu.edu/academic-program-approval/process/index.html |
| Board of Trustees | The Indiana University Board of Trustees is the university's governing body. Established by the state legislature in 1820, the board has shaped the growth of the university since its beginning.

The board is made up of nine trustees, and its business is overseen by six officers. Three trustees are elected by alumni, and the remainder are appointed by Indiana's governor.

The board meets six times a year on IU campuses around the state. Meetings are open to the public and anyone with an interest in the governance of the university is welcome to attend. | |
| ICHE Approval | Items requiring ICHE approval, are either presented at a formal meeting of the Commission (e.g., new degrees), or via Routine Staff Action (RSA). Approvals at either level are final upon receipt by the University of the ICHE letter of approval. | Required levels of approval for academic programming may be found in the Required Approvals Matrix at https://uap.iu.edu/academic-program-approval/process/index.html |

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Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
Campus Curriculum Committee	The campus Curriculum Committee works continually to approve new and revised curriculum and academic policies within the framework of the University and Campus mission and policies. The campus Curriculum Committee (or similar body) bears responsibility for campus-level faculty review and approval of all curriculum, new and modified, including programs of study (degrees, minors and certificates) and individual courses. Curriculum and course proposals are routed to the Campus Curriculum Committee by the academic units through the campus approval process and by the Campus Academic Officer. Once the campus level review is completed by the campus Curriculum Committee the proposal is submitted to the campus academic officer for approval and submission for off-campus reviews and approvals. Campuses may have distinct bodies at the undergraduate and graduate levels. At some campuses the faculty senate may serve the role of the campus curriculum committee.	
Campus Office Academic Affairs	The mission of the Office of Academic Affairs is to provide leadership to create and support an environment that advances the campus mission of achieving continuous improvement in academic programs, faculty development and student success. The office oversees and supports faculty careers from recruitment through hiring, promotion and tenure, and retirement. It supports student learning through a variety of programs that develop and maintain excellence in instruction, in curriculum, and in the academic environment. The Office of Academic Affairs works collaboratively to ensure that the curriculum proposal, review, and approval process follows campus and university policies and procedures; reviews and approves all curriculum and course proposals; and submits all campus approved curriculum and course proposals for further off-campus reviews and approvals.	
Faculty Senate (Council/Organization)	The campus Academic Senate (a.k.a. Faculty Senate/Council) is a legislative governing body of faculty responsible for the academic policy that applies to the campus within the policy framework subject to the Trustees of Indiana University, the laws of Indiana and the United States. The faculty has legislative authority to establish policy and determine procedures for its implementation governing the teaching, research, and service aspects of the University's academic mission.	
Higher Learning Commission	Regional accrediting body with responsibility and oversight for all IU campuses. Collaborative multi-campus degrees at IU must receive HLC consortial degree approval before they can launch.	

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Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
Indiana Commission for Higher Education	Created in 1971, the Commission is a fourteen-member public body coordinating board created to: • Define the educational missions of public colleges and universities; • Plan and to coordinate Indiana's state-supported system of post-high school education, taking into account the plans and interests of independent colleges and universities; • Review both operating budget and capital budget appropriation requests from public institutions; • Approve or disapprove for public institutions the establishment of any new branches, campuses, extension centers, colleges or schools; • Approve or disapprove for public institutions the offering of any additional associate, baccalaureate or graduate degree or certificate program of two semesters or more in duration; • Review all programs of public institutions and make recommendations to the governing board of the institution, the Governor, and the General Assembly concerning the funding and the disposition of these programs; and, • Distribute student financial aid from state aid programs.	
Office of Online Education	The Office of Online Education (OOE) collaborates with all IU campuses to provide academic programs and services that give students a high-quality, interactive, and engaging experience. You can learn more about IU's collaborative approach to online education in "IU Online: A Collaborative Model for Online Education at Indiana University" and "Moving Forward 2.0: IU Online Implementation Plan."	
Office of Overseas Study	This system-wide office facilitates the IU study abroad experiences of students on all Indiana University campuses. It is responsible for policies for student eligibility, application, admission and program participation; health, safety and security measures and actions; new program development, program monitoring and reauthorization; collaboration and interaction with external program providers; and withdrawal, refund and non-payment policies. If a program is to be offered through partnerships outside of the U.S., contingent approval is required of the Office of Overseas Study prior to preparation of the proposal.	
School Curriculum Committee	This committee works continually to approve new and revised curriculum and academic policies within the framework of the university, campus and school/college mission and policies. The committee bears responsibility for faculty review and approval of all curriculum, new and modified, including programs of study (degrees, minors and certificates) and individual courses within the school/college. Approved curriculum and course proposals are then routed through the campus approval process.	

Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
Graduate School	This is a division of the university (including the Graduate Schools at Bloomington and Indianapolis) with oversight responsibility for graduate study and has sole jurisdiction over the Ph.D., M.A., M.S., M.A.T., and M.F.A. degrees wherever they are offered in the university system. Graduate Schools oversee graduate degrees that involve research or a research project. The professional schools have jurisdiction over other post-baccalaureate degrees and provide the instruction for Graduate School degrees in their disciplines. Review by the Graduate Schools is required for all graduate certificate and degree programs within their respective disciplines. The campus originating a proposal is responsible for soliciting campus-level reviews and Graduate School approval before proposals are presented to the ALC. When in doubt, be inclusive and assume Graduate School approval is needed.	
IU Development Facilitators Definitions/Roles		
University Enrollment Services (UES), formerly University Student Services and Systems (USSS)	A division of Academic Affairs charged with supporting the academic and student services missions of Indiana University by coordinating and managing university-wide operations in admissions, financial aid, student records, student demographics, access administration, and veteran's affairs. Following final approval, UES is notified to begin work on the back-office processes (e.g. academic structure) required to implement a new or changed academic program.	
Institutional Analytics (IA), formerly University Institutional Research and Reporting (UIRR)	IA is part of the University Information Technology Services that maintains and provides data that supports IU's compliance-reporting, accreditation, decision-making, and strategic planning processes; completes myriad federal and state compliance reports; produces official university reports on admissions, enrollment, retention, graduation rates, degree completions; and financial aid for Indiana University and all its campuses. During the program development phase, IA will review the proposal documents and work with campus contacts to identify an appropriate CIP code that accurately reflects where the program should be listed in Indiana University's Academic Program Inventory (API).	

Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
Assistant Vice President for Administration, RCOE	The Assistant Vice President for Administration (based in the Office of the Vice President for Regional Campuses and Online Education -- RCOE), estimates costs and identifies sources of revenue to support the program, using a financial model prescribed by the university in alignment with requirements of the Indiana Commission for Higher Education. This contact should be made before the proposal has been routed through the campus approval process. Prior to the submission of the ICHE proposal to the ALC, proposals must have AVP signoff before review can begin.	
University Transfer Office (UTO)	This office advances degree attainment and academic success among transfer students. UTO works with campuses on the development of articulation plans for all new baccalaureate degrees.	
Office of Collaborative Academic Programs	This office facilitates and coordinates the creation of online collaborative degree programs amongst participating campuses.	
IU Proposal Forms Definitions/Purpose/Links		
Required Documentation Table	All proposals must be submitted with the appropriate documentation (see table of required documentation) as approved by the Academic Leadership Council (ALC). The basic framework for all proposals is the Criteria Checklist format required by ICHE. The table explains which elements are required for each type of proposal.	
Articulation Plan	Articulation is the process by which one institution matches its courses or requirements to course work completed at another institution. The Indiana Commission for Higher Education (ICHE) requires that all new baccalaureate degrees be presented with articulation plans (that map transfer credit) for students from Ivy Tech Community College (ITCC) and Vincennes University (VU). The University Transfer Office (UTO) facilitates the process and reviews all plans prior to approval by the Academic Leadership Council (ALC).	

Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
ICHE New Degree Proposal Form	The form that all Indiana public colleges and universities are required to complete to request a new program offering from the Indiana Commission for Higher Education (ICHE) - the State program approver. Available at https://www.in.gov/che/3165.htm. To complete the form, sponsors are expected to provide: 1. Characteristics of the program/action/other proposal 2. Rationale for the program/action/other proposal 3. Cost and support for program 4. Similar and related programs 5. Quality and other aspects of the program 6. Projected Headcount and FTE (contact Philemon Yebei) 7. Letters of support 8. Market analysis Articulation Plan – New Bacc Deg (contact University Transfer Office (UTO)) 9. Notice of Intent to apply for financial aid eligibility 10. Office of Online Education (OOE) initial request form (if online or hybrid)	
OOE Initial Request Form	A form created and maintained by the Office of Online Education that collects information to assess the proposed academic program's feasibility and alignment with online or hybrid delivery available at https://uap.iu.edu/academic-program-approval/proposal-development/online-type/online.html . It must be submitted by proposal sponsor(s) seeking to add online (100% or 80-99% online) or hybrid (50-79% online) as a mode of delivery to existing programs, create new online or hybrid programs delivered by one campus, or create new collaborative online programs.	
BOT Cover Sheet	The BOT Cover Sheet is defined by the Trustees, and must be formatted in 10 pt verdana type, not to exceed 2 pages. Along with identifying information, the form presents both academic features and implementation information.	
Enrollment Projection Tables (ICHE Appendix 6)	A series of calculations presented in tables, estimating costs and identifying revenue sources to support a proposed new program by using a financial model prescribed by the university and in alignment with requirements of the Indiana Commission for Higher Education. The Assistant Vice President for Administration in University Academic Affairs develops these tables in consultation with campuses for all new degree proposals during the proposal development phase prior to ALC review.	
Intent to Offer Financial Aid Eligible Certificate Program	Based largely around the former Gainful Employment rules, this form should accompany all other required documentation for a proposed Standalone certificate program if 1) a new program proposal is intended for financial aid eligibility, or 2) an existing Standalone certificate program is intended to become eligible for financial aid.	

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Academic Program Definitions		
Administrative Action Report (AAR - Board of Trustees)	Administrative Action Report (AAR) items are informational and include approvals by the University President. AARs are prepared monthly and accepted by the Trustees at the next scheduled meeting.	
Routine Staff Action Approval (RSA - ICHE)	Routine Staff Action Approval (RSA) items are credential and program changes and additions that go to ICHE for Routine Staff Approval.	
Memorandum of Agreement Definition (MOA)	Referred to by the acronym MOA, this is a formal, executed document used to outline an agreement made between two or more separate entities, groups or campuses to define the terms under which they shall work collaboratively toward a common enterprise. In the context of IU Online collaborative programs, there is a 3 phase MOA development process that includes the Office of Online Education, the Office of Collaborative Academic Programs, campus leadership (Chancellors, Provosts, Vice-Chancellors and Vice Provosts for Academic Affairs), and faculty. The three MOAs each focus on distinct aspects of the collaboration. See MOA1, MOA2 MOA 3.	
Collaborative Program Memorandum of Agreement 1 (MOA1)	The Collaborative Academic Program (CAP) Memorandum of Agreement 1 (MOA1) documents the interests and responsibilities of the participating campuses, outlining program goals, target audience, and compliance commitments as well as setting a deadline for completing the CAP MOA process. MOA1 is negotiated and signed by campus Chief Academic Officers.	
Collaborative Program Memorandum of Agreement 2 (MOA2)	The Collaborative Academic Program (CAP) Memorandum of Agreement 2 (MOA2) defines the curriculum and related academic policies for a collaborative program. The completed MOA2 includes the program's learning outcomes, a curricular framework, and list of required courses. In addition to establishing the curriculum, the MOA2 also sets academic policies typically under faculty purview including admission standards, transfer credit procedures, minimum GPA, faculty selection criteria, and a preliminary student assessment plan. MOA2 is negotiated and signed by faculty representatives from each of the participating campuses. For existing degrees adding an online mode of instruction, the MOA2 is the primary proposal document that goes through the curriculum approval process at each participating campus. For new degree proposals, the MOA2 is an attachment to full ICHE proposal forms.	
Collaborative Program Memorandum of Agreement 3 (MOA3)	The Collaborative Academic Program (CAP) Memorandum of Agreement 3 (MOA3) determines the schedule and other administrative aspects of the CAP, such as the structure of both the Deans and Faculty Committees, provision of student services, student campus assignments, tuition, fees, and revenue sharing. The MOA3 also documents the participating campuses instructional and compliance commitments.	

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Term/Committee	Definitions (Committee Approved)	IU Practice
Academic Program Definitions		
IU Online: A Collaborative Model for Online Education	The IU Online approach seeks to protect and advance the all-important academic integrity of an IU degree, permit broad sharing in the opportunities presented by online education, and take advantage of IU's scale, resources, reputation, and diversity of offerings. Collaboration is a key feature of IU's model for developing new online degrees. Faculty members from participating campuses work together to create a shared curriculum, leveraging IU's considerable scale, resources, and faculty expertise. In this way, IU avoids internal competition and unnecessary duplication of online degrees, and provides clear choices to potential students. Students in a collaborative degree always have a home campus of enrollment, but they are able to take courses offered by any participating campus.	

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