**CHANGE REQUEST FORM**

**ONLINE OR BLENDED/HYBRID DELIVERY**

*Directions to UC Faculty / Individual completing template:*

*When completing this template, please read the text in red that provides further instruction. Once approved by the Academic Committee, the final version will remove the red text and examples. The examples are to assist with the completion of the template and to provide further guidance.*

*Please note: Some sections have been completed with details from the Office of the Provost, Office of Continuing Education, and the Academic Committee and are shaded gray. This language is standard and should not be changed. The college can add to the language if appropriate, but is not required.*

Use this form to request authorization to deliver **degrees/degree programs** **that have previously been approved** by the Chancellor in anonline or blended/hybrid format[[1]](#footnote-1). A change request is required when the institution intends to deliver **fifty percent or more** of the requirements of a major (excluding internships, clinical practicum, field experiences, and student teaching) using an online or blended/hybrid delivery model.

Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents.

Please submit your request **at least 60 days before the proposed change is to be implemented**. The institution will be notified that the request was received and assigned an institutional mentor within seven business days of submitting its request. The institutional mentor will contact the individual listed on the form to discuss the request.

**REQUEST**

**Date of submission:**

**Name of institution:** University of Cincinnati

**Degree/degree program title:**

**Six-digit CIP code (format: XX.XXXX):**

**Primary institutional contact for the request**

**Name:**

**Title:**

**Phone number:**

**E-mail:**

**Proposed implementation date:**

**Date that the request received final approval from the appropriate institutional committee:**

**Educator Preparation Programs:**

*Indicate whether the program leads to educator preparation licenses or endorsements.*

Licensure *Yes/No*

Endorsement *Yes/No*

***Please Note: If this program request is for an online program (100 percent of the program is offered online), documentation of consultation will need to be included with this proposal, indicating conversations occurred with Vice Provost and Dean of Cincinnati Online, Jason Lemon.***

**1. INSTITUTIONAL SUPPORT**

* 1. *Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.*

Canopy is UC's collaborative, student-centric eLearning ecosystem, bringing together the tools and resources that make up eLearning at the University of Cincinnati. At the core of Canopy is the Blackboard Learning Management System (LMS). Blackboard serves as the hub of activity within Canopy and provides easy access to syllabi, course content, recorded lectures, assignments, online tests, web conferencing, discussion forums, etc. The University has utilized the Blackboard LMS since 2000. Over 90% of the students and faculty at UC use Blackboard each semester for their course work.

*1.2 Describe the institution’s options and processes for students and faculty in need of ADA accommodations for online teaching and learning.*

The University of Cincinnati is committed to creating an inclusive and equitable academic environment for all faculty and students. Online learning programs utilize the same ADA accommodations as campus based programs and follow the same policies and procedures as referenced on the University’s Disability Services Office (DSO) website at <https://www.uc.edu/campus-life/accessibility-resources.html>. Students who believe they have a disability that may affect performance in a course, such as a visual, hearing or physical impairment, a communication disorder or a learning disability, can contact the DSO for help. The DSO works with students and instructors to arrange for reasonable accommodations.

In addition, the Office of Equal Opportunity at the university serves as a referral point for information, services and resources; provides consultation on policy reviews and facilities planning; conducts workshops and training; serves as a clearing house for disability related complaints; and develops disability related initiatives

*1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).*

Reliable technical support is provided online and via telephone to UC students, faculty and staff. Help Desk support for computing concerns, data/phone communications, email, remote access, software site licenses, etc. is available Monday through Friday, 7:00 a.m. to 11:00 p.m.; Saturday and Sundays, 8:00 a.m. to 11:00 p.m., and holidays 8:00 a.m. to 11:00 p.m. During the academic term, expanded support for the university’s learning management system, Blackboard, and other Canopy tools (such as Box at UC, Echo360, Kaltura and WebEx) is available 24/7 by telephone (including toll-free) and chat.

The UC “Knowledge Base”, 24/7 self-service site, provides students, faculty and staff troubleshooting and support documentation online at <https://kb.uc.edu/>

In addition, several Microsoft products are made available at a substantial discount to UC students and faculty. Additional information/instructions for UC online learners is available at [http://www.uc.edu/online/Student\_Orientation/Technical\_Requirements/software-discounts.html](http://www.uc.edu/distance/Student_Orientation/Technical_Requirements/software-discounts.html)

*Colleges should note any additional technical support available and/or how students are guided to technical information via online/links, course syllabi, etc. as appropriate.*

*1.4 Explain the institution’s policies and procedures related to ensuring the integrity of student work in online programs (e.g., for establishing student identity, for controlling the conditions of examinations, etc.).*

UC and all the individual colleges take academic integrity seriously, and various strategies are employed to promote academic integrity in online courses. This begins with ensuring that the Student Code of Conduct and the potential consequences of academic misconduct are understood.

The student identity process utilized is secure login - student ID and Password are required in order to participate in online coursework via Blackboard.

Students are responsible for providing complete/true information (in any identity verification process, etc.) in accordance with the “Student Code of Conduct” - published online at <http://www.uc.edu/conduct/Code_of_Conduct.html>. As noted, the student accepts responsibility to comply with the Student Code of Conduct and the rules and policies of the University of Cincinnati upon admission to or attendance at the university.

In addition, all members of the university community who have been given accounts on UC’s information systems for specific purposes, whether access is from the physical campus or from remote locations, must obey relevant rules and regulations including policy on Use of Information Technology at <https://www.uc.edu/infosec/policies.html>. The policy speaks to access (i.e. individual accounts) are for the use of the individual only; no one may share individual accounts with anyone else, including members of the account holder’s family, privacy, security, laws and regulations, etc.

The University provides enterprise-wide tools for test proctoring and student authentication. Respondus LockDown Browser and Respondus Monitor allow faculty to protect the integrity of online exams. Together, they effectively address student identity and exam integrity within the Blackboard environment. LockDown Browser is a custom browser that locks down a computer during an online exam. Respondus Monitor is a companion product to LockDown Browser. It adds webcam and video technology to deter cheating and ensure student identity.

*College should provide program specific information. Examples :*

* All students receive a graduate handbook which likewise discusses academic integrity.
* For the proposed program, some courses use assessment mechanisms other than tests. Reflective writing, participation in discussions, and development of a project report are used more frequently than tests. These forms of assessment allow an instructor to become more familiar with each student and help to ensure the integrity of student work.
* For courses that do include tests, practices such as question pools, randomizing questions and timed tests that are available only for a specified time period also help to ensure integrity of student work.
* The College utilizes a third party vendor to assist with the delivery and monitoring of course assessments. This service provides a great level of test integrity through student identification, video recording of testing sessions, and 1-to-1 proctoring for high stakes examinations.
* The college also uses SafeAssign plagiarizing software through Blackboard which scans student papers for authorship accuracy and provides faculty with feedback on potential occurrences of plagiarism.

*1.5 Indicate whether the institution has entered into a collaborative agreement with a third party provider to provide content/curriculum or resources/services to support the delivery of the program. If so, indicate the parties involved, purpose and timeline of the agreement.* ***Submit a copy of the agreement as an appendix item.***

*Programs should indicate any collaborative agreements*

*1.6 Indicate whether the appropriate accreditation agencies been informed of the proposed change.*

UC’s Higher Learning Commission accreditation includes online learning programs.

*Programs must address this item for other professional accrediting agencies, as appropriate.*

**2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES**

*2.1 Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:*

* *Administrative services (admissions, financial aid, registration, student records)*
* *Advising regarding program planning and progress*
* *Library resources*
* *Psycho-social counseling*
* *Career advising and*
* *Placement services*

**Administrative Services**

Admissions to the University are facilitated online and do not require students to be physically present on campus. The University provides a single website (<http://onestop.uc.edu>) for student services including registration, financial aid, student records, tuition and payment. The site serves both online learning students and traditional students and serves as the centralized location for students needingassistance and information on enrollment, academic records, billing, and financial aid. Students are directed to OneStop via links from the University’s home page. Online learners receive a university e-mail account (UConnect), and all correspondence, grades, and billing are directed to this account for the duration of the student’s enrollment.

**Advising**

*Programs should provide specific information on student advising*

Example - A program director has oversight of this degree programs. This individual will serve as the advisor for online learning students. Advising can be accomplished virtually, through email, video conferencing, phone calls, etc.

**Library Resources**

Online learners have online access to the University’s library system and databases. This includes access to the library catalog, electronic resources and e-books, articles and materials that faculty put on reserve for students, 24/7 access to certain online library resources, interlibrary loan capabilities, and access to a research librarian for assistance (through chat, email or telephone).

*College should provide program specific information as appropriate.*

**Psycho-social Counseling**

Counseling/Psych Services are available through CAPS. Due to state law (licensure), individual/professional counseling must be provided person-to-person. A brief screening and consultation may be performed over the telephone; however, the student must come in to the office/center to receive professional counseling services. A 24/7 hotline is available to all UC students, including online learners, for crisis needs <https://www.uc.edu/campus-life/caps.html>. CAPS also provides resources online (screening tools, referral websites, UC’s Title IX program on sexual harassment, etc.)

**Career Advising**

Online learners have online access to the University’s Career Development Center, counseling services, and resources at <https://www.uc.edu/campus-life/careereducation.html>. In addition, a career advisor is available via telephone or web-conferencing and can help students: learn about values, interests, skills, and personality and how they influence potential career paths; explore career options; review resumes, cover letters, CV's, and personal statements; prepare for interviews; find internships, job experiences, and much more.

**Ombuds**

The Office of the University Ombuds is available for all members of the University community to review and discuss university related conflicts, issues or concerns. The Ombuds office staff will listen to concerns and help identify options for successful resolution. The Office of the Ombuds engages in a variety of informal conflict resolution methods, including: mediation, negotiation, consultation, coaching. The Office provides guidance and information regarding any applicable university formal grievance processes and helps explain university policies and procedures. <http://www.uc.edu/ombuds.html>

*Add any appropriate program specific information in above sections or create new paragraphs below.*

*2.2 Describe the admissions requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.*

*Programs identify admission requirements. ODHE is particularly interested in any requirements that are different between the in-person program and on-line program.*

**3. CURRICULUM**

* 1. *Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?*
  2. *Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.*
  3. *Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.*

Examples include

* The Blackboard learning management system incorporates a variety of mechanisms that instructors can use for interaction. Tools commonly used to facilitate student to teacher and student to student interaction include:
* Email within the learning management system
* Discussion boards
* Group pages for collaboration
* Synchronous Chat
* Audio and video recording and sharing
* All instructors and students have access to WebEx for synchronous collaboration which can be recorded and made available to students for use after the session.
  1. *Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.*

Information and links to resources and support for online learners and instructors is provided on the University’s Online Learning & Outreach website [www.uc.edu/online](http://www.uc.edu/distance). This includes access to an online orientation for prospective students, focusing on strategies for success as an online learner, as well as resources and tutorials to help get started as a new online student at UC, as well as links to academic support resources such as the Learning Assistance Center (LAC). The University’s LAC provides both in-person and online tutoring for all undergraduate UC students, including online learners. The LAC offers tutoring in more than 300 courses including subjects such as math, science, languages, business, and writing. Through the Online Writing Lab, online learners receive the same help that on-campus students experience. Students may submit their writing assignments and receive revision suggestions from tutors within 24-48 hours. A number of learning resources for academic success are provided online.

*Describe additional college or program specific support measures.*

* 1. *Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.*

UC is a subscribing member to Quality Matters, a nationally recognized, student-centered, best-practice based instructional design standards for online courses <https://www.qualitymatters.org>. QM principles are embedded in enterprise-wide faculty training and instructional design support services and collaborations provided through the Center for Excellence in eLearning and the Center for the Enhancement of Teaching & Learning, <https://www.uc.edu/cetl.html>.

*Describe any college or program specific measures employed.*

*3.6**Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid, or on-ground format. Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)* ***Please provide a syllabus for each new course as an appendix item.***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course**  **(name/number)** | **No. of credit hours** | **Major/Core/**  **Technical** | **General**  **Education** | **Elective** | **Online** | **On-ground** | **New/Existing**  **Course** | **If an existing course, provide average enrollment numbers for three years** | **Frequency of Offerings**  (Fall, Spring, Summer) | **Offered at Other UC Campuses or Colleges**  *(Yes or No)* |
| *e.g., MTH130: Statistics* | *e.g., 3s* |  | *X* |  | *X* |  | *e.g., Existing* |  |  |  |
| *e.g., BUS150: Into to Management* | *e.g., 3s* | *X* |  |  | *X* |  | *e.g., Existing* |  |  |  |
| *e.g,BUS350: Managing Healthcare Facilities* | *e.g., 3s* |  |  | *X* |  |  | *e.g., New* |  |  |  |
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**4. FACULTY AND ADMINISTRATION**

*4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of an online education program and* ***provide this individual’s CV as an appendix item.***

*4.2 Describe faculty members’ responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members’ responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well?*

*4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.*

*College should describe how addressed at unit/college level.*

The University Center for Excellence in eLearning provides faculty support for design, delivery and technology for eLearning. Faculty have access to instructional design support, technology support and creative design support as needed or desired. <https://www.uc.edu/provost/initiatives/elearning.html>

The Center for the Enhancement of Teaching & Learning provides faculty with training on innovative and effective pedagogical approaches to maximize student learning. The Center promotes research-based best practices, provides consultations at the programmatic, curricular, course, and individual level and offers a variety of workshops and learning opportunities to all faculty. These services include workshops and consultations specific to developing and teaching online courses. <https://www.uc.edu/cetl.html>

*4.4 Using the table below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below).* ***A copy of each faculty member’s CV must be included as an appendix item.***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of Instructor** | **Rank or Title** | **Full-Time**  **or**  **Part-Time** | **Degree Titles,**  **Institution,**  **Year**  **Include the Discipline/ Field as Listed on the Diploma** | **Title of the Course(s)**  **This Individual Will**  **Teach in the Proposed Program**  **Include the course prefix and number** | **Experience Teaching Online Education Courses**  **Professional Development in online education** | **Number of**  **Courses this Individual will**  **Teach Per Year (include onsite and online education courses)** |
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**5. Budget**

*5.1 Budget/financial planning*

*Complete the table on the following page to describe the financial plan/budget for the first three years of program operation. Please ensure the financial planning document below has been signed by the College Business Officer and by the person completing the document and/or program proposal. This ensures the document has been seen by the business officer and provides contact information if there is a question regarding the financial planning document.*

*PLEASE NOTE THE BUSNIESS OFFICER AT YOUR COLLEGE SHOULD WORK WITH A REPRESENTATIVE FROM BUSINESS & FINANCIAL AFFIARS TO COMPLETE THIS BUDGET SHEET – FINAL APPROVAL IS CONTINGENT UPON REVIEW BY THE SR. VICE PROVOST OF FINANCIAL AFFAIRS*

**Budget Narrative:**

*(Use narrative to provide additional information as needed based on responses below, can use as many pages as needed.)*

**College Business Officer Signature**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Total Projected Enrollment** |  |  |  |  |
| 1. **Projected Enrollment** |  |  |  |  |
| Head-count full time |  |  |  |  |
| Head-count part time |  |  |  |  |
| Full Time Equivalent (FTE) enrollment |  |  |  |  |
| 1. **Projected Program Income** |  |  |  |  |
| Tuition (paid by student or sponsor) |  |  |  |  |
| Expected state subsidy | 0 | 0 | 0 | 0 |
| Externally funded stipends, as applicable |  |  |  |  |
| Other income (if applicable, describe in narrative section below) |  |  |  |  |
| **Total Projected Program Income** |  |  |  |  |
| 1. **Program Expenses** |  |  |  |  |
| New Personnel   * Instruction (technical, professional and general education )   Full \_\_\_\_  Part Time \_\_\_\_   * Non-instruction (indicate role(s) in narrative section below)   Full \_\_\_\_  Part time \_\_\_\_ |  |  |  |  |
| New facilities/building/space renovation  (if applicable, describe in narrative section below) |  |  |  |  |
| Scholarship/stipend support (if applicable, describe in narrative section below) |  |  |  |  |
| Additional library resources (if applicable, describe in narrative section below) |  |  |  |  |
| Additional technology or equipment needs  (if applicable, describe in narrative section below) |  |  |  |  |
| Other expenses (if applicable, describe in narrative section below) |  |  |  |  |
|  |  |  |  |  |
| **Total Projected Expense** |  |  |  |  |
| **Total Projected Surplus/Loss** |  |  |  |  |

**APPENDICES**

**Appendix items**

*List the appendix items that are included with the request, in the order they are referred to in the proposal. Appendix items should be clearly labeled and submitted electronically as PDF documents or as Microsoft Office documents (e.g., Word or Excel).*

(*Insert name of the institution*) verifies that the information in this request is truthful and accurate.

Respectfully,

*Signature of the institution’s Chief Presiding or Chief Academic Officer*

*(Insert name and title of the chief presiding or chief academic officer)*

*\*\*Will obtain after final approval*

**Endorsements**

**Proposal Endorsements**

**Program Director\***- “I certify that this proposal is endorsed by the proposed program faculty and that they have agreed, in principle, to participate actively in the program.”

Printed name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Unit Head\***- “The department will provide the departmental resources and support described in this document toward the development of the proposed program.”

Printed name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**College Dean\***- “The college fully supports the development of the program described in this proposal and will provide college resources as described in this document.”

Printed name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**\* Attach additional endorsement pages with appropriate names and signatures when more than one program, unit and/or college is sponsoring the proposed new program**

***\*\*Attach additional endorsement pages when courses from other colleges outside of the proposing colleges, will be listed in the curriculum, either as a required course or an elective.***

1. [↑](#footnote-ref-1)