

August 19, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Revision of Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports – Action Item

Issue

The Regents have requested that Academic Affairs streamline the internal processes that affect the Board of Regents' meetings. Included was a request to increase the responsibility of the institutional Boards of Trustees. This revision of R401 is in response to this direction.

Background

Currently, the R401 policy describes three different processes for institutions that USHE institutions follow in forwarding items to the Board of Regents. These three processes allow institutions to propose new programs, make changes to existing programs, change academic organization, and other items pertaining to instructional programs at the institutions. The first process, which requires the most detail, places items on an "Action" calendar, which the Regents discuss and may approve or disapprove. The second process, which requires less detail, places items on a "Consent" calendar, which also requires action by the Regents to approve or disapprove. The third process, which requires the least amount of detail, places items on an "Information" calendar, which keeps the Regents informed of actions taken by the institutions.

The change to the R401 streamlines these processes so the Regents only need to make decisions on one "calendar." Many of the items previously on the three calendars will now be left to the decisions of the institutional Boards of Trustees and will not come before the Regents unless necessary.

The Council of Chief Academic Officers assisted in modifying the policy.

Policy Changes

The proposed revision to the R401 policy includes the following changes:

- A definitions section has been added. This section is congruous with many of the other Regents' policies, and it aids in the flow of the document.
- The "Action," "Consent," and "Information" calendars have been removed.

- The Regents will now only vote on items listed in the R401-4 section, "Items Requiring Regents' Approval."
 - Items listed in the R401-5 section will be sent to the Office of the Commissioner for review and will be returned to the institutional Boards of Trustees if no concerns exist. If concerns exist, the institution will be asked to provide additional detail. These items will not require Regents approval or notice.
 - Items listed in the R401-6 section require the institutional Boards of Trustees to send notice of the action to the Office of the Commissioner. These items will not require Regents approval or notice.
- The "Stand Alone" and "Interdisciplinary" minors are no longer distinguished and will be treated the same way for Regents' approval.
 - There is now a distinction between "discontinued" and "suspended" programs. Discontinued programs must now go through the entire re-approval process to be reinstated. Suspended programs may be reinstated.
 - The Regional CTE Planning section remains the same, but appears later in the policy.
 - Many of the references to UCAT have been removed.
 - The flow charts have been updated compatible with the new procedures.

Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to policy R401, clarify any questions, and if satisfied, approve policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports.

William A. Sederburg
Commissioner of Higher Education

WAS/AMH
Attachment

Utah System of Higher Education

R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

19 August 2009



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R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports¹

Preamble²: Academic programs are the center of the educational mission of Utah's state colleges and universities, and the pursuit of knowledge is the driving consideration for the students served. Additionally, the Board of Regents (Regents) and the Utah System of Higher Education universities and colleges are committed to provide students with a range of degrees and other credentials that are appropriate to the respective missions of Utah institutions and that meet, if not exceed, national standards.

The procedure of degree approval is rigorous. The idea for a new degree comes from faculty responding to changes in a specific field, accreditation standards, student demand, or market forces. Before academic programs are sent to the Regents for review, they undergo careful scrutiny by academic departments, college or division committees, academic senates, executive officers, and institutional boards of trustees. Thus, institutional and Regents' reviews hold academic programs to high standards of quality and assure that graduates who earn these degrees and credentials are prepared to live successfully in and contribute to the welfare of the State and its citizens.

R401-1. Purpose. To provide guidelines and procedures for Regents' approval and notification of new programs and programmatic and administrative changes in academic and CTE programs. Additionally, this policy includes notification of discontinued programs and other program-related items that institutions shall provide to the Commissioner of Higher Education.

R401-2. References.

- 2.1. Utah Code §53B-16-102, Changes in Curriculum
- 2.2. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees
- 2.3. Policy and Procedures R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles
- 2.4. Policy and Procedures R315, Service Area Designations and Coordination of Off-Campus Courses and Programs
- 2.5. Policy and Procedures R355, Planning, Funding, and Delivery of Courses and Programs via Statewide Telecommunications Networks
- 2.6. Policy and Procedures R411, Cyclical Institutional Program Reviews
- 2.7. Utah Code §53B-16-102, Continuing Education and Community Service R430

¹ Approved November 7, 1972, amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000; amended June 1, 2001. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.] R401 re-written and approved November 8, 2002; amended May 30, 2003. Approved Board of Regents, May 30, 2003. Revision approved by Board of Regents 19 October 2004. Revision approved by Board of Regents December 14, 2007.

² The Preamble was adopted by the Chief Academic Officers of the Utah System of Higher Education in September 2004.

2.8. Policy and Procedures R470, General Education, Course Numbering, Lower Division, Pre-Major Requirements, Transfer of Credit, and Credit by Examination

R401-3. Definitions

3.1. "CAO": Chief Academic Officer

3.2. "CIP code": Classification of Instruction Programs code

3.3. "CTE": Career and Technical Education

3.4. "OCHE": the Office of the Commissioner of Higher Education

3.5. "PRC": Program Review Committee

3.6. "Programs Committee": the subcommittee of the Board of Regents, officially titled the Academic, Career and Technical Education, and Student Success Committee.

2.9.3.7. "USHE": the Utah System of Higher Education

~~R401-3,~~R401-4. Items Requiring Regents' Consideration~~Approval.~~ Institutions submitting program proposals for the ~~Action Calendar, the Consent Calendar, and the Information Calendar~~Regents' agenda shall adhere to the procedures described in R401-7 and in **Appendix A: Flow Chart for Items Requiring Regents' Approval.** See R401-7. Programs inclusive of those in R401-4 will have undergone institutional review and been approved by the institutional Board of Trustees prior to submission to the Commissioner's staff. Programs placed on the Regents' agenda must be recommended by the Program Review Committee prior to Regents' approval. All proposals for new programs placed on the Regents' agenda must follow the template (see 10.2.2). Items presented to the Regents will fall into one of the following categories. A definition follows each item.

~~3.1.4.1. Credit/Non-credit Certificates Eligible for Financial Aid. Credit/Non-credit certificates that are eligible for financial aid.~~ If financial aid is provided for programs of 600 to 900 clock hours, the CAO will submit an Executive Summary and full proposal, with appropriate supporting documentation, including the Financial Analysis template (see 10.2.2), to the Commissioner's staff for approval through the Fast Track Procedure (see R401-8), and subsequent inclusion on the next Regents' meeting agenda. This procedure complies with the U.S. Department of Education requirement for program approval through the state's approval procedure.

~~3.2.4.2. New Associate of Applied Science Degrees and Diplomas.~~ Programs of study intended to prepare students for entry-level careers. A minimum of 63 and a maximum of 69 credit hours are required. Additionally, general education requirements that are less extensive than in AA or AS degrees and others, as established by USHE institutions, are required. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

~~The Utah College of Applied Technology may partner with credit bearing USHE institutions that grant associate's degrees in order to provide AAS degrees within the local region. This partnership agreement may be used to address the need for an AAS degree in high demand areas where a local credit bearing USHE institution is not already offering the degree.~~

~~3.2.1.4.2.1. Sub-Unit Designation.~~ The term "major" refers to the discipline in which the degree resides. The major may be made up of one or more "emphasis" to describe the sub-unit of the Associate of Applied Science.

~~3.2.2.4.2.2.~~ **Requirement.** AAS degree programs may have collections of courses within the major called “emphasis” that would require approval by the Regents. Emphases will be considered essential to the academic integrity of the Regents’ approved degree program. New emphases that share more than 50 percent of the existing disciplinary core of the approved major should be sent for Regents’ notification on the Information Calendar. “Emphases” that share less than 50 percent of the disciplinary core will come before the Regents as an Action Item agenda item.

~~3.3.4.3.~~ **Associate of Arts and Associate of Science Degrees.** Programs of study primarily intended to encourage exploration of academic options, provide a strong general education component, and prepare students for upper-division work in baccalaureate programs or prepare for employment. A minimum of 60 and a maximum of 63 credit hours, which include 30 to 39 credit hours of general education course work and other requirements as established by USHE institutions, are required for completion of an associate’s degree. The Associate of Arts degree may have a foreign language requirement. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

~~3.3.1.4.3.1.~~ **Sub-Unit Designation.** (Pre major programs) The term “pre major” will be used by all institutions in describing the components of the Associate of Arts/Associate of Science degrees that are designed to prepare students for upper-division work. The use of the term “emphasis” will be discontinued as a sub-unit of an AA or AS degree. At four-year institutions, not offering an AA or AS degree, the term “pre major” will also apply to preparatory, lower-division courses, required for acceptance into a major. These courses should be the same or similar to those offered by the two-year programs. Although the descriptions of programs may vary at USHE institutions, the definition as described above should be implemented consistently.

~~3.3.2.4.3.2.~~ **Requirement.** A “pre major” designation requires formal articulation agreements between the two- and four-year programs. The program outline (advising sheet) should clearly designate courses that will transfer to a four-year program and courses that are elective in nature which are those that do not have articulation agreements and are not likely to transfer. The two-year and four-year faculty should work together to designate support courses that do not articulate directly to the four-year major but provide preparatory experience for a specific major. These courses will count as electives.

~~3.3.3.4.3.3.~~ **New-Specialized Associate’s Degrees (~~Associate of Pre-Engineering (APE)~~).** Programs of study which include extensive specialized course work, such as the Associate of Pre-Engineering, intended to prepare students to initiate upper-division work in baccalaureate programs. A minimum of 68 and a maximum of 85 credit hours, which include a minimum of 28 credit hours of preparatory, specialized course work, general education requirements that are less extensive than in AA or AS degrees, and other requirements as established by USHE institutions, are necessary for completion of the degree. Because students do not fully complete an institution’s general education requirements while completing a specialized associate’s degree, they are expected to satisfy remaining general education requirements in addition to upper-division baccalaureate requirements at the receiving institution. Generally, specialized associate’s programs are articulated from two- to four-year majors system-wide.

~~3.3.4.—~~ **Sub-Unit Designation.** ~~The term “major” refers to the discipline in which the degree resides or to the content upon which the degree is focused.~~

~~3.3.5.—~~ **Requirement.** ~~Specialty associate’s degrees require Regents’ approval. These specialty Regent-approved associate’s degrees may be either a specific major or articulate to specific four-year majors.~~

4.4. Emphases.

4.5. Minors. Coherent collections of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies.

~~3.4.4.6.~~ **New Bachelor of Arts, Bachelor of Science, and Professional Bachelor's Degrees.** Programs of study including general education, major course work, and other requirements as established by USHE institutions and accreditation standards. Credit requirements include completion of a minimum of 120 and a maximum of 126 credit hours. However, some professional bachelor's degrees, such as the Bachelor of Business Administration or Bachelor of Fine Arts, may have additional requirements. Other disciplines such as engineering and architecture may exceed the maximum of 126 credit hours to meet accreditation requirements. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

~~3.4.1.4.6.1.~~ **Sub-Unit Designation.** The term "major" refers to the discipline in which the degree resides.

~~3.4.2.4.6.2.~~ **Requirement.** New emphases, which have sometimes been called "specializations" or "concentrations," ~~that share more than 50 percent of the existing disciplinary core of the approved major~~ should be sent to the Regents for approval ~~notification on the Information Calendar. Emphases that share less than 50 percent of the disciplinary core will come before the Regents as Action Item.~~ Minors ~~Stand-alone minors and interdisciplinary minors~~ are addressed in 4.4.

~~3.4.3.—~~ **New Major.** ~~A sequenced set of courses within a bachelor's degree program that comprises study in an academic discipline. The major is listed on the graduate credential and signifies that the recipient possesses the knowledge and skills expected of graduates in the discipline. Minor courses/programs within approved degree programs will be reviewed only by institutional Boards of Trustees and submitted to the Commissioner of Higher Education.~~

~~3.4.4.4.6.3.~~ **New General Studies Bachelor's Degrees.** See Appendix E: General Studies Guidelines, for preparation.

~~3.5.4.7.~~ **New K-12 School Personnel Programs.** Endorsement and licensure programs for teacher education, counselors, administrators, and other school personnel. These programs adhere to an approval procedure which requires the following steps: review by the Commissioner's Academic Affairs staff, the Chief Academic Officers, appropriate officials and faculty from USHE colleges and schools of education, and the Program Review Committee (PRC); review and approval by the Regents. Following the review procedure, and program approval by the Regents, the Utah State Office of Education will make its recommendation to the State Board of Education, which has the final approval authority over licensure.

~~3.6.4.8.~~ **New Master's Degrees.** Graduate-level programs of study requiring a minimum of 30 and maximum of 36 credit hours of course work beyond the bachelor's degree and other requirements as established by USHE institutions and accreditation standards. Professional master's degrees such as the Master of Business Administration or Master of Social Work may require additional course work or projects. Specialized professional master's degrees typically require additional course work. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

~~3.7.4.9.~~ **New Doctoral Degrees.** Graduate-level programs in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects.

~~3.8.4.10.~~ **Fast Track Programs.** Programs approved through the Fast Track procedure. See R401-8

~~3.8.1.1.—Discontinuation of Instructional Programs.~~ If an institution intends to discontinue a program, institutional officials must first notify the Commissioner's Academic Affairs staff who will review the request and determine if more information is needed before discontinuance may proceed. After the Commissioner's staff reviews the requests and issues are resolved, the institution should notify the Regents with the discontinuance item for the Consent Calendar.

~~3.8.1.2.—Student Completion.~~ Students currently admitted to the program must be provided a way to complete the program in a reasonable period compatible with accreditation standards. This may require the enrollment of students at other institutions of higher education or that courses be taught for a maximum of two years after discontinuation of the program.

~~3.8.2.—Duplication.~~ Consider discontinuance of unnecessarily duplicated programs within the System, particularly programs that may be high cost and/or low producing.

~~3.8.3.—System Coordination.~~ Consider the statewide impact of discontinuing the program, and identify opportunities for establishing the program at another USHE institution.

~~3.9.—Reinstatement of Previously Eliminated Administrative Units and Instructional Programs.~~

~~3.10.4.11.~~ **Follow-up Reports Requested by the Regents on Approved Programs.** All programs approved by the Regents require a report three years after implementation. These reports should be sent to the Commissioner's Academic Affairs staff. Once the report has been reviewed and found to contain the required information, it will be forwarded to the Regents for the ~~next agenda~~ Consent Calendar. The report should include a short program description, enrollment data, gender data on enrolled students, the actual costs over the three year period since the program's implementation, and employment information. The Regents may request additional information as well. See 10.2.4 for template.

~~3.11.—Consent Calendar.~~ Regents' consent, which follows approval of the Academic, Career and Technical Education, and Student Success Committee, is required for significant program and administrative changes. Consent from the Regents should be sought prior to any institutional initiative to take action on program discontinuance. See 10.3.1 for template. The following items require consent of the Regents:

~~3.12.—Information Calendar.~~ Program additions or changes requiring notification on the Regents' Information Calendar. Regents' notification is required for changes to programs and administrative units (see 10.4.1 for template), institutional program reviews (see R411), and programs under development (see 10.4.2 for template). OCHE staff will determine the significance of the proposed change(s); significant changes may be placed on the Consent Calendar (see 6.1.8). If deemed not significant, the changes will remain with the Commissioner's Academic Affairs staff (see R401-8).

~~R401-4.~~ **R401-5.** Items to Be Sent to OCHE, Reviewed by the Institutional CAOs, and Returned to Institutional Boards of Trustees If No Concerns Exist. The Commissioner reserves the right to require a more detailed proposal, including a full proposal, for any of the following items if questions or concerns are raised. The OCHE may share these proposals with the institutional CAOs for further approval as needed. When submitting one of the following items to the OCHE, the institution should use the template found in 10.3.

~~4.1.5.1. **Certificates of Proficiency.** CTE programs of up to 900 clock hours that do not require approval for financial aid, are approved by the institution or UCAT campus Board of Trustees, and will be forwarded to the Commissioner's Academic Affairs staff.~~

~~4.2. **Certificates of Completion in Which Instruction Is Provided by an Outside Vendor and Requires Accreditation Review.** The institution offers Certificates of Completion, credit or non credit, for instruction provided by an organization outside the USHE.~~

~~4.3. **Emphases.** New emphases that share more than 50 percent of the existing disciplinary core should be sent for notification on the Information Calendar. Emphases that share less than 50 percent of the disciplinary core of the approved major will come before the Regents as an Action Item.~~

~~5.2. **Out-of-Service-Area Delivery of Programs.** Programs which require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area.~~

~~4.4.5.3. **Name Changes of Existing Programs.**~~

~~4.5. **Report on Out-of-Service-Area Delivery of Approved Programs.** Programs which require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area.~~

~~5.4. **Transfer, Restructuring, or Consolidation of Existing Programs.**~~

~~5.5. **Discontinuation or Suspension of Programs.** If an institution intends to discontinue or suspend a program, institutional officials must first notify the Commissioner's Academic Affairs staff who will review the request and determine if more information is needed before discontinuance or suspension may proceed. After the Commissioner's staff reviews the requests and issues are resolved, the institution should notify the Regents with the discontinuance or suspension item for the Regents' agenda.~~

~~5.5.1. **Definitions.**~~

~~5.5.1.1. **Discontinuation.** Discontinuation of a program consists of entirely removing the program from the institution's and the Board of Regents' list of approved programs, after current students have an opportunity to complete.~~

~~5.5.1.2. **Suspension.** Suspension of a program is a temporary prohibition of new enrollments to the program. The program will remain on the Board of Regents' list of approved programs and may, according to the institution's discretion, remain in the online and/or printed catalog until fully discontinued.~~

~~5.5.2. **Student Completion.** Students currently admitted to the program must be provided a way to complete the program in a reasonable period compatible with accreditation standards. This may require~~

~~5.5.2.1. the enrollment of students at other institutions of higher education or~~

~~5.5.2.2. that courses be taught for a maximum of two years after discontinuation of the program.~~

5.5.3. System Coordination. Institutions should consider the statewide impact of discontinuing the program and identify opportunities for establishing the program at another USHE institution. Institutions should consider discontinuance of unnecessarily duplicated programs within the USHE, particularly programs that may be high cost and/or low producing.

5.6. Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units.

~~4.6.5.7.~~ Permanent Approval of Centers, Institutes, or Bureaus. Administrative entities which perform primarily research, instructional, or technology transfer functions and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

~~4.6.1.—Temporary Approval and Temporary Sources of Funding.~~ Funding support is from temporary, non-public resources or from temporary institutional reallocation within a limited time frame.

~~4.6.2.—Modest Effort/Consistent with Roles/Affiliation/Three Year Limit.~~ Institutions may seek temporary approval from the Commissioner of Higher Education for a center, institute, or bureau which is being established on an experimental or pilot basis. The Commissioner will evaluate and approve requests for temporary approval on the basis of the following criteria and conditions: The proposed change requires a modest effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment; activities involved are consistent with established institutional mission and role assignments; the administrative entity involved has programmatic affiliation with an existing academic program or department. Temporary approval of centers, institutes, etc., may be granted for a period no longer than three years, after which an institution must request approval of the Regents.

~~4.7.—Transfer, Restructuring, or Consolidation of Existing Programs or Administrative Units.~~

~~R401-5.~~ R401-6. Items to Be Vetted/Approved by Institutional Boards of Trustees with Notice to OCHE. These items will be the responsibility of the institutional Boards of Trustees. Notice will be sent to OCHE after the Board of Trustees has completed its review and approval process. When providing notice to the OCHE for one of the following items, the institution should use the template found in 10.3 unless otherwise identified.

~~5.1.6.1.~~ Reinstatement of Previously Suspended Administrative Units and Instructional Programs. If circumstances change and an institution plans to restart a suspended program, the institution must give notice to the Board of Regents. Notice should include a statement verifying both the program name and the curricular content are identical to the original program.

~~5.2.6.2.~~ Programs under Development. See 10.3.2 for template.

~~5.3.6.3.~~ Cyclical Institutional Program Reviews. See R411.

~~5.4.6.4.~~ A List of Scheduled Program Reviews. The annual list of scheduled program reviews are defined in R411 including date of review. Notice to the OCHE is Submission due at the beginning of each September.

~~R401-6.~~ Information to Be Provided to the Commissioner of Higher Education. The USHE institutions shall submit to the Commissioner's Academic Affairs staff the following items:

~~6.1.6.5.~~ A List of Programs under Development or Consideration.

~~6.1.1-6.5.1.~~ **Information.** Each institution shall submit an updated matrix of programs under development or consideration that may be brought to the Regents for formal approval within the next 36 months. ~~A compilation of this information will be included on the Information Calendar at least three times each year.~~ These planning documents will provide Regents with a continuously updated, system-wide view of the programs that may be brought to them for approval.

~~6.1.2-6.5.2.~~ **Submission.** The information in each matrix is to be updated whenever the status of a program changes or a new program is being considered. Once a program has been approved by the Regents or is no longer under consideration at an institution, it should not appear in the matrix. See 10.3.2 for template.

6.6. Reinstatement of Previously Suspended Administrative Units. If circumstances change and an institution plans to resume a suspended administrative unit, the institution must give notice to the Board of Regents. Notice should include a statement verifying both the unit name and structure are identical to the original unit.

R401-7. Procedure for Submitting New Programs ~~or Program Changes~~ for Regents' Approval. The procedure for the approval of new programs (see R401-4 for the list) includes the submission of a full proposal to the Regents. To help insure quality, institutions may wish to enlist the assistance of external consultants in developing the proposed program. Typically, CTE programs relate directly to the requirements of business and industry. Thus, programs submitted in this area should have the benefit of consultation from a program advisory committee regarding (1) curriculum, including specific outcome-based competencies; (2) the desired level of faculty qualifications; and (3) equipment and laboratory requirements.

7.1. Submission of Full Proposal with Executive Summary. Institutional CAOs will submit electronically a full program proposal with a brief executive summary to the Commissioner's Academic Affairs staff for each new program ~~proposal~~ to initiate the Regents' program approval procedure. See 10.2 for template. For Fast Track programs procedures, refer to R401-8. Confidential information may be submitted to the Commissioner under seal.

7.1.1. Executive Summary. See 10.2.1 for detailed explanation and template for the executive summary.

7.1.2. Full Proposal. See 10.2.2 for detailed explanation and template for the full program proposal.

7.1.3. CIP Codes. When preparing a proposal for submission, the institution must choose an appropriate CIP code.

~~7.1.2.1-7.1.3.1.~~ **CIP Codes for All Programs except Apprenticeship Programs.** ~~When preparing a proposal for submission, the institution must choose an appropriate CIP (Classification of Instructional Programs) code.~~ Only one CIP code will be acceptable accepted per program—including all emphases under that program. The only exception is for apprenticeship programs. This CIP code will be recorded by the OCHE for data requests, reporting, and tracking.

~~7.1.2.2-7.1.3.2.~~ **CIP Codes for Apprenticeship Programs.** ~~When preparing an apprenticeship program proposal for submission,~~ The institution will be allowed to use multiple appropriate CIP codes for different apprenticeship emphases. These CIP codes will be recorded by the OCHE for data requests, reporting, and tracking.

7.2. Review by ~~Academic Affairs~~the Commissioner's Staff and Chief Academic Officers (CAOs). Full program proposals with the ~~brief~~ executive summary will be forwarded to the Commissioner's Academic Affairs staff for review and comment. The financial analysis document will be reviewed by the Commissioner's Finance staff in order to verify financial data. ~~The full proposal will be posted to the CAOs' website. Within two weeks (ten working days) of posting, the CAOs must review and post their comments concerning the full proposal.~~

7.3. Review by Council of Chief Academic Officers. ~~After the Commissioner's staff have reviewed the proposal, it~~The full proposal will be posted to the CAOs' website. Within two weeks (ten working days) of posting, t~~The CAOs must review and post their comments for response from the other CAOs concerning the full proposal.~~ The Council of Chief Academic officers will meet, prior to the Council of Presidents' and Regents' meetings, to discuss institutional proposals regarding comments submitted by other USHE institutions, external reviews, and initial evaluation from the Commissioner's staff. This discussion will be considered by the Commissioner's staff in preparing materials and recommendations for the Regents.

7.3.7.4. Review by Program Review Committee. Once the CAOs and Commissioner's staff have commented, the program proposal and executive summary and all attendant issues will be forwarded for review by the PRC. The PRC will review the program proposal and accompanying information, raise questions, and request additional information as appropriate, including a request for a consultant to review the proposed program and surrounding issues. In this case, the proposing institution will provide to the Commissioner's staff a list of appropriate consultants. The staff will contact one of the consultants and arrange for the review. Once the consultant's report has been completed, it will be made available to the PRC, proposing institution, and the CAOs. As programs are reviewed, at the request of the PRC, additional individuals may be asked to attend.

~~7.4. — Review by Council of Chief Academic Officers (CAOs).~~ ~~The Council of Chief Academic officers will meet, prior to the Council of Presidents' and Regents' meetings, to discuss institutional proposals regarding comments submitted by other USHE institutions, external reviews, initial evaluation from the Commissioner's Academic Affairs staff, and comments from the PRC. This discussion will be reported to the Council of Presidents and considered by the Commissioner's staff in preparing materials and recommendations for the Regents' agenda.~~

7.5. Consideration by Board of Regents. Program proposals that have been reviewed according to the procedures described in 7.2, 7.3, and 1.1 are placed on the Regents' agenda for consideration by the Regents. The Commissioner's review for the Regents will address not only the readiness of the institution to offer the program and the need for the program, but also the impact of the program on other USHE institutions. The Regents' Programs Committee reviews proposals for new programs or program changes and recommends action to the Regents. The Regents then take action on the proposed program during the meeting of the committee of the whole.

7.5.1. Voting for Approval by Board of Regents. All new associate's and bachelor's degree programs must be approved by a majority vote of the Regents members in attendance. All new master's and doctoral degree programs require at least a two-thirds majority of the members in attendance to be approved.

7.5.2. Budgetary Considerations Separate from Approval. Program approval by the Regents consists only of authorization to offer a program. Budget requests necessary to fund the program shall be submitted separately through the regular budget procedure.

R401-8. New Programs Submitted for Fast Track Programs Approval.

8.1. ~~Fast Track~~ Fast Track Program Approval Procedure. Certificates of Proficiency greater than 600 hours needing approval for financial aid, and Certificates of Completion and Diplomas greater than ~~900 clock hours or~~ 30 semester hours that have been reviewed regionally, may be submitted to the Commissioner for Fast Track approval.

8.1.1. The certificate or diploma must have been approved by the institution's internal program development and approval procedure. ~~The Commissioner may then approve the program, effective immediately.~~

~~8.1.1-8.1.2.~~ ~~To request approval,~~ The proposing institution will submit an executive summary and a full proposal to the Commissioner's staff. See 10.2.1 and 10.2.2 for templates.

8.1.3. The Commissioner will respond within 15 working days. The Commissioner may approve the program, effective immediately.

~~8.1.2-8.1.4.~~ The program will be placed ~~the program~~ on the agenda ~~Consent Calendar~~ of the next Regents' meeting.

8.2. Two Year Review of Programs Approved through the Fast Track Procedure. Institutions operating programs approved through the Fast Track procedure must submit a report to the Commissioner's Academic Affairs staff for review two years from the date the program is implemented. Once the report has been reviewed and found to contain the required information, it will be forwarded to the Regents for the next agenda ~~Consent Calendar~~. The report should include a short program description, enrollment data, demographic data on the enrolled students, the actual costs over the two year period since the program's implementation, and employment information. The Regents may request additional information as well. See 10.3 for template.

R401-9. ~~Procedure for~~ Regional Career and Technical Education Planning.

9.1. Purpose. The primary purposes of the Regional CTE ~~Program~~ Planning procedure are:

9.1.1. To plan CTE certificate and associate's degree programs that are responsive to the needs of business/industry and the citizens of the region, and provide a transition for secondary students into postsecondary programs, and

9.1.2. To avoid unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region.

9.2. CTE Planning Procedure. Certificates of Proficiency greater than 600 hours needing approval for financial aid, and Certificates of Completion and Diplomas greater than ~~900 clock hours or~~ 30 semester hours are subject to the following regional review procedure.

9.2.1. The USHE institution/~~Utah College of Applied Technology (UCAT) campus~~ must submit a program request to the local CTE Regional Review Committee.

9.2.2. The proposed program must be approved by the USHE Board of Trustees/~~UCAT Campus Board of Directors. UCAT Campus proposals must be submitted to the UCAT President for approval followed by submission to the UCAT Board of Trustees for its approval.~~

9.2.3. The proposal will then be submitted to the Commissioner's Academic Affairs staff for approval and subsequent inclusion on the ~~agenda~~Consent Calendar of the next Regents' ~~agenda~~meeting.

9.2.4. A letter indicating the result of the Regional Planning Procedure, including the date of the meeting, must be submitted along with the program request.

~~9.3. — A List of New Minors That Are Part of a Degree or Major Program. A list of new minors that are part of a degree or major program as they are approved by institutional boards of trustees. Submission: as they are approved.~~

~~9.4. — A List of Credit and Non-Credit Certificates. An annual list of credit and non-credit certificates: the name of the certificate, the number of credits or hours required for the certificate, and the number of certificates awarded. Submission: December.~~

R401-10. ~~Templates for Submitting Items for the Board of Regents. The templates request information and provide the format to be used when submitting items for the Regents.~~

10.1. General Formatting for Submissions.

10.1.1. All submissions must be written in a formal style, using third person.

10.1.2. All submissions must be sent to the Commissioner's Academic Affairs staff as an electronic word processing document (preferably Microsoft Word).

10.1.3. All submissions must use Arial Narrow 12-point font, single-spaced. Remove italics when using templates.

10.1.4. All submissions must have 1" margins.

10.2. ~~Templates for Submitting Items for Regents' Approval. The templates request information and provide the format to be used when submitting items for Regents' approval for Action Calendar Items. The following templates will be used for Action Calendar items.~~

10.2.1. **Template for Submission of Executive Summary.** The executive summary must not exceed two (2) pages.

Executive Summary
Higher Education Institution
Degree Type and Title
Day Month Year

Program Description

One paragraph description of the program. Remove italics when using template.

Role and Mission Fit

One paragraph statement showing how the proposed certificate or degree is in harmony with the current role and mission as set forth in Regents' Policy (R312). Remove italics when using template.

Faculty. *Using the format below, indicate the number of discipline specific faculty and level of preparation of the faculty who will support the program. Tenure includes already tenured and tenure-track.*

<i>Number of faculty with Doctoral degrees</i>	<i>Tenure #</i>	<i>Contract #</i>	<i>Adjunct #</i>
<i>Number of faculty with Master's degrees</i>	<i>Tenure #</i>	<i>Contract #</i>	<i>Adjunct #</i>
<i>Number of faculty with Bachelor's degrees</i>	<i>Tenure #</i>	<i>Contract #</i>	<i>Adjunct #</i>
<i>Other Faculty</i>	<i>Tenure #</i>	<i>Contract #</i>	<i>Adjunct #</i>

Market Demand

One paragraph giving current data on market demand or the utility of the degree, how the program will accommodate a changing market, and hiring patterns including local, state, and national trends (long-term market needs and numbers to be included). Remove italics when using template.

Student Demand

One paragraph giving current student demand, which is demonstrated by student surveys, petitions, and detailing potential student's preparation for the program. Remove italics when using template.

Statement of Financial Support. *Indicate from which of the following the funding will be generated: (Provide the detail for funding as part of the "Financial Analysis" section included in the full proposal.)*

- Legislative Appropriation*
- Grants*.....
- Reallocated Funds*.....
- Tuition dedicated to the program*.....
- Other*.....

Similar Programs Already Offered in the USHE

A list of similar programs already approved and functioning at USHE institutions. Remove italics when using template.

10.2.2. Template for Submission of Proposals for New Programs. Items include submission of proposals for Regional review of new Certificates of Completion and Diplomas, and Regents' review of AA/AS degrees, AAS degrees, specialized associate's degrees, bachelor's degrees, master's degrees, doctoral degrees, and K-12 school personnel programs. This template provides the formats and information to be used when submitting program proposals for review and Regents' action and approval. [Remove italics when using template. Proposals should be concise.]

Section I: The Request

Name of Institution requests approval to offer Name of Degree effective Semester Year. This program has been approved by the institutional Board of Trustees on Date.

Section II: Program Description

Complete Program Description

Present the complete, formal program description. Remove italics when using template.

Purpose of Degree

State why your institution should offer this degree and the expected outcomes. Remove italics when using template.

Institutional Readiness

Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. Describe how the proposed program will or will not impact the delivery of either undergraduate or lower-division education. Remove italics when using template.

Faculty

Identify the need for additional faculty required in each of the first five years of the program. State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Clearly state the proportion of regular full-time, tenure track faculty to part-time and non-tenure contract faculty. Describe the faculty development procedures that will support this program. See Requirements in the Institutional Readiness Section. Remove italics when using template.

Staff

List all additional staff needed to support the program in each of the first five years; e.g., administrative, secretarial, clerical, laboratory aides/ instructors, advisors, teaching/graduate assistants. See Requirements in the Institutional Readiness Section. Remove italics when using template.

Library and Information Resources

Describe library resources required to offer the proposed program. Does the institution currently have the needed library resources? See Requirements in the Institutional Readiness Section. Remove italics when using template.

Admission Requirements

List admission requirements specific to the proposed program. Remove italics when using template.

Student Advisement

Describe the advising procedure for students in the proposed program. Remove italics when using template.

Justification for Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds 63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS. Remove italics when using template.

External Review and Accreditation

Indicate whether any external consultants, either in- or out-of-state, were involved in the development of the proposed program, and describe the nature of that involvement. For a career and technical education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought and how that accreditation will impact the program. Project a future date for a possible accreditation review; indicate how close the institution is to achieving the requirements, and what the costs will be to achieve them. Remove italics when using template.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1				<i>If applicable</i>
2				
3				
4				
5				

Expansion of Existing Program

If the proposed program is an expansion or extension of an existing program, present enrollment trends by headcount and by student credit hours (if appropriate) produced in the current program for each of the past five years for each area of emphasis or concentration. Remove italics when using template.

Section III: Need

Program Need

Clearly indicate why such a program should be initiated. Remove italics when using template.

Labor Market Demand

Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change. Remove italics when using template.

Student Demand

Describe evidence of student interest and demand that supports potential program enrollment. Remove italics when using template.

Similar Programs

Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific. Remove italics when using template.

Collaboration with and Impact on Other USHE Institutions

Describe discussions with other USHE institutions that are already offering the program that have occurred regarding your institution's intent to offer the proposed program. Include any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions. Remove italics when using template.

Benefits

State how the institution and the USHE benefit by offering the proposed program. Remove italics when using template.

Consistency with Institutional Mission

Explain how the program is consistent with and appropriate to the institution's Regents'-approved mission, roles, and goals. Remove italics when using template.

Section IV: Program and Student Assessment

Program Assessment

State the goals for the program and the measures that will be used in the program assessment procedure to determine if goals are being met. Remove italics when using template.

Expected Standards of Performance

List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen? Include formative and summative assessment measures you will use to determine student learning. Remove italics when using template.

Section V: Finance

Budget

Include the Financial Analysis form followed immediately by comments if necessary.

Financial Analysis Form for All R401 Documents

Financial Analysis Form for All R401 Documents					
Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment					
Cost Per FTE					
Student/Faculty Ratio					
Projected Headcount					
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Tuition					
Tuition to Program					
5 Year Budget Projection					
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages					
Benefits					
Total Personnel					
Current Expense					
Travel					
Capital					
Library Expense					
Total Expense	\$	\$	\$	\$	\$
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program					
Fees					
Total Revenue	\$	\$	\$	\$	\$
Difference					
Revenue-Expense	\$	\$	\$	\$	\$

Funding Sources

Describe how the program will be funded, i.e. new state appropriation, tuition, reallocation, enrollment growth, grants etc. Remove italics when using template.

Reallocation

If program is to be supported through internal reallocation, describe in specific terms the sources of the funds. Remove italics when using template.

Impact on Existing Budgets

If program costs are to be absorbed within current base budgets, what other programs will be affected and to what extent? Provide detailed information. Confidential information may be sent to the Commissioner under seal. Remove italics when using template.

Appendix A: Program Curriculum

All Program Courses

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Use the following format:

Course Prefix & Number	Title	Credit Hours
Core Courses		
	Sub-Total	
Elective Courses		
	Sub-Total	
Track/Options (if applicable)		
	Sub-Total	
	Total Number of Credits	

New Courses to Be Added in the Next Five Years

List all new courses to be developed in the next five years by prefix, number, title, and credit hours (or credit equivalences). Use the following format:

<i>Prefix & Number</i>	<i>Title</i>	<i>Credit Hours</i>
<i>Course Description</i>		

Appendix B: Program Schedule

For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and semester hours. Remove italics when using template.

Appendix C: Faculty

List current faculty within the institution, with their qualifications, to be used in support of the program. Do not include resume.

10.2.3. Signature Page to Accompany ~~Action-Regents' and Consent~~ Proposals. This signature page, with all appropriate signatures included, should be sent to the Commissioner's staff and kept on file at the proposing institution.

Institution Submitting Proposal:

College, School or Division in Which Program/Administrative Unit Will Be Located:

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:

Program/Administrative Unit Title:

Recommended Classification of Instructional Programs (CIP) Code: ____ . ____ _

Certificate, Diploma and/or Degree(s) to Be Awarded:

Proposed Beginning Date:

Institutional Signatures (as appropriate):

Department Chair
Career and Technical Education Director
Chief Academic Officer

Dean or Division Chair
Graduate School Dean
President

Date:

10.2.4. **Template for Three-Year and Two-Year Follow-Up Reports.** The following template will be used to report to the Regents the progress of programs three years following the initial inception of the program or two years following the initial inception of a Fast Track program.

**Three- (or Two-) Year Follow-Up Report
Higher Education Institution
Degree Type and Title
Day Month Year**

Program Description

One paragraph description of the program. Include Regents' approval date and date when program first started admitting students. Remove italics when using template.

Enrollment Data

The estimated numbers should have been included as projections in the original request.

Enrollment Data						
	Year 1		Year 2		Year 3	
Students	Est	Actual	Est	Actual	Est	Actual
FTE Enrollment						
Cost Per FTE						
Student/Faculty Ratio						
Headcount						
Tuition	Est	Actual	Est	Actual	Est	Actual
Tuition to Program						

Employment Information

Provide employment information on graduates of the program. Remove italics when using template.

10.3. **Templates for ~~Consent Calendar~~ Items to Be Sent to the OCHE.** The following templates will be used for items to be sent to the OCHE, including those that are just for notice Consent Calendar items.

10.3.1. **General Template for ~~Consent Calendar~~ Items to Be Sent to the OCHE. To Include Reinstatement of Previously Eliminated Administrative Units and Instructional Programs, Out of Service Area Delivery of Approved Programs, Certificates of Completion, Proposals for Centers/Institutes/Bureaus, Program Discontinuation, and Non-credit Certificates Eligible for Financial Aid.** See R401-5 and R401-6.

Section I: Request

Briefly describe the change. Include the requesting institution. Indicate the primary activities impacted, especially focusing on any instructional activities. Remove italics when using template.

Section II: Need

Indicate why such an administrative change, program, or center is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit/program with similar units/programs which exist elsewhere in the state or Intermountain region. Remove italics when using template.

Section III: Institutional Impact

Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change. If you are submitting a reinstated program, or program for off-campus delivery, respond to the previous questions as appropriate. Remove italics when using template.

Section IV: Finances

What costs or savings are anticipated from this change? If new funds are required, describe in detail expected sources of funds. Describe any budgetary impact on other programs or units within the institution. Remove italics when using template.

~~10.3.2.—Signature Page to Accompany Consent Proposals. Use the template found in 11.2.3.~~

~~10.4.—Templates for Information Calendar Items. The following templates will be used for Information Calendar items.~~

~~10.4.1.—Template for Submission to the Information Calendar. Items to include transfer, restructuring or consolidation of existing programs or administrative units, stand-alone minors, interdisciplinary minors, emphases, and name changes approved by the Board of Trustees and sent to the Regents as an information item.~~

Section I: The Action

~~Briefly describe the change. Include a listing of courses and credits as appropriate. Remove italics when using template.~~

Section II: Need

~~Indicate why the change is justified. Reference need or demand data if appropriate. Remove italics when using template.~~

Section III: Institutional Impact

~~Will the proposed recommendation affect enrollments in instructional programs of affiliated departments or programs? How will the proposed recommendations affect existing administrative structures? What (new) faculty, physical facilities or equipment will be impacted? Remove italics when using template.~~

Section IV: Finances

~~What costs are anticipated? Describe any budgetary impact, including cost savings, on other programs or units within the institution. Remove italics when using template.~~

~~10.4.2-10.3.2.~~ **Template for Submission of Programs under Development or Consideration.** The following information will be sent to the Commissioner's staff for inclusion on the website. It should be updated as needed.

Programs under Development or Consideration
Higher Education Institution
Day Month Year

Use the following table to update the Commissioner's Academic Affairs staff with information for all programs under development or consideration in the next 36 months.

Program Name	Degree Type	Current Status	Projected for Regents' Agenda
			<i>Date</i>

