

# Utah System of Higher Education

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

14 December 2007

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# R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports<sup>1</sup>

## Preamble<sup>2</sup>

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 (USHE) 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 career and technical education programs. In addition, 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

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<sup>1</sup> (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 14 December 2007.

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

- 2.6. Policy and Procedures R411, Review of Existing Programs
- 2.7. Utah Code §53B-16-102, Continuing Education and Community Service R430
- 2.8. Policy and Procedures R470, General Education, Course Numbering, Lower Division, Pre-Major Requirements, Transfer of Credit, and Credit by Examination

**R401-3. Procedure for Submitting New Programs or Program Changes for Regents' Approval.** The procedure for the approval of new programs 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, career and technical education 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) desired level of faculty qualifications; and (3) equipment and laboratory requirements.

**3.1. Submission of Full Proposal with Executive Summary.** Institutional Chief Academic Officers 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 8.2 for template. For Fast Track programs, refer to R401-5. Confidential information may be submitted to the Commissioner under seal.

**3.1.1. Executive Summary.** See 8.2.1 for detailed explanation and template for the executive summary.

**3.1.2. Full Proposal.** See 8.2.2 for detailed explanation and template for the full program proposal.

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

**3.1.4. 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 the different apprenticeship emphases. These CIP codes will be recorded by the Commissioner's office for data requests, reporting, and tracking.

**3.2. Review by Academic Affairs Staff and Chief Academic Officers (CAOs).** Full program proposal 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.

**3.3. Review by Program Review Committee (PRC).** 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 Program Review Committee (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.

**3.4. 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.

**3.5. Consideration by Board of Regents.** Program proposals that have been reviewed according to the procedures described in 3.2, 3.3, and 3.4 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' Academic, Career and Technical Education, and Student Success 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.

**3.5.1. 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.

**3.5.2. 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.

#### **R401-4. Procedure for Regional Career and Technical Education Planning.**

**4.1. Purpose.** The primary purposes of the Regional Career and Technical Education (CTE) Program Planning Procedure are:

**4.1.1.** 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

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

**4.2. 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.

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

**4.2.2.** 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.

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

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

#### **R401-5. Fast Track Programs.**

**5.1. 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. The certificate must have been approved by the institution's internal program development and approval procedure. The Commissioner may then approve the program, effective immediately. To request approval, the proposing institution will submit an executive summary and a full proposal to the Commissioner's staff. See 8.2.1 and 8.2.2 for templates. The Commissioner will respond within 15 working days and will place the program on the Consent Calendar of the next Regents' meeting.

**5.2. 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 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 8.3.3 for template.

**R401-6. Items Requiring Regents' Consideration.** Institutions submitting program proposals for the Action Calendar, the Consent Calendar, and the Information Calendar shall adhere to the procedures described in the flow charts found in Appendices A, B, and C. Programs inclusive of those in R401-5 will have undergone institutional review and been approved by the institutional Board of Trustees prior to submission to the Commissioner's staff. Items presented to the Regents will fall into one of the following categories. A definition follows each item.

**6.1. Action Calendar.** Programs placed on the Action Calendar require Regents' approval upon recommendation of the Academic, Career and Technical Education, and Student Success Committee. All proposals for new programs placed on the Action Calendar must follow the template (see 8.2.2). The following programs, including incubated programs in any of the following categories, require action by the Regents:

**6.1.1. New 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.

**6.1.1.1. 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.

**6.1.1.2. 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.

**6.1.2. New Specialized Associate's Degrees (Associate of Pre-Engineering (APE)).** Programs of study which include extensive specialized course work 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.

**6.1.2.1. 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.

**6.1.2.2. 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.

**6.1.3. 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.

**6.1.3.1. 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 "emphases" to describe the sub-unit of the Associate of Applied Science.

**6.1.3.2. 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 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.

**6.1.4. 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 in order to meet accreditation requirements. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

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

**6.1.4.2. 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 for 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. Stand-alone minors and interdisciplinary minors are addressed in 6.3.5 and 6.3.6 respectively.

**6.1.4.3. 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.

**6.1.4.4. New General Studies Bachelor’s Degrees.** See Appendix D: General Studies Guidelines, for preparation.

**6.1.5. 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 Office of Academic Affairs, 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.

**6.1.6. 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.

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

**6.2. 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 8.3.1 for template. The following items require consent of the Regents:

**6.2.1. Reinstatement of Previously Eliminated Administrative Units and Instructional Programs.**

**6.2.2. 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.

**6.2.2.1. 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.

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

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

**6.2.3. 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 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 8.3.3 for template.

**6.2.4. 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.

**6.2.5. 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.

**6.2.5.1. 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.

**6.2.5.2. 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.

**6.2.6. 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.

**6.2.7. 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 8.2.2), to the Commissioner's staff for approval through the Fast Track Procedure (see R401-5), and subsequent inclusion on the Consent Calendar of 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.

**6.2.8. Fast Track Programs.** Programs approved through the Fast Track procedure. See R401-5.

**6.3. 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 8.4.1 for template), institutional program reviews (see R411), and programs under development (see 8.4.2 for template). OCHE staff will determine the significance of the proposed change(s); significant changes may be placed on the Consent Calendar (see 6.2). If deemed not significant, the changes will remain with the Commissioner's Academic Affairs staff (see R401-7).

**6.3.1. Transfer, Restructuring, or Consolidation of Existing Programs or Administrative Units.**

**6.3.2. Name Changes of Existing Programs.**

**6.3.3. Institutional Program Review Report.** See R411.

**6.3.4. Programs under Development.** See 8.4.2 for template.

**6.3.5. Stand-alone Minors.** A coherent collection of courses, related to one another, that is not part of a previously approved major or degree program. Submission: as they are approved or eliminated by institutional Board of Trustees.

**6.3.6. Interdisciplinary Minors.** A coherent collection of courses, related to one another, from previously approved majors or programs.

**6.3.7. 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.

**6.3.8. Certificates of Proficiency.** Career and Technical Education 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.

**R401-7. 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:

**7.1. A List of Programs under Development or Consideration.**

**7.1.1. 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.

**7.1.2. 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 no longer appear in the matrix. See 8.4.2 for template.

**7.2. 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.

**7.3. A List of Scheduled Program Reviews.** The annual list of scheduled program reviews are defined in R411 including date of review. Submission: September.

**7.4. 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.

**R401-8. 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.

**8.1. General Formatting for Submissions.**

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

8.1.2. All submissions must be sent to the Commissioner’s Academic Affairs staff as an electronic document, in Microsoft Word format.

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

8.1.4. All submissions must have 1” margins.

**8.2. Templates for Action Calendar Items.** The following templates will be used for Action Calendar items.

8.2.1. **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.

Number of faculty with Doctoral degrees	Tenure	#	Contract	#	Adjunct	#
Number of faculty with Master’s degrees	Tenure	#	Contract	#	Adjunct	#
Number of faculty with Bachelor’s degrees	Tenure	#	Contract	#	Adjunct	#
Other Faculty	Tenure	#	Contract	#	Adjunct	#

**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.*

**8.2.2. 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 and 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

Fill out the following table.

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.

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

### 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:*

Prefix & Number	Title	Credit Hours
<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.*

**8.2.3. Signature Page to Accompany Action 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:**

**8.3. Templates for Consent Calendar Items.** The following templates will be used for Consent Calendar items.

**8.3.1. Template for Consent Calendar Items.** 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.

### **Section I: Request**

*Briefly describe the change. 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.*

**8.3.2. Signature Page to Accompany Consent Proposals.** Use the template found in 8.2.3.

**8.3.3. 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.*

**8.4. Templates for Information Calendar Items.** The following templates will be used for Information Calendar items.

**8.4.1. 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.*

**8.4.2. 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

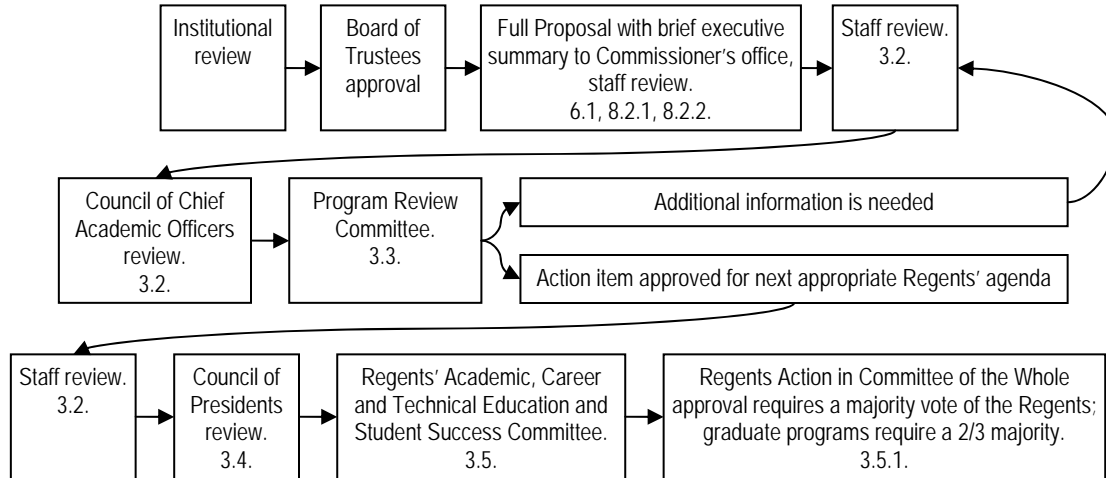
Use the following table to update the Commissioner's Academic Affairs staff with information for all programs under development or consideration in the next 36 months.

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

## R401 Appendices

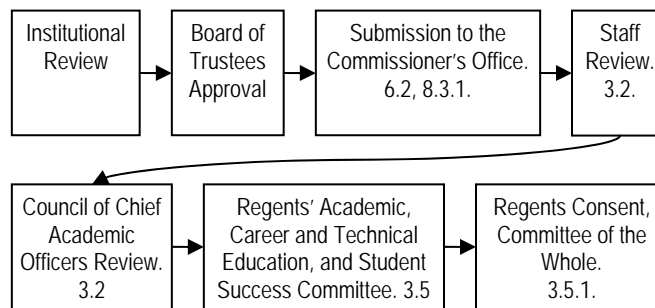
### Appendix A: Action Calendar Flow Chart (R401-6.1)

Board of Regents' approval is required of all new degree programs, including new K-12 school personnel programs. Such programs will have undergone institutional review and been approved by the Board of Trustees prior to submission to the Commissioner of Higher Education. The approval procedure for Fast Track career and technical education certificate programs is described in R401-5.



### Appendix B: Consent Calendar Flow Chart (R401-6.2)

Board of Regents' consent is required for significant program and administrative changes, including: reinstatement of previously eliminated administrative units and instructional programs, discontinuation of instructional programs,<sup>3</sup> delivery of approved programs offered outside an institution's designated service area, permanent approval of centers/institutes/bureaus, certificates of completion in which instruction is provided by an outside vendor and requires accreditation review, and non-credit certificates eligible for financial aid.



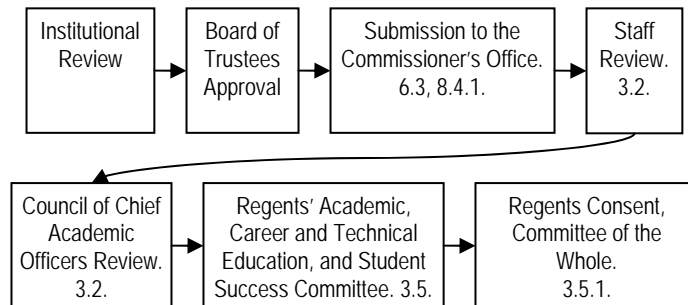
### Appendix C: Information Calendar Flow Chart (R401-6.3.)

Board of Regents' notification is required for changes to programs and administrative units, institutional program reviews, and programs under development. Information Calendar items may include

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<sup>3</sup> See 6.2.2 for criteria to be used in guiding program review for the discontinuation of programs.

transfer/restructuring/consolidation of existing programs or administrative units, stand-alone minors, interdisciplinary minors, and name changes.



#### Appendix D: General Studies Guidelines (R401-6.1.4.4)

1. Define the purpose of the degree and the institution's rationale for offering the program. Explain how the proposed degree differs from other multidisciplinary degrees (such as university studies, integrated studies, etc.) that may be offered by the institution. Compare the General Studies degree proposal to others around the country.
2. Define the audiences for this degree including types and needs of students.
3. Discuss the value of the degree to graduates of this program.
4. Set admission requirements for entry into the degree program and require students to petition for admission by explaining why they want the degree and what they intend to study. (Discussion of appropriate GPA and accumulated credits at entry in a concentration is ongoing.)
5. Provide evidence that intentionality of student learning is expected and built into the course of study.
6. Show how the proposed degree will require and evaluate curricular coherence.
7. Show how the degree program will require and facilitate student intellectual engagement with relevant academic content.
8. State the institution's procedure for incorporating learning goals with demonstrable learning outcomes.
9. Show how students will demonstrate integration of content and learning experiences through reflective activities, such as capstones, research projects, responding to critical questions, and/or portfolios, during their programs.
10. Require a curricular concentration.
11. Clarify how academic oversight will be provided by faculty.
12. State graduation standards.