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HIGHER EDUCATION



# The New Program Approval Process: Trustee and Regent Roles

Trustee and Regent  
Joint Meeting  
July 2017

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Program Data Flow to Master  
List, Majors Guide and Transfer  
Guide



# Academic Affairs – Regents' Policies (R400-499)

- Program Approval and Review of Existing Programs (R400-419)
- Major Program Areas (R420-R459)
  - Public Colleges of Education
  - Career and Technical Education



# Academic Affairs – Regents' Policies (R400 – 499)

- Academic Standards, Access and Placement (R460-469)
- Award or Transfer of Credit (R470-R479)
- Academic Freedom and Professional Responsibility (R480-R489)
- Oversight (R490-R499)
  - University Research Parks
  - Honorary Degrees



# Academic Program Approval and Review



# New Process Begins September 2017

Changes in Regents' Policies R401 as a result of SB238 (Millner/Wilson, 2017)

- More strategic program planning role for Regents
- Institutional approval for academic programs EXCEPT:
  - Programs outside of institutional mission as approved by Regents
  - New Branch, Extension Center, College or Professional School





# Changes in Regents' Policies R312 as a result of SB238 (Millner/Wilson, 2017)

Specification of Institutional Mission in Statute

Research: U of U and USU

Regional: SUU, WSU, UVU, DSU

Comprehensive Community College: Snow, SLCC



# Academic Program Approval

Balance the present institutional capacity and faculty expertise with the future needs of students, community and state.



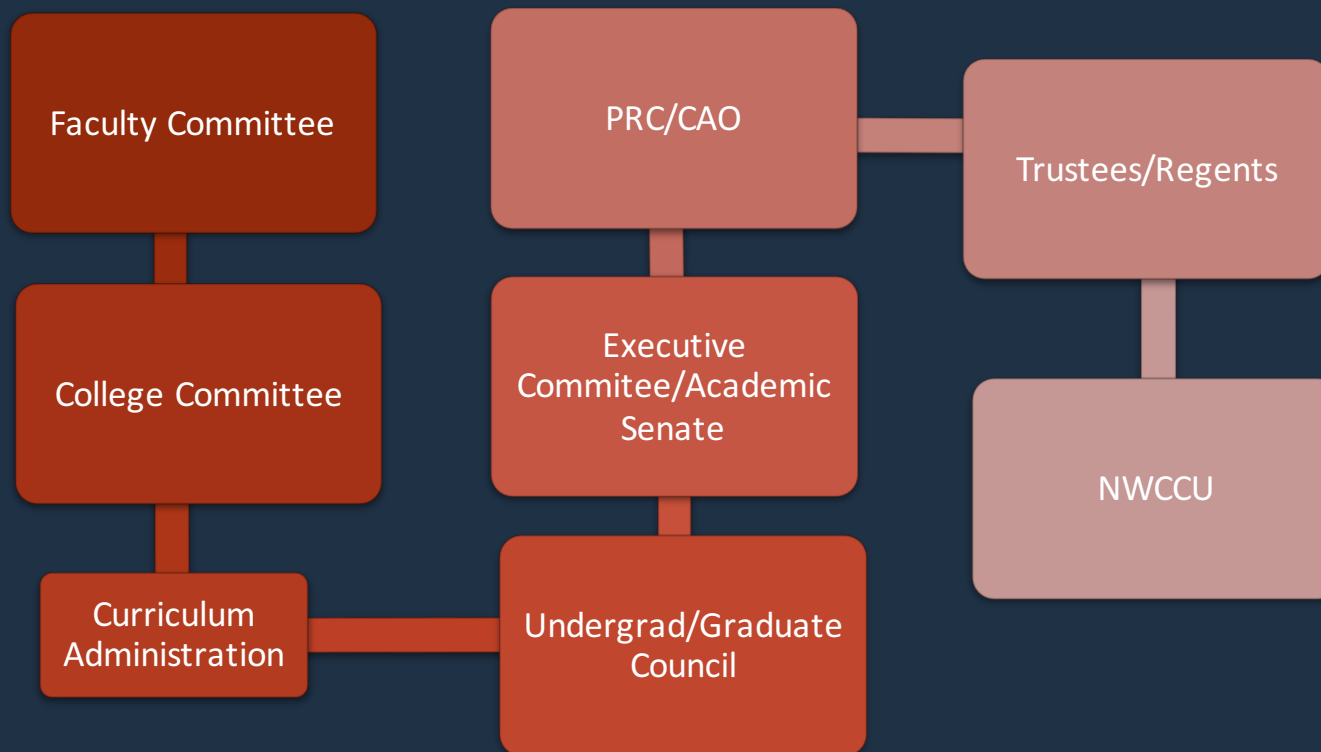
# Typical Institutional Program Approval Process



Department  
Proposal

Academic Programs generally begin with an interest and expertise at the departmental level. Community, economic, or workforce needs can also drive program development.

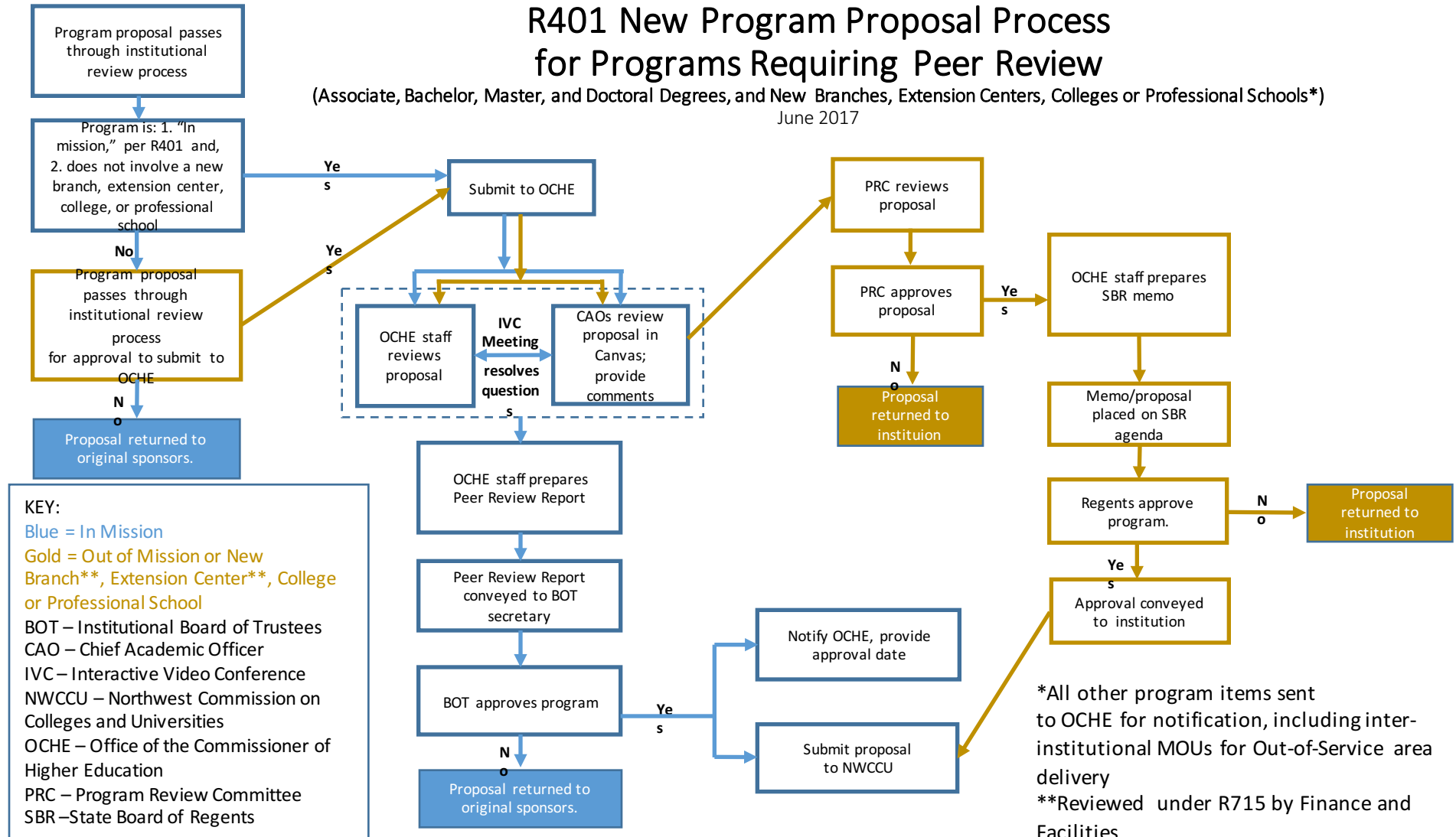
# Example of Typical Program Approval Process: U of U



# R401 New Program Proposal Process for Programs Requiring Peer Review

(Associate, Bachelor, Master, and Doctoral Degrees, and New Branches, Extension Centers, Colleges or Professional Schools\*)

June 2017





# Questions to Ask

- Does the program fit within the school's mission?
- How strong is the need for this program?
- What is the total number of credits for the program (including pre-requisite courses) and is this number within guidelines?
- Can the program articulate with other USHE institutions to facilitate transfer (e.g., are there upper division courses in first two years that would hinder transfer)?
- How many new courses are required to launch this program?

# Questions to Ask

- Is funding available to assure a quality program?
- Are there adequate faculty (number and expertise)?
- Are facilities adequate?
- Are necessary support services available?
- Is a specialized program accreditation required and what is the cost for that?





# Observations on New Programs

- There are many levels of program review and consideration by faculty and administrators and not all ideas reach Trustee or Regent consideration
- Development of a new program can lead to elimination or consolidation of others
- Some programs are conditional on funding from legislature
- Legislature occasionally mandates programs





# Review of Existing Programs

- Three years after implementation (or on professional accreditation schedule, if there is one)
- Ongoing (every seven years for universities and every five years for two-year colleges)
- Critical to keeping institutional program array current, responsive, and within financial resources



# Questions to Ask for Program Review

- Is program developing as projected (# of students, # and expertise of faculty). If not, is change in projection reasonable and is it worth continuing investment in the program?
- Is program quality being maintained?

NOTE: Just because a program has been “on the books” for some time does not always mean it needs to remain “on the books.” Academic Affairs oversees program inventory.



# Questions?

