UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

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September 9, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*

Issue

The Commissioner is proposing revising policy R401 language for clarity and consistency. While the marked-up copy suggests there are extensive changes, the substance of the policy remains largely the same and the changes merely reflect a reorganization of the current language for easier access and consistency. In addition to the staff and Chief Academic Officer (CAO) proposed changes, the CAOs requested a review of the templates used to draft R401 proposals. A CAO subcommittee consulted on the latter issue.

Background

The proposed revision of R401:

1. Eliminates duplicative and inconsistent definitions, adds detail where needed, and provides clearer instructions for institutions submitting academic program and administrative unit proposals for Regent approval.

2. Adds Market Demand to the Abbreviated Template so that Certificates of Completion (where market demand data are important for program review) can be completed using that template. Currently, new Certificates of Completion are submitted using a Full Template, but are approved on the General Consent Calendar. New Certificates of Completion will continue to be approved by the Regents on the General Consent Calendar but will now use the revised Abbreviated Template. This change allows for all program types that are approved on the General Consent Calendar to use the Abbreviated Template, a consistent approach that will be more easily managed by the institutions.

3. Removes from the policy the templates Utah System of Higher Education (USHE) institutions use to submit R401 proposals. This will allow for changes to the templates as needed, without full policy revision and Regent action being required. The proposed policy revision specifies: (1) a process by which templates can be changed that includes review by CAOs or their designees; (2)

who approves changes to templates (Commissioner's staff in consultation with the USHE and CAOs); and (3) where templates are located (online). The Office of the Commissioner of Higher Education (OCHE) will move toward writable pdfs or online forms that simplify: (1) the institutional submission process; (2) the OCHE review process; and (3) OCHE's ability to maintain historical record of Regent program and report approvals.

This proposed revision of policy R401 received input from USHE Chief Academic Officers during the 2014-15 academic year. It was reviewed July 30, 2015 by the USHE Chief Academic Officers and has their support. There are no outstanding policy issues.

Recommendation

The Commissioner recommends that the Regents approve the revised policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*.

_____
David L. Buhler
Commissioner of Higher Education

DLB/CMG/JM
Attachments

Utah System of Higher Education

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

~~Approved on July 19, 2013~~Proposed on September 18, 2015

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R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports[1]

Preamble[2]: Academic programs are at 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 providing 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 (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 R350-355, Education Television and Communications Networking

2.6. Policy and Procedures R411, Cyclical Institutional Program Reviews

[1] Approved November 7, 1972; amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [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 amended June 1, 2001, November 8, 2002, May 30, 2003~~, May 30, 2003~~, October 19, 2004, December 14, 2007, April 1, 2010, November 18, 2011, November 16, 2012,~~ and~~ July 19, 2013, and September 18, 2015.

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

2.7. Policy and Procedures R430, Continuing Education/Community Service

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

2.9. Policy and Procedure R481, Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review

2.10. Policy and Procedures R508, Guidelines for Approving Lists of Comparable Institutions

R401-3. Definitions

~~3.8.~~3.1. ~~Programs and Planning Committee~~**Academic and Student Affairs Committee.** A committee of the Board of Regents responsible for planning and program review.

~~3.1.~~3.2. **Articulation Agreement.** A formal agreement between two or more colleges and universities documenting the transfer policies for a specific academic program or degree. Agreements can cover one, two, or more years of study. ~~All t~~Transfer and articulation agreements between lower- and upper-division programs ~~and largely inclusive of general education courses~~ are discussed and agreed upon at the annual Faculty Discipline Majors' Meetings. Additional transfer and articulation agreements, such as those in Career and Technical Education (CTE), may be developed between and among institutions. If the CTE agreements affect general education transfer and articulation, they should be introduced to the appropriate Faculty Discipline Major's Meeting in order to inform other USHE institutions.

~~3.2.~~3.3. **Chief Academic Officer (CAO).** The person designated~~ed~~ by a USHE institution as its Chief Academic Officer who is responsible for matters related to the academic affairs of the institution.

~~3.3.~~3.4. **Classification of Instructional Programs (CIP) Code.** The code associated with a particular program of study as specified by the USHE institution in concert with the National Center for Education Statistics (NCES) taxonomy of programs.

~~3.4.~~3.5. **Career and Technical Education (CTE).** Designation given to certain programs consistent with state and national Career and Technical Education definitions.

~~**3.5. Graduate Certificate.** A program of study, less than a year in length, made up of graduate level course work, with a pre-requisite of at least a bachelor's degree.~~

~~3.13~~3.6. **Emphasis.** A collection of courses within an Associate of Applied Science, baccalaureate, or graduate ~~D~~degree that give~~s~~ students a specific focus in a particular sub-area related to the identifiable core of courses required for the degree. Emphases must be clearly within the major field of study specified for the degree.

~~4.1.1.1.~~3.7. **Major**. The discipline in which the degree resides.

~~3.6.~~3.8. **Office of the Commissioner of Higher Education (OCHE) .** The Utah Commissioner of Higher Education and his/her staff.

~~3.15.~~3.9. **Program.** As specified in R481-3.10.1, a "program" is a unit within the institution with an identifiable teaching, research, or other academic mission. For a unit to be designated as a "program," it shall have an identified group of faculty and shall fulfill one or more of these criteria: (1) has "program", "center", "institute", "laboratory", "department", "school", or "college" in its title or has otherwise been designated as a program; (2) offers or administers a degree, certificate, or some other credential; (3) has an identifiable curriculum or is formally described in current institutional catalogs or other publications; and/or (4) has a separate budget as listed in official university documents.

~~5.4.~~3.9.1. **Centers, Institutes, or Bureaus.** Administrative entities that 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.

~~3.7.~~3.10. **Program Review Committee (PRC).** The Board of Regents' ~~Programs and Planning~~Academic and Student Affairs Committee serves as the PRC and is responsible for academic program review.

~~3.8. **Programs and Planning Committee.** A committee of the Board of Regents responsible for planning and program review.~~

~~3.9.~~3.11. **Utah System of Higher Education (USHE).** A system of public higher education institutions as designated by the legislature within the State of Utah.

3.12. **Academic Awards.** Academic awards range from certificates to doctoral degrees. The following definitions describe common characteristics of each award. In compliance with accreditation, additional requirements and course work may be established by USHE institutions. Academic awards require Regent approval (see R401-4 and R401-5).

~~3.10~~ 3.12.1. **Certificate of Proficiency.** A program of study that prepares ~~a~~ students for gainful employment in a recognized occupation. ~~can be constructed in two ways: (1)~~ ~~l~~Less than ~~a~~one year in length of full-time study. Requires 16 to ~~-~~29 semester credit hours or 600 to ~~-~~899 clock hours. Does not require but may include general education courses. ~~(less than 30 semester hours, or 900 clock hours) ending in a certificate issued under the authority of the institution, not requiring approval by the Board of Regents, or (2) a certificate less than a year in length but between 16-29 semester hours or 600-899 clock hours, meeting federal financial aid requirements, including that the program must provide training that prepares a student for gainful employment in a recognized occupation, and requiring approval by the Board of Regents.~~

3.12.1.1. ~~e~~**Entry-~~l~~Level CTE Certificate.**~~, meeting~~ Meets Perkins eligibility requirements and federal financial aid requirements, and is composed~~made up~~ primarily of ~~mostly~~ 1000-level courses without prerequisites.

3.12.1.2. Mid-Level Certificate. ~~preparing~~ Provides students ~~for~~with a specific set of skills. May meet Perkins eligibility and/or federal financial aid requirements. ~~m~~Made up of courses selected from undergraduate programs, with or without prerequisites.

NOTE: Institutional Certificates of Proficiency less than one year in length (less than 30 semester hours, or 900 clock hours) ending in a certificate issued under the authority of the institution *do not require~~ing~~ approval by the ~~Board of~~ Regents*.

~~For recording purposes Certificates of Proficiency will be classified in one of three classifications when reported through the data office: (CP1) an entry level certificate offered by the institution, not needing Board Approval, (CP2) an entry level CTE certificate, meeting Perkins eligibility requirements and made up of mostly 1000-level courses without prerequisites, or (CP3) a certificate preparing students for a specific set of skills made up of courses selected from undergraduate programs, with or without prerequisites.~~

~~Criteria~~	~~Institutional CP1~~	~~SBR Approved CP2~~	~~SBR Approved CP3~~
~~SBR* Reviewed and Approved~~	~~No~~	~~Yes~~	~~Yes~~
~~Eligible for Financial Aid~~	~~No~~	~~Yes~~	~~Yes~~
~~Must be Designed for Gainful Employment~~	~~No~~	~~Yes~~	~~Yes~~
~~Credit Hours~~	~~Fewer than 30~~	~~16 – 29~~	~~16 – 29~~
~~Clock Hours~~	~~Fewer than 900~~	~~600 – 899~~	~~600 – 899~~
~~Course level~~	~~Undergraduate~~	~~Primarily 1000-1999~~	~~Undergraduate~~
~~May have prerequisites~~	~~Yes~~	~~No~~	~~Yes~~
~~*SBR – State Board of Regents~~			

~~3.11~~3.12.2. **Certificate of Completion.** A program of study consisting primarily of 1000-level courses. ~~and~~ Intended to prepare~~ing people~~ students for gainful employment in a recognized occupation. ~~t~~Typically more than one year and less than two years in length of full-time study. Requires a minimum of ~~(~~30 ~~-~~and a maximum of 33 semester credit hours or 900 ~~-~~to 990 clock hours~~.) approved by the Board of Regents~~ consisting primarily of 1000-level courses. General education requirements are less extensive than in AA and AS degrees, generally 9 credit hours in Composition, Computation, and Human Relations. Certificates more than 45 semester credit hours or 1350 clock hours must show how the certificate can lead to an associate's degree within the normal credit hour requirements for that degree. When appropriate, transfer agreements should be included in the program proposal.

~~4.1.1~~3.12.3. **Associate of Applied Science (AAS) Degrees.** Programs of study that include limited general education, course work in a subject, and are intended to prepare students for entry-level careers. Typically two years in length of full-time study. Require ~~A~~a minimum of 63 and a maximum of 69 semester credit hours. ~~g~~General education requirements are less extensive than in AA or AS degrees, generally 9 hours in

Composition, Computation, and Human Relations. General education courses may be embedded within a course in the discipline, but must be identifiable.

~~4.1.2.~~3.12.4. **Associate of Arts (AA) and Associate of Science (AS) Degrees.** Programs of study primarily intended to encourage exploration of academic options that provide a strong general education component, and prepare students for upper-division work in baccalaureate programs or ~~prepare~~ for employment and for responsible citizenship. Typically two years in length of full-time study. Requires a~~A~~ minimum of 60 and a maximum of 63 semester credit hours, which include 30 to 39 semester credit hours of general education course work.

~~4.1.3~~3.12.4.1. **Specialized Associate's Degrees.** Associate's ~~D~~degrees that include extensive specialized course work, such as the Associate of Pre-Engineering, and are intended to prepare students to initiate upper-division work in a particular baccalaureate program~~s~~. c~~C~~ontain a minimum of 68 and a maximum of 85 semester credit hours, which include a minimum of 28 semester credit hours of preparatory, specialized course work, and general education requirements that may be less extensive than in AA or AS degrees. Because students might 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. ~~s~~Specialized ~~A~~associate's ~~D~~degree programs have formal, written, articulation agreements for the courses transferring. In some cases, articulation may be system-wide.

~~4.1.2.1~~3.12.4.2. **Pre-Major.** Associate's ~~D~~degrees that include a set of courses designed to prepare students for upper-division ~~majors'~~ work in a specific major. Courses contained in a pre-major in an AA or AS degree should be the same or similar to courses offered at four-year institutions as determined by the Faculty Discipline Majors' ~~c~~Committees. Pre-majors must follow statewide articulation agreements where such agreements have been formulated. When a pre-~~-~~major affects students transferring from two-year institutions, formal articulation agreements are desirable and students should be clearly informed of the transferability of the courses taken in the pre-major at the two-year institution. Upon transfer, students, if accepted into a major, should generally be able to complete the baccalaureate degree in two additional years of full-time study.

3.12.4.3. **General Studies Associate's Degrees**. See *General Studies Associate's and Bachelor's Degrees Guidelines, Appendix A*, for conditions that should be met in the design of General Studies ~~Bachelor's~~ ~~D~~degrees.

~~4.1.4~~3.12.5. **Bachelor of Arts (BA)~~,~~ and Bachelor of Science (BS) Degrees.** ~~p~~Programs of study which include~~ing~~ general education, major course work, and prepare students for employment in a career field and for responsible citizenship. Typically four years in length of full-time study. Requires a minimum of 120 and a maximum of 126 semester credit hours.

3.12.5.1. **Professional Bachelor's Degrees.** A professional degree prepares students for a particular profession by emphasizing skills and practical analysis built upon theory and research and, most often, has specialized accreditation that sets acceptable practice standards. ~~m~~May exceed the maximum of 126 credit hours to meet accreditation requirements. Professional degrees often lead to ~~require~~ third-party licensure.

~~3.14.~~3.12.5.2. **Baccalaureate Pre-M~~m~~ajor.** ~~a~~At four-year institutions not offering an AA or AS degree, the term "pre-major" applies to preparatory, lower-division courses required for acceptance into a major. Pre-major course work is not sufficient to admit the student to the major in cases where the institution has admission requirements for the major and a limit~~ed~~ on the number of students who may pursue ~~a particular~~the major. Courses in a baccalaureate pre-major should be the same or similar to those offered by the two-year programs as determined by the Faculty Discipline Majors' ~~c~~Committees. **NOTE**: A pre-major for a BA/BS or ~~P~~professional ~~B~~bachelor's ~~D~~degree may be specified by the institution, *but does not require Regent approval*.

~~4.1.4.3~~3.12.5.3. **General Studies Bachelor's Degrees.** See *General Studies Associate's and Bachelor's Degrees Guidelines, Appendix ~~C~~A*, for conditions that should be met in the design of General Studies ~~Bachelor's~~ ~~D~~degrees.

~~5.1.1~~3.12.5.4. **Minor.** ~~a~~A coherent collection of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies. ~~A Mminor which is presented within a Bbachelor's Ddegree proposal willmust be identified.~~

~~3.12~~3.12.5.5. ~~Endorsement,~~ **K-12 Teaching Endorsement.** A collection of courses, built upon a Regent-approved teacher education program, that prepares K-12 teachers or teacher candidates to meet specific area certification as established and conveyed by the Utah State Office of Education.

~~4.1.5~~3.12.6. **K-12 School Personnel Programs** ~~(Full Template Required, Appendix B)~~. Licensure preparation programs for teacher education, counselors, administrators, and other school personnel.

~~3.5.~~3.12.7. **Graduate Certificate.** A program of study, less than ~~a~~one year in length, made up of graduate-level course work, with a pre-requisite of at least a ~~B~~bachelor's degree.

~~4.1.6~~3.12.8. ~~Master's Degrees~~**Master of Arts (MA) and Master of Science (MS) Degrees.** Graduate-level programs of study beyond the bachelor's degree. Typically more than one and less than two years of full-time graduate study. ~~requiring~~ Requires a minimum of 30 and maximum of 36 semester credit hours of course work.

3.12.8.1. **Professional Master's Degrees.** Professional master's degrees such as the Master of Business Administration or Master of Social Work may require

additional course work or projects. May exceed the maximum of 36 credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

~~4.1.7~~3.12.9. **Doctoral Degrees.** Graduate-level programs beyond the master's degree in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects. Generally three to six years of study. Requires preparation and defense of a dissertation based on original research or planning or execution of an original project demonstrating substantial artistic or scholarly achievement.

3.12.9.1. **Professional Practice Doctoral Degrees**. Provides knowledge and skills for credential or license required for professional practice. Pre-professional and professional preparation for degrees such as the ~~JD~~juris doctorate and medical doctorate ~~MD~~ requires at least six years of full-time study.

~~**3.13. Emphasis.** A collection of courses within an Associate of Applied Science or Bachelor's Bccalaureate or graduate Ddegree that gives the students a specific focus in a particular sub-area related to the identifiable core of courses required for the degree.~~

~~**3.14. Pre Major.** The term "pre major" is used in two contexts: (1) as a descriptor of a set of courses that are part of the Associate of Arts/Associate of Science degrees designed to prepare students for upper-division majors' work; and, (2) at four-year institutions not offering an AA or AS degree, the term "pre major" also applies to preparatory, lower-division courses required for acceptance into a major.~~

~~**3.15. Program**. As specified in R481-3.10.1. a "program" is a unit within the institution with an identifiable teaching, research, or other academic mission. For a unit to be designated as a "program," it shall have an identified group of faculty and shall fulfill one or more of these criteria: (1) has "program", "center", "institute", "laboratory", "department", "school", or "college" in its title or has otherwise been designated as a program; (2) offers or administers a degree, certificate, or some other credential; (3) has an identifiable curriculum or is formally described in current institutional catalogs or other publications; (4) has a separate budget as listed in official university documents.~~

R401-4. Regents' Approval, Committee of the Whole~~Agenda~~. Institutions submitting program proposals requiring approval by the Regents' Committee of the Whole shall adhere to the procedures for submitting a full proposal ~~shown in R401-4.2 and summarized in **Appendix A: Flow Chart for Procedures for Items Requiring Regent Approval, Agenda**. When submitting proposals to the OCHE for one of the items specified in R401-4.1, the institution should use the template specified for each item in R401-4.1~~ and follow the *Proposal and Notification ~~and~~ Submission Procedures* (R401-~~6~~7).

4.1. Program Items Requiring Regents' Committee of the Whole Approval. Items requiring Regent approval are as follows~~:. A definition and/or description of conditions for the type of item proposed follows each item.~~

4.1.1. New Associate of Applied Science Degrees;
4.1.2. New Associate of Arts, Associate of Science, and Specialized Associate's Degrees;

4.1.3. New Baccalaureate Degrees;
4.1.4. New Master's Degrees;
4.1.5. New Doctoral Degrees; and
4.1.6. New K-12 Personnel Licensure Programs.

4.1.1. Associate of Applied Science (AAS) Degrees (Full Template Required, Appendix B). 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 the USHE institutions and in compliance with the Northwest Association of Colleges and Universities are required. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

4.1.1.1 Major. The term "major" refers to the discipline in which the degree resides. The major may include one or more "emphases" to describe sub-units of the Associate of Applied Science degree.

4.1.1.2 Emphasis. AAS degree programs may have collections of courses within the major called an "emphasis" that give the student a specific focus in a particular sub-area related to the identifiable core of courses required for the degree. Emphases require approval by the Regents. When a new AAS degree is proposed, emphases identified for the degree (if any) should be clearly described within the full proposal for the degree. See R401-5.1 for conditions regarding submission of emphases on existing degrees. Emphases must be clearly within the major field of study specified for the degree. Emphases under an AAS degree must be assigned the same CIP code as the major. **SENTENCE ON IDENTIFYING EMPHASES WITHIN PROPOSAL STATED DIFFERENTLY IN 5.1.2.2. USED 5.1.2.2 LANGUAGE**

4.1.2 Associate of Arts (AA) and Associate of Science (AS) Degrees (Full Template Required, Appendix B). Programs of study primarily intended to encourage exploration of academic options that 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 the 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.

4.1.2.1 Pre Major. Courses contained in a pre-major in an AA or AS degree should be the same or similar to courses offered at four-year institutions as determined by the Faculty Discipline Majors committees. When a pre major is designed for transfer to (a) four-year program(s), it must follow statewide articulation agreements where such agreements have been formulated subject to (R470) or, if this is a specialized Associate Degree programs, have (a) formal, written, articulation agreement(s) for the courses transferring. The program outline (advising sheet) should clearly designate the courses that will transfer to a four-

year program major and those that will not transfer to the major, but may count as electives in a baccalaureate degree. **LAST SENTENCE STATED DIFFERENTLY IN 4.1.4.2. USED 4.1.4.2 LANGUAGE**

4.1.2.2 An "Emphasis" may not be defined within an AA or AS degree.

4.1.3 Specialized Associate's Degrees (Full Template Required, Appendix B). Specialized Associate's Degrees are programs of study that include extensive specialized course work, such as the Associate of Pre-Engineering, and are intended to prepare students to initiate upper-division work in baccalaureate programs. These programs contain 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 may be less extensive than in AA or AS degrees, and other requirements as established by the USHE institutions. Because students might 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. In some cases, articulation may be system-wide.

4.1.4 Bachelor of Arts (BA), Bachelor of Science (BS), and Professional Bachelor's Degrees (Full Template Required, Appendix B). These are programs of study including general education, major course work, and other requirements as established by the USHE institutions and accreditation standards. Credit requirements include completion of a minimum of 120 and a maximum of 126 credit hours. A professional degree prepares students for a particular profession by emphasizing skills and practical analysis built upon theory and research and, most often, has specialized accreditation that sets acceptable practice standards. Professional degrees often require third-party licensure. Some professional bachelors' 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.

4.1.4.1 Major (Full Template Required, Appendix B). The term "major" refers to the discipline in which the degree resides.

4.1.4.2 Pre-major. A pre-major for a BA/BS or Professional Bachelor's Degree may be specified by the institution, *but does not require Regent approval*. The pre-major should consist of preparatory, lower division courses which prepare students for a specific major, but are not sufficient to admit the student to the major in cases where the institution has admission requirements and a limited number of students who may pursue a particular major. Courses in a pre-major should be the same or similar to those offered by the two-year programs as determined by the Faculty Discipline Majors committees. When a pre-major affects students transferring from two-year institutions, formal articulation agreements are desirable and

~~students should be clearly informed of the transferability of the courses taken in the pre-major at the two-year institution.~~

~~**4.1.4.3 General Studies Bachelor's Degrees (Full Template Required, Appendix B).** See **General Studies Bachelor's Degrees Guidelines, Appendix C**, for conditions that should be met in the design of General Studies Bachelor's Degrees.~~

~~**4.1.5 K-12 School Personnel Programs (Full Template Required, Appendix B).** Licensure preparation programs for teacher education, counselors, administrators, and other school personnel.~~

~~**4.1.5.1 Endorsement Programs (Abbreviated Template, Appendix G).** Endorsement programs, built upon teacher preparation programs already approved by the Regents, submitted separately as a limited collection of courses designed to meet endorsement certification requirements in specific areas as established and conveyed by the Utah State Office of Education.~~ **REPLICATES LANGUAGE FOUND IN SECTION 3.**

~~**4.1.6 Master's Degrees (Full Template Required, Appendix B).** 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 the 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.~~

~~**4.1.7 Doctoral Degrees (Full Template Required, Appendix B).** Graduate level programs in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects.~~

4.2. Review Procedure for Program Items Requiring Regents' Committee of the Whole **Approval**~~, Agenda. – Not Fast Track.~~ ~~(Fast Track Procedure is described in R401-3.)~~ Programs requiring Regent Approval, Committee of the Whole, will be reviewed by the following entities and in the order specified. ~~This review procedure is summarized in the flowchart in **Appendix A.**~~

4.2.1. Review and Approval by the Institutional Board of Trustees.

4.2.2. Review by Specialized Groups. Review by specialized groups may be conducted concurrently with review by the Boards of Trustees, if such concurrent review is consistent with institutional policies and procedures. The following types of programs require specialized review as noted.

4.2.2.1. K-12 School Personnel Programs. K-12 school personnel preparation programs shall be reviewed by the USHE ~~s~~Schools and ~~c~~Colleges of ~~e~~Education.

~~Endorsement programs for USOE licensure in specific areas may be reviewed by sSchool and cCollege of eEducation at the request of the OCHE staff.~~

4.2.2.2 Career and Technical Education (CTE) Programs. CTE programs shall go through the Regional Career and Technical Education Planning process, as implemented in the proposing institution's region, which has the primary purposes of: (1) Planning CTE certificate and associate's degree programs that are responsive to the needs of business/industry and the citizens of the region, and providing a transition for secondary students into postsecondary programs~~,~~; and (2) avoiding unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region. Results of the review process shall be provided to the Regents when a CTE program proposal is submitted for approval.

4.2.3. Institutional Submission of Request to the OCHE. See R401-~~6~~7, *Proposal and Notification Submission Procedures*, and ~~appropriate~~ Full Template instructions.

4.2.4. Review by the Commissioner's Staff. Full program proposals will be forwarded to the Commissioner's Academic and Student Affairs staff for review and comment. The financial analysis document may be reviewed by the Commissioner's Finance staff in order to verify financial data.

4.2.5. Review by Council of Chief Academic Officers (CAOs). After the Commissioner's staff has reviewed the proposal and is satisfied it is ready for CAO review, it will be posted to the USHE website designated for program items to be reviewed by CAOs. The CAOs must review and post their comments concerning the full proposal for response from the other CAOs ~~concerning the full proposal~~. Prior to review by the PRC, the Council of Chief Academic Officers will meet with the Commissioner's Academic and Student Affairs staff to discuss the institutional proposals and the 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 ~~Academic and Student Affairs~~ staff in preparing materials and recommendations for the Regents.

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

4.2.7. Consideration by Board of Regents. Program proposals that have been reviewed according to the procedures described in ~~4.2.1 – 4.2.6~~R401-4 will be placed on the

Regents' agenda as directed by the PRC. 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 and Planning~~ Academic and Student Affairs Committee reviews proposals for new programs and recommends action to the Regents. The Regents then take action on the proposed program during the meeting of the ~~c~~Committee of the ~~w~~Whole ~~or through the General Consent calendar, as appropriate~~.

4.2.7.1 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.

4.2.7.2 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.

4.3. Full Proposal Submission Guidelines.

~~5.1.2.2~~4.3.1. **Emphasis Contained within a Proposal for a New Degree.** When an emphasis is contained within an AAS, baccalaureate, or graduate degree being presented for initial approval, the emphasis should be identified within the new degree proposal and approved through the new degree approval process ~~(see R401-4).~~

~~5.1.2.1~~4.3.1.1. **Emphasis Added to an Existing Degree.** The proposing institution shall submit an Abbreviated Template proposal to add an emphasis to an existing Regent-approved degree (see R401-5).

4.3.2. Minor Contained within a Proposal for a New Degree. A minor which is presented within a bachelor's degree proposal must be identified.

4.3.2.1. Minor Added to an Existing Degree. The proposing institution shall submit an Abbreviated Template proposal to add a minor to an existing Regent-approved degree (see R401-5).

4.3.3. Excess Credits. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents. When a new degree is proposed, include justification for requiring semester credit hours in excess of the credit hour limits listed in R401-3.

R401-5. Review and Recommendation by the OCHE with Regent Approval on the General Consent Calendar. Institutions submitting proposals ~~under R401-5~~ requiring OCHE recommendation and Regent approval on the General Consent Calendar shall adhere to the ~~procedures~~ process shown in R401-5.2 ~~and summarized in **Appendix E: Flow Chart for Items Reviewed by the OCHE and Approved on the General Consent Calendar**~~. When submitting proposals to the OCHE for one of the items specified in R401-5.1., the institution ~~should use~~shall adhere to the procedures for submitting the appropriate

Abbreviated ~~t~~Template ~~specified for each item in R401-5.1~~ and follow the *Proposal and Notification ~~and~~ Submission Procedures* (R401-~~6~~7).

5.1. Items Requiring Review and Recommendation by the OCHE. Items requiring OCHE review to be placed on the General Consent calendar are as follows:

5.1.1. New Certificates of Proficiency (except Institutional Certificates of Proficiency);
5.1.2. New Certificates of Completion;
5.1.3. New Graduate Certificates;
5.1.4. New Minors;
5.1.5. New Emphases within a Regent-approved degree;
5.1.6. New K-12 Endorsements~~.~~;
5.1.7. Existing Program Changes including:
- **5.1.7.1.** Program Transfer;
- **5.1.7.2.** Program Restructure;
- **5.1.7.3.** Program Consolidation;
- **5.1.7.4.** Program Suspension;
- **5.1.7.5.** Program Discontinuation;
- **5.1.7.6.** Program Name Change;
- **5.1.7.7.** Out-of-Service Area Delivery of a Program; and
- **5.1.7.8.** Reinstatement of a Previously Suspended Program.

5.1.8. Program Reports including:
- **5.1.8.1.** Two-Year Follow Up Reports;
- **5.1.8.2.** Three-Year Follow Up Reports; and
- **5.1.8.3.** Cyclical Institution Program Reviews (R411).

5.1.9. Administrative Unit Changes including:
- **5.1.9.1.** New Administrative Units;
- **5.1.9.2.** Administrative Unit Transfer;
- **5.1.9.3.** Administrative Unit Restructure;
- **5.1.9.4.** Administrative Unit Consolidation; and
- **5.1.9.5.** Reinstatement of Previously Suspended Administrative Units.

5.1.10. Creation of Non-administrative Units including:
- **5.1.10.1.** New Centers;
- **5.1.10.2.** New Institutes;
- **5.1.10.3.** New Bureaus; and
- **5.1.10.4.** Conditional Three-Year Approval of New Centers, Institutes, and Bureaus.

~~**5.1 Minors and Emphases.**~~

~~**5.1.1 Minor (Abbreviated Template required, including the curriculum, Appendix G).** The term "minor" refers to a coherent collection of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate~~

~~studies. A Minor which is presented within a Bachelor's Degree proposal will be identified and included in the full template~~.

~~**5.1.2 Emphasis.**~~

~~**5.1.2.1 Emphasis Added to an Existing Degree.** The proposing institution shall submit an **Abbreviated Template**, **with the program curriculum section (Appendix G)** to add an emphasis to an existing degree.~~

~~**5.1.2.2 Emphasis Contained within a Proposal for a New Degree.** When an emphasis is contained within a degree being presented for initial approval, the emphasis should be identified within the new degree proposal and approved through the new degree approval process (see R401-4).~~

~~**5.2 Certificates.**~~

~~**5.2.1 Certificate of Proficiency (Abbreviated Template Required with Curriculum, Appendix G).** Certificates of Proficiency with 600-899 clock hours or 16-29 semester hours, meeting federal financial aid requirements, including that the program must provide training that prepares a student for gainful employment in a recognized occupation, are approved through this process. Certificates of Proficiency less than a year in length (less than 30 semester hours, or 900 clock hours) ending in a certificate issued under the authority of the institution are offered under the authority of the institution and do not require Regent approval. See definition in 3.10 above. May be submitted for Fast-Track approval with Full Template (5.2.4).~~ **REPLICATES LANGUAGE FOUND IN SECTION 3.**

~~**5.2.2 Certificate of Completion (Full Template Required, Appendix B).** A program of study typically one year in length (30-33 semester credit hours or 900-990 clock hours). See definition in 3.10 above. May be submitted for Fast-Track approval (5.2.4).~~
REPLICATES LANGUAGE FOUND IN SECTION 3.

~~**5.2.3 Graduate Certificate (Abbreviated Template Required with Curriculum, Appendix G).** A program of study less than a year in length made up of graduate level course work with a prerequisite of at least a baccalaureate degree.~~ **REPLICATES LANGUAGE FOUND IN SECTION 3.**

~~5.6~~**5.2. Review Process for Program Items Requiring ~~the~~ OCHE Review and Recommendation with Regent Approval on the General Consent Calendar.** Programs requiring Regent Approval on the General Consent Calendar will be reviewed by the following entities and in the order specified.

~~5.6.3~~**5.2.1. Review and Approval by Institutional Board of Trustees.**

5.2.2. Review by Specialized Groups. ~~E~~K-12 endorsement programs for USOE licensure in specific areas may be reviewed by ~~s~~Schools and ~~c~~Colleges of ~~e~~Education at the request of the ~~OCHE~~Commissioner's staff.

~~5.6.4~~5.2.3. **Institutional Submi~~t~~ssion of Request to the OCHE.** See R401-~~6~~7, *Proposal and Notification Submission Procedures*, and appropriate template instructions.

~~5.6.5~~5.2.4. ~~**OCHE Staff Review.**~~**Review by the Commissioner's Staff.**

~~5.6.6~~5.2.5. **CAO Review (optional, necessity determined by the ~~OCHE~~ Commissioner's staff).** The ~~OCHE~~ Commissioner's staff may share proposals with the institutional CAOs for further feedback as needed.

~~5.6.7~~5.2.6. **OCHE Notice to the Institution of Need for Further Information or Approval.** Within 15 days of the item being received by the OCHE, the institution will be notified that either: (1) further information is required by the Commissioner~~.~~; or (2) the item is being placed on the Regents' General Consent Calendar.

~~5.6.8~~5.2.7. ~~**OCHE**~~**Commissioner's Staff Places Item on the Regents' General Consent Calendar for ~~a~~Approval.**

5.3. Abbreviated Proposal Submission Guidelines.

~~5.2.4~~5.3.1. **Fast Track Approval for Certificates ~~(Template Required Consistent with Certificate Type as Noted in 5.2.1. and 5.2.2.)~~.** To meet immediate industry needs and for other compelling reasons Certificates of Proficiency needing approval for financial aid, and Certificates of Completion, may be submitted to the Commissioner for Fast Track approval.

~~5.3 Review Procedure for Fast Track Certificate Requests.~~

~~5.3.1 Eligible Programs for Fast Track Approval (Template Required Consistent with Certificate Type as Noted in 5.2.1. and 5.2.2.).~~ ~~Certificates of Proficiency needing approval for financial aid and Certificates of Completion may be submitted to the Commissioner for Fast Track approval.~~ **REPLICATES LANGUAGE FOUND IN 5.3.1.**

~~5.3.2 Fast Track Approval Requirements and Process.~~ The Fast Track Approval Process is detailed below~~: and summarized in the Flow Chart for Fast Track Program Approval, Appendix F~~.

~~5.3.2.1~~5.3.1.1. **Review and Approval by Institutional Board of Trustees.** The certificate must have been approved by the institution's internal program development and approval procedure.

~~5.3.2.2~~5.3.1.2. **Review through the Career and Technical Education Regional Planning Process.** Institutional CTE Directors coordinate regional planning processes.

~~5.3.2.3~~5.3.1.3. **Institutional Submission of Request to the OCHE ~~Academic and Student Affairs Staff~~.** See R401-~~6~~7, Proposal and Notification Submission Procedures, and appropriate ~~T~~template instructions.

~~5.3.2.4~~5.3.1.4. **Review by the ~~OCHE Academic and Student Affairs~~ Commissioner's Staff and Commissioner's Response.** The ~~OCHE Academic and Student Affairs~~ Commissioner's staff will review the proposal and recommend action to the Commissioner. Within 15 days of the item being received by the OCHE, the institution will be notified that either: (1) further information is required by the Commissioner~~;~~ or (2) the item is being returned with approval for immediate effect.

~~5.3.2.5~~5.3.1.5. **Regent Consideration.** The program will be placed on the General Consent Calendar of the next Regents' meeting.

~~5.1.2.1~~5.3.2. **Emphasis Added to an Existing Degree.** The proposing institution shall submit an Abbreviated Template proposal to add an emphasis to an existing Regent-approved degree~~.~~

5.3.3. **Minor Added to an Existing Degree.** The proposing institution shall submit an Abbreviated Template proposal to add a minor to an existing Regent-approved degree.

~~5.4 Administrative Unit Creation or Change.~~

~~5.4.1 Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units (Abbreviated Template Required, Appendix G).~~

~~5.4.2~~5.3.4. **Conditional Three-Year Approval for New Centers, Institutes, or Bureaus ~~(Abbreviated Template Required, Appendix G)~~.** Institutions may seek temporary approval from the Commissioner ~~of Higher Education~~ for a center, institute, or bureau ~~which~~ that 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: (1) the proposed change requires a modest effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment or is fully supported by external funding; (2) activities involved are consistent with established institutional mission and role assignments; and (3) the administrative entity involved has programmatic affiliation with an existing academic program or department. Temporary approval of centers, institutes, or bureaus~~etc.,~~ may be granted for a period no longer than three years, after which an institution must request approval of the Regents.

~~5.4.3 New Centers, Institutes, or Bureaus (Abbreviated Template Required, Appendix G). Administrative entities that 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.~~

~~5.5. Program Change.~~

~~5.5.1~~5.3.5. **Out-of-Service-Area Delivery of Programs ~~(Abbreviated Template Required, Appendix G)~~.** Programs that require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area must seek approval (see R315, *Geographic Service Regions*; R312, Institutional Mission and Roles~~; R355, Education Television and Communications Networking~~).

~~5.5.2 Transfer, Restructuring, or Consolidation of Existing Programs (Abbreviated Template Required, Appendix G).~~

~~5.5.3 Name Changes of Existing Programs (Abbreviated Template Required, Appendix G).~~

~~5.5.4~~5.3.6. **Discontinuation or Suspension of Programs ~~(Abbreviated Template Required, Appendix G). 5.5.4.1 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. ~~5.5.4.2 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.

~~5.5.4.3~~5.3.6.1. **Student Completion in Discontinued or Suspended Programs.** Students currently admitted to the program must be provided a way to complete the program in a reasonable period of time compatible with accreditation standards. This may require~~:~~ ~~a.~~(1) enrollment of students at other institutions of higher education, or ~~b.~~(2) courses to be taught for a maximum of two years after discontinuation of the program or until there are no other admitted students who are entitled to complete the program, whichever comes first.

~~5.5.4.4~~5.3.6.2. **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.

~~5.5.5~~5.3.7. **Reinstatement of Previously Suspended Program or Administrative Unit ~~(Abbreviated Proposal Template Required, Appendix G)~~.** If circumstances change and an institution plans to restart a suspended program or an administrative unit, the institution must give notice to the Board of Regents using the appropriate Abbreviated Template. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content are identical to the original program. If either the name or curricular content of the program have changed, the program should be submitted as a new program and the suspended program should be ~~deleted~~discontinued.

~~**5.6 Review Process for Program Items Requiring the OCHE Review and Recommendation with Regent Approval on the General Consent Calendar.** See **Appendix F** for the flowchart of this process.~~

~~**5.6.1 Three-Year Follow-up Reports on Approved Programs (New Programs Follow-up Report Template Required, Appendix D).** All programs approved by the Regents require a report three years after implementation or two years after implementation for programs approved under the Fast Track procedure.~~

~~**5.6.2 Two-Year Review of Programs Approved through the Fast Track Procedure (Report Template Required, Appendix D).** Institutions operating programs approved through the Fast Track procedure must submit a report to the Commissioner's Academic and Student 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 posted on a website for review by PRC members if they so choose, and forwarded to the Regents for the next agenda. The Regents may request information in addition to that contained in the report.~~

~~**5.6.3 Review and Approval by Institutional Board of Trustees.**~~

~~**5.6.4 Institution Submits Request to the OCHE.** See R401-6, Proposal and Notification Submission Procedures.~~

~~**5.6.5 OCHE Staff Review.**~~

~~**5.6.6 CAO Review (optional, necessity determined by the OCHE staff).** The OCHE may share proposals with the institutional CAOs for further feedback as needed.~~

~~**5.6.7 OCHE Notice to the Institution of Need for Further Information or Approval.** Within 15 days of the item being received by the OCHE, the institution will be notified that either: (1) further information is required by the Commissioner, or (2) the item is being placed on the Regents' General Consent Calendar.~~

~~**5.6.8 OCHE Staff Places Item on the Regents' General Consent Calendar for approval.**~~

~~**5.6.9 Reinstatement of Previously Suspended Program or Administrative Unit (Abbreviated Proposal Template Required, Appendix G).** If circumstances change and an institution plans to restart a suspended program or an administrative unit, the institution must give notice to the Board of Regents. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content are identical to the original program. If either the name or curricular content of the program have changed, the program should be submitted as a new program and the suspended program should be deleted.~~
REPLICATES LANGUAGE FOUND IN ORIGINAL 5.5.5.

~~5.7.~~R401-6. **Reports.** ~~**5.6.1 Three-Year Follow-up Reports on Approved Programs (New Programs Follow-up Report Template Required, Appendix D).**~~ All programs approved by the

Regents under R401 require a report three years after implementation or two years after implementation for programs approved under the Fast Track procedure. Institutions must submit reports using the appropriate USHE report template.

~~5.6.2~~6.1. **Two-Year Review of Programs Approved through the Fast Track Procedure ~~(Report Template Required, Appendix D)~~.** Institutions operating programs approved through the Fast Track procedure submit a report to the Commissioner's Academic and Student 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 ~~posted on a website~~ made available for review by PRC members ~~if they so choose,~~ and forwarded to the Regents for the next agenda. The Regents may request information in addition to that contained in the report.

~~5.7.1~~6.2. **Cyclical Institutional Program Reviews.** Institutions submit five- and seven-year program reviews of programs approved under R401 (See Policy and Procedures, R411, *Cyclical Program Reviews*).

~~5.7.2~~6.2.1. **List of Scheduled Program Reviews.** The annual list of scheduled program reviews as defined in R411, *Review of Existing Programs*, including date of review~~. The list~~ is due at the beginning of each September.

~~5.7.3~~6.3. **Programs under Development or Consideration ~~(Appendix H)~~.** The~~se~~ Program ~~p~~Planning ~~document~~Report~~s submitted in February of each year will~~ provide the Regents with a system-wide view of the programs that may be brought to them for approval.

~~5.7.3.1.~~6.3.1. **Submission Timeline for Program Planning Report.** In February of each year, each institution shall submit an updated ~~p~~Program ~~p~~Planning ~~r~~Report of programs under development or consideration that may be brought to the Regents for formal approval within the next 36 months.

~~5.7.3.2.~~6.3.2. **Continuous Update.** The information in each planning report~~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 report~~matrix~~.

R401-~~6~~7. Proposal and Notification Submission Procedures.

~~6.1.~~7.1. **Proposal Templates.** The proposal template required for each type of item is specified in R401-4 and R401-5. ~~the listing of items (R401-4 and R401-5). For those approvals requiring only an Abbreviated Proposal Template, the Commissioner reserves the right to require a more detailed proposal, including a full proposal, if questions or concerns are raised.~~ Proposals must follow submission instructions found with each template.

7.1.1. USHE Proposal Templates. Proposals for new programs and administrative units or changes to existing programs and administrative units are submitted to the Commissioner's office using the designated USHE Full or

Abbreviated Template (see R401-4 and R401-5). CAOs or their designees review templates regularly. Proposed changes are approved by the CAOs with the Commissioner's staff. Current versions of all proposal and report templates are available online.

7.1.1.1. Right to Call for Additional Information for a Proposal. Additional information may be requested in order to evaluate any proposal or reports submitted. For approvals requiring only an Abbreviated Proposal, the Commissioner reserves the right to require a more detailed proposal, including a full proposal, if questions or concerns are raised.

~~6.1.1~~**7.1.2.** **Classification of Instructional Program (CIP) Codes**. When preparing the ~~submission~~ Full or Abbreviated ~~t~~Template, the institution must choose an appropriate CIP code. For CIP code classifications, see nces.ed.gov/ipeds/cipcode/. The CIP code is a critical data element and will be recorded by the OCHE and used for data requests, reporting, and tracking.

~~**6.1.1.1 CIP Codes for All Programs except Apprenticeship Programs.** Only one CIP code will be accepted per program—including all emphases under that program. The only exception is for apprenticeship programs.~~

~~**6.1.1.2 CIP Codes for Apprenticeship Programs.** 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.~~

7.1.3. Transmission of Proposals. Proposals must be transmitted by the Chief Academic Officer~~The CAO~~ or his/her designated representatives~~. should e-mail the completed Full Template (including electronic signature) to academicaffairs@ushe.edu.~~

7.1.4. Records. The institution is responsible for maintaining a record of ~~the~~proposal submissions. ~~as the~~ OCHE ~~Academic and Student Affairs office~~ is not responsible for storing electronic copies of submitted proposals.

~~**6.2 Proposal Style**. All submissions must:~~

~~**6.2.1.** Be written in a formal style, using third person.~~

~~**6.2.2.** Use Arial Narrow 12-point font, single-spaced. Remove italics when using templates.~~

~~**6.2.3.** Have 1" margins.~~

~~**6.2.4.** Be sent to the Commissioner's Academic and Student Affairs staff as an electronic word processing document (preferably Microsoft Word).~~

~~Appendix A: Flow Chart for Regent's Approval, Agenda~~

~~Appendix B: Full Template~~

~~**Instructions:**~~

- ~~The Full Template should be used for those items identified as needing the Full Template in R401-4 and R401-5 and listed as possible items to check on the Cover/Signature Page below.~~
- ~~**A Full Template consists of a Cover/Signature Page – Full Template, Executive Summary – Full Template, and Program Description – Full Template.**~~
  - ~~**Cover/Signature Page – Full Template:** Complete the items requested at the top of the page, INCLUDING SELECTING a CIP Code. Check which type(s) of item(s) apply. For example, you may check a certain kind of certificate AND "fast tracked."~~
  - ~~**Executive Summary – Full Template:** The executive summary must not exceed two (2) pages.~~
  - ~~**Program Description – Full Template:** Complete the sections requested, removing the descriptive italics and replacing them with the content of the proposal.~~
- ~~Prepare the Full Template per R401-6 instructions **as a Word document** (no PDF formats). Begin each of the three sections (Cover/Signature Page, Executive Summary, and Program Description) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the italics are to be removed before the institution submits the proposal to the OCHE.**~~
- ~~The CAO or his/her designated representatives should e-mail the completed Full Template (including electronic signature) to academicaffairs@ushe.edu.~~
- ~~The institution is responsible for maintaining a record of the submission as the OCHE Academic and Student Affairs office is not responsible for storing electronic copies of submitted proposals.~~

Appendix B: Full Template

Cover/Signature Page – Full Template

Institution Submitting Request: *Name of Institution*
Proposed Title: *Program or Unit Title being proposed*
School or Division or Location: *Name of School/Division Location*
Department(s) or Area(s) Location: *Name of Department/Area Location*
Recommended Classification of Instructional Programs (CIP) Code[3] : *00.0000*
Proposed Beginning Date: *MM/DD/YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' Agenda Items		
R401-4 and R401-5 Approval by Committee of the Whole		
SECTION NO.		**ITEM**
4.1.1	☐	(AAS) Associate of Applied Science Degree
4.1.2	☐	(AA) Associate of Arts Degree
	☐	(AS) Associate of Science Degree
4.1.3	☐	Specialized Associate Degree
4.1.4	☐	Baccalaureate Degree
4.1.5	☐	K-12 School Personnel Programs
4.1.6	☐	Master's Degree
4.1.7	☐	Doctoral Degree
5.2.2	☐	(CER-C) Certificate of Completion
5.2.4	☐	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____
Signature **Date:** *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

[3] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Appendix B: Full Template

Executive Summary – Full Template
Higher Education Institution
Degree Type and Title
MM/DD/YEAR

NOTE: Please limit the Executive Summary to no more than two pages.(Remove these descriptive italics when using template.)

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 of the institution as set forth in Regents' Policy (R312). (Remove italics when using template.)

Faculty
State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Identify the need for additional faculty for each of the first five years of the program. Describe the faculty development procedures that will support this program. (Remove italics when using template.)

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). Note that the Department of Workforce Services provides labor market demand data for Utah. It is acknowledged that some degree proposals may be in response to student demand rather than immediate labor market demand. (Remove italics after completing this section of the template.)

Student Demand
One paragraph giving current student demand, which is demonstrated by student surveys, petitions. Detail potential students' preparation for the program. (Remove italics after completing this section of the 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. (Remove these descriptive italics after completing this section of the template.)

- Appropriated Fund…… ☐
- Special Legislative Appropriation…… ☐
- Grants and Contracts…… ☐
- Special Fees …… ☐
- Differential Tuition (must be approved by the Regents)…… ☐
- Other (please describe)…… ☐

~~**Similar Programs Already Offered in the USHE**~~

~~*A list of similar programs already approved and functioning at USHE institutions. (Remove these descriptive italics after completing this section of the template.)*~~

Appendix B: Full Template

Program Description – Full Template
Higher Education Institution
Degree Type and Title
MM/DD/YEAR

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 as it will appear in the institution's catalog. (Remove these descriptive italics after completing this section of the template.)

Purpose of Degree

State why your institution should be approved to offer this degree and the expected outcomes. (Remove these descriptive italics after completing this section of the 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 undergraduate and/or lower-division education. (Remove these descriptive italics after completing this section of the template.)

Departmental Faculty

Using the format below, indicate the ***headcount of departmental*** *(not program-specific)* ***faculty*** *in each category. In the final row of the chart, provide departmental faculty FTE. "Tenured" includes already tenured and tenure-track. "Non-tenured" includes faculty NOT tenured or on the tenure track. "Non-Tenured" includes all non-tenured and non-tenure track (including teaching assistants) who provide instruction in the department. Describe in general terms how faculty/instructional staff will be deployed to successfully deliver this program. (Remove these descriptive italics after completing chart below.)*

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			

Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Department Faculty FTE *(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")*		X	

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. (Remove these descriptive italics after completing this section of the template.)

Library and Information Resources

Describe library resources required to offer the proposed program if any. Does the institution currently have the needed library resources? (Remove these descriptive italics after completing this section of the template.)

Admission Requirements

List admission requirements specific to the proposed program. (Remove these descriptive italics after completing this section of the template.)

Student Advisement

Describe how students in the proposed program will be advised. (Remove these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the template.)

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Using the format below, indicate the projected number of graduates and declared majors expected over the next five years in the new program proposed.

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates **in Proposed Program**	X					
Total # of Declared Majors **in Proposed Program**	X					
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE *(as reported in Faculty table above)*						
Total Department Student FTE *(Based on Fall Third Week)*						
Student FTE per Faculty FTE *(ratio of Total Department Faculty FTE and Total Department Student FTE above)*						
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

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 these descriptive italics after completing this section of the template.)

Section III: Need

Program Need

Clearly indicate why such a program should be initiated. (Remove these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the template.)

Student Demand

Describe evidence of student interest and demand that supports potential program enrollment. (Remove these descriptive italics after completing this section of the 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 of this type. How does the proposed program differ from similar program(s)? Be specific. (Remove these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the template.)

Benefits

State how the institution and the USHE benefit by offering the proposed program. (Remove these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the template.)

Section V: Finance

Department Budget

Include the Financial Analysis form followed immediately by comments if necessary. In the following table project the increased expenses to the institution by adding the proposed program.

Appendix B: Full Template

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages							
Benefits							
Total Personnel Expense	$	$	$	$	$	$	$
Non-Personnel Expense							
Travel							
Capital							
Library							
Current Expense							
Total Non-Personnel Expense							
Total Expense *(Personnel + Current)*	$	$	$	$	$	$	$
Departmental Funding							
Appropriated Fund							
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition							
Total Revenue	$	$	$	$	$	$	$
Difference							
Revenue-Expense	$	$	$	$	$	$	$
Departmental Instructional Cost / Student Credit Hour* *(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")*	$	$	$	$	$	$	$

***Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

Funding Sources

Describe how the program will be funded, i.e. new state appropriation, tuition, reallocation, enrollment growth, grants or other sources. (Remove these descriptive italics after completing this section of the template.)

Reallocation

If program is to be supported through internal reallocation, describe in specific terms the sources of the funds. (Remove these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the template.)

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). The total number of courses shown and credit hours should match the required number of credits to be awarded the degree. Use the following format. (Remove these descriptive italics after completing this section of the template.)

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

Program Schedule

For each level of program completion, present, by semester, a suggested class schedule – by prefix, number, title, and semester hours. (Remove these descriptive italics after completing this section of the template.)

Section VII: Faculty

List current faculty within the institution – with their qualifications – to be used in support of the program. Do not include resume or resume material. If new faculty lines are being used for the program, but the faculty member has not yet been hired, so indicate. (Remove these descriptive italics after completing this section of the template.)

Appendix AC: General Studies Associate's and Bachelor's Degree Guidelines

A General Studies Associate's or Bachelor's Degree proposal must:

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.

~~**Appendix D: Follow-Up Report Template**~~

~~**Instructions:**~~

- ~~The New Programs Follow-up Report Template should be used for those items identified as needing the Report Template in R401-4.1 and listed as possible items to check on the Cover/Signature Page below.~~

- ~~A Report Template consists of a **Cover/Signature Page – New Programs Follow-up Report Template** and a **Report – New Programs Follow-up Report Template**.~~

- ~~Prepare the Three- (or Two-) Year Follow-Up Report per R401-6 instructions **as a Word document** (no PDF formats). When *descriptions of the content required for each section appear in this font color*, **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.**~~

  NOTE: Two-year templates are required for certificates approved on the Fast Track. All other programs require a three-year follow-up report.

- ~~The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@ushe.edu.~~ **THIS LANGUAGE IS DUPLICATIVE. SEE SECTION 4.**

- ~~The institution is responsible for maintaining a record of the submission as the OCHE Academic and Student Affairs office is not responsible for storing electronic copies of submitted proposals.~~ **THIS LANGUAGE IS DUPLICATIVE. SEE SECTION 4.**

Appendix D: New Programs Follow-up Report Template

Cover/Signature Page – New Programs Follow-up Report Template

Institution Submitting Request: *Name of Institution*
Program Title: *Program being reported*
School or Division or Location: *Name of School/Division Location*
Department(s) or Area(s) Location: *Name of Department/Area Location*
Recommended Classification of Instructional Programs (CIP) Code[4]: *00.0000*
Board of Regents' Approval Date: *MM/DD/YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar		
SECTION NO.		**ITEM**
5.6.1	☐	Three Year Follow Up Report of Recently Approved Programs
5.6.2	☐	Two Year Follow Up Report of Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____
Signature **Date:** *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

[4] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Report – Third-Year Report Template
Higher Education Institution
Degree Type and Title
MM/DD/YEAR

Program Description

One paragraph description of the program. Include Regents' approval date and date when program first started admitting students. (Remove these descriptive italics after completing this section of the template.)

Enrollment and Revenue Data

Use department or unit numbers as reported in the approved R401 proposal for "Prior to Program Implementation" and "Estimated" columns.

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation	Year 1		Year 2		Year 3	
		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE *(Based on Fall Third Week Data)*							
Total Department Faculty FTE *(A-1/S-11/Cost Study Definition)*							
Student FTE per Faculty FTE *(from Faculty FTE and Student FTE above)*							
Program Level Data							
Total Number of Declared Majors in Program	X						
Total Number of Program Graduates	X						
Departmental Revenue							
Total Revenue to Department *(Total of Funding Categories from R401 Budget Projection Table)*							
Departmental Instructional Cost per Student Credit Hour *(per Institutional Cost Study Definition)*		X		X		X	

Institutional Analysis of Program to Date

Provide a statement that summarizes the institution's current analysis of the program's strengths and weaknesses relative to enrollments, staffing, and funding. Describe any actions the institution has taken or will take to respond to any issues with the program.

Employment Information

Provide employment information on graduates of the program. (Remove these descriptive italics after completing this section of the template.)

~~Appendix E: Flow Chart for the OCHE Approval~~

~~Appendix F: Flow Chart for Fast Track Approval~~

~~Appendix G: Abbreviated Template~~

~~**Instructions:**~~

- ~~The Abbreviated Template should be used for those items identified as needing the Abbreviated Template in R401-4 and R401-5 and listed as possible items to check on the Cover/Signature Page below.~~

- ~~**An Abbreviated Template consists of a Cover/Signature Page – Abbreviated Template and Program Request – Abbreviated Template.**~~
  - ~~**Cover/Signature Page – Abbreviated Template:** Complete the items requested at the top of the page, INCLUDING SELECTING A CIP CODE. Check which type(s) of item(s) apply.~~
  - ~~**Program Request – Abbreviated Template:** Complete the sections requested, removing the descriptive italics and replacing them with the content of the proposal.~~

- ~~Prepare the Abbreviated Template per R401-6 instructions **as a Word document** (no PDF formats). Begin each of the two sections (Cover/Signature Page and Program Request) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.**~~

- ~~The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@ushe.edu.~~ **THIS LANGUAGE IS DUPLICATIVE. SEE SECTION 4.**

- ~~The institution is responsible for maintaining a record of the submission as the OCHE Academic and Student Affairs office is not responsible for storing electronic copies of submitted proposals.~~ **THIS LANGUAGE IS DUPLICATIVE. SEE SECTION 4.**

Appendix G: Abbreviated Template

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: *Name of Institution*
Proposed Title: *Program or Unit Title being proposed*
Currently Approved Title: *Current Program or Unit Title -- if name change*
School or Division or Location: *Name of School/Division Location*
Department(s) or Area(s) Location: *Name of Department/Area Location*
Recommended Classification of Instructional Programs (CIP) Code[5] (for new programs): *00.0000*
Current Classification of Instructional Programs (CIP) Code (for existing programs): *00.0000*
Proposed Beginning Date (for new programs): *MM/DD/YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar		
SECTION NO.		**ITEM**
4.1.5.1	☐	K-12 Endorsements
5.1.1	☐	Minor*
5.1.2	☐	Emphasis*
5.2.1	☐	(CER P) Certificate of Proficiency*
5.2.3	☐	(GCR) Graduate Certificate*
5.4.1	☐	New Administrative Unit
	☐	Administrative Unit Transfer
	☐	Administrative Unit Restructure
	☐	Administrative Unit Consolidation
5.4.2	☐	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	☐	New Center
	☐	New Institute
	☐	New Bureau
5.5.1	☐	Out-of-Service Area Delivery of Programs
5.5.2	☐	Program Transfer
	☐	Program Restructure
	☐	Program Consolidation
5.5.3	☐	Name Change of Existing Programs
5.5.4	☐	Program Discontinuation
	☐	Program Suspension
5.5.5	☐	Reinstatement of Previously Suspended Program
	☐	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____
Signature **Date:** *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

[5] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Appendix G: Abbreviated Template

Program Request - Abbreviated Template
Higher Education Institution
Degree Type and Title
MM/DD/YEAR

Section I: Request

Briefly describe the request. Indicate the primary activities impacted, especially focusing on any instructional activities. (Remove these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the template.)

Section V: Program Curriculum

*****THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY*****

All Program Courses (with New Courses in Bold)
List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). The total number of courses shown and credit hours should match the required number of credits to be awarded the degree. Use the following format. (Remove these descriptive italics after completing this section of the template.)

Course Prefix and Number	Title	Credit Hours
Required Courses		
	Sub-Total	
Elective Courses		

Appendix G: Abbreviated Template

~~Course Prefix and Number~~	~~Title~~	~~Credit Hours~~
	~~Sub-Total~~	
~~Track/Options (if applicable)~~		
	~~Sub-Total~~	
	~~Total Number of Credits~~	

~~**Program Schedule**~~

~~*Present by semester, a suggested class schedule – by prefix, number, title, and semester hours. (Remove these descriptive italics after completing this section of the template.)*~~

Appendix H: Programs under Development or Consideration Template

Instructions:

- The Programs under Development or Consideration Template should be used consistent with R401-5.7.3.

- Prepare the Programs under Development or Consideration Template per R401 instructions **as a Word document** (no PDF formats). Begin each of the two sections (Cover/Signature Page and Program Request) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.**

- The CAO or his/her designated representatives should e-mail the completed PUDC Template (including electronic signature) to academicaffairs@ushe.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic and Student Affairs office is not responsible for storing electronic copies of submitted proposals.

Programs under Development or Consideration Template
Higher Education Institution
MM/DD/YEAR

Use the following table to update the Commissioner's Academic and Student 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
			MM/DD/YEAR

Utah System of Higher Education

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

Proposed on September 18, 2015

DRAFT

R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports[1]

Preamble[2]: Academic programs are at 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 providing 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 (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 R350-355, Education Television and Communications Networking

2.6. Policy and Procedures R411, Cyclical Institutional Program Reviews

[1] Approved November 7, 1972; amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [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 amended June 1, 2001, November 8, 2002, May 30, 2003, October 19, 2004, December 14, 2007, April 1, 2010, November 18, 2011, November 16, 2012, July 19, 2013, and September 18, 2015.

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

DRAFT

2.7. Policy and Procedures R430, Continuing Education/Community Service

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

2.9. Policy and Procedure R481, Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review

2.10. Policy and Procedures R508, Guidelines for Approving Lists of Comparable Institutions

R401-3. Definitions.

3.1. Academic and Student Affairs Committee. A committee of the Board of Regents responsible for planning and program review.

3.2. Articulation Agreement. A formal agreement between two or more colleges and universities documenting the transfer policies for a specific academic program or degree. Agreements can cover one, two, or more years of study. Transfer and articulation agreements between lower- and upper-division programs are discussed and agreed upon at the annual Faculty Discipline Majors' Meetings. Additional transfer and articulation agreements, such as those in Career and Technical Education (CTE), may be developed between and among institutions. If the CTE agreements affect general education transfer and articulation, they should be introduced to the appropriate Faculty Discipline Major's Meeting in order to inform other USHE institutions.

3.3. Chief Academic Officer (CAO). The person designated by a USHE institution as its Chief Academic Officer who is responsible for matters related to the academic affairs of the institution.

3.4. Classification of Instructional Programs (CIP) Code. The code associated with a particular program of study as specified by the USHE institution in concert with the National Center for Education Statistics (NCES) taxonomy of programs.

3.5. Career and Technical Education (CTE). Designation given to certain programs consistent with state and national Career and Technical Education definitions.

3.6. Emphasis. A collection of courses within an Associate of Applied Science, baccalaureate, or graduate degree that gives students a specific focus in a particular sub-area related to the identifiable core of courses required for the degree. Emphases must be clearly within the major field of study specified for the degree.

3.7. Major. The discipline in which the degree resides.

3.8. Office of the Commissioner of Higher Education (OCHE). The Utah Commissioner of Higher Education and his/her staff.

3.9. Program. As specified in R481-3.10.1, a "program" is a unit within the institution with an identifiable teaching, research, or other academic mission. For a unit to be designated as a

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"program," it shall have an identified group of faculty and shall fulfill one or more of these criteria: (1) has "program," "center," "institute," "laboratory," "department," "school," or "college" in its title or has otherwise been designated as a program; (2) offers or administers a degree, certificate, or some other credential; (3) has an identifiable curriculum or is formally described in current institutional catalogs or other publications; and/or (4) has a separate budget as listed in official university documents.

3.9.1. Centers, Institutes, or Bureaus. Administrative entities that 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.

3.10. Program Review Committee (PRC). The Board of Regents' Academic and Student Affairs Committee serves as the PRC and is responsible for academic program review.

3.11. Utah System of Higher Education (USHE). A system of public higher education institutions as designated by the legislature within the State of Utah.

3.12. Academic Awards. Academic awards range from certificates to doctoral degrees. The following definitions describe common characteristics of each award. In compliance with accreditation, additional requirements and course work may be established by USHE institutions. Academic awards require Regent approval (see R401-4 and R401-5).

3.12.1. Certificate of Proficiency. A program of study that prepares students for gainful employment in a recognized occupation. Less than one year in length of full-time study. Requires 16 to 29 semester credit hours or 600 to 899 clock hours. Does not require but may include general education courses.

3.12.1.1. Entry-Level CTE Certificate of Proficiency. Meets Perkins eligibility requirements and federal financial aid requirements, and is composed of primarily 1000-level courses without prerequisites.

3.12.1.2. Mid-Level Certificate of Proficiency. Provides students with a specific set of skills. May meet Perkins eligibility and/or federal financial aid requirements. Made up of courses selected from undergraduate programs, with or without prerequisites.

NOTE: Institutional Certificates of Proficiency less than one year in length (less than 30 semester hours, or 900 clock hours) ending in a certificate issued under the authority of the institution *do not require approval by the Regents*.

3.12.2. Certificate of Completion. A program of study consisting primarily of 1000-level courses. Intended to prepare students for gainful employment in a recognized occupation. Typically more than one year and less than two years in length of full-time study. Requires a minimum of 30 and a maximum of 33 semester credit hours or 900 to 990 clock hours consisting primarily of 1000-level courses. General education requirements are less extensive than in AA and AS degrees, generally 9 credit hours in Composition,

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Computation, and Human Relations. Certificates more than 45 semester credit hours or 1350 clock hours must show how the certificate can lead to an associate's degree within the normal credit hour requirements for that degree. When appropriate, transfer agreements should be included in the program proposal.

3.12.3. Associate of Applied Science (AAS) Degrees. Programs of study that include limited general education, course work in a subject, and are intended to prepare students for entry-level careers. Typically two years in length of full-time study. Require a minimum of 63 and a maximum of 69 semester credit hours. General education requirements are less extensive than in AA or AS degrees, generally 9 hours in Composition, Computation, and Human Relations. General education courses may be embedded within a course in the discipline, but must be identifiable.

3.12.4. Associate of Arts (AA) and Associate of Science (AS) Degrees. Programs of study primarily intended to encourage exploration of academic options that provide a strong general education component, and prepare students for upper-division work in baccalaureate programs or for employment and for responsible citizenship. Typically two years in length of full-time study. Requires a minimum of 60 and a maximum of 63 semester credit hours, which include 30 to 39 semester credit hours of general education course work.

3.12.4.1. Specialized Associate's Degrees. Associate's degrees that include extensive specialized course work, such as the Associate of Pre-Engineering, and are intended to prepare students to initiate upper-division work in a particular baccalaureate program. Contain a minimum of 68 and a maximum of 85 semester credit hours, which include a minimum of 28 semester credit hours of preparatory, specialized course work, and general education requirements that may be less extensive than in AA or AS degrees. Because students might 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. Specialized associate's degree programs have formal, written, articulation agreements for the courses transferring. In some cases, articulation may be system-wide.

3.12.4.2. Pre-Major. Associate's degrees that include a set of courses designed to prepare students for upper-division work in a specific major. Courses contained in a pre-major in an AA or AS degree should be the same or similar to courses offered at four-year institutions as determined by the Faculty Discipline Majors' Committees. Pre-majors must follow statewide articulation agreements where such agreements have been formulated. When a pre-major affects students transferring from two-year institutions, formal articulation agreements are desirable and students should be clearly informed of the transferability of the courses taken in the pre-major at the two-year institution. Upon transfer, students, if accepted into a major, should generally be able to complete the baccalaureate degree in two additional years of full-time study.

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3.12.4.3. General Studies Associate's Degrees. See *General Studies Associate's and Bachelor's Degrees Guidelines, Appendix A*, for conditions that should be met in the design of General Studies degrees.

3.12.5. Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees. Programs of study which include general education, major course work, and prepare students for employment in a career field and for responsible citizenship. Typically four years in length of full-time study. Requires a minimum of 120 and a maximum of 126 semester credit hours.

3.12.5.1. Professional Bachelor's Degrees. A professional degree prepares students for a particular profession by emphasizing skills and practical analysis built upon theory and research and, most often, has specialized accreditation that sets acceptable practice standards. May exceed the maximum of 126 credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.12.5.2. Baccalaureate Pre-Major. At four-year institutions not offering an AA or AS degree, the term "pre-major" applies to preparatory, lower-division courses required for acceptance into a major. Pre-major course work is not sufficient to admit the student to the major in cases where the institution has admission requirements for the major and a limit on the number of students who may pursue the major. Courses in a baccalaureate pre-major should be the same or similar to those offered by the two-year programs as determined by the Faculty Discipline Majors' Committees. NOTE: A pre-major for a BA/BS or professional bachelor's degree may be specified by the institution, *but does not require Regent approval*.

3.12.5.3. General Studies Bachelor's Degrees. See *General Studies Associate's and Bachelor's Degrees Guidelines, Appendix A*, for conditions that should be met in the design of General Studies degrees.

3.12.5.4. Minor. A coherent collection of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies.

3.12.5.5. K-12 Teaching Endorsement. A collection of courses, built upon a Regent-approved teacher education program that prepares K-12 teachers or teacher candidates to meet specific area certification as established and conveyed by the Utah State Office of Education.

3.12.6. K-12 School Personnel Programs. Licensure preparation programs for teacher education, counselors, administrators, and other school personnel.

3.12.7. Graduate Certificate. A program of study, less than one year in length, made up of graduate-level course work, with a pre-requisite of at least a bachelor's degree.

3.12.8. Master of Arts (MA) and Master of Science (MS) Degrees. Graduate-level programs of study beyond the bachelor's degree. Typically more than one and less than two

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years of full-time graduate study. Requires a minimum of 30 and maximum of 36 semester credit hours of course work.

3.12.8.1. Professional Master's Degrees. Professional master's degrees such as the Master of Business Administration or Master of Social Work may require additional course work or projects. May exceed the maximum of 36 credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.12.9. Doctoral Degrees. Graduate-level programs beyond the master's degree in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects. Generally three to six years of study. Requires preparation and defense of a dissertation based on original research or planning or execution of an original project demonstrating substantial artistic or scholarly achievement.

3.12.9.1. Professional Practice Doctoral Degrees. Provides knowledge and skills for credential or license required for professional practice. Pre-professional and professional preparation for degrees such as the juris doctorate and medical doctorate requires at least six years of full-time study.

R401-4. Regents' Approval, Committee of the Whole. Institutions submitting program proposals requiring approval by the Regents' Committee of the Whole shall adhere to the procedures for submitting a full proposal and follow the *Proposal and Notification Submission Procedures* (R401-7).

4.1. Program Items Requiring Regents' Committee of the Whole Approval. Items requiring Regent approval are as follows:

4.1.1. New Associate of Applied Science Degrees;
4.1.2. New Associate of Arts, Associate of Science, and Specialized Associate's Degrees;
4.1.3. New Baccalaureate Degrees;
4.1.4. New Master's Degrees;
4.1.5. New Doctoral Degrees; and
4.1.6. New K-12 Personnel Licensure Programs.

4.2. Review Procedure for Program Items Requiring Regents' Committee of the Whole Approval. Programs requiring Regent Approval, Committee of the Whole, will be reviewed by the following entities and in the order specified.

4.2.1. Review and Approval by the Institutional Board of Trustees.

4.2.2. Review by Specialized Groups. Review by specialized groups may be conducted concurrently with review by the Boards of Trustees, if such concurrent review is consistent with institutional policies and procedures. The following types of programs require specialized review as noted.

4.2.2.1. K-12 School Personnel Programs. K-12 school personnel preparation programs shall be reviewed by the USHE Schools and Colleges of Education.

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4.2.2.2. Career and Technical Education (CTE) Programs. CTE programs shall go through the Regional Career and Technical Education Planning process, as implemented in the proposing institution's region, which has the primary purposes of: (1) Planning CTE certificate and associate's degree programs that are responsive to the needs of business/industry and the citizens of the region, and providing a transition for secondary students into postsecondary programs; and (2) avoiding unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region. Results of the review process shall be provided to the Regents when a CTE program proposal is submitted for approval.

4.2.3. Institutional Submission of Request to the OCHE. See R401-7, *Proposal and Notification Submission Procedures*, and Full Template instructions.

4.2.4. Review by the Commissioner's Staff. Full program proposals will be forwarded to the Commissioner's Academic and Student Affairs staff for review and comment. The financial analysis document may be reviewed by the Commissioner's Finance staff in order to verify financial data.

4.2.5. Review by Council of Chief Academic Officers (CAOs). After the Commissioner's staff has reviewed the proposal and is satisfied it is ready for CAO review, it will be posted to the USHE website designated for program items to be reviewed by CAOs. The CAOs must review and post their comments concerning the full proposal for response from the other CAOs. Prior to review by the PRC, the Council of Chief Academic Officers will meet with the Commissioner's Academic and Student Affairs staff to discuss the institutional proposals and the 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.

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

4.2.7. Consideration by Board of Regents. Program proposals that have been reviewed according to the procedures described in R401-4 will be placed on the Regents' agenda as directed by the PRC. 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 and Student Affairs Committee reviews proposals for new programs and recommends action to

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the Regents. The Regents then take action on the proposed program during the meeting of the Committee of the Whole.

4.2.7.1. 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.

4.2.7.2. 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.

4.3. Full Proposal Submission Guidelines.

4.3.1. Emphasis Contained within a Proposal for a New Degree. When an emphasis is contained within an AAS, baccalaureate, or graduate degree being presented for initial approval, the emphasis should be identified within the new degree proposal and approved through the new degree approval process.

4.3.1.1. Emphasis Added to an Existing Degree. The proposing institution shall submit an Abbreviated Template proposal to add an emphasis to an existing Regent-approved degree (see R401-5).

4.3.2. Minor Contained within a Proposal for a New Degree. A minor which is presented within a bachelor's degree proposal must be identified.

4.3.2.1. Minor Added to an Existing Degree. The proposing institution shall submit an Abbreviated Template proposal to add a minor to an existing Regent-approved degree (see R401-5).

4.3.3. Excess Credits. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents. When a new degree is proposed, include justification for requiring semester credit hours in excess of the credit hour limits listed in R401-3.

R401-5. Review and Recommendation by the OCHE with Regent Approval on the General Consent Calendar. Institutions submitting proposals requiring OCHE recommendation and Regent approval on the General Consent Calendar shall adhere to the process shown in R401-5.2. When submitting proposals to the OCHE for one of the items specified in R401-5.1., the institution shall adhere to the procedures for submitting the appropriate Abbreviated Template and follow the *Proposal and Notification Submission Procedures* (R401-7).

5.1. Items Requiring Review and Recommendation by the OCHE. Items requiring OCHE review to be placed on the General Consent calendar are as follows:

5.1.1. New Certificates of Proficiency (except Institutional Certificates of Proficiency);

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5.1.2. New Certificates of Completion;
5.1.3. New Graduate Certificates;
5.1.4. New Minors;
5.1.5. New Emphases within a Regent-approved degree;
5.1.6. New K-12 Endorsements;
5.1.7. Existing Program Changes including:
    5.1.7.1. Program Transfer;
    5.1.7.2. Program Restructure;
    5.1.7.3. Program Consolidation;
    5.1.7.4. Program Suspension;
    5.1.7.5. Program Discontinuation;
    5.1.7.6. Program Name Change;
    5.1.7.7. Out-of-Service Area Delivery of a Program; and
    5.1.7.8. Reinstatement of a Previously Suspended Program.

5.1.8. Program Reports including:
    5.1.8.1. Two-Year Follow Up Reports;
    5.1.8.2. Three-Year Follow Up Reports; and
    5.1.8.3. Cyclical Institution Program Reviews (R411).

5.1.9. Administrative Unit Changes including:
    5.1.9.1. New Administrative Units;
    5.1.9.2. Administrative Unit Transfer;
    5.1.9.3. Administrative Unit Restructure;
    5.1.9.4. Administrative Unit Consolidation; and
    5.1.9.5. Reinstatement of Previously Suspended Administrative Units.

5.1.10. Creation of Non-administrative Units including:
    5.1.10.1. New Centers;
    5.1.10.2. New Institutes;
    5.1.10.3. New Bureaus; and
    5.1.10.4. Conditional Three-Year Approval of New Centers, Institutes, and Bureaus.

5.2. Review Process for Program Items Requiring OCHE Review and Recommendation with Regent Approval on the General Consent Calendar.

5.2.1. Review and Approval by Institutional Board of Trustees.

5.2.2. Review by Specialized Groups. K-12 endorsement programs for USOE licensure in specific areas may be reviewed by Schools and Colleges of Education at the request of the Commissioner's staff.

5.2.3. Institutional Submission of Request to the OCHE. See R401-7, *Proposal and Notification Submission Procedures*, and appropriate template instructions.

5.2.4. Review by the Commissioner's Staff.

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5.2.5. CAO Review (optional, necessity determined by the Commissioner's staff). The Commissioner's staff may share proposals with the institutional CAOs for further feedback as needed.

5.2.6. OCHE Notice to the Institution of Need for Further Information or Approval. Within 15 days of the item being received by the OCHE, the institution will be notified that either: (1) further information is required by the Commissioner; or (2) the item is being placed on the Regents' General Consent Calendar.

5.2.7. Commissioner's Staff Places Item on the Regents' General Consent Calendar for Approval.

5.3. Abbreviated Proposal Submission Guidelines.

5.3.1. Fast Track Approval for Certificates. To meet immediate industry needs and for other compelling reasons Certificates of Proficiency needing approval for financial aid, and Certificates of Completion, may be submitted to the Commissioner for Fast Track approval. The Fast Track Approval Process is detailed below:

5.3.1.1. Review and Approval by Institutional Board of Trustees. The certificate must have been approved by the institution's internal program development and approval procedure.

5.3.1.2. Review through the Career and Technical Education Regional Planning Process. Institutional CTE Directors coordinate regional planning processes.

5.3.1.3. Institutional Submission of Request to the OCHE. See R401-7, *Proposal and Notification Submission Procedures*, and appropriate template instructions.

5.3.1.4. Review by the Commissioner's Staff and Commissioner's Response. The Commissioner's staff will review the proposal and recommend action to the Commissioner. Within 15 days of the item being received by the OCHE, the institution will be notified that either: (1) further information is required by the Commissioner; or (2) the item is being returned with approval for immediate effect.

5.3.1.5. Regent Consideration. The program will be placed on the General Consent Calendar of the next Regents' meeting.

5.3.2. Emphasis Added to an Existing Degree. The proposing institution shall submit an Abbreviated Template proposal to add an emphasis to an existing Regent-approved degree.

5.3.3. Minor Added to an Existing Degree. The proposing institution shall submit an Abbreviated Template proposal to add a minor to an existing Regent-approved degree.

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5.3.4. Conditional Three-Year Approval for New Centers, Institutes, or Bureaus. Institutions may seek temporary approval from the Commissioner for a center, institute, or bureau that 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: (1) the proposed change requires a modest effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment or is fully supported by external funding; (2) activities involved are consistent with established institutional mission and role assignments; and (3) the administrative entity involved has programmatic affiliation with an existing academic program or department. Temporary approval of centers, institutes, or bureaus may be granted for a period no longer than three years, after which an institution must request approval of the Regents.

5.3.5. Out-of-Service-Area Delivery of Programs. Programs that require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area must seek approval (see R315, *Geographic Service Regions*; R312, *Institutional Mission and Roles*).

5.3.6. Discontinuation or Suspension of Programs. *Discontinuation* of a program consists of entirely removing the program from the institution's and the Regents' list of approved programs, after current students have an opportunity to complete. *Suspension* of a program is a temporary prohibition of new enrollments to the program. The program will remain on the Regents' list of approved programs and may, according to the institution's discretion, remain in the online and/or printed catalog until fully discontinued.

5.3.6.1. Student Completion in Discontinued or Suspended Programs. Students currently admitted to the program must be provided a way to complete the program in a reasonable period of time compatible with accreditation standards. This may require: (1) enrollment of students at other institutions of higher education; or (2) courses to be taught for a maximum of two years after discontinuation of the program or until there are no other admitted students who are entitled to complete the program, whichever comes first.

5.3.6.2. 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.

5.3.7. Reinstatement of Previously Suspended Program or Administrative Unit. If circumstances change and an institution plans to restart a suspended program or an administrative unit, the institution must give notice to the Board of Regents using the appropriate Abbreviated Template. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content are identical to the original program. If either the name or curricular content of the program have changed, the program should be submitted as a new program and the suspended program should be discontinued.

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R401-6. Reports. All programs approved by the Regents under R401 require a report three years after implementation or two years after implementation for programs approved under the Fast Track procedure. Institutions must submit reports using the appropriate USHE report template.

6.1. Two-Year Review of Programs Approved through the Fast Track Procedure. Institutions operating programs approved through the Fast Track procedure submit a report to the Commissioner's Academic and Student 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 made available for review by PRC members and forwarded to the Regents for the next agenda. The Regents may request information in addition to that contained in the report.

6.2. Cyclical Institutional Program Reviews. Institutions submit five- and seven-year program reviews of programs approved under R401 (See Policy and Procedures R411, *Cyclical Program Reviews*).

6.2.1. List of Scheduled Program Reviews. The annual list of scheduled program reviews as defined in R411, *Review of Existing Programs*, including date of review, is due at the beginning of each September.

6.3. Programs under Development or Consideration. The Program Planning Reports provide the Regents with a system-wide view of the programs that may be brought to them for approval.

6.3.1. Submission Timeline for Program Planning Report. In February of each year, each institution shall submit an updated Program Planning Report of programs under development or consideration that may be brought to the Regents for formal approval within the next 36 months.

6.3.2. Continuous Update. The information in each planning report 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 report.

R401-7. Proposal and Notification Submission Procedures.

7.1. Proposal Templates. The proposal template required for each type of item is specified in R401-4 and R401-5. Proposals must follow submission instructions found with each template.

7.1.1. USHE Proposal Templates. Proposals for new programs and administrative units or changes to existing programs and administrative units are submitted to the Commissioner's office using the designated USHE Full or Abbreviated Template (see R401-4 and R401-5). CAOs or their designees review templates regularly. Proposed changes are approved by the CAOs with the Commissioner's staff. Current versions of all proposal and report templates are available online.

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7.1.1.1. Right to Call for Additional Information for a Proposal. Additional information may be requested in order to evaluate any proposal or reports submitted. For approvals requiring only an Abbreviated Proposal, the Commissioner reserves the right to require a more detailed proposal, including a full proposal, if questions or concerns are raised.

7.1.2. Classification of Instructional Program (CIP) Codes. When preparing the Full or Abbreviated Template, the institution must choose an appropriate CIP code. For CIP code classifications, see nces.ed.gov/ipeds/cipcode/. The CIP code is a critical data element and will be recorded by the OCHE and used for data requests, reporting, and tracking.

7.1.3. Transmission of Proposals. Proposals must be transmitted by the Chief Academic Officer or his/her designated representative.

7.1.4. Records. The institution is responsible for maintaining a record of proposal submissions. OCHE is not responsible for storing electronic copies of submitted proposals.

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Appendix A: General Studies Associate's or Bachelor's Degree Guidelines

A General Studies Associate's or Bachelor's Degree proposal must:

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.

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Utah System of Higher Education
New Program Proposal
Cover/Signature Page – Full Template

Institution Submitting Request: *Name of Institution*
Proposed Program or Unit Title: *Program or Unit Title being proposed*
Sponsoring School or Division ~~or Location~~: *Name of School/Division Location*
Sponsoring Academic Department(s) ~~or Area(s) Location~~: *Name of Department/Area Location*
~~Recommended~~ Classification of Instructional Program~~s (CIP)~~ Code[1] **:** *00.0000*
Minimum/Maximum Credit Hours Required: ___/___
Proposed Beginning ~~Date~~Term: *SEMESTER/YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

~~Regents' Agenda Items~~		
~~R401-4 and R401-5 Approval by Committee of the Whole~~		
~~SECTION NO.~~		**~~ITEM~~Program Type**
~~4.1.1~~	☐	(AAS) Associate of Applied Science Degree
~~4.1.2~~	☐	(AA) Associate of Arts Degree
	☐	(AS) Associate of Science Degree
	☐	Specialized Associate Degree (specify award: _____)
	☐	Other (specify award: _____)
~~4.1.4~~	☐	~~Baccalaureate Degree~~(BA) Bachelor of Arts
	☐	(BS) Bachelor of Science
	☐	Professional Bachelor Degree (specify award: _____)
	☐	Other (specify award: _____)
~~4.1.5~~	☐	K-12 School Personnel Programs
~~4.1.6~~	☐	~~Master's Degree~~(MA) Master of Arts Degree
	☐	(MS) Master of Science Degree
	☐	Professional Master Degree (specify award: _____)
~~4.1.7~~	☐	Doctoral Degree (specify award: _____)
~~5.2.2~~	☐	~~(CER C) Certificate of Completion~~
~~5.2.4~~	☐	~~Fast Tracked Certificate~~

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____
Signature **Date:** *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

[1] ~~CIP codes must be recommended by the submitting institution.~~ For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

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Executive Summary – Full Template
Higher Education Institution
Degree Type and Title
MM/DD/YEAR

NOTE: Please limit the Executive Summary to no more than two pages.(Remove these descriptive italics when using template.)

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 of the institution as set forth in Regents' Policy (R312). (Remove italics when using template.)

Faculty
State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Identify the need for additional faculty for each of the first five years of the program. Describe the faculty development procedures that will support this program. (Remove italics when using template.)

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). Note that the Department of Workforce Services provides labor market demand data for Utah. It is acknowledged that some degree proposals may be in response to student demand rather than immediate labor market demand. (Remove italics after completing this section of the template.)

Student Demand
One paragraph giving current student demand, which is demonstrated by student surveys, petitions. Detail potential students' preparation for the program. (Remove italics after completing this section of the 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. (Remove these descriptive italics after completing this section of the template.)

- Appropriated Fund ☐
- Special Legislative Appropriation ☐
- Grants and Contracts ☐
- Special Fees ☐
- Differential Tuition (must be approved by the Regents) ☐
- Other (please describe) ☐

Similar Programs Already Offered in the USHE
A list of similar programs already approved and functioning at USHE institutions. (Remove these descriptive italics after completing this section of the template.)

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Utah System of Higher Education
Program Description – Full Template
~~**Higher Education Institution**~~
~~**Degree Type and Title**~~
~~**MM/DD/YEAR**~~

Section I: The Request

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

Section II: Program ~~Description~~ Proposal

~~Complete~~ Program Description
Present a~~the~~ complete, formal program description. ~~as it will appear in the institution's catalog~~. ~~(Remove these descriptive italics after completing this section of the template.)~~

~~Purpose of Degree~~
~~*State why your institution should be approved to offer this degree and the expected outcomes. (Remove these descriptive italics after completing this section of the 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 these descriptive italics after completing this section of the template.)~~

Section III: Needs Assessment

Program ~~Need~~Rationale
~~*Clearly*~~ *Briefly indicate why such a program should be initiated. ~~(Remove these descriptive italics after completing this section of the template.)~~ State how the institution and the USHE benefit by offering the proposed program. Briefly describe the institutional procedures used to arrive at a decision to offer the program.*

Labor Market Demand
Include local, state, and/or national labor market data (as appropriate). ~~and~~ Data such as occupational demand, median wage, estimated number of annual openings, 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 these descriptive italics after completing this section of the template.)~~ may be incorporated from various sources such as Utah DWS Occupation Information Data Viewer (http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Student Demand
Describe evidence of student interest and demand that supports potential program enrollment. ~~(Remove these descriptive italics after completing this section of the template.)~~

~~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 these descriptive italics after completing this section of the template.)~~ See Appendix D for three-five years' projected enrollments and graduates ~~and for faculty to student ratios~~.

Similar Programs
Are similar programs offered elsewhere in the USHE, the S~~s~~tate, or Intermountain Region? If yes, cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)? ~~Be specific. (Remove these descriptive italics after completing this section of the template.)~~

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Collaboration with and Impact on Other USHE Institutions

Describe discussions with other USHE institutions ~~that are~~ already offering ~~the~~ this program ~~that have occurred regarding your institution's intent to offer the proposed program~~. Include any collaborative efforts that may have been proposed. ~~Analyze~~ Assess the impact that the new program would have on other USHE institutions. ~~(Remove these descriptive italics after completing this section of the template.)~~

External Review and Accreditation

Indicate whether ~~any external~~ consultants external to the institution~~, 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~~that will be sought and how that accreditation will impact the program. Project a future date for an ~~possible~~ accreditation review; indicate ~~how close the institution is to achieving the requirements, and what~~ the costs ~~will be~~ to achieve accreditation~~them~~. ~~(Remove these descriptive italics after completing this section of the template.)~~

Benefits

~~*State how the institution and the USHE benefit by offering the proposed program. (Remove these descriptive italics after completing this section of the template.)*~~

Section IV: Program Details

~~Justification for~~ Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit described in R401-3. ~~63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS. (Remove these descriptive italics after completing this section of the template.)~~

Admission Requirements

List admission requirements specific to the proposed program. ~~(Remove these descriptive italics after completing this section of the template.)~~

Curriculum & Degree Map

See Appendix A for a list of courses and see Appendix B for program Degree Map.

~~Projected~~ Program Enrollment ~~and Graduates~~; ~~Projected~~ Departmental Faculty/~~Students~~

See Appendix D for projected program enrollment.

~~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.*~~

Section V: Institution, Faculty, and Staff Support

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 undergraduate and/or lower-division education. ~~(Remove these descriptive italics after completing this section of the template.)~~

~~Departmental~~ Faculty

State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Identify the need for additional faculty for each of the first five years of the program. Describe the faculty development procedures that will support this program. Provide plans and sources to secure qualified faculty, as needed, to support, this program. See Appendix C~~B~~ for detail on faculty ~~FTE~~profiles and new hires in support of this program.

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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. ~~(Remove these descriptive italics after completing this section of the template.)~~

Student Advisement

Describe how students in the proposed program will be advised. ~~(Remove these descriptive italics after completing this section of the template.)~~

Library and Information Resources

Describe library resources required to offer the proposed program if any. ~~Does the institution currently have the needed~~List new library resources to be acquired.~~?~~ ~~(Remove these descriptive italics after completing this section of the template.)~~

Projected Enrollment and Finance

See Appendix D for projected enrollment and finance, including information on funding sources, reallocation, and impact on existing budgets.

Section ~~I~~VI: Program ~~and Student Assessment~~Evaluation

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 these descriptive italics after completing this section of the template.)~~

Program Assessment

Identify program goals and learning outcomes. Describe the system of assessment to be used to assess student learning and outcome achievement. ~~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 these descriptive italics after completing this section of the template.)~~

~~Section VII: Finance~~

~~Funding Sources~~

~~*Describe how the program will be funded, i.e. new state appropriation, tuition, reallocation, enrollment growth, grants or other sources. (Remove these descriptive italics after completing this section of the template.)*~~*Indicate from which of the following the funding will be generated. Provide the detail for funding as part of the "Financial Analysis" section. ~~(Remove these descriptive italics after completing this section of the template.)~~*

~~Appropriated Fund..... ☐~~
~~Special Legislative Appropriation..... ☐~~
~~Grants and Contracts..... ☐~~
~~Special Fees ..... ☐~~
~~Differential Tuition (must be approved by the Regents)..... ☐~~
~~Other (please describe)..... ☐~~

~~Reallocation~~

~~*If program is to be supported through internal reallocation, describe in specific terms the source(s) of the funds. (Remove these descriptive italics after completing this section of the 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. If program is to be supported through internal reallocation, describe the source(s) of the funds.*~~

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Confidential information may be sent to the Commissioner under seal. (Remove these descriptive italics after completing this section of the template.)

See Appendix D for three year detail of budget in support of this program.

Section VII: Faculty

List current faculty within the institution – with their qualifications – to be used in support of the program. Do not include resume or resume material. If new faculty lines are being used for the program, but the faculty member has not yet been hired, so indicate. (Remove these descriptive italics after completing this section of the template.)

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~~Section VI~~Appendix A: Program Curriculum

All Program Courses (with New Courses in Bold)

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences) The total number of courses shown and credit hours should match the required number of credits to be awarded the degree. ~~Use the following format. (Remove these descriptive italics after completing this section of the template.)~~

Course Prefix and Number	Title	NEW Course	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
		Credit Hour Sub-Total	
Required Courses			
		Credit Hour Sub-Total	
Elective Courses			
		Credit Hour Sub-Total	
Emphasis ~~Track/~~Option~~s~~ #1 (if applicable)			
Are students required to choose an emphasis? Yes or No (please circle)			
Name of Emphasis:			
		Credit Hour Sub-Total	
		Total Number of Credits	

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Emphasis Options #2(if applicable)			
Name of Emphasis:			
Credit Hour Sub-Total			
Total Number of Credits			

Emphasis Options #3 (if applicable)			
Name of Emphasis:			
Credit Hour Sub-Total			
Total Number of Credits			

Emphasis Options #4 (if applicable)			
Name of Emphasis:			
Credit Hour Sub-Total			
Total Number of Credits			

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Appendix B: ~~Program Schedule~~ Degree Map

Degree Maps are semester-by-semester program maps with specific recommended courses each semester that are: made available to current and potential students, updated regularly to help students stay on track to finish their degrees on time, and useful to institutions in maximizing the efficiency of course scheduling."For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and semester hours. Include specific general education courses if recommended for this program,

NOTE: SEE REPLACEMENT TABLES ON CLEAN COPY

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Appendix B: Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Using the format below, indicate the projected number of graduates and declared majors expected over the next five years in the new program proposed.

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates **in Proposed Program**						
Total # of Declared Majors **in Proposed Program**						
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE						
Total Department Student FTE						
Student FTE to Faculty FTE *(ratio of Total Department Faculty FTE and Total Department Student FTE above)*						
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable:						

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Appendix C: Faculty Support

*Using the format table below, indicate the **headcount of departmental** (not program-specific) **faculty** in each category. In the final row of the chart, provide departmental faculty FTE. "Tenured" includes already tenured and tenure-track. "Non-tenured" includes faculty NOT tenured or on the tenure track. "Non-Tenured" includes all non-tenured and non-tenure track (including teaching assistants) who provide instruction in the department. Describe in general terms how faculty/instructional staff will be deployed to successfully deliver this program. (Remove these descriptive italics after completing chart below.)*

Department Faculty Category	Dept Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dept Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Department Faculty FTE *(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")*			

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Appendix C: Faculty Profiles

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

First Name	Last Name			Institution
Jane	*Doe*	*TT*	*Ph.D., M.A., Communication, 2012*	*University of Utah, Brigham Young University*

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Appendix C: New Faculty Projections:

If new faculty will be hired to support the program, indicate (in the boxes below) the number of faculty expected to be hired in the first three years of the program. Indicate additional cost for these faculty members in Appendix D (Section: Department Financial Data)

	# of Tenure	# of Tenure-Track	# Other	
Full Time				
Part Time				

List the anticipated qualifications for new faculty to include experiences, degrees and/or credentials earned in the text box below:

Department Budget

Include the Financial Analysis form followed immediately by comments if necessary. In the following table project the increased expenses to the institution by adding the proposed program.

Three-Year Budget Projection							
Departmental Data	Current Dept. Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages							
Benefits							
Total Personnel Expense	$	$	$	$	$	$	$
Non-Personnel Expense							
Travel							
Capital							
Library							
Current Expense							
Total Non-Personnel Expense							
Total Expense *(Personnel + Current)*	$	$	$	$	$	$	$
Departmental Funding							
Appropriated Fund							
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition							
Total Revenue	$	$	$	$	$	$	$
Difference							
Revenue-Expense	$	$	$	$	$	$	$
Departmental Instructional Cost / Student Credit Hour* *(as reported in institutional Cost Study for "current," using the same Cost Study definition for "projected")*	$	$	$	$	$	$	$

***Projected Instructional Cost/Student Credit Hour** as reported in institutional Cost Study for "current," using the same Cost Study definition for "projected." data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

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Utah System of Higher Education
New Program Proposal
Cover/Signature Page – Full Template

Institution Submitting Request: *Name of Institution*
Proposed Program or Unit Title: *Program or Unit Title being proposed*
Sponsoring School or Division: *Name of School/Division Location*
Sponsoring Academic Department(s): *Name of Department/Area Location*
Classification of Instructional Program Code[1] : *00.0000*
Minimum/Maximum Credit Hours Required: ___/___
Proposed Beginning Term: *SEMESTER / YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

	Program Type
☐	(AAS) Associate of Applied Science Degree
☐ ☐ ☐ ☐	(AA) Associate of Arts Degree (AS) Associate of Science Degree Specialized Associate Degree (specify award: _____) Other (specify award: _____)
☐ ☐ ☐ ☐	(BA) Bachelor of Arts (BS) Bachelor of Science Professional Bachelor Degree (specify award: _____) Other (specify award: _____)
☐	
☐ ☐ ☐	(MA) Master of Arts Degree (MS) Master of Science Degree Professional Master Degree (specify award: _____)
☐	Doctoral Degree (specify award:_____)
☐	K-12 School Personnel Programs
☐	

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____
Signature Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

DRAFT

Utah System of Higher Education
Program Description – Full Template

Section I: The Request

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

Section II: Program Proposal

Program Description
Present a complete, formal program description.

Consistency with Institutional Mission
Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals.

Section III: Needs Assessment

Program Rationale
Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Briefly describe the institutional procedures used to arrive at a decision to offer the program.

Labor Market Demand
Include local, state, and/or national labor market data (as appropriate)., Data such as occupational demand, median wage, estimated number of annual openings, and job placement information may be incorporated from various sources such as Utah DWS Occupation Information Data Viewer (http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Student Demand
Describe evidence of student interest and demand that supports potential program enrollment. 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. See Appendix D for three-five years' projected enrollments and graduates.

Similar Programs
Are similar programs offered elsewhere in the USHE, the State, or Intermountain Region? If yes, cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Collaboration with and Impact on Other USHE Institutions
Describe discussions with other USHE institutions already offering this program. Include any collaborative efforts that may have been proposed. Assess the impact that the new program would have on other USHE institutions.

External Review and Accreditation
Indicate whether consultants external to the institution 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 that will be sought and how that accreditation will impact the program. Project a future date for an accreditation review; indicate the costs to achieve accreditation.

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Section IV: Program Details

Graduation Standards and Number of Credits
Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit described in R401-3.

Admission Requirements
List admission requirements specific to the proposed program.

Curriculum and Degree Map
See Appendix A for a list of courses and see Appendix B for program Degree Map.

Section V: Institution, Faculty, and Staff Support

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 undergraduate and/or lower-division education.

Faculty
State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Identify the need for additional faculty for each of the first five years of the program. Describe the faculty development procedures that will support this program. Provide plans and sources to secure qualified faculty, as needed, to support, this program. See Appendix C for detail on faculty profiles and new hires in support of this program.

Staff
List 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.

Student Advisement
Describe how students in the proposed program will be advised.

Library and Information Resources
Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Projected Enrollment and Finance
See Appendix D for projected enrollment and financeincluding information on funding sources, reallocation, and impact on existing budgets.

Section VI: Program Evaluation

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.

Program Assessment
Identify program goals and learning outcomes. Describe the system of assessment to be used to assess student learning outcome achievement.

DRAFT

Appendix A: Program Curriculum

All Program Courses (with New Courses in Bold)

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). The total number of courses shown and credit hours should match the required number of credits to be awarded the degree.

Course Prefix and Number	Title	NEW Course	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
	Credit Hour Sub-Total		
Required Courses			
	Credit Hour Sub-Total		
Elective Courses			
	Credit Hour Sub-Total		
Emphasis Option #1 (if applicable)			
Are students required to choose an emphasis? Yes or No (please circle)			
Name of Emphasis:			
	Credit Hour Sub-Total		
	Total Number of Credits		

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Emphasis Option #2 (if applicable)			
Name of Emphasis:			
	Credit Hour Sub-Total		
	Total Number of Credits		

Emphasis Option #3 (if applicable)			
Name of Emphasis:			
	Credit Hour Sub-Total		
	Total Number of Credits		

Emphasis Option #4 (if applicable)			
Name of Emphasis:			
	Credit Hour Sub-Total		
	Total Number of Credits		

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Appendix B: Degree Map

Degree Maps are semester-by-semester program maps with specific recommended courses each semester that are: made available to current and potential students, updated regularly to help students stay on track to finish their degrees on time, and useful to institutions in maximizing the efficiency of course scheduling. For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and semester hours. Include specific general education courses if recommended for this program.

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Appendix C: Faculty Profiles and New Faculty / Staff Projections

Part I. Faculty Profiles

List current faculty within the institution--with their qualifications--to be used in support of the program(s). Do not include resume or resume material.

Faculty Profiles						
Full Time Faculty	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degrees & Credentials Earned / Subject / Dates	Institution where Credential was Earned	If "Other," Explain Job Assignment
Part Time Faculty						

Part II: New Faculty / Staff Projections

If new faculty / staff will be hired to support the program, indicatethe number of faculty / staff to be hired in the first three years of the program. Indicate additional cost for these faculty / staff members in Appendix D.

	# of Tenure	**# of Tenure-Track**	**# Other**	
Faculty: Full Time				
Faculty: Part Time				
Staff: Full Time				
Staff: Part Time				

List the anticipated qualifications for new faculty to include experiences, degrees, and/or credentials earned.

Appendix D: Projected Program Participation and Finance

Part I.

In the following table, project the increased number of new majors; project expenses to the institution by adding the proposed program(s). Include additions to budget to account for new faculty & staff and operating costs, as described in the proposal, that are required for the proposed program(s).

Three Year Projection/Program Participation and Department Budget					
	New Program				
	Year 1	Year 2	Year 3	Year 4	Year 5
Student Data					
Total # of Majors in Proposed Program					
Total # Graduates in New Program(s) *For Baccalaureate and Doctoral Programs ONLY, Project # of Graduates through Years 4 & 5.					
Department Financial Data					
*If there are additional expenses associated with offering new program(s), complete fields below. *Account for New Faculty as stated in Appendix C "Faculty Projections."*					
	Department Budget				
	Year 1	Year 2	Year 3		
	Addition to Budget for New Program(s)	Addition to Budget for New Program(s)	Addition to Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)					
Personnel (Faculty & Staff Salary & Benefits)					
Operating Expenses (equipment, travel,					
Other: _____					
TOTAL EXPENSES	$ -	$ -	$ -		
FUNDING – source of funding to cover additional costs generated by proposed program(s)					
If budgets will be internally reallocated to support new program, complete field below and respond to Narrative 1 on the following page.					
Internal Reallocation					
If the program requires new sources of funding, complete fields below and respond to Narrative 2 on the following page.					
Appropriation					
Special Legislative Appropriation					
Grants and Contracts					
Special Fees					
Tuition					
Differential Tuition (requires Regents approval)					
Other: _____					
TOTAL REVENUE	$ -	$ -	$ -		
Difference					
Revenue - Expense	$ -	$ -	$ -		

Part II: In the following text boxes, please answer the questions.

Narrative 1– Describe what internal reallocations, if applicable, are available and any impact to existing programs or services

Narrative 2 – Describe new funding sources and plans to acquire the funds.

Utah System of Higher Education
New Program Proposal
Cover/Signature Page – Abbreviated Template

Institution Submitting Request: _____
Proposed Program Title: _____
Sponsoring School or Division: _____
Sponsoring Academic Department(s): _____
Classification of Instructional Program Code[1] : *00.0000*
Minimum/Maximum Credit Hours of Full Program Required: _ ___/___
Proposed Beginning Term: *SEMESTER/YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Program Type
☐ K-12 Endorsement Program
☐ Minor
Current Major CIP (if applicable) : 00.0000
Current Program Title: _____
Credits for Current Minor Only: _____
Current Program BOR Approval Date: MM/DD/YEAR
☐ NEW Emphasis for Regent-Approved Program
Current Major CIP: *00.0000*
Current Program Title:_____
Credits for Current Emphasis Only: _____
☐ *Current Program BOR Approval Date: MM/DD/YEAR*
☐ Certificate of Proficiency
☐ Certificate of Completion
☐ Graduate Certificate
☐ Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____
Signature Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

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Utah System of Higher Education
Program Description – Abbreviated Template

Section I: The Request

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

Section II: Program Proposal

Program Description/Rationale

Present a brief program description. Indicate why such a program should be initiated. Describe evidence of student interest and demand that supports potential program enrollment. Are similar programs offered elsewhere in the USHE, the State, or Intermountain Region? Describe discussions with other USHE institutions already offering this program, if applicable. State how the institution and the USHE benefit by offering the proposed program.

Labor Market Demand

Include local, state, and/or national labor market data (as appropriate). Data such as occupational demand, median wage, estimated number of annual openings, and job placement information may be incorporated from various sources such as Utah DWS Occupation Information Data Viewer (http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Consistency with Institutional Mission/Institutional Impact

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. What changes in faculty and staff will be required? Describe how the proposed program will or will not impact the delivery of undergraduate and/or lower-division education.

Indicate if the program will be delivered outside of designated service area. Programs that require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area must seek approval (see R315 Geographic Service Regions; R312, Institutional Mission and Roles).

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.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). The total number of courses shown and credit hours should match the required number of credits to be awarded the degree.

Course Prefix and Number	Title	NEW Course	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
	Credit Hour Sub-Total		
Required Courses			

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Course Prefix and Number	Title	NEW Course	Credit Hours
	Credit Hour Sub-Total		
Elective Courses			
	Credit Hour Sub-Total		
Emphasis Option #1 (if applicable)			
Are students required to choose an emphasis? Yes or No (please circle)			
Name of Emphasis:			
	Credit Hour Sub-Total		
	Total Number of Credits		
Emphasis Option #2 (if applicable)			
Are students required to choose an emphasis? Yes or No (please circle)			
Name of Emphasis:			
	Credit Hour Sub-Total		
	Total Number of Credits		
Emphasis Option #3 (if applicable)			
Are students required to choose an emphasis? Yes or No (please circle)			
Name of Emphasis #1			

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Course Prefix and Number	Title	NEW Course	Credit Hours
	Credit Hour Sub-Total		
	Total Number of Credits		
Emphasis Option #4 (if applicable)			
Are students required to choose an emphasis? Yes or No (please circle)			
Name of Emphasis:			
	Credit Hour Sub-Total		
	Total Number of Credits		

Degree Map

Degree Maps are semester-by-semester program maps with specific recommended courses each semester that are: made available to current and potential students, updated regularly to help students stay on track to finish their degrees on time, and useful to institutions in maximizing the efficiency of course scheduling. For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and semester hours. Include specific general education courses if recommended for this program.

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Utah System of Higher Education
Program Change
Cover/Signature Page – Abbreviated Template

Institution Submitting Request: _____
Current or Proposed Program Title: _____
Sponsoring School or Division: _____
Sponsoring Academic Department(s): _____
Proposed Beginning Date: *SEMESTER/YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

	Program Type
☐	Name Change on Existing Program
☐	Program Transfer
☐	Program Restructure
☐	Program Consolidation
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____
Signature Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

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Utah System of Higher Education
Program Change Description – Abbreviated Template

Section I: The Request

Name of Institution requests approval to *ACTION (transfer, restructure, consolidate from____, suspend, discontinue, or change name from ___ to) Name of Unit* effective *MM/DD/YYYY.* This action was approved by the institutional Board of Trustees on *Date.*

Section II: Program Proposal

Program Change Description/Rationale

Present a brief description of the program. Indicate what action is being taken and justify changes in status. Are similar programs offered elsewhere in the USHE, the State, or Intermountain Region? Describe discussions with other USHE institutions already operating a similar program, if applicable. State how the institution and the USHE benefit from the proposed change.

Indicate if the program will be delivered outside of designated service area. Programs that require a substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area must seek approval (see R315 Geographic Service Regions; R312 Institutional Mission Roles).

If suspending a program, explain the anticipated length of time for the suspension. If discontinuing the program, explain how students who are currently admitted are provided a way to complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until there are no other admitted students who are entitled to complete the program, whichever comes first.

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Describe how the existing academic and administrative structures support the proposed program and identify any new organizational structures or restructures that may be needed. What changes in faculty and staff will be required? Describe how the proposed program will or will not impact the delivery of undergraduate and/or lower-division education.

If suspending or discontinuing a program, indicate the statewide impact of discontinuing the program and identify opportunities for establishing the program at another USHE institution.

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.

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Utah System of Higher Education
Administrative Unit Proposal
Cover/Signature Page – Abbreviated Template

Institution Submitting Request: _____
Current or Proposed Unit Title: _____
Sponsoring School or Division: _____
Sponsoring Academic Department(s): _____
Proposed Beginning Date: *SEMESTER/ YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

	Program Type
☐	New Administrative Unit
☐	Administrative Unit Transfer
☐	Administrative Unit Restructure
☐	Administrative Unit Consolidation
☐	Administrative Unit Suspension
☐	Administrative Unit Discontinuation
☐	Name Change of Existing Unit
☐	Reinstatement of Previously Suspended Administrative Unit
☐	Reinstatement of Previously Discontinued Administrative Unit
☐	Conditional Three-Year Approval for New Center, Institute, or Bureau
☐	New Center
☐	New Institute
☐	New Bureau

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

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Utah System of Higher Education
Unit Description – Abbreviated Template

Section I: The Request

Name of Institution requests approval to *ACTION (establish, restructure, discontinue, suspend, change name from ___ to) Name of Unit* effective *MM/DD/YYYY.* This action was approved by the institutional Board of Trustees on *Date*.

Section II: Program Proposal

Administrative Unit Description/Rationale

Present a brief description of the unit. Indicate what a New administrative unit is justified OR justify changes in status to an existing unit. Are similar units offered elsewhere in the USHE, the State, or Intermountain Region? Describe discussions with other USHE institutions already operating a similar unit, if applicable. State how the institution and the USHE benefit from the proposed unit or unit change.

If suspending a unit, explain the anticipated length of time for the suspension. If discontinuing a unit, explain if students, faculty, and staff affiliated with the unit will be reassigned.

If seeking a conditional three-year approval, explain how the proposed change requires only a modest effort in terms of staff and space needs with normally no permanent staff or permanent facility assignment. Explain how the entity is already affiliated with an existing academic program or department.

Consistency with Institutional Mission/Institutional Impact

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. What changes in faculty and staff will be required? Describe how the proposed program will or will not impact the delivery of undergraduate and/or lower-division education.

If suspending or discontinuing a program, indicate the statewide impact of discontinuing the program and identify opportunities for establishing the program at another USHE institution.

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 these descriptive italics after completing this section of the template.)

If seeking a conditional three-year approval, explain how proposed change is fully supported by external funding.

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