TAB C

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

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

Issue

During the Utah legislature's 2017 session, Senate Bill (SB) 238 Substitute (Higher Education Governance Revisions – Millner/Wilson) passed and was signed into law by the governor. Among the higher education governance changes directed by the bill were changes that provided for "the delegation of certain powers to institution of higher education boards of trustees" including the power "to approve changes to the institution of higher education's programs. . .". The conditions set forth in SB 238 require changes in Regents' Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports.*

Background

The following are the key items in program approval and review that change the procedures currently outlined in Regents' Policy R401:

- **Institutional Approval of Academic Programs:** Within roles and specified program levels, each institutional Board of Trustees may approve new academic programs. Proposed programs that fall outside of the institution's specified roles must be approved by the Board of Regents.
- **Notification, Peer Review and Approval of New Programs:**
    - Institutions must provide the Board of Regents with notice of any new academic program (within its role) approved by the Board of Trustees.
    - The Commissioner's Office will conduct a peer review (by other USHE institutions) of new program proposals and provide a report to the Trustees and Regents.
    - The Board of Regents may define the process and procedures to be followed in program approval, including a fiscal analysis and plan for ongoing costs.
    - The Board of Regents must approve establishment of any branch, extension, college, professional school, or an academic program outside the institution's specified role.
- **Periodic Program Review, Modification and Termination of Programs:**
    - The Board is required to review any new programs no later than two years after the first cohort beginning the program completes it.
    - The Board may conduct a periodic review of a program at an individual institution.
    - The Board may require modification or termination of an institution's program(s), but must provide adequate opportunity for a hearing before the Board.

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

The proposed revisions to the R401 incorporate the changes specified in SB238 relative to program approval. The proposed revision has been reviewed by the Utah System of Higher Education (USHE) Chief Academic Officers and their suggestions and changes incorporated. Staff continues to develop the technology-based infrastructure to manage the review process. By statute, final implementation of the review processes specified in SB238 must be achieved by September 1, 2017.

<center>Policy Issues</center>

The proposed policy revisions have been developed through established policy revision procedures. Chief academic officers from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

<center>Commissioner's Recommendation</center>

The Commissioner recommends the Board of Regents approve the revisions to Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports.*

_____
David L. Buhler
Commissioner of Higher Education

GL/EJH
Attachment

<center>2</center>

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 establish criteria 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 new programs of instruction that ensure rigorous scrutiny—beginning at the institutional level and then by an institution's peers—and encourage a range of sustainable degrees and other credentials within each institution's mission and that meet or exceed national standards. This policy also creates procedures for approving or discontinuing programs and notifying the Board of Regents of changes to academic program and administrative units.

R401-2. References.

2.1.   Utah Code §53B-16-102, Changes in Curriculum

2.2.   Regents Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees

2.3.   Regents Policy and Procedures R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

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2.4.   Regents 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

2.65.   Regents Policy and Procedures R411, Cyclical Institutional Program Reviews

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

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

3. 1.1.   **Certificate of Proficiency.** A program of study that prepares students for gainful employment in a recognized an occupation. It does not require, but may include, general education courses. The certificate 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. It consists entirely of undergraduate courses but does not require prerequisite courses, conditions, or degrees for admission to the program.

3. 1.1.1.   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 A certificate of proficiency that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.

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 require less than one year in length (less than 30 semester credit hours, or 900 clock hours) and are not eligible for federal financial aid. ending in a certificate issued under the authority of the

~~institution *do not require approval by the Regents*~~. Institutions may establish institutional certificates without notifying the Regents. Institutions may use these certificates to address varying needs, including workforce preparation, bridging student pathways from high school, avocational interests, or development of specialized skills.

3.1.2. Certificate of Completion. A program of study ~~consisting primarily of 1000-level courses. intended to~~ that prepares students for ~~gainful employment in a recognized~~ an occupation. It requires a recognizable general education core in communication, computation, and human relations. The general education core may be embedded within program courses. The certificate ~~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, Computation, and Human Relations.~~ and typically does not exceed 33 semester credit hours or 990 clock hours. It consists entirely of undergraduate courses and has no prerequisite courses, conditions, or degrees required for admission to the program. Institutions should demonstrate how certificates requiring more than 36 semester credit hours or more than 1,080 clock hours can lead to an associate's and/or bachelor's degree within the normal credit hour requirements for that degree. When appropriate, institutions should include transfer agreements in the program proposal. ~~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.~~

> **3.1.2.1. CTE Certificate of Completion**. A certificate of completion that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.

3.1.3. 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. These degrees ~~typically~~ require ~~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. Institutions structure AAS degrees to enable students to complete requirements and electives without upper-division coursework.

3.1.4. 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. The degree ~~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. ~~In structuring AAS degrees consideration is given to lower-division courses such that students may complete requirements and electives without upper-division coursework.~~ Institutions structure associate degrees to enable students to complete requirements and electives without upper-division coursework.

> ### 3.1.4.1. 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. These degrees ~~contain~~ require 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~~ may 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.

> ### 3.1.4.2. Pre-Major. Associate's degrees that include a set of courses designed to prepare students for upper-division work in a specific major. 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~~ USHE major 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, sponsoring institutions should pursue 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 degrees.~~

3.1.5.   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. Bachelor's degrees ~~typically~~ require ~~four years in length of full-time study. Requires~~ a minimum of 120 and a maximum of 126 semester credit hours.

> ### 3.1.5.1. Professional Bachelor's Degrees. A professional degree that 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. It may exceed the maximum of 126 credit

hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.1.5.2. 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 USHE major 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.~~*

3.1.5.3. 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.

3.1.5.4. Minor. A ~~coherent collection~~ <u>grouping</u> of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies.

3.1.5.5. 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~~ <u>Board</u> of Education.

~~**3.1.6.**   **K-12 School Personnel Programs.** Licensure preparation programs for teacher education, counselors, administrators, and other school personnel.~~

3.1.~~7~~<u>6</u>.   ~~Graduate~~ <u>Post-baccalaureate</u> **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~~ <u>requiring less than 30 semester credit hours and composed of undergraduate and/or graduate courses. The program requires a bachelor's degree for admission</u>.

<u>**3.1.7.**   **Post-master's Certificate.** A program of study less than 30 semester credit hours and composed entirely of graduate-level courses. The program requires a master's degree for admission.</u>

3.1.8.   **Master of Arts (MA) and Master of Science (MS) Degrees.** Graduate-level programs of study beyond the bachelor's degree. <u>A master's degree</u> ~~typically more than one and~~ <u>but</u> ~~less than two years of full-time graduate study,~~ requires a minimum of 30 and maximum of 36 semester credit hours of course work.

3.1.8.1. Professional Master's Degrees. Professional master's degrees<u>,</u> such as the Master of Business Administration or Master of Social Work<u>,</u> may require additional course work or projects. May exceed the maximum of 36 <u>semester</u>

credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.1.9. **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. Doctoral degrees generally require 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.

3.1.9.1. Professional Practice Doctoral Degrees. Provide~~s~~ knowledge and skills for credential~~s~~ or license~~s~~ 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.

3.~~1~~2. **Academic and Student Affairs Committee.** A Board of Regents committee ~~of the Board of Regents~~ responsible for academic and student affairs planning and program review.

3.~~2~~3. **Articulation Agreement.** A formal agreement between two or more ~~colleges and universities~~ institutions documenting the transfer policies for a specific academic program or degree. Agreements ~~can~~ may cover ~~one, two, or more years~~ any course of study, including certificates and/or degree programs. Institutions shall address ~~t~~ransfer and articulation agreements between lower and upper-division programs at the annual ~~Faculty Discipline Majors' Meetings~~ USHE major committee meetings. Institutions may enter into 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~~ the sponsoring institution shall inform other USHE institutions through the USHE major committee.

3.4 **Branch Campus/Extension Center.** For the purposes of this policy, a location of an institution that is geographically apart and independent of the main campus and is permanent in nature.

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

3.6 **Centers, Institutes, or Bureaus.** Administrative entities that primarily perform 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.~~3~~7. **Chief Academic Officer (CAO).** The ~~person designated by a USHE institution as its~~ institution's chief academic officer ~~who is~~ responsible for ~~matters related to~~ the institution's academic affairs.

3.~~4~~8. **Classification of Instructional Programs (CIP) Code.** The code associated with a particular program of study as specified by the USHE institution ~~in concert with~~ and informed by the National Center for Education Statistics (NCES) taxonomy of programs.

3.9.   College or Professional School. An academic unit within a Utah System of Higher Education (USHE) institution that is headed by an academic dean.

3.10.   Council of Chief Academic Officers. The CAOs of all USHE institutions.

3.611.   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.

3.12.   Institution of higher education/Institution. An institution that is part of the Utah System of Higher Education described in Utah Code 53B-1-102(1)(a)-(i).

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

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

3.15.   Peer Review Committee: The Council of Chief Academic Officers or designees who review programs of instruction, new colleges or schools.

3.916.   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.~~ A program of curriculum that leads to the completion of a degree, certificate, or other credential.

3.1₀7.   Program Review Committee (PRC). ~~The~~ A Board of Regents ~~Academic and Student Affairs Committee~~ ~~serves as the PRC and is responsible for academic program review~~ workgroup that provides initial feedback and guidance for proposed new programs, colleges or professional schools and general guidance on academic policies and strategies.

~~**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.~~

R401-4. Authority for Program Approval and Mission Alignment.

**4.1.   **An institution may, with the approval of its Board of Trustees, establish a new program of instruction that is within the institution's primary role as established in Regent Policy R312 and Utah Code Section 53B-16-102(4)(b).

4.2. An institution may not establish the following without Board of Regents approval:

4.2.1. A branch, extension center, college, or professional school;

4.2.2. A new program of instruction that is outside of the institution's primary role.

4.3. The following chart shows the program levels for which institutions are authorized to offer programs without Board of Regents approval:

Approved Degree Types by USHE Institution

USHE INSTITUTION	Undergraduate Certificate	Post-baccalaureate/Post-graduate Certificate	Associate Degrees (AAS, AA, AS, AFA)	Baccalaureate Degree (BA, BS, BFA)/Other Professional (e.g., BSN)	Master's Degree (MA, MS, MBA, MFA)/Other Professional (e.g., MSN, MAT)	Doctorate (PhD)	JD	DDS	MD	EdD	DVM	Other Professional Doctorates (e.g., DPT, DAud)
U of U	X	X	X	X	X	X	X	X	X	X		X
USU	X	X	X	X	X	X				X	X	X
WSU	X	X	X	X	X							
SUU	X	X	X	X	X							
DSU	X	X**	X	X	X**							
UVU	X	X	X	X	X							
SLCC	X		X	X***								
SNOW	X		X	X***								

**After NWCCU requirements for offering graduate programs in place
***Considered out of mission but approved on rare occasions

4.3.1. Institutions unsure whether a proposed program is within their mission may consult the Office of the Commissioner for a determination from the PRC.

4.3.2. Programs determined to be outside an institution's mission may be approved under the process described in R401-5.

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).~~ Notification of New Programs, Credentials, Reviews and Other Changes.

5.1. Institutions shall notify OCHE for the following new programs, credentials or changes:

5.1.1. All programs considered for peer review under section 6.1.

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~~2. New Certificates of Proficiency (except Institutional Certificates of Proficiency);
5.1.~~2~~3. New Certificates of Completion;

5.1.~~3~~4. New ~~Graduate~~ Post-baccalaureate and Post-masters Certificates;

5.1.~~4~~5. New Minors;

5.1.~~5~~6. New Emphases within a~~n~~ ~~Regent~~ approved degree;

5.1.~~6~~7. New K-12 Endorsements;

5.1.~~7~~8. Existing Program Changes including:

    5.1.~~7~~8.1. Program Transfer;

    5.1.~~7~~8.2. Program Restructure;

    5.1.~~7~~8.3. Program Consolidation;

    5.1.~~7~~8.4. Program Suspension;

    5.1.~~7~~8.5. Program Discontinuation;

    5.1.~~7~~8.6. Program Name Change;

    5.1.~~7~~8.7. Out-of-Service Area Delivery of a Program; and

    5.1.~~7~~8.8. Reinstatement of a Previously Suspended Program.

5.1.~~8~~9. Program Reports including:

    ~~5.1.8~~9.1. ~~Two-Year Follow Up Reports;~~

    5.1.~~8~~9.2. Three-Year Follow Up Reports; and

    5.1.~~8~~9.3. Cyclical Institution Program Reviews (R411).

5.1.~~9~~10. Administrative Unit Changes including:

    5.1.~~9~~10.1. New Administrative Units;

    5.1.~~9~~10.2. Administrative Unit Transfer;

    5.1.~~9~~10.3. Administrative Unit Restructure;

    5.1.~~9~~10.4. Administrative Unit Consolidation; and

    5.1.~~9~~10.5. Reinstatement of Previously Suspended Administrative Units.

5.1.~~10~~11. Creation of Non-Administrative Units including:

    5.1.~~10~~11.1. New Centers;

    5.1.~~10~~11.2. New Institutes;

    5.1.~~10~~11.3. New Bureaus;

    ~~5.1.10~~11.4. ~~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.~~ Institutions shall follow

    ~~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. Notification items will be posted to the OCHE database and will appear as an information item on the Board of Regents agenda. Notification items do not require Regent approval but may be examined to ensure they are congruent with the institution's mission under R401-4.

5.2.4. ~~Review by the Commissioner's Staff.~~

5.2.5. ~~CAO Review (optional, necessity determined by the Commissioner's staff). The Commissioner's staff may share proposal s 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~~ <u>Notification Guidelines</u>.

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.~~

~~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~~1. Out-of-Service-Area Delivery of Programs. Institutions that offer programs ~~that require substantive change notification to the regional accreditation organization and/or are offered~~ outside ~~of the institution's~~ their designated service area must seek approval (see R315, *Geographic Service Regions*; R312, *Institutional Mission and Roles*).

5.3.~~6~~2. ~~Discontinuation or Suspension of~~ Discontinuing or Suspending **Programs.** An institution discontinues a program when it *~~Discontinuation~~ of a program consists of entirely removing* removes the program from the institution's and the Regents' list of approved programs, but only after current students have an opportunity to complete. An institution suspends a program when it *~~Suspension~~ of a program is a temporary prohibition of* temporarily prohibits ~~new enrollments~~ students from enrolling ~~to~~ in the program. The program ~~will~~ remains on the Regents' list of approved programs and may, ~~according to~~ at the institution's discretion, remain in the online and/or printed catalog until fully discontinued.

> **5.3.~~6~~2.1. Student Completion in Discontinued or Suspended Programs.** Students currently admitted to the program must be provided a ~~way~~ path to complete the program in a reasonable period of time compatible with accreditation standards. This may require: (1) ~~enrollment of~~ enrolling students at other institutions of higher education; or (2) offering courses ~~to be taught~~ for a maximum of two years after ~~discontinuation of~~ discontinuing the program or until there are no other admitted students who are entitled to complete the program, whichever comes first.

> **5.3.~~6~~2.2. 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~~ discontinuing unnecessarily ~~duplicated~~ duplicative programs within the USHE, particularly programs that may be high cost and/or low producing.

5.3.~~7~~3. 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~~ shall notify the Board of Regents using the ~~appropriate Abbreviated~~ notification template. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content that are identical to the original program. If either the name or curricular content of the program have changed, the institution will submit the program ~~the program should be submitted~~ as a new program and discontinue the suspended program ~~should be discontinued~~.

R401-6. Peer Review for New Proposed Programs.

6.1.   The following Programs Require Peer Review before being approved by either the Board of Trustees or the Board of Regents:

      6.1.1.   Associate of Applied Science (AAS) Degrees.

      6.1.2.   Associate of Arts (AA) and Associate of Science (AS) Degrees.

      6.1.3.   Baccalaureate Degrees.

      6.1.4.   Master's Degrees.

      6.1.5.   Doctoral Degrees.

      6.1.6. New colleges or professional schools.

6.2. **Peer Review Process.** The Commissioner's staff will coordinate the peer review process.

    6.2.1. **Review by the Commissioner's Staff.** Institutions shall submit full program proposals, including financial and budget analyses, to the Commissioner's staff for review and comment.

    6.2.2. **Peer Review by Council of Chief Academic Officers.** After the Commissioner's staff has determined the proposal is ready for peer review, they will forward the proposal to the CAOs. The CAOs will review the proposal and may submit comments or questions for response from the other CAOs. The Peer Review Committee will meet with the Commissioner's staff to discuss the proposal, the peer institutions' comments or questions, external reviews (if applicable), and the Commissioner's staff's evaluation. Feedback from the CAOs may be included in the Peer Review Report.

    6.2.3.   **Report on Peer Review.** The Commissioner's staff shall issue a report with the results of the peer review to the board of trustees for its consideration when determining whether to approve the proposed program. The Commissioner will convey the final report to the Board of Regents. If the proposed program is within the institution's mission, the report will be an information item for the Board of Regents. If the proposed program is outside of the institution's mission, the institution and its board of trustees shall determine whether they wish pursue the program by seeking Board of Regents approval as outlined in section 7.1.

6.2.3.1. 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, such as differential tuition or building appropriations, shall be submitted separately through the regular budget procedure.

6.3. **Review by Specialized Groups.** Review by specialized groups may be conducted concurrently with peer review. The following types of programs require specialized review as noted.

6.3.1. **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 notification.

R401-4<u>7</u>. Regents' <u>Review,</u> Approval, ~~Committee of the Whole~~ <u>or Elimination of Programs</u>. ~~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<u>7</u>.1. ~~**Program Items Requiring Regents' Committee of the Whole Approval.** Items requiring Regent approval are as follows:~~

4<u>7</u>.1.1. ~~New Associate of Applied Science Degrees;~~
4<u>7</u>.1.2. ~~New Associate of Arts, Associate of Science, and Specialized Associate's Degrees;~~
4<u>7</u>.1.3. ~~New Baccalaureate Degrees;~~
4<u>7</u>.1.4. ~~New Master's Degrees;~~
4<u>7</u>.1.5. ~~New Doctoral Degrees; and~~
4<u>7</u>.1.6. ~~New K-12 Personnel Licensure Programs.~~

4<u>7</u>.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<u>7</u>.2.1. ~~**Review and Approval by the Institutional Board of Trustees.**~~

4<u>7</u>.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~~7~~.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.~~

4~~7~~.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.~~

7.1   **Proposed New Programs Outside an Institution's Mission.** An institution may submit a program determined to be outside of its mission to the Board of Regents for consideration as follows:

4~~7~~.~~2~~1.~~3~~1.   Institutions shall first submit their proposal in accordance with the ~~Institutional Submission of Request to the OCHE. See R401-5~~, *Proposal and Notification Submission Procedures* established in section 9 ~~and Full Template instructions~~.

~~4.2.4~~7.1.2.   ~~**Review by the Commissioner's Staff.**~~ The institution's CAO will forward full program proposals 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~~7.1.3.   ~~**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 they have reviewed the proposed program, the Commissioner's staff will submit the ~~the CAOs and Commissioner's staff have commented, the~~ full program proposal and all attendant issues ~~will be forwarded for review by~~ to the PRC for review. The PRC will review the program proposal and ~~accompanying information, discuss any questions and issues, and~~ request additional information or consultation 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~~. The PRC will determine whether or not to forward the program proposal to the Board of Regents for approval.

4~~7~~.2.~~7.~~ Board Review and Termination of a Program Outside an Institution's Mission.

7.2.1. If the Board of Regents determines a Board of Trustees has approved a program that is outside the institution's mission, the Board of Regents may call for review of that program.

7.2.2. The Commissioner shall notify the institution's President and Board of Trustees Chair in writing that the Board will review the program.

7.2.3. Within 30 days of notification, the institution shall submit to OCHE the materials the Board of Trustees reviewed in approving the program.

7.2.4. The PRC will review the materials, request additional information or documentation as necessary, conduct a hearing in which the institution may participate, and make a recommendation to the Board of Regents for final action.

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

~~4~~7~~.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~~7~~.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~~7~~.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.

R401-68. Reports. Within three years of implementation, institutions shall submit a report on all programs approved by the Regents that require a peer review under R401 require a report three years after implementation or two years after implementation for programs approved under the Fast Track procedure. Institutions must shall 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.

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

6.28.1.1. 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.

R401-79. Proposal and Notification Submission Procedures.

79.1. Proposal Templates. Proposals for new programs, administrative units, changes to existing programs and administrative units, out-of-service area delivery, or program reports are submitted to the Commissioner's office using the designated USHE Full Template, Abbreviated Template, or Notification Template (see R401-7 and R401-8). Current versions of all proposal and report templates are available online. The proposal template required for each type of item is specified in R401-4 and R401-5. Proposals Institutions must follow the template's 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.

79.1.21. Classification of Instructional Program (CIP) Codes. When preparing the Full, or Abbreviated, or Notification 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.

9.1.32. Transmission of Proposals. Proposals must be transmitted by The Chief Academic Officer will submit proposals to the Academic and Student Affairs Staff (academicaffairs@ushe.edu).

7̶9.1.4̶3̶. **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.

R401-1. Purpose. To establish criteria and procedures for new programs of instruction that ensure rigorous scrutiny—beginning at the institutional level and then by an institution's peers—and encourage a range of sustainable degrees and other credentials within each institution's mission and that meet or exceed national standards. This policy also creates procedures for approving or discontinuing programs and notifying the Board of Regents of changes to academic program and administrative units.

R401-2. References.

> **2.1.** Utah Code §53B-16-102, Changes in Curriculum

> **2.2.** Regents Policy R220, Delegation of Responsibilities to the President and Board of Trustees

> **2.3.** Regents Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

> **2.4.** Regents Policy R315, Service Area Designations and Coordination of Off-Campus Courses and Programs

> **2.5.** Regents Policy R411, Cyclical Institutional Program Reviews

> **2.6.** Regents Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination

R401-3. Definitions.

> **3.1.** **Academic Awards.** Academic awards range from certificates to doctoral degrees. The following definitions describe common characteristics of each award. In compliance with accreditation, institutions may establish additional requirements and course work

>> **3. 1.1.** **Certificate of Proficiency.** A program of study that prepares students for an occupation. It does not require, but may include, general education courses. The certificate requires 16 to 29 semester credit hours or 600 to 899 clock hours. It consists

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entirely of undergraduate courses but does not require prerequisite courses, conditions, or degrees for admission to the program.

>### 3. 1.1.1. CTE Certificate of Proficiency. A certificate of proficiency that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.
>
>**NOTE:** Institutional certificates of proficiency require less than 30 semester credit hours, or 900 clock hours) and are not eligible for federal financial aid. Institutions may establish institutional certificates without notifying the Regents. Institutions may use these certificates to address varying needs, including workforce preparation, bridging student pathways from high school, avocational interests, or development of specialized skills.

3.1.2. Certificate of Completion. A program of study that prepares students for an occupation. It requires a recognizable general education core in communication, computation, and human relations. The general education core may be embedded within program courses. The certificate requires a minimum of 30 semester credit hours or 900 clock hours and typically does not exceed 33 semester credit hours or 990 clock hours. It consists entirely of undergraduate courses and has no prerequisite courses, conditions, or degrees required for admission to the program. Institutions should demonstrate how certificates requiring more than 36 semester credit hours or more than 1,080 clock hours can lead to an associate's and/or bachelor's degree within the normal credit hour requirements for that degree. When appropriate, institutions should include transfer agreements in the program proposal.

>### 3.1.2.1. CTE Certificate of Completion. A certificate of completion that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.

3.1.3. 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. These degrees 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. Institutions structure AAS degrees to enable students to complete requirements and electives without upper-division coursework.

3.1.4. 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 responsible citizenship. The degree 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. Institutions structure associate

degrees to enable students to complete requirements and electives without upper-division coursework.

3.1.4.1. 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. These degrees require 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 may 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.

3.1.4.2. Pre-Major.
Associate's degrees that include a set of courses designed to prepare students for upper-division work in a specific major. Pre-major courses in an AA or AS degree should be the same or similar to courses offered at four-year institutions as determined by the USHE major 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, sponsoring institutions should pursue formal articulation agreements 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 should generally be able to complete the baccalaureate degree in two additional years of full-time study.

3.1.5. 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. Bachelor's degrees require a minimum of 120 and a maximum of 126 semester credit hours.

3.1.5.1. Professional Bachelor's Degrees.
A professional degree that 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. It may exceed the maximum of 126 credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.1.5.2. 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 USHE major committees.

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

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

3.1.5.5. K-12 Teaching Endorsement. A collection of courses, built upon an approved teacher education program that prepares K-12 teachers or teacher candidates to meet specific area certification as established by the Utah State Board of Education.

3.1.6. Post-baccalaureate Certificate. A program of study requiring less than 30 semester credit hours and composed of undergraduate and/or graduate courses. The program requires a bachelor's degree for admission.

3.1.7. Post-master's Certificate. A program of study less than 30 semester credit hours and composed entirely of graduate-level courses. The program requires a master's degree for admission.

3.1.8. Master of Arts (MA) and Master of Science (MS) Degrees. Graduate-level programs of study beyond the bachelor's degree. A master's degree requires a minimum of 30 and maximum of 36 semester credit hours of course work.

3.1.8.1. 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 semester credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.1.9. 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. Doctoral degrees generally require three to six years of study, preparation and defense of a dissertation based on original research, or planning or execution of an original project demonstrating substantial artistic or scholarly achievement.

3.1.9.1. Professional Practice Doctoral Degrees. Provide knowledge and skills for credentials or licenses 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.

3.2. Academic and Student Affairs Committee. A Board of Regents committee responsible for academic and student affairs planning and program review.

3.3.   Articulation Agreement. A formal agreement between two or more institutions documenting the transfer policies for a specific academic program or degree. Agreements may cover any course of study, including certificates and/or degree programs. Institutions shall address transfer and articulation agreements between lower and upper-division programs at the annual USHE major committee meetings. Institutions may enter into additional transfer and articulation agreements, such as those in Career and Technical Education (CTE). If the CTE agreements affect general education transfer and articulation, the sponsoring institution shall inform other USHE institutions through the USHE majors committee.

3.4   Branch Campus/Extension Center. For the purposes of this policy, a location of an institution that is geographically apart and independent of the main campus and is permanent in nature.

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

3.6   Centers, Institutes, or Bureaus. Administrative entities that primarily perform 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.   Chief Academic Officer (CAO). The institution's chief academic officer responsible for the institution's academic affairs.

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

3.9.   College or Professional School. An academic unit within a Utah System of Higher Education (USHE) institution that is headed by an academic dean.

3.10.   Council of Chief Academic Officers. The CAOs of all USHE institutions.

3.11.   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.

3.12.   Institution of higher education/Institution. An institution that is part of the Utah System of Higher Education described in Utah Code 53B-1-102(1)(a)-(i).

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

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

3.15. **Peer Review Committee:** The Council of Chief Academic Officers or designees who review programs of instruction, new colleges or schools.

3.16. **Program.** A program of curriculum that leads to the completion of a degree, certificate, or other credential.

3.17. **Program Review Committee (PRC).** A Board of Regents workgroup that provides initial feedback and guidance for proposed new programs, colleges or professional schools and general guidance on academic policies and strategies.

R401-4. Authority for Program Approval and Mission Alignment.

4.1. An institution may, with the approval of its Board of Trustees, establish a new program of instruction that is within the institution's primary role as established in Regent Policy R312 and Utah Code Section 53B-16-102(4)(b).

4.2. An institution may not establish the following without Board of Regents approval:

4.2.1. A branch, extension center, college, or professional school;

4.2.2. A new program of instruction that is outside of the institution's primary role.

4.3. The following chart shows the program levels for which institutions are authorized to offer programs without Board of Regents approval:

Approved Degree Types by USHE Institution

USHE INSTITUTION	Undergraduate Certificate	Post-baccalaureate/Post-graduate Certificate	Associate Degrees (AAS, AA, AS, AFA)	Baccalaureate Degree (BA, BS, BFA)/Other Professional (e.g., BSN)	Master's Degree (MA, MS, MBA, MFA)/Other Professional (e.g., MSN, MAT)	Doctorate (PhD)	JD	DDS	MD	EdD	DVM	Other Professional Doctorates (e.g., DPT, DAud)
U of U	X	X	X	X	X	X	X	X	X	X		X
USU	X	X	X	X	X	X				X	X	X
WSU	X	X	X	X	X							
SUU	X	X	X	X	X							
DSU	X	X**	X	X	X**							
UVU	X	X	X	X	X							
SLCC	X		X	X***								
SNOW	X		X	X***								

**After NWCCU requirements for offering graduate programs in place
***Considered out of mission but approved on rare occasions

4.3.1. Institutions unsure whether a proposed program is within their mission may consult the Office of the Commissioner for a determination from the PRC.

4.3.2. Programs determined to be outside an institution's mission may be approved under the process described in R401-5.

R401-5. Notification of New Programs, Credentials, Reviews and Other Changes.

    5.1. Institutions shall notify OCHE for the following new programs, credentials or changes:

        5.1.1. All programs considered for peer review under section 6.1.
        5.1.2. New Certificates of Proficiency (except Institutional Certificates of Proficiency);
        5.1.3. New Certificates of Completion;
        5.1.4. New Post-baccalaureate and Post-masters Certificates;
        5.1.5. New Minors;
        5.1.6. New Emphases within an -approved degree;
        5.1.7. New K-12 Endorsements;
        5.1.8. Existing Program Changes including:
            5.1.8.1. Program Transfer;
            5.1.8.2. Program Restructure;
            5.1.8.3. Program Consolidation;
            5.1.8.4. Program Suspension;
            5.1.8.5. Program Discontinuation;
            5.1.8.6. Program Name Change;
            5.1.8.7. Out-of-Service Area Delivery of a Program; and
            5.1.8.8. Reinstatement of a Previously Suspended Program.

        5.1.9. Program Reports including:
            5.1.9.1. Three-Year Follow Up Reports; and
            5.1.9.2. Cyclical Institution Program Reviews (R411).

        5.1.10. Administrative Unit Changes including:
            5.1.10.1. New Administrative Units;
            5.1.10.2. Administrative Unit Transfer;
            5.1.10.3. Administrative Unit Restructure;
            5.1.10.4. Administrative Unit Consolidation; and
            5.1.10.5. Reinstatement of Previously Suspended Administrative Units.

        5.1.11. Creation of Non-Administrative Units including:
            5.1.11.1. New Centers;
            5.1.11.2. New Institutes;
            5.1.11.3. New Bureaus.

5.2.   Institutions shall follow R401-7, *Proposal and Notification Submission Procedures*, and appropriate template instructions. Notification items will be posted to the OCHE database and will appear as an information item on the Board of Regents agenda. Notification items do not require Regent approval but may be examined to ensure they are congruent with the institution's mission under R401-4.

5.3. Notification Guidelines.
        5.3.1. **Out-of-Service-Area Delivery of Programs.** Institutions that offer programs outside their designated service area must seek approval (see R315, *Geographic Service Regions*; R312, *Institutional Mission and Roles*).

5.3.2. **Discontinuing or Suspending Programs.** An institution discontinues a program when it removes the program from the institution's and the Regents' list of approved programs, but only after current students have an opportunity to complete. An institution suspends a program when it temporarily prohibits students from enrolling in the program. The program remains on the Regents' list of approved programs and may, at the institution's discretion, remain in the online and/or printed catalog until fully discontinued.

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

5.3.2.2. 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 discontinuing unnecessarily ~~duplicated~~ duplicative programs within the USHE, particularly programs that may be high cost and/or low producing.

5.3.3. **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 shall notify the Board of Regents using the notification template. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content that are identical to the original program. If either the name or curricular content of the program have changed, the institution will submit the program as a new program and discontinue the suspended program.

R401-6. **Peer Review for New Proposed Programs.**

6.1. The following Programs Require Peer Review before being approved by either the Board of Trustees or the Board of Regents:

6.1.1. Associate of Applied Science (AAS) Degrees.
6.1.2. Associate of Arts (AA) and Associate of Science (AS) Degrees.
6.1.3. Baccalaureate Degrees.
6.1.4. Master's Degrees.
6.1.5. Doctoral Degrees.
6.1.6. New colleges or professional schools.

6.2. **Peer Review Process.** The Commissioner's staff will coordinate the peer review process.

6.2.1. **Review by the Commissioner's Staff.** Institutions shall submit full program proposals, including financial and budget analyses, to the Commissioner's staff for review and comment.

6.2.2. Peer Review by Council of Chief Academic Officers. After the Commissioner's staff has determined the proposal is ready for peer review, they will forward the proposal to the CAOs. The CAOs will review the proposal and may submit comments or questions for response from the other CAOs. The Peer Review Committee will meet with the Commissioner's staff to discuss the proposal, the peer institutions' comments or questions, external reviews (if applicable), and the Commissioner's staff's evaluation. Feedback from the CAOs may be included in the Peer Review Report.

6.2.3. Report on Peer Review. The Commissioner's staff shall issue a report with the results of the peer review to the board of trustees for its consideration when determining whether to approve the proposed program. The Commissioner will convey the final report to the Board of Regents. If the proposed program is within the institution's mission, the report will be an information item for the Board of Regents. If the proposed program is outside of the institution's mission, the institution and its board of trustees shall determine whether they wish pursue the program by seeking Board of Regents approval as outlined in section 7.1.

> **6.2.3.1. 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, such as differential tuition or building appropriations, shall be submitted separately through the regular budget procedure.

6.3. **Review by Specialized Groups.** Review by specialized groups may be conducted concurrently with peer review. The following types of programs require specialized review as noted.

> **6.3.1.** **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 notification.

R401-7. Regents' Review, Approval, or Elimination of Programs.

7.1 **Proposed New Programs Outside an Institution's Mission.** An institution may submit a program determined to be outside of its mission to the Board of Regents for consideration as follows:

> **7.1.1.** Institutions shall first submit their proposal in accordance with the *Proposal and Notification Submission Procedures* established in section 9.

> **7.1.2.** The institution's CAO will forward full program proposals to the Commissioner's Academic and Student Affairs staff for review and comment.

7.1.3.   Once they have reviewed the proposed program, the Commissioner's staff will submit the full program proposal and all attendant issues to the PRC for review. The PRC will review the program proposal and request additional information or consultation as appropriate. The PRC will determine whether or not to forward the program proposal to the Board of Regents for approval.

7.2.   **Board Review and Termination of a Program Outside an Institution's Mission.**

7.2.1.   If the Board of Regents determines a Board of Trustees has approved a program that is outside the institution's mission, the Board of Regents may call for review of that program.

7.2.2.   The Commissioner shall notify the institution's President and Board of Trustees Chair in writing that the Board will review the program.

7.2.3.   Within 30 days of notification, the institution shall submit to OCHE the materials the Board of Trustees reviewed in approving the program.

7.2.4.   The PRC will review the materials, request additional information or documentation as necessary, conduct a hearing in which the institution may participate, and make a recommendation to the Board of Regents for final action.

R401-8. Reports. Within three years of implementation, institutions shall submit a report on all programs that require a peer review under R401. Institutions shall submit reports using the appropriate USHE report template.

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

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

R401-9. Proposal and Notification Procedures.

9.1.   **Proposal Templates.** Proposals for new programs, administrative units, changes to existing programs and administrative units, out-of-service area delivery, or program reports are submitted to the Commissioner's office using the designated USHE Full Template, Abbreviated Template, or Notification Template (see R401-7 and R401-8). Current versions of all proposal and report templates are available online. Institutions must follow the template's instructions.

9.1.1.   **Classification of Instructional Program (CIP) Codes.** When preparing the Full, Abbreviated, or Notification 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.

9.1.2. Transmission of Proposals. The Chief Academic Officer will submit proposals to the Academic and Student Affairs Staff (academicaffairs@ushe.edu).

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

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Appendix A: General Studies Bachelor's Degree Guidelines

A General Studies 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.