

## Utah System of Higher Education

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

Approved on July 19, 2013

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

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**Preamble<sup>2</sup>:** 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

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<sup>1</sup> Approved November 7, 1972; amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [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.

<sup>2</sup> 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

- 3.1. **Articulation Agreement:** All 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. **Chief Academic Officer (CAO):** The person designed by a USHE institution as its Chief Academic Officer who is responsible for matters related to the academic affairs of the institution.
- 3.3. **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. **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.
- 3.6. **Office of the Commissioner of Higher Education (OCHE):** The Utah Commissioner of Higher Education and his/her staff.
- 3.7. **Program Review Committee (PRC):** The Board of Regents' Programs and Planning 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. **Utah System of Higher Education (USHE):** A system of public higher institutions as designated by the legislature within the State of Utah.

**3.10. Certificate of Proficiency:** A program of study that can be constructed in two ways: (1) 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, 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.

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
<i>*SBR – State Board of Regents</i>			

**3.11. Certificate of Completion:** A program of study typically one year in length (30-33 semester credit hours or 900-990 clock hours) approved by the Board of Regents consisting primarily of 1000-level courses and preparing people for gainful employment in a recognized occupation. Certificates more than 45 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. Endorsement, K-12 Teaching:** A collection of courses, built upon a Regent-approved teacher education program that prepares K-12 teachers or teacher candidates for specific area certification by the Utah State Office of Education.

**3.13. Emphasis:** A collection of courses within an Associate of Applied Science or Bachelor's Degree that gives the student 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, Agenda.** Institutions submitting program proposals requiring approval by the Regents' Committee of the Whole shall adhere to the procedures 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 Notification and Submission Procedures (R401-6).

**4.1. Program Items Requiring Regents' 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. 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.

**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 program, 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.

**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.

**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 Regent 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 schools and colleges of education. Endorsement programs for USOE licensure in specific areas may be reviewed by school and college of education 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, Proposal and Notification Submission Procedures, and appropriate 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 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 will be placed on the Regents' agenda as directed by the Program Review Committee. 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 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 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.

**R401-5. Review and Recommendation by the OCHE with Regent Approval on the General Consent Calendar.** Institutions submitting proposals under R401-5 shall adhere to the procedures 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 the template specified for each item in R401-5.1 and the Proposal Notification and Submission Procedure (R401-6).

## **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).

**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).

**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.

**5.2.4. 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 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.

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

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

**5.3.2.4. Review by the OCHE Academic and Student Affairs Staff and Commissioner Response.** The OCHE Academic and Student Affairs 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. Regent Consideration.** The program will be placed on the General Consent Calendar of the next Regents' meeting.

#### **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. 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 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; (3) the administrative entity involved has programmatic affiliation with an existing academic program or department. Temporary approval of centers, institutes, etc., may be granted for a period no longer than three years, after which an institution must request approval of the Regents.

**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. 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 (see R512, 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. 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. Student Completion.** 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. Enrollment of students at other institutions of higher education, or
- b. 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. 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. 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.

**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.

**5.7. Reports.**

**5.7.1. Cyclical Institutional Program Reviews.** See Policy and Procedures, R411, Cyclical Program Reviews.

**5.7.2. 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. Programs under Development or Consideration (Appendix H).** These planning documents submitted in February of each year will provide Regents with a system-wide view of the programs that may be brought to them for approval.

**5.7.3.1. 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.

**5.7.3.2. Continuous Update.** The information in each matrix is to be updated whenever the status of a program changes or a new program is being considered. Once a program has been approved by the Regents or is no longer under consideration at an institution, it should not appear in the matrix.

#### **R401-6. Proposal and Notification Submission Procedures.**

**6.1. Proposal Templates.** The template required for each type of item is specified in 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.

**6.1.1. Classification of Instructional Program (CIP) Codes.** When preparing the submission template, the institution must choose an appropriate CIP code. For CIP code classifications, see: <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. 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.

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

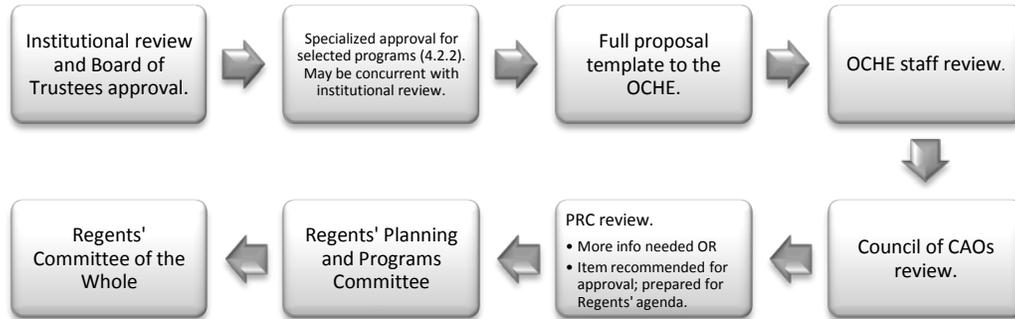
**6.2.1.** Be written in a formal style, using third person.

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](mailto: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.

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<sup>3</sup> : *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		
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>		
SECTION NO.		ITEM
4.1.1	<input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2	<input type="checkbox"/>	(AA) Associate of Arts Degree
	<input type="checkbox"/>	(AS) Associate of Science Degree
4.1.3	<input type="checkbox"/>	Specialized Associate Degree
4.1.4	<input type="checkbox"/>	Baccalaureate Degree
4.1.5	<input type="checkbox"/>	K-12 School Personnel Programs
4.1.6	<input type="checkbox"/>	Master's Degree
4.1.7	<input type="checkbox"/>	Doctoral Degree
5.2.2	<input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4	<input type="checkbox"/>	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*

<sup>3</sup> 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>.

**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.....                                      | <input type="checkbox"/> |
| Special Legislative Appropriation.....                      | <input type="checkbox"/> |
| Grants and Contracts.....                                   | <input type="checkbox"/> |
| Special Fees .....  | <input type="checkbox"/> |
| Differential Tuition (must be approved by the Regents)..... | <input type="checkbox"/> |
| Other (please describe).....                                | <input type="checkbox"/> |

## Appendix B: Full Template

### 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.)*

**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
<b>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>With Master's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			

**Appendix B: Full Template**

Part-time Tenured			
Part-time Non-Tenured			
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Department Faculty FTE</b> <i>(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.")</i>		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.)*

**Appendix B: Full 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
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X					
Total # of Declared Majors in Proposed Program	X					
<b>Departmental Data – For All Programs Within the Department</b>						
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.)*

## Appendix B: Full 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
<b>Personnel Expense</b>							
Salaries and Wages							
Benefits							
<b>Total Personnel Expense</b>	\$	\$	\$	\$	\$	\$	\$
<b>Non-Personnel Expense</b>							
Travel							
Capital							
Library							
Current Expense							
Total Non-Personnel Expense							
<b>Total Expense (Personnel + Current)</b>	\$	\$	\$	\$	\$	\$	\$
<b>Departmental Funding</b>							
Appropriated Fund							
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition							
<b>Total Revenue</b>	\$	\$	\$	\$	\$	\$	\$
<b>Difference</b>							
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.

## Appendix B: Full Template

### 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		
		<b>Sub-Total</b>
Elective Courses		
		<b>Sub-Total</b>
Track/Options (if applicable)		
		<b>Sub-Total</b>
		<b>Total Number of Credits</b>

### 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 C: General Studies' 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.

## 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](mailto: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 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<sup>4</sup>: *00.0000*  
Board of Regents' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.6.1 <input type="checkbox"/>	Three-Year Follow-Up Report of Recently Approved Programs
5.6.2 <input type="checkbox"/>	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*

<sup>4</sup> 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 <i>(Based on Fall Third Week Data)</i>							
Total Department Faculty FTE <i>(A-1/S-11/Cost Study Definition)</i>							
Student FTE per Faculty FTE <i>(from Faculty FTE and Student FTE above)</i>							
<b>Program Level Data</b>							
Total Number of Declared Majors in Program	X						
Total Number of Program Graduates	X						
<b>Departmental Revenue</b>							
Total Revenue to Department <i>(Total of Funding Categories from R401 Budget Projection Table)</i>							
<b>Departmental Instructional Cost per Student Credit Hour</b> <i>(per Institutional Cost Study Definition)</i>		X		X		X	

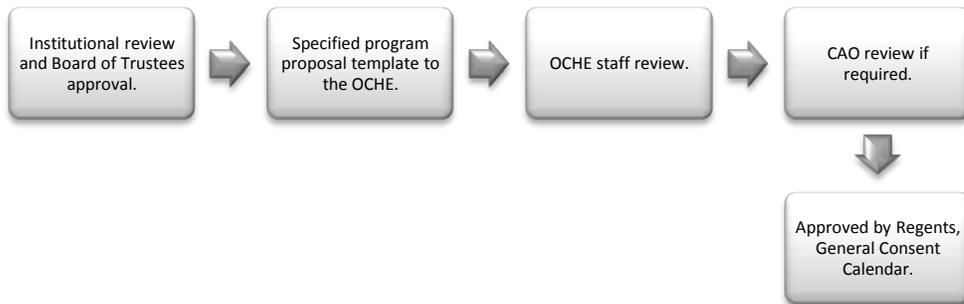
**Institutional Analysis of Program to Date**

*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.*

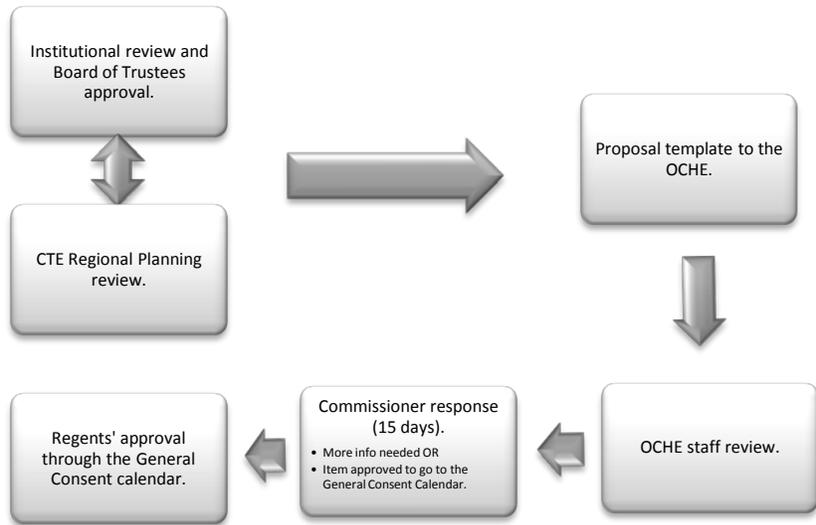
**Employment Information**

*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](mailto: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.

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

<sup>5</sup> 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>.

**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		
	<b>Sub-Total</b>	
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](mailto: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
			<i>MM/DD/YEAR</i>