



# ACADEMIC AFFAIRS GUIDELINES

<b>Section 2.3</b>	Academic Programs	
<b>Title:</b>	New Program Requests – Undergraduate and Graduate Programs	
<b>Number (Current Format)</b>	<b>Number (Prior Format)</b>	<b>Date Last Revised</b>
2.3.2.1.C	2.9	11/2022
<b>Reference:</b>	<a href="#">BOR Policy 2.3.2</a> – New Programs, Program Modifications, and Inactivation/Termination <a href="#">BOR Policy 2.3.3</a> – External Review of Proposed Graduate Programs <a href="#">AAC Guideline 2.3.2.1.C(1)</a> – New Program Requests – Initiate and Intent to Plan <a href="#">AAC Guideline 2.3.2.1.C(2)</a> – New Program Requests – Full Proposal <a href="#">AAC Guideline 2.3.2.1.C(3)</a> – New Program Requests – Evaluation of Full Proposal <a href="#">AAC Guideline 2.3.2.1.C(4)</a> – New Program Requests – Timeline Requirements <a href="#">AAC Guideline 2.3.3.A</a> – Campus Guide to the New Graduate Program Approval Process <a href="#">AAC Guideline 2.3.4.A(6)</a> – New Program Evaluation Guidelines <a href="#">AAC Guideline 2.3.2.A</a> – Program and Curriculum Requests Timeline Chart	
<b>Related Form(s):</b>	<a href="#">New Program Request Form</a> (TDX – Requires Credentials)	

## 1. Purpose

1.1 The purpose of this policy is to establish standards, processes, and procedures by which academic curricula and programs receive approval and modification. This policy is designed to ensure all programming and curriculum are of the highest quality, facilitate student success, increase workforce and strategic alignment, and mitigate duplication.

## 2. Governance

2.1 There are three levels of planning when initiating new program requests:

1. Local Campus Governance
2. Regental System Academic Affairs Council
3. Board of Regents

The responsibility for new program development review, curriculum review, and termination of programming review rests primarily with the faculty, deans/department heads, and the Provost and Academic Vice President. The university accrediting institution requires institutions to engage faculty and to have a set procedure at the institution level.

BOR Policy 2.3.2 and BOR Policy 2.3.3 governs all curriculum and programming up to and including the approval at an official Board meeting.

## 3. Definitions

3.1. **Academic Performance Solutions (APS):** APS is a system reporting solution utilizing our student information system data and utilizing visualizations.

- 3.2. **Academic Program:** This is defined as undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degrees approved and offered at each of the Regental institutions.
- 3.3. **Accreditation Institution:** Higher Learning Commission is the accrediting body for all the six institutions.
- 3.4. **Assessment:** A systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.
- 3.5. **Asynchronous:** Asynchronous online learning allows students to view instructional materials each week at any time they choose and does not include a live video lecture component.
- 3.6. **Budget Projections:** The projection of budget for new programs desired to facilitate program success and information-based decisions on the viability of a program request.
- 3.7. **CIP SOC:** The CIP SOC crosswalk is defined by both the Bureau of Labor Statistics and the National Center for Education Statistics. CIP refers to Classification of Instructional Programs and SOC refers to Standard Occupational Classification. The purpose of this crosswalk is to match postsecondary programs to occupation with specific skills, knowledge, and abilities.

Reference: <https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56>.

- 3.8. **Cross-Curricular Skills:** The fundamental knowledge, skills, and abilities a student must possess to be successful in an intended occupation.
- 3.9. **Distance Delivered Courses:** Courses in which at least 75% of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.
- 3.10. **Distance Delivered Programs:** Certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses.
- 3.11. **Distance Education:** Education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:
  - The internet.
  - One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communications devices.
  - Audio conferencing.
  - Video cassettes, DVDs and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed above.
- 3.11 **Enrollment Projections:** The projection of enrollment for new programs desired to facilitate program success and information-based decisions on the viability of a program request.

- 3.12 **High Impact Practices:** High Impact Practices are defined by the Association of American Colleges & Universities as teaching and learning practices that have been "widely tested and [...] shown to be beneficial for college students from many backgrounds, especially historically underserved students, who often do not have equitable access to high-impact learning." They may include: First Year Experience, Common Intellectual Experiences, Learning Communities, Writing Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, ePortfolios, Service Learning, Community Based Learning, Internships, Capstone Courses and Projects.
- 3.13 **Learning Outcomes (also known as Learning Objectives):** Learning outcomes/objectives are specific statements of what students will be able to do when they successfully complete a learning experience. They are always written in a student-centered, measurable fashion that is concise, meaningful, and achievable.
- 3.14 **O\*-Net:** The O\*NET system is maintained by a regularly updated database of occupational characteristics and worker requirements information across the U.S. economy. It describes occupations in terms of the knowledge, skills, and abilities required as well as how the work is performed in terms of tasks, work activities, and other descriptors.
- 3.15 **Synchronous:** Synchronous online learning means that students are required to log in and participate in class at a specific time each week. Synchronous learning requires a live instruction component occurring at a set time where students are responsible to attend.
- 3.16 **Workforce/Program Gap Analysis:** A gap analysis is a technique used to project the supply and demand of skilled workers and identify the educational programs that need to be adapted or created to fill a future need.
- 3.17 **Vital Data:** Quantitative data included in the academic performance solution to be utilized in all the analytics, evaluations, and reviews.

#### 4. New Degree Program Request

Defined in BOR Policy 2.3.2 and BOR Policy 2.3.3, all new programs are required to follow the set procedures and timeline associated for approval at the Board of Regents. Institutions will each have their forms and workflow associated with internal processing. For the Board of Regents, each of the associated guidelines can be found by selecting the following guidelines.

- 4.1. Program and Curricular Timelines
- 4.2. Initiate and Intent to Plan Review
- 4.3. Full Proposal Review
- 4.4. Evaluation of Full Proposal
- 4.5. Graduate Approval Process

#### 5. Timeline

The Board of Regents typically meet in March, May, June, August, October, and December. A new program request must be approved at a BOR meeting. If the institution would like a program to be reviewed at a specific BOR meeting, that institution must ensure timelines are

met and responses are timely. If the process is not completed, the proposal will be moved to the next regularly scheduled BOR meeting.

## **6. Communication**

Internal communication for the institution is managed by the institution. Board of Regents communications and tracking of all program activities will be managed by the online form process.

## **7. Program/Curriculum Status Tracker**

The Board of Regents staff are responsible for maintaining a tracking mechanism to monitor the status of new programming and curriculum requests by the institutions.

## **8. Reporting**

Regents Committee A (student and academic affairs) will be provided reports on all intent to plans, exceptions, and other new reporting needs (BOR Policy 2.3.2) at one of their scheduled meetings. The reporting will be submitted to the Full Board as an informational item (with no action required).

The Board of Regents academic staff will utilize academic performance solutions to provide standardized vital data visualizations for academic leadership at each institution. The visualizations can be used daily, weekly, monthly, annually, and over a period of years for trend analysis.

## **9. Implementation/Transition**

The guidelines associated with BOR Policy 2.3.2, approved April 2022, will be in effect September 1, 2022, with the all-new requests utilizing the new form for the December 2022 BOR meeting. New Program reviews will be initiated starting Spring 2023.

## **APPENDICES:**

[AAC Guideline 2.3.2.A](#) – Program and Curriculum Requests Timeline Chart

[AAC Guideline 2.3.2.1.B](#) – Business Analysis – New Academic Program Workflow

## **RESOURCES:**

None.

## **SOURCE:**

AAC November 2022.