



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

December 1, 2023

Shortened Bachelor's Degrees and Possible Changes to Board Policy R401

Utah code grants institutional boards of trustees the authority to approve certificate and degree programs within the parameters defined by the Utah Board of Higher Education. Board Policy R401 requires 120-126 semester credits for bachelor's degrees. Institutions may currently seek Board approval for programs that fall outside those parameters. The Board would like to explore policy options for shortened bachelor's degrees that would allow institutions to develop them with trustees rather than Board approval.

Shortened Bachelor's Degrees and Accreditation

Currently, the accreditor of Utah degree-granting institutions, the Northwest Commission on Colleges and Universities (NWCCU), will not consider requests to offer shortened bachelor's degrees from the Utah System of Higher Education or other institutions. It has authorized pilots of shortened bachelor's degrees offered through the BYU Pathways Program, beginning spring term 2024, which will run for three years. These pilot programs are designed for international students and are not eligible for federal financial aid. After the assessing these pilots, NWCCU will determine whether to authorize shortened bachelor's degrees at these and other institutions.

If the Board does make changes to its policy, institutions will not be able to seek accreditor approval for shortened bachelor's degrees until after NWCCU has decided whether to authorize them in a little over three years.

Fact Sheet

The attached fact sheet explains accreditation and the pilots currently underway with NWCCU. It also provides an overview of bachelor's degree structures and questions for the Board to explore related to shortened degrees. It provides details on possible policy changes for the Board's consideration. Other attachments include two different redlined versions of Board Policy R401, one for each of the policy change options.

Commissioner's Recommendation

As the Board deliberates lowering the credit limit on bachelor's degrees, it could explore the following options:

1. Take time to study the issues while the NWCCU pilots run and then decide how to allow shortened bachelor's degrees in policy;
2. Keep shortened degrees as exceptions to standard bachelor's degree structures and keep the approval level with the Board rather than trustees;
3. Lower the credit limit for bachelor's degrees in Board Policy R401 and grant approval authority to trustees:
 - a. Option 1: lower the credit limit for all bachelor's degrees
 - b. Option 2: specify categories of bachelor's degrees with shortened credit requirements in Policy R401; for example,
 - i. Create a new category of bachelor's degrees, nomenclature to be determined, with lower credit minimums;
 - ii. Lower the credit minimum for professional bachelor's degrees and/or
 - iii. Allow Bachelor of Applied Science/Bachelor of Applied Technology degrees to have lower credit minimums.
4. The Board can also determine whether to allow community colleges to offer shortened Bachelor of Applied Science/Bachelor of Applied Technology degrees as a redefinition of their institutional role.

Attachments

Fact Sheet: Shortened Bachelor's Degrees

National Definitions of Bachelor's Degrees

In the United States, institutions of higher education must be accredited by a body designated by the federal Department of Education in order:

- to ensure institutions are focused on student achievement, learning, and success;
- for courses and degrees to be recognized by other institutions, which is important if students want to transfer or continue on to seek graduate and professional degrees;
- to maintain a recognized level of quality that is important for the institution's reputation with employers (many licensure requirements, for example, are linked to graduation from an accredited institution);
- for the institution and its students to be eligible for important sources of funding, including federal financial aid (Pell Grants, student loans, work-study programs, etc.) and federal and other research grants; and
- for the institution to be held accountable to federal and state regulations.

Currently, the accreditors of public and private degree-granting colleges and universities state that bachelor's degrees include approximately 120 semester credits and higher.

Utah System of Higher Education colleges and universities report data through the National Center for Education Statistics and its Integrated Postsecondary Education Data Systems (IPEDS). The data are used to determine institutional and program eligibility for federal financial aid (such as Pell Grants and student and parent loans), graduation rates, and other outcome measures and to provide consumer information for students.

[IPEDS defines](#) a bachelor's degree as *"An award, baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education, that normally requires at least four but not more than five years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. It also includes bachelor's degrees in which the normal four years of work are completed in three years."* IPEDS classifies "full-time coursework" as 15 credits per semester/30 credits per year. It classifies postsecondary programs "between 60-120 credits" as "below the baccalaureate degree" and refers to them as "awards, certificates, or diplomas."

Bachelor's Degree Structure in the United States

Bachelor's degrees may contain several components that add up to 120 semester credits:

1. General Education;
2. Institutional graduation requirements, for example, for a foreign language for Bachelor of Arts degrees or for advanced math and science in Bachelor of Science degrees;
3. Major requirements;
4. Elective credits:
 - *Essential electives*: many majors require students to choose a certain number of courses within the major discipline to focus their specialization; majors may also require certain elective courses outside of the discipline as part of program requirements, such as psychology and pharmacology electives for nursing.
 - *Unstructured electives*: some majors do not have as many required major credits as other disciplines, which means students must take several electives outside of program requirements to reach 120 semester credits.
 - Many students elect to add minors or specialty certificates that enhance their primary major, and they can generally complete those additional programs within the 120 semester credits required for a bachelor's degree.

Accreditation and Shortened Bachelor's Degrees

The Northwest Commission on Colleges and Universities (NWCCU) is the accreditor used by USHE degree-granting institutions and the other not-for-profit and for-profit degree-granting institutions in Utah and nearby states (for example, BYU and BYU-Idaho, Westminster University, Western Governors University, etc.).

The [NWCCU Accreditation Handbook defines bachelor's degrees](#) as follows: "*An undergraduate degree normally representing about four years (120 semester or 180 quarter units) of college study.*"

NWCCU has authorized pilots within the BYU-Pathways Worldwide program of five shortened Bachelor of Science degrees under the umbrella of BYU-Idaho and two shortened Bachelor of Applied Science degrees under Ensign College. The three-year degree programs include three stackable ~30-credit units and subsume general electives into the stackable courses.

- The shortened degrees are intended for international students and are not currently available to students attending BYU-Idaho or Ensign College outside the Pathways program.
<https://www.byupathway.edu/three-year-degree-information>
- The three-year degree programs must measurably demonstrate core competencies, mastery of subject matter, and student learning outcomes comparable to and mapped to those of four-year degree programs.

- None of the [shortened degrees offered through the BYU Pathways](#) program will be eligible for U.S. federal financial aid.

NWCCU is not taking any additional proposals for shortened bachelor's degrees at this time. The pilots have not yet been deployed and will start in the spring of 2024. The programs will be assessed each semester during the pilot years for achievement of milestones, outcomes, and impacts through completion of the first full cohort (three years). After assessment of the pilot, NWCCU will determine whether to authorize shortened bachelor's degrees at these and other institutions. Per NWCCU, three-year/90-semester credit degrees may not be appropriate for all programs because of disciplinary graduation requirements, including capstone courses and experiences.

The [New England Commission of Higher Education \(NECHE\) received a proposal for a 100-credit bachelor's degree in criminal justice from New England College in March 2023](#). NECHE denied the request on the grounds that "graduates of 100-credit baccalaureate programs would not receive equivalent benefit" to those pursuing a 120 semester-credit degree.

Questions for Board Consideration

1. Will employers accept shortened degrees? And, if so, in what fields?
2. Will graduate and professional degree programs accept students who have completed shortened bachelor's degrees?
3. What is the potential impact on community colleges? Will a combination of large amounts of Concurrent Enrollment credits, expansion of the community college role at regional universities, and shortened bachelor's degree requirements render community colleges unable to attract students for only a short period of enrollment?
4. What will be the impact (positive or negative) on institutional reputations and the effects on grant funding, graduate school placement even for students in traditional baccalaureate programs, ability to recruit faculty, etc.?
5. How will "timely completion" (150% of the time) be calculated for shortened degrees?
6. What would be the benefits and drawbacks to students who earn shortened degrees?

Policy Considerations

As the Board deliberates lowering the credit limit on bachelor's degrees, it could explore the following options:

1. Take time to study the issues and for NWCCU to decide whether it will allow shortened bachelor's degrees and then make applicable changes to policy.
2. Keep shortened degrees as exceptions to standard degree structures and keep the approval level with the Board rather than institutional trustees.
3. Lower the credit limit for bachelor's degrees in Board Policy R401 and grant approval authority to trustees:

- a. Option 1: lower the credit limit for all bachelor's degrees.
 - b. Option 2: specify categories of bachelor's degrees with shortened credit requirements; see suggestions below.
4. The Board can also determine whether to allow community colleges to offer shortened Bachelor of Applied Science/Technology degrees as a redefinition of their institutional role.

Options for Possible Changes to Policy R401 (changes from current policy language are indicated in red):

- **Option 1: Lower the credit requirement for all bachelor's degrees.**
 - **“Baccalaureate Degrees: Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Applied Science (BAS).** Programs of study that include General Education and major coursework and prepare students for employment in a career field and responsible citizenship. Students can typically complete these degrees in four years of full-time study. Baccalaureate degrees require a minimum of ~~120~~ **90** and a maximum of 126 semester credit hours.”

- **Option 2: Designate 1-3 specific categories of bachelor's degrees for lower credit requirements.**
 - a) **Create a new category; nomenclature to be determined.**
 - **“Bachelor of XXX.** A bachelor's degree where graduation requirements, including General Education and major requirements, including electives essential to the major, can be met between 90-119 semester credits. A Bachelor of Accelerated Studies demonstrates the full learning outcomes from the major discipline and may eliminate non-essential elective requirements.”
 - b) **Lower credit minimums in existing definitions of Professional Bachelor's Degrees.**
 - **“Professional Bachelor’s Degree.** 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 **require fewer than 120** or exceed ~~the maximum~~ of 126 semester credit hours ~~to meet~~ **where** accreditation requirements **allow**. Professional degrees often lead to third-party licensure.”
 - c) **Allow lower credit limits for Bachelor of Applied Science Degrees and/or rename them Bachelor of Applied Technology Degrees.** A BAT might better reflect pathways from Technical Colleges.
 - **“Bachelor of Applied ~~Technology Science~~ (BAT) Degrees:** Programs of study typically designed as completion programs that build upon a prerequisite core of learning acquired from previous educational attainment that may have occurred

through a variety of programs, higher education institutions, or applied learning contexts. The degree focuses on workforce or other specific applied preparation and links to industry or organizations where opportunities for applied learning are available. When a BA~~S~~T program is designed to receive an AAS program as a stackable credential, students can typically complete the BAS within **one to** two years of full-time study beyond the AAS degree.

R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports¹

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 Higher Education of changes to academic program and administrative units.

R401-2 References.

- 2.1** [Utah Code § 53B-16-102](#), Changes in Curriculum
- 2.2** [Board Policy R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.3** [Board Policy R312](#), Configuration of the Utah System of Higher Education and Institutional Missions and Roles
- 2.4** [Board Policy R315](#), Service Area Designations and Coordination of Off-Campus Courses and Programs
- 2.5** [Board Policy R411](#), Cyclical Institutional Program Reviews
- 2.6** [Board 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 entirely of undergraduate courses but does not require prerequisite courses, conditions, or degrees for admission to the program.

¹ *Approved November 7, 1972; amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.] R401 amended June 1, 2001, November 8, 2002, May 30, 2003, October 19, 2004, December 14, 2007, April 1, 2010, November 18, 2011, November 16, 2012, July 19, 2013, September 18, 2015, July 21, 2017, September 21, 2018, May 18, 2023, and XXX.*

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 Board. 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 typically less extensive than in AA or AS degrees, and include composition, computation, and human relations. General education learning outcomes may be embedded in discipline courses, and the institution documents how and where the learning outcomes are embedded. 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 Baccalaureate Degrees: Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Applied Science (BAS). Programs of study that include general education and

major course work, and that prepare students for employment in a career field and responsible citizenship. Students can typically complete these degrees in four years of full-time study. Baccalaureate degrees require a minimum of 90 and 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 Bachelor of Applied Science (BAS) Degrees. Programs of study typically designed as completion programs that build upon a prerequisite core of learning acquired from previous educational attainment that may have occurred through a variety of programs, higher education institutions, or applied learning contexts. The degree focuses on workforce or other specific applied preparation, and links to industry or organizations where opportunities for applied learning are available to students and are integrated into program requirements. When a BAS program is designed to receive an AAS program as a stackable credential, students can typically complete the BAS within two years of full-time study beyond the AAS degree.

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

3.1.5.6 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 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.

3.3 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.

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

3.5 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.

3.6 Chief Academic Officer (CAO). The institution's chief academic officer responsible for the institution's academic affairs.

3.7 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.

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

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

3.10 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.

3.11 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).

3.12 Major. The discipline in which the degree resides.

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

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

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

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 Board Policy R312 and Utah Code Section 53B-16-102(4)(b).

4.2 An institution may not establish the following without Board of Higher Education 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 This [chart](#) shows the program levels for which institutions are authorized to offer programs without Board of Higher Education approval.

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 Board.

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 Higher Education agenda. Notification items do not require Board 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 Board's 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 Board's 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 unnecessary 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 Higher Education 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 Higher Education:

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 Higher Education. If the proposed program is within the institution's mission, the report will be an information item for the Board of Higher Education. 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 Higher Education approval as outlined in section 7.1.

6.2.3.1 Budgetary Considerations Separate From Approval. Program approval by the Board 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 Board when a CTE program proposal is submitted for notification.

R401-7 Board's 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 Higher Education 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 Office for review and comment.

7.1.3 The Commissioner's Office will conduct a detailed review and analysis of the proposed program to assess labor market demand, the feasibility of partnerships with other USHE institutions with similar programs, regional need, and whether there is an adequate level of support for the new program.

7.1.4 As part of its review, the Commissioner's Office will also analyze:

7.1.4.1 How well the institution proposing the new program is performing in its primary institutional role as measured by: accreditation reviews, the financial feasibility of both the institution and the proposed program, USHE's performance metrics, and other metrics determined by the Board;

7.1.4.2 Whether the institution has an existing, well-performing program at a lower award level that can be built upon for the out-of-mission award;

7.1.4.3 Whether the newly proposed program involves transforming a well-performing program that has experienced a shift in the occupational or licensure demands for a higher-level credential requiring the existing program to be scaled up to remain relevant;

7.1.4.4 Whether existing programs at other USHE institutions can be made available online to students within the requesting institution's service region and/or whether additional seats are needed in existing programs to meet state needs; and

7.1.4.5 Whether the requesting institution has thoroughly explored partnership with a USHE institution authorized to provide the program and a partnership has been determined to be infeasible.

7.1.5 Once they have reviewed the proposed program, the Commissioner's Office will submit the full program proposal and all attendant issues to the Board for review. The Board will review the program proposal and request additional information or consultation as appropriate.

7.1.5.1 The Board may request more information or consultation.

7.1.5.2 When determining whether to approve a proposed program, the Board shall consider:

7.1.5.2.1 Whether such a program is the best use of state resources;

7.1.5.2.2 Whether the program would duplicate existing program(s); and

7.1.5.2.3 Whether all possibilities of partnership have been exhausted.

7.1.5.3 It is within the Board's discretion to ask another institution with the appropriate mission to develop a new program in partnership with the requesting institution instead of approving a new out-of-mission program.

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

7.2.1 If the Board of Higher Education determines a Board of Trustees has approved a program that is outside the institution's mission, the Board of Higher Education 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 the Commissioner's Office the materials the Board of Trustees reviewed in approving the program.

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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 Board 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.

R401, Appendices

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.

R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports¹

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 Higher Education of changes to academic program and administrative units.

R401-2 References.

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- 2.3 [Board Policy R312](#), Configuration of the Utah System of Higher Education and Institutional Missions and Roles
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- 2.6 [Board 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 entirely of undergraduate courses but does not require prerequisite courses, conditions, or degrees for admission to the program.

¹ Approved November 7, 1972; amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.] R401 amended June 1, 2001, November 8, 2002, May 30, 2003, October 19, 2004, December 14, 2007, April 1, 2010, November 18, 2011, November 16, 2012, July 19, 2013, September 18, 2015, July 21, 2017, September 21, 2018, ~~and~~ May 18, 2023, and XXX.

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 Board. 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 typically less extensive than in AA or AS degrees, and include composition, computation, and human relations. General education learning outcomes may be embedded in discipline courses, and the institution documents how and where the learning outcomes are embedded. 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 Baccalaureate Degrees: Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Applied Science (BAS). Programs of study that include general education and

major course work, and that prepare students for employment in a career field and responsible citizenship. Students can typically complete these degrees in four years of full-time study. Baccalaureate degrees require a minimum of ~~120~~90 and 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 Bachelor of Applied Science (BAS) Degrees. Programs of study typically designed as completion programs that build upon a prerequisite core of learning acquired from previous educational attainment that may have occurred through a variety of programs, higher education institutions, or applied learning contexts. The degree focuses on workforce or other specific applied preparation, and links to industry or organizations where opportunities for applied learning are available to students and are integrated into program requirements. When a BAS program is designed to receive an AAS program as a stackable credential, students can typically complete the BAS within two years of full-time study beyond the AAS degree.

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

3.1.5.6 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 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.

3.3 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.

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

3.5 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.

3.6 Chief Academic Officer (CAO). The institution's chief academic officer responsible for the institution's academic affairs.

3.7 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.

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

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

3.10 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.

3.11 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).

3.12 Major. The discipline in which the degree resides.

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

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

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

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 Board Policy R312 and Utah Code Section 53B-16-102(4)(b).

4.2 An institution may not establish the following without Board of Higher Education 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 This chart shows the program levels for which institutions are authorized to offer programs without Board of Higher Education approval.

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 Board.

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 Higher Education agenda. Notification items do not require Board 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 Board's 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 Board's 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 unnecessary 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 Higher Education 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 Higher Education:

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 Higher Education. If the proposed program is within the institution's mission, the report will be an information item for the Board of Higher Education. 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 Higher Education approval as outlined in section 7.1.

6.2.3.1 Budgetary Considerations Separate From Approval. Program approval by the Board 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 Board when a CTE program proposal is submitted for notification.

R401-7 Board's 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 Higher Education 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 Office for review and comment.

7.1.3 The Commissioner's Office will conduct a detailed review and analysis of the proposed program to assess labor market demand, the feasibility of partnerships with other USHE institutions with similar programs, regional need, and whether there is an adequate level of support for the new program.

7.1.4 As part of its review, the Commissioner's Office will also analyze:

7.1.4.1 How well the institution proposing the new program is performing in its primary institutional role as measured by: accreditation reviews, the financial feasibility of both the institution and the proposed program, USHE's performance metrics, and other metrics determined by the Board;

7.1.4.2 Whether the institution has an existing, well-performing program at a lower award level that can be built upon for the out-of-mission award;

7.1.4.3 Whether the newly proposed program involves transforming a well-performing program that has experienced a shift in the occupational or licensure demands for a higher-level credential requiring the existing program to be scaled up to remain relevant;

7.1.4.4 Whether existing programs at other USHE institutions can be made available online to students within the requesting institution's service region and/or whether additional seats are needed in existing programs to meet state needs; and

7.1.4.5 Whether the requesting institution has thoroughly explored partnership with a USHE institution authorized to provide the program and a partnership has been determined to be infeasible.

7.1.5 Once they have reviewed the proposed program, the Commissioner's Office will submit the full program proposal and all attendant issues to the Board for review. The Board will review the program proposal and request additional information or consultation as appropriate.

7.1.5.1 The Board may request more information or consultation.

7.1.5.2 When determining whether to approve a proposed program, the Board shall consider:

7.1.5.2.1 Whether such a program is the best use of state resources;

7.1.5.2.2 Whether the program would duplicate existing program(s); and

7.1.5.2.3 Whether all possibilities of partnership have been exhausted.

7.1.5.3 It is within the Board's discretion to ask another institution with the appropriate mission to develop a new program in partnership with the requesting institution instead of approving a new out-of-mission program.

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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 Board. 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 typically less extensive than in AA or AS degrees, and include composition, computation, and human relations. General education learning outcomes may be embedded in discipline courses, and the institution documents how and where the learning outcomes are embedded. 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 Baccalaureate Degrees: Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Applied Science (BAS). Programs of study that include general education and

major course work, and that prepare students for employment in a career field and responsible citizenship. Students can typically complete these degrees in four years of full-time study. Baccalaureate degrees require a minimum of 90 and 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 require fewer than 120 or exceed 126 credit hours when accreditation requirements allow. Professional degrees often lead to third-party licensure.

Commented [MOU1]: Option 2.2

3.1.5.2 A bachelor’s degree for which graduation requirements, including general education, and major requirements, including electives essential to the major, can be met in between 90-119 credits. A Bachelor of Accelerated Studies demonstrates the full learning outcomes from the major discipline and may eliminate non-essential elective requirements and foreign language and/or additional math or science requirements typical of Bachelor of Arts and Bachelor of Science degrees.

Commented [MOU2]: Option 2.1

If this option is chosen, a footnote will need to be added that nomenclature is to be determined.

Requires renumbering in this subsection below.

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 Programs of study typically designed as completion programs that build upon a prerequisite core of learning acquired from previous educational attainment that may have occurred through a variety of programs, higher education institutions, or applied learning contexts. The degree focuses on workforce or other specific applied preparation, and links to industry or organizations where opportunities for applied learning are available. When a BAS

program is designed to receive an AAS program as a stackable credential, students can typically complete the BAS within two years of full-time study beyond the AAS degree.

Commented [MOU3]: Option 2.3

If this option is chosen, a footnote will need to be added that nomenclature is to be determined.

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

3.1.5.6 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 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.

3.3 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.

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

3.5 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.

3.6 Chief Academic Officer (CAO). The institution's chief academic officer responsible for the institution's academic affairs.

3.7 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.

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

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

3.10 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.

3.11 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).

3.12 Major. The discipline in which the degree resides.

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

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

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

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 Board Policy R312 and Utah Code Section 53B-16-102(4)(b).

4.2 An institution may not establish the following without Board of Higher Education 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 This [chart](#) shows the program levels for which institutions are authorized to offer programs without Board of Higher Education approval.

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 Board.

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 Higher Education agenda. Notification items do not require Board 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 Board's 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 Board's 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 unnecessary 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 Higher Education 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 Higher Education:

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 Higher Education. If the proposed program is within the institution's mission, the report will be an information item for the Board of Higher Education. 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 Higher Education approval as outlined in section 7.1.

6.2.3.1 Budgetary Considerations Separate From Approval. Program approval by the Board 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 Board when a CTE program proposal is submitted for notification.

R401-7 Board's 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 Higher Education 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 Office for review and comment.

7.1.3 The Commissioner's Office will conduct a detailed review and analysis of the proposed program to assess labor market demand, the feasibility of partnerships with other USHE institutions with similar programs, regional need, and whether there is an adequate level of support for the new program.

7.1.4 As part of its review, the Commissioner's Office will also analyze:

7.1.4.1 How well the institution proposing the new program is performing in its primary institutional role as measured by: accreditation reviews, the financial feasibility of both the institution and the proposed program, USHE's performance metrics, and other metrics determined by the Board;

7.1.4.2 Whether the institution has an existing, well-performing program at a lower award level that can be built upon for the out-of-mission award;

7.1.4.3 Whether the newly proposed program involves transforming a well-performing program that has experienced a

shift in the occupational or licensure demands for a higher-level credential requiring the existing program to be scaled up to remain relevant;

7.1.4.4 Whether existing programs at other USHE institutions can be made available online to students within the requesting institution's service region and/or whether additional seats are needed in existing programs to meet state needs; and

7.1.4.5 Whether the requesting institution has thoroughly explored partnership with a USHE institution authorized to provide the program and a partnership has been determined to be infeasible.

7.1.5 Once they have reviewed the proposed program, the Commissioner's Office will submit the full program proposal and all attendant issues to the Board for review. The Board will review the program proposal and request additional information or consultation as appropriate.

7.1.5.1 The Board may request more information or consultation.

7.1.5.2 When determining whether to approve a proposed program, the Board shall consider:

7.1.5.2.1 Whether such a program is the best use of state resources;

7.1.5.2.2 Whether the program would duplicate existing program(s); and

7.1.5.2.3 Whether all possibilities of partnership have been exhausted.

7.1.5.3 It is within the Board's discretion to ask another institution with the appropriate mission to develop a new program in partnership with the requesting institution instead of approving a new out-of-mission program.

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

7.2.1 If the Board of Higher Education determines a Board of Trustees has approved a program that is outside the institution's mission, the Board of Higher Education 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 the Commissioner's Office the materials the Board of Trustees reviewed in approving the program.

7.2.4 The Commissioner's Office 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 Higher Education 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 Board 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.

R401, Appendices

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.



R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports¹

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 Higher Education of changes to academic program and administrative units.

R401-2 References.

- 2.1 [Utah Code § 53B-16-102](#), Changes in Curriculum
- 2.2 [Board Policy R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.3 [Board Policy R312](#), Configuration of the Utah System of Higher Education and Institutional Missions and Roles
- 2.4 [Board Policy R315](#), Service Area Designations and Coordination of Off-Campus Courses and Programs
- 2.5 [Board Policy R411](#), Cyclical Institutional Program Reviews
- 2.6 [Board 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 entirely of undergraduate courses but does not require prerequisite courses, conditions, or degrees for admission to the program.

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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 Board. 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.

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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 typically less extensive than in AA or AS degrees, and include composition, computation, and human relations. General education learning outcomes may be embedded in discipline courses, and the institution documents how and where the learning outcomes are embedded. Institutions structure AAS degrees to enable students to complete requirements and electives without upper-division coursework.

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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 Baccalaureate Degrees: Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Applied Science (BAS). Programs of study that include general education and

major course work, and that prepare students for employment in a career field and responsible citizenship. Students can typically complete these degrees in four years of full-time study. Baccalaureate degrees require a minimum of ~~120~~90 and 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 require fewer than 120 or exceed the maximum of 126 credit hours to meet when accreditation requirements allow. Professional degrees often lead to third-party licensure.

Commented [MOU1]: Option 2.2

3.1.5.2 A bachelor's degree for which graduation requirements, including general education, and major requirements, including electives essential to the major, can be met in between 90-119 credits. A Bachelor of Accelerated Studies demonstrates the full learning outcomes from the major discipline and may eliminate non-essential elective requirements and foreign language and/or additional math or science requirements typical of Bachelor of Arts and Bachelor of Science degrees.

Commented [MOU2]: Option 2.1

If this option is chosen, a footnote will need to be added that nomenclature is to be determined.

Requires renumbering in this subsection below.

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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 Bachelor of Applied Science (BAS) Degrees. Programs of study typically designed as completion programs that build upon a prerequisite core of learning acquired from previous educational attainment that may have occurred through a variety of programs, higher education institutions, or applied learning contexts. The degree focuses on workforce or other specific applied preparation, and links to industry or organizations where

opportunities for applied learning are available ~~to students and are integrated into program requirements.~~ When a BAS program is designed to receive an AAS program as a stackable credential, students can typically complete the BAS within two years of full-time study beyond the AAS degree.

Commented [MOU3]: Option 2.3

If this option is chosen, a footnote will need to be added that nomenclature is to be determined.

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

3.1.5.6 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 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.

3.3 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.

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

3.5 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.

3.6 Chief Academic Officer (CAO). The institution's chief academic officer responsible for the institution's academic affairs.

3.7 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.

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

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

3.10 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.

3.11 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).

3.12 Major. The discipline in which the degree resides.

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

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

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

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 Board Policy R312 and Utah Code Section 53B-16-102(4)(b).

4.2 An institution may not establish the following without Board of Higher Education 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 This [chart](#) shows the program levels for which institutions are authorized to offer programs without Board of Higher Education approval.

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 Board.

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 Higher Education agenda. Notification items do not require Board 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 Board's 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 Board's 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 unnecessary 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 Higher Education 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 Higher Education:

- 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 Higher Education. If the proposed program is within the institution's mission, the report will be an information item for the Board of Higher Education. 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 Higher Education approval as outlined in section 7.1.

6.2.3.1 Budgetary Considerations Separate From Approval. Program approval by the Board 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 Board when a CTE program proposal is submitted for notification.

R401-7 Board's 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 Higher Education 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 Office for review and comment.

7.1.3 The Commissioner's Office will conduct a detailed review and analysis of the proposed program to assess labor market demand, the feasibility of partnerships with other USHE institutions with similar programs, regional need, and whether there is an adequate level of support for the new program.

7.1.4 As part of its review, the Commissioner's Office will also analyze:

7.1.4.1 How well the institution proposing the new program is performing in its primary institutional role as measured by: accreditation reviews, the financial feasibility of both the institution and the proposed program, USHE's performance metrics, and other metrics determined by the Board;

7.1.4.2 Whether the institution has an existing, well-performing program at a lower award level that can be built upon for the out-of-mission award;

7.1.4.3 Whether the newly proposed program involves transforming a well-performing program that has experienced a shift in the occupational or licensure demands for a higher-level credential requiring the existing program to be scaled up to remain relevant;

7.1.4.4 Whether existing programs at other USHE institutions can be made available online to students within the requesting institution's service region and/or whether additional seats are needed in existing programs to meet state needs; and

7.1.4.5 Whether the requesting institution has thoroughly explored partnership with a USHE institution authorized to provide the program and a partnership has been determined to be infeasible.

7.1.5 Once they have reviewed the proposed program, the Commissioner's Office will submit the full program proposal and all attendant issues to the Board for review. The Board will review the program proposal and request additional information or consultation as appropriate.

7.1.5.1 The Board may request more information or consultation.

7.1.5.2 When determining whether to approve a proposed program, the Board shall consider:

7.1.5.2.1 Whether such a program is the best use of state resources;

7.1.5.2.2 Whether the program would duplicate existing program(s); and

7.1.5.2.3 Whether all possibilities of partnership have been exhausted.

7.1.5.3 It is within the Board's discretion to ask another institution with the appropriate mission to develop a new program in partnership with the requesting institution instead of approving a new out-of-mission program.

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

7.2.1 If the Board of Higher Education determines a Board of Trustees has approved a program that is outside the institution's mission, the Board of Higher Education 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 the Commissioner's Office the materials the Board of Trustees reviewed in approving the program.

7.2.4 The Commissioner's Office 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 Higher Education 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 Board 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.

R401, Appendices

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.