Guide for new or significant changes to academic program proposals
(certificates, degrees, dual degrees, emphases, minors)

Please review this document and then contact Katrina Green, katrina.green@utah.edu, for discussion, access and assistance.

Pre-Review/Prior to Form Access

* Is the proposed program the best option for students? (what is your target student population, what is the end goal/purpose, why proposing)
* Does the program duplicate/potentially duplicate an existing offering on campus? (must have a letter of support from overlapping/potentially overlapping program) How similar/how different in terms of curriculum and employment options?
* Can the program name be confused with another degree offered by the University? Does the name communicate the purpose of the program accurately to students?
* Is there a well-documented need for the program? (market analysis, national trends and employment outlook – CIP code: <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>, letters of endorsement by industry, student surveys, documentation of inquiries)
* How does the program fit with the UU mission?
* Does this duplicate or is it similar to an existing program in the Utah State Higher Education (USHE system)? If so, where? What is the rationale/student need for why the UU and your department should offer the program?
* Will the program seek special professional accreditation? If so, what are the anticipated costs and timeline.
* Is the start date of the program defined and reasonable? (Plan for a minimum of 8-12 months out)
* Will the program be offered fully online only? Will there be a fully online option? (need evidence of support from UCL)

Basic Verifications

* Is the program administratively based in an academic division which is approved to offer academic programs?
* Has the curriculum been developed and led by faculty members? What is the vote by program faculty?
* Is the proposal approved/endorsed by all relevant Dean(s)?

Description/Content

* Reference Part 6: Academics of <https://regulations.utah.edu/info/policyList.php#academic> and USHE R401 <https://public.powerdms.com/Uta7295/tree/documents/2028740>
* Are there well-defined admissions criteria (background, coursework, etc.)?
* Check credit hour requirements
	+ BA/BS, BA/BS with emphases require 122 credit hours minimum
	+ Certificates require minimum 15 credit hours, maximum 29
		- Standalone graduate certificates (students admitted as non- matriculated graduate student) are not eligible for federal financial aid (may affect projected student enrollment and funding). Standalone certificates are not available at the undergraduate level.
		- Student who took a graduate certificate as a non-matriculated graduate student may count up to 15 graduate credit hours of the certificate towards a subsequent MS or PhD degree.
	+ Master’s require 30 credit hours minimum
	+ PhD required 3 full years with a minimum 14 hours thesis and 24 hours residency
* Dual/Concurrent degree rules
	+ No double counting of courses between dual degrees (except for certificate)
	+ Must meet minimum credit hours for each degree independently
	+ e.g. BS + MS: 122 +30= 152 hours minimum
	+ e.g. MS + MS: 30 + 30 = 60 hours minimum
	+ must have an exit path which dovetails to a single degree if the student decides against completion of both degrees
* Curriculum: list of courses, clearly identify required/elective/core/emphases
* Consider if you want to specify courses needed or credits required
* Will new courses be needed for the program
* 4-year degree plan
* Curriculum progresses from introductory to advanced levels (account for transfer students)
* Graduation standards

Outcomes/Assessment

* Must have a written list of expected learning outcomes
* Must have a written plan for outcomes assessment
	+ Quantitative and qualitative
	+ Direct and indirect measures
	+ Formative and summative
* Course learning outcomes link to program learning outcomes
* Program learning outcomes link to institutional learning outcomes
* Does the degree name accurately reflect the curriculum and expected learning outcomes?

Resources

* Are all resources necessary for the program in place (support structures, faculty, staff, advisement, library and information resources): Agreements and endorsements for courses and resources necessary both inside and outside department.
	+ Faculty
		- Number of full-time and part-time faculty dedicated to program clearly identified
		- Plans for faculty hires included as enrollment grows
		- Faculty workload expectations
* Budget
	+ Does the budget cover the 1st three years of the program?
	+ Can Program income cover unfunded costs for projected number of students?
	+ Includes areas such as; marketing, IT, library student support services, etc.
* Marketing plan
* Enrollment projections for 1st three years

Online Modality

* Fully online programs need to be developed/coordinated with UOnline to meet State authorization requirements (SARA).
* How are students qualified and prepared for the online program?
* Plan for online program includes institutional requirements, program requirements, prerequisites and electives.
* How will culture be developed and sustained in the online environment?
* Any additional faculty or budget considerations needed?
* Setting up any out-of-state learning experiences with appropriate approvals.

For significant changes or discontinuation to a program

* For a discontinuation or change of program, or change in administrative structure, make sure existing students are accommodated with a completion plan, or transitioning to new program.
* Adding or changing a transcriptable emphasis to an existing degree requires a full degree proposal.