



# ACADEMIC AFFAIRS GUIDELINES

<b>Section 4:</b>	New Programs and Curriculum	
<b>Title:</b>	New Program Requests – Evaluation of Full Proposal	
<b>Number (Current Format)</b>	<b>Number (Prior Format)</b>	<b>Date Last Revised</b>
2.9.D		11/2022
<b>Reference:</b>	<a href="#">BOR Policy 2:23 – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination</a> <a href="#">BOR Policy 2:23.1 – External Review of Proposed Graduate Programs</a> <a href="#">AAC Guideline 2.9 – New Program Requests – Undergraduate and Graduate Programs</a> <a href="#">AAC Guideline 2.9.A – New Program Requests – Timeline Requirements</a> <a href="#">AAC Guideline 2.9.B – New Program Requests – Initiate and Intent to Plan</a> <a href="#">AAC Guideline 2.9.C – New Program Requests – Full Proposal</a> <a href="#">AAC Guideline 2.9.E – Campus Guide to the New Graduate Program Approval Process</a> <a href="#">AAC Guideline 4.1.F – New Program Evaluation</a>	
<b>Related Form(s):</b>		

## 1. Purpose

1.1 New academic programming and curriculum enable the institution to strengthen their mission and strategic priorities. Faculty, academic leadership, and institution stakeholders work cooperatively in advancing their educational competitiveness. Ideas for new degree, certificate and other academic programs arise in response to workforce initiatives, student demands, the emergence of new disciplines or changes in existing disciplines, and cross collaboration across the institution and potentially across the Regental system.

## 2. Definitions

2.1 All definitions are defined in AAC Guideline 2.9 – Program Requests – Undergraduate and Graduate Degrees

## 3. Objective

3.1 Maintain policies and processes ensuring program requests reinforce the institution mission while promoting academic quality, student success, and financial health.

## 4. Communication

4.1 The institution(s) shall establish an appropriate framework and process for academic programs and curricula requests ensuring all appropriate stakeholders are involved and timelines adhere to the Regental meeting schedule.

## 5. New Academic Programming Guiding Principles

5.1 Academic program proposals should incorporate the following:

- Reflect and incorporate communication, partnership, and collaboration with faculty, departments, colleges, and institution leadership (Finance, Enrollment Management, Dean, etc.).
- Connect to the institution’s mission (Board of Regents and Institutional), institution’s strategic plan (Board of Regents and Institutional), State of South Dakota statute or other governing directives.
- Display and document the highest academic quality.
- Identify student success outcomes, connected to cross-curricular skills, workforce demand, occupational needs, high impact practices, etc.
- Document they are financially sustainable. Academic programs must have adequate resources to offer quality programs and represent an efficient use of financial resources.
- Demonstrate institutional performance and accountability through assessment efforts.
- Showcase student demand.
- Provide market demand either through competitor peers, regional or national need.
- Avoid non-strategic program duplication. New program requests that duplicate other efforts within the institution or regental system should address gaps, workforce needs, mission, or other defined need that cannot be reasonably addressed by current program offering.

### 6.0 Approval Summary Workflow of the Initial Request and Intent to Plan

Local	BOR	BOR/Local	AAC	COPS	BOR/Local	BOR
Local University (Campus) Governance Process	Board of Regents Academic Affairs Full-Proposal	Board of Regents Program Tracker and University Website	Academic Affairs Council (AAC) Full-Proposal	Council of Presidents (COPS) Full-Proposal	Graduate Programs Only External Review Full Proposal	Board of Regents Committee A and Full Board of Regents Full-Proposal

### 7.0 BOR Full-Proposal Evaluation

The following factors will be evaluated by the Board of Regents when reviewing the proposal:

#### 7.1 Strategic Mission/Institutional Priorities

- 7.1.1 Scope and Mission
- 7.1.2 Contribution to the State, Region, or Academy
- 7.1.3 Institutional and or System Strategic Plan

#### 7.2 Academic Quality

- 7.2.1 Curriculum
- 7.2.2 High Impact Practices
- 7.2.3 Accreditation

- 7.2.4 Cross-Curricular Skills
- 7.2.5 Learning Outcomes/Learning Objectives
- 7.2.6 Assessment Plan/Cycle
- 7.3 Student Success
  - 7.3.1 Placement Outcomes
  - 7.3.2 Career Readiness
  - 7.3.3 Certifications, Test Pass Rates
- 7.4 Financial Health
  - 7.4.1 Budget Projections
  - 7.4.2 Enrollment Management Projections
  - 7.4.3 Resource Availability/Needs
    - 5.1.1.1 External/Internal Resources
      - 5.1.1.1.1 Potential for funding gap requiring future general fund reallocation
    - 5.1.1.2 Personnel Resources
    - 5.1.1.3 Facility, Technology and Library Services
    - 5.1.1.4 Service Support to Academic Departments
- 7.5 External/Internal Market Evaluation
  - 7.5.1 Market Demand/Gap Analysis
  - 7.5.2 Student Demand
  - 7.5.3 Competitor Peer Review
  - 7.5.4 Industry Demand
- 7.6 Program Duplication
  - 7.6.1 Duplication of Programs within the Board of Regents with supporting evidence, all relevant factors that may include:
    - 7.6.1.1 University mission
    - 7.6.1.2 Workforce gap, industry availability, and statewide or regional need and demand
    - 7.6.1.3 Program availability and capacity in regental system
    - 7.6.1.4 Opportunities for collaboration within regental system
    - 7.6.1.5 Program availability at non-regental, competitor-peer institutions
    - 7.6.1.6 Student demand and regional access
    - 7.6.1.7 Program quality and accreditation status in proposed and existing regental programs
    - 7.6.1.8 Availability of qualified faculty or cost of essential facilities in proposed program area
  - 7.6.2 Duplication of Programs within the region or state (private or public) with supporting evidence, all relevant factors that may include:
    - 7.6.2.1 University mission

- 7.6.2.2 Workforce gap, industry availability, and statewide or regional need and demand
- 7.6.2.3 Program availability and capacity in regental system
- 7.6.2.4 Opportunities for collaboration within state or region
- 7.6.2.5 Program availability at non-regental, competitor-peer institutions
- 7.6.2.6 Student demand and regional access
- 7.6.2.7 Program quality and accreditation status in proposed and existing regental programs
- 7.6.2.8 Availability of qualified faculty or cost of essential facilities in proposed program area

## **8. Board of Regents Meeting**

- 8.1 The Board of Regents staff will prepare an item to the Board either for Consent Calendar or Full-Board depending upon Committee A requirements. The item will provide a recommendation based on the evaluation of the program. The Board item will feature all the critical program evaluation criteria to include Strategic Impact, Academic Quality, Student Success, Financial Health, and Internal/External Market Evaluation.
- 8.2 If a program is duplicating another program, a list of all comparative programs within the Regental System will be displayed with the appropriate analytics and findings.
- 8.3 The Full Proposal will be available via electronic copy embedded in the Board of Regents item.

## **9. Reporting**

- 9.1 All programs will be tracked within the Board of Regents systems and their status will be monitored to ensure timelines and workflow of program needs are met.

## **10. Board Action**

- 10.1 If the Board of Regents approves the Full Proposal, then the Board of Regents Academic Affairs staff will create the program in the student information system.
- 10.2 Board of Regents Academic Affairs staff will monitor all new programs years two through six in accordance with BOR Policy and Procedures.
- 10.3 If the Board of Regents denies the proposal, the tracker will be updated to reflect the date and denial of the program.

## **12. Schedule**

- 12.1 Effective September 2022 all academic program data will be available in the APS System. This data will be used for program evaluation once a program is approved. Data will be fully available by Spring 2023 for the system.
- 12.2 All new programs scheduled to be submitted to the Board of Regents at their December 2022 BOR Meeting shall utilize the new online form.

**RESOURCES:**

[New Program Request Form](#) (Requires Credentials)

[Proposed Program Tracker Dashboard](#) (Requires Credentials)

Reference Chart Timelines (AAC Guideline 2.9 – Appendix A)

**SOURCE:**

AAC November 2022.