

Guidance Document
Proposal Process for New Academic Professional Programs
Academic Health Center

Overview

This document describes the process for new professional programs approval in the Academic Health Center (AHC) and the details for writing a proposal for new programs (degree and certificate). The process is the basis for review and advice by the AHC Academic Council to the Senior Vice President for Health Sciences. Those proposals supported by the Senior Vice President for Health Sciences are forwarded to the Senior Vice President for Academic Affairs and Provost for recommendation for Board of Regents approval.

The Academic Health Center process for the creation, review and recommendation/approval of new academic programs conforms with Board of Regents and University-wide policy on new academic programs and articulates with overall University processes.

The Academic Council advises the Senior Vice President for Health Sciences, at his request, on academic oversight issues for professional programs, including providing counsel on new program proposals. In effect, the Council conducts second faculty reviews of new professional degree and professional baccalaureate program proposals, including certificates, from AHC schools and colleges, including alternative pathways.

Creating Principles for New Academic Programs

The principles guiding this process include the following:

- Academic programs should be aligned with the missions, strategic plans, and compacts of their home unit and with the University's broad institutional goals and strategic directions.
- Proposals for academic programs should reflect the University's program review criteria: quality; centrality; comparative advantage; need and demand (including accreditation or competitive requirements as well as Minnesota workforce needs); efficiency and effectiveness; and, growth and leveraging of resources.
- Decisions to offer, change, or drop academic programs, when they have the potential to affect or involve other units within the University, require consultation with those units early in the program development stage.
- Consideration and approval of academic program proposals should be carried out by the Board of Regents or by an appropriate-level administrator with the delegated authority from the Board.
- Formal approval by the Board of Regents or its designee is required before new and changed programs may be publicized, initiated and enroll students.

Purposes of Board of Regents Policy

These principles inform the University's policy governing the creation, change, and discontinuation of academic programs. The policy is intended to:

- Enhance quality, productivity, and efficiency in academic program development and implementation.
- Ensure that program development is aligned with institutional, campus, college, and unit mission, strategic directions, and compacts.
- Make explicit the criteria for academic programs and their connection to related policies.
- Foster shared consultation and, where appropriate, joint planning across academic units.
- Foster early consultation with the Offices of the Senior Vice President for Academic Affairs and Provost, Senior Vice President for Health Sciences, and Senior Vice President for System Academic Administration.
- Enhance the availability, coordination, and consistency of information about the University's academic programs for student information systems; faculty and administrative planning and analysis; institutional accountability reporting; and departmental, collegiate unit, and institutional accreditation.
- Ensure thorough and timely review and consideration of proposals for approval at the appropriate level: Board of Regents, senior vice president, coordinate campus vice chancellor, or collegiate dean.

Professional Academic Program Approval Levels **Academic Health Center**

1. Higher Learning Commission¹ (the University's regional accrediting agency) approval is required for:

- Degree programs offered through distance delivery methods.
- A new campus or branch that houses a full range of instruction as well as administrative and support services.
- An instructional site outside of Minnesota at which the University provides: 1) one or more degree programs, 2) offers 50 percent or more of the courses leading to one of its degree programs and at which it enrolls one hundred or more students (unduplicated head count) in an academic year, or 3) offers five or more courses a year.

¹ Specialized or professional accrediting agencies may also require approval or conformance to specific standards. See contact list for all Academic Health Center accredited programs at http://www.academic.umn.edu/provost/reviews/tc_specialized.html

2. Board of Regents approval is required for:
 - Adding new programs
 - new degree program or major
 - new credit certificate program (baccalaureate or post-baccalaureate)
 - new minor
 - Changing current programs
 - add a formal track to an existing major
 - change a program name
 - change a degree designation
 - discontinue a program
 - offer new distance delivery of all or substantially all coursework for an existing degree program
3. Senior Vice President for Academic Affairs and Provost approval is required for:
 - Adding a new site in Minnesota for the delivery of an existing program
 - Changing or adding new course designators and program codes
4. Senior Vice President for Health Sciences approval is required for:
 - Curricular changes such as:
 - changes to the number of credits or required courses in a major or minor
 - changes in the definition of options in a major
 - Adding “second tier” admissions requirements, i.e., entrance requirements to a major that go beyond admission to the collegiate unit
 - Adding a new site in Minnesota or other US and international sites (HLC Level)
 - Approval of non-AHC health professional programs in the University, including coordinate campuses

Approval Process

1. An AHC college or school proposal for professional programs should be reviewed and approved by the appropriate department and/or faculty governance body and the dean, and then forwarded to the Senior Vice President for Health Sciences (attn: Assistant Vice President for Education). Documentation of these approvals should be included in the proposal. *The AHC requires program developers to contact the AHC Office of Education early in the development process to discuss the timeline and the proposal process.*
2. Non-AHC academic units that develop proposals for undergraduate, professional, or graduate programs in health-related disciplines are required to consult with the AHC Assistant Vice President of Education. Documentation of Senior Vice President for Health Sciences’ endorsement of the program is required for program approval.
3. The Senior Vice President for Health Sciences will formulate his recommendation for the proposal and then submit the proposal to the Senior Vice President for Academic Affairs and Provost (attn: Director, Strategic Projects).

4. There are two exceptions to this pattern:

4.1 Graduate-Level Programs: Proposals for non-professional, post-baccalaureate certificates and masters and doctoral degree programs should be developed with and submitted to the Graduate School. Upon approval by the Graduate School dean and the appropriate policy and review committee, the Graduate School Dean will submit the proposal to the Senior Vice President for Academic Affairs and Provost.

4.2 Coordinate Campus Programs: Proposals for health professional programs to be offered on the Duluth, Morris, Crookston, or Rochester campuses should be submitted to the Provost jointly by the campus and the Senior Vice President for Health Sciences on behalf of the AHC units. A copy of the proposal should also be sent to the Senior Vice President for System Academic Administration. Proposals must include documentation of consultation with other units within the University that offer similar programs.

5. Upon approval by the Senior Vice President for Academic Affairs and Provost, proposals requiring Regental approval will be forwarded to the Board of Regents for consideration.
6. If Higher Learning Commission approval is required, the Provost's Office will adapt the approved proposal to meet HLC requirements, in consultation with the AHC.

Elements of a Program Proposal

A. Program Information Cover Sheet

1. Date of Submission
2. Contact information
 - Name of submitter
 - College of origin
3. Proposed Submission Date to Board of Regents
4. Type of Program
 - Degree
 - Type of Degree Program: (Undergraduate, Professional, Graduate Program)
 - Degree (e.g., M.D., M.S., BS, PhD) (Might not be a name for the degree – “proposed degree”)
 - Certificate
 - Baccalaureate
 - Post-Baccalaureate
 - Residencies and fellowships
 - College of Continuing Education
 - Track/area of study/specialty area
 - Other, please explain

5. Campus (list all that apply)
 - Crookston
 - Duluth
 - Morris
 - Rochester
 - Twin Cities
6. Academic Health Center Unit (College/School or Center)
7. Accreditation agency and other regulatory/licensing issue
 - List the name and URL of the Accreditation and/or regulatory/licensing agencies
 - Accreditation review cycle
8. Instructional Format (Check all that apply)
 - Distance Education (percent)
 - International
 - Hybrid (combination of online and classroom)
 - Classroom
 - Experiential
 - Other
9. Proposed first semester start date
10. Consultation
 - Describe the process used to develop this proposal. Please list consultations and provide letters of support/recommendation.
11. Faculty review and support
 - Internal
 - Describe the internal faculty review and governance process used to approve and recommend this program proposal. (Review and oversight committees, faculty vote results)
12. Appropriate administrative recommendation
 - Department Chair
 - School Dean
 - Graduate School Dean
 - Vice Provost for Undergraduate Education
 - College of Continuing Education Dean

B. Program Proposal

1. Program alignment with Collegiate, AHC, and University Priorities

- Describe the vision for the program as it relates to the programs of the college or school and relates to University strategic goals and AHC priorities.
 - Describe the specific ways the proposed program is consistent with the University's, AHC, and unit's mission.
 - Describe how the program will support the unit's strategic direction and compact.
 - Describe how the program will contribute to the priorities of the University, the campus, and the unit.
 - Describe how the program will contribute to the Academic Health Center Strategic Plan: <http://www.ahc.umn.edu/>

2. Program market/needs analysis

- Describe the process used to determine the need for the program and the outcomes of this analysis.
- Describe the need and demand for the program. Proposals for programs that reach very small numbers of students are discouraged. Use the following kinds of evidence, as appropriate:
 - Evidence that the program meets societal needs and expectations.
 - Evidence of consultation with employers or professional organizations, if appropriate.
 - Employment data, if appropriate (availability of jobs for graduates).
 - Enrollment data for similar programs.
 - Data reflecting student interest or demand, both short- and long-term.
 - Projected number of applicants for the program.
 - Projected number of degrees to be conferred per year at full operation.
- Describe the intended geographic service areas and the prospective student market.
- Describe how the students will benefit from the program.
- Describe the costs relative to other programs (justification for tuition).

3. Comparative advantage

- Describe the unique characteristics of the program that make it particularly appropriate to the University of Minnesota.
- List any comparable academic programs in Minnesota and, if applicable, elsewhere. (Document your consultation with other units within the University and/or research of other institutions with similar programs, if they exist, in the area.)

4. Program description

- Provide a Program Overview (include the relationship of this program to other programs/degrees in the profession, and describe the ways in which the program will support and or advance interdisciplinary/interprofessional experiences).
 - Describe program governance, including who decides admissions, financial aid, tuition rates, and curricular revisions.
 - Describe pre-requisite courses, related courses, requirements, and relate the impact on other units, colleges, or campuses.

- Describe student learning outcomes / professional competencies.
 - Describe relationship to National Professional Competencies.
 - Describe process for assessment of student learning outcomes.
 - Describe the Curriculum Plan.
 - Provide the percentages of classroom, technology-supported/online, and experiential curriculum.
5. Student Services and Career Advancement
- Describe the range of student services that will be provided, including advising, tutoring, remediation (if appropriate), and access to professional opportunities.
 - Describe the program's recruitment and application process.
 - Describe the financial aid and scholarship programs.
6. Diversity Plan
- Describe how the program will address the University's diversity goals, e.g., student and faculty recruitment, curriculum, etc.
7. Program personnel
- List program faculty and appointments (attach curriculum vitae in Appendix). Please include a brief description of how the program's faculty fits with the school's academic personnel plan.
 - Describe the program staff support plan.
 - Describe the faculty and staff diversity plan.
8. Program Evaluation and Assessment Plan and Timetable
- Describe program review plan for quality.
9. Program Resources: Resource Plan for academic program
- Explain whether the program is within the capacity of the unit's resources.
 - Describe what resources have been reallocated within the unit to support the proposed program.
 - If additional resources are needed, describe how the program will leverage existing resources to attract new resources.
 - Describe what steps will be taken to ensure the program is operated economically and effectively.
 - Provide the Space and Technology Plan.
 - Describe the Experiential Education resources
 - Assessment of capability to take students.
 - Describe experiential education program and required experiences.
 - Describe the number of clinical sites and appropriate nature.
 - Describe qualification of faculty preceptor
 - Describe preceptor training and support
 - Describe oversight and continuous quality improvement.

10. Program Financial Plan

- Provide a Five Year Pro Forma, using the AHC resource template.
- Describe budgetary implications.
- Describe any resource sharing and partnerships.
- Provide the Memorandum of Agreements.

NOTE: Complete guidelines for preparing and submitting academic program proposals can be found on the website of the Office of the Senior Vice President for Academic Affairs and Provost: <http://www.academic.umn.edu/provost/reviews/apr/index.html>

Questions or comments may be directed to:

- AHC Assistant Vice President for Education, 485 Children's Rehab, 612-625-3972
- For Graduate School programs: Graduate School Dean, 321 Johnston Hall, 612-625-2809