R I **B**G H E

**RHODE ISLAND BOARD OF GOVERNORS
FOR HIGHER EDUCATION**

**REGULATIONS GOVERNING ACADEMIC CHANGES IN RHODE
ISLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

Rhode Island Office of Higher Education
The Shepard Building. 80 Washington St. Ste. 524
Providence, Rhode Island 02903

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IN RHODE ISLAND PUBLIC INSTITUTIONS OF HIGHER EDUCATION

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PREFACE: RIBGHE REGULATIONS AND REGULATORY HISTORY

Assistance to postsecondary institutions seeking to initiate new programs, to modify existing programs, or to remain in operation in Rhode Island appears in three documents:

1. *Regulations Governing Institutions of Higher Education Operating in Rhode Island.* These regulations pertain to all programs of any level offered by degree-granting institutions outside of the Rhode Island system of public higher education and to institutions offering only certificate programs at the post-associate level or above. With one statutory exception, for-profit institutions may not offer degrees in Rhode Island.

2. *Regulations Governing Academic Changes in Rhode Island Public Institutions of Higher Education.* These regulations pertain to the institutions in the Rhode Island system of public higher education.

3. *Regulations Governing Proprietary Schools in Rhode Island.* These regulations pertain to schools operated on a for-profit or on a non-profit basis (i.e., organizations, associations, corporations, partnerships, or sole proprietorships) that grant awards only at the pre-associate certificate level.

The *Regulations Governing Academic Changes in Rhode Island Public Institutions of Higher Education* apply to all three Rhode Island public institutions of higher education: the Community College of Rhode Island, Rhode Island College and the University of Rhode Island. The regulations are used whenever a public institution seeks to establish, to abolish, or to modify substantially an existing program or major organizational unit (e.g., centers or institutes).

The original policies and procedures for these types of changes were entitled *Policy and Procedures for the Review of Instructional Program Developments and Organizational Developments in Public Institutions of Higher Education*. This document was approved by the Board of Regents for Education on April 9, 1981, and became the responsibility of the Board of Governors for Higher Education as of July 2, 1981. Periodically, the RIBGHE has reviewed and amended these regulations; on December 1, 1989, the regulations were amended and re-named *Regulations Governing Instructional Program and Organizational Changes in Rhode Island Public Institutions of Higher Education*. On June 18, 1998, the RIBGHE amended the regulations and approved the name *Regulations Governing Academic Changes in Rhode Island Public Institutions of Higher Education*. The dates of all amendments to these regulations are listed below.

Adopted:	04/09/81 (BR)	07/02/81 (BG)
Amended:	03/24/89 (BG)	06/18/98 (BG)
	12/01/89 (BG)	09/24/02 (BG)
	01/18/96 (BG)	01/27/03 (BG)
		08/19/03 (BG)
		10/25/04 (BG)
		12/06/04 (BG)
		03/06/06 (BG)

INTRODUCTION

The Board of Governors for Higher Education (RIBGHE) discharges its obligations pertaining to academic programs and organizational units by requiring the three public institutions of higher education (the University of Rhode Island, Rhode Island College, and the Community College of Rhode Island) to submit information to the Office of Higher Education for review. If a proposed modification in an academic program or organizational unit requires approval (as outlined in these regulations), the Commissioner of Higher Education will use the results of the staff review and the recommendation of the RIBGHE's Academic and Student Affairs Committee to recommend approval or denial to the Board of Governors for Higher Education.

This document describes the kinds of changes that require approval and the procedures to follow in submitting a proposal. Included are the criteria for determining whether a full proposal, abbreviated proposal or notice of change is required. Formats for proposals, notices and budgets are also provided.

Throughout this document the Board of Governors for Higher Education may be referred to as the Board of Governors or the RIBGHE and the Office of Higher Education as the RIOHE.

POLICIES APPLICABLE TO ALL PROPOSED ACTIONS

1. Each year by July 1st, institutions are required to prepare a written report for RIOHE's Academic and Student Affairs division briefly detailing projected academic program or organizational changes for the upcoming year and the anticipated dates by which these changes will be submitted for approval or notification. This report should also include information on academic and organizational changes in the planning stage (under development in the coming year) and concept stage (programs that have been discussed but may or may not be developed). A list of programs that may be suspended or deleted should also be included. Before October 1st each year, RIOHE will communicate to the institutions any concerns it may have regarding the plans outlined in the report. [Note: This report does not substitute for other required notices to the RIBGHE.]

2. When an institution is in the process of approaching the RIBGHE's Facilities Committee regarding the development of a new site (e.g., campus, satellite, outreach center), the Academic and Student Affairs Committee should be concurrently notified regarding plans to offer academic programs or locate organizational units at the new site.

SECTION I: ACTIONS

A. Actions Requiring Approval from the Board of Governors and Submission of a Full or Abbreviated Proposal

1. **Academic Program Changes**

    Unless specifically noted otherwise, throughout this document the terms *academic program*, *program*, *certificate* and *degree* refer to for-credit offerings.

    Four major types of academic program changes require approval by the Board of Governors: a) establishment of a new program or significant changes in an existing program, b) establishment of a new location for an academic program, c) change of mode of delivery to distance learning, and d) abolition of an existing program. (Program changes of a minor nature may require a notice of change; refer to Section I.B.)

    a. **Establishment of (or Changes in) an Academic Program**

        The establishment of a new degree-granting program requires board approval. B.A. degrees and B.S. degrees in the same discipline are considered separate degrees and require board approval.

        Significant changes in an existing degree program also require board approval. Within an existing degree program, changes in a course sequence (that do not lead to a certificate) and constitute over 25% of the total program require RIBGHE approval. At the college and university, minors and other options that are significantly less than the major should, therefore, require only a notice of change since they are 25% or less of the total program. At the community college, various options that constitute 25% or less of the total degree program can also be created for students who wish to focus on a special interest, in keeping with the concept of a minor at a four-year institution.

        "Design-your-own" programs allow students to create a unique degree program. If, over time, a significant number of students opt for the same program, it can no longer be considered unique. Therefore, in keeping with RIBGHE's program review policy, programs that in three consecutive years grant five or more undergraduate degrees or three or more graduate degrees must be brought before the RIBGHE for approval. Programs of this size will be considered to be active programs being offered to the general public; consequently, they will require approval.

        In the case of a certificate-granting program, regardless of whether the program is freestanding or part of a degree-granting program, if the certificate programs awards 18 or fewer credits and does not require expenditure of new funds, a notice of change will suffice (see Section I.B. 8). Certificate programs that exceed 18 credits require board approval.

b. Establishment of a New Location for an Academic Program

Academic programs are approved for implementation at specific locations. The initiation of an approved program at any other location requires the RIBGHE's approval. If more than 50 percent of overall program requirements or junior- or senior-level courses in a program are to be completed at a location other than the location(s) previously approved by the RIBGHE, the institution must submit a proposal for a new program. (However, in the case of programs offered under contractual agreements, a notice of change will normally suffice; refer to Section I.B: *Program and Organizational Changes Requiring Only a Notice of Change*.)

c. Change of Mode of Delivery to Distance Learning

If an institution seeks to offer or to receive from another provider 50 percent or more of a previously approved degree program's requirements by distance learning, RIBGHE approval must be obtained. The institution should refer to the *Guidelines for Distance Learning in the Rhode Island System of Public Education,* which can be found at *www.ribghe.org/publicreg.htm.* In addition to program standards, this document includes standards for agreements that must be signed between the provider and receiver of distance programs.

d. Abolition of an Academic Program

In general, any existing program that would require approval by the RIBGHE to be established must have the RIBGHE's approval to be abolished.

Note: Programs that have had admissions suspended following notice of change to the RIBGHE (see Section I.B.3) are not to continue in suspended status indefinitely. Undergraduate programs should remain in suspended status no longer than 150 percent of the normal time for program completion (e.g., six years for a bachelor's program). Graduate programs should remain in suspended status no longer than the time limit specified for program completion by the institution (e.g., five years for a master's program). If admission to a suspended program is not reopened during the specified time, the RIBGHE must be asked to approve the abolition of the program or be notified of the reason for continued suspension. The request for the elimination of the program will include "teach out" or other completion arrangements for any students still enrolled in the program.

2. <u>Organizational Changes in Academic Units</u>

Organizational changes covered by these regulations involve two types of **academic** units: *traditional academic units* and *nontraditional academic units*. Traditional academic units are departments, divisions, schools, and colleges. Nontraditional academic units are units that are created to implement combinations of academic,

research, outreach and/or service activities that cannot ordinarily be accommodated within existing departmental structures. While they may also exist under additional names, nontraditional academic units are typically called centers, agencies, institutes or outreach centers.[*]

In those cases where more than a single change is required to accomplish a common result, such as the creation of a unit from existing units, a single proposal will suffice; the description of the changes, however, should clearly indicate the relationship between the establishment, merger, transfer or abolition of the units.

These regulations do not pertain to organizational changes that are essentially non-academic in nature (e.g., internal reorganization to create a one-stop enrollment center or a student support center). The commissioner and the chair of the Academic and Student Affairs Committee will determine when an administrative review and notice of change to the board will suffice. Institutions should consult with RIOHE staff regarding this option.

a. Establishment, Merger or Transfer of a Unit

The establishment, merger or transfer of a unit requires approval of the Board of Governors. (See also p.14.)

Note: In the case of the establishment of a temporary nontraditional academic unit (i.e., a nontraditional academic unit lasting less than three years), RIBGHE approval is not required, and a notice of change will suffice (see Section I.B.4.). However, if the anticipated life span of the nontraditional academic unit is three years or more, RIBGHE approval is required. Further, if the nontraditional academic unit's costs exceed its revenues, RIBGHE approval is required.

b. Abolition of a Unit

Any existing unit that would require approval by the RIBGHE to be established must have the RIBGHE's approval to be abolished.

3. Guidelines for Submission of Full or Abbreviated Proposals

a. Full Proposal: Submission of a full proposal is required when either the creation, moving or change of mode of delivery of a program or the creation, merger or transfer of a unit entails the expenditure of new funds, the hiring of new faculty or staff, or the acquisition or lease of additional facilities.

b. Abbreviated Proposal: An abbreviated proposal may be acceptable if the proposed alteration can be made by redeploying existing funds, faculty, staff,

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[*] Outreach centers are sites operated individually by an institution or cooperatively with another institution or organization for the purpose of providing instruction or services.

equipment or facilities. The president's signature in the program information section (see A.8) of the abbreviated proposal certifies that the institution has consulted with a qualified financial representative (e.g., controller or budget officer) and determined that no significant new resources are required. In most cases, an abbreviated proposal will suffice for the abolition of a program or unit. However, if at any point in the review process the commissioner determines that a full proposal is needed, the initiating institution will be asked to submit a full proposal. (Refer to Section III for a description of the components of full and abbreviated proposals.)

B. ACTIONS REQUIRING ONLY A NOTICE OF CHANGE

Certain institutional changes need only be submitted to the Board of Governors as a notice of change. In any of these instances, however, the commissioner retains the authority to determine that a full or abbreviated proposal should be submitted for approval instead of a notice of change. In such a case, the institution will be informed in writing as soon as practicable after the determination has been made.

In cases where a notice of change is deemed sufficient, the president's office should submit to the commissioner a letter stating the notice of change with a copy to the associate commissioner for academic and student affairs at least one month prior to the RIBGHE meeting so that there is ample time to place the notice on the agenda for the meeting. In addition, the president may, if he/she so desires, report the change to the Board of Governors as part of the president's report during the RIBGHE meeting.

A notice of change should be provided to the Board of Governors for each of the following types of changes:

1. Change in Program or Unit Title: Alteration in a title, provided the intent, content and resources of the program or unit remain essentially unchanged, requires only a notice of change.

2. Addition of New Options in an Existing Program: new/revised course sequences (e.g., a minor in a four-year program) that constitute 25% or less of a total program require only a notice of change.

3. Suspension and Reopening of Programs: The RIBGHE should receive notice of change when admission to programs is suspended and when admission to suspended programs is reopened. Undergraduate programs should remain in suspended status no longer than 150 percent of the normal time for program completion (e.g., six years for a bachelor's program). Graduate programs should remain in suspended status no longer than the time limit specified for program completion by the institution (e.g., five years for a master's program). If admission is not reopened at that time, the RIBGHE should be asked to approve the abolition of the program or notified of the reason for continued suspension (see Section I.A.1.b.).

4. <u>Creation of a Short-Term Nontraditional Academic Unit</u>: If the anticipated life span of a nontraditional academic unit (e.g., a center, agency or institute) is three years or less and the unit's costs do not exceed its revenues, a notice of change is sufficient.

5. <u>Seeking, Receiving, or Losing National Accreditation for an Existing Program</u>: The RIBGHE should receive notice when an institution begins the process of seeking national accreditation for a program. Further, the RIBGHE should receive notice when national accreditation is received, the process is abandoned, the application is denied, or accreditation is withdrawn.

6. <u>Offering Previously Approved Programs under Contractual Agreements</u>: All contractual agreements that establish programs leading to a degree and are offered at a new site but only to a defined and limited group of students (such as employees and/or clients) require only a notice of change, provided the offered programs have been previously approved by the Board of Governors.

7. <u>Development of Certain Non-Credit Programs</u>: The RIBGHE should receive notice of change when a non-credit program that falls into either one or both of the following categories is developed: 1) the program length is more than 100 hours in classroom and/or training time, or 2) federal financial assistance is available for qualified students who enroll in the program.

8. <u>Certain Certificate Programs</u>: Certificate programs of 18 or fewer credits that do not require the expenditure of new funds will be discussed and approved by the members of the Postsecondary Education Executive Council (PEEC) before passing before the RIBGHE as a notice of change.

SECTION II: PROCEDURES RELATED TO PROPOSAL SUBMISSION

After a decision has been made to initiate an academic program or organizational change, representatives of the institution should begin informal discussions with RIOHE's staff. These discussions should be based on the institution's internally developed proposal and will lead to a decision as to whether the intended program or organizational change requires the submission of a full or abbreviated proposal for Board of Governors' approval, or if a notice of change will suffice. (Section I of these regulations provides guidelines for whether proposals or notices are required.) Any institution may appeal the staff's determination to the commissioner.

<u>Outline of Procedures</u>

1. An original proposal or notice of change sent to the commissioner and copied to the associate commissioner for academic and student affairs with a transmittal letter signed by the president will constitute a formal submission. Institutions should send an electronic copy and four paper copies to the Division of Academic and Student Affairs of RIOHE.

2.	In cases that require Board of Governors' approval, RIOHE's Academic and Student Affairs division will notify the chair of the Academic and Student Affairs Committee, the presidents of the state institutions, and the president of the RI Independent Higher Education Association that a proposal is under review.

3.	Proposals for academic program or organizational changes may be submitted at any time, but RIOHE's staff needs adequate time to conduct the review. Therefore, a proposal normally must be submitted at least four months prior to the intended date of implementation so that the proposal can be reviewed, comment solicited from other institutions, and any questions regarding the proposal can be answered. During this period, RIOHE staff also summarizes the proposal, writes the review, and prepares any necessary background materials for the RIBGHE. If a proposal requires longer review, the institution will be notified of this fact and the reasons therefore in writing.

4.	Review of a proposal includes assessment and solicited response by:

	a.	the other two public institutions of higher education;

	b.	RIOHE's staff and, if appropriate, external consultants[*] or accrediting agency(ies); and

	c.	the Academic and Student Affairs Committee of the Board of Governors.

5.	During the review process, RIOHE's staff will communicate with institutional representatives to seek clarification or additional information as necessary to complete the review.

	Upon completion of the review, the commissioner, acting upon the endorsement of the Academic and Student Affairs Committee and the recommendation of RIOHE's staff, will submit a recommendation for action to the Board of Governors at a regular RIBGHE meeting. (Note: If the staff's recommendation is negative, or if the committee fails to endorse the proposal, the institution will be given the opportunity to withdraw the proposal.

6.	A withdrawn proposal may be resubmitted with revisions after consultation with RIOHE staff.

7.	If the proposal is approved by the RIBGHE, the enrollment, revenue and cost estimates used in the proposal will be reflected in the institution's future budget submissions and reviewed by RIOHE's Finance and Management unit.

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[*]	If deemed appropriate, external consultants will be selected by RIOHE's staff in consultation with the institution to review the proposal either in whole or in part; all graduate programs require review by external consultants. The amount of the stipends paid to the consultants will be mutually agreed upon by the institution, and the consultants and will be paid by the institution after the conclusion of the review.

SECTION III: CRITERIA FOR REVIEW AND CONTENT OF PROPOSALS

Following the guidelines outlined in Section I of these regulations, and based on discussions with RIOHE staff, proposals for academic program and organizational changes should address the criteria and follow the formats described below. Full proposals, abbreviated proposals and notices of change require specific information as indicated in the chart to the left of the criteria. It is recommended that these formats be used from the outset of the proposal or notice development at the institution in order to reduce the work necessary to prepare the final document for submission to the RIBGHE.

1.   ACADEMIC PROGRAM CHANGES

FULL	ABBREV	NOTICE	
			A. Program Information: General descriptive information should be provided for the program.
X	X	X	A1. Name of institution
X	X	X	A2. Name of department, division, school or college
X	X		A3. Title of program and federal Classification of Instructional Programs (CIP) code
X	X	X	A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
X	X	X	A5. Intended location of program
X	X		A6. Description of the institutional review and approval process (to ensure that the appropriate faculty governance units and academic administrators have reviewed and approved the proposal).
X	X	X	A7. Summary description (not to exceed 2 pages) of the proposed program
X	X	X	A8. Signature of president. In the case of an abbreviated proposal or a notice of change, the president's signature certifies that the institution has consulted with a qualified financial representative (e.g., controller or budget officer) and determined that no significant new resources are required. The signature also certifies (see A6) that the appropriate institutional approvals have been secured.
X	X		A9. Person to be contacted during the proposal review: name, title, telephone number, and e-mail address
X	X		A10. Signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program[*]

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[*] Agreements with other institutions/agencies or private companies must clearly delineate all aspects and the effective dates of the agreement. Agreements must be signed by representatives of each institution/agency or private company who are authorized to bind the entity for the scope of the agreement.

FULL	ABBREV	NOTICE	
			B. Rationale: There should be a demonstrable purpose and documented need for the program.

FULL	ABBREV	NOTICE	
X			B1. State the program objectives.
X	X		B2. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.
X			B3. If an external advisory or steering committee was used to develop the program, identify committee members and their affiliations and describe the committee's role.

FULL	ABBREV	NOTICE	
			C. Institutional Role: The institution's mission statement is the basis for institutional priorities. Therefore, the program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.

FULL	ABBREV	NOTICE	
X	X		C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.
X			C2. Explain the relationship of the program to other programs offered by the institution.

FULL	ABBREV	NOTICE	
			D. Interinstitutional Considerations: The program should be consistent with all policies of the Board of Governors pertaining to the coordination and collaboration between public institutions of higher education. (Consult the Board of Governors' *Coordination Plan for Academic Programs in Rhode Island Public Institutions of Higher Education* [*www.ribghe.org/publicreg.htm*] for guidelines and restrictions regarding the types and levels of programs the institutions are allowed to offer.)

FULL	ABBREV	NOTICE	
X			D1. List similar programs offered in the state and region, and compare the objectives of similar programs.
X	X		D2. Estimate the projected impact of the program on the other public higher education institutions in Rhode Island (e.g., loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections.
X	X		D3. Using the format prescribed by RIOHE, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. (See *Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs* which can be found at *www.ribghe.org/publicreg.htm*.) Describe any transfer agreements with independent institutions. The institution must also either submit a draft of a Joint Admissions Agreement transition plan and/or a program-to-program transfer plan or state the reason(s) the new program is not transferable.

X	X		D4. Describe any cooperative arrangements with institutions offering similar programs. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)
X	X		D5. If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)
X	X		D6. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).

FULL	ABBREV	NOTICE	E. Program: The program should meet a recognized educational need and be delivered in an appropriate mode. The undergraduate program should provide students with a substantial introduction to broad areas of knowledge and an in-depth study in one area or interdisciplinary area. Each program should include general education requirements plus study in a major or concentration. The coursework in the major should include study at the intermediate or advanced level.

X	X		E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:

      a. Names of courses, departments, and catalog numbers, and brief course descriptions for new courses, preferably as these will appear in catalog. In keeping with each institution's timetable for completion of student outcomes assessment, each institution should provide an assessment plan detailing what a student should know and be able to do at the completion of the program and how the skills and knowledge will be assessed. For example, if a department brings forth a new program proposal but that department is not slated to have its student outcomes assessment completed until 2008, the program could be approved but with the provision that the department return no later than 2008 and present to the Academic and Student Affairs Committee its student outcomes for that particular program.

      b. Required courses in area of specialization and options, if any.

      c. Course distribution requirements, if any, within the program, and general education requirements.[±]

[±] Note the revisions of the NEASC Standards on undergraduate degree programs (4.13 – 4.19). In particular, note that "Each undergraduate program includes a general education requirement and a major or concentration requirement. At the baccalaureate level, curricula include substantial requirements at the intermediate and advanced undergraduate levels, with appropriate prerequisites. Wherever possible, the institution also affords undergraduate students the opportunity to pursue knowledge and understanding through unrestricted electives. The general education requirement in each undergraduate program ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another. The institution ensures that all undergraduate students complete at least the equivalent of forty semester hours in a bachelor's degree program, or the equivalent of twenty semester hours in an associate's degree program in general education. Graduates successfully completing an undergraduate

        d.   Total number of free electives available after specialization and general education requirements are satisfied.

        e.   Total number of credits required for the completion of the program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.

        f.   Identify any courses that will be delivered or received by way of distance learning.*

X	X	

E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.

E3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.

E4. Demonstrate that student learning is assessed based on clear statements of outcomes and expectations.

        a.   Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.

        b.   Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

FULL	ABBREV	NOTICE

F. <u>Faculty and Staff</u>: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.

X	X	

F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure/track positions, and whether faculty positions will be new positions or reassignment of existing positions.

X		

F2. List anticipated support staff, the percent of their time to be spent in the program, and whether these are reassignments or new positions. Indicate total full-time equivalent (FTE) positions required for the program.

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program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind."

* Refer to www.ribghe.org/publicreg.htm for the *Standards for Distance Learning in the Rhode Island System of Public Higher Education*.

FULL	ABBREV	NOTICE	
X			**F3.** Summarize the annual costs for faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than one department. (Include the salary and benefits information on the budget form that can be found at *www.ribghe.org/publicreg.htm*.)
X			**F4.** Provide assurance that the institution's chief academic officer has worked with the director of human resources (or equivalent) in the development of the faculty and staff projections and estimates and that they agree on the adequacy of the estimates.

FULL	ABBREV	NOTICE	
			G. <u>Students</u>: The program should be designed to provide students with a course of study that will contribute to their intellectual, social and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.
X	X		**G1.** Describe the potential students for the program and the primary source of these students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.
X			**G2.** Estimate the proposed program size and provide projected annual full-time, part-time, and FTE enrollments for one complete cycle of the program. Provide a specific rationale for the assumptions made in the projections. (Depending on the nature of the program, use the FTE or part-time estimates of enrollment on the budget form, which can be found at *www.ribghe.org/publicreg.htm*.)
			G3. Indicate how the institution provides programs and services designed to assist students in achieving their academic goals.
X			**G4.** List the program admission and retention requirements for students. Provide descriptions of the specific criteria and methods used to assess students' ability to benefit from the program. Describe how satisfactory academic progress will be determined.
X			**G5.** Indicate available funds for assistantships, scholarships and fellowships. (Include this information on the budget form, which can be found at *www.ribghe.org/publicreg.htm*.)

FULL	ABBREV	NOTICE	
			H. <u>Administration</u>: Administrative oversight for the program should be sufficient to ensure quality.

FULL	ABBREV	NOTICE	
X			H1. Indicate how the program will be administered and the degree to which this work will affect the administrative structure in which it is located.
X			H2. Indicate the titles of the persons who will have administrative responsibility for the program and the percent of time each will spend on the program. Indicate total full-time equivalent (FTE) positions required for the program.
X			H3. Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources. (Include this information on the budget form, which can be found at *www.ribghe.org/publicreg.htm*.)

FULL	ABBREV	NOTICE	
			I. <u>Instructional Resources and Services</u>: The instructional resources should be sufficient in quantity, quality and timeliness to support a successful program.
X			I1. Estimate the number and cost of relevant print, electronic and other non-print library materials needed (and those available) for the program and compare with recommendations of national accrediting agencies, the standards of the Association of College and Research Libraries, and/or any other recognized measures of general library and other information resources adequacy in terms of collections, technology, staff, space and operations.
X			I2. Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment and supplies) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.
X			I3. Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions. (Include this information on the budget form, which can be found at *www.ribghe.org/publicreg.htm*.)
X			I4. Provide assurance that the institution's chief academic officer has worked with appropriate library and other staff in the development of the assessments and estimates regarding instructional resources and that they agree on the adequacy of the estimates.

FULL	ABBREV	NOTICE	
			J. <u>Facilities and Capital Equipment</u>: Facilities and capital equipment should be sufficient in quantity, quality and timeliness to support a successful program.
X			J1. Describe the facilities and capital equipment (e.g., classrooms, office

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space, laboratories, and telecommunications equipment) and assess the adequacy of these resources relative to the program and to the requirements of the Americans with Disabilities Act and state disability statutes.

| X | | |

J2. If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). (Include this information on the budget form, which can be found at *www.ribghe.org/publicreg.htm*.) [Note: the RIBGHE's Facilities Committee is responsible for approving lease, purchase or other agreements and ensuring that the facility meets all building, fire and health codes and ADA requirements.]

| X | | |

J3. Estimate the annual additional expenditures for new program facilities and capital equipment. (Include this information on the budget form, which can be found at *www.ribghe.org/publicreg.htm*.)

| X | | |

J4. Indicate whether the needed facilities are included in the institution's master plan.

| X | | |

J5. Provide assurance that the institution's chief academic officer has work with the facilities director (or equivalent) in the development of the assessments and estimates regarding facilities and capital equipment and that they agree on the adequacy of the estimates.

| FULL | ABBREV | NOTICE |

K. <u>Financial Considerations</u>: Projected revenues should be sufficient to support a successful program and must cover the estimated costs of the program.

| X | | |

K1. Expenditures for program initiation and annual operation should be estimated and displayed in the proposed budget. The summary should enable the reader to understand expenditures for a period representative of one full program cycle.

| X | | |

K2. Revenue estimates should be provided for a similar period of time. For a new program, the appropriateness and feasibility of instituting differential tuition and/or fees should be addressed.

NOTE: Excel budget forms, which are self-calculating, may be downloaded from the RIOHE Web site at *www.ribghe.org/publicreg.htm*. Contact RIOHE's Academic and Student Affairs division for assistance in completing the forms.

| X | | |

K3. Describe how current institutional resources will be redeployed or extra institutional resources will be obtained to support the program (e.g., describe program eliminations, staff reallocations and/or external sources of monies).

| X | | |

K4. Provide assurance that the institution's chief academic officer has worked with the budget director and controller in the development of the financial projections and that they agree on the adequacy of the

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projections.

FULL	ABBREV	NOTICE	L. Evaluation: Appropriate criteria for evaluating the success of a program should be developed and used.

X	X		L1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for internal and external evaluation, as appropriate.[*]
X			L2. Describe and quantify the program's criteria for success.
X			L3. If the proposed program is eligible for specialized accreditation, indicate name and address of the accrediting agency and a list of accreditation requirements. If specialized accreditation is available but not sought, indicate reasons.
			L4. Describe the process that communicates the results of the program evaluation to appropriate institutional stakeholders and uses the outcomes for program improvement.

2. ORGANIZATIONAL CHANGES

Organizational changes covered by these regulations involve two types of **academic** units: *traditional academic units* and *nontraditional academic units*. Traditional academic units are departments, divisions, schools, and colleges. Nontraditional academic units are units that are created to implement combinations of academic, research, outreach and/or service activities that cannot ordinarily be accommodated within existing departmental structures. While they may also exist under additional names, nontraditional academic units are typically called centers, agencies, institutes or outreach centers.[†] These regulations do not cover organizational changes that are essentially non-academic in nature (e.g., internal reorganization to create a one-stop enrollment center or a student support center). Institutions should consult with RIOHE staff if it is unclear whether a particular unit requires RIBGHE approval.

FULL	ABBREV	NOTICE	A. General Information: General descriptive information should be provided as context for the proposed organizational change.

X	X	X	A1. Name of institution
X	X	X	A2. Name of administrative unit
X	X	X	A3. Title of proposed organizational unit (present and proposed, if appropriate)

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[*] See NEASC Standard 4.9: "The evaluation of existing programs includes an external perspective and assessment of their effectiveness." External advisory boards are one possible means of gathering external data on effectiveness.

[†] Outreach centers are sites operated individually by an institution or cooperatively with another institution or organization for the purpose of providing instruction or services.

FULL	ABBREV	NOTICE	
X	X	X	A4. Intended date of change
X	X	X	A5. Intended location of organizational unit
X	X		A6. Description of institutional review and approval process
X	X	X	A7. Summary description of the proposed organizational change
X	X	X	A8. Signature of president
	X	X	A9. Statement either that no new or additional resources are required or that compensatory reduction or reallocation of resources will take place if needed
X	X		A10. Person to be contacted during the review: name, title, telephone number and e-mail address
X	X		A11. Signed agreements for any cooperative arrangements made with other institutions/agencies or private businesses in support of the unit[*]

FULL	ABBREV	NOTICE	
			B. Rationale: There should be a demonstrable purpose and documented need for the proposed organizational change.
X	X		B1. Explain why the organizational change is being proposed.

FULL	ABBREV	NOTICE	
			C. Institutional Role: The organizational change should be clearly related to the published role and mission of the institution and be compatible with the organizational structure of the institution.
X	X		C1. Explain how the organizational change is consistent with the published role and mission of the institution and how it is related to institutional planning.

FULL	ABBREV	NOTICE	
			D. Interinstitutional Considerations: The organizational change should be consistent with all policies of the Board of Governors pertaining to the coordination and collaboration between public institutions of higher education.
X	X		D1. Estimate the projected impact of the organizational change on the other public higher education institutions in Rhode Island (e.g., loss of students or revenues), provide a specific rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections.
X	X		D2. Describe any cooperative arrangements with other institutions relative to the organizational unit. (Signed copies of any agreements

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[*] Agreements with other institutions/agencies or private businesses must clearly delineate all aspects and the effective dates of the agreement. Agreements must be signed by representatives of each institution/agency or private business who are authorized to bind the entity for the scope of the agreement.

pertaining to use of faculty, library, equipment, and facilities should be attached.)

FULL	ABBREV	NOTICE	
X			D3. If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)

FULL	ABBREV	NOTICE	E. Facilities and Capital Equipment: Facilities and capital equipment should be sufficient in quantity, quality and timeliness to support the organizational change.

FULL	ABBREV	NOTICE	
X			E1. Describe the facilities and capital equipment (e.g., classrooms, office space, laboratories, and telecommunications equipment) and assess the adequacy of these resources relative to the purpose of the unit and to the requirements of the Americans with Disabilities Act and state disability statutes.
X			E2. If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). (Include this information on the budget form, which can be found at *www.ribghe.org/publicreg.htm.*) [*Note*: RIBGHE's Facilities Committee will approve lease, purchase or other agreements and ensure that the facility meets all building, fire and health codes and ADA requirements.]
X			E3. Provide assurance that the institution's chief academic officer has worked with the facilities director (or equivalent) in the development of the assessments and estimates regarding facilities and capital equipment and that they agree on the adequacy of the estimates.

FULL	ABBREV	NOTICE	F. Financial Considerations: Institutional resources should be sufficient to support the organizational change and must cover the estimated cost of the change.

FULL	ABBREV	NOTICE	
X			F1. Identify the anticipated expenditures related to the organizational change; include the costs of personnel, operations, equipment, facilities and other resources. Indicate by source anticipated revenues to support the proposed change. *NOTE*: Excel budget forms, which are self-calculating, and may be downloaded from the RIOHE Web site at *www.ribghe.org/publicreg.htm.* Contact RIOHE's Academic and Student Affairs division for assistance in completing the forms.
X			F2. Describe how current institutional resources will be redeployed or extra institutional resources will be obtained to support the organizational change (e.g., describe unit eliminations, staff reallocations and/or external sources of monies).

X		

F3. Provide assurance that the institution's chief academic officer has worked with the budget director and controller in the development of the financial projections and that they agree on the adequacy of the estimates.

FULL	ABBREV	NOTICE

G. <u>Evaluation</u>: Criteria which can be used in the future to evaluate the success of the organizational change should be proposed.

X	X	

G1. Describe the process and the criteria by which the organizational change will be monitored and periodically evaluated.

Materials That Support and Clarify These Regulations

Certain forms, guidelines and procedures are referred to throughout these regulations. Since these supporting and clarifying documents change more frequently than do the regulations, they have been made available electronically rather than being included as a formal part of the regulations. The following materials may be found on RIBGHE's Web site at the URL's indicated:

Coordination Plan for Academic Programs in Rhode Island Public Institutions
of Higher Education..*www.ribghe.org/publicreg.htm*

Budget Forms and Instructions.............................*www.ribghe.org/publicreg.htm*

Guidelines for Distance Learning in the Rhode Island System of Public Higher
Education ....*www.ribghe.org/publicreg.htm*

Procedure for Strengthening the Articulation/Transfer Component of the
Review Process for New Programs.......................*www.ribghe.org/publicreg.htm*