

Council on Postsecondary Education
State of Rhode Island

Policy Number

A-4

Policy Title

Regulations Governing Academic Changes in Rhode Island Public Institutions of Higher Education

Policy History

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R.I.G.L §16-59-1

R.I.G.L §16-59-4

R.I.G.L §16-59-6

R.I.G.L §16-33.1-2.1

R.I.G.L §16-33-2.1

Policy**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 (excluding the University of Rhode Island) and to institutions offering only at the post-associate level or above. With one statutory exception, for-profit institutions may not offer degree programs 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: Community College of Rhode Island and Rhode Island College.

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 the Rhode Island public institutions of higher education within the system under the supervisory authority of the Council on Postsecondary Education: the Community College of Rhode Island and Rhode Island College. 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. Following changes to Rhode Island General Law and the need for periodic review of policies, the Council on Postsecondary Education amended the regulations in 2024. The dates of all amendments to these regulations are listed above.

Introduction

The Council on Postsecondary Education (CPE) discharges its obligations pertaining to academic programs and organizational units by requiring the two public institutions of higher education (Rhode Island College and the Community College of Rhode Island) to submit information to the Office of the Postsecondary Commissioner (OPC) for review. If a proposed modification in an academic program or organizational unit requires approval (as outlined in these regulations), the Postsecondary Commissioner will use the results of the staff review and the recommendation of the CPE’s Academic Affairs and Student Success Committee (AASSC) to recommend approval or denial to the Council on Postsecondary Education (CPE).

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.

Policies Applicable to All Proposed Actions

Changes to Rhode Island General Law (RIGL) in 2014 transferred significant authority regarding program changes from the Council on Postsecondary Education (see RIGL §16-59-1 and §16-59-4) to the president of each college (see RIGL §16-33-2.1 and §16-33.1-2.1 – Additional Powers of the President of the College), namely:

To create and consolidate departments, divisions, programs, and courses of study within the college with the assistance of the commissioner of postsecondary education within the approved role and scope adopted by the Council on Postsecondary Education pursuant to §16-

59-4. Any new or proposed eliminations of departments, divisions, programs or courses of study that are outside the role and scope approved by the council shall require the review and approval of the council on postsecondary education.

In light of these legislative changes, presidents are free to make programmatic changes within their colleges as long as such changes fall within the role and scope, as approved by the CPE, for each institution. Such changes require only that a notice of change be submitted through the Academic Affairs and Student Success Committee of the Council (AASSC) to the Council on Postsecondary Education. The Assistant Commissioner of Academics and Student Affairs (ASA) will determine if a proposed change is within a college's approved role and scope that was adopted by the CPE and will provide notice of such change to the CPE at its next regularly scheduled public meeting following the AASSC meeting in which the notice of change was presented to the committee.

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

Section I: Actions

A. Procedures for Submitting Proposed Academic Changes

1. The college determines that a change to academic program is advisable or desired.
2. Once the proposed change has been developed by the college, the college should forward the proposed change and supporting documentation to the Assistant Commissioner (Academics and Student Affairs) for review. Such materials should be forwarded by the college at least 30 days prior to the meeting of the AASSC in which the college desires to discuss the changes.
3. The documentation supporting the proposed changes shall include an explanation of how the change fits within the approved role and scope of the college.
4. The Assistant Commissioner will review the proposed change and determine if the change falls within the approved role and scope of the college.
5. If the proposed change is within the approved role and scope of the college, then the change shall be deemed to only require a "notice of change" to the AASSC and CPE. No vote shall be required of either of those bodies in order to allow enactment of the change. The Assistant Commissioner will place such notices of change into the listing of discussion items for the next AASSC meeting.
6. At the AASSC meeting, the Assistant Commissioner will explain to the committee that the notices of change are for discussion only and do not require a committee vote. Once the notice of change is presented at the AASSC meeting, the change will be listed in the next AASSC report to the Council.
7. A representative of the college will be present at the AASSC and the following CPE meeting in order to answer committee questions about the proposed change.

8. If the proposed change is outside of the approved role and scope of the college, then all requirements of Section B (Actions Requiring Approval from the Council) and Section II (Procedures Related to Proposal Submission) below, to include timelines for submission, shall apply.

B. Actions Requiring Approval from the Council on Postsecondary Education

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 (that fall outside of the approved role and scope of a college) require approval by the CPE: 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 and changes to academic programs that fall within a college's approved role and scope will require only 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 CPE approval. B.A. degrees and B.S. degrees in the same discipline are considered separate degrees and require CPE approval.

Significant changes in an existing degree program also require CPE 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 CPE approval. At the college, 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 CPE'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 CPE 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 program 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 CPE 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 CPE'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 CPE, 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.C: 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, CPE approval must be obtained. The institution should refer to the CPE Policy A-3 Distance Learning Policy, which can be found at <https://riopc.edu/policies/distance-learning-policy/>

d. Abolition of an Academic Program

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

Note: Programs that have had admissions suspended following notice of change to the CPE 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 CPE 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. Organizational Changes in Academic Units

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

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 Affairs and Student Success Committee will determine when an administrative review and notice of change to the CPE will suffice. Institutions should consult with OPC staff regarding this option.

3. Establishment, Merger or Transfer of a Unit

If outside the approved role and scope of the college, the establishment, merger or transfer of a unit requires approval of the CPE.

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

4. Abolition of a Unit

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

C. Actions Requiring Only A Notice of Change

Certain institutional changes need only be submitted to the Council on Postsecondary Education as a notice of change. In any of these instances, however, the commissioner retains the authority to determine that a full 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.

A notice of change should be provided to the Council by way of the Academic Affairs and Student Success Committee for each of the following types of changes. In the rare case that one of the below listed changes would result in a change to the college's approved role and scope, a full proposal will be required:

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 CPE 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 CPE should be asked to approve the abolition of the program or notified of the reason for continued suspension.

4. **Creation of a Short-Term Nontraditional Academic Unit:** 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. **Seeking, Receiving, or Losing National Accreditation for an Existing Program:** The CPE should receive notice when an institution begins the process of seeking national accreditation for a program. Further, the CPE should receive notice when national accreditation is received, the process is abandoned, the application is denied, or accreditation is withdrawn.
6. **Offering Previously Approved Programs under Contractual Agreements:** 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 Council.
7. **Development of Certain Non-Credit Programs:** The CPE 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.

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 RIOPC 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 proposal for Council's approval, or if a notice of change will suffice. The procedures that follow apply to changes that require CPE approval. For those changes for which a notice of change will suffice, refer to the procedures listed in Section I.A. of this regulation. Any institution may appeal the staff's determination to the commissioner.

Outline of Procedures

1. An original proposal or notice of change sent to the commissioner and copied to the assistant 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 to the Department of Academic Affairs and Student Success of OPC.
2. In cases that require CPE approval, OPC's Academic and Student Affairs department will notify the chair of the Academic Affairs and Student Success Committee, the president of the other public college within the Council's oversight, and the chair of the CPE that a proposal is under review.

3. Reviews for academic program or organizational changes may be submitted at any time, but OPC 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 for role and scope inclusion, and scheduled for presentation to the AASSC and the CPE. During this period, OPC staff reviews the proposal, confirms that it is within the college's role and scope for review, and prepares any necessary background materials for the AASSC/CPE. 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. (as appropriate) the other public institution of higher education.
 - b. RIOPC's staff and, if appropriate, external consultants or accrediting agency(ies) and the Academic Affairs and Student Success Committee of the Council on Postsecondary Education. If deemed appropriate, external consultants will be selected by RIOPC'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.
 - c. During the review process, RIOPC's staff will communicate with institutional representatives to seek clarification or additional information as necessary to complete the review.
 - d. Upon completion of the review, the commissioner, acting upon the endorsement of the Academic Affairs and Student Success Committee and the recommendation of RIOPC's staff, will submit a recommendation for action to the Council at a regular CPE 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.
 - e. A withdrawn proposal may be resubmitted with revisions after consultation with RIOPC staff.
 - f. If the proposal is approved by the CPE, the enrollment, revenue and cost estimates used in the proposal will be reflected in the institution's future budget submissions and reviewed by OPC's Finance and Management unit.

Section III: Criteria For Review and Content of Proposals

Following the guidelines outlined in Section I of these regulations, and based on discussions with RIOPC 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 below. 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 CPE.

1. Academic Program Changes

A. Program Information: General descriptive information should be provided for the program.

A1.	Name of Institution	Full	X	Notice	X
A2.	Name of department, division, school or college	Full	X	Notice	X
A3.	Title of program and federal Classification of Instructional Programs (CIP) Code	Full	X	Notice	
A4.	Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate	Full	X	Notice	X
A5.	Intended location of program.	Full	X	Notice	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).	Full	X	Notice	
A7.	Summary description (not to exceed 2 pages) of the proposed program.	Full	X	Notice	X
A8.	Signature of president. In the case of 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. For full reviews, this signature certifies that the appropriate institutional approvals have been secured (see A6 above).	Full	X	Notice	X
A9.	Person to be contacted during the proposal review: name, title, telephone number, and e-mail address.	Full	X	Notice	
A10.	Signed agreements for any cooperative arrangements made with other institutions / agencies or private companies in support of the program. 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	X	Notice	

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

B1.	State the program objectives.	Full	X	Notice	
B2.	Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.	Full	X	Notice	
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	X	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.

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.	Full	X	Notice	
C2.	Explain the relationship of the program to other programs offered by the institution.	Full	X	Notice	

- D. Interinstitutional Considerations: The program should be consistent with all policies of the CPE 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 [https://riopc.edu/wpcontent/uploads/2023/01/A1_coordinationplan_98.pdf] for guidelines and restrictions regarding the types and levels of programs the institutions are allowed to offer.)

D1.	List similar programs offered in the state and region, and compare the objectives of similar programs.	Full	X	Notice	
D2.	Estimate the projected impact of the program on the other public higher education institution under the CPE's supervisory authority 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.	Full	X	Notice	
D3.	Using the format prescribed by RIOPC, describe provisions for transfer between institutions of higher education. (See Policy S-6: Policy for Articulation and Transfer Between Public Institutions of Higher Education in Rhode Island: https://riopc.edu/policies/policy-for-articulation-and-transfer-between-public-institutions-of-higher-education-in-rhode-island/ .) 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.	Full	X	Notice	
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).	Full	X	Notice	
D5.	If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate).	Full	X	Notice	

D6.	Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP): https://nebhe.org/tuitionbreak/	Full	X	Notice	
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- 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.

E1.	Prepare a typical curriculum display* for one program cycle for each sub-major, specialty or option, including the following information:	Full	X	Notice	
	<p>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 for three years, the program could be approved but with the provision that the department return no later than three years from the date of implementation and present to the Academic Affairs and Student Success Committee its student outcomes for that particular program.</p> <p>b. Required courses in area of specialization and options, if any.</p> <p>c. Course distribution requirements, if any, within the program, and general education requirements.</p> <p>Note: NECHE Standards on undergraduate degree programs (4.14 – 4.18). 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 advanced undergraduate level, with appropriate prerequisites. The institution also affords undergraduate students the opportunity to pursue knowledge and understanding through unrestricted electives. Graduates successfully completing an</p>				

	<p>undergraduate 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. The general education program is coherent and substantive. It reflects the institution's mission and values and embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn. 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 40 semester credits in a bachelor's degree program, or the equivalent of 20 semester credits in an associate's degree program in general education."</p> <p>d. Total number of free electives available after specialization and general education requirements are satisfied.</p> <p>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.</p> <p>f. Identify any courses that will be delivered or received by way of distance learning. Refer to: CPE Policy A-3 Distance Learning Policy, which can be found at https://riopc.edu/policies/distance-learning-policy/.</p>				
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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.	Full	X	Notice	
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.	Full	X	Notice	
E4.	Demonstrate that student learning is assessed based on clear statements of outcomes and expectations.	Full	X	Notice	
	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.				

- F. Faculty and Staff: 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.

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.	Full	X	Notice	
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.	Full	X	Notice	
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.	Full	X	Notice	
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	X	Notice	

- G. Students: 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.

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.	Full	X	Notice	
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.	Full	X	Notice	
G3.	Indicate how the institution provides programs and services designed to assist students in achieving their academic goals.	Full	X	Notice	
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.	Full	X	Notice	
G5.	Indicate available funds for assistantships, scholarships and fellowships.	Full	X	Notice	

H. Administration: Administrative oversight for the program should be sufficient to ensure quality.

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.	Full	X	Notice	
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.	Full	X	Notice	
H3.	Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources.	Full	X	Notice	

I. Instructional Resources and Services: The instructional resources should be sufficient in quantity, quality and timeliness to support a successful program.

11.	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.	Full	X	Notice	
12.	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.	Full	X	Notice	
13.	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.	Full	X	Notice	
14.	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	X	Notice	

J. Facilities and Capital Equipment: Facilities and capital equipment should be sufficient in quantity, quality and timeliness to support a successful program.

J1.	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 program and to the requirements of the Americans with Disabilities Act and state disability statutes.	Full	X	Notice	
J2.	If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). [Note: CPE's Finance and 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.]	Full	X	Notice	
J3.	Estimate the annual additional expenditures for new program facilities and capital equipment.	Full	X	Notice	

J4.	Indicate whether the needed facilities are included in the institution's master plan.	Full	X	Notice	
J5.	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	X	Notice	

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

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.	Full	X	Notice	
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.	Full	X	Notice	
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).	Full	X	Notice	
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 projections.	Full	X	Notice	

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

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 evaluation, as appropriate.	Full	X	Notice	
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	Note: See NECHE Standard 2.6: “The institution regularly and systematically evaluates the achievement of its mission and purposes, the quality of its academic programs, and the effectiveness of its operational and administrative activities, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide valid information to support institutional improvement. The institution’s evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.”				
L2.	Describe and quantify the program’s criteria for success.	Full	X	Notice	
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.	Full	X	Notice	
L4.	Describe the process that communicates the results of the program evaluation to appropriate institutional stakeholders and uses the outcomes for program improvement.	Full	X	Notice	

Section IV: 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. Outreach centers are sites operated individually by an institution or cooperatively with another institution or organization for the purpose of providing instruction or services. 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 RIOPC staff if it is unclear whether a particular unit requires CPE approval.

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

A1.	Name of institution.	Full	X	Notice	X
A2.	Name of administrative unit.	Full	X	Notice	X
A3.	Title of proposed organizational unit (present and proposed, if appropriate).	Full	X	Notice	X
A4.	Intended date of change.	Full	X	Notice	X

A5.	Intended location of organizational unit.	Full	X	Notice	X
A6.	Description of institutional review and approval process.	Full	X	Notice	
A7.	Summary description of the proposed organizational change.	Full	X	Notice	X
A8.	Signature of President.	Full	X	Notice	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.	Full		Notice	X
A10.	Person to be contacted during the review: name, title, telephone.	Full	X	Notice	
A11.	Signed agreements for any cooperative arrangements made with other institutions/agencies or private businesses in support of the unit. 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.	Full	X	Notice	

B. Rationale: There should be a demonstrable purpose and documented need for the proposed organizational change.

B1.	Explain why the organizational change is being proposed	Full	X	Notice	
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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.

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	X	Notice	
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D. Interinstitutional Considerations: The organizational change should be consistent with all policies of the CPE pertaining to the coordination and collaboration between public institutions of higher education.

D1.	Estimate the projected impact of the organizational change on the other public higher education institutions under CPE's supervisory authority 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.	Full	X	Notice	
D2.	Describe any cooperative arrangements with other institutions relative to the organizational unit (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached).	Full	X	Notice	

D3.	If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate). 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.	Full	X	Notice	
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E. Facilities and Capital Equipment: Facilities and capital equipment should be sufficient in quantity, quality and timeliness to support the organizational change.

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.	Full	X	Notice	
E2.	If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). [Note: CPE's Finance and Facilities Committee will approve lease, purchase or other agreements and ensure that the facility meets all building, fire and health codes and ADA requirements].	Full	X	Notice	
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	X	Notice	

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

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.	Full	X	Notice	
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).	Full	X	Notice	
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	X	Notice	

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

G1.	Describe the process and the criteria by which the organizational change will be monitored and periodically evaluated.	Full	X	Notice	
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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 RIOPC's website at the URLs indicated:

CPE Policy A-1: Coordination Plan for Academic Programs in Rhode Island Public Higher Education (<https://riopc.edu/policies/coordination-plan-for-academic-programs/>)

CPE Policy A-3: Distance Learning Policy (<https://riopc.edu/policies/distance-learning-policy/>)

CPE Policy S-6: Policy for Articulation and Transfer Between Public Institutions of Higher Education in Rhode Island (<https://riopc.edu/policies/policy-for-articulation-and-transfer-between-public-institutions-of-higher-education-in-rhode-island/>)