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**GUIDELINES  
FOR  
ACADEMIC PROGRAM REVIEW  
&  
REGENT POLICY ACIS-1.0 revised June 2006**

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**UW System Office of Academic and Student Services**

**July 2006**

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# GUIDELINES FOR ACADEMIC PROGRAM REVIEW

## PROGRAM REVIEW: A COLLABORATIVE RELATIONSHIP

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These guidelines are designed to assist the Provost, Dean, Department Chair and others involved in academic program planning and approval. The Board of Regents' policy governing academic program planning and review is contained in ACIS-1.0, revised June 2006, *Academic Planning and Program Review*. These guidelines outline the process for requesting and implementing new academic programs and the key issues to consider when proposing new programs. Sample documents and formats that specify the information requested by the Office of Academic and Student Services during the program review process are also provided.

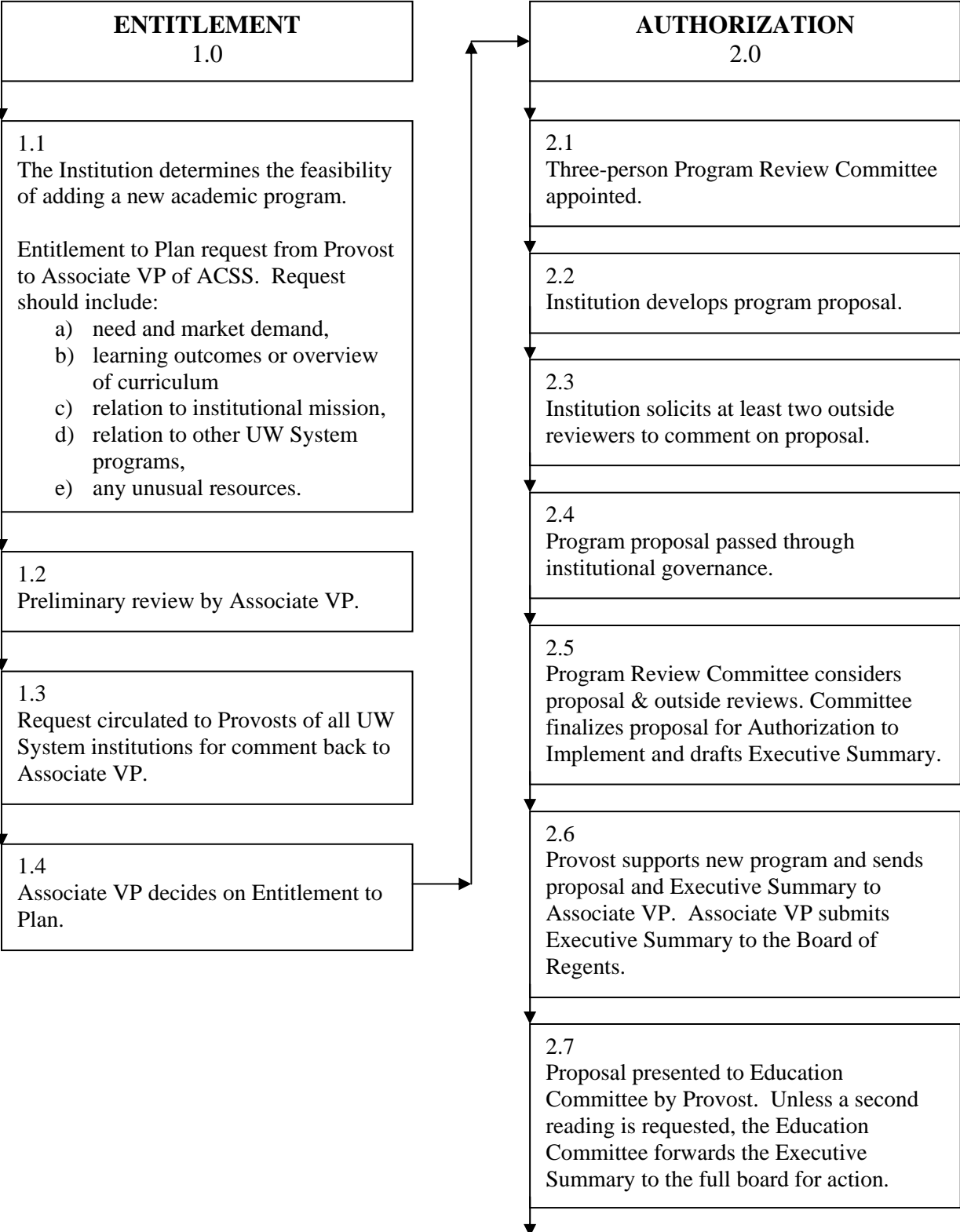
The process of development, review and approval for a new academic degree program is designed to be a collaborative effort between the requesting institution(s) and the UW System Office of Academic and Student Services. See pages 2 & 3 for flow charts of the program review process. At any point during the process, the Provost is encouraged to contact the Associate Vice President for Academic and Student Services to discuss questions concerning specific programs, general program review issues, or ideas for new initiatives.

The most successful collaborations result when a senior administrator or academic planner is involved at an early stage in the process of academic program review. The role of the academic planner is to provide the institutional representatives with information and assistance regarding the planning process, to facilitate communication between the institution and the Office of Academic and Student Services, to serve as a member of the Program Review Committee, and to ensure that institutions are informed regarding the Board of Regents' priorities. The institution may request the participation of the academic planner in the Joint Review process.

Some actions regarding academic programs require approval by both the Board of Regents and UW System, some require only approval by UW System, and some require only that UW System be informed of an institutional action. To determine the appropriate process, refer to Attachment #1.

**NEW PROGRAM ENTITLEMENT TO PLAN AND AUTHORIZATION TO IMPLEMENT**

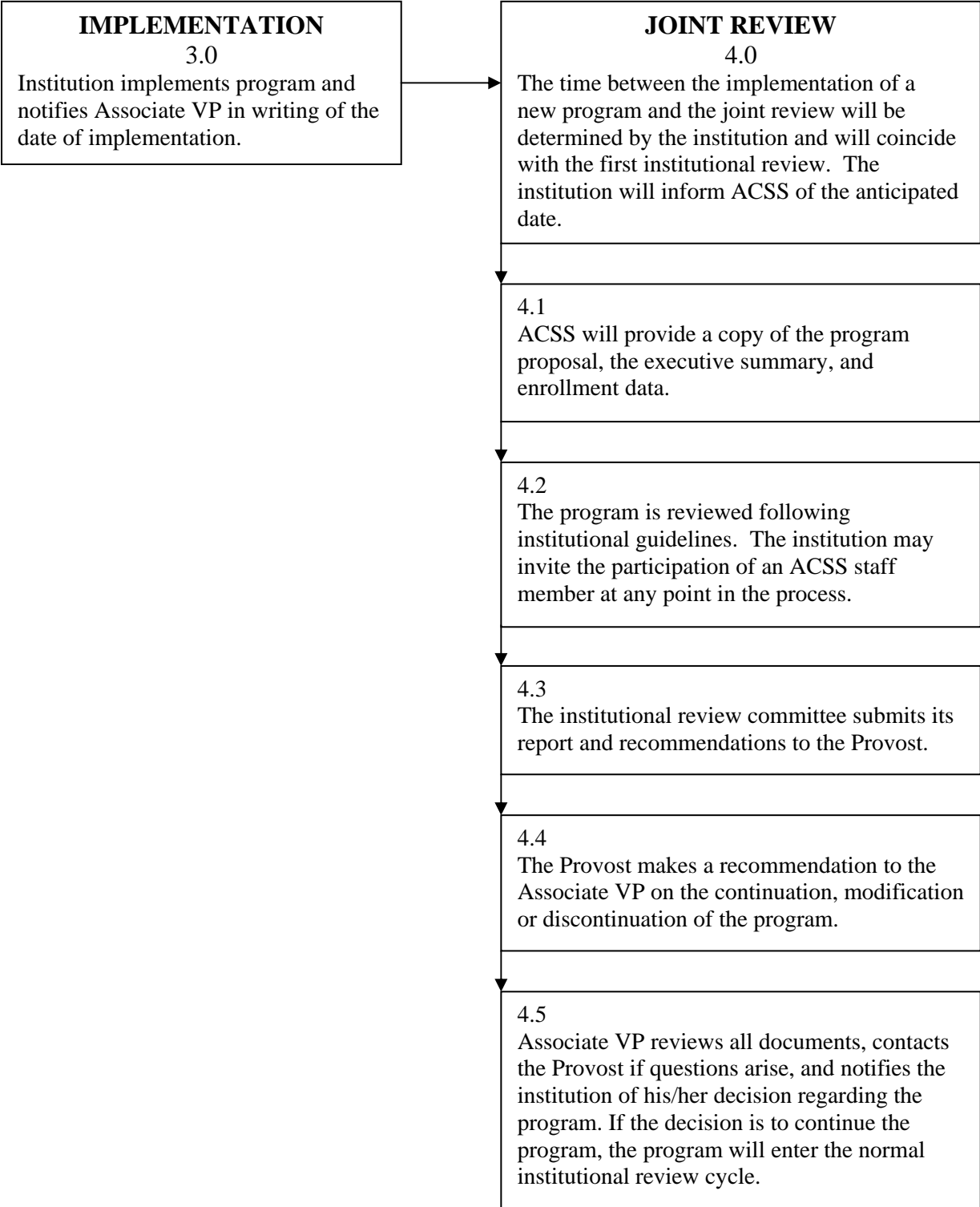
A Collaborative Effort between UW Institutions and the UW System Office of Academic and Student Services.



**NEW PROGRAM IMPLEMENTATION AND JOINT REVIEW**

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A Collaborative Effort between UW Institutions and the UW System Office of Academic and Student Service.



## THE PROCESS FOR ACADEMIC PROGRAM REVIEW

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Board of Regents' policy calls for joint planning of new degree programs, with formal Board approval at stipulated decision points, to ensure such planning meets the policies and principles contained in ACIS-1.0, *Academic Planning and Program Review*. The Program Planning and Review Process involves four major phases:

- Request for Entitlement to Plan an Academic Program (Entitlement)
- Authorization to Implement a New Program (Authorization)
- Implementation of a New Academic Program (Implementation)
- Joint Program Review (Joint Review)

The following four sections list the major steps in each phase of Program Review:

### 1. Entitlement

- A. The institution determines the feasibility of developing and requesting a new degree program. Informal consultation with other UW institutions and UW System is strongly encouraged.
- B. The Provost sends a memo to the UW System Associate Vice President for Academic and Student Services requesting an Entitlement to Plan a new degree program. While extensive documentation is not necessary, the request from the Provost should address the following key questions:
  1. What is the need for the program? Include any available data on student demand and market demand for graduates.
  2. Identify the learning outcomes or provide a brief overview of the curriculum for this program.
  3. How does this new degree program relate to the institutional mission, strategic plan, goals and objectives?
  4. How does this new degree program relate to other academic programs in the UW System, the region and, if appropriate, the nation? Demonstrate awareness of how this program is similar or different from other majors and also sub-majors/emphases systemwide.
  5. If this program will be supported by unusual resources, provide description.
- C. As part of a preliminary review, the UW System Associate Vice President for Academic & Student Services may consult with institutions to determine how the proposed program fits into the systemwide program array.
- D. The Associate Vice President for Academic & Student Services circulates the request for entitlement to the Provosts of all institutions for comment. The purpose of this review is to ensure that all institutions know about the request and consider

the potential for collaboration. Institutions typically are asked to respond within 30 days.

- E. The institutions' comments are sent to the Provost of the requesting institution and are shared with the Provosts of all the other institutions. The institutions' comments are forwarded to the Provost/Vice Chancellor of the requesting institution and are shared with the Provost/Vice Chancellors of all the other institutions. If necessary, the UW System Office of Academic and Student Services consults with institutions to determine how the proposed program fits into systemwide program array and whether revisions need to be made to the proposal.
- F. The UW System Associate Vice President for Academic and Student Services makes a decision on the request for Entitlement to Plan. S/he may consult with the Provost prior to making that decision.
  - 1. The decision may be to a) approve the request for Entitlement to Plan, b) return the proposal to the institution for additional work, or c) deny the request.
  - 2. If the UW System Office of Academic and Student Services and the requesting institution are unable to reach an agreement on the disposition of the request for Entitlement to Plan, the request can be forwarded to the Senior Vice President for Academic Affairs for resolution.
- G. Approved entitlements expire after five years if the institution takes no further action to implement the program.

## **2. Authorization**

- A. A three-person Program Review Committee is appointed. The committee consists of at least two representatives of the institution (one of whom represents the Provost) and a representative of the UW System Office of Academic and Student Services. The Provost appoints the institutional representatives, and the Associate Vice President for Academic and Student Services appoints the system representative. The Provost's representative typically convenes the Committee.
- B. The institution develops a proposal for Authorization to Implement the entitled program. The specific information that should be included in the program proposal is detailed in Attachment #2.
- C. The following reviews must occur in the process of developing the proposal. The sequence of these reviews is left to the institution, though the following order has been helpful in many instances.
  - 1. Review of the program by at least two reviewers from outside the proposing institution(s).

2. Review of the proposal by the Program Review Committee.
  3. Review of the program by the appropriate institutional governance bodies.
- D. When the above reviews are completed, the Program Review Committee makes an informal recommendation to the Provost.
- E. If the Committee recommends proceeding and the Provost agrees, they prepare a draft Executive Summary which is finalized by the academic planner. Attachment #4 provides a template for the Executive Summary.
- F. The Provost submits the complete and final proposal for Authorization to Implement and the Executive Summary to the UW System Associate Vice President for Academic and Student Services. Attachment #5 is a checklist of the required items.
- G. The Provost presents the Executive Summary to the Board of Regents Education Committee. Guidelines on making the presentation to the Education Committee are appended as Attachment #6. The Education Committee considers the proposal and, unless there is a request by a member of the Education Committee for a second reading, makes a recommendation for action by the Board of Regents. The Board acts on the proposal for Authorization to Implement the program.

### **3. Implementation**

- A. The institution is responsible for implementation. If the institution does not implement an authorized program within five years of the date of the Board of Regents approval, the Authorization to Implement expires.
- B. The Provost notifies the Associate Vice President for Academic and Student Services in writing when the program is actually implemented.

### **4. Joint Review**

- A. The institution and UW System Administration undertake a Joint Review approximately five years after implementation of the program. The institution will schedule the review to coincide with the first institutional review. The institution will provide the anticipated date of the joint review with the notification of implementation. Prior to the review, the UW System Office of Academic and Student Services will provide a copy of the original Executive Summary.
- B. The general purposes of the joint review are:
  1. Determine whether the goals and objectives, as originally stated in the program proposal, were met. If the goals and objectives were not met, determine the reasons why.
  2. Ascertain how the program is related to other programs offered by the institution and how important it is to the institution's program array.

3. Assess the level of quality the program has attained since its implementation.
  4. Determine the resource implications of continuing this program.
- C. The review of the program will follow the institution's guidelines for self-study, external evaluation and review by appropriate governance bodies. The institution may invite a member of the ACSS staff at any point in the process to participate and/or to provide assistance.
- D. The Joint Review Committee forwards its findings and recommendations to the Provost/Vice Chancellor for Academic Affairs. Following review, the Provost/Vice Chancellor then makes a recommendation to the Associate Vice President, Academic and Student Services on the continuation, modification or discontinuation of the program, forwarding the internal reports and accompanying documents with his/her recommendation.
- E. The Associate Vice President, Academic and Student Services reviews all documents and contacts the Provost/Vice Chancellor to discuss any questions that arise. Following this review, the Associate Vice President, Academic and Student Services notifies the institution of his/her decision regarding the program.
- F. If the decision is to continue the program, the final step in the development of a new academic program will be considered to have been completed and that program will enter the normal institutional review cycle.

## KEY ISSUES TO ADDRESS

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Regent Policy ACIS-1.0 establishes that UW System "is responsible for planning and oversight of the systemwide program array." The policy delineates clear principles for considering new program proposals. These principles include:

- Using resources effectively and efficiently to develop and maintain high quality academic programs.
- Providing the highest quality, most cost-effective university system possible for the citizens of Wisconsin.
- Ensuring that academic programs are consistent with the institutional and UW System missions.
- Reducing unnecessary program duplication.
- Maintaining excellent undergraduate basic arts, humanities, and science programs at each institution.

In line with these principles, institutions should demonstrate that their program is consistent with the following priorities:

## 1. Relation to Institutional and System Mission

A strong proposal will make the case that the new program is congruent with and furthers the strategic plan and mission of the institution.

A strong proposal will identify what similar majors, or sub-majors/emphases/certificates already exist within the UW System and explain why the proposed program is different, not duplicative, and how it ‘adds value’ to the systemwide program array. (This issue connects closely to “market research,” see below.)

## 2. Market Research

The Regents have asked that all new program proposals now include market research data. They suggest that the following questions may be of assistance providing market research information.

### A. To understand the competitive environment:

- Are there similar degree programs that exist nationally or statewide?
- What are some key program features of the competitive programs? For example, delivery method, course scheduling and tuition.
- How many students currently graduate from competitive programs statewide or nationally? What is the five-year trend?

### B. To understand the job/labor force environment:

- What is the state of the current labor force regionally, statewide or nationally? In other words, how many people are currently employed in positions for which graduates of the proposed degree program would be eligible? Is there a shortage or surplus of qualified individuals?
- What are the labor force or job market projections for the relevant labor force occupation?

### C. To understand the demand:

- What is the educational need of key stakeholders (e.g., employers in the area, or working adults who do not have a Bachelor’s degree, etc.)? Is it possible to quantify the need?
- Profile the respondents that are most likely to enroll in your program. Who are they? Where do they live? What content areas are they most interested in? What scheduling options are most appealing?

## 3. Collaboration

A strong proposal will demonstrate that institutional leaders have worked with their colleagues to consider options for inter-institutional collaboration. This may be a challenging

prospect; however, the regents will be seeking evidence that faculty from the proposing institution have spoken with faculty at other UW System institutions to think creatively on the issue of program collaboration. For example, collaboration might occur through the exchange of students; or of administrative or instructional staff; or through shared access to specialized facilities such as laboratories, technical equipment or library resources or shared courses. A program might consider the possibilities of distance education as an avenue for students to take advantage of programs occurring at other institutions, or as a means for distant faculty to confer, plan and implement courses in a collaborative program.

#### 4. Diversity

The Board of Regents has made the presence of diverse faculty, staff, and perspective a high priority for UW System institutions. The BOR defines diversity broadly to encompass race, sex, gender identity or expression, religion, color, creed, disability, sexual orientation, national origin, ancestry, socioeconomic status and age. Strong proposals will show evidence that questions such as the following have been considered during the process of program development:

- A. What methods will be used to attract students from diverse backgrounds into the program?
- B. What support systems will be available to ensure the success of diverse students?
- C. How will diverse faculty and academic staff be attracted to the program?
- D. How will diverse faculty and academic staff be supported and retained?
- E. How will knowledge about diverse perspectives be infused into the curriculum? How will the faculty ensure that contributions of diverse practitioner in this discipline are included in course content?
- F. How will the faculty ensure that all students are prepared to work in a diverse workplace?

#### 5. Budget

The budget documents should make clear both current and new costs associated with the program, as well as current and additional resources. You can obtain assistance in developing the budget narrative and form by contacting your institution's budget officer or the academic planner assigned to the program.

- A. Explain the budgetary situation in narrative form, as well as by completing the budget form appended as Attachment #3.
- B. Assume that no new general purpose revenue funds will be available.
- C. Use the budget form and narrative to indicate how program costs will be covered.
- D. Include both *current* costs and estimated *new* costs. Reflect items mentioned in the program plan narrative (e.g., library expenses, technology improvements, additional staffing, space needs) as either current or additional costs.

- E. Document current costs even if the program involves no new costs. For example, if a faculty member is teaching 50% in existing courses and will continue to teach these courses if the major is approved, then 50% of the faculty member's salary should be included in the budget under current costs.
- F. Identify the source of all resources you will be using to support the program. If resources are from reallocation, explain the source of the reallocated resources.
- G. Costs and resources should balance.
- H. Be realistic in the budget information. If the new program is approved, underestimated costs or overestimated resources will undoubtedly come up as concerns in the five-year joint review process.

## **6. Outside Reviews**

The most credible outside reviews will be from reviewers who are respected in the field and do not have ties to the proposed program.

The role of the reviewer is not to express their support or their lack of support for a program. They should comment on the strengths and challenges of the program in terms of student need and market, curriculum, pedagogy, administration, resource base and alignment with the disciplinary field. A program is often viewed more favorably when the planners have made significant improvements or modifications to the program plan in response to outside reviewer comments. Consult the Provost/Vice Chancellor concerning letters of request for external review.

## Academic Program Reporting Overview

This table describes the various academic program actions that require approval or reporting. Institutions are expected to consult with each other and with UW System Administration at appropriate points in the process of developing and implementing all new academic programs.

NOTE: All submissions should be directed to the UW System Associate Vice President, Academic and Student Services. All “I” items will be reported to the Board of Regents annually or upon request.

Institutional Action	System Admin Action	Board of Regents Action	Required Documentation
1. Establish New Academic Programs:			
a. Preliminary Entitlement	A	I	Memo requesting Entitlement to Plan
b. Authorization to Implement	A	A	Proposal for Authorization to Implement New Program and Executive Summary
c. Implementation	I	I	Memo stating date of Implementation
d. Joint Review	A	I	Report and Recommendation
2. Offer an Existing Degree Program via Distance Education <sup>1</sup>	A	I	Written request
3. Establish or Alter the Institutional Mission	A	A	Written request
4. Extend Degree Program to a Second Institution	A	I	Written request
5. Extend Degree Program to a Remote Site <sup>1</sup>	A	I	Written request
6. Establish a College/School/Division <sup>2</sup>	A	A	Written request
7. Rename or Eliminate a College/School/Division <sup>1</sup>	I	I	Written notification, included in the Annual Program Report
8. Redirect Major/Degree Substantively	A	I	Written request
9. Establish, Rename or Eliminate a Department	I	I	Written notification, included in the Annual Program Report
10. Establish, Rename or Eliminate a Center or Institute <sup>3</sup>	I	I	Written notification, included in the Annual Program Report

Institutional Action	System Admin Action	Board of Regents Action	Required Documentation
11. Eliminate a Degree/Major/Submajor	I	I	Written notification, included in the Annual Program Report
12. Rename Major/Degree/Submajor	I	I	Written notification, included in the Annual Program Report
13. Establish Submajor or Certification Program	I	I	Written notification, included in the Annual Program Report
14. Review General Education Program	I	I	Report to coincide with NCA/HLC re-accreditation review
15. Report on Institutional Program Review	I	I	Summaries due July 1 of each year

A=Approval Required

I=Information Only

<sup>1</sup>=May submit "Evaluating Institutional Change" document required by the Higher Learning Commission

<sup>2</sup>=Section 36.09 (1)(gm), *Wis. Stats.*, applies to creation of some schools or colleges

<sup>3</sup>=Only when state funds are involved initially or as a commitment for continuing the center or institute

## FORMAT AND NECESSARY INFORMATION

# Proposal for Authorization to Implement New Program

While you do not need to follow this format exactly, you do need to ensure that the information requested is contained in your proposal.

## 1. PROGRAM IDENTIFICATION

- 1.1 Title of Proposed Program**
- 1.2 Department or Functional Equivalent**
- 1.3 College, School, or Functional Equivalent**
- 1.4 Timetable for Initiation**
- 1.5 Delivery:** If this is a Distance Education Program, explain whether you will also be requesting authorization to implement the same degree program as a residential on-campus program.

## 2. CONTEXT

- 2.1 History of Program:** Provide a brief chronological record of any program(s) from which the proposed program is developed (e.g., submajor currently available under existing program).
- 2.2 Instructional Setting of Program:** Describe the relationship of the proposed program to existing academic programs.
- 2.3 Relation to Mission Statement and Strategic Academic Plan:** Describe how the proposed program relates to the mission and academic plan of the institution.

## 3. DESCRIPTION

- 3.1 Program Description:** Provide a brief description of the program.
- 3.2 Objectives:** List the academic objectives and student learning outcomes of the program .
- 3.3 Curriculum:** Discuss the proposed sequence of courses or provide a course matrix for the program, clearly indicating any new courses proposed. Note prerequisite and required courses within and outside the sponsoring department. Describe program entrance requirements, (e.g., completion of a number of credits, minimum GPA or GRE score). Also describe all degree completion requirements (e.g., portfolio, theses, oral exams, foreign language proficiency, capstone seminar, senior project internship). For graduate programs, discuss the mix of graduate-only and undergraduate/graduate courses. Describe the proposed curriculum in terms of credits-to-degree and reasonable timelines for degree completion.

- 3.4 Interrelationship with Other Curricula:** Briefly describe how the new program will support and/or be supported by other institutional programs. Discuss any relationships with the general education program.
- 3.5 Accreditation Requirement:** If program-specific accreditation is available for the proposed program describe the accreditation process.
- 3.6 Diversity:** Diversity encompasses race, sex, gender identity or expression, religion, color, creed, disability, sexual orientation, national origin, ancestry, socioeconomic status and age. What methods will be used to attract students from diverse backgrounds into the program? How will knowledge about diverse perspectives be infused into the curriculum? How will the faculty ensure that contributions of diverse practitioner in this discipline are included in course content?
- 3.7 Collaboration:** Discuss how institutional leaders have worked with their colleagues to consider options for inter-institutional collaboration. Describe plans for future collaboration.
- 3.8 Outreach:** Outline credit and noncredit outreach functions, including public service, provided by this academic program.
- 3.9 Delivery Method:** Describe any plans for on-line, distance education, or any other alternative delivery methods.

**4. NEED**

- 4.1 Comparable Programs in Wisconsin:** Identify similar programs in the state. Compare these programs to the proposed program.
- 4.2 Comparable Program Outside Wisconsin:** Identify similar programs in neighboring states available to Wisconsin residents. Compare these programs to the proposed program. (Special emphasis should be placed on opportunities available under the reciprocity agreement with Minnesota institutions.)
- 4.3 Regional, State and National Needs:** Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified in 3.1 and 3.2 above. Describe any special need for this program expressed by state agencies, industry, research centers, or other educational institutions.
- 4.4 Student Demand – Future Enrollment:** Provide projections for anticipated enrollment and number of degrees to be granted for each of the first five years.

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted					
Continuing students					
Total enrollment					
Graduating students					

- 4.5 Collaborative or Alternative Program Exploration:** Discuss the possibility of offering the proposed, or an equivalent, program collaboratively with another institution, or as a submajor in conjunction with some existing program.

*For a Distance Education Program also include:*

- 4.6 On-campus program:** Explain whether or not the degree program will also be offered as a residential, on-campus program, in addition to the distance education program.

## 5. ASSESSMENT AND ADVISING

- 5.1 Assessment:** Outline a general plan for the ongoing assessment of the program. Indicate the direct and indirect measures that will be used to ascertain that the academic objectives are being met and that all students, including members of underrepresented groups, have mastered the learning outcomes listed in 4.2. Indicate who will conduct the assessment and how often it will occur. Indicate who will analyze the data obtained and how it will be used to ensure on-going program improvement.
- 5.2 Advising:** Describe the academic and career advisory services directly related and available to students in the program.
- 5.3 Access for Individuals with Disabilities:** Discuss the methods by which the institution will address the needs of individuals with disabilities who enroll in this program.

## 6. PERSONNEL

- 6.1 Current Faculty Requirements:** Indicate the current FTE faculty members who will directly participate in the proposed program as instructors. Indicate other current FTE faculty members who will be involved as student advisors and/or in another related capacity.
- 6.2 Additional Faculty Requirements:** Indicate the number of additional FTE faculty members, if any, required to initiate the program, and project long-range needs for additional faculty, with tentative timetable. Indicate whether new positions are required or if they can be reallocated from elsewhere within the institution. Indicate the source for reallocation. How will diverse faculty be attracted to and retained in the program?
- 6.3 Academic Staff:** Indicate the current FTE instructional and non-instructional academic staff members who would be assigned to the proposed program. Indicate the number of additional academic staff, if any, required to initiate the program, and project long-range needs for new academic staff, with tentative timetable. How will diverse academic staff be attracted to and retained in the program? Indicate whether new positions are required or if they can be reallocated from elsewhere within the institution. Indicate the source for reallocation.
- 6.4 Classified Staff:** Provide information requested in 5.3 for classified staff.

## 7. ACADEMIC SUPPORT SERVICES

- 7.1 Library Resources:** Describe and evaluate current library resources necessary for the proposed program. Indicate additional library resources needed, the estimated cost and the source for resources.
- 7.2 Access to Student Services:** Describe how the institution will provide adequate access to the range of student services appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling. How will the needs of diverse students be met?

*For a program offered through distance education or another alternative delivery method also include:*

- 7.3 Access to Library and Learning Resources:** Describe how the institution will ensure that students have access to and can effectively use appropriate library resources.
- 7.4 Technical Support:** Explain how the institution will provide "help desk" services for students in the program. Pay specific attention to how students will be given timely assistance for technical problems, academic questions, billing questions, library research, textbooks, degree audit. If 24/7 service is not required, explain how evening and/or weekend service will be provided, especially to out-of-state or international students who reside in different time zones.

## 8. FACILITIES - EQUIPMENT

- 8.1 Capital Resources – Existing Facilities and Capital Equipment:** List and evaluate facilities and capital equipment currently available to the proposed program. Is the building in which this program will be offered accessible to students/faculty/academic staff with disabilities?
- 8.2 Capital Budget Needs – Additional Facilities and Capital Equipment Required:** List and describe facilities (special classrooms, laboratories, additional space, minor construction) and capital equipment needed to begin or sustain the proposed program. Provide an estimate of costs and sources of funding. Discuss expectations for extramural funding.
- 8.3 Clinical Facilities:** For health science programs or programs making clinical placements, describe the laboratories and/or agencies to be used for clinical instruction. Append supporting statements indicating that these facilities will be available.
- 8.4 Security:** Explain how the institution will ensure the integrity of student work and the credibility of degrees/credits awarded. Explain how the institution will monitor whether students make appropriate use of learning resources.

## 9. FINANCE

- 9.1 Operating Budget and Budget Narrative:** In the budget narrative, describe the rationale for the funding requirements that are expressed quantitatively in the budget. The budget should include the total budgetary allocation required to implement this program and to fund it for the first three years. Use the provided sample budget format – Attachment #3 of the Guidelines for Academic Program Review – as a model.
- 9.2 Operating Budget Reallocation:** Most, if not all, of the funding requirements outlined above will be met by reallocation of base resources. Indicate that you are prepared to reallocate the necessary resources. If the necessary resources are not immediately available, explain contingency plans (phase-in of the program; delay in starting the program until additional funds can be found; delay until external fund-raising is successful).
- 9.3 Extramural Research Support:** Indicate sources and amounts of extramural funding support expected to be available for research related to the proposed program. Provide documentation supporting the basis of this expectation.
- For Service-Based Pricing and/or a Distance Education Program also include:*
- 9.4 Costing Methodology:** Confirm your institution's use of the UW System common costing methodology (see your Chief Business Officer for information about this methodology).
- 9.5 Commitment to Maintain Program:** Describe how the institution will ensure that appropriate faculty, equipment, facilities, technical expertise and financial planning exist to sustain the program over time.

**BUDGET FORMAT: AUTHORIZATION TO IMPLEMENT**

**Estimated Total Costs and Resources**

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff						
Graduate Assistants						
Non-instructional Academic/Classified Staff						
Non-personnel						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
Other (Define)						
Subtotal						
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Nonpersonnel						
Other						
Subtotal						
TOTAL COSTS						
CURRENT RESOURCES						
General Purpose Revenue (GPR)						
Gifts and Grants						
Fees						
Other (Define)						
Subtotal						
ADDITIONAL RESOURCES						
GPR Reallocation (Specify source)						
Gifts and Grants						
Fees						
Other (Define)						
Subtotal						
TOTAL RESOURCES						

## Guidelines for Completing the Budget Format: Authorization to Implement

*See also Guidelines for Academic Program Review, page 9.*

The budget documents should clearly define all costs and resources required for the proposed program. “Current” costs and resources are those that are supporting existing personnel and/or courses that will be incorporated into the proposed program. “Additional” costs and resources are those that will need to be added to the department/division/school budget to support additional personnel and/or courses required by the proposed program. Be sure that your budget reflects all items mentioned in the program plan. You can obtain assistance in developing the budget narrative and form by contacting your institution’s budget officer or the academic planner assigned to the program.

### Costs

1. **Current Personnel:** Include faculty and academic staff who are currently teaching courses that will be included in this program. To calculate the #FTE, determine the number of credit hours in courses currently being taught and divide by the normal faculty teaching load. For example, if there are currently six three-credit courses per semester that will be incorporated into the proposed program (18 credit hours total), and if the normal teaching load for a faculty member is 9 credits per semester, then the current #FTE is  $18 \div 9 = 2$ . It is not necessary to account for the percent of students who are taking the courses as a part of a different academic program. The current dollars should be based on the average salary of the faculty or academic staff currently teaching the relevant courses multiplied by the calculated #FTE.
2. **Additional Personnel:** Use the same basic assumptions. If the proposed program will require eight additional three-credit courses (24 credit hours total), then the additional #FTE would be 2.67 ( $24 \div 9 = 2.67$ ). The additional dollars should be based on the average salary of the faculty or academic staff who will be reassigned or hired to teach the additional courses.
3. #FTE and dollars for current and additional Graduate Students should be calculated using the same method.
4. #FTE and dollars for current and additional Classified Staff should be calculated using a similar method, taking into account the change in the percent of time allocated to program.
5. For current non-personnel costs, determine what percent of the total department or division supply and equipment budget, library allocation and computing cost is allocated to the courses that will become incorporated into the proposed program. Estimate the additional non-personnel costs that will be incurred to support the program.

### Resources

6. **Current resources:** Identify the dollar amount for each source of funding that is currently supporting the courses that will be incorporated into the proposed program: GPR, grants, gifts, fees, and other. Define any special sources of funds in the program proposal and/or the budget narrative.
7. **Additional resources:** Assume that no new general purpose revenue funds will be available. Explain the source of reallocated resources: from another department, another school, etc. If additional grants or gifts are anticipated, identify the source. Define any fees or other special resources that will support the program.
8. Costs and resources should balance. In special circumstances, the resources may exceed the cost.
9. Be realistic in the budget information. If the new program is approved, underestimated costs or overestimated resources will undoubtedly come up as concerns in the joint review process.

**NEW PROGRAM AUTHORIZATION**  
**[Degree & Program Name]**  
**[Institution]**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a [degree] in [Program] at [Institution] is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The [Institution] and System Administration will conduct that review jointly, and the results will be reported to the Board.

[insert program positioning / rationale]

**REQUESTED ACTION**

Approval of Resolution [x] authorizing the implementation of [Program] at [Institution].

**DISCUSSION**

**Program Description**

**Program Goals and Objectives**

**Relation to Institutional Mission**

**Program Assessment**

**Need**

**Projected Enrollment (5 years)**

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted					
Continuing students					
Total enrollment					
Graduating students					

**Comparable Programs**  
in Wisconsin  
outside Wisconsin

**Collaboration**

**Diversity**

Perspectives  
Students  
Faculty and Staff

**Evaluation from External Reviewers**

**Resource Needs**

**RECOMMENDATION**

The University of Wisconsin System recommends approval of Resolution [x] authorizing the implementation of [Program] at [Institution].

**RELATED REGENT POLICIES**

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0 revised June 2006)

**AUTHORIZATION TO IMPLEMENT A NEW PROGRAM**  
**Materials to be Submitted to the Associate Vice President**  
**for Academic and Student Services**

Before a proposed authorization to implement can be brought before the Board of Regents for consideration, the Provost should submit a letter to the Associate Vice President for Academic and Student Services requesting the program's submission to the board. This request should have appended all supporting documentation used in preparing the Executive Summary for the board. Following regent approval, this material will be the official record of this new program and will remain on file at the Office of Academic and Student Services until completion of the program's joint five-year review.

Please be sure the following items accompany the letter requesting the program's submission to the board:

- \_\_\_\_\_ Complete and final copy of the Proposal for Authorization to Implement, with Budget (Sample formats in Attachments #2 and #3 of the Guidelines for Academic Program Review)
- \_\_\_\_\_ The Executive Summary (Sample format in Attachment #4 of the Guidelines for Academic Program Review)
- \_\_\_\_\_ Signed reports from at least two outside evaluators.
- \_\_\_\_\_ Indication of approval by the appropriate institutional governance bodies

## **Making a New Program Presentation to the Board of Regents Education Committee**

### I. Procedures

1. Consult with your Provost to review details of the presentation.
2. Length of Presentation: no more than six minutes total.
3. Maximum number of presenters: two (2):
  - Provost introduces the program, explains its place in institutional mission; states institutional support, etc. The Provost will preside over the presentation and describe the program or introduce the Dean or Department Chair to do so.
  - Other individuals may be present, but only to respond to questions as appropriate.
4. An overhead projector will be available for your use. If your presentation requires PowerPoint, you must use UW System equipment and submit a copy of your presentation (disk or e-mail) to the UWS academic planner who has worked with you no later than the Monday before the scheduled board meeting. If the presentation is not in Van Hise, this information must be given to the appropriate institution representative.

### II. Presentation

1. Make certain you have the time and place of the meeting. If possible, contact the UW System academic planner who has worked with you upon reaching the meeting.
2. Introduce all persons who come to the meeting table, even if they are only there to respond to questions.
3. Practice in advance, with UWS academic planner, if possible.
4. Do not summarize the Executive Summary. Education Committee members have received and reviewed this statement, which is the only document they will have describing the program. Therefore, while you may refer to items in the Summary, your presentation should go beyond mere summation.
5. Use your time to emphasize demand for the program and program strengths, note unique elements and indicate concerns that have been successfully addressed.

# MODEL FORMAT

## Self-Study for Joint Review

The revisions to the guidelines for the Joint Review that were adopted by the Board of Regents February 2006 stipulate that the first Institutional Review of a new academic program will serve as the required Joint Review. The process, requirements, and format for the self-study documents will be determined by the Institution. This format is included to provide a model that may be helpful. It is not intended to substitute for an existing institutional format.

### 1. PROGRAM DESCRIPTION AND CONTEXT

- 1.1 Goals and Objectives:** Provide a statement of the objectives and goals of the program as authorized and describe any changes that have occurred since the program was implemented. Explain the type of technologies used and any issues that have developed over emerging technologies. In an appendix, attach copies of any printed and/or on-line program information, such as catalog text, brochures, and other pertinent information describing the program. Provide URLs for on-line information.
- 1.2 Context:** Describe the context for the program, including its relationship to the University's mission and its long-range plans, and to other academic programs within the UW System. Describe any changes in the context since the program was implemented. Also compare it to similar types of programs in the region and nation.
- 1.3 Need:** Discuss what needs are being met by this program and whether these needs could be met more effectively through collaboration with other programs in the UW System. If so, discuss how you are currently collaborating and/or how collaboration might occur.

### 2. PERSONNEL

- 2.1 Faculty:** Discuss any changes in the faculty participating directly in the core and elective courses since implementation. Is the number of faculty/academic staff adequate to provide this program? Indicate to what extent new faculty have been recruited. Append short vitae for the core faculty members along with a list of names and departments of other faculty associated with the program. Include information on diversity, the processes used and/or plans for enhancing diversity.
- 2.2 Administrative Structure:** Describe the current administrative structure for the program including the relationship between program faculty and their areas of concentration within the program. Describe any changes in the administrative structures that have occurred since implementation. Also describe the relationship and interaction among the program faculty who are from different departments and different schools.

- 2.3 **Adjunct/Part-time Faculty:** Evaluate the use of adjunct and/or part-time faculty in delivery of the program. Discuss any problems in this area and explain how the institution has responded to them.
- 2.4 **Training and Support:** If this program relies on technology, explain how faculty and staff have been provided with appropriate training and technical support services.

3. **STUDENTS**

- 3.1 **Enrollment Trends:** Provide a chart showing the enrollment history and graduates since implementation. Review, verify, and analyze the trends pertaining to degree program enrollment and degrees granted.

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted					
Continuing students					
Total enrollment					
Graduating students					

- 3.2 **Projected Enrollment:** Discuss the enrollment goals for this program. How does the projected enrollment in the program relate to past enrollment and existing resources? If this enrollment plan differs from the authorization proposal, explain why.

4. **EVALUATION**

- 4.1 **Curriculum:** Describe any substantive changes in this academic area since implementation. Provide any changes in the initial list of foundation and core courses for the program, and a sample sequence of courses taken by the majority of students in the program. Include additional sequences if there are multiple areas of specialization within the program.
- 4.2 **Diversity:** Describe how issues of diversity have been infused into the curriculum. Provide information on processes used to recruit, retain and graduate a diverse body of students. Provide information on processes used to recruit, support and retain diverse faculty and staff.
- 4.3 **Degree Recipients:** Provide information about the post-baccalaureate employment or graduate training of degree recipients.
- 4.4 **Assessment:** Using the assessment plan developed for the program in the Authorization to Implement, evaluate the program’s success in meeting the stated objectives, including assessment of student learning.
- 4.5 **Accreditation:** If specialized accreditation is available for this program, discuss the rationale of applying or not applying. If the program is accredited, describe the impact of accreditation standards upon the curriculum, and the impact of accreditation standards on changes that have occurred since implementation.

- 4.6 **Concerns:** Describe any problems that the program has faced/is facing and provide recommendations for resolving them.
- 4.7 **Third Party Vendors:** Discuss any problems the institution has had in cases where it has used third party products (e.g., purchased modules, specialized software, outsourcing program components). Explain how these problems have been addressed.

## 5. ACADEMIC SUPPORT SERVICES

- 5.1 **On-going Support:** Evaluate the physical facilities, capital equipment, library resources, technology support, and supplies that sustain the program. Discuss any difficulties with providing "help desk" services, if required, to students and explain how they have been resolved. Describe and evaluate advising, placement and career services available to students in the program.
- 5.2 **Additional Support:** Evaluate any special programs, faculty, or outreach activities designed to enhance the program. Describe any new program activities added since implementation.
- 5.3 **Access for Individuals with Disabilities:** Evaluate the success of programs/methods/etc. in meeting the needs of individuals with disabilities.
- 5.4 **Student Access:** Discuss any difficulties the program has encountered in providing students access to faculty, library resources, and special resources (computers, unique laboratories, audio-visual and other equipment, databases, etc.) required for the program. Explain how these difficulties have been addressed.

## 6. FINANCE

- 6.1 **Budget Requirements:** Discuss whether the current operating budget is adequate to assure program quality. If additional support is needed to sustain program quality, indicate the areas affected and the amount and source of future funding for these areas.
- 6.2 **Capital Requirements:** Discuss any capital budget expenditures necessary to sustain the program and provide an estimate of costs.

## 7. SUMMARY EVALUATION

Summarize the program's overall effectiveness with respect to the original expectations. Indicate any observed obstacles to the fulfillment of the original objectives and the measures taken to overcome those obstacles. Describe any unanticipated contributions of the program to the teaching, research, or outreach mission of other departments at your institution or the university as a whole.

## 8. RECOMMENDATIONS

Recommend action for continuation with the final review process for this program, for revision of the program and later final review, or for discontinuance of the program.

**MODEL BUDGET FORMAT: JOINT REVIEW**  
**Total Costs and Resources**

<b>COSTS</b>	<b>THIRD YEAR</b>		<b>FOURTH YEAR</b>		<b>FIFTH YEAR</b>	
	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff						
Graduate Assistants						
Non-instructional Academic /Classified Staff						
Non-personnel						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
Other (Define)						
<b>TOTAL COSTS</b>						
<b>RESOURCES</b>						
General Purpose Revenue						
Gifts and Grants						
Fees						
Other (Define)						
<b>TOTAL RESOURCES</b>						

**Guidelines for Completing the Model Budget Format: Joint Review**

*See also Section 6 of Model Self-Study for Joint Review format (Attachment #7).*

The budget documents should clearly define all costs and resources associated with the program. You can obtain assistance in developing the budget narrative and form by contacting your institution's budget officer or the academic planner assigned to the program.

**Costs**

1. Personnel: Include faculty and academic staff who are currently teaching courses that will be included in this program. To calculate the #FTE, determine the number of credit hours in courses currently being taught and divide by the normal faculty teaching load. For example, if there are currently six three-credit courses per semester that will be incorporated into the proposed program (18 credit hours total), and if the normal teaching load for a faculty member is 9 credits per semester, then the current #FTE is  $18 \div 9 = 2$ . It is not necessary to account for the percent of students who are taking the courses as a part of a different academic program. The dollars should be based on the average salary of the faculty or academic staff currently teaching the relevant courses multiplied by the calculated #FTE.
2. #FTE and dollars for Graduate Students should be calculated using the same method.
3. #FTE and dollars for Classified Staff should be calculated using a similar method, taking into account the percent of time allocated to program.

4. For non-personnel costs, determine what percent of the total department or division supply and equipment budget, library allocation and computing cost is allocated to the courses in the program.

Resources

5. Identify the dollar amount for each source of funding that is currently supporting the courses that will be incorporated into the proposed program: GPR, grants, gifts, fees, and other. Define any special sources of funds in the program proposal and/or the budget narrative.
6. Costs and resources should balance. In special circumstances, the resources may exceed the cost.