



UNIVERSITY OF WASHINGTON

BOTHELL

Office of the Chancellor

May 31, 2006

Tom Bellamy
Vice Chancellor for Academic Affairs
University of Washington Bothell

Dear Tom:

I am pleased to approve the Revised UW Bothell Policy on Program Development and Approval. Thank you, the GFO Executive Council, and the Academic Council for all the hard work on this important document.

I am returning the original document to you with my signature of approval for the records.

Sincerely,

A handwritten signature in black ink, appearing to read 'Steven G. Olswang', with a long horizontal line extending to the right.

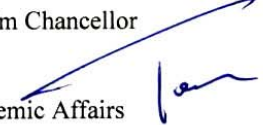
Steven G. Olswang
Interim Chancellor

Attachment: Revised UW Bothell Policy on Program Development and Approval

May 30, 2006

MEMORANDUM

TO: Steven G. Olswang, Interim Chancellor

FROM: G. Thomas Bellamy 
Vice Chancellor for Academic Affairs

SUBJECT: Request for Approval of the Revised UW Bothell Policy on Program
Development and Approval

Steve, the attached policy has been reviewed by the GFO Executive Council and the Academic Council. Both groups have unanimously recommended approval. I agree, and with this note submits the policy for your final review and approval.

Thank you for your consideration.

Policy
University of Washington, Bothell

TITLE: Program Planning and Approval Process

Prepared by: Vice Chancellor for Academic Affairs

Approved by: 
Steven G. Olswang, Chancellor

Date Approved:

Replaces: This policy replaces the New Program Planning Policy adopted in Spring 2002.

A. Need

Changes have occurred in both the Higher Education Coordinating Board's (HECB) policies for program approval and the University of Washington's procedures for tri-campus review of undergraduate programs. The UW changes provide for a 30-day review by other campuses prior to a recommendation by the Executive Council of UWB's General Faculty Organization that a new program be approved while also affirming that no campus can veto a program proposed on another campus.

The HECB changes streamlined the state-level approval process and made it possible for institutions to propose, gain approval for, and begin programs much more quickly than before. It seems important for UW Bothell to take advantage for this opportunity to streamline its own procedures for new program approval:

- Surveys of prospective students suggest that variety of program options is consistently among the most important factors in choice of institution for both freshmen and transfer students. Additional programs are a critical part of our strategy to reach and sustain full enrollment on the campus.
- Several institutions offer baccalaureate programs in our service region (Central at Edmonds CC, Eastern at both Bellevue CC and Everett CC, the UWS evening degree program, to name a few). The new HECB procedures allow each of these competitors to be much more agile in developing programs that respond to needs in the region than we can be under our current internal policy.

B. Guiding Principles

Any revision of the UW Bothell program planning procedures should:

- Reaffirm the faculty's primary responsibility for curriculum and the shared responsibility of faculty and administration for decisions regarding strategic planning for the campus and budgets for new and continuing programs.
- Provide as much guidance as possible about the campus-level strategy of the faculty and administration, so that this can be taken into account as academic programs or other faculty groups propose new programs.
- Create a process that balances full discussion of program alternatives with the agility needed to compete for the best students in the region.

C. Overview of the Process

The program development and approval process has several variations:

1. *For new undergraduate majors and minors*, the initiating faculty develop a "Notice of Intent" (NOI) to plan; this is approved by academic programs as needed, by the Executive Council of the GFO, the Academic Council, and the Vice Chancellor for Academic Affairs/Chancellor. It is then transmitted to the HECB through the UW. If the HECB responds affirmatively, a full proposal is developed by the initiating faculty and approved by: (a) academic programs as needed, (b) the Executive Council of the GFO (the EC submits the proposal to a 15-day tri-campus comment period during its consideration); (c) the Academic Council, and (d) the Vice Chancellor for Academic Affairs/Chancellor. It is then submitted to UW for final action and transmission to the HECB.
2. *For concentrations in existing undergraduate majors*, the initiating faculty develops a full proposal for review and approval by: (a) academic programs as needed, (b) the Executive Council of the GFO (the EC submits the proposal to a 30-day tri-campus comment period during its consideration); (c) the Academic Council, and (d) the Vice Chancellor for Academic Affairs/Chancellor. It is then submitted to UW for final action and notification of the HECB.
3. *For new graduate degree programs*, the initiating faculty follows the procedures outlined above except that review and approval by the Graduate School follows UWB approvals and precedes submission to the HECB.

D. Major Steps in the Program Planning Process

1. Initial Planning at UW Bothell.

a. *Initiating faculty.* Following the previous policy, program planning may occur within or across programs or by an the Vice Chancellor for Academic Affairs, in consultation with the GFO ?Executive Council, and, if needed, with support from external expertise. An “initiating faculty” consisting of at least three tenured or tenure track faculty members or senior lecturers may be formally charged by an academic program director, vice Chancellor for Academic Affairs, or Chancellor, or may notify the Academic Council that they have independently formed an initiating faculty.

b. *Develop the NOI.* The first stage in each full degree process (new undergraduate and graduate degree programs and minors, but not concentrations) is approval of a “Planning Notice of Intent (NOI)” for a program. With some additions, the NOI format required by the state will serve as the initial planning document for internal campus review as well. The HECB requires that the NOI include the following information:

- Institution name
- Degree title
- CIP number
- Delivery mechanism
- Location
- Implementation date
- Substantive statement of need. The statement of need must reference the most recent revision of the regional and statewide needs assessment conducted by the HECB every two years. The institution may also reference its own assessment of student, employer, and community needs.
- Source of funding
- Year one enrollment and full enrollment targets (FTE and headcount) (*excerpt from HECB policy*)

In addition to the HECB requirements, the UWB proposal should include:

(1) A statement of how the program supports the UWB mission and any planning parameters that have been approved for the campus.

(2) A description of budget implications, with a specific analysis of how the program will operate in relation to the FTE funding formula. If resources beyond those provided in the formula will be needed to operate the program, these should be clearly identified with the requested funding levels

(3) A description of other resources needed to operate the program, including library, academic support, laboratory support, equipment, space, and other items normally funded outside the FTE funding formula.

(4) A description of how the program is likely to affect and be affected by other programs at UWB, UWS, and UWT.

(5) A description of the anticipated size of the program and the planned rate of growth, based on careful market analysis focused on both initial and continuing demand.

(6) Documentation of need for the program in the region, taking existing programs, student demand, and employer priorities into account and projected enrollments for the first five years of the program.

(7) Description of the impact on existing programs and courses

2. Campus Review and Approval of NOIs

a. NOIs are submitted by the initiating faculty to the GFO Executive Council for review (after review by academic programs if planning occurs within one or more programs). Criteria for review include program impact, budget impact, and adequacy of faculty consultation process. The Executive Council of the GFO may approve and disseminate additional information and planning parameters that support the strategic development of new programs and use these planning parameters in their evaluation of proposals. This review may be requested at any time during the Academic year.

b. NOIs that are approved by the GFO EC are sent forward to the Academic Council for review and approval. The Academic Council may approve and disseminate additional information and planning parameters that support the strategic development of new programs and use these planning parameters in their evaluation of proposals.

c. Proposals that are approved by both the Academic Council and the GFO are sent to the Vice Chancellor for Academic Affairs and the Chancellor for their review and approval. The Chancellor and Vice Chancellor may also disseminate planning parameters that support the strategic development of new programs and use these planning parameters in their evaluation of proposals

d. NOIs that are approved by the Chancellor are forwarded to UW Seattle and the HECB for their review and approval and incorporated into relevant academic planning documents for the campus.

e. Each year the Vice Chancellor for Academic Affairs is responsible for compiling the planning parameters that have been developed by the GFO Executive Council, the Academic Council, and the Chancellor/Vice Chancellor into a single document for dissemination to the faculty of each program.

E. Preparation of Full Proposals

1. Upon receipt of HECB approval for the NOI, (and in the development of new concentrations where such approval is not required) the initiating faculty prepares a full proposal for the program following HECB guidelines. The HECB requirements for proposals are listed in the following excerpt from the HECB policy:

- Relationship to Institutional Role, Mission, Program Priorities - Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities.
- Documentation of Need for Program - Describe the relationship of the program to the regional and statewide needs assessment for higher education, including student, employer, and community demand for the program. An institution may also provide objective data, studies, or the results of institutional needs assessments conducted to document a special need that is not identified in the regional and statewide needs assessment.
- Support of the Statewide Strategic Master Plan for Higher Education - Describe how the program will support HECB policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.
- Relationship to Other Institutions - Reference the HECB Academic Degree Program and Facility Inventory and identify similar programs offered by public or independent institutions in the region. Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion of an existing program would be desirable or necessary. Describe options for collaboration with other institutions, businesses, and/or community organizations considered in the development of the proposal.
- Curriculum - Describe credit-hour requirements for the program, requirements for admission and degree completion, including

prerequisite coursework and other special requirements. Describe the program plan for articulation with two-year college degree programs, including identification of major-ready pathways, if applicable (for bachelor's degree programs). Indicate when the program would be offered (day/evening/weekend), where the program would be offered (campus location(s) and/or distance learning), and the delivery mechanism (in-person classroom, online, other distance).

- **Infrastructure Requirements** - Describe required infrastructure improvements, including the need for additional library or technology resources, special space requirements (laboratory space or special classrooms), and equipment needs. Costs and sources of funding associated with these improvements should be outlined in the budget section of the proposal.
- **Faculty** - Provide a profile of the anticipated faculty (e.g., full-time, part-time, regular, continuing, adjunct) that will support the program and the total FTE allocated to the program. There should be a sufficient number of qualified faculty dedicated to a new program. This number will vary depending on the discipline, nature of the program, and anticipated number of students.
- **Administration** - Describe the staffing plan for administrative and support services for the program.
- **Students** - Describe the student population to be served. Provide projected enrollments for five years or until full enrollment is reached (whichever is longer). Detail efforts planned to recruit and retain a diverse student body.
- **Accreditation** - Indicate whether the institution will seek specialized program accreditation. If so, discuss plans for accreditation and identify the appropriate accrediting body.
- **Program Assessment** - Describe the institution's plan for assessing how well program objectives will be met. Describe how the assessment information will be gathered and used.
- **Student Assessment** - Describe expected student learning outcomes of the program and how student learning outcomes will be measured and results used.
- **Budget** - Describe program cost and impact on other programs or departments within the institution. Include information on headcount FTE; FTE funding from state or self-support; other

funds requested/needed; if reallocation, impact on other programs (especially if moving FTE); and contingency, if FTE funding is not provided. Identify the amounts and sources of all program funding for year one of the program and the year it is expected to reach full enrollment. For programs that will rely on non-state funding, describe the sources of funding and minimum enrollment threshold to offer the program. For self-support programs, indicate any current plans to migrate to future state funding.

- External Evaluation of Proposal - In an appendix to the proposal, provide copies of the external evaluators' reports or letters to the institution. Summarize the institution's responses and subsequent modifications to the proposal based on evaluators' recommendations. Attach a short bio of the evaluators. (*excerpt from HECB Policy*)

2. Additional information to include with the full proposal includes:

For UWB review, the initiating faculty should highlight any changes in budget, program implementation, or other aspect of the plan that has changed since approval of the NOI. Proposals not preceded by an NOI should include the campus-level information noted above for NOIs.

3. Proposals for graduate programs should also include information required by the Graduate School:

Program Description

A. Goals and objectives and their relation to the existing program.

B. Curriculum. Provide complete course descriptions. Link the proposed courses to the goals of the program.

1. Course of study, relation to existing program.

2. Admission requirements if different from existing program.

C. Faculty.

1. Profile of faculty specifically for this track. (See Table 1. Please provide a profile of the number of faculty to be part- and full-time, the number of faculty to be adjunct or regular, and total FTE faculty allocated to the program.)

D. Students.

1. Projected enrollments for 5 years for this program option and entire

program.

2. Expected time for completion of program option in comparison to other options in the program.
3. Diversity if different from overall program (Please detail the special efforts planned to recruit and retain students who are persons of color or disability.)

E. Administration.

1. Describe any additional administrative support or how additional program option will be served by existing staff.

Program Assessment

- A. Assessment plan (Please provide a detailed plan for assessing how well program objectives – see II.A. above – have been achieved. The Higher Education Coordinating Board assumes that academic units have an assessment plan to determine how effective program objectives have been achieved through student learning outcomes. The plan should include a description of how the student learning outcomes will be assessed, how information is gathered and how it will be used. Student learning outcomes should describe what graduates of the program will know and be able to do.

Finances

- A. Summary of additional costs due to the addition of this track. Describe how their costs will be met. Funding of programs is of particular interest to the HECB. The data should be a realistic estimate of program costs.

External Evaluation of Proposal

- A. External Expert Reviewers (Please provide the names and titles of the two external evaluators who can review the proposal for the Graduate School.)
(excerpt from Graduate School Policy)

F. Review and Approval of the Full Proposal

1. *Internal UWB review.* The same review sequence (Academic Programs, GFO Executive Council, Academic Council, VCAA/Chancellor) and the same review criteria are used to approve final proposals before submission.
2. *Tri-campus review of undergraduate programs.* The GFO Executive Council submits proposals for undergraduate programs to the proposal to the UW Registrar for a 30-day tri-campus comment period as a part of its review and may ask the initiating faculty to respond to comments provided during that review prior to recommending approval.

3. *UW Approval.* Once a full undergraduate proposal is approved by the VCAA/Chancellor, it is forwarded to the Registrar, who obtains comments on the tri-campus review process from the Faculty Council on Tri-Campus Policy (FCTCP) and secures final approval from the President's office. Graduate programs are submitted to the Graduate school for review once campus approvals are complete.

4. The proposal is then forwarded by UW Seattle to the HECB for review.

G. Program Initiation

After HECB and Regental approvals are obtained, initiation of a program is a budget decision that requires approval as a part of the biennial and annual campus budget planning processes.

Attachments
Excerpts from:

(1) The UW Procedure for Tri-Campus Review

(2) UW Graduate School's *Guidelines to Propose New Degrees*

(3) The HECB's *Program and Facility Approval Policies and Procedures*

(UW Procedure for Tri-Campus Review)

University Campuses Undergraduate Curriculum Coordination

Introduction

Executive Order, Sec. I 3-23C: Legislative Authority of the Faculty (3 February 2004) requires the President to refer the following types of undergraduate program changes to the Faculty Senate for coordinated faculty review by all three campuses: undergraduate degrees, majors, minors, and certificate programs, or substantive changes to the same of a non-routine nature, regardless of campus of origin. The purpose of this process is to enhance the quality of undergraduate course offerings through peer review, promote coordination and communication among the campuses, and to promote faculty collaboration that can lead to greater quality and optimal use of resources. This memo describes the process for carrying out the University Campuses Review Process. . Please note, however, that no campus has the power or authority to veto a program or program change proposed by another campus. Finally, this review is designed to generate feedback at a point in time where the proposals are developed but not approved so that the originating campus can make full use of any feedback that is provided.

Process

Stage I: Review of Developed Proposals

1. Each campus has the responsibility to develop its own curricular offerings. After a campus unit develops and approves a curricular offering, it should be forwarded to the appropriate academic program review committee for that campus.¹
2. The academic program review committee of each campus shall make an initial determination that the proposal is sufficiently developed to merit academic program review.² It shall also determine whether the proposed change meets the guidelines for tri-campus review.³ If a campus academic program review committee or the University Registrar has questions about the applicability of the Tri-campus review process, they should consult the Chair of the Faculty Council on Tri-Campus Policy (FCTCP).
 - a. If the proposal meets this threshold, it shall be forwarded immediately to the University Registrar, Curriculum Secretary. Materials to be forwarded to the University Registrar must include, in electronic form:
 - i. A completed university curriculum Form 1503
 - ii. The rationale for the proposal
 - b. If the proposal is not complete, it shall be returned by the University Registrar to the unit of origin for further development.
3. When the University Registrar receives the completed program proposal, it will be posted on the Web immediately for review. The proposal shall be available for review for 15 business days.⁴

4. Simultaneously with the posting of the proposal, the University Registrar shall send an e-mail to (1) the voting faculty of all UW campuses, (2) the Deans, Directors, and Chairs (DDC) list serve, (3) the Chair of each campus academic program review committee, and (4) the Chair of the Faculty Council on Tri-campus Policy informing them of the opportunity to review the curriculum proposal.
5. At the end of the comment period, the University Registrar shall compile all comments made on the proposal and forward the comments to the Chair of the academic program review committee at the originating campus. That committee shall then consider all comments as part of their academic program review process, and shall provide a summary of responses to the comments received from all campuses.

Stage II

1. The originating campus academic program review committee will obtain final campus approvals on the final proposal.
2. When final campus approval has been received the proposal will be forwarded by the appropriate campus official to the University Registrar.
3. The University Registrar shall forward to the Chair of the Faculty Council on Tri-campus Policy with a copy to the Chair of the Faculty Senate the following materials: the program proposal, all comments, the campus academic program review committee's response to the comments, the University Campuses Undergraduate Program Review checklist.
4. The Council on Tri-campus Policy, or a delegated subcommittee of the Council consisting of the chair (or designee) and two council members (one representing the faculty of each of the other two campuses), will convene to determine if the review satisfied the following requirements
 - a. Was the final proposal made available for a 15 business -day comment period?
 - b. Did the campus academic program review committee consider comments and respond appropriately in its review? The Council will send, within 14 business days of receiving the proposal, a memo describing the results of their review to the University Registrar. In short, at this stage the task of the Council will be to ensure that the process described in Stage I and the intent of the Executive Order was followed.
5. The University Registrar will forward the final proposal and a copy of the Council's memo to the President for final action and transmittal to the appropriate dean/chancellor and Chair of the Faculty Senate. Matters of non-adherence to procedures or unresolved issues related to comments received will be the responsibility of the President.

¹ UW, Seattle: Faculty Council on Academic Standards (FCAS)
UW, Bothell: General Faculty Organization
UW, Tacoma: Faculty Assembly

² The originating campus' academic program review committee will review its own proposals, and should consider the following elements, using its own processes and criteria:

- Fit with campus and university mission
- Academic quality
- Need
- Effects on students
- Effects on other programs
- Feasibility/operational viability
- Adherence to University and Campus policies

³ As stated in the Executive Order, tri-campus review is required for new undergraduate degrees, majors, minors, and certificate programs, or substantive changes to the same of a non-routine nature. This includes, but may not be limited to:

- a. Changes that would alter the degree information that appears on a student transcript, for example, new or changed degree titles, minors, or options, etc.
- b. Changes in pre-requisites that would significantly increase or decrease the number of students admitted to the major, minor, or option.
- c. Changes in graduation requirements that would significantly increase or decrease the number of students completing the major, minor, or option.
- d. Any change in a program on one campus that could significantly alter enrollments in specific programs on one of the other two campuses, for example changing the format of a program to distance learning or fee-based offering.

⁴ The Registrar may grant a 5-business day extension of this deadline to any individual who submits a written request to the Registrar prior to the end of the original comment period.

(NOTE: Another Section of the Faculty Handbook clarifies that authorities delegated to Deans in the Handbook are assigned to the Chancellors of new campuses.)

UW Graduate School
Office of Academic Programs
Guidelines to Propose New Degrees

Guidelines to Propose New Graduate Degrees
(revised 2/2006)

The Higher Education Coordinating Board's *Program and Facility Approval Policies and Procedures*, dated September 2005 is the document used for developing new degree program proposals:

[HECB2005.pdf](#)

The Graduate School's Office of Academic Programs coordinates the review of new graduate degree proposals. Academic Programs is willing to review drafts of program proposals to facilitate the review process.

Upon receipt of new degree program proposals the type of review and the timeline to review is determined by the Office of Academic Programs. Reviews of new degree program proposals are conducted similar to the reviews of existing degree programs, with the expectation that site visits are not routinely required.

In addition to the HECB guidelines, The Graduate School requires the following information be included in the program proposal:

- Provide exact degree title intended.
- Indicate academic quarter new program is targeted to begin.
- If the proposed program is replacing an existing degree, will current students be grandfathered or not?
- Identify an enrollment plan (number of students) for the next five years.
 - If the proposed program is a doctoral degree, the proposal should include a masters degree.
 - Identify the appropriate tuition tier level for the program or identify whether the program is fee-based.

UW Graduate School
Office of Academic Programs

Cover Sheet for Outline of a Graduate Program Option Proposal

(Track, Pathway, Concentration)

Institution _____

Degree Granting Unit (Department(s), College, School or Interdisciplinary Unit) _____

Degree (Level) _____

of (Type) _____

in
(Major) _____

Mode of Delivery ____ single campus/traditional classroom ____ satellite
____ videotape ____ internet/web ____ other (check all that apply)

Campus or off-campus site at which courses will be offered: _____

Proposed Starting Date

Academic Department Representative

(Name)

(Title)

(Address)

(Telephone)

(E-mail)

Date

Outline for a Graduate Program Option (Track, Pathway, Concentration)
Proposal

I. Program Need

- A. Relationship to Institutional Role and Mission.
- B. Documentation of Need for Program Option.

Please provide objective data, studies, or the results of institutional assessments conducted to document a special need. Use any of the following possible justifications, as appropriate to the program's

nature:

- 1. Student interest or demand.
- 2. Cultural, artistic, and intellectual growth.
- 3. Economic growth and development.
- 4. Changes in occupation and profession.
- 5. Workforce needs of local industry (Please detail whether workforce employees need requires new graduates or the retraining of present employees and estimate the demand for, and supply of, graduate.)
- 6. Service to community (Please describe the potential opportunities for service to the community which program faculty, students, or administrative staff could provide. Include, as appropriate, opportunities for research, internships, or service.)
- 7. Relationship to HECB policies and goals for higher education and/or Update to the Master Plan for Higher Education.

- C. Relationship to Other Institutions within Washington or Other Programs within the University of Washington.
 - 1. Duplication (Please describe similar programs offered by a public or independent institution.)
 - 2. Uniqueness of program (Please detail the unique aspects of the proposed program which differentiate it from similar programs described above.)

II. Program Description

- A. Goals and objectives and their relation to the existing program.
- B. Curriculum. Provide complete course descriptions. Link the proposed courses to the goals of the program.
 - 1. Course of study, relation to existing program.
 - 2. Admission requirements if different from existing program.
- C. Faculty.
 - 1. Profile of faculty specifically for this track. (See Table 1. Please provide a profile of the number of faculty to be part- and full-time, the number of faculty to be adjunct or regular, and total FTE faculty allocated to the program.)
- D. Students.
 - 1. Projected enrollments for 5 years for this program option and entire program.
 - 2. Expected time for completion of program option in comparison to other options in the program.
 - 3. Diversity if different from overall program (Please detail the special efforts planned to recruit and retain students who are persons of color or disability.)
- E. Administration.
 - 1. Describe any additional administrative support or how additional program option will be served by existing staff.

III. Program Assessment

- A. Assessment plan (Please provide a detailed plan for assessing how well program objectives – see II.A. above – have been achieved. The Higher Education Coordinating Board assumes that academic units have an assessment plan to determine how effective program objectives have been achieved through student learning outcomes. The plan should include a description of how the student learning outcomes will be assessed, how

information is gathered and how it will be used. Student learning outcomes should describe what graduates of the program will know and be able to do.

IV. Finances

- A. Summary of additional costs due to the addition of this track. Describe how their costs will be met. Funding of programs is of particular interest to the HECB. The data should be a realistic estimate of program costs.

V. External Evaluation of Proposal

- A. External Expert Reviewers (Please provide the names and titles of the two external evaluators who can review the proposal for the Graduate School.)

Table 1
Program Faculty

Name	Rank*	Status**	% Effort in Program
TOTAL FTE FACULTY DEVOTED TO DEGREE PROGRAM:			

*Assistant, Associate, or Full Professor; Adjunct, Research, Other Rank
**Full – or part-time.

Excerpt from *Program and Facility Approval Policies and Procedures*
Higher Education Coordinating Board

A-4 Approval to Plan a New Degree Program – The HECB approves initial plans for new baccalaureate and graduate degree programs. Planning authority expires two years from approval. RCW 28B.76.230 (5)(a)

An institution will submit a Planning Notification of Intent (Planning NOI) to develop a new degree program at the beginning of the program development process. The Planning NOI will be submitted at least nine months prior to the proposed start date of the program.

The Planning NOI will be available electronically at: www.hecb.wa.gov/autheval/ and will include the following information (Appendices - Form 1):

- Institution name
- Degree title
- CIP number
- Delivery mechanism
- Location
- Implementation date
- Substantive statement of need. The statement of need must reference the most recent revision of the regional and statewide needs assessment conducted by the HECB every two years. The institution may also reference its own assessment of student, employer, and community needs.
- Source of funding
- Year one enrollment and full enrollment targets (FTE and headcount)

The HECB staff will post the institution's Planning NOI on its Web site generally within five business days of receipt and notify Washington public colleges and universities and other stakeholders. Stakeholders will have 30 days to review and comment on the Planning NOI.

The HECB review of a new program plan will focus on the degree to which the proposed program would support the unique role and mission of the institution(s); meet state and/or regional student, employer, and community needs; and be free from unnecessary program duplication.

Following the public comment period, the HECB will make one of the following determinations: 1) grant the institution permission to develop a full proposal; 2) return the program to the institution for further development; or 3) disapprove the program.

After a new degree program receives “permission to develop proposal status,” the HECB will enter the program into the Program and Facility Inventory available at the HECB Web site as a “program in planning.” An institution must prepare and submit a program proposal to the HECB for review within two years of notification of approval by the HECB. If this does not occur, program approval will sunset and a new Planning NOI will be required prior to future program development.

At any point in the two-year period, the institution may notify the HECB that it wishes to withdraw permission to plan the new degree program. Following notification, the HECB will remove the degree program from the planning list in the Academic Program Inventory.

- A-5 New Degree Proposal – Once institutional planning is complete, a new degree proposal must be sent to the HECB for review and approval. The institution must enroll students within three years following initial approval or approval is automatically rescinded. RCW 28B.76.230 (5)(a)**
- The board reviews new degree program proposals submitted to the HECB using criteria described in its policies and procedures document. Proposals are submitted no less than three months prior to the start date of the program. Approved programs must begin to enroll students within three years unless extended by the board. If this does not occur, program approval will sunset.

An institution will submit one electronic copy of its proposal to the HECB no less than three months prior to the anticipated start date of the program to allow sufficient time for staff review, consultation with the institution, and preparation of a report to the board.

The program proposal may be submitted by completing the electronic cover sheet available at: www.hecb.wa.gov/autheval/ with attached documents. The program proposal must contain the required elements reviewed below in two parts:

- Part I:** Forms (see Appendix B) will be posted to the Web site for public comment and will include the proposal and Form 4: Required Course Work; Form 5: Enrollment and Graduation Targets; and Form 8: Site Planning - Lease or Acquisition, if required.
- Part II:** Will include, Form 6: Program Personnel, and Form 7: Summary of Program Costs and Revenue.

The following groups will complete an external review of each program proposal:

Two external experts selected by the institution, with at least one recognized expert from outside Washington State. The institution will select reviewers in keeping with the following guidelines:

- Reviewer currently works (or has previously worked) at a higher education institution that awards degrees at the level of the proposed program or higher.
- Reviewer holds a degree at the level of the proposed program or higher in the same or closely related field of study.
- Reviewer has substantial experience in the field, either professional or academic, that is appropriate for the proposal.
- At least one reviewer has prior experience reviewing new programs and/or preparing for either national or regional accreditation reviews.
- There is no apparent conflict of interest. The following are examples of common conflicts of interest: candidate has a joint, adjunct or affiliate position with the unit; candidate was a mentor for or mentee of a faculty member in the unit; candidate was considered for a position in the unit within the last five years; candidate previously chaired a review committee in this unit; candidate served on a visiting committee in this unit; candidate has engaged in collaborative research with a member of the unit; candidate has been involved with a publication venture with unit faculty; candidate has a significant personal or professional relationship with a unit member; candidate received his/her academic degree(s) from this institution.

The HECB retains the option to request its own additional external review in circumstances that it deems unusual; (e.g., when an institution proposes a degree program outside the scope of its historical mission, or when the institution and HECB staff have unresolved disagreement about quality aspects of a proposed program).

The institution will pay all costs associated with the review. The external review will be attached as an appendix to the program proposal submitted to the HECB, along with contact information and a short bio of the reviewer.

Washington public baccalaureate institutions: The HECB will post the institution's proposal (Part I) to its Web site for a 30-day comment period. HECB staff will notify the other Washington public institutions and other stakeholders, and invite comments related to the proposed program to be submitted directly to the HECB staff. Once the public comment period closes, the HECB will delete the institution's proposal from the Web site.

HECB staff will review all proposals to offer new degree programs and will prepare an executive summary for the board highlighting information about whether the program is likely to:

- Support the HECB strategic master plan goals of:
 - ⌚ Increasing opportunities for students to earn degrees;
 - and
 - ⌚ Responding to the state's economic needs
- Support the unique role and mission of the institution(s)

- Foster high-quality programs that enable students to complete their studies in a reasonable amount of time
- Meet state and/or regional student, employer, and community needs
- Provide access for diverse student populations
- Demonstrate that the need is commensurate with the costs to be incurred and represents an effective use of fiscal resources
- Be free from unnecessary program duplication

HECB staff may request clarification of items included in the proposal during the review process. As part of its review process, staff may seek the advice of colleagues from educational institutions, public agencies, and private industry.

The HECB will share a draft of the executive summary with the institution before placing it on the board's regularly scheduled meeting agenda for review and approval. Once approved, the HECB will send a copy of the board's resolution and approval letter to the institution and enter the program into the HECB Program and Facility Inventory. The HECB will submit the program to the State Approving Agency for approval for veteran's benefits.

The institution should notify the HECB if the projected implementation date of an authorized program is changed and explain the reason for the delay. Approved programs that have not been implemented within three years after their projected starting date will automatically be reviewed by the HECB to determine their future status. In some cases, the institution will be required to submit a new program proposal for board review and approval prior to implementation of the program. In special circumstances, the institution may request an extension of the time limit by updating germane areas of the proposal in consultation with HECB staff.

The HECB may conditionally approve a program. Any such program will be considered conditional and subject to special review within a specified period of time. This review is the responsibility of the sponsoring institution and will comply with the conditions set forth by the HECB at the time of approval. The designation of "conditional" will imply that the progress of this program will be followed more closely than others and that proposals to offer similar programs at other locations will normally not be considered until an institutional evaluation of the conditionally approved program has been accepted by the HECB.

A proposal to establish a new degree program will include the following: Relationship to Institutional Role, Mission, Program Priorities - Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities.

Documentation of Need for Program - Describe the relationship of the program to the regional and statewide needs assessment for higher education, including student, employer, and community demand for the program. An institution may also provide objective data, studies, or the results of institutional needs assessments conducted to document a special need that is not identified in the regional and statewide needs assessment.

Support of the Statewide Strategic Master Plan for Higher Education - Describe how the program will support HECB policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.

Relationship to Other Institutions - Reference the HECB Academic Degree Program and Facility Inventory and identify similar programs offered by public or independent institutions in the region. Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion of an existing program would be desirable or necessary. Describe options for collaboration with other institutions, businesses, and/or community organizations considered in the development of the proposal.

Curriculum - Describe credit-hour requirements for the program, requirements for admission and degree completion, including prerequisite coursework and other special requirements. Describe the program plan for articulation with two-year college degree programs, including identification of major-ready pathways, if applicable (for bachelor's degree programs). Indicate when the program would be offered (day/evening/weekend), where the program would be offered (campus location(s) and/or distance learning), and the delivery mechanism (in-person classroom, online, other distance).

Infrastructure Requirements - Describe required infrastructure improvements, including the need for additional library or technology resources, special space requirements (laboratory space or special classrooms), and equipment needs. Costs and sources of funding associated with these improvements should be outlined in the budget section of the proposal.

Faculty - Provide a profile of the anticipated faculty (e.g., full-time, part-time, regular, continuing, adjunct) that will support the program and the total FTE allocated to the program. There should be a sufficient number of qualified faculty dedicated to a new program. This number will vary depending on the discipline, nature of the program, and anticipated number of students.

Administration - Describe the staffing plan for administrative and support services for the program.

Students - Describe the student population to be served. Provide projected enrollments for five years or until full enrollment is reached (whichever is longer). Detail efforts planned to recruit and retain a diverse student body.

Accreditation - Indicate whether the institution will seek specialized program accreditation. If so, discuss plans for accreditation and identify the appropriate accrediting body.

Program Assessment - Describe the institution's plan for assessing how well program objectives will be met. Describe how the assessment information will be gathered and used.

Student Assessment - Describe expected student learning outcomes of the program and how student learning outcomes will be measured and results used.

Budget - Describe program cost and impact on other programs or departments within the institution. Include information on headcount FTE; FTE funding from state or self-support; other funds requested/needed; if reallocation, impact on other programs (especially if moving FTE); and contingency, if FTE funding is not provided. Identify the amounts and sources of all program funding for year one of the program and the year it is expected to reach full enrollment. For programs that will rely on non-state funding, describe the sources of funding and minimum enrollment threshold to offer the program. For self-support programs, indicate any current plans to migrate to future state funding.

External Evaluation of Proposal - In an appendix to the proposal, provide copies of the external evaluators' reports or letters to the institution. Summarize the institution's responses and subsequent modifications to the proposal based on evaluators' recommendations. Attach a short bio of the evaluators.

Forms - Additional forms are available in Appendix B.

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