

**DATE:** January 27, 2011

**SUBJECT:** Policy Revision: A1.0 (*New Academic Programs: Approval Process*) and A1.1 (*New Academic Programs*)

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** The Complete College Tennessee Act's (CCTA) productivity directive, which is being actualized in the Master Plan and in the outcomes-based formula, also has implications for the development of new academic programs and monitoring continued viability of approved programs.

To ensure policy consonance with the CCTA focus on heightened attention to institutional mission distinction, importance of institutional collaboration, avoidance of duplication of programs and services, and workforce development, staff have revised Commission policy governing the approval process for academic programs (A1.0 *New Academic Programs: Approval Process* and A1.1 *New Academic Programs*).

The policy revisions also make the THEC program approval calendar more flexible for institutions while equipping campuses, systems, and Commission staff with a more rigorous evaluation of program need earlier in the program exploration process. THEC staff consulted the two systems in this recent policy revision process, and the policies presented here for Commission approval incorporate suggestions from campus and system review.

The purposes of the revisions to A1.0 and A1.1 are:

- To bring A1.0 and A1.1 into compliance with the Complete College Act of 2010.
- To change the THEC new program approval calendar from July and January to each quarterly meeting. This change also effectively ends THEC's "soft moratorium" on approval of new programs which has been in place in recognition of budget reductions and in anticipation of higher education reform legislation.
- To institute a Letter of Intent that will require a thorough feasibility study and financial projection at the earliest stage of program exploration. The Letter of Intent will also bring consistency between systems on responses to early THEC consultation and notification requirements. The Letter of Intent will require an institution to make the case that a prospective program is in accord with its THEC-approved mission, is not duplicative,

and that program need has been carefully assessed. With this documented evidence of program need and financial support, the institution, system, and THEC will have a more studied basis for approving the institution's development of a full program proposal. And, this more rigorous initial feasibility study will increase the likelihood that programs that are subsequently developed will indeed thrive and will meet expectations for enrollment and number of graduates. To assist institutions in the analysis, THEC will post data on program productivity, Post Approval Monitoring status of newly approved programs, lists of Letters of Intent from both systems, and statewide and regional analyses matching supply of graduates and employer demand by employment fields. Additionally, a searchable (by CIP classification and program title) Academic Program Inventory is available for institutions to use to assess opportunities for collaboration or to avoid program duplication.

**Section Title:** Academic Policies

**Policy Title:** New Academic Programs: Approval Process

**Policy Number:** A1.0

1.0.10 **Scope and Purpose.** In accordance with Chapter 179 of the Legislative Act creating the Higher Education Commission in 1967, the Commission has the statutory responsibility to review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools) and new instructional locations for public institutions of higher education in the State of Tennessee. These responsibilities shall be exercised so as to:

- promote academic quality
- maximize cost effectiveness and efficiency to ensure that the benefits to the state outweigh the costs and that existing programs are adequately supported
- fulfill student demand, employer need and societal requirements
- avoid and eliminate unnecessary duplication to ensure that proposed programs cannot be delivered through collaboration or alternative arrangements
- encourage cooperation among all institutions, both public and private

These expectations for program quality and viability are underscored by Tennessee Code Annotated §49-7-202 as amended by Chapter 3, Acts of 2010 (1<sup>st</sup> Extraordinary Session). This Act directs public higher education to:

- A. Address the state's economic development, workforce development and research needs;
- B. Ensure increased degree production within the state's capacity to support higher education; and
- C. Use institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations, and competitive research.

In order to ensure that these responsibilities are optimized, the Commission strenuously considers the following criteria in order to maximize state resources:

**Need** – evidence of program need that justifies institutional allocation/reallocation of state resources. ~~Please refer to proposal format for criteria.~~ (See A1.1.20I (New Academic Programs).

**Program Costs/Revenues** – evidence should be provided that program costs will be met ~~may be~~ met from internal reallocation or from other sources such as grants and gifts. ~~instead of being met from additional Formula dollars will be viewed favorably.~~ Institutional commitment should be consistent with the centrality and level of priority as described in the program proposal and projected on THEC Fiscal Projection form (Attachment A).

**Quality** – evidence should be provided ~~based on required that~~ assessment, evaluation, and accreditation criteria (A1.1.20M) are being met. ~~that are identified on forms for new program proposals.~~

1.0.20 **Schedule.** The Commission will normally consider proposals for new programs, extensions of existing academic programs, academic units, and instructional locations ~~only at its July and January meetings; however, in special circumstances, consideration may be given at other Commission meetings.~~ at each regularly scheduled Commission meeting.

1.0.30 **Action.** Commission action on a given proposal must follow approval by the governing board and may take one of four forms:

- approval
- disapproval
- conditional approval
- deferral

Conditional approval may be granted in special cases. This type of approval is reserved for programs for which the need is temporary. Conditional approvals will identify a date that the program must be terminated.

1.0.40 **Funding.** Evidence must be provided on forms for approval of new academic programs relative to internal reallocation and/or other sources such as grants and gifts must be validated. The Commission will approve no special start-up funding (See 1.0.10, Program Costs/Revenue).

1.0.50 **Early Consultation/Notification.** Upon consideration by an institution to develop a proposal for a new program, governing board staffs must provide the Commission staff with a copy of that institution's letter of intent to develop a program proposal. The letter of intent should be in the format provided as Attachment B, and the THEC Financial Form (referenced as Attachment A in A1.0.10) should accompany it. Programs that institutions intend to develop should be consistent with and reference the institutional mission, the state master plan for higher education, and campus master plan or academic plan. This A thorough early assessment of program justification is necessary for programs requiring Commission approval in order to

identify issues relative to the need for the program, program duplication, accessibility through collaboration or alternative means of delivery (distance education), source of start-up funds, and the need for reviews by external consultants.

Upon consultation and approval to proceed, governing board staffs must share all relevant documents in a timely fashion of a early versions of proposals with the Commission staff leading up to the submission of and provide the final proposal at least two weeks prior to notification of being placed on the agenda for consideration by a governing board (See also 1.1.20A in Policy A1.1 - New Academic Programs).

1.0.60

**Articulation/Transfer.** Upon consideration of a new degree baccalaureate program, evidence must be provided to ensure adherence to the requirements of Chapter 795 of the Public Acts of 2000. “The university track program within the University of Tennessee and the Tennessee Board of Regents systems consists of general education courses and pre-major courses as prescribed by the Commission. Courses in the university track program shall transfer and apply toward the requirements for graduation with a bachelor’s degree at all public universities. Successful completion of the university track program shall meet the academic requirement for transfer to a public university as a junior.” Tennessee Code Annotated § 49-7-202 as amended by Chapter 3, Acts of 2010 (1<sup>st</sup> Extraordinary Session) requires that “an associate of science or arts degree graduate from a Tennessee community college shall be deemed to have met all general education and university parallel core requirements for transfer to a Tennessee public university as a junior. . . . Admission into a particular program, school, or college within the university, or into the University of Tennessee, Knoxville shall remain competitive in accordance with generally applicable policies.

- (1) The forty-one (41) hour lower division general education core common to all state colleges and universities shall be fully transferrable as a block to, and satisfy the general education core of, any public community college or university. A completed subject category (for example, natural sciences or mathematics) within the forty-one (41) hour general education core shall also be fully transferrable and satisfy that subject category of the general education core at any public community college or university.
- (2) The nineteen (19) hour lower division AA/AS area of emphasis articulated to a baccalaureate major shall be universally transferrable as a block satisfying lower division major requirements to any state university offering that degree program major.”

- 1.0.60A **Time- Credit Hours to Degree.** The Commission recommends that credit hour requirements for new and existing undergraduate academic programs shall not be substantially more than 120 hours for baccalaureate degrees or 60 hours for associate degrees without justification. The principle intent is to reduce the time and costs of earning a degree for individual students and taxpayers and, over time, improve graduation rates and increase the higher educational attainment levels of Tennesseans. This excludes programs with accreditation or licensure requirements.
- 1.0.60B **Announcements.** Announcements of plans for new academic programs, extensions of existing programs, new academic units, and/or new instructional locations must await Commission approval, prior to implementation.

Approved: April 22, 1988  
Revised: January 29, 1997  
Revised: November 14, 2002

**THEC Financial Estimate Form**  
**Please Enter the Name of the Institution Here**  
**Please Enter the Name of the Proposed Program Here**  
Attachment A

Five-year projections are required for baccalaureate and post-baccalaureate programs and certificates. Three-year projections are required for associate degrees and undergraduate certificates. Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>I. Expenditures</b>					
<b>A. One-time Expenditures</b>					
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-
Library	-	-	-	-	-
Consultants	-	-	-	-	-
Travel	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total One-time	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
<b>B. Recurring Expenditures</b>					
<b>Personnel</b>					
<b>Administration</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Sub-Total Administration	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Faculty</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Sub-Total Faculty	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
<b>Support Staff</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Sub-Total Support Staff	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
<b>Graduate Assistants</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-
Sub-Total Graduate Assistants	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
<b>Operating</b>					
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	-	-	-	-	-
Equipment	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total Operating	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Total Recurring	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>
<b>TOTAL EXPENDITURES</b>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>
(A+B)					

\*If tuition and fees for Graduate Assistants are included, please provide the following information.

Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-

<b>II. Revenue</b>	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition and Fees <sup>1</sup>	-	-	-	-	-
Institutional Reallocations <sup>2</sup>	-	-	-	-	-
Federal Grants <sup>3</sup>	-	-	-	-	-
Private Grants or Gifts <sup>4</sup>	-	-	-	-	-
Other <sup>5</sup>	-	-	-	-	-
<b>BALANCED BUDGET LINE</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**Notes:**

1. In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.
  
2. Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.
  
3. Please provide the source(s) of the Federal Grant including the granting department and CFDA number.
  
4. Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).
  
5. Please provide information regarding other sources of the funding.



## Attachment B (A1.0)

### Tennessee Higher Education Commission

#### **Letters of Intent for Proposed New Academic Programs** **THEC Policy A1.0 (New Academic Programs: Approval Process)** **Section A1.0.50: *Early Consultation/Notification***

**Complete College Tennessee Act of 2010.** Tennessee Code Annotated § 49-7-202 as amended by Chapter 3, Acts of 2010 (1<sup>st</sup> Executive Session) directs state higher education to be accountable for increasing the educational attainment level of Tennesseans and, in doing so, address the state's economic development, workforce development and research needs; ensure increased degree production within the state's capacity to support higher education; and use institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations and competitive research.

**Purpose of the Letter of Intent.** The following Letter of Intent contents are designed to follow the CCTA directives and to meet early notification requirements of Policy A1.0 (New Academic Programs: Approval Process), section A1.0.50: *Early Consultation/Notification*. The questions below are intended to guide institutions in compiling appropriate data and information sufficient to judge program feasibility relative to mission distinction and priority, program need, and resource availability.

These standard Letter of Intent contents call for quality and depth of assessment of program need and institutional commitment at the earliest stage of program exploration. It is anticipated that this thorough feasibility evaluation will enable institutions and systems to identify program priorities and support only those programs with the greatest likelihood of success.

**Program Feasibility.** Letters of Intent to plan academic degree programs and certificates (24 or more semester hours) certify that the proposed program does not duplicate student access and that it is more cost effective or otherwise in the best interests of the State to initiate a new program rather than meet the demand through collaboration with other institutions.

The feasibility study and financial projections required for a Letter of Intent guide the institution through careful assessment of program need and resource availability necessary for requesting approval to move forward with proposal development. The Letter of Intent serves as the basis for the system decision to support program planning with a request for THEC authorization of the intent to plan. THEC authorization of a Letter of Intent signifies statewide coordination of the development of new academic degree programs.

## **THEC A1.0.50 Early Consultation/Notification**

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### **Procedures and time lines for Letters of Intent:**

- A Letter of Intent to plan a new program (a degree program or a certificate requiring 24 or more semester hours) may be filed at any time.
- A THEC-approved Letter of Intent is valid for three years. If the system governing board has not approved the program within three years after THEC has authorized the Letter of Intent, a new letter of intent must be filed. THEC will post on its website a list of active Letters of Intent.
- The Letter of Intent itself should be a narrative, addressing all feasibility questions raised below.
- A transmittal letter from the system office must accompany the Letter of Intent (signed by the president/chancellor) requesting, on behalf of the institution, THEC approval to proceed with proposal development. The system request should indicate that the proposed action is a priority of the institution and system and should indicate the source of start-up funding.

### **CONTENTS FOR THE LETTER OF INTENT NARRATIVE**

#### **Proposed Program:**

State the title of the proposed program and degree designation, proposed concentrations, CIP Code, and proposed implementation date.

#### **Institutional Mission:**

- How will the proposed program further the mission of the institution?
- How will the program meet the priorities of the State Master Plan for Higher Education and follow the directives of the Complete College Tennessee Act of 2010 relative to increased degree production?
- How will the program meet the goals of the system and institutional strategic plans?
- Will the program require the addition of a new organizational unit and, if so, what is the nature of the unit?
- Will establishment of the program require a SACS Substantive Change Review and, if so, what is the scope of the substantive change?

#### **Program Need:**

- What academic, workforce development, and/or research needs will the program meet? Cite employment projection and supply/demand data appropriate to the discipline and degree level as justification. Cite THEC supply/demand analyses as appropriate for degree or certificate field.
- Why is establishing this program an institutional priority at this time?

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- List newly approved and established programs (within the same CIP classification) at the same degree level offered at other public institutions in Tennessee (See THEC web-based inventory and program productivity analyses for state institutions). Identify any low-producing programs among those listed. (See THEC annual program productivity reports).
- If similar programs exist, describe any opportunities for collaboration with other institutions that will be pursued.
- At what campus and off-campus locations does the institution plan to offer the program?
- In particular circumstances where state economic development opportunities emerge and resources are made available from external sources, THEC may request that Letters of Intent address additional criteria (A1.1.20).
- For proposed doctoral programs, cite THEC data on productivity of existing doctoral programs listed in the same CIP classification and provide a rationale for the addition of a same-CIP program. For proposed doctoral programs, provide letters from presidents of Tennessee institutions offering same-CIP doctoral programs within the same broad geographic service area certifying that the proposed program will not be perceived as duplicative.

#### **Enrollment/Productivity:**

- Project annual full-time, part-time and FTE enrollments and number of graduates for the first five years of program operation.
- Include an explanation of how these projections were derived.

#### **Curriculum:**

- Describe the academic focus of the program and number of hours required.
- Project the date for program accreditation (where applicable).
- Identify the delivery methods for the program (online, on-ground, hybrid) and provide a rationale for the delivery mode(s).
- Describe the articulation and transfer avenues projected for the proposed program in compliance with PC § 49-7-202.

#### **Resources:**

- Describe the strengths of the existing faculty in credentials and available FTE (state number of full- and part-time faculty) and estimate additional FTE (specify number of full-time and part-time faculty) needed to support the program.
- Describe existing and needed library and information technology resources to be available to support the projected program.

### **THEC A1.0.50 Early Consultation/Notification**

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- Describe existing or anticipated facilities and equipment needed to support the program.
- Describe student advising support.
- Describe the anticipated effect the program will have on existing associated degree programs or concentrations within the institution.

#### **Financial Projections:**

- Attach the THEC Financial Projections form (Attachment A).
- Provide evidence of non-state funds (gifts, grants, awards) available to meet start-up costs.
- Provide a rationale for reallocation of budgeted funds.
- Institutions should cite THEC annual degree productivity data where funds may be redirected from closed low-producing programs (A1.1.20P).
- As a summary of the institution's program development plans and resource commitments, please list the institution's active Letters of Intent, programs that are in Post Approval Monitoring and are failing to meet benchmarks, low-producing programs at all levels, and programs terminated within the last 12 months.

**Section Title:** Academic Policies  
**Policy Title:** New Academic Programs  
**Policy Number:** A1.1

- 1.1.10 **Programs Subject to Approval.** New academic programs requiring Commission approval are those that differ from currently approved programs in level of degree or major offered, as reflected in the institution's catalog and the Commission's academic inventory, subject to specified provisions. ~~A standard format is required to ensure that all proposals for new academic programs are submitted in a complete and consistent manner.~~ In the interest of minimizing duplication of effort and institutional document development, THEC will accept for review the program proposal in the program proposal formats required by University of Tennessee and Tennessee Board of Regents system policies, provided these formats address criteria named in 1.1.20A through 1.1.20P below. All program proposals must include THEC Financial Projections form (Attachment A).
- 1.1.10A **Non-degree and non-certificate programs.** Commission approval is not required for non-degree and non-certificate programs, such as those offered at State Tennessee Technology Centers.
- 1.1.10B **Certificates.** The Commission approval for an undergraduate certificate program is required only when the program, ~~would be both free standing and~~ consists of at least 24 semester hours.
- 1.1.10C **(Reserved)**
- 1.1.10D **Name Changes.** Renaming an existing program without an essential change in the originally approved curriculum does not require Commission approval; planned large-scale curriculum change in a program without a name change does require Commission approval.
- 1.1.10E **Reconfigurations.** A reconfiguration of existing programs without an essential change in the originally approved curriculum and without a net gain in the number of programs (e.g., a consolidation of two programs into one) does not require Commission approval.
- 1.1.10F **Sub-majors.** Additions, deletions, and revisions of sub-majors (options, concentrations emphases, tracks, etc.) without an essential change in the originally approved major curriculum do not require Commission approval.

1.1.10G **Notice.** Before governing board consideration of the changes described in Provisions 1.1.10A - 1.1.10F above, a two-week notice should be given to the Commission staff. In the event the staff interprets the proposed change as one requiring Commission approval, prompt arrangements will be made to discuss the proposed change with the institution and its governing board staff for a determination of applicable policy.

1.1.10H **Special Areas.** For programs at baccalaureate or higher level in Agriculture, Education, and Engineering program areas where annual THEC statewide and institutional degree production analyses indicate there is great potential for unnecessary program duplication, no additional programs may be submitted for approval without exceptional determination of need. Such need must be demonstrated to and approved by governing board and Commission staff before the proposal or development of any new programs in these three areas.

1.1.20 **Criteria for Review.** The criteria set out in Provisions 1.1.20A - 1.1.20Q will generally be used in reviewing new program proposals. However, the stringency of individual criteria will depend on the specific program, and, in particular circumstances, other criteria may be added at the time of notification (See 1.0.050 New Academic Programs: Approval Process).

References to provisions of certain institutional policies, such as overall admissions standards, do not mean that such policies need to be approved by the Commission.

1.1.20A **Mission.** Proposed new programs must adhere to the role and scope as set forth in the approved mission of the institution.

1.1.20B **Curriculum.** The curriculum should be adequately structured to meet the stated objectives of the program, and reflect breadth, depth, theory, and practice appropriate to the discipline and the level of the degree. The undergraduate curriculum should ~~also include a limited number of courses to satisfy General Education requirements~~ ensure General Education core requirement commonality and transfer (where appropriate) of 19-hour pre-major paths. ~~The curriculum and~~ should be compatible with accreditation, where applicable, and meet the criteria for articulation and transfer (See A1.0.60 New Academic Programs: Approval Process).

1.1.20C **Academic Standards.** The admission, retention, and graduation standards should be clearly stated, be compatible with institutional and governing board policy, and encourage high quality.

- 1.1.20D **Faculty.** Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualifications of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate.
- 1.1.20E **Library Resources.** Current and/or anticipated library and information technology resources should be adequate to support a high quality program and should meet recognized standards for study at a particular level or in a particular field where such standards are available.
- 1.1.20F **Administration/Organization.** The organizational placement and the administrative responsibility for the program should be clearly defined and designed to promote success of the program.
- 1.1.20G **Support Resources.** All other support resources--existing and/or anticipated, should be adequate to support a high quality program. This would include clear statements of clerical personnel or equipment needs, student advising resources, and arrangements for clinical or other affiliations necessary for the program.
- 1.1.20H **Facilities.** Existing and/or anticipated facilities should be adequate to support a high quality program. New and/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of costs. (Facility Master Plans F4.1)
- 1.1.20I **Need and Demand.** Evidence should be provided that a proposed new program contributes to meeting the priorities/goals of the institution's academic or master plan, why the institution needs that program, and why the state needs graduates from that particular program.

Student Demand. Evidence of student demand, normally in the form of surveys of potential students and enrollment in related programs at the institution, should be adequate to expect a reasonable level of productivity.

Employer Need/Demand. Evidence of sufficient employer demand/need, normally in the form of anticipated openings in an appropriate service area (that may be national, regional, or local), in relation to existing production of graduates for that service area. Evidence may include the results of a need assessment, employer surveys, current labor market analyses, and future workforce projections. Where appropriate, evidence should also demonstrate societal need and employers' preference for graduates of the proposed program over persons having alternative existing

credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

- 1.1.20J **No Unnecessary Duplication.** Where other similar programs may serve the same potential student population, evidence should demonstrate that the proposed program is in accord with the institution's THEC-approved distinct mission, is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant initiation of a new program. The proposal should explain why it is more cost effective or otherwise in the best interests of the State to initiate a new program rather than meet the demand through other arrangements. (e.g., collaborative means with another institution distance education technologies, Academic Common Market, and consortia).
- 1.1.20K **Cooperating Institutions.** For programs needing the cooperation of other institutions (including government, education, health, and business), evidence of the willingness of these institutions to participate is required.
- 1.1.20L **Diversity and Access.** The proposed program will not impede the state's commitment to diversity and access in higher education (Post *Geier*). A statement should be provided as to how the proposed program would enhance racial diversity.
- 1.1.20M **Assessment/Evaluation and Accreditation.** Evidence should be provided to demonstrate that careful evaluation of the program being proposed would be undertaken periodically. Information must be provided to indicate the schedule for program assessments or evaluations, (including program ~~reviews~~ evaluations associated with Performance Funding) those responsible for conducting them, and how the results are to be used. Where appropriate, professional organizations that accredit programs should be identified and any substantive change that may require a SACS review should be indicated.
- 1.1.20N **Graduate Programs.** New graduate programs will be evaluated according to criteria set forth in this policy, as these criteria are informed by according to the principles set forth and supported by the Tennessee Council of Graduate Schools and best practices in the disciplines.
- 1.1.20O **External Judgment.** The Commission staff may, in consultation with the governing board staffs, determine that review by an external authority is required before framing a recommendation to the Commission. Consultants will normally be required for new graduate programs. Consultants will not normally be required for new undergraduate and certificate programs, but there may be



exceptions in cases of large cost or marked departure from existing programs at the institution.

- 1.1.20P **Cost/Benefit.** The benefit to the state should outweigh the cost of the program. Institutions should, in the program proposal, estimate the effect on funding caused by the implementation of the program. Detailed costs should be provided on forms required for consideration of new undergraduate and graduate programs (See 1.0.10, Program Costs/Revenues). These details should include reallocation plans, grants, gifts or other external sources of funding/partnerships. The THEC Financial Projection form (Attachment A) must accompany the proposal.
- 1.1.30 **Post Approval Monitoring.** During the first five years (three years for pre-baccalaureate programs) following approval, performance of the program, based on goals established in the proposal, will be evaluated annually. At the end of this period, ~~campus, governing board, and~~ Commission staff will perform a summative evaluation and present the summary to the Commission annually. ~~These goals~~ This summative evaluation will include, but not be limited to, enrollment and graduation numbers, program cost, progress toward accreditation, library acquisitions, student performance, and other goals set by the institution and agreed to by governing board and Commission staff. As a result of this evaluation, if the program is deficient, the Commission may recommend to the governing board that the program be terminated. Copies of such recommendation will be forwarded to the Education Committees of the General Assembly. The Commission may also choose to extend this period if additional time is needed and is requested by the governing board.
- 1.1.30A **Schedule.** At the ~~July~~ January Commission meeting the Commission will review post approval reports on programs that have recently received approval.
- 1.1.30B **Unfulfilled Productivity.** Institutions with programs that fall markedly short of projected goals as approved in program proposals, ~~should~~ must submit, through their governing boards, an explanation of the shortfall and a discussion of the future expectations to accompany annual program progress reports.
- 1.1.30C **Further Action.** The Commission may request the governing board to take action on any program that is performing significantly below projections.

Approved: April 22, 1988  
Revised: April 19, 1996  
Revised: January 29, 1997  
Revised: November 14, 2002  
Revised: April 26, 2007

**THEC Financial Estimate Form**  
**Please Enter the Name of the Institution Here**  
**Please Enter the Name of the Proposed Program Here**  
Attachment A

Five-year projections are required for baccalaureate and post-baccalaureate programs and certificates. Three-year projections are required for associate degrees and undergraduate certificates. Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>I. Expenditures</b>					
<b>A. One-time Expenditures</b>					
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-
Library	-	-	-	-	-
Consultants	-	-	-	-	-
Travel	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -
<b>B. Recurring Expenditures</b>					
<b>Personnel</b>					
<b>Administration</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Sub-Total Administration	-	-	-	-	-
<b>Faculty</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Sub-Total Faculty	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Support Staff</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Operating</b>					
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	-	-	-	-	-
Equipment	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total Operating	\$ -	\$ -	\$ -	\$ -	\$ -
Total Recurring	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
(A+B)					

\*If tuition and fees for Graduate Assistants are included, please provide the following information.

Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -
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Number of Graduate Assistants

-

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-

<b>II. Revenue</b>	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition and Fees <sup>1</sup>	-	-	-	-	-
Institutional Reallocations <sup>2</sup>	-	-	-	-	-
Federal Grants <sup>3</sup>	-	-	-	-	-
Private Grants or Gifts <sup>4</sup>	-	-	-	-	-
Other <sup>5</sup>	-	-	-	-	-
<b>BALANCED BUDGET LINE</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**Notes:**

1. In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.
  
2. Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.
  
3. Please provide the source(s) of the Federal Grant including the granting department and CFDA number.
  
4. Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).
  
5. Please provide information regarding other sources of the funding.