University of Colorado Boulder

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Program Proposal Guidelines and Process

New programs and degrees represent a significant commitment by those involved in their development. The proposal, review and approval process is structured to reflect that same level of commitment by the university in the development of programs and degrees that represent the mission and future of CU Boulder and our students.

This guide gives an estimated representation of the documentation, effort and time that individuals or groups proposing new degree programs, minors or certificates, should anticipate before, during and after submitting the request. Each stage may require multiple exchanges between the proposer and the offices or reviewers noted. It is important to understand that review and endorsement by different offices or reviewers can take varying lengths of time.

If your goal is to start a new program in a specific semester or academic year, this timeline should assist you in planning accordingly. Please note that some dates, such as the Board of Regents meetings, cannot be moved or changed. When preparing your proposal, please be aware of due dates and timeline expectations. The requested date for the new program to be available may need to be revised based on the timing of the submission and the duration of the review and approval process.

At each phase of the process, the Senior Vice Provost for Academic Planning and Assessment will update the individual proposer about the program proposal's status.

You are encouraged to consult with the individuals and offices noted in the various sections and steps of the guide as you pursue the proposal to ensure the program request reflects your desired goals and outcomes.

See also: **Program Proposal Timeline**

The Intent Stage: Submitting an Initial Program Intent Proposal

If you're preparing to propose new programs (including new majors, minors, degrees and certificates), you'll first need to submit a **program intent proposal form**. The program intent proposal form allows multiple stakeholders to review the proposed elements of the program at a high level and provide early feedback to utilize in crafting a full proposal.

In the intent proposal, you'll need to provide the following information:

- Anticipated credential type (degree/major, certificate or minor)
- Anticipated effective catalog year/ first term the program will be offered (Note: The requested date for the new program to be available may need to be updated based on the timing of the submission and the duration of the review and approval process.)
- Academic Level (Graduate, Law or Undergraduate)
- Intended modality/modalities (on-campus, distance education, correspondence, hybrid)
- Unit where the new program will be housed (Note: If this is to be an interdisciplinary program, you will select this option and identify participating units later in the full proposal. On the intent form, provide preliminary information in the "Anticipated Additional University Resources" field.)
- College/School
- Anticipated credential title
- Target student population
- Brief statement on student and industry demand

- Brief statement on anticipated additional university resources required (e.g., budget, space, personnel) - Please review the Financial Planning Guidelines for additional information and guidance.
- Brief description of proposed budget and tuition model
- Initial draft budget proposal
- Supporting documentation (as needed)

Once the program intent proposal form has been completed and submitted, it will be first reviewed and approved by your/the appropriate dean(s) and automatically routed to the following individuals or offices for review and endorsement:

- Senior Vice Provost for Academic Planning and Assessment
- College-level dean
- Vice Provost for Undergraduate Education
- Dean and Assistant Dean of the Graduate School
- Senior Vice Provost of Online Education (if credential is offered online)

If your program intent proposal form is approved, you'll be notified by email and may continue to the new program proposal phase.

The Proposal Phase: Completing the New Program Proposal

Once your program intent proposal has been approved, you will receive information on and access to the **new program proposal form**. From the new program proposal form, you'll need to find and select your program in the "CIM intent stage pick list" field to populate it with the initial information from your intent form. Any changes to that information may delay the review process and require submission of a new intent form. Throughout this phase, you will need to work with the following offices and individuals to ensure that you are able to provide the most complete information:

- The Office of Data Analytics (ODA) for formal market analysis.
- Dean/Assistant Dean of the Graduate School or Dean and Vice Provost for Undergraduate Education (depending on program level) to ensure curriculum and degree requirements meet minimum standards and precedents.
- The Offices of the Provost and Budget & Fiscal Planning to establish a revenue and expense budget.
- Compliance and Authorization to confirm designations and other state authorization and accreditation requirements.
- Senior Vice Provost of Online Education and the Online Executive Committee (for online programs) to determine development and support needs specific to distance or correspondence education.
- The Office of Admissions.

The information you enter in the intent form will roll over into the program proposal form. You'll also need to provide:

- For interdisciplinary programs, the **additional units** and **colleges/schools** that are involved in the development and delivery of the program.
- For certificate programs, review the Academic Certificate Proposal Policy and Procedures for required information and documentation that is specific to certificate program proposals.
- A comprehensive **program description**, including the academic rationale and educational objectives of the program as well as information about who will provide academic oversight for the program, how the curriculum was developed, and the intended instructional delivery mode(s). For graduate programs, include information about the intent or focus of the program, including whether it will include thesis and

non-thesis options, is intended to be professional, etc.

- For BAM or dual degree graduate program proposals:
  - The underlying academic reasons to combine two existing degree programs.
  - Information on the program administration including who will serve as the faculty director, who will have oversight for curriculum, standards, policies, and procedures (e.g., for dual degree programs, degrees must be awarded simultaneously; consider how units may work together to ensure appropriate double-counting of coursework and coordinating degree planning).
  - In the case of cross-department or cross-college proposals, how programs will work together, and with the Graduate School to make student and curricular decisions.
- **Suggested catalog text**: the overview section for the program in the published University Catalog is typically 2–3 paragraphs in length. It may include a general program description, any program specializations or concentrations, how the program prepares students, typical career paths and the type of students it attracts.
- **Abbreviated transcript title**: if the title of the program being proposed is greater than 30 characters, how would the proposers like it to be abbreviated on the student transcript?
- **Suggested CIP code**: Each program needs to carry a code from the *Catalog of Instructional Programs*, also known as a CIP code. These codes were developed by the U.S. Department of Education as the national taxonomic coding scheme used for academic programs and are used in state and federal reporting and surveys. Accurate assignment of CIP codes based on the program's curriculum is important not just for reporting and accurate benchmarking among peer institutions in higher education, but some CIP codes, especially in the STEM fields, may disqualify some students from receiving certain types of aid. Please review the CIP directory on the NCES site, and select the code you believe most closely aligns with your proposed plan. The CIP provided on the proposal form will be reviewed by the Office of the Registrar and Institutional Research for accuracy and availability. You will be contacted if a different CIP code is recommended or must be assigned. If you have CIP code questions, contact either the University Registrar or the Director of Institutional Research.

Program Delivery

This section contains several questions regarding the delivery and the modality of the program being proposed. For programs that are proposed to be delivered at a physical off-campus location, and potentially outside of Colorado, please provide information on where the education will be taking place. Please note, the addition of a new location will need to be approved by the university's accreditor, the Higher Learning Commission, before any classes may start.

For new programs being proposed to be offered via distance education, you' need to provide information on how student academic achievement and success will be assessed and how instructors will regularly and proactively engage in substantive interaction with students in a manner equivalent to in-person instruction.

For programs that are being proposed to be delivered via correspondence education[1], please provide information on how student academic achievement and success will be assessed and how students will be able to request and receive assistance in their coursework.

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[1] Correspondence education is defined by the U.S. Department of Education as, *(1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructors. Interaction between instructors and students in a correspondence course is limited, is not regular and substantive, and is primarily initiated by the student. (2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course. (3) A correspondence course is not distance education.* Definitions, 34 C.F.R. §600.2 (2020)

For programs that are being designed to operate outside of the traditional academic calendars and timelines, please provide information on how the program's design and timeline will be different and the anticipated time to completion.

If you have questions or need more information about your options regarding locations, modality or academic calendars and the potential implications of each, please contact the following offices:

- Additional locations and state authorization: stateauth@colorado.edu
- Distance and correspondence education: ali@colorado.edu
- Academic calendars and timelines: academicrequests@colorado.edu

Admissions

In this section you will be required to provide information about your expectations for the program in the context of admissions, including:

- If the new program should be included in the standard application for admissions. If yes, describe the intended admissions process for this program, including information on how the admissions process would be staffed.
    - Certificates that may be pursued as standalone credentials through Continuing Education should be included in this section.
    - For certificates that are embedded within degree programs, provide information on the internal certificate application or declaration process and requirements.
- Who is eligible for the proposed program (e.g., undergraduate, graduate, transfer, etc.)?
- If this is a specialized program that requires students to have specific knowledge or credentials prior to admissions (e.g., prerequisites for transfer students), any program-specific admissions criteria (e.g., minimum GPA requirement for admissions, letters of recommendation, etc.).
- For dual degree programs, the procedures, deadlines and methods of communication between departments during admission, as well as specific criteria by which the student will be evaluated and specific admission requirements (e.g., whether students will be expected to start in one program before the other).
- The target market, including the demographics and educational aims of students who would be most likely to apply to and enroll in this program. Will there be specific strategies used to recruit/retain a diverse student body?
- The student and workforce demand for this program. Include links to supporting documentation or upload at the end of the proposal.

Market Research & Enrollment Goals

Market research assesses the competitive landscape both regionally and nationally for the proposed degree program, determines potential demand for the degrees program and provides estimated student enrollments given actual enrollments at peer institutions plus actual CU Boulder retention rates in similar degree programs. The document also assesses the potential impact on other CU Boulder degree programs at CU Boulder and across the CU System.

After the intent proposal has been approved, the Office of Data Analytics can assist in performing the required research and analysis for the proposed new credential. This includes data detailing historical enrollments at peer institutions in the same credential classification and estimating demand in the job market for a 10-year projection. Annual enrollment and degrees conferred figures for the first five years of the program, are provided as part of the market research process for use in the proposal.

Please also include any specific program admission criteria (e.g., prerequisites for transfer students).

If you have questions about, or need more information on, your options regarding undergraduate or graduate admissions or market research processes and data analysis, please contact the following offices:

- For market research: Contact the Office of Data Analytics and review Market Research information.
- For undergraduate programs: Contact the Office of Admissions
- For graduate programs: Contact the Assistant Director of Graduate Admissions and Fellowships.

Budget

In this section, you'll need to submit a formal budget including revenue and expenditure projections. The Offices of the Provost and Budget & Fiscal Planning will assist you in completing the budget template.

For the proposed budget documentation, use of CU's program budget template is required for new degrees and minors and is recommended for other new credentials. You will find additional information regarding the budget process in the Financial Planning Guidelines.

Impact on Existing and New Resources

For the budget proposal you'll need to identify any existing or new funding sources for the program. The budget template will automatically generate tuition revenue projections based on enrollment projections from ODA's market analysis. The school/college or campus may have also committed to continuing or temporary funding on top of the tuition revenue generated by the program. Outside sources may also be committed such as grants or a donor gift.

For BAM or dual degree program proposals where the two programs have different tuition rates, note that MOUs may be necessary to address those issues absent formal university-wide agreements. Please describe any such issues or arrangements in detail.

Program Costs

Describe the anticipated direct costs associated with this academic program to be incurred within the school/college. Include instructional operating costs, laboratory or materials cost, space or renovation costs, advertising costs, startup costs and personnel salaries and benefits for faculty, staff, graduate student appointments and other student/hourly appointments.

You'll also need to describe any anticipated impacts on existing college/school or campus resources (e.g., a new academic program might require additional faculty, staff support or additional student recruitment and admissions support; how is that reflected in the proposed budget?). Every program is different, and the explanation provided here will help to evaluate whether CU Boulder has the current capacity to support the proposed program.

Physical Capacity and Needs

Identify any additional physical space or equipment needs that would be required for a successful program. When significant capital construction or equipment needs are anticipated, please provide or upload additional information.

If you have any questions about, or need assistance with, budget planning and documentation, please contact the Offices of the Provost and Budget & Fiscal Planning

Financial Aid

Financial aid comes in several forms and is an important part of many programs for many students. Additionally, it is important to know if students will be eligible for any form of aid (such as federal Title IV, state, CU Boulder aid or private loans) prior to launching a new program as there are many factors to consider. For example, CU

Boulder is not able to offer state or federal Title IV aid to students enrolled in programs that are offered on Coursera or via correspondence education.

Regarding federal Title IV aid (Pell grants and federal student and parent loans) here are examples of potential considerations:

- Does the program meet the requirements for an eligible program (e.g., minimum length, credential earned, training provided and admissions criteria)?
- If the program measures student learning by credit or clock hours, does the number of hours assigned to each course meet, as applicable, the regulatory definition of credit or clock hour?
- If a direct assessment program, did the institution establish a methodology to equate the program (or the direct assessment portion of any program, as applicable) reasonably to credit or clock hours for purposes of complying with applicable regulatory requirements?
- Does the program follow a standard semester schedule? If not, what system setup and monitoring would be required by the Office of Financial Aid?
- Does the program require approval from the U.S. Department of Education (ED)?
- Does the program make the university subject to Gainful Employment requirements?

If the program does not meet the definition of an eligible program or if the program does not have approval from ED, then students are not eligible for federal Title IV aid. Students may still be eligible for private loans/scholarships or campus aid. The unit where the program is housed will need to work with the school/college/program dean, budget director and associate deans to know if there are school, college or program specific scholarships available to these students. The Office of Financial Aid should also be aware of all aid options available to students to allow for any necessary system set-up.

If you have any questions about financial aid applicability or documentation, please [contact the Office of Financial Aid](#).

Program Requirements

Program requirements and the plan(s) of study are required for all programs being proposed. This official record of the curricular requirements and course descriptions that would apply to students who enroll in the program is required for the University Catalog and for degree audit development.

Required Courses and Credits

Information entered here will synchronize directly with the program's "Requirements" section in the University Catalog. Please include all requirements needed to complete the program, including course options, minimum grades and/or GPA requirements, total number of credits, etc. For graduate programs, information about thesis and/or final examination requirements should be included.

Plans of Study

Content entered here will sync directly with the program's "Plan(s) of Study" section in the University Catalog and in other degree planning tools and resources. Please provide a term-by-term plan of study (including general education requirements for undergraduate programs) showing how a student would progress through the program. Credit totals should equal the minimum required total hours for the program, in accordance with accreditation standards and institutional policies. If more than one program track/option (academic subplan) is being proposed, include a plan of study grid for each. Please note that any new courses must be proposed and approved separately prior to being included in the University Catalog.

If the program being proposed will operate on a non-standard term, identify the term structure that will be used and provide supporting documentation (below) from the Office of Registrar, the Office of Financial Aid (if the program is designed to be financial aid eligible) and the Office of International Student and Scholar Services.

If the program being proposed is a BAM program, review the posted guidance and specifically address the following:

- Identify which credits (up to 12) may be taken as an undergraduate for later use toward the graduate degree.
- Identify which six credits of those 12 may be double counted between the undergraduate and graduate degrees.
  - Six credits may be double counted toward both the bachelor's degree and master's degree. Double-counted courses may not be used toward a subsequent doctoral program (or additional master's program) at CU Boulder. Master's degree requirements (aside from double count allowed) should mirror those for existing master's students (final examination required, etc.).
  - Identify potential courses the student may take while still at undergraduate status to be double counted between the two degrees.

For dual degree programs, review the posted dual degree program proposal guidance and address the following:

- Identify how many credits may be double counted between the two degrees and which courses may be used. Provide information about the arrangement of the curriculum, including any specific order of courses, and explain the time limit for both degrees.
- Detail the total number of credits normally required for each degree.
- Identify how many credits are being requested to double-count between the two degrees and identify which specific courses may be used.
- Typically, double-counting credits should at most be one-half of the credits required for the degree with the lower credit requirement.
- Provide the total number of credits required for the dual degree (Degree 1 + Degree 2 – double-counting coursework).

Program Learning Outcomes

The program learning outcomes entered here will synchronize directly with the program's "Learning Outcomes" section in the University Catalog. As part of the university's accreditation and its commitment to transparency, student success and continuous improvement, all degree programs must publish their learning outcomes in the catalog and conduct regular assessments of their students' learning outcome achievement and academics based on these learning outcomes.

If you have any questions about, or need assistance with, curriculum or degree requirements and minimum standards and precedents, please contact:

- For graduate programs, the Dean or Assistant Dean of the Graduate School
- For undergraduate programs, the Vice Provost of Undergraduate Education
- For assistance in developing learning outcomes, the Office of Data Analytics

External Considerations

In this section you'll be required to provide information relating to external considerations—including similar programs at other CU campuses or within Colorado, additional requirements stemming from professional accreditors or the university's accreditor, and the impact of the proposed program on other units on campus—regarding the proposed program, including:

- **Role and mission criteria**: Provide information on how the program being proposed supports the mission and strategic plans of CU Boulder. Identify CU Boulder's strengths that would support the proposed program area.
- **Duplicate programs**: Include information regarding other similar programs at CU Boulder, other CU campuses and other institutions within the state of Colorado. How are these programs similar or different? What will make this program distinct and attractive to students? If there is duplication, address the impact on student demand.
- **Statutory requirements**: Describe how the proposed program conforms to applicable statutory requirements (e.g., credit hour limitations for undergraduate degrees, Guaranteed Transfer Pathways, etc.).
- **Professional requirements or evaluations**
  - Where applicable, describe any institutional or professional accreditor or professional licensing requirements that may have shaped or informed the curriculum of the proposed program. Be sure to specify the effect of these requirements on the length of the program, restriction on content or mode of delivery and any effects these requirements may have on budgetary requirements.
  - Where applicable, describe any institutional or professional accreditor or professional licensing requirements that may have shaped or informed timetables that have been established to meet professional requirements.
  - Where applicable, describe any institutional or professional accreditor or professional licensing requirements that have informed, or will inform, the required qualification of the proposed program's faculty.
- **Impact on other units**: Explain how the implementation of the proposed program may affect other units (e.g., instructional, research, Strategic Relations, Communications, Admissions, Financial Aid or service programs) on campus. Describe the impact on existing resources, including libraries, educational spaces or laboratory resources.
- **Formal relationships**: Describe formal relationships with other parties that are anticipated (e.g., inter-institutional arrangements, resource sharing, cooperative programs or clinical affiliations). Describe and explain the type and extent of the relationship and the resources that the affiliating institution will provide. A copy of any draft contracts or agreements must be included in the supporting documentation.

If you have any questions about, or need assistance with, external considerations, please contact your College Dean's office.

Additional Supporting Documentation

- **Letter(s) of support from department chair(s)**.[2] Department chair/program director letters should be prepared and attached upon submission of full proposal.
- **Letter of support from appropriate Dean(s)**. Dean letters should be prepared and attached after any college level review has taken place (committee review etc.).
- **Budget proposal** completed in collaboration with the Offices of the Provost and Budget & Fiscal Planning.
- **Market research**, which includes an assessment of the competitive landscape for the proposed credentials, five-year enrollment estimates and degree completion approximations for the proposed credential.
- Other additional documentation as needed, including letters of support from institutional or industry partners, information concerning new courses that will need to be subsequently proposed, etc.

Proposal Submission and the Approval Phase

In the process of completing the program proposal, be sure to work with departmental and college representatives, as well as other affected offices (e.g., Admissions, Strategic Relations and Communications,

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[2] Please note that review and endorsement by departments and colleges can take varying lengths of time.

etc.) early to understand in advance the timelines required for review (e.g., committee meeting dates, when documents are due, etc.).

After these endorsements have been added, the program proposal can be submitted, via the CIM program proposal form, to the Senior Vice Provost for Academic Planning and Assessment.

Submitted proposals ultimately require the additional review and endorsements from the individuals or offices listed below before moving to the *approval phase*. The individual or group proposing the new program is not responsible for gathering these additional reviews or endorsements; instead these will take place via internal CIM processes:

- Graduate School [Executive Advisory Council](#) (graduate programs only).
- Office of Undergraduate Education Academic Advisory Committee (undergraduate programs only).
- Review and support of the proposed budget from the Chief Financial Officer and Vice Chancellor and Executive Vice Provost for Academic Resource Management.
- For graduate programs, a letter of support from the Dean of the Graduate School (after EAC review).
- For undergraduate programs, a letter of support from the Vice Provost of Undergraduate Education (after AAC review).
- For all online programs, a letter of support from the Senior Vice Provost of Online Education.

Approval Phase

Degree programs

Once submitted and approved through the workflow, completed proposals will be given to the Provost and Chancellor for review and endorsement. After receiving those endorsements, proposals for *new degree programs* are submitted by the Senior Vice Provost for Academic Planning and Assessment to the [University of Colorado System office of Academic Affairs](#) at least six weeks prior to the meeting date for the [Board of Regents, University Affairs Committee.](#)

The completed proposal will then be reviewed and/or approved by:

- University of Colorado Vice President for Academic Affairs
- University of Colorado President
- The Board of Regents University Affairs subcommittee
- The Board of Regents
- [The Colorado Department of Higher Education](#)

Certificate programs

Completed proposals for new certificate programs will be given to the Senior Vice Provost for Academic Planning and Assessment for review and endorsement on behalf of the Provost. New certificate programs do not require approval by the Chancellor, the University of Colorado System or the Board of Regents. After receiving the endorsements of CU Boulder leadership, new certificate programs will move to the *implementation phase*.

The Higher Learning Commission & Programmatic Accreditors

New programs and changes to existing programs that have been approved by the above process and individuals must be reported to the University's accreditor, the Higher Learning Commission, via the Commission's *Substantive* Change process. In some cases, additional approval (either by a visit or a desk review) by the Commission may be required, delaying the intended start of the program. It is important for the proposer to work

closely with the [Office of the Senior Vice Provost for Academic Planning and Assessment](#) from the beginning to determine what additional approval, if any, may be required by the Commission.

For programs that will be submitted to a programmatic or specialized accreditor for approval or addition, please note that additional approval by the agency may be required as well, possibly delaying the start of the program or requiring a change in how the program is advertised and/or recruited for. Contact the [Office of the Senior Vice Provost for Academic Planning and Assessment](#) early in your process to assist you in determining what additional approval, if any, may be required.

Implementation Phase

Once an academic program has been approved, you'll work with the representatives from the Office of the Registrar to determine the deadlines for the program plan code, subject/prefix code, CIP code assignment, new courses, term schedule requirements and the integration into the University Catalog.

Catalog Integration

- **Plan code**: The academic plan code will be used to identify the program in the Student Information System (SIS) and in the admission application set up. An academic plan code may be requested in the proposal form, but the designated code is determined by the Office of the Registrar based on availability and coding standards in the SIS. The academic plan code may guide the program's subsequent request for a new prefix code, if applicable.
- **Course and prefix (subject code) approvals**
    - New course prefixes that will be created specifically for the new program *should not be* proposed until the program is fully approved. See [Course Prefix Guidelines](#).
    - New courses to be offered under a new prefix cannot be proposed until the prefix is submitted/approved through the [CIM for Courses](#) form and built in the SIS.
    - Standing deadlines are in place for submission of course proposals in order for courses to be offered in each semester:
        - Fall: Priority deadline November 11, final deadline January 15.
        - Spring: Priority deadline July 1, final deadline October 1.
        - Summer: Priority deadline September 1, final deadline December 1.

Admissions

Work with the Office of Admissions (for undergraduate level degrees), the Graduate School (for graduate level degrees) or the Senior Vice Provost for Online Education (for all programs offered online) to have approved plan, including finalized admissions requirements and/or criteria, in to the next appropriate (or desired) application & admission cycle. Working with the Office of Admission early in the process will improve their ability to recruit and support that program.

Working with the Admissions team and based on the approval date from the board of Regents and intended dates for new course creations, identify the appropriate start date (e.g., First term of enrollment).

Once the new program or degree has been included in the University Catalog:

- For **new undergraduate degree programs**, applications go live the August prior to the next admissions cycle (e.g., the Common Application goes live on 8/1/21 for the Spring, Summer and Fall 2022 semesters).
    - Program and admissions information must be received by May 1 for the development of marketing and admissions materials.
    - In order to get a new program included in the admissions application for the following academic

year, approved program information must be received by June 1.
- For **new graduate programs**, applications go live the July prior to the next admissions cycle.
  - Program and admissions information must be received by April 1 for the creation of marketing and admissions material and inclusion in the admissions application.
- For **new online programs**, consult with the Senior Vice Provost for Online Education to determine when applications for your program would go live.

Other Considerations Prior to Implementation

In addition to working with the Offices of Admissions, [Financial Aid](#) and the Registrar *prior* to advertising, recruiting and enrolling an initial cohort for your new program, you will need to be sure to:

- Work with Office of Veterans and Military Affairs and the Veterans Education Benefits Program Manager regarding any additional program information that may be required for the program to be approved and eligible for the student use of VA funding. The University Catalog and any additional programmatic information must be received must be received by May 1 for students enrolling in the Fall.
- Work with International Student and Scholar Services (ISSS) regarding any additional program information that may be required for the program to be approved and eligible for the enrollment of International Students. The University Catalog and any additional programmatic information must be received must be received by May 1 for students enrolling in the Fall.
- For programs that can, or could conceivably, lead to professional licensure, work with the [Office of the Senior Vice Provost for Academic Planning and Assessment](#) to determine applicability of the education provided to individual state and US territory requirements for licensure.

Program Change Requests

After a program has been approved, any future changes must be submitted through the same program proposal form as a change request. Changes to existing programs, whether by addition or removal of modalities or areas of emphasis or a change in description or title, require some level of acknowledgement and approval. The program modification, review and approval process is structured to reflect the commitment by the university to the continued stewardship of programs and degrees that represent the mission and future of CU Boulder and our students.

In some cases, where the changes being requested involve the addition of an off-campus location, a change in modality or a change in academics that represents more than 50% of the current academic program, additional, external, approvals may be required. In rare cases, the changes may be so substantial that a new program proposal may be requested. You are encouraged to consult with the individuals and offices noted in the various sections and steps of the guide as you pursue the requested changes to ensure the program request reflects your desired goals and outcomes.

Program Inactivation and Discontinuance

Programs that are no longer deemed viable may be submitted for inactivation. Programs may also elect to be discontinued entirely. Departments should work with the Office of the Registrar on inactivation or discontinuance.