

Oklahoma State Regents for Higher Education
NEW PROGRAM REQUEST FORM
FOR TRADITIONAL AND ONLINE PROGRAMS

University of Oklahoma Health Sciences Center
Institution Submitting Proposal

Example: MHS
Formal Degree (Level I)
(e.g. Bachelor of Science, Bachelor of (Specialty), Master of Arts, Doctor of Philosophy)

Example: Master of Health Sciences
Degree Designation as on Diploma (Level II)
in

Example: Physician Assistant Studies-MHS
Title of Proposed Degree Program (Level III)

With options (Level IV) in:

Delivery method Traditional Electronic Both

CIP Code 510912 (Found on A/R website at <http://admissions.ouhsc.edu/Portals/1047/assets/documents/Major%20Codes%20Deadlines/Inventory%20Report.pdf>)

Suggested Instructional Program Code 086 (Assigned by A&R)

Academic Unit (e.g. Department, Division, School) College Name

Name of Academic Unit College of Medicine

Name of Program Director <Name>

Intended Date of Implementation Summer 2016

Anticipated Date for Granting First Degrees or Certificates Fall 2018

Specialty Accrediting Agency ARC-PA

Name, Title and Information of Contact Person <Name, Title>

Date of Letter of Intent <Completed by President Boren's Office>

Date of Governing Board Approval <Completed by President Boren's Office>

Signature of President: _____ **Date:** _____

Example

Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the State Regents. At the conclusion of an appropriate period of time, the program's performance shall be reviewed on the basis of the specified goals in a manner mutually satisfactory to the sponsoring institution and the State Regents. Final endorsement of the program will depend on demonstrated viability.

A. Centrality of the Proposed Program to the Institution's Mission and Approved Function(s)

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan. List the objectives of the proposed program and explain how the proposed program relates to the institutional mission, academic plan, and approved function(s). An evaluation will be made as to the centrality of the program to the institution's mission. There are certain circumstances when institutions may request approval to offer programs outside their function as stated in the *Functions of Public Institutions* policy. However, budget constraints, system efficiency, and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis.

Institutions requesting programs outside their approved programmatic function should contact Dr. Debbie Blanke (405-225-9145) or Dr. Stephanie Beauchamp (405-225-9399) for additional information and forms. (State Regents' Policy 3.4.5.A)

(Institution's response/rationale should follow each criteria, A through I of this policy; (Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)

B. Curriculum

The curriculum should be structured to meet the stated objectives of the program. Explain how the curriculum achieves the objectives of the program by describing the relationship between the overall curriculum or the major curricular components and the program objectives. (State Regents' Policy 3.4.5.B)

The proposed program must meet the State Regents' minimum curricular standards including the total credit hour requirements for program completion, liberal arts and sciences, general education, and area of specialization credit hour requirements (refer to State Regents' Policy 3.15 Undergraduate Degree Requirements). Additionally, the curriculum should be compatible with accreditation or certification standards, where available. Any clinical, practicum, field work, thesis, or dissertation requirements should be included in the proposal.

Provide the following information for the program and for each option (some categories may not apply to all programs):

Total number of hours required for degree: _____
Number of hours in general education: _____
Number of hours in major: _____
Number of hours in degree program core (if applicable): _____
Number of hours in option (if applicable): _____
Number of hours in guided electives (if applicable): _____
Number of hours in general electives (if applicable): _____

For AAS Degrees:

Total number of hours required for degree: _____
Number of hours in general education: _____
Number of hours in technical specialty: _____
Number of hours in technical support courses: _____
Number of hours in technical related coursework: _____

Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

Specific curricular information. List courses under the appropriate curricular headings and asterisk new courses. In the curriculum description, indicate the total number of new courses and how development will be funded.

C. Academic Standards

Clearly state the admission, retention, and graduation standards which, must be equal to or higher than the State Regents' policy requirements, and should be designed to encourage high quality. (State Regents' Policy 3.4.5.C)

D. Faculty

Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty will meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program. Faculty qualifications, such as educational

background, non-collegiate and collegiate experience, and research and service interests and contributions, which relate to the proposed program, should be summarized. The institution must demonstrate that core programmatic faculty possess the academic and research credentials appropriate to support the program. Attach faculty vita or provide explicit summaries. (State Regents' Policy 3.4.5.D)

E. Support Resources

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Books, periodicals, microfilms, microfiche, monographs, and other collections shall be sufficient in number, quality, and currency to serve the program. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs. Describe all resources available. (State Regents' Policy 3.4.5.E)

F. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution must demonstrate demand for the proposed program. (State Regents' Policy 3.4.5.F)

1. Student Demand: Clearly describe all evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, which should be adequate to expect a reasonable level of productivity. (State Regents' Policy 3.4.5.F)

2. Employer Demand: Clearly describe all evidence of sufficient employer demand, especially in the five workforce ecosystems developed by the State Department of Commerce that includes aerospace and defense, energy, agriculture and biosciences, information and financial services, and transportation and distribution. This demand can be demonstrated in the form of anticipated openings in an appropriate service area and in relation to existing production of graduates for the institution's service area and/or state. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences 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. (State Regents' Policy 3.4.5.F)

(Local/state employer demand information must be included, not solely national employer demand data.)

Estimated Student Demand for the Program

Project estimated student demand for the **first five years** of the program.

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester

Programs are provisionally approved and given enough time for a planning year plus the number of years necessary to produce one graduating class (i.e. a two-year program is allowed three years to meet its graduates and majors goals, a four-year program is allowed five years, etc.) unless the institution makes a specific timeframe request with a strong rationale.

Using the above estimated student demand, please indicate the specific productivity criteria and timeframe for final review of the program:

This program will enroll a minimum of _____ students in fall _____(year); and will graduate a minimum of _____ students in _____(academic year).

(NOTE: Productivity data must come from the same academic year. Example: enroll a minimum of 50 students in fall 2015 and graduate a minimum of 35 students in 2015-2016)

Electronic Delivery

Is this program intended to be offered through online delivery or other computer-mediated format or will be advertised as available through online delivery or other computer-mediated format?

Yes _____ No _____

If yes, describe the delivery method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning.

Does your institution have prior Electronic Delivered Program approval?

Yes _____ No _____

Note: If requesting institution has not gone through the electronic delivery approval process, you must also complete the Institutional Request for Electronic Delivery Approval section beginning on page 9 of this form.

G. Unnecessary Duplication

The elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, the proposed program must be sufficiently different from existing programs or access to existing programs must be sufficiently limited to warrant initiation of a new program. (State Regents' Policy 3.4.5.H)

Provide specific evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

Have you explored opportunities to collaborate in dual, joint, or consortial programs (State Regents' Policy 3.4.5.H.2)?

Yes _____

If yes, explain and, if applicable, attach Memorandum of Understanding and all appropriate documents regarding the dual, joint, or consortial degree plan.

No _____

If no, explain

H. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds. (State Regents' Policy 3.4.5.I)

Provide evidence of adequate funding, which will include, but not be limited to:

1. **Reallocation of Existing Resources:** The institution must provide evidence of campus funds to be reallocated to the proposed program. The source and process of reallocation must be specifically detailed. An analysis of the impact of the reduction on existing programs and/or organization units must be presented.

2. **Tuition and Fees:** The institution must provide evidence of a projected increase in total student enrollments to the campus as a result of the proposed program.

3. **Discontinuance or Downsizing of an Existing Program or Organizational Unit:** The institution must provide adequate documentation to demonstrate sufficient savings to the state to offset new costs and justify approval for the proposed program.

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs for the life of the proposed program in the absence of additional funds from the State Regents. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program. *(NOTE: Each funding and/or expense amount provided must include an explanation regarding the source of the funds or how the funds will be utilized.)*

Cost/Funding Summary:

Program Resource Requirements

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources					
<i>Explanation:</i>					
Total Resources Available from Other Non-State Sources					
<i>Explanation:</i>					
Existing State Resources					
<i>Explanation:</i>					

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
State Resources Available through Internal Allocation and Reallocation					
<i>Explanation:</i>					
Student Tuition					
<i>Explanation and Calculations (Note: Tuition calculation should be based on the estimated student demanded indicated in section F "Demand for the Program" of this form):</i>					
TOTAL					

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff					
<i>Explanation:</i>					
Faculty					
<i>Explanation:</i>					
Graduate Assistants					
<i>Explanation:</i>					
Student Employees					
<i>Explanation:</i>					
Equipment and Instructional Materials					
<i>Explanation:</i>					
Library					
<i>Explanation:</i>					
Contractual Services					
<i>Explanation:</i>					
Other Support Services					
<i>Explanation:</i>					
Commodities					
<i>Explanation:</i>					
Printing					
<i>Explanation:</i>					
Telecommunications					
<i>Explanation:</i>					
Travel					
<i>Explanation:</i>					
Awards and Grants					

Explanation:

TOTAL

I. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes-level student assessment requirements as established by State Regents' policies should be detailed. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (State Regents' Policy 3.4.5.J)

Other documents required for dual or joint degree requests (3.4.4.H.2)

If requesting a dual or joint degree, attach the New Joint or Dual Program Request cover page.

INSTITUTIONAL REQUEST FOR ELECTRONIC DELIVERY

NOTE: Institutions that have completed the electronic delivery approval process and have been approved to offer subsequent electronically delivered programs have already provided the information requested in this section; and therefore, are not required to complete this section. If requesting institution has not completed the electronic delivery approval process must complete all sections on pages 9 – 11 of this form. If you have any questions contact Daniel Archer (405-225-9142).

Program Approval Procedures for New Online Programs

Institutions that have not been approved previously to offer online programs are required to request approval as follows: (1) if programs are offered in such a manner that an individual student can take 100 percent of the courses for the major through online delivery or other computer-mediated format; or (2) the program is advertised as available through online delivery or other computer-mediated format. For the purpose of this policy, major is defined as courses in the discipline of the student's declared degree program, excluding support courses, general education courses, and elective courses. Criteria for approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity (State Regents' Policy 3.16.10) and meeting the required academic standards (3.16.5).

3.16.5 Academic Standards

The expectation is that there is no difference in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method. Electronic media courses and programs must meet the following academic standards.

A. Faculty. Describe the training and faculty development that the faculty receives to achieve competency in the technology required for teaching at a distance. (State Regents' Policy 3.16.5.A)

B. Faculty/Student Interaction. Describe the provisions for appropriate real-time and delayed interaction between faculty and students and among other students enrolled in the class. (State Regents' Policy 3.16.5.B)

C. Academic Integrity. Describe methods that are in place for ensuring academic integrity. (State Regents' Policy 3.16.5.C)

D. Student Confidentiality. Describe methods that are in place to ensure the confidentiality and privacy of student personal data. (State Regents' Policy 3.16.5.D)

E. Identify Verification. Institutions shall have an appropriate method to verify the identity of students taking distance education courses (State Regents' policy 3.16.5.E).

F. Advertising. The institution must provide adequate and accurate information to students including but not limited to admission requirements, equipment standards, estimated or average program cost, and other services available. What methods are employed to ensure adequate and accurate information? (State Regents' Policy 3.16.5.F)

G. Learning Resources. Students shall have access to facilities and learning materials on essentially the same basis as students in the same program or course taught at the main campus. Describe the resources that are available to distance learning students. (State Regents' Policy 3.16.5.G)

H. Academic Calendar Requirements. The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the main campus. An exception to course meeting time is allowed as defined in the Competency-Based Learning (CBL) section in the State Regents' Academic Calendars policy. Institutions utilizing this exception must have documented and validated methods for students to demonstrate competencies, student assessment, and awarding academic credit as required by the CBL section. (State Regents' Policy 3.16.5.H)

I. Admission, Retention, Assessment. Describe the standards used for online student admission, retention, and assessment. Standards shall be the same as those standards observed for the same courses or programs on the originating campus. Similarly, the applicable concurrent enrollment policies apply (see the State Regents' Institutional Admission and Retention and Assessment policies). (State Regents' Policy 3.16.5.I)

J. Student Services. Students shall have access to program guidance and academic support services, including admissions, enrollment, academic advisement, financial aid, and related services on the same basis as the students located on the main campus. Online programs must make these services available to students in electronic format using the working assumption that these students will not be physically present on campus. (State Regents' Policy 3.16.5.J)

K. Technical Support System. Students in electronic media off-campus courses or programs and faculty shall have access to appropriate technical support services. Describe the technical support system that is available for all hardware, software and delivery systems specified by the institution as required for the courses and program. (State Regents' Policy 3.16.5.K)

L. Equipment and Software/Tools. Students must be informed in clear and understandable terms of the electronic or computer resources necessary for successful completion of the class, including, but not limited to, word processing and other productivity tools, e-mail, and Internet services. (State Regents' Policy 3.16.5.L)