Guidelines for New Program Request Form

Go to the Provost Home Page (www.ou.edu/provost/) and select Academic Program / Course Approval and Deadlines under Memos & Forms.

New Program Request Form for Traditional and Online Programs

Click on the PDF link and DOWNLOAD THE FORM TO YOUR COMPUTER. For Firefox, you click the arrow in the upper right hand corner.

You need to save the form to your computer before completing it. Once the form is complete and has been approved by the department, email a copy to Breck Turkington at bтурkington@ou.edu, and send the hard copy to your Dean’s office for signature and approval.
For new programs:

**Formal Degree Designation (Level I):** e.g. Master of Arts

**Degree Designation as on Diploma (Level II):** e.g. Master of Arts

**Title of Proposed Degree Program (Level III):** e.g. Criminology

For Certificates

**Formal Degree Designation (Level I):** e.g. Graduate Certificate

**Degree Designation as on Diploma (Level II):** e.g. Graduate Certificate

**Title of Proposed Degree Program (Level III):** e.g. Women’s and Gender Studies

**Note:** the content within the box is what will appear on the transcript/certificate.

**Options (Level IV):** Course of study under an umbrella degree program (referred to as an option in OSRHE policy and a major in the OU catalog).

**CIP Code and Suggested Instructional Program Code:**

*Leave these blank.*

**Name, Title and Information of Contact Person:**

*Information is contact information (e-mail and phone). Contact Person should be a faculty member, NOT THE DEPARTMENT ADMINISTRATOR. The Program Director name gets included just above, under the name of the academic unit.*
A. Centrality of the Proposed Program to the Institution’s Mission (P. 2)
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.

If there is an identified University strategic initiative indicate it here.

B. Curriculum (P. 2-3)
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 3.4.6.B)

General discussion of the curriculum here

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 degree program core: ______________________

The core is the set of courses required of all majors.

Number of hours in option: ______________________
Number of hours in guided electives: ______________________

Guided electives are electives taken from a prescribed list, usually maintained in the department and online.

Number of hours in general electives: ______________________

General electives are unrestricted electives chosen by the student. However, restrictions such as “upper division” or “from the college of xxx” may be required.

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.

This discussion should address transfer of class credit as well as other related program in the public schools of the state. Discuss transfer limits. A course may transfer from another institution even if that institution does not have a similar program.

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.

The curricular headings are the general areas of required classes.

A major should specify a capstone course and at least one central content class (core or guided elective) in the program. The APC will expect justification for exceptions to this.

All classes offered outside of the home department must be supported with a statement from the offering department that students will be admitted to the class.

The budget for new courses may come from reallocation such as not offering other classes that are currently being delivered, approved new faculty hires, or new funds from internal or external sources. The objective is to demonstrate that the resources needed for the program have been identified.

This funding information should match the budget figures provided in section H.
C. Academic Standards (p. 3)
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 3.4.6.C)

These are usually GPA standards for admission, retention, and graduation. They may be the same as the college standards or higher. Sometimes admission is competitive based on additional criteria such as essays, core GPA or audition.

D. Faculty (pp. 3–4)
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 3.4.6.D)

This is usually a list of the faculty involved, their degree and graduate status (PhD in xx from yy, graduate status M3), their areas of expertise, and the courses or areas that they will teach in. Some proposals have provided complete vitas in addition, but this is not required.

E. Support Resources (p. 4)
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 3.4.6.E)

This is a general description of the resources available including the library and any laboratories that might be required. If specialized resources are available or required, they should also be described.

This section is most critical for specialized technical and remotely delivered programs.

F. Demand for the Program (p. 4)
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)

Surveys, enrollment in supporting courses, national statistics and common practice at peer institutions have all been used. The critical issue is assuring that there will be enough enrollment to fill all of the required courses.

2. Employer Demand: Clearly describe all evidence of sufficient employer demand, normally in the form of anticipated openings in an appropriate service area, 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 (p. 5)
Project estimated student demand for the first five years of the program.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Degrees Conferred</th>
<th>Majors (Headcount) – Fall Semester</th>
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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.

*Use reasonable but conservative estimates here. The State Regents will use these numbers to determine whether you have final approval. It is better to underestimate than overestimate. Assume growth over the 5 years and assume that not all majors will graduate.*

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 2003 and graduate a minimum of 35 students in 2003-04.) | |

*These numbers should match one of the later years in the table above.*

Electronic Delivery (pp. 5-6)
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?
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.

*Describe your plans.*
*Note: The University has prior Electronic Delivered Program Approval. The last part of this form requesting such approval is not necessary.*

G. Unnecessary Duplication (p. 6)
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 3.4.6.H)

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

*Pay particular attention to programs in public institutions.*

Have you explored opportunities to collaborate in dual, joint, or consortial programs (State Regents’ Policy 3.4.6.H.2)? Yes ____________ No ____________

*Explain*
**H. Cost and Funding of the Proposed Program (pp. 6-9)**

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 3.4.5.1)

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.

   *All new programs require budget data.*

   *These numbers should be consistent with the information on classes in Section B.*

**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.*

*This section is required for ALL new programs. There are no no-cost programs. See suggestions below for ways to calculate estimates.*

**Cost/Funding Summary:**

**Program Resource Requirements**

<table>
<thead>
<tr>
<th>A. Funding Sources</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
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<tbody>
<tr>
<td>Total Resources Available from Federal Sources</td>
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<td><em>Explanation:</em></td>
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<tr>
<td>Total Resources Available from Other Non-State Sources</td>
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<td><em>Explanation:</em></td>
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<td>Existing State Resources</td>
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<td><em>Explanation:</em></td>
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<tr>
<td>State Resources Available through Internal Allocation and Reallocation</td>
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<tr>
<td><em>Explanation:</em></td>
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<tr>
<td>Student Tuition</td>
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<td><em>Explanation and Calculations (Note: Tuition calculation should be based on the estimated student demanded</em></td>
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</table>
## A. Funding Sources

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
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<tr>
<td>indicated in section F “Demand for the Program” of this form):</td>
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</table>

## B. Breakdown of Budget

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<thead>
<tr>
<th>Expenses/Requirements</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
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<td>Administrative/Other Professional Staff</td>
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<td>Faculty</td>
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<td>Graduate Assistants</td>
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<td>Student Employees</td>
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<td>Equipment and Instructional Materials</td>
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<td>Library</td>
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<td>Contractual Services</td>
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<td>Other Support Services</td>
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<td>Commodities</td>
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<td>Printing</td>
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<td>Telecommunications</td>
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<td>Travel</td>
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<td>Awards and Grants</td>
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</table>

TOTAL
Student tuition in each year should match the estimated enrollment in Section F. Calculate the tuition from the OU tuition estimates. Do not include fees.

If you are adding students to an already existing course you can estimate the fraction of faculty salary represented by the new students and enter it as Reallocation. Normally a faculty member allocates 40% of his/her effort over their class load (e.g. each class would represent 25% of 4 classes per year.) The new students will take up a percentage of the new course (e.g. 5 of 25 students or 20%). So the per class estimate for the example of a faculty member making $50,000 per year would be

\[ \text{Reallocation} = \$50,000 \times 40\% \times 20\% \times 25\% = \$1,000 \]

Include administrative functions such as secretarial expenses, promotion, and supplies. Allocate faculty as described above.

Programs can make a profit, but should not show a loss.

I. Program Review and Assessment (p. 9)
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)

This should describe your normal program review process.

Institutional Request for Electronic Delivery
The University has prior Electronic Delivered Program Approval, so this part of the form does not apply.

The University of Oklahoma
REQUEST FOR NEW PROGRAM
(Department submitting request) (Program Name & Code)
Approval Signatures

The completed form should be submitted electronically to Breck Turkington (bturkington@ou.edu).

PRINT THIS COMPLETED FORM AND ROUTE IT FOR APPROVAL SIGNATURES.