



Oregon University System
Office of Academic Affairs

Proposal Outline

Full Proposals for New Certificate Programs

This document outlines the information that is to be submitted in support of requests for approval of new certificate programs offered for credit at the undergraduate, post-baccalaureate, and graduate levels. Proposers should follow institutional policies regarding for-credit certificate program requirements, if any. Please note that undergraduate-level certificate programs must be offered in conjunction with a bachelor's program.

Proposal for the Initiation of a New Instructional Program Leading to the [name of certificate] in [academic area]

[Name(s) of Institution(s)]
[Name(s) of College(s) or School(s)]
[Name(s) of Department(s)]

1. Program Overview

- a. Proposed CIP number* (*Note: Contact your Institutional Research Office or Registrar's Office for this number. Final decision of designation will be made by the Chancellor's Office.)
- b. Provide a brief overview (approximately 1-2 paragraphs) of the proposed program, including a description of the academic area and a rationale for offering this program at the present time.
- c. When will the program be operational, if approved?

2. Course of Study

- a. Briefly describe proposed curriculum. (List is fine.)
 - i. Slash courses (i.e., 400/500-level) should be listed as such.
 - ii. Include course numbers, titles, credit hours.
- b. Describe new courses. Include proposed course numbers, titles, credit hours, and **course descriptions**.
- c. Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practica or internships.

- d. What specific learning outcomes will be achieved by students who complete this course of study?
- e. Is there a maximum time allowed for a student to complete this program? If so, please explain.

3. Accreditation of the Program

- a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.
- b. If applicable, does the proposed program meet professional accreditation standards? If it does not, in what particular area(s) does it appear to be deficient? What steps would be required to qualify the program for accreditation? By what date is it anticipated that the program will be fully accredited?

4. Evidence of Need

- a. What evidence does the institution have of need for the program? Please be explicit. (Needs assessment information may be presented in the form of survey data; summaries of focus groups or interviews; documented requests for the program from students, faculty, external constituents, etc.).
- b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.
- c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?
- d. Are there any other compelling reasons for offering the program?
- e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).
- f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or placebound students.

5. Similar Programs in the State

- a. List all other closely related OUS programs.
- b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/ university) be shared in the proposed program?
- c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

6. Resources

- a. Identify program faculty, briefly describing each faculty member's expertise/ specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.
- b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation (assuming the program develops as anticipated). What commitment does the institution make to meeting these needs?
- c. Estimate the number and type of support staff needed, if any, in each of the first four years of the program.
- d. Describe the adequacy of student and faculty access to library and department resources (including, but not limited to: printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed program (e.g., if there is a recommended list of materials issued by the American Library Association or some other responsible group, indicate to what extent access to such holdings meets the requirements of the recommended list).
- e. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?
- f. Identify any unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, media, and/or other materials), beyond those now on hand, necessary to offer this program. How does the institution propose that these additional resources will be provided?