This comparative review packet contains two documents:

1. The current OUS form for proposing a new academic program

2. A draft revision of this form

Questions for consideration in reviewing this draft revision:

- Which sections or questions are needed for appropriate review and evaluation of proposals that do not require OUS approval, such as new minor programs, new honors programs, new degree tracks, or significant curricular change to an existing program? Is Section I sufficient?

- [Question for OUS] Can the state-level ODA notification and Board docket forms be accomplished with the direct transcription of the Summary?

- Are there examples of good proposals which could be offered as guides?

[Note: Any change to the OUS form for new programs requires consideration and approval by OUS and the Provosts' Council. The University may, however, move ahead with a simplified form for programs not requiring state-level review.]
Proposal for a New Academic Program

Institution:
College/School:
Department/Program:

1. Program Description
   a. Proposed Classification of Instructional Programs (CIP) number (contact your Registrar or campus Institutional Research office for this number).
   b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.
   c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.
   d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).
   e. Ways in which the program will seek to assure quality, access, and diversity.
   f. Anticipated fall term headcount and FTE enrollment over each of the next five years.
   g. Expected degrees/certificates produced over the next five years.
   h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)
   i. Adequacy and quality of faculty delivering the program.
   j. Faculty resources – full-time, part-time, adjunct.
   k. Other staff.
   l. Facilities, library, and other resources.
   m. Anticipated start date.

2. Relationship to Mission and Goals
   a. Manner in which the proposed program supports the institution’s mission and goals for access; student learning; research, and/or scholarly work; and service.
   b. Connection of the proposed program to the institution’s strategic priorities and signature areas of focus.
   c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.
   d. Manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.
3. Accreditation
   a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.
   b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.
   c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.
   d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

4. Need
   a. Evidence of market demand.
   b. If the program’s location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).
   c. Manner in which the program would serve the need for improved educational attainment in the region and state.
   d. Manner in which the program would address the civic and cultural demands of citizenship.

5. Outcomes and Quality Assessment
   a. Expected learning outcomes of the program.
   b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.
   c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.
   d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

6. Program Integration and Collaboration
   a. Closely related programs in other OUS universities and Oregon private institutions.
   b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.
   c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
   d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.
7. **Financial Sustainability** (attach the completed Budget Outline)

   a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

   b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

   c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

   d. Resources to be devoted to student recruitment.

8. **External Review** (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)
Proposal for New Undergraduate Major (or Minor or Certificate)

Institution:
College/School:
Department/Program:
Degree:
CIP (Proposed Classification of Instructional Programs):
Anticipated Start Date:

Summary: Please summarize your proposal in ~250 words by conveying the key features of the design of the program (distilled from Section I.a.) and the rationale for initiating it (distilled from I.c., d. and II. a., c). Since this summary will be used in the publication of successful proposals, it is best to use language that can communicate your ideas to audiences outside your academic field, and potentially outside the higher education community.

I. Program Description
a. Briefly describe the design of the proposed major, by answering the questions below and/or adding key features that aren't covered by these questions.

1. What discipline(s) is/are represented in the major? If there are multiple disciplines, what is the rationale for their inclusion? What connections do you hope students will make among them?

2. Describe the design of lower- and upper-division coursework, including specific courses, with titles and numbers. Examples of design features that you might include are the following:
   - Courses that must be taken in sequence. If a sequence is part of your major, how do the key ideas build on one another?
   - A core set of required courses. If there is a core, what are the central concepts it will develop?
   - The connections between upper-division courses and the lower-division curriculum. Are there specific course-to-course prerequisites or are the connections more general?

3. Is there coursework outside your major that you require or recommend? This could include General Education courses or specialized courses in other majors. If so, what are the insights or skills that you hope students will acquire through them? (A complete list isn't necessary; a few examples will suffice.)
4. Does your major require courses or other activities (e.g. practica, study abroad, creative work of some kind) that encourage intellectual synthesis or the practical application of disciplinary concepts?

b. How will the program be delivered?
   1. Is it on or off the main campus?
   2. Is it delivered in person, by video-conferencing or online?

c. Estimate the number of students enrolled in this major in its first year, and the number of students added each year for the next 5 (?) years?

d. What kind of students do you expect this major to attract? For example, will it appeal to students from particular backgrounds or with specific careers in mind?

e. List the faculty who will teach in this major, indicating those who will have leadership and/or coordinating roles. For each individual, indicate status with respect to tenure track (TT or NTT), and rank.

f. How will students in this major be advised? List the individuals responsible for advising and indicate the frequency with which students will be expected to meet with their advisor(s.).

g. Indicate what other staff are needed to support this program.

h. Are special facilities, equipment, or other resources required for the major (e.g. unusual library resources; digital media support, laboratories, new buildings)?

II. Relationship to Mission and Goals
a. How is the proposed major connected with the institution’s mission, signature strengths and strategic priorities?

b. If there are closely-related programs in other OUS institutions or Oregon private universities, list them and indicate how the proposed program complements them and/or creates potential for collaboration.

c. How will the major contribute to meeting broad statewide needs and/or enhance the state’s capacity to respond to social, economic, and environmental challenges and opportunities?

III. Expected Outcomes for Students and Means of Assessment
a. What metrics will be used to gauge students’ mastery of
   1. Concepts that are fundamental to this major?
   2. The means of analyzing complex problems typical of the field?
b. Describe the approach to grading student work in this major. That is, what characteristics will distinguish outstanding work (A) from work that is good (B), average (C) or unsatisfactory (D/F)?

c. Estimate the prospects of program graduates for success in employment, graduate school, or licensure, as appropriate.

IV. Accreditation
a. Name the accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

b. Describe the capacity of the program to meet professional accreditation standards, if applicable.
   1. If the program is not seeking accreditation, indicate why it is not.
   2. If accreditation is a goal, identify the steps being taken to achieve this and the date full accreditation is expected.
   3. If the program does not or cannot meet the standards of its accrediting body, identify the area(s) in which it is deficient.

V. Financial Sustainability
a. What resources are needed to support this program? Specifically identify the resources currently available as part of existing UO programs or reallocations within existing budgets.

b. Does the program represent a collaboration of two or more university academic units?

c. Provide a business plan for the program that shows how long-term financial viability is to be achieved. It should include anticipated sources of funds, recruitment and retention faculty (if applicable), and plans for assuring adequate staff and facilities support and maintenance (Sections l.g. and f.) over the long term.