Curriculum Guide

2012-2013
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INTRODUCTION

By its nature the comprehensive community college has complex curricula. The college must provide curricula consistent with its role and scope as set forth in its mission statement as complemented by its academic plan. Adhering to these standards will produce satisfaction in the needs of the student who plans to transfer to a university, as well as the student who plans to enter the job force immediately after receiving a degree or certificate.

The college must provide the means by which students can accomplish their goals and yet provide the appropriate initial course offerings of their academic background. In addition, the comprehensive community college must address the ever changing needs of the community it serves.

As a dynamic comprehensive community college, Oklahoma City Community College (OCCC) must be poised to respond to the needs of its students and community. This demands a clear set of instructions and guidelines to assist the faculty of OCCC to keep their curricula quality centered, student centered, community conscious, and dynamic. The purpose of this guide is to provide those needed instructions and guidelines.

The intent of this guide is to provide clear instructions to implement needed program and course curricular change. Faculty are encouraged to consult with their Division Dean or the Office of Curriculum and Assessment for assistance at any stage. The processes described within this document are intended to assist in providing dynamic, realistic curricula of the highest possible quality.

RECOMMENDATIONS FOR CURRICULAR CHANGE

All recommendations for curricular change at OCCC must address three principles:

1. OCCC will provide the highest quality education possible.
2. OCCC will maintain dynamic curricula in order to address changing community and student needs.
3. OCCC’s curricula will be realistic; curricular changes will occur only if genuinely needed, and decisions to initiate or continue programs and courses will rely on a careful study of benefits, costs and available resources.

Any correspondence with the Oklahoma State Regents for Higher Education (OSRHE) related to proposed curricular changes will initiate from the office of the Vice President for Academic Affairs.

THE CURRICULUM COMMITTEE ADMINISTRATIVE PROCEDURE (NO. 4013)

The purpose of the Curriculum Committee is to promote quality and excellence in the design and implementation of Oklahoma City Community College’s curricula.

The Curriculum Committee must review and make recommendations to the Vice President for Academic Affairs regarding the following matters:

- proposals for new courses and programs
- substantive changes in or deletion of courses or programs
- suspension of programs or options*
- modification of courses or programs
• changes in general education requirements
• special admission requirements and procedures

*Not included in OCCC policy 4013

The Curriculum Committee may consider changes in policy related to implementation of curricula and other matters related to instruction at the request of the Vice President for Academic Affairs.

The Curriculum Committee may ask for permission from the Vice President for Academic Affairs to consider an issue. Once approval has been granted to address a matter, the Committee will accept, seek out, and carefully examine information related to that matter. The Committee will develop and submit recommendations regarding the matter to the Vice President for Academic Affairs.

Generally, the Curriculum Committee recommendation will reflect a consensus of the committee, but all committee members will have the right to submit alternate recommendations, which may include evidence and argument as well as additional proposals, concerns or other comments. The Curriculum Committee will consist of the following members:

VOTING MEMBERS:

- Faculty Representatives: One faculty member from each department to be elected by the faculty of that department (each faculty representative will serve a two-year term).
- One representative from Student Development to be appointed by the Director of Academic Advising or their designee.
- One representative from Admissions and Records to be appointed by the Dean of Admissions/Registrar.
- Two Division Deans to be appointed annually by the Vice President for Academic Affairs.

If a voting member cannot attend a Curriculum Committee meeting, a designated substitute may attend. However, the substitute may not vote on matters before the committee. Proxy votes are not allowed.

RESOURCE MEMBERS:

Two students selected by the Director of Student Life and the Director of Curriculum and Assessment.

EX OFFICIO MEMBERS:

Associate Vice President for Academic Affairs, Vice President for Enrollment and Student Services, and Executive Director of Planning and Research.

ORGANIZATION AND GENERAL OPERATION

A. The faculty and other groups will select or elect new members no later than May 1. The term of office will begin on June 1. Faculty members will normally serve two-year terms,
and one-half will be elected every year. In general, members should not serve consecutive terms.

B. In the event that a committee member is unable to fulfill his or her committee obligations, including attendance, a replacement member will be chosen by the affected department faculty to complete that term of office in the same manner as his or her predecessor.

C. When a member has missed three meetings in an academic year, he or she will be notified. If the member wishes to remain on the Curriculum Committee, he or she may petition the Committee at the next scheduled meeting to remain a member in good standing.

D. The Chairperson and Vice Chairperson of the Curriculum Committee for the following academic year will be elected by the voting members of the committee by May 1. The Chairperson will be chosen from among the voting faculty members of the Curriculum Committee and may not be elected to more than two consecutive one year terms. The Vice President for Academic Affairs will work with the Chairperson to determine the availability of release time.

E. The Chairperson, with administrative assistance from the Director of Curriculum and Assessment:
   i. presides over all meetings
   ii. prepares agendas
   iii. sets and announces the times and locations of committee meetings
   iv. ensures the timely posting and distribution of committee agendas, including meeting times and locations of meetings
   v. ensures adequate minutes of committee meetings are prepared, distributed and kept (However, administrative assistance sufficient to prepare these minutes and other formal documents [e.g. recommendations, etc.] will be provided by the Office of Academic Affairs.)

F. The Vice Chairperson serves as chair of the Curriculum Committee when:
   i. the Chairperson is absent
   ii. the Chairperson must temporarily vacate the chair due to a potential conflict of interest
   iii. the Chairperson cannot perform his or her duties for any other reason

G. Subcommittees and/or ad hoc committees will be organized by and report to the full Committee for the purpose of expediting particular functions which cannot be performed appropriately in meetings of the full Committee. Any such subcommittee and/or ad hoc committee will provide minutes of their meetings and/or any recommendations, etc., to the Curriculum Committee on a continuing basis so that the full membership will be kept aware of their activities.

H. The number of meetings will be determined by the Chairperson of the Curriculum Committee.

I. Any member of the college community may attend Curriculum Committee meetings.

J. All Curriculum Committee actions require a quorum of one half of the voting members. A simple majority vote will determine a matter.

K. The Vice President for Academic Affairs will allow a reasonable amount of time for the Curriculum Committee to develop recommendations before acting on items regarding curriculum and/or course additions, modifications or deletions. In other areas related to
the committee's responsibilities, the Vice President for Academic Affairs will make a good faith effort to allow the committee to consider fully such matters and to submit any recommendations.

L. Ongoing evaluation of and by the Curriculum Committee should examine Committee design, operation, membership, and guidelines, as well as other relevant matters.

The program faculty (originators) agrees on the curriculum revision.

M. 2.2 The originators submit the request on appropriate forms and any supporting information to the Division Dean. The Division Dean may suggest revisions or additional supporting materials. The Division Dean’s recommendation and the request are submitted to the Director of Curriculum and Assessment for review. The Director of Curriculum and Assessment will check the accuracy and completion of forms and may suggest revisions or additional supporting materials.

N. 2.2.1 If non-substantive changes are proposed and recommended by the Dean and approved by the Associate Vice President of Academic Affairs, the revision does not require curriculum committee review or approval. These forms will be forwarded immediately to the Associate Vice President of Academic affairs and then to the Vice President of Academic Affairs for approval. (Note: Non-substantive revisions include minor editing changes, course title modifications and curriculum pattern modifications.)

O. 2.2.2 The Director of Curriculum and Assessment submits requests involving substantive changes to the Curriculum Committee for its review and make recommendations pertaining to item 3.1.

P. 2.2.3 The Curriculum committee shall only review the proposal to ensure Oklahoma State Regents for Higher Education requirements are met.

Q. 2.3 The Curriculum Committee acts and returns the request for substantive changes and its recommendation to the Director of Curriculum and Assessment.

R. 2.4 If the Curriculum Committee does not concur with the request, the Director of Curriculum and Assessment will make every attempt to resolve the issue by working with the originators, the Division Dean, and Curriculum Committee Chair.

S. 2.5 If the change requires approval from the Oklahoma State Regents for Higher Education, the appropriate forms will be prepared by the Director of Curriculum and Assessment.

T. 2.6 The Director of Curriculum and Assessment will submit the request and required recommendations to the Vice President for Academic Affairs for approval. A request to add a new academic program requires approval of the President and the Board of Regents. Having all of the necessary internal approvals secured, the Vice President for Academic Affairs will finalize the appropriate forms required for submission by the President to the Oklahoma State Regents for Higher Education for final approval.

U. 2.7 The Director of Curriculum and Assessment will inform the Curriculum Committee, the Division Deans, and the originators of requests of the final decisions related to proposed substantive and non-substantive changes.
COMMITTEE ACTION

A. Once initiated, a proposal will be considered by the Curriculum Committee. The Committee will respond to formal proposals within a reasonable period of time. Only the originator may withdraw a proposal from consideration.

B. The Chairperson, in consultation with the Director of Curriculum and Assessment, will determine when a proposal will be considered by the Committee.

C. To be included on the Committee’s agenda, any proposal or other item for consideration must be submitted to the Chairperson in writing at least two weeks prior to the Committee’s meeting.

D. The originator, at the request of the Committee, may agree to amend the proposal at any time.

E. The Committee will make its recommendations in a timely fashion.

F. The results of the Committee review will be forwarded by the Director of Curriculum and Assessment as a formal recommendation of the Curriculum Committee.

SUBMITTING RECOMMENDATIONS for CURRICULUM CHANGE

All programs undergo review on a five-year basis to determine whether they are meeting the needs of students and the community. As part of that process, program faculty will naturally submit recommendations for curriculum changes within the program. These recommendations are to be submitted immediately following the program review process. This would normally occur during the Spring Semester of the academic year in which the program is reviewed.

It may also be necessary to implement curricular changes in a program other than within the year in which it is undergoing its five-year program review. Those recommendations are normally submitted during the Fall Semester.

All proposed curriculum changes for a program are to be submitted as a complete package. The form “Summary of Recommended Curricular Changes by Program” is used as an introduction and explanation of all the changes being requested. The summary provides an overall rationale for the changes in the program and a narrative description of changes in the degree requirement of the program, as well as changes in any course. A sample “Summary” containing information applicable to sections I, II and III is included in Appendix A.

A change in status of a course (addition, deletion, or modification) requires the use of the forms “Request for Change in Course Offerings” (Appendix B) and/or “Request for an Identical Change in Multiple Course Offerings.” (Appendix C)

Requests for changes in degree requirements for a program require the use of the “Educational Program Form”. (Appendix D) In addition, a list of courses by category, i.e., general education, major, and support must be attached.

Requests to propose a new degree program require the completion of the “New Program Proposal Form.” (Appendix E)

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. OSRHE forms to propose the addition of program in Electronic Format (Appendix F)

OSRHE forms to request modification of existing programs (Appendix G)

Curriculum forms are available electronically by accessing http://www.occc.edu/InstitutionalCommittees/curriculum/forms.html

The requesting faculty, department chair, and Division Dean are expected to be present when the Curriculum Committee reviews recommendations for curricular change in the program. Depending on the type of change, specific criteria should be addressed, and originators of the request should be prepared to answer questions related to the criteria. Lists of criteria are contained in the following sections of this guide.

Requests for changes in course offerings and "non-substantive" program changes are effective upon approval by the Vice President for Academic Affairs. "Substantive" program changes, as defined below, must be approved by the President and the Oklahoma City Community College Board of Regents for submission to the Oklahoma State Regents for Higher Education (OSRHE). OSRHE action on such proposals usually occurs within two months after the requests are received.

"NON-SUBSTANTIVE" PROGRAM CHANGES

"Non-Substantive" program changes are defined as one or more of the following:

- Course name change
- Course description change
- Course prefix changes that do not effect content

"SUBSTANTIVE" PROGRAM CHANGES

"Substantive" program changes are defined as one or more of the following:

- Addition of new programs
- Deletion of programs
- Suspension of programs
- Program title (name) change
- Program Option Addition
- Option Deletion
- Option Name Change
- Course Requirement Change (addition, modification, or deletion of any designated pattern of courses within an existing major--change in number of core courses, electives general education, etc.)
- Changes in Degree requirement (i.e. perquisites, minimum GPA for admission or other admission criteria changes, new or increased graduation GPA requirement changes, etc)
- Changes in total Program hours or required courses in the program
- Offering 50% or more of the program electronically
RECOMMENDING CURRICULAR CHANGES PROCEDURE NO. 4013

By August 15, of each year, the Director of Curriculum and Assessment will update the Curriculum Guide and establish a schedule for submission of planned curriculum changes. All requests must adhere to the Curriculum Guide and the following procedure:

1. The program faculty (originators) agree on the curriculum revision.
2. The originators submit the request on appropriate forms and any supporting information to the Division Dean. The Division Dean may suggest revisions or additional supporting materials. The Division Dean’s recommendation and the request are submitted to the Director of Curriculum and Assessment for review. The Director of Curriculum and Assessment will check the accuracy and completion of forms and may suggest revisions or additional supporting materials.
3. The Director of Curriculum and Assessment submits the request to the Curriculum Committee for its recommendation.
4. The Curriculum Committee acts and returns the request and its recommendation to the Director of Curriculum and Assessment.
5. If the Curriculum Committee does not concur with the request, the Director of Curriculum and Assessment will make every attempt to resolve the issue by working with the originators, the Division Dean, and Curriculum Committee Chair.
6. If the change requires approval from the Oklahoma State Regents for Higher Education, the appropriate forms will be prepared by the Director of Curriculum and Assessment.
7. The Director of Curriculum and Assessment will submit the request and required recommendations to the Vice President for Academic Affairs for approval. A request to add a new academic program requires approval of the President and the Board of Regents. Having all of the necessary internal approvals secured, the Vice President for Academic Affairs will finalize the appropriate forms required for submission by the President to the Oklahoma State Regents for Higher Education for final approval.
8. The Director of Curriculum and Assessment will inform the Curriculum Committee, the Division Deans, and the originators of requests of the final decisions related to proposed changes.

ADDITION, MODIFICATION, AND DELETION OF COURSES

ADDITION OF A NEW COURSE

All new courses added to Oklahoma City Community College curricula are recommended through the use of the form “Request for Change in Course Offerings” as an attachment to the “Summary of Recommended Curriculum Changes by Programs.” Copies of these forms appear in Appendix A. The OSHRE “recognize the primary role of the institution in initiating, reviewing, and authorizing course additions, modifications, and deletions. These course changes are subject to all other applicable OSRHE policies including institutional function and program approval policies. The institutions are to exercise this authority in the spirit of Academic Planning and Resource Allocation (APRA) and are to avoid course proliferation and de facto program expansion.” policy 3.4.4

The following criteria, as adopted by OCCC and consistent with OSRHE requirements will be considered in evaluating recommendation for a new course:

1. be within the mission of the College (OSRHE 3.4.5 A. Centrality to Institution’s Mission)
2. be appropriate to the division to which it would be assigned
3. not duplicate an existing credit course, and be appropriate in relation to other courses offered by the College (OSRHE 3.4.5 H. — Unnecessary Duplication)
4. be titled and numbered appropriately (OSRHE 3.4.5 Uniform Course Numbering)
5. have the support of faculty whose programs will be affected by the course (OSRHE 3.4.5 G. — Complement Existing Programs)
6. be developed by faculty persons with appropriate academic expertise (OSRHE 3.4.5 D. - Faculty)
7. maximize course transferability if it is part of a university parallel degree program
8. meet a legitimate need of business/industry and have the support of the advisory committee for the program if it is part of a technical/occupational degree or certificate program (OSRHE 4.3.5 F. 2. Employer Demand)
9. support the College’s and assigned division’s long term plans
10. offer a number of credit hours which meets all requirements in the OSRHE guidelines (OSRHE 3.4.5 B. Curriculum)
11. be economically feasible (OSRHE 3.4.5 I. Cost and Funding of Proposed Program)
12. have adequate resources (OSRHE 3.4.5 E. Support Resources)

DELETION OF A COURSE

All course deletions are recommended through the use of the forms “Request for Change in Course Offerings” and/or “Request for an Identical Change in Multiple Course Offerings” as an attachment to the “Summary of Recommended Curriculum Changes by Program.” Copies of these forms appear in Appendix B and C respectively.

The following criteria will be considered in evaluating a recommendation for a course deletion:

1. not interfere with the mission of the College (OSRHE 3.4.5 A.)
2. not interfere with the progress of students currently enrolled in programs that have the course as a requirement or option
3. have the support of the faculty in the program(s) in which the course is located
4. have the support of faculty whose programs currently list the course as a requirement or option
5. have the support of the appropriate advisory committee if it is related to a technical/occupational program

MODIFICATION OF AN EXISTING COURSE

Course changes such as title, prefix, prerequisites, contact or credit hours, and course description are defined as curriculum changes and require Curriculum Committee review.

All changes in existing courses at Oklahoma City Community College are recommended through the use of the forms “Request for Change in Course Offerings” and/or “Request for an Identical Change in Multiple Course Offerings” as an attachment to the “Summary of Recommended Curriculum Changes by Program.” Copies of these forms appear in the Appendix A, B and C.

The following criteria will be considered in evaluating a course change recommendation:

1. be within the mission of the College (OSRHE 3.4.5 A.)
2. not duplicate an existing credit course (OSRHE 3.4.5 H.)
3. be titled and numbered correctly and be appropriate in relation to other courses offered by the College (OSRHE 3.4.5)
4. have the support of the faculty who teach the course
5. have the support of the faculty responsible for programs that require the course or list it as an option
6. be implemented by faculty with appropriate academic expertise (OSRHE 3.4.5 D.)
7. maximize course transferability if it is part of a university parallel degree program
8. meet a need of business/industry and have advisory committee support if it is part of a technical/occupational degree or certificate program (OSRHE 3.4.5 F.2)
9. support the College’s and assigned division’s long term goals
10. offer a number of credit hours which meets all OSRHE guidelines (OSRHE 3.4.5 B.)
11. be economically feasible (OSRHE 3.4.5. I.)

IDENTICAL CHANGE IN MULTIPLE COURSE OFFERINGS

Occasionally it is desirable to request an identical change in several courses. Identical changes regarding prerequisite or entry level assessment requirements are two examples of areas in which this may occur. It may occur in other areas as well. In such circumstances, use the “Request for Identical Change in Multiple Course Offering” form as an attachment to the “Summary of Recommended Curriculum Changes by Program” form. See Appendix C and Appendix A respectively.

ADDITION, MODIFICATION, AND DELETION OF INSTRUCTIONAL PROGRAMS

OSRHE CRITERIA FOR EVALUATION (http://www.okhighered.org/state-system/policy-procedures/part3.shtml)

Program additions, modifications, and deletions require final approval from the OSRHE and must adhere to the following criteria for evaluation pursuant to OSRHE academic policy 3.4.6. In addition, all new courses in the program must follow the procedure and criteria for evaluation for addition of a new course described above as prescribed by OCCC.

The Criteria for Evaluation promulgated by the OSHRE in academic policy 3.4.5 are summarized as follows:

1. Centrality of the Proposed Program to the Institution's Mission
   a. Adheres to role and scope of mission statement as complemented by academic plan.
   b. List proposed program's objectives
   c. Explain how proposed program relates to institutional mission and academic plan

2. Curriculum
   a. Structure curriculum to meet stated objectives of program
   b. Explain how curriculum achieves objective of program
      i. Describe relationship between overall curriculum or major curriculum components and program objectives
   c. Must meet OSRHE's minimum curricular standards
      i. Total credit hour requirements for
         1. program completion
         2. liberal arts and sciences
         3. general education
         4. specialization areas
   d. Must be compatible with accreditation or certification standard if applicable
   e. Disclosure of clinical, practicum, field work, thesis or dissertation requirements if any
   f. Use of technology to accomplish educational objectives
   g. Articulation with other related programs in the state including evidence of student transfer and coordination with other institutions

3. Academic Standards
   a. Statement relating to admission, retention, and graduation standards
   b. Must be equal to or higher that OSHRE policy requirements
   c. Should encourage high quality

4. Faculty
a. Demonstrate adequate and appropriate faculty resources, e.g., number of faculty may suffice
b. Faculty qualifications will support objectives and curriculum
   i. Summary of faculty educational background
   ii. Collegiate and non-collegiate experience
   iii. Research and service interests related to program
c. Demonstrate that core faculty possess academic and research credentials to support the program

5. Support Resources
   a. Qualitative and quantitative library resources and accessibility
   b. Adequate electronic access to program
   c. Human resource support
   d. Integration of instructional and information technology in program delivery
   e. Access to global sources of information
   f. Physical facilities such as classroom availability, lab and office space
   g. Defined equipment needs

6. Demand for Program
   a. Student demand
      i. Surveys of potential students
      ii. Potential enrollments
   b. Employer demand
      i. Anticipated job openings in service area in relation to program graduates
         1. employer surveys
         2. labor market analysis
         3. future manpower projections
         4. employer preference to program graduates versus alternative credentials
         5. employer salary structure for program graduates compared to alternative credentials

7. Complement Existing Programs
   a. New program based on existing strengths of institution
   b. Add value to existing programs
   c. Interdependence among programs to strengthen and broaden education base

8. Unnecessary Duplication
   a. Must produce evidence that the proposed program is sufficiently different from the existing programs or
   b. that accessibility to existing programs is sufficiently limited to warrant initiation of new program
   c. implied duplication
      i. examination criteria
         1. demand for program
            a. student
            b. employer
            c. services
            d. intellectual property
         2. feasibility of alternative forms of delivery
            a. electronic and on-site
            b. consortium or joint effort

9. Cost and Funding of the Proposed Program
   a. Disclosure of resource requirements and sources of funding
      i. Resources must be adequate to support quality of program
   b. Evidence of Funding (including but not limited to)
      i. Reallocation of existing resources
      ii. New student tuition and fees
iii. Projected increase in student enrollment
iv. Discontinuance or downsizing of existing program or organizational unit
v. Evidence documenting sufficient savings to the state to offset new costs and justify approval for the proposed program

10. Program Review and Assessment
   a. Set forth program evaluation procedures for the new program
      i. Standards and guidelines for assessment of student outcomes as aligned with program objectives and the mission of the institution
   b. Provide detailed plans of compliance with state regents’ policies with respect to program review, program outcome and student assessment

OCCC PROCEDURES FOR PROGRAM CHANGES

ADDITION OF A NEW PROGRAM

All new programs added to Oklahoma City Community College curricula are recommended through the use of the following:

- New Program Proposal Form - See Appendix E
- Catalog description of the program
- A list of the courses by category, i.e., general education, major and support.

These items must accompany the Summary of Recommended Curricular Change(s) by Program.

DELETION OF A PROGRAM

All program deletions are recommended through the use of the “Educational Program Form”. See Appendix D. This form must accompany the Summary of Recommended Curricular Change(s) by Program. Copies of these forms appear in the Appendix. All program deletions will require final approval from the Oklahoma State Regents for Higher Education as promulgated in OSRHE academic policy 3.4.3.

The following criteria will be considered in evaluating recommendation for a program deletion:

1. not interfere with the mission of the College (OSRHE 3.4.5 A.)
2. provide a plan for students to complete their program here or transfer to another institution
3. have the support of faculty whose program may be affected by the proposed deletion (OSRHE 3.4.5 G.)
4. have the support of the appropriate advisory committee if it is related to a technical/occupational program

MODIFICATION OF AN EXISTING PROGRAM

Program changes such as title, required courses, general education requirements, and number of credit hours are defined as curriculum changes and require Curriculum Committee review.

All changes in an existing program at Oklahoma City Community College are recommended through the use of the following:
Substantive program changes require approval from the OSRHE, and a completed “Educational Program Form.” See Appendix D and E respectively.

The following criteria will be considered in evaluating a program change recommendation:

1. be within the mission of the College
2. not duplicate an existing program
3. be appropriate in relation to other programs offered by the College
4. have the support of the faculty who teach courses within the program
5. have the support of the faculty responsible for programs that are related to the program considered for change
6. maximize transferability if it is a university parallel degree program
7. meet a need of business/industry and have advisory committee support if it is a technical/occupational degree or certificate program
8. support the College’s and assigned division’s long term goals
9. meet all Oklahoma State Regents for Higher Education guidelines
10. be economically feasible
11. have adequate resources

GENERAL EDUCATION CHANGES

The general education requirements for an associate degree are presented in the OCCC Catalog. Those requirements will be in accord with the College’s philosophy and abide by all requirements of the Oklahoma State Regents for Higher Education. See Appendix H. Changes in the College’s general education degree requirements result only from efforts of the entire faculty and educational leadership.

Since a change in the General Education requirements will affect numerous degree programs, much care must be taken. A position paper describing the proposed change must be submitted. This document must describe the rationale for the change, the expected effect of the change on degree programs, and a plan for implementing the change.

The following criteria will be considered in evaluating a recommendation for a change in general education requirements:

1. be within the mission of the College
2. have general support of the faculty assigned to programs affected by the change
3. maximize transferability if the change involves university parallel degree programs
4. have general support from advisory committees if the change involves technical/occupational programs
5. support the College’s long term plans
6. meet all requirements in the Oklahoma State Regents for Higher Education guidelines
7. be economically feasible
8. have adequate resources
ADDITION, DELETION or MODIFICATION of PROGRAM ADMISSION CRITERIA

Program admission criteria which exceed standard admission criteria for OCCC must be approved by the Oklahoma State Regents for Higher Education.

All admission criteria proposals are recommended through the use of the “Summary of Recommended Curricular Changes” form.

When recommending the addition or deletion of program admission criteria, a copy of the criteria is to accompany the “Summary of Recommended Curricular Changes” form. When recommending a modification of program admission criteria, a copy of the current criteria and a copy of the modified criteria are to accompany the “Summary of Recommended Curricular Changes” form.

MINIMUM COMPETENCY LEVELS IN WRITING AND MATHEMATICS

When the “Request for Change in Course Offerings” form is used, minimum competency levels in writing and mathematics are to be indicated. The Curriculum Committee is to discuss these minimum competencies even when there has been no change. Therefore, a brief justification should be included in the narrative.

If students do not need minimum writing and/or mathematics competencies (as defined below), “none” should be marked in the appropriate box on the “Request for Change in Course Offerings” form. If students need to demonstrate minimum writing and/or mathematics competencies on entry assessment tests, “assessment” should be marked.

If students need minimum writing and/or mathematics competencies which will be met by completing prerequisites, “prerequisite” should be marked.

Writing

The ability to write clear, cohesive paragraphs which conform to norms of standard American English in grammar, syntax and semantics. (Required in courses where entry-level writing skills are needed.)

Mathematics

The ability to perform basic operations with real numbers and polynomials, graph in the Cartesian coordinate system, solve linear and quadratic equations, and model applications using linear and quadratic equations. (Required in courses where entry-level math skills are needed.)
TYPES/CATEGORIES FOR COURSES

For purposes of clarification, general education, major and support courses are defined as follows:

GENERAL EDUCATION

These courses are taken to satisfy the General Education Core requirements as listed in the College Catalog (minimum of 37 semester credit hours for Associate in Arts and Associate in Science degrees; minimum of 18 credit hours for Associate in Applied Science). Courses may be exactly specified, for example - PS 1113 and COM 1113; or students may be allowed to select from a restricted list, for example - HIST 1483 or HIST 1493; OR a required number of credit hours in an area may be specified, for example - Humanities: six credit hours.

MAJOR COURSES

These courses comprise the essential core of study in the student’s selected discipline, normally 12 to 18 semester credit hours. The majority of the courses will be in the major discipline, however closely allied subject areas may also apply, for example - Business and Economics. Major courses may all be exactly specified, or the student may be allowed some choice of courses within the discipline.

SUPPORT COURSES

As the name implies, these courses complement the educational program, adding breadth to the depth provided by Major Courses. Support courses may be:

- **Required Support Courses**: exactly specified, for example - BIO 1414
- **Guided Support Courses**: students select from a list of pre-approved support courses, for example - Select seven credit hours from the following: ET 2214, ET 2334, ET 2384, etc.
- **Faculty Advisor Approved Support Electives**: students, in conjunction with their faculty advisors, select support courses appropriate to their career goals, for example – Six credit hours of Faculty Advisor Approved electives.

ELECTIVES

These courses are “free-choice” electives selected by students to fulfill the minimum semester credit hours required for graduation.

NOTE: To minimize confusion, “elective” should be used with care. Unmodified, the term is taken to mean a free choice elective. Otherwise it should be preceded with General Education, Major, Guided Support or Faculty Advisor Approved Support.

SPECIAL TOPICS COURSES

Special topics courses are experimental course offerings designed to allow:

1. testing of new courses in order to determine their appropriateness as permanent course offerings
2. limited offerings of innovative and/or non-traditional courses that are not necessarily intended to become permanent course offerings
Recommendations for special topics courses must originate from a faculty member or Division Dean. The Division Dean may approve a special topics course without Curriculum Committee action. Approval to offer a special topic course will be valid for a two year period only.

All experimental courses will be designated as special topics courses. The Division office will assign an appropriate section number to the course. The Division Dean will assume responsibility for housing all special topics course syllabi and/or learning materials and will monitor the number of times such courses are offered.
Oklahoma City Community College
SUMMARY OF RECOMMENDED CURRICULAR CHANGE(S) BY PROGRAM

Date of Request: 

I. ORIGINATION

A. Name of Program: 
(select from the pull down menu)

B. Instructional Division: 

C. Program Credential: 

D. Faculty Originator(s): 

E. Recommended Implementation Date: 
Fall Year: 

II. SIGNATURES OF PROGRAM FACULTY REQUESTING/SUPPORTING THIS CHANGE:
III. RATIONALE:

Explain how this curriculum addition, modification, or deletion is supported by assessment data.

Version Date: 7/20/11
IV. SIGNATURES:

- FULLY RECOMMENDED
- NOT RECOMMENDED
- CONDITIONALLY RECOMMENDED (see attached recommendations)

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APPENDIX B

SUMMARY OF RECOMMENDED CURRICULAR CHANGE(S) BY
PROGRAM
(Non-Substantive Revisions)

Oklahoma City Community College
SUMMARY OF RECOMMENDED CURRICULAR CHANGE(S) BY PROGRAM
(Non-Substantive Revisions)

Date of Request: 

I. ORIGINATION
A. Name of Program: 
(select from the pull down menu)
B. Instructional Division: 
C. Program Credential: 
D. Faculty Originator(s): 

E. Recommended Implementation Date:
Fall 
Year: 

II. SIGNATURES OF PROGRAM FACULTY REQUESTING/SUPPORTING THIS CHANGE:
III. RATIONALE:

Explain how this curriculum addition, modification, or deletion is supported by assessment data.
IV. SIGNATURES:

☐ FULLY RECOMMENDED    ☐ NOT RECOMMENDED
☐ CONDITIONALLY RECOMMENDED (see attached recommendations)

Division Dean

☐ FULLY RECOMMENDED    ☐ NOT RECOMMENDED
☐ CONDITIONALLY RECOMMENDED (see attached recommendations)

Director of Curriculum and Assessment

☐ FULLY RECOMMENDED    ☐ NOT RECOMMENDED
☐ CONDITIONALLY RECOMMENDED (see attached recommendations)

Associate Vice President for Academic Affairs

☐ FULLY RECOMMENDED    ☐ NOT RECOMMENDED
☐ CONDITIONALLY RECOMMENDED (see attached recommendations)

Vice President for Academic Affairs
APPENDIX – B

REQUEST FOR CHANGE IN COURSE OFFERINGS

- Modification  - Addition  - Deletion

Oklahoma City Community College
REQUEST FOR CHANGE IN COURSE OFFERINGS

1. Semester for which request is made: [ ]

Year [ ]

2. List of degree programs that will require this course:

3. List of degree programs this course supports:

4. This course satisfies the computer proficiency requirement as defined in the course catalog:
   - [ ] Yes  - [ ] No
   Comments: [ ]

5. Indicate minimum competency levels required for this course:
   A. Math [ ]
   B. Writing [ ]

   Credit Hours [ ]

   Course Number and Title [ ]

   Course Description:

   Prerequisite, Corequisite, (R), (W) [ ]

Version Date: 03/09/10
APPENDIX – C

REQUEST FOR AN IDENTICAL CHANGE IN MULTIPLE COURSE OFFERINGS

Oklahoma City Community College
REQUEST FOR AN IDENTICAL CHANGE IN
MULTIPLE COURSE OFFERINGS

1. Fall semester for which request is made

2. Description of the change:

   

3. List of courses affected:

   

4. List of programs affected:

   

07/01/10
Oklahoma City Community College
EDUCATIONAL PROGRAM FORM

DATE: ___________  ○ Deletion
                  ○ Addition
                  ○ Modification

Name of Program: _______________________________________________________

Degree or Certificate conferred: ___________________________________________

Semester Hours General Education  ___________

Semester Hours in Major  ___________

Semester Hours Support  ___________

Semester Hours Electives  ___________

Semester Hours Life Skills  ___________

Semester Hours Total  ___________
### Freshman Year
#### First Semester

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## CURRICULUM LISTING

### MAJOR COURSES

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### ELECTIVE COURSES

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**Total**

### LIFE SKILLS COURSES

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**Total**

**Total Hours:**

*Version date: 07/2011*
# APPENDIX – E

## OSRHE NEW PROGRAM REQUEST FORM

**Oklahoma State Regents for Higher Education**  
**NEW PROGRAM REQUEST FORM**  
Oklahoma City Community College  
Institution Submitting Proposal

Degree Designation as on Diploma (Level II)  

Formal Degree Abbreviation (Level I)  
in

Title of Proposed Degree Program (Level III)  

With options (Level IV) in:  

<table>
<thead>
<tr>
<th>Option 1</th>
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<th>Option 3</th>
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**CIP Code**  
Suggested Instructional Program Code

**Academic Unit (e.g. Department, Division, School)**

Name of Academic Unit:

Name of Program Director:

Intended Date of Implementation:

Anticipated Date for Granting First Degrees or Certificates:

**Specialty Accrediting Agency:**

Name, Title and Information of Contact Person:

Date of Letter of Intent

Date of Governing Board Approval:

Signature of President: ___________________________ Date: ____________
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

A program will 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 and academic plan. An evaluation will be made as to the centrality of the program to the institution's mission.

(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 and the major curricular components and the program objectives.

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 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:
Number of hours in option:
Number of hours in guided electives:
Number of hours in general electives:
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.

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.

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.

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.

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, should be adequate to expect a reasonable level of productivity.

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 that area should be provided. 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. (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.

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<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 time frame request with a strong rationale.

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) __________

Program Approval for Online Delivery

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.

Note: If your institution is also requesting to offer the proposed program via electronic delivery, you must also fill-out the New Program Delivered Electronically Request Form located in the State Regents’ Procedure Handbook: Forms and Reference Information section.

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

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.
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 source(s) of additional funding for the proposed program.

Cost/Funding Summary:
Program Resource Requirements

<table>
<thead>
<tr>
<th>A. Funding Sources</th>
<th>1st Year of Program</th>
<th>2nd Year of Program</th>
<th>3rd Year of Program</th>
<th>4th Year of Program</th>
<th>5th Year of Program</th>
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</thead>
<tbody>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td></td>
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<td>Narrative/Explanation:</td>
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<tr>
<td>Total Resources Available from Other Non-State Sources</td>
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<td>Narrative/Explanation:</td>
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<td>Existing State Resources</td>
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<td>Narrative/Explanation:</td>
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<tr>
<td>Resources Available through Internal Allocation and Reallocation*</td>
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<td>Narrative/Explanation:</td>
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<td>Student Tuition</td>
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<tr>
<td>Narrative/Explanation and Calculations</td>
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<td>Narrative/Explanation:</td>
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<tr>
<td>B. Breakdown of Budget Expenses/Requirements</td>
<td>1st Year of Program</td>
<td>2nd Year of Program</td>
<td>3rd Year of Program</td>
<td>4th Year of Program</td>
<td>5th Year of Program</td>
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<td>Administrative/Other Professional Staff</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>Narrative/Explanation:</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>Narrative/Explanation:</td>
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<td>Awards and Grants</td>
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<td>TOTAL</td>
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</tbody>
</table>
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.
APPENDIX – F

OSRHE FORM for PROGRAMS IN ELECTRONIC FORMAT

Oklahoma State Regents for Higher Education
NEW PROGRAM DELIVERED ELECTRONICALLY REQUEST FORM
Oklahoma City Community College
Institution Submitting Proposal

Degree Designation as on Diploma (Level II)

Formal Degree Abbreviation (Level I)
in

With options (Level IV) in:
Title of Proposed Degree Program (Level III)

Does your Institution have prior Electronic Delivered Program approval? ☐ No ☐ Yes

CIP Code
Suggested Instructional Program Code

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

Name of Academic Unit:
Name of Program Director:

Intended Date of Implementation:
Anticipated Date for Granting First Degrees or Certificates:

Specialty Accrediting Agency:

Name, Title and Information of Contact Person:

Signature of President: ___________________________ Date: __________

Date of Governing Board Approval: _________________
If requesting institution has gone through the electronic delivery approval process and has been approved to offer subsequent electronic delivered programs, subsequent programs may be requested through the abbreviated process which is listed on page 3 of this form. If you have any questions contact Gina Welke at 405-225-9142.

3.16.10 Program Approval Procedures for Online

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 as described below.

A. Centrality of the Proposed Program to the Institution's Mission

(If your institution is simultaneously requesting a new on-campus program you do not have to fill out this section)

A program will 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 and academic plan.

B. Curriculum

(If your institution is simultaneously requesting a new on-campus program you do not have to fill out this section)

Provide a list of the curriculum to be offered with an existing program online.

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 3.15 Undergraduate Degree Requirements). Additionally, the curriculum should be compatible with accreditation or certification standards, where available.

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: 

Number of hours in option: 

Number of hours in guided electives: 

Number of hours in general electives: 

C. Delivery Method

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.

D. Demand for the Program

(If your institution is simultaneously requesting a new on-campus program you do not have to fill out this section)

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution must demonstrate demand for the proposed program.

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, should be adequate to expect a reasonable level of productivity.

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 that area should be provided. 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. (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.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Degrees Conferred</th>
<th>Majors (Headcount) - Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
E. Duplication

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

F. 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.

Provide evidence of adequate funding:

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.

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.

C. Academic Integrity. Describe methods that are in place for ensuring academic integrity.
D. **Student Confidentiality.** Describe methods that are in place to ensure the confidentiality and privacy of student personal data.

E. **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?

F. **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.

G. **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 Calendar 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.

H. **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).
1. 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.

J. 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.

K. 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.

3.16.11 Approval of Subsequent Online Programs

The process for requesting additional existing programs (new programs must be requested through the Academic Program Approval policy) through online delivery or other computer-mediated format is for the President to send the following information to the Chancellor: 1) letter of intent 2) the name of the program, 3) delivery methods, 4) information related to population served and student demand, 5) cost and financing.

The letter of intent must have been submitted to the Chancellor prior to filling out the request form.

3. Delivery Method

Electronically Delivered Programs must also 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.
4. 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.

a. 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, should be adequate to expect a reasonable level of productivity.

b. 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 that area should be provided. 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. (Local state employer demand information must be included, not solely national employer demand data.)

5. 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.

Provide productivity goals related to the cost and funding of the proposed program.
APPENDIX – G

REQUEST FOR PROGRAM MODIFICATION PAGE 1

Request for Program Modification

Oklahoma State Regents for Higher Education

Institution submitting request: Oklahoma City Community College

Contact person: 

Title: 

Phone number: 

Current title of degree program (Level II): 

Current title of degree program (Level III): 

State Regent’s three-digit program code: 

Degree Granting Academic Unit: 

With approved options in:
A. 
B. 
C. 
D. 
E. 

TYPE OF REQUEST: Check those appropriate and complete appropriate pages ONLY.

☐ (1) Program Deletion  ☐ (5) Option Deletion
☐ (2) Program Suspension  ☐ (6) Option Name Change
☐ (3) Change of Program Name and/or Degree Designation  ☐ (7) Program Requirement Change
☐ (4) Option Addition  ☐ (8) Other Degree Program Modification

Signature of President:  

Date: 8/28/12

Date of Governing Board Approval: 

06/21/12
(1) PROGRAM DELETION

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

Institution submitting request: Oklahoma City Community College

State Regents' three-digit program code and Program name of program to be modified:

(1) PROGRAM DELETION: Delete program and all options
☐ No
☐ Yes

Are students still enrolled in degree program?
If yes, how many?

Expected date of graduation for last student:

Is the program part of a Cooperative Agreement?
☐ No
☐ Yes

If yes, complete the Modification to Cooperative Agreement and Cooperative Agreement Deletion forms.

Number of courses which will be deleted from course inventory as a result of this action:

Number of courses which will be deleted as a result of this action:

If no courses are being deleted, now will they be used:

Funds available for reallocation:
☐ No
☐ Yes

If yes, which departments/programs will receive the reallocated funds?

If no funds are available for reallocation, how will funds be used?

Reason for requested action (attach no more than one page if space provided is inadequate):

06/26/12
(2) PROGRAM SUSPENSION

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION

Institution submitting request: Oklahoma City Community College

State Regents' three-digit program code and Program name of program to be modified:

(2) PROGRAM SUSPENSION
Reason for requested action (attach no more than one page if space provided is inadequate):

Date program will be reactivated or deleted (one, two, or three years maximum):

06/26/12
(3) PROGRAM NAME CHANGE AND/OR DEGREE DESIGNATION CHANGE

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION

Institution submitting request: Oklahoma City Community College

State Regents' three-digit program code and Program name of program to be modified:

(3) PROGRAM NAME CHANGE AND/OR DEGREE DESIGNATION CHANGE:
Proposed program name:

Proposed degree designation to be conferred (if different):

Will requested change affect curriculum?
- No
- Yes

If yes, please attach current and proposed curriculum degree program requirements and degree program objectives (on no more than three pages). Indicate the changes clearly. Note any courses deleted from the course inventory. Asterisk any courses new to the course inventory.

Will requested change require additional funds?
- No
- Yes

If yes, please specify the amount of the additional costs, the source of the funds, and how funds will be expended (if explanation exceeds space provided, attach no more than one page).

Reason for requested action:

6/26/12
<table>
<thead>
<tr>
<th>Current Curriculum</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Proposed Curriculum</th>
</tr>
</thead>
</table>
(4) PROGRAM OPTION ADDITION

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION

Institution submitting request: Oklahoma City Community College

State Regents' three-digit program code and Program name of program to be modified:

(4) PROGRAM OPTION ADDITION
Name of new option(s):
A: 
B: 
C: 
D: 

New option(s) objective:

Will the new option be offered via electronic media?
- Yes
- No

Mode of delivery to be used:

If yes, will the majority of the program (defined as 100% of the required courses in the major) under this option be available to students via electronic media?
- Yes
- No

If yes, please explain in detail on a separate page the procedures to be used.

Is this degree program already approved for electronic delivery?
- Yes
- No
Reason for requested action:
(attach documentation if necessary)

Will requested change require additional funds?
☐ Yes
☐ No

If yes, please specify the amount of the additional costs, the source of the funds, and how they will be expended (if explanation exceeds space provided, attach no more than one page).

Attach a list of courses that will support the(se) option(s) on the attached for, noting the common core for the option added, the proposed curriculum, and asterisk any new courses.

Please list the proposed curriculum requirements for the new option in the left column, noting the common core of courses with the main program in the right column.*

<table>
<thead>
<tr>
<th>Common Core</th>
</tr>
</thead>
</table>
Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION

Institution submitting request: Oklahoma City Community College

State Regents' three-digit program code and Program name of program to be modified:

(5) PROGRAM OPTION DELETION
Name of deleted option(s):
A:
B:
C:
D:

Number of courses to be deleted from course inventory:

If no courses are being deleted, how will they be used?

Number of students still enrolled in each option:

How will students in deleted option(s) be accommodated?

Amount of funds available for reallocation:

If no funds are available for reallocation, how will funds be used?

List courses that will be deleted:

Reason for requested action (attach no more than one page if space provided is inadequate)

6/26/12
(6) OPTION NAME CHANGE

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION

Institution submitting request: Oklahoma City Community College

State Regents' three-digit program code and Program name of program to be modified:

(3) PROGRAM NAME CHANGE AND/OR DEGREE DESIGNATION CHANGE:
Proposed program name:

Proposed degree designation to be conferred (if different):

Will requested change affect curriculum?
- No
- Yes

If yes, please attach current and proposed curriculum degree program requirements and degree program objectives (on no more than three pages). Indicate the changes clearly. Note any courses deleted from the course inventory. Asterisk any courses new to the course inventory.

Will requested change require additional funds?
- No
- Yes

If yes, please specify the amount of the additional costs, the source of the funds, and how funds will be expended (if explanation exceeds space provided, attach no more than one page).

Reason for requested action:

6/26/12
Please list the proposed curriculum requirements.

Current Curriculum

Proposed Curriculum
(7) PROGRAM REQUIREMENT CHANGES

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION

Institution submitting request: Oklahoma City Community College

State Regents' three-digit program code and Program name of program to be modified:

(7) PROGRAM REQUIREMENT CHANGES

☐ Course requirement change (change in number of core courses, electives, general education, etc.
Changes in course prefixes that do not effect content should be reported, but do not require approval.)
☐ Degree program requirement change (i.e. prerequisites, minimum GPA for admission or other
admission criteria changes, graduation criteria change, etc.)
☐ Total credit hours for the degree will NOT change.
☐ Total credit hours for the degree will change from ______ to ______

Summary of changes (attach no more than one page if space provided is inadequate, as well as the form
showing the current and proposed curriculum):

Will total number of credit hours required for the degree change
☐ No
☐ Yes
Explain:

Reason for requested action (attach no more than one page if space provided is inadequate):

Will requested change require additional funds from the State Regents?
☐ Yes
☐ No

If yes, please specify the number of the additional costs, the source of the funds, and how they will be
expanded (attach no more than one page if space provided is inadequate):
Attach current and proposed degree program requirements and degree program objectives (on no more than three pages). Indicate the changes clearly. Note any courses deleted from the course inventory. Asterisk any courses new to the course inventory.

Proposed Curriculum

Current Curriculum

06/28/12
(8) OTHER DEGREE PROGRAM MODIFICATIONS

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION

Institution submitting request: Oklahoma City Community College

State Regents' three-digit program code and Program name of program to be modified:

(8) OTHER DEGREE PROGRAM MODIFICATION
Requested action:

Reason for requested action (attach no more than one page if space provided is inadequate):

Will requested change require additional funds?
○ No
○ Yes

If yes, please specify the amount of the additional costs, the source of the funds, and how they will be expended (if explanation exceeds space provided, attach no more than one page):

Will requested action change curriculum?
○ No
○ Yes

If yes, provide the current and proposed curriculum degree program requirements and degree program objectives (on no more than three pages). *Indicate the changes clearly. Note any deleted courses. Asterisk any new courses.*

Please list the current curriculum requirements in the left column and the proposed curriculum requirements in the right column.

<table>
<thead>
<tr>
<th>Current Curriculum</th>
<th>Proposed Curriculum</th>
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</thead>
</table>

06/28/2012
APPENDIX - H

COURSE DESCRIPTION GUIDELINES

1. Program Prefix (e.g. HUM, MATH, ART, etc.)

Before assigning an existing program prefix or creating a new one, course developers should carefully consider:

A. The purpose of the course
B. The most appropriate program to teach the course
C. Whether or not the course will be cross-listed
D. Which prefix is likely to make it easier for students to transfer the course.

2. Course Number

Course numbers should be assigned in the following manner:

A. The first digit represents the year level (1 = freshman, 2 = sophomore).
B. The second and third digits indicate the position of the course within a program sequence when appropriate. They should also facilitate transfer when possible course developers should consult the catalogues of receiving institutions.
C. The last digit indicates the number of credit hours. A zero in the last position means the course is offered for variable credit.

Note: Course developers and the Director of Curriculum and Instructional Development will work together to identify an appropriate course number.

3. Course Title

Course titles should be brief and descriptive. They should also facilitate transfer. If possible, course titles should be no longer than 28 characters, including spaces.

4. Pre- or Co-requisites

Pre- or co-requisites might include specific courses, assessment prior to enrollment, specific skills or abilities, evaluation by instructor, or any combination.

5. Number of Credits

Semester-hour credit must be calculated as follows:

A. One semester-hour of credit will normally be awarded for a class meeting one hour (50 minutes) per week for sixteen weeks, exclusive of enrollment, orientation, and vacation time. Organized examination days may be counted as instructional days.
B. One semester-hour of credit will normally be awarded for a laboratory meeting a minimum of two hours per week for sixteen weeks. Laboratories offered for multiple hours of credit will meet a minimum of two times the number of hours per week for sixteen weeks as the number of semester-credit-hours to be awarded.
C. Instruction offered through a combination of class and laboratory meetings would normally observe the standards set forth in (1) and (2) above on a pro rata basis. For example, a course offered for three semester-hours of credit might meet for two class hours plus two or more laboratory hours per week, or one class-hour plus four or more laboratory hours per week, etc.
6. Course Description

Course descriptions should begin with a statement of course orientation, if appropriate. This statement should clearly explain who the course is or is not designed for and where it fits in the instructional sequence. Next, the course should be described by either its content or the competencies it is designed to develop. Course developers who elect to describe courses by stating competencies should express those competencies in behavioral terms. Course developers may also want to provide necessary or helpful special information about such course components as laboratories, field trips, dangerous chemicals, extra expenses, or special equipment.

Note: Course descriptions should be written in standard English as clearly and concisely as possible. Course developers should avoid describing courses in incomplete sentences.

Sample Course Descriptions

A. Description by Content

HUM 2143 Mythology

Pre-requisite: COM 1113 or permission of instructor.

3 CREDITS. This course satisfies three credit hours of the General Education requirement in Core Area IV for all Associate in Arts, Science, and Diversified Studies degrees. The course explores several methods of myth analysis. General topics include traditional and modern views of how myth functions in human society and its importance to the individual. Readings consist of selected myths and folktales from one or more preliterate cultures. Writing is a substantial component of this course.

B. Descriptions by Competencies

PHYS 1214 College Physics II

Pre-requisite: PHYS 1114

4 CREDITS. This course is a continuation of College Physics I. Students will demonstrate their understanding of concepts of electricity and magnetism, optics, relativity, and atomic and nuclear physics by (1) developing numerical and graphical descriptions of physical phenomena, (2) numerically predicting the results of physical occurrences, and (3) applying experimental skills to analyze laboratory situations. Numerical computations will utilize algebra and trigonometry where appropriate.

MATH 1223 Mathematics for Technical Careers I

Prerequisite: MATH 0113 or MATH 0031 or adequate Math Placement Test Score or Permission of Instructor.

3 CREDITS. The student will apply basic algebra, variation, the metric system, dimensional analysis, plane geometry, functions, graphs, and trigonometry in the solution of technical problems.

C. Description by Content and Competencies
LFL 2023 Introduction to Physical Education

Pre-requisite:  PEAR 1292 or Instructor Permission

3 CREDITS. This course is designed for students interested in a career in physical education. Students will demonstrate knowledge of the nature, scope and significance of physical education. The course will introduce students to historical and philosophical foundations, major subject disciplines, subject interrelationships and the career opportunities available in physical education.

LFL 1752 Lifeguard Training

Pre-requisite:  Must be able to swim 500 yards using the crawlstroke, breaststroke, and sidestroke.

2 CREDITS. The students will demonstrate the knowledge and skills necessary to work as a non-surf lifeguard. Material presented is general in nature and must be adapted to meet the needs of various aquatic facilities. The State of Oklahoma recognizes this course as the preferred course for lifeguards. Upon completion of this course, the student will be eligible for American Red Cross certification in Lifeguarding.
### 3.4 ACADEMIC PROGRAM APPROVAL

#### 3.4.1 Purpose

Policies regulating the criteria and procedures for program approval detail the State Regents' and the institutions' respective roles in the process. These roles are successive and complementary. In carrying out their constitutional responsibilities, the State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in educational programs. The institutional faculty are the discipline experts responsible for developing and teaching the curriculum. The institutional administrators and governing board view the proposed program in light of the institution’s priorities. The State Regents provide the system perspective and their review should add value to the evaluation process. The State Regents consider the statewide capacity for each new program request as well as linking academic planning with resource allocation. The State Regents also must ensure that requests and mandates are consistently applied.

To facilitate the discharge of these responsibilities, the following policy will be used in submitting and evaluating requests for new academic programs as defined below. The policy requirements are designed to match the internal institutional processes where possible, so that institutions are not required to duplicate efforts.

Program initiation is one method by which the State Regents and the institutions keep the academic curriculum current and relevant in terms of meeting present and future needs of the state and the region. These needs are both societal and occupational in nature. The State System recognizes and supports the tradition of liberal arts education and the need for higher education programs which offer individual and societal benefits that are independent of market demand considerations. Such programs provide immeasurable returns to the state by instilling in citizens a capacity for advanced learning and an understanding of the fundamentals of civilization. Similarly, the State System recognizes and supports providing the educational services to meet the occupational needs of the state and its citizenry.

The primary purposes of this policy include:

A. To maintain and enhance the quality of instruction, research, and public service conducted at state colleges and universities.

B. To respond to existing and emerging technological, social, cultural, scientific, business/industry, and economic needs.

C. To provide to citizens a variety of high-quality opportunities for intellectual growth.

D. To make programs reasonably accessible to academically qualified citizens of the state.

E. To utilize the state's and the institutions' resources effectively and efficiently.

#### 3.4.2 Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

“Course of Study” is a sequentially organized series of educational experiences designed to culminate in the awarding of an academic degree or certificate. For the purpose of this policy, instructional programs and courses of study will be considered synonymous.

“Program” is a sequentially organized series of courses and other educational experiences.
designed to culminate in an academic degree or certificate. For purposes of this policy, instructional program, academic program, and course of study will be considered synonymous.

3.4.3 Addition, Modification, and Deletion of Instructional Programs

The addition, modification, and deletion of instructional programs requires State Regents' approval of any program of instruction that results in a certificate or degree, and any designated pattern of courses within an existing major including a new option, specialization and concentration that will be identified on the transcript, diploma, or degree. Minors defined as a coherent set of courses in a discipline or interdisciplinary grouping other than a student's degree program, will be exempted for purposes of this policy.

The terminology for the aggregation of courses into different levels of academic offerings varies from institution to institution. Within the State System, no consistent or uniform use of the terms "major," "option," "emphasis," or "degree" exists. In the interest of clarity, this policy will use the following terminology in referring to different levels of aggregation levels of courses.

A. Level I
Aggregations of courses referenced in State Regents' policy. These are (inclusive): Certificate, Associate in Arts, Associate in Science, Associate in Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of (Specialty), Master of Arts, Master of Science, Master of (Specialty), Doctor of Philosophy, Doctor of (Specialty), and First Professional Degree.

B. Level II
Aggregations of courses that appear in the institutional catalog or on the student's diploma. These vary greatly from institution to institution and include (not inclusive): Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Recreation, Master of Education, Associate in Applied Science in General Technology, and Doctor of Engineering.

C. Level III
Aggregations of courses with an institutional-unique instructional program code, as listed in the State Regents' inventory of degree programs. The nomenclature includes the discipline area. Examples include: Bachelor of Arts in English, Associate in Science in Physical Science, Master of Education in Secondary Education, and Doctor of Philosophy in Engineering.

D. Level IV
Aggregations of courses under an umbrella degree program (Level III) that reflect subsets of the larger discipline and will usually share a common core (approximately 50 percent) of course requirements, as well as having objectives consistent with the objectives of the Level III program. For example, a Level III Bachelor of Business Administration degree program might have the following Level IV courses of study: Finance, Management, Accounting, Information Systems, and General; or the Bachelor of Arts in English might allow concentrations in Literature, Creative Writing, and English Education.

All four levels of courses of study require State Regents' approval. Substantive changes in programs, including deletion, require approval of the State Regents. Nonsubstantive changes may be approved by the chief academic officer of the institution, but must be reported to the State Regents in a timely manner.

3.4.4 Addition, Modification, and Deletion of Courses
The State Regents recognize the primary role of the institution in initiating, reviewing, and authorizing course additions, modifications, and deletions. These course changes are subject to all other applicable State Regents' policies including the institutional function and program approval policies. The institutions are to exercise this authority in the spirit of Academic Planning and Resource Allocation (APRA) and are to avoid course proliferation and de facto program expansion.

Upon request, institutions will submit current listings of courses offered.

3.4.5 Uniform Course Numbering

In order to provide for a more effective and efficient system of the transfer of student's credits among institutions of Oklahoma higher education, the State Regents adopted the following uniform system of numbering for identification of courses offered at all institutions in the State System.

A course number will consist of four digits as follows:
A. The first digit will denote the course level.
B. The second and third digits will be used to identify the course within a department.
C. The fourth digit will denote the number of semester hours credit of the course.

All courses offered at institutions should be numbered consistent with the course numbering system.

3.4.6 Criteria for Evaluation

A. Centrality of the Proposed Program to the Institution's Mission
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. The institution should list the objectives of the proposed program and explain how the proposed program relates to the institutional mission and academic plan. An evaluation will be made as to the centrality of the program to the institution's mission.

B. Curriculum
The curriculum should be structured to meet the stated objectives of the program, and the institution must 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. 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. 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. Where appropriate, the proposal will also include a description of how technology is used to accomplish educational objectives.

Where appropriate, the proposal must 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.

C. Academic Standards
The admission, retention, and graduation standards should be clearly stated, must be equal to or higher than the State Regents' policy requirements, and should be designed to
encourage high quality.

D. Faculty
Faculty resources will be demonstrated to be adequate and appropriate for the proposed program, given the institution's mission and the character of the program to be developed. 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 will be summarized. The institution must demonstrate that core programmatic faculty possess the academic and research credentials appropriate to support the program.

E. Support Resources
Access to qualitative and quantitative library resources must be appropriate for the proposed program, given the institution's mission and the character of the 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 will 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.

The integration of instructional technology in the program's delivery is often appropriate for further engaging the student as an active learner and enhancing the overall learning experience. Access to global sources of information as well as to other students and faculty through computing networks has become an important learning tool for all students, regardless of program. Where appropriate, the proposal will include a description of how instructional and information technology resources are incorporated into this program.

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.

F. Demand for the Program
Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution should demonstrate demand for the proposed program.

1. Student Demand
Evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, should be adequate to expect a reasonable level of productivity.

2. Employer Demand
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 that area should be provided. 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.

G. Complement Existing Programs
The proposed program should complement and strengthen existing programs at the
institution. Existing programs can be strengthened and enriched when appropriate new courses and degree programs are added to the curriculum. It is preferable that a proposed program be based on the existing strengths of the institution rather than be composed entirely of new courses. An interdependence among degree programs helps to strengthen and broaden the educational base of the institution.

H. Unnecessary Duplication

The prevention and elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant initiation of a new program. Where appropriate, technology will be used to reduce or eliminate duplication of effort and utilize existing resources more efficiently.

Normally, proposed programs in undergraduate core areas consisting of basic liberal arts and sciences disciplines would not be considered unnecessarily duplicative. Unnecessary duplication is a more specific concern in vocational/technical, occupational, and graduate and professional programs which meet special manpower needs. The institution submitting the proposal has the responsibility to provide evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

In considering a program whose title or content implies duplication, the proposed program will be examined to determine the extent to which it duplicates existing programs. If duplication is found to exist, then the proposed program will be evaluated to determine whether the duplication is unnecessary. In making this determination, the following criteria will be evaluated:

1. Demand for the Program

Evidence should be presented demonstrating that there is sufficient unmet demand for the program in one or more of the following areas to justify duplication:

   A. Student Demand

   Present evidence demonstrating student demand for the program and the extent to which that demand is not being adequately met by existing programs.

   B. Employer Demand

   Present evidence demonstrating demand from employers for graduates of this program and the degree to which that demand is not being adequately met by existing programs.

   C. Demand for Services or Intellectual Property of the Program

   Present evidence demonstrating the demand for the services (e.g., contracts, consulting, or community service) or the intellectual property (e.g., inventions and creative works) that would be produced by the students and faculty of the program and the degree to which this demand is not being adequately met by existing programs.

2. Alternative Forms of Delivery and Consortial or Joint Programs
The new program request should address the feasibility of meeting the demand for the program through alternative forms of delivery, including electronic and on-site delivery of the program. When duplication is evident, the new program request should address the feasibility of consortial, dual, or joint degree approaches, including through electronic means, or program delivery in order to improve quality and more effectively utilize resources.

I. 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 and sustain 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.

Proposed programs may be financially supported in several ways. Institutions must provide evidence of adequate funding which may 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 from Students New to the Institution
The institution must provide evidence of a projected increase in total student enrollments to the campus.

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.

J. Program Review and Assessment
The institution must set forth 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 will include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

3.4.4 Program Request Procedures
The following procedures will be followed by the submitting institution and the State Regents for the consideration of a new academic program:

A. Academic Plan
Demonstrate consistency with institution’s academic plan.

B. Letter of Intent
Institutional president must submit a "letter of intent" to initiate a new program to the Chancellor. The Chancellor will then inform the other institutional presidents of this request and provide the opportunity for comment, questions and protests, as well as, requests for copies of the proposals when received. The "letter of intent" does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to
approve the program. The "letter of intent" will be active for a period of one year and must be received by the Chancellor at least 30 days prior to the new program request. The institution's program request must be received during the one-year time period following the receipt of the intent letter, or a new "letter of intent" must be initiated.

C. Submission of a New Program Request
Upon the Chancellor's receipt of the New Program Request from an institution, copies of the New Program Request will be provided to institutions that have asked for a copy. Institutions will have 30 days from the date the copy is sent to provide comment, submit questions, or protest the proposed program.

D. Content of the New Program Request Submission
The submission will include a description of the Institution's Program Development Process, and will individually address each of the criteria in the New Program Request Criteria section of this policy and include supporting data and documentation. For programs that will use an alternative form of delivery, including but not limited to consortial, dual, or joint degrees, refer to the Academic Program Request Form in the State Regents' Academic Affairs Procedures Handbook and the Academic Program Request Form which are available online.

E. State System Staff Review of the Program Request
The State Regents' staff will review the institution's program request and will submit a recommendation for State Regents' action. The State Regents may take one of four actions:

1. Disapprove the program with a written explanation to the institution of the reasons for this action;
2. Defer the program request until the institution meets specified criteria or provides additional information;
3. Provisionally approve the program which will include a specified period of time for the program's operation with certain criteria developed in cooperation with the institution to be met if the program is to continue beyond the specified date; or
4. Approve the program without qualification. Should an institution's request for a program be approved provisionally by the State Regents for a specified time period, there will be a window of one year to initiate the program without the year counting toward the provisional time period. Should the State Regents defer or disapprove the program, the institution will have the opportunity to appeal directly to the State Regents.

Should an institution's request for a program be provisionally approved by the State Regents for a specified time period, there will be a window of one year to initiate the program without the year counting toward the provisional time period.

Should the State Regents defer or disapprove the program, the institution will have the opportunity to appeal directly to the State Regents.

Detailed procedures for program requests and reviews are in the State Regents' Academic Affairs Procedures Handbook and are available online.

Approved May, 2012.
### The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

#### I. Human Heritage, Culture, Values, and Beliefs

Students will demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities. Specifically, students should be able to

- Demonstrate understanding of basic world geography;
- Demonstrate familiarity with major cultural issues of selected global communities;
- Demonstrate knowledge of significant historical events and figures of selected global communities; and
- Demonstrate an understanding of ethical concerns of selected global communities.

#### II. Communication and Symbols

A. Students will demonstrate effective writing and public speaking skills.

For writing, students should be able to

- Generate a clear, specific, and arguable thesis or dominant idea;
- Formulate evidence and examples to support the topic idea;
- Construct a logical pattern of paragraph development; and
- Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

For public speaking skills, students should be able to

- Demonstrate the effective use of an introduction, body, and conclusion of a formal speech;
- Demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech;
- Deliver the speech with effective eye contact relative to the use of presentational aids (when applicable) and the audience;
- Vary the tone of voice appropriate to the content of the speech and context of the audience; and
- Demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

#### III. Social, Political, and Economic Institutions

Students will demonstrate an understanding of the function of major social institutions. Specifically, students should be able to

- Analyze how political systems impact society;
- Analyze how economic systems impact society;
- Analyze how religion serves to shape the norms of a society;
- Analyze how education interacts with cultural values and norms; and
- Analyze how shifts in social institutions impact the family.

#### IV. Relationships in Nature and Science

Students will demonstrate critical thinking by using scientific methodology. Specifically, students should be able to

- Analyze a set of data or qualitative observations using previously learned tools;
- Draw reasoned conclusions based on the results of the analysis; and
- Support conclusions logically and
communicate them effectively.
## APPENDIX - K
### CURRICULUM COMMITTEE
#### 2012-2013

**PURPOSE**
The purpose of the Curriculum Committee is to consider and make recommendations regarding curriculum proposals to the Vice President for Academic Affairs.

**MEETING TIME**
On Scheduled Thursdays at 3:00 p.m. during the fall and spring semesters as needed.

**MEMBERSHIP**
Appointment made for a two-year period with 50% rotation each year.

The current committee member list:
[http://www.occc.edu/institutionalcommittees/curriculum/timeline.html](http://www.occc.edu/institutionalcommittees/curriculum/timeline.html)
## Meeting Schedule of the Curriculum Committee

### 2012-2013

- All meetings begin at 3:00 PM in room Library 407 A with the *exception of one meeting to be held in room Library 401.
- The Curriculum Committee timeline calls for each division to complete their major curriculum changes in the fall. Spring meetings should be used for small changes.
- The time allowed for each meeting is 90 minutes. Any agenda not completed during this allotted time must be tabled for another meeting.

<table>
<thead>
<tr>
<th>Date</th>
<th>Division</th>
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<tbody>
<tr>
<td>September 6</td>
<td>Informational Meeting</td>
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<tr>
<td>September 27</td>
<td>Consider proposals from the Arts and Humanities Division</td>
</tr>
<tr>
<td>*October 11</td>
<td>Consider proposals from the Information Technology Division</td>
</tr>
<tr>
<td>October 25</td>
<td>Consider proposals from the Science and Mathematics Division</td>
</tr>
<tr>
<td>November 8</td>
<td>Consider proposals from the Health Professions Division</td>
</tr>
<tr>
<td>November 29</td>
<td>Consider proposals from the Social Sciences Division</td>
</tr>
<tr>
<td>December 6</td>
<td>Consider proposals from the Business Division</td>
</tr>
<tr>
<td>February 7</td>
<td>Consider proposals from Program under Review</td>
</tr>
<tr>
<td>February 21</td>
<td>Consider proposals from the Arts and Humanities and the Information Technology Divisions</td>
</tr>
<tr>
<td>March 7</td>
<td>Consider proposals from the Health Professions and Science and Mathematics Divisions</td>
</tr>
<tr>
<td>March 28</td>
<td>Consider proposals from the Social Sciences and Business Divisions</td>
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</tbody>
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The following timeline has been set to allow for divisions and department to plan ahead. Questions?
Contact Catherine Kinyon (x 7233)
APPENDIX - N

ACTIONS REQUIRED ON CURRICULUM PROPOSALS

I. Course Actions - Modifications, Deletions, or Additions:

- Faculty originate proposals
- Dean recommends
- Curriculum Committee makes recommendation
- Final action by the Vice President for Academic Affairs

II. Program Actions - Substantive and Non-substantive:

“Substantive” program changes are defined as one or more of the following:

- Addition of new programs
- Deletion of programs
- Suspension of programs
- Program title (name) change
- Program Option Addition
- Option Deletion
- Option Name Change
- Course Requirement Change (addition, modification, or deletion of any designated pattern of courses within an existing major--change in number of core courses, electives general education, etc.)
- Changes in Degree requirement (i.e. perquisites, minimum GPA for admission or other admission criteria changes, new or increased graduation GPA requirement changes, etc)
- Changes in total Program hours or required courses in the program
- Offering 50% or more of the program electronically

Procedures for Substantive Program Changes:

- Faculty originate proposals
- Dean recommends
- Curriculum Committee makes recommendation
- Vice President for Academic Affairs makes recommendation
- On-campus approval by the President
- Approval by the Oklahoma State Regents for Higher Education.
- New program proposals must also be approved by the OCCC Board of Regents before they are forwarded to the State Regents

“Non-Substantive” program changes are defined as one or more of the following:

- Course name change
- Course description change
- Course prefix changes that do not affect content

Procedures for Non-substantive Program Changes:
• Faculty originate proposals
• Dean recommends
• Curriculum Committee makes recommendation
• Final action by the Vice President for Academic Affairs

In Summary - Final Approval Resides with:

A. Vice President for Academic Affairs approves: course and non-substantive program proposals.
B. President approves substantive programs changes and new program proposals for submission to the State Regents.