

# **CURRICULUM GUIDELINES AND FORMS**

2009-2010

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**ROGERS STATE UNIVERSITY**

Claremore, Oklahoma

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Office of Academic Affairs



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## INTRODUCTION

All recommendations for new programs, new program options, new courses, degree plan modifications, course modifications or any other changes of curriculum shall be presented to the Curriculum Committee. Faculty are required to use Oklahoma State Regents for Higher Education (OSRHE) (<http://www.okhighered.org/admin-fac/academic-forms/>) approved forms as well as Rogers State University supporting documentation when submitting recommendations.

Courses must meet the requirements and standards as established by the OSRHE. Proposed courses should meet the following criteria:

- respond to or reflect community or student needs.
- compatible with mission and purposes of the University.
- reflect cost considerations.

### STATE REGENTS ACADEMIC CALENDAR STANDARDS (OSRHE, 3.18.3)

All classes are expected to meet for sixteen weeks, and no institution, academic department, or individual faculty member is authorized to reduce the number of academic weeks in the standard semester without specific approval of the State Regents. The semester-credit-hour is the standard and traditional unit of credit to be used by institutions in evaluating a student's educational attainment and progress.

- A. One semester-hour of credit is normally awarded for completion of a course meeting for 800 instructional minutes, (50 minutes per week for sixteen weeks), exclusive of enrollment, orientation, and scheduled breaks. Organized examination days may be counted as instructional days.
- B. Laboratory credit is normally awarded at a rate not to exceed one-half the instructional rate. One semester-hour of credit is normally awarded for completion of a laboratory meeting a minimum of 1600 minutes (100 minutes per week for sixteen weeks).
- C. Instruction offered through a combination of class and laboratory meetings would normally observe the standards set forth above on a pro rata basis. For example, a course offered for four semester-hours of credit might meet for 100 minutes of organized instruction plus 200 minutes of laboratory per week for 16 weeks ( $100 \text{ minutes} \times 16 \text{ weeks} \div 800 \text{ minutes} = 2 \text{ credits}$  and  $200 \text{ minutes} \times 16 \text{ weeks} \div 1600 \text{ minutes} = 2 \text{ credit hours}$ ).
- D. Block or alternative course schedules may also occur within the dates set forth for a semester or summer session. Courses offered during academic terms shorter than a semester will observe the same academic standards involving instructional hours per semester-credit-hour as those courses offered during a standard academic semester.

## ROGERS STATE UNIVERSITY GUIDELINES

One credit hour equates to a minimum 16 lecture or theory hours; 32 on-campus laboratory hours; or 48 directly supervised clinical hours. For each hour of lecture, the course should require two hours of outside class study (homework) and/or assigned out of class activity. For example, a credit hour course includes:

$$\begin{array}{r} 16 \text{ hours of class, lecture or theory} \\ \text{time (synchronous or asynchronous)} \\ + 32 \text{ hours of homework} \\ \hline = 48 \text{ hours total student learning time} \end{array}$$

For courses with laboratories, one unit equals two hours in class per week. Laboratory or activity classes, however, may require minimal study/work outside of class meetings. Distance Learning course delivery includes compressed video, live broadcast, online and blended.

**Course Prefixes or Designators:** Course prefixes or designators must be written in 2 to 4 capital letters (i.e., CS, ART, or COMM).

**Course Numbering 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 hour credit of the course.

Always verify course number or name availability via email with the Registrars' Office prior to completion of curriculum forms. In other words, verify via email whether the course number or name has ever been listed in the institutional course inventory.

**Acronyms** may be used throughout the document after they have been spelled out the first time they are used, for example, Local Area Network (LAN).

**Discipline Terms:** Explanation of discipline terms (such as proficiency levels or titles of professional organizations, such as APA) must be included in the course description.

**Critical Thinking:** The program learning outcomes, course objectives and course work must reflect critical thinking and analysis of concepts at the appropriate college level.

**Rigor:** The course must require rigor in learning skills and include vocabulary deemed appropriate for a college-level course.

**Course Description Format:** A list of common course descriptions is maintained on the OSRHE web site and may be found at <http://www.okhighered.org/student-center/transfer-stdnts/2008-09/cep-appendix08-09.pdf>. In the interest of space, course descriptions should be limited to no more than 55 words. Use of sentence fragments that contain predicate verbs, but not subjects, is suggested. Other points to consider when writing course descriptions include:

- Avoid using phrases such as “a study of” or “an examination of” since it is assumed that all courses analyze, examine or study the subject matter. Instead, list the topics covered in brief descriptive phrases. If a course has a graduate level number (5000 or above), it is not necessary to write “graduate” in the title or description.
- Unless the course typically covers more than the topics named because of multiple sections, subjects that vary from year to year, or a list too long to print, avoid using phrases like “topics include”. Phrases like “with emphasis on” should be used only if it is really significant to point out that one or more among several topics is the primary focus of a course, in which case “emphasizing” is more concise. Separately naming the topic emphasized will usually accomplish the same thing.
- If the first line of a course description does no more than repeat the title, omit it and go on to the next line.
- If a term such as “laboratory”, “seminar” or “workshop” is used in the title, it is not necessary to repeat it in the description.
- If the course number or title adequately indicates the relative sophistication of the course, it is unnecessary to use “introduction to” or “advanced study of” in the course description. This statement does not apply to a 5000 level course that is indeed an introduction to a subject and is not so indicated in the title.
- Try to avoid the use of unnecessary articles and complicated language.

Sample Course Description

ACCT 2103 Accounting I-Financial  
Accrual accounting for businesses covering basic accounting theory, corporate stocks, bonds, and classified financial statements.

**Prerequisite Courses:** The computer software used for online enrollment recognizes prerequisite courses stated at the conclusion of the course description. One or more prerequisite courses may be cited. Use of “and” and “or” is compatible with the software. Prerequisites should be considered when adding 3000 level courses. It is possible, but rare, that a 3000 or 4000 level elective course would not carry a prerequisite.

Sample Course Description with Prerequisite Courses.

BADM 3113 Business Communications  
Comprehensive view of the communication process in the business environment with emphasis on listening skills, grammar, letter writing, memoranda, electronic messages, employment -related messages and reports, oral presentations, and interpersonal skills. Prerequisite: ENGL 1113

**Instructor Permission:** “Instructor permission” is incompatible with online enrollment and requires the instructor’s signature on the Enrollment Form.

**Changing Course Designators:** When course designators are modified, faculty must add “Formerly (Course Designator and Number)”. Inclusion of former course designators at the end of new course descriptions assists students and advisors when designing a course of study.

Sample Course Designator Change

Focuses on critical thinking and the analytical interpretation of college reading selections: narration (fiction and nonfiction), argumentation, persuasion, exposition and poetry. Structured to integrate the reading of college-level material with writing and critical thinking assignments. (Formerly ENGL 1583.)

**Distance Education:** Distance education courses must meet standards set forth by the Oklahoma State Regents for Higher Education.

**Measurable Course Objectives or Learner Outcomes:** Objectives or learner outcomes must be written in complete sentences, using only one sentence per objective; and, in measurable terms compatible with Bloom's Taxonomy.

## **RELATIONSHIP BETWEEN THE STATE REGENTS AND THE OU BOARD OF REGENTS**

The Oklahoma State Regents for Higher Education is the State's legal structure for providing public education at the collegiate level. The Constitution of Oklahoma and the Oklahoma Higher Education Code as enacted by the 1965 Legislature and as amended during subsequent sessions provide the legal framework for the Oklahoma State Regents for Higher Education to develop and implement policies and procedures necessary to maximize the functioning of this structure (OSRHE Policy Manual, <http://www.okhighered.org/state-system/policy-procedures/Chapter1-2006-Final.pdf>).

The following schematic depicts the relationship between the Coordinating Board (OSRHE) and the Governing Boards. The University of Oklahoma Board Of Regents is the governing board for Rogers State University, Cameron University and the University of Oklahoma.

Some of the functions of the OSRHE coordinating board include:

- Determine functions and courses of study
- Prescribe standards of education
- Grant degrees and other forms of academic recognition
- Recommend to the State Legislature budget allocation
- Allocate funds appropriated by the State Legislature

Some of the functions of the University of Oklahoma Board of Regents governing board include:

- Determine management policy
- Employee personnel, including fixing salaries and assigning duties
- Acquire and hold title to property
- Academic administration
- Budget administration
- Plan and construct buildings
- General responsibility for government of the institution

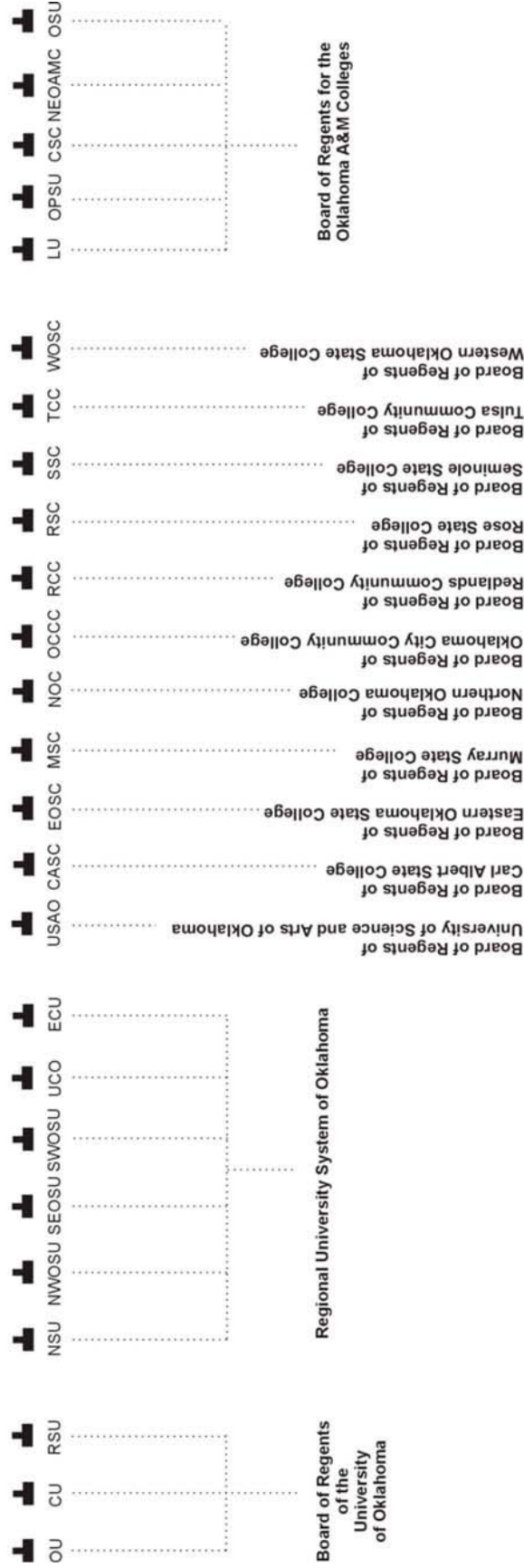
Rogers State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

# The Oklahoma State System of Higher Education

11/2/2021

## OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION Coordinating Board of Control

1. Determine functions and courses of study.
2. Prescribe standards of education.
3. Grant degrees and other forms of academic recognition.
4. Recommend to State Legislature budget allocation.
5. Allocate funds appropriated by State Legislature.
6. Allocate revolving funds.
7. Determine student fees.
8. General coordination.
9. Provide research, study and planning.



### Governing Boards

1. Determine management policy.
2. Employee personnel. Fix salaries and assign duties.
3. Contract for other services.
4. Custody of records.
5. Acquire and hold title to property.
6. Academic administration.
7. Student life.
8. Budget administration.
9. Purchasing.
10. Plan and construct buildings.
11. Auxiliary enterprises.
  - a. Issuance of bonds
  - b. Administration of self-liquidating properties
12. General responsibility for government of the institutions.

## NEW PROGRAM APPROVAL TIME LINE

The Vice President for Academic Affairs will notify the appropriate Dean of the approval status of the Prospectus. Once approved, the department may proceed with development of the full proposal using the appropriate OSRHE forms. According to *OSRHE policy 3.4.7 Program Request Procedures*, the following steps are required for consideration of new academic programs.

1. Academic Plan	A new degree or degree option must demonstrate consistency with institution's Academic Plan.
2. Letter of Intent	Institutional President must submit a Letter of Intent to the Chancellor at least one month prior to the submission of the proposal.
3. Content	The new degree program request will include a description of the Institution's Program Development Process, and will individually address each of the criteria.
4. Governing Board Approval	The governing board (OU Regents) must approve the program request prior to the president's submission of a new program or program option to the Chancellor's office.
5. OSRHE Staff Review	Following OSRHE staff review, the Chancellor will forward a recommendation to the State Regents for one of four actions: <ul style="list-style-type: none"> <li>• Disapprove the program request</li> <li>• Defer the program request</li> <li>• Provisionally approve the program request</li> <li>• Approve the program request without qualification</li> </ul>

### 2009-2010

November 1	Dean submits prospectus to the Vice President for Academic Affairs
December 1	VPAA communicates to Dean the approval status of the prospectus. If approved, a New Program code is assigned.
December 15	Letter of Intent to OSRHE from the President
February 1	New Program proposal submitted from the Academic Department to the University Curriculum Committee
March 1	New Program proposal submitted from University Curriculum Committee to Academic Affairs
April 1	New Program proposal submitted from Academic Affairs to Academic Council
April 15	New Program proposal submitted to OU Regents (governing board)

### 2010 - 2011

September	New Program proposal placed on OU Regents agenda for approval
October	New Program proposal submitted to Chancellor's Office at OSRHE (state coordinating board)
December	New faculty requests to VPAA to support new program
December	New Program proposal placed on OSRHE agenda for approval
February	New program added to <i>2011-2012 Bulletin</i>
March	New program budget requests submitted during RSU budget cycle for 2011-2012

### 2011-2012

August	New program begins
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Assuming receipt by Academic Affairs of a prospectus by November 1, the following timeline is an estimate of the ***SHORTEST*** amount of time for initiation of a new degree. New program code is not active until the program is approved by the Oklahoma State Regents for Higher Education. Advisors MAY NOT enroll students into an unapproved degree program.



## NEW DEGREE PROGRAM PROSPECTUS: GUIDE FOR FACULTY

A prospectus, which is an abbreviated program proposal, requires approval from the Vice President of Academic Affairs prior to the development of a full proposal. This approval step is necessary because the development of a full proposal consumes a considerable investment of faculty, staff and administrative time. **A prospectus should be limited to 5 pages, excluding cover sheet and appendices.** This guide is derived from the OSRHE policy manual, chapter 3 and may be located at <http://www.okhighered.org/state-system/policy-procedures/Chapter%203-2009.pdf>.

Degree Credential and Title (e.g. BS in Biology): \_\_\_\_\_  
Program Option (If Applicable): \_\_\_\_\_  
Name of Academic Department: \_\_\_\_\_ Date of Review: \_\_\_\_\_

1. <u>Centrality to the Institution's Mission (OSRHE Policy 3.4.6.A)</u> Describe the relationship between the University mission, school mission, departmental mission, University Academic Plan, Strategic Plan and proposed program objectives (learning outcomes).
2. <u>Curriculum (OSRHE Policy 3.4.6.B)</u> Provide an overview of the proposed program curriculum with discussion of new courses according to OSRHE minimum curriculum standards. Discuss specialty accrediting agency requirements, if appropriate.
3. <u>Faculty (OSRHE Policy 3.4.6.D)</u> List new faculty positions with associated rank, projected salaries and benefits necessary to implement the program and include this information in the five-year budget.
4. <u>Support Resources (OSRHE 3.4.6.E)</u> A. Describe the need, if any, for additional library resources and estimate the cost of these resources. B. Describe the need, if any, for additional physical and instructional equipment necessary to implement the program. C. Include this information in the five-year budget.
5. <u>Program Demand (OSRHE Policy 3.4.6.F)</u> A. Discuss the preliminary evidence of student demand. (Cite surveys of potential students or enrollment in related programs at RSU, etc.) B. Discuss the preliminary evidence of employer demand in Oklahoma. (Cite employer surveys, current labor market analyses in Oklahoma, etc.) <i>NOTE: Quantitative evidence of program demand, particularly from potential employers, is essential for approval. See <a href="http://www.ok.gov/oesc_web/documents/lmioutlk06.pdf">http://www.ok.gov/oesc_web/documents/lmioutlk06.pdf</a></i>
6. <u>Complement Existing Programs (OSRHE Policy 3.4.6.G)</u> Briefly describe how the proposed program positively or negatively impacts existing programs at RSU.
7. <u>Unnecessary Duplication and Program Niche (OSRHE Policy 3.4.6.H)</u> <i>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 (OSRHE).</i> Briefly discuss whether the program has a niche or how is it unique, if necessary.
8. <u>Cost and Funding (OSRHE Policy 3.4.6.I)</u> Include the narrative/justification in the appropriate space on the OSRHE Five-Year Budget Form.
9. <u>Appendices</u> A. Current Degree Plan with General Education Courses B. Proposed Degree Plan with General Education Courses C. New Courses (course prefix, number and description) D. OSRHE Five-Year Budget Form

**OSRHE FIVE-YEAR BUDGET FORM**

**Program Resource Requirements**

**A. Funding Sources**

	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
	<b>of Program</b>	<b>of Program</b>	<b>of Program</b>	<b>of Program</b>	<b>of Program</b>

Total Resources Available from Federal Sources					
Narrative Explanation/Justification					
Total Resources Available from Other Non-State Sources					
Narrative Explanation/Justification:					
Existing State Resources					
Narrative Explanation/Justification:					
Resources Available through Internal Allocation and Reallocation					
Narrative Explanation/Justification:					
Student Tuition					
Narrative Explanation/Justification:					
<b>TOTAL</b>					

**B. Breakdown of Budget Expenses/Requirements**

**1<sup>st</sup> Year      2<sup>nd</sup> Year      3<sup>rd</sup> Year      4<sup>th</sup> Year      5<sup>th</sup> Year**  
**of Program    of Program    of Program    of Program    of Program**

Staff:					
Administrative/Other Professional					
Faculty					
Graduate Assistants					
Student Employees					
Narrative Explanation/Justification: Includes salaries of all listed above.					
Equipment and Instructional Materials					
Narrative Explanation/Justification:					
Library					
Narrative Explanation/Justification:					
Contractual Services					
Narrative Explanation/Justification					
Other Support Services					
Commodities					
Printing					
Telecommunications					
Travel					
Awards and Grants					
Narrative Explanation/Justification:					
<b>TOTAL</b>					

## NEW DEGREE PROGRAM PROSPECTUS: CRITIQUE

Degree Credential and Title (e.g. BS in Biology): \_\_\_\_\_

Program Option (If Applicable): \_\_\_\_\_

Name of Academic Department: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Ratings: 0=Not Present 1=Undeveloped 2=Developing 3=Established

Narrative Proposal	Rating
<p>1. <u>Centrality to the Institution's Mission (OSRHE Policy 3.4.6.A)</u> Does the prospectus discussion support the role and scope of the institution as set forth in the University mission, school mission, departmental mission, University Academic Plan and University Strategic Plan?</p>	—
<p>2. <u>Curriculum (OSRHE Policy 3.4.6.B)</u> A. The current and proposed degree plans are attached. B. The course number, name and description of all new courses are present. C. Does the proposed program meet OSRHE degree standards?</p>	— — —
<p>3. <u>Faculty (OSRHE Policy 3.4.6.D)</u> If new faculty positions are required, are the projected rank, salary and benefits cited?</p>	—
<p>4. <u>Support Resources (OSRHE 3.4.6.E)</u> A. Is the adequacy of existing (and need for additional) library resources discussed? B. Is the adequacy of existing (and need for additional) physical and instructional equipment to implement the program discussed?</p>	— —
<p>5. <u>Program Demand (OSRHE Policy 3.4.6.F)</u> A. Is there preliminary evidence of student demand? (Cite surveys of potential students or enrollment in related programs at RSU, etc.) B. Is there preliminary evidence of employer demand? (Cite employer surveys, current labor market analyses in Oklahoma, etc.)</p>	— —
<p>6. <u>Complement Existing Programs (OSRHE Policy 3.4.6.G)</u> Is there discussion regarding the impact of the proposed program on existing programs at RSU?</p>	—
<p>7. <u>Unnecessary Duplication and Program Niche (OSRHE Policy 3.4.6.H)</u> Is there discussion regarding the program's niche, or is it unique?</p>	—
<p>8. <u>Cost and Funding (OSRHE Policy 3.4.6.I)</u> Does the prospectus include a five year budget that specifies revenue and expenses with associated justification using the OSRHE Five Year Budget Form?</p>	—

Approved: \_\_\_\_\_ VPAA Date: \_\_\_\_\_

Approved: \_\_\_\_\_ President Date: \_\_\_\_\_

<b>Academic Affairs Only</b>	
Date: _____	Dean Notified
Date: _____	Letter of Intent to OSRHE

## OSRHE AND RSU CURRICULUM FORMS: Which form do I use?

All OSRHE forms may be downloaded at (<http://www.okhighered.org/admin-fac/academic-forms/>). . The RSU Approval History Form must be attached to ALL proposals and may be downloaded from the RSU Academic Affairs webpage at <http://www.rsu.edu/academic-affairs/index.asp>.

<b>Type of Request</b>	<b>OSRHE Form</b>	<b>RSU Form</b>
<b>Request for New Program</b>		
New Degree Program	<i>New Program Request Form</i>	<i>A New Degree Program Approval History Form</i>
<b>Request for Program Modification</b> <i>All Program Modification proposals must include a OSRHE Request for Program Modification cover sheet for each degree program.</i>		
Program Deletion	<i>Request for Program Modification (1) Other Degree Program Modification form</i>	<i>Approval History Form</i>
Program Suspension	<i>Request for Program Modification (2) Other Degree Program Modification form</i>	<i>Approval History Form</i>
Change Program Name or Degree Designation	<i>Request for Program Modification (3) Other Degree Program Modification form</i>	<i>Approval History Form</i>
Option Addition	<i>Request for Program Modification (4) Option Addition form</i>	<i>Program Option Approval History Form</i>
Option Deletion	<i>Request for Program Modification (5) Other Degree Program Modification form</i>	<i>Approval History Form</i>
Option Name Change	<i>Request for Program Modification (6) Other Degree Program Modification form</i>	<i>Approval History Form</i>
Change of Program Requirements (prerequisites, minimum GPA for admission or other admission requirements, graduation criteria change, etc.	<i>Request for Program Modification (7) Program Requirement Change</i>	<i>Modifying or Deleting a Course Approval History Form</i>
Adding a New Course	<i>Request for Program Modification (7) Program Requirement Change</i>	<i>A New Course Approval History Form</i>
Deleting a Course	<i>Request for Program Modification (7) Program Requirement Change</i>	<i>Approval History Form</i>
New Minor Course of Study	No form unless adding a new course. Use <i>OSRHE Request for Program Modification (7) Program Requirement Change</i> for all new courses unless the minor is requested concurrently with a new degree program.	<i>A New Minor Course of Study Approval History Form</i>

## **NEW DEGREE PROGRAM *PROPOSAL*: GUIDE FOR FACULTY**

New degree program proposals must adhere to the Oklahoma State Regents for Higher Education (OSRHE) policies regulating the criteria and procedure for program approval. "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 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 (OSRHE Policy 3.4.1, 2009, p. 47).

The OSRHE form to be used when submitting new program proposals may be located at <http://www.okhighered.org/admin-fac/academic-forms/>. Refer to <http://okhighered.org/policy-proced/index.shtml> for policy guidelines related to the form. For your convenience, a copy of the form is provided over the next several pages.

New degree program proposals are forwarded to the university Curriculum Committee for review. A New Degree Program Proposal Critique Form was developed to assist the Curriculum Committee with the review process. A copy of the completed critique form should be posted on the "N" drive. The University Curriculum Committee refers to the RSU Curriculum Guidelines when reviewing all proposals submitted by the Academic Departments.

## OSRHE NEW PROGRAM REQUEST FORM

\_\_\_\_\_  
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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

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 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.

**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.)*

**Curriculum**

The curriculum should be structured to meet the stated objectives of the program. Explain how the curriculum achieves the objectives of the program by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

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.

***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.

***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.

***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.

***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.

Academic Year	Degrees Conferred	Majors (Headcount) – Fall Semester

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

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).

*(example: enroll a minimum of 50 students in fall 2003 and graduate a minimum of 35 students in 2003-04.)*

**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.

### **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.

### **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**

<b>A. Funding Sources</b>	<b>1<sup>st</sup> Year Of Program</b>	<b>2<sup>nd</sup> Year Of Program</b>	<b>3<sup>rd</sup> Year Of Program</b>	<b>4<sup>th</sup> Year Of Program</b>	<b>5<sup>th</sup> Year Of Program</b>
Total Resources Available from Federal Sources					
Narrative Explanation/Justification:					
Total Resources Available from Other Non-State Sources					
Narrative Explanation/Justification: Sources					
Existing State Resources					
Narrative Explanation/Justification:					
State Resources Available through Internal Allocation and Reallocation					
Narrative Explanation/Justification:					
Student Tuition					
Narrative Explanation/Justification:					
<b>TOTAL</b>					

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>1<sup>st</sup> Year Of Program</b>	<b>2<sup>nd</sup> Year Of Program</b>	<b>3<sup>rd</sup> Year Of Program</b>	<b>4<sup>th</sup> Year Of Program</b>	<b>5<sup>th</sup> Year Of Program</b>
Staff:					
Administrative/Other Professional					
Faculty					
Graduate Assistants					
Student Employees					

Narrative Explanation/Justification: Includes salaries of all listed above.					
Equipment and Instructional Materials					
Narrative Explanation/Justification:					
Library					
Narrative Explanation/Justification:					
Contractual Service					
Narrative Explanation/Justification					
Other Support Services					
Commodities					
Printing					
Telecommunications					
Travel					
Awards and Grants					
Narrative Explanation/Justification:					
TOTAL					

***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.

## NEW DEGREE PROGRAM PROPOSAL: CRITIQUE

Degree Credential and Title (e.g. BS in Biology): \_\_\_\_\_

Name of Academic Department: \_\_\_\_\_

Date: \_\_\_\_\_

Ratings: 0=Not Present 1=Undeveloped 2=Developing 3=Established

Narrative Proposal	Rating
<p>1. <u>Centrality to the Institution's Mission (OSRHE Policy 3.4.6.A)</u></p> <p>A. Does the proposal discussion adhere to the role and scope of the institution as set forth in the</p> <p style="margin-left: 20px;">1. University mission?</p> <p style="margin-left: 20px;">2. Current Academic Plan?</p> <p style="margin-left: 20px;">3. Strategic Plan?</p> <p>B. Are the program objectives (student learning outcomes) aligned with the departmental, school and university missions?</p>	<p>___</p> <p>___</p> <p>___</p> <p>___</p>
<p>2. <u>Curriculum (OSRHE Policy 3.4.6.B)</u></p> <p>A. Are the current and proposed degree plans attached and clearly labeled?</p> <p>B. Are the course number, name and description of all new courses in the program clearly identified?</p> <p>C. Is the curriculum structured to meet the stated objectives of the program?</p> <p>B. Is the relationship explained between the program objectives (student learning outcomes) and the proposed degree plan?</p> <p>C. Does the program degree plan meet the OSRHE minimum curriculum standards?</p> <p>D. If applicable, are clinicals, practica, internships or field work explained?</p>	<p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p>
<p>3. <u>Academic Standards (OSRHE Policy 3.4.6.C)</u></p> <p>Are the admission, retention, and graduation standards</p> <p style="margin-left: 20px;">1. Clearly stated?</p> <p style="margin-left: 20px;">2. Equal to or higher than the OSRHE policy requirements?</p>	<p>___</p> <p>___</p>
<p>4. <u>Faculty (OSRHE Policy 3.4.6.D)</u></p> <p>A. Are faculty resources adequate?</p> <p>B. Does the core programmatic faculty possess appropriate academic standards and research credentials?</p> <p>C. Are courses identified which will be taught by the existing core faculty?</p> <p>D. Are rank, salary and benefits projected for each new position, if additional full time faculty positions are required?</p>	<p>___</p> <p>___</p> <p>___</p> <p>___</p>
<p>5. <u>Support Resources (OSRHE 3.4.6.E)</u></p> <p>A. Does access to qualitative and quantitative library resources already exist? If not, is a plan cited to gain access?</p> <p>B. Does adequate physical and instructional equipment exist to implement the program?</p> <p style="margin-left: 20px;">1. Does the proposal address the availability of classroom, laboratory, and office space as well as any equipment needs?</p> <p style="margin-left: 20px;">2. If not, is a plan cited to obtain these resources?</p> <p>C. If appropriate, how are instructional and information technology resources incorporated into the program?</p>	<p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p>

<p>6. <u>Program Demand (OSRHE Policy 3.4.6.F)</u>  A. Is there evidence of student demand? (Cite recent surveys of potential students or enrollment in related programs at RSU, etc.)  B. Is there evidence of employer demand? (Cite employer surveys, current labor market analyses in Oklahoma, etc.)</p>	<p>___  ___</p>
<p>7. <u>Complement Existing Programs (OSRHE Policy 3.4.6.G)</u>  Does the proposed program complement and strengthen existing programs at RSU?</p>	<p>___</p>
<p>8. <u>Unnecessary Duplication and Program Niche (OSRHE Policy 3.4.6.H).</u>  A. Does the program differ from existing programs in the state?  B. Does the program have a niche or is it unique, if applicable?  C. If the program title or content is duplicative of other universities in northeast Oklahoma, is there sufficient evidence describing an unmet demand?  1. Student demand  2. Employer demand  3. Demand for services or intellectual property produced by the program  D. If applicable, does the program meet a demand through alternative forms of delivery, including electronic, in order to improve quality and more effectively utilize resources?</p>	<p>___  ___  ___  ___  ___  ___</p>
<p>9. <u>Cost and Funding (OSRHE Policy 3.4.6.I)</u>  A. Does the proposal describe, in sufficient detail, methods or strategies to provide resources for the program, e.g., reallocation of existing resources, new student tuition and fees, and discontinuance or downsizing existing program or organizational unit  B. Does the proposal include a five year budget that specifies revenue, expenses and rationale on the OSRHE form?</p>	<p>___  ___</p>
<p>10. <u>Program Review and Assessment</u>  A. Are the program review and assessment strategies described in detail?  B. Are these strategies related to the program objectives (learner outcomes)?  C. Has a Program Assessment Report/Plan (mission and planning sections) been developed and reviewed by the University Assessment Committee?</p>	<p>___  ___  ___</p>
<p>11. <u>Appendices</u>  A. Current Degree Plan with General Education  B: Proposed Degree Plan with General Education  C. New Courses (course prefix, number and description)  D. Five Year Budget  E. Assessment Report/Plan (mission and planning sections only)</p>	<p>___  ___  ___  ___</p>

October 23, 2008  
July 10, 2009  
August 10, 2009  
November 13, 2009

## **RSU SUPPORTING DOCUMENTATION FORMS**

RSU supporting documentation form(s) accompany OSRHE curriculum forms in order to

1. Document the Institutional Program Development Process.
2. Focus discussion on items with significant budgetary impact.
3. Focus review of items that impact the General Education Program.
4. Facilitate review of items that impact the course inventory.

The *Approval History Form* must accompany all curriculum proposals.



## Approval History Form

The *Approval History Form* must accompany all curriculum proposals originating from the academic departments; approved by the University Curriculum Committee; vetted by Academic Affairs; and approved by the Academic Council and the Vice President for Academic Affairs. Attached this form to the end of the proposal. **Use BLUE ink for signatures\***

### STEP 1: ACADEMIC DEPARTMENT ACTION

Signatures of Department Committee Members	Date:
Signature of Department Head	Date:
Signature of Dean	Date:

Both the paper document and electronic copy are forwarded to the University Curriculum Committee with this Approval History Form.

### STEP 2: UNIVERSITY CURRICULUM COMMITTEE ACTION

Tracking Number	Date:
Signature of Chair and Forwarded to Office of Academic Affairs	Date:

The tracking number is placed as a header in the upper right corner of the proposal by the University Curriculum Committee. In the event of revisions by the Curriculum Committee, *the revised paper document* is forwarded to the Office of Academic Affairs with this Approval History Form. The revised electronic copy is posted on the "N" drive.

### STEP 3: OFFICE OF ACADEMIC AFFAIRS ACTION

Updated on Shared Drive "N"	Date:
Signature:	Date:

In the event of further revisions, the *revised paper document* is forwarded to the Academic Council with this Approval History Form and a revised electronic copy is posted on the "N" drive.

### STEP 4: ACADEMIC COUNCIL ACTION

<input type="checkbox"/> Approved <input type="checkbox"/> Tabled Comments:	Date: Date: Date:
Signature of Vice President for Academic Affairs	Date:

**\*Signature indicates approval.**

ROGERS STATE UNIVERSITY  
Office of Academic Affairs  
Supporting Documentation for  
**A New Degree Program**

Attach this form at the end of the *OSRHE New Program Request Form*.

1. Cite the Credentials that will appear on the transcript (OSRHE Policy 3.4.3).

	<i>Proposed Program</i>	<i>Current Options(if any)</i>
<i>Example</i>	<i>BS in Social Science</i>	<i>History</i>

2. Will this degree program require additional faculty or the reassignment of existing faculty?

--

3. List external accrediting bodies related to the proposed program option (if any) and the estimated costs of initial accreditation and annual membership.

--

4. If the degree program is offered at other Oklahoma colleges or universities, public or private, compare the proposed program. Otherwise, leave blank.

<i>Name of College or University</i>	<i>Program Name</i>	<i>Degree Level (Master, Baccalaureate, Associate)</i>

5. List other academic departments that may be impacted by the proposed program AND the departmental response.

<i>Name of Department</i>	<i>Response</i>

6. Date of RSU Assessment Committee Review. \_\_\_\_\_

**Required Attachments (In addition to required appendices)**

- Approval History Form

ROGERS STATE UNIVERSITY  
Office of Academic Affairs  
Supporting Documentation for  
**A New Minor Course of Study**

Minors are defined as a coherent set of courses in a discipline or interdisciplinary grouping other than a student's degree program. A minor must consist of eighteen credit hours, of which nine must be upper division. Courses listed as General Education may not be repeated in the Minor Course of Study. Courses listed in the degree program core or option requirements may not be included in the Minor Course of Study.

DATE:
DEPARTMENT SUBMITTING REQUEST

PROPOSED COURSE OF STUDY*
CORE COURSES
ELECTIVE COURSES

**Required Attachments**

- *OSRHE Request for Program Modification (7) Program Requirement Change* form for each **new** course **unless** the minor is requested concurrently with a new degree program.
- Approval History Form

ROGERS STATE UNIVERSITY  
Office of Academic Affairs  
Supporting Documentation for  
**Program Option**

A Program Option is an aggregation 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 the course requirements, as well as having objectives consistent with the objectives of the Level III program (OSRHE Policy 3.4.3.D). This completed form should accompany the *OSRHE Request for Program Modification (4) Option Addition* form.

1. List external accrediting bodies related to the proposed program option (if any) and the estimated costs of initial accreditation and annual membership.

--

2. If the degree program is offered at other Oklahoma colleges or universities, public or private, compare the proposed program. Otherwise, leave blank.

<i>Name of College or University</i>	<i>Program Name</i>	<i>Degree Level (Master, Baccalaureate, Associate)</i>

3. List other academic departments that may be impacted by the proposed program option AND the departmental response.

<i>Name of Department</i>	<i>Response</i>

**Required Attachments**

- Most recent Departmental Assessment Program Report for the degree program
- Most recent Assessment Committee Peer Review Report for the degree program
- Approval History Form

ROGERS STATE UNIVERSITY  
Office of Academic Affairs  
Supporting Documentation for  
**Modifying or Deleting a Course**

Responses to the following questions should accompany *OSRHE Request for Program Modification (7) Program Requirement Change* form when modifying or deleting a course. Place the form at the end of the proposal.

1. Does the modification or deletion involve cross-listing with another RSU course?

- Yes  
 No

*If yes, cite the course prefix, number and name. (Note: the course description and objectives must be the same for both courses in order to be cross-listed.)*

--

2. Does the modified course involve changing the course level?

- Yes  
 No

*If yes, the course description or course objectives must be revised to the appropriate level.*

3. Is the deleted course part of the General Education Program?

- Yes  
 No

4. *If the course is a program requirement, will the program admission requirements, total program credit hours, or graduation requirements change?*

- Yes  
 No

*If yes, complete the OSRHE Request for Program Modification (7) Program Requirement Change form.*

5. Will the modified course be included in the General Education Program?

- Yes  
 No

*If yes, complete the following table.*

<i>G. E. Objective and Supporting Goal</i>	<i>Assessment Measure</i>	<i>Assessment Performance Standard</i>	<i>Sampling Method</i>

**Required Attachments**

- Approval History Form

ROGERS STATE UNIVERSITY  
Office of Academic Affairs  
Supporting Documentation for  
**A New Course**

Responses to the following questions should accompany *OSRHE Request for Program Modification (7) Program Requirement Change* form **when adding a course**. Place this form at the end of the proposal.

1. Cite the proposed course prefix, number, name, *Bulletin* course description and prerequisites (if any). Include the statement, "Laboratory Required", "Field Experience Required" or "Permission Required" if applicable.

2. Using Bloom's Taxonomy, list the course objectives (usually 4-6).

At the completion of this course, the student will be able to:

- 1.
- 2.
- 3.
- 4.

3. Is the new course a replacement for, or equivalent to, an existing course in the course inventory? If no, write NA. If yes, list the course prefix, number and name. For example, SP 3950 Histology is listed as a special topics course and is proposed to be listed as BIOL 4214 Histology.

4. If the new course will be cross-listed with another RSU course, cite the course prefix, number and name. (Note: the course description and objectives must be the same for both courses in order to be cross-listed.) If no, write NA.

5. If the new course is a program requirement, will the program admission requirements, total program credit hours, or graduation requirements change? If Yes, describe the changes, otherwise, write NA.

Insert the entire, **current** degree plan into the space below.

(This space will expand.)

Insert the entire, **proposed** degree plan in the space below.

(This space will expand.)

6. If the new course is proposed to be included in the General Education Program, complete the following table. If no, write NA.

<i>G. E. Objective and Supporting Goal</i>	<i>Assessment Measure</i>	<i>Assessment Performance Standard</i>	<i>Sampling Method</i>

7. Compare the new course with similar courses offered at five other Oklahoma regional universities or courses listed in the OSRHE Transfer Matrix.

<i>Name of Regional University</i>	<i>Course Prefix, Number and Name</i>	<i>Course Description</i>	<i>Gen. Ed. Course (Y or N)</i>

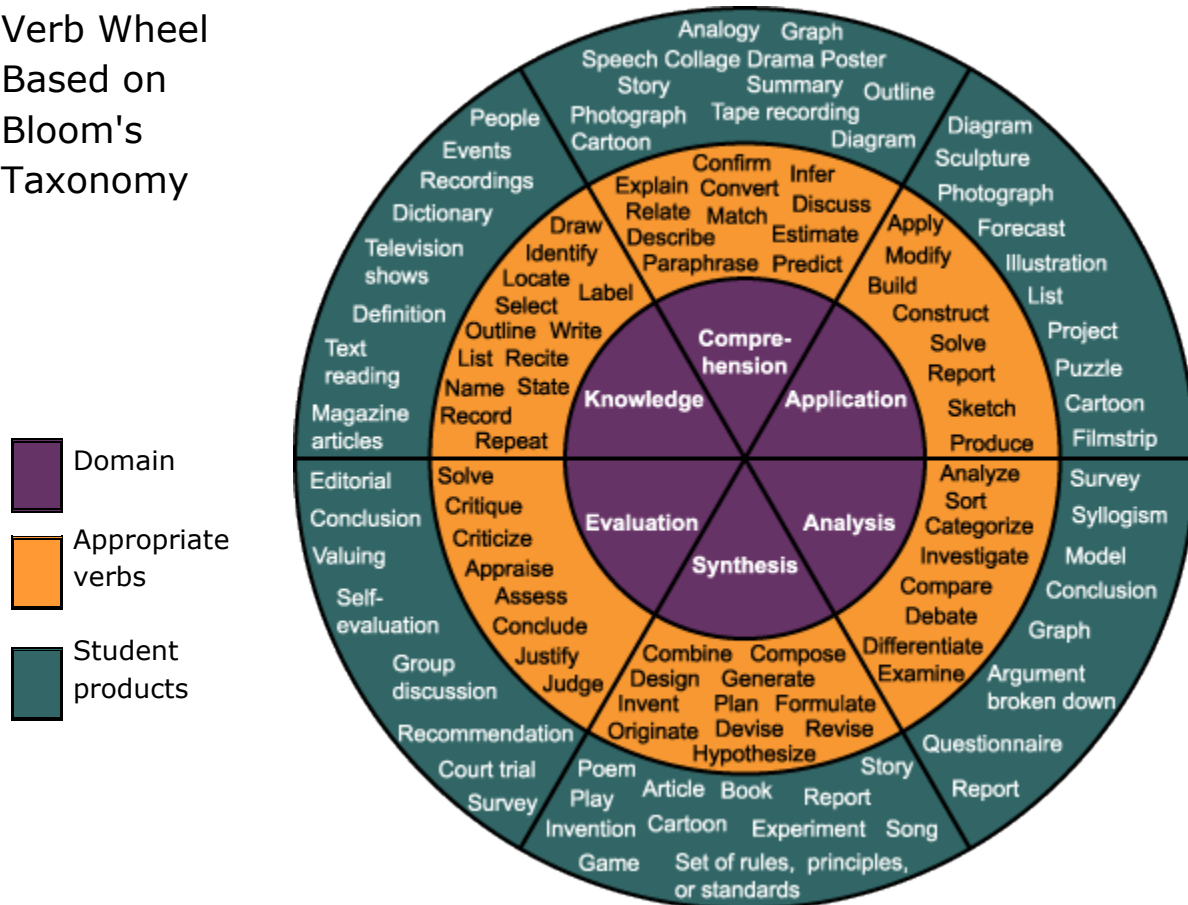
### Required Attachments

- Approval History Form

## APPENDIX A: BLOOM'S TAXONOMY

Bloom designed a multi-tiered model of classifying learning according to six levels of complexity in three domains: cognitive, affective and psychomotor. The domains or categories may be loosely compared to KSA or knowledge, skills and attitude. The taxonomy (classification) is hierarchical such that each level is subordinate to the higher levels, i.e. simple to complex. In other words, a student functioning at the 'application level' has also mastered the material at the 'knowledge' and 'comprehension levels' (UW Teaching Academy, 2003). The following schematic (Halla & Moirao, 2000) provides a wheel version of the cognitive domain using the appropriate verbs and student activities or assignments to measure learning (and achievement of the objectives).

### Verb Wheel Based on Bloom's Taxonomy

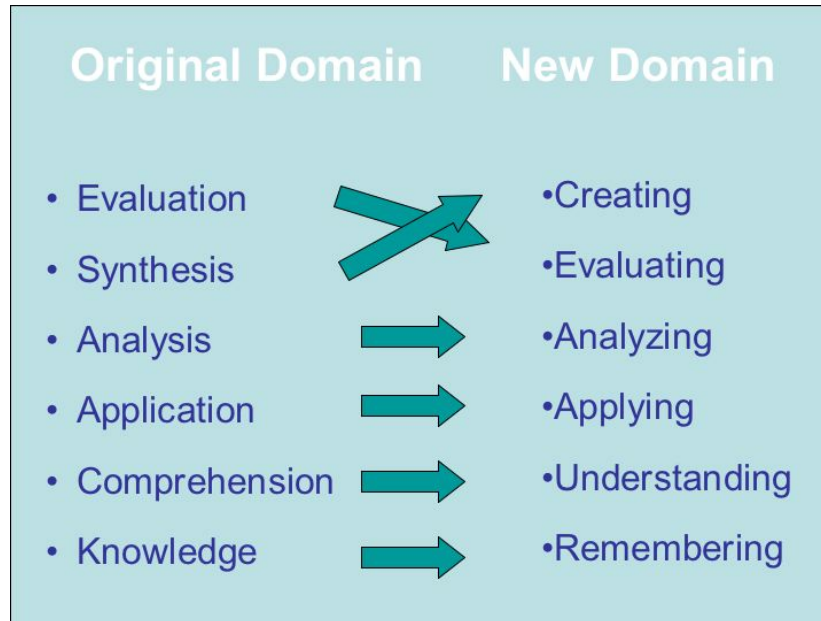


"Avoid using verbs that are difficult to measure objectively. The following verbs are difficult to assess, thus should be used with caution:

- Know
  - appreciate
  - be aware
  - gain knowledge of
  - Comprehend
  - familiarize
  - become acquainted with
  - cover
  - understand
  - study
  - realize
  - learn
- (Park University, n.d.)"



Anderson (2001) published a revised version of cognitive learning with two prominent changes, 1) changing the names in the six categories from noun to verb forms, and 2) slightly rearranging them (Clark, 2004). The following chart provides a visual version of the changes (Clark, 2004). Faculty may select the original or the new cognitive domain.



#### References

- Anderson, L. W. & Krathwohl, D. R. (Eds.). (2001) *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*. New York: Longman.
- Bloom, B. S. & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook I: Cognitive domain*. New York, Longman.
- Clark, D. R. (1999). *Bloom's Taxonomy of Learning domains: The three types of learning*. Retrieved June 10, 2009 from <http://www.nwlink.com/~donclark/hrd/bloom.html>
- Halla, K. & Moirao, D. (2000). *A guideline to writing better objectives for the cognitive domain*. Retrieved June 10, 2009 from [http://cstep.csUMB.edu/Obj\\_tutorial/](http://cstep.csUMB.edu/Obj_tutorial/).
- Park University. (n.d.). *Faculty resources quick tips: Writing quality learning objectives*. Retrieved June 10, 2009 from <http://www.park.edu/cetl/quicktips/writinglearningobj.html>
- UW Teaching Academy Short-Course. (2003). *Exam question types & student competencies: How to measure learning accurately: Bloom's Taxonomy*. Retrieved June 10, 2009 from <http://www.park.edu/cetl/quicktips/writinglearningobj.html>

## APPENDIX B: MEASURING LEARNING WITH EXAM QUESTIONS USING BLOOM'S TAXONOMY

The following discussion is provided as supplemental information. Faculty may elect to use this information at their discretion.

Some question types are best suited to measure or assess desired student learning as stated in the objective. "Accurate assessment is beneficial for both teacher and student. As teachers, you will want to know that the knowledge you have worked hard to organize and present is getting across. For students, well-developed exams give them the opportunity to establish their true mastery of the subject matter (UW Teaching Academy, 2009)." Major portions of the following table are from the UW Teaching Academy *Short-Course on Exam Question Types & Student Competencies: How to measure learning accurately*.

Type	Advantages	Disadvantages	Most Appropriate For	Bloom's Levels
True/False	Easy to write  Fast	Fast  Limited in ability to assess student mastery of information  High probability for guessing the correct answer (50%)  Assessing recognition rather than recall of information	Factual information  Naturally dichotomous information with either/or in nature, i.e., male/female, internal/external.	Knowledge  Maybe Comprehension
Matching	Similar to multiple choice  Lower guessing probability by avoiding equal-sized lists	Assessing recognition rather than recall of information	Assessing understanding or related information, i.e., states & capitals, terms & definitions, events & dates	Knowledge  Maybe Comprehension
Multiple-choice	Most versatile of close-ended questions  Stem can contain elaborate scenarios that require careful consideration  Low guessing	More difficult to write than T/F & matching  Require creation of plausible "distracters" (incorrect answer options)  Assessing recognition over recall	Factual, conceptual or procedural information  <i>Rules:</i>  <i>Stem: single, clearly formulated problem</i>  <i>Stem: simple, understood language; delete extraneous words</i>	Application  Synthesis  Analysis  Evaluation

Type	Advantages	Disadvantages	Most Appropriate For	Bloom's Levels
	<p>probability</p> <p>Cover broad range of content</p>		<p><i>Don't overlap response alternatives</i></p> <p><i>Don't use double negatives</i></p> <p><i>Randomize the correct answer</i></p> <p><i>Make each item independent of others on test</i></p> <p><i>Use 3 to 5 alternatives; 4 is best</i></p> <p><i>Distracters should be incorrect, but plausible; not be obviously wrong</i></p> <p><i>Avoid multiple distracters, then adding additional distracters asking student which combination of the first set of distracters is correct. Too confusing.</i></p> <p><i>All options should be about the same length</i></p> <p><i>Avoid "always" and "never" in distracters. Choose "usually", "likely" and "rarely"</i></p> <p><i>Avoid "all of the above" and "none of the above"</i></p>	
<p>Short Answer</p> <p>Fill in the blank</p> <p>Completion</p>	<p>Assess recall</p> <p>Easy to write compared to essay type questions</p>	<p>Suitable for short responses</p> <p>Scoring difficulty if not worded carefully. Important that desired response is clear</p>	<p>Questions that require recall over recognition</p> <p>Use to ensure that information has been committed to memory</p>	<p>Knowledge</p> <p>Comprehension</p> <p>Application</p>
<p>Essay</p>	<p>Only question type to assess all six levels</p> <p>Assess recall over recognition</p> <p>Less likely to guess</p> <p>Stimulates more study</p> <p>Allows for demonstration of ability to organize knowledge, express opinions,</p>	<p>Time consuming</p> <p>Subjective, potentially unreliable scoring</p> <p>Halo effect (rewarded for writing skill instead of content mastery)</p> <p>Can limit amount of material tests, thus decrease validity</p>	<p>Assessment that cannot be accomplished with other question types</p> <p>Excellent option for assessing synthesis and evaluation</p>	<p>Application</p> <p>Analysis</p> <p>Synthesis</p> <p>Evaluation</p>

Type	Advantages	Disadvantages	Most Appropriate For	Bloom's Levels
	show originality			
Oral Exams	Instruction tool- learning may occur concurrently with testing  Useful to test speech	Time consuming  May be unreliable due to student lack of practice or speaking ability  Provides no written record without checklists	Verification of student knowledge of written papers, i.e., oral defense	Application  Analysis  Synthesis  Evaluation

*Additional Links to Student Evaluation – Test Construction*

University of Tennessee at Chattanooga – Teaching Resource Center

*Designing Tests.* Briefly outlines the appropriate use, advantages, and disadvantages of multiple choice, true/false, matching, short answer, and essay test questions, including tips for constructing good types of each. Provides similar suggestions for oral exams, portfolio assessment and performance measurement.

<http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/Assessment/test-questions.html>

Brigham Young University Testing Center

*How to Prepare Better Multiple-Choice Test Items: Guidelines for University Faculty.* A concise, 17-page booklet that covers the key aspects of testing in a Q & A format. Topics include: Developing a Test: Preparing, Assembling, and Administering a Test; Evaluating a Test; Scoring a Test and Interpreting and Using Test Results.

<http://testing.byu.edu/info/handbooks/betteritems.pdf>

Renton Technical College

Simple Guidelines for Writing Test Questions. A 3 page itemized summary of key points involved in writing test questions.

<http://webs.rtc.edu/ii/Teaching%20Resources/GuidelinesforWritingTest.htm>.

## APPENDIX C: RIGOR/RELEVANCE FRAMEWORK

According to Strong, Silver and Perini (2001), rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, proactive, and personally or emotionally challenging.” Increasing rigor is meant to improve students’ ability to understand complex concepts, “but sometimes misunderstood to mean students should work with difficult concepts (Andrew, 2008).”

“Studies have shown that students understand and retain knowledge best when they have applied it in a practical, relevant setting. A teacher who relies on lecturing does not provide students with optimal learning opportunities. Instead, students go to school [class] to watch the teacher work (Daggett, 2005).” “Excellence has been described as product, while rigor is the process (Draper as cited in Cundiff, 2004).”

“Learning is relevant when the student

- understands how this information or skill has some application in their life.
- has an opportunity to follow their own process rather than just learn “the facts”.
- is not just learning content and skills, but is learning how they learn. (Pappas, 2009)”

Developed by the staff of the International Center for Leadership in Education, the Rigor/Relevance Framework was designed to examine curriculum, instruction and assessment. The vertical continuum is based on the Cognitive Domain of Bloom’s Taxonomy, which describes hierarchical thinking or the level of learning challenge (*rigor*) for the student. The Application Model, lateral continuum, describes the *relevance* of learning to life and work. Remember, rigor is not about the content. Harder is not a synonym for higher-level and higher-order does not correlate to a higher number on the course directory (International Center for Leadership in Education, n.d.). The following tables are derived from presentations at the International Center for Leadership in Education, Inc.

Why Rigor and Relevance?

- Changing nature of work
- International comparisons
- Changing youth
- Way to focus on student learning
- Tool for curricular alignment
- Explain what is important
- Increase student motivation

Rigor (Knowledge)	Relevance (Application)
Awareness	Knowledge of one discipline
Comprehension	Application <i>within</i> discipline
Application	Application <i>across</i> disciplines
Analysis	Application to real world <i>predictable</i> situations
Synthesis	Application to real world <i>unpredictable</i> situations
Evaluation	

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**Evaluation 6**  
**Synthesis 5**  
**Analysis 4**  
**Application 3**  
**Comprehension 2**  
**Knowledge/  
Awareness 1**

<p><b>Quadrant C - Assimilation</b> Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.</p>	<p><b>Quadrant D - Adaptation</b> Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.</p>
<p><b>Quadrant A - Acquisition</b> Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.</p>	<p><b>Quadrant B - Application</b> Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.</p>

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Knowledge in one discipline</i>	<i>Apply in discipline</i>	<i>Apply across disciplines</i>	<i>Apply to real-world predictable situations</i>	<i>Apply to real-world unpredictable situations</i>

***Application Model***

Example: Difficult

<b>RIGOR</b>	<b>High</b>	<b>C</b> Solve quadratic equations	<b>D</b> Determine cost efficient heating for new home design
	<b>Low</b>	<b>A</b> Describe function of gas spectrophotometer	<b>B</b> Troubleshoot lawnmower that doesn't start
		<b>Low</b>	<b>High</b>
<b>RELEVANCE</b>			

Example: Easy

<b>RIGOR</b>	<b>High</b>	<b>C</b> Compare capitalism and socialism	<b>D</b> Write a letter to the editor
	<b>Low</b>	<b>A</b> Count 5s to 100	<b>B</b> Make change as cashier without working register
		<b>Low</b>	<b>High</b>
<b>RELEVANCE</b>			

Teacher/Student Roles

<b>RIGOR</b>	<b>High</b>	<b>C</b> Student Think	<b>D</b> Student Think & Work
	<b>Low</b>	<b>A</b> Teacher Work	<b>B</b> Student Work
		<b>Low</b>	<b>High</b>
<b>RELEVANCE</b>			

References

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- Daggett, W. R. (2005). *Achieving academic excellence through rigor and relevance*. Retrieved June 11, 2009 from [http://www.leadered.com/pdf/Academic\\_Excellence.pdf](http://www.leadered.com/pdf/Academic_Excellence.pdf).
- Cundiff, R. (2004). *Academic rigor: What "rigorous" really means*. Retrieved June 11, 2009 from <http://media.www.cccangle.com/media/storage/paper566/news/2004/05/03/OnCampus/Academic.Rigor-670177.shtml>
- International Center for Leadership in Education, Inc. (n.d.) *Rigor/relevance framework overview*. Retrieved June 11, 2009 from [http://www.ets.org/flicc/ppt/SSRI\\_RigorRelevanceFramework.ppt](http://www.ets.org/flicc/ppt/SSRI_RigorRelevanceFramework.ppt).
- Pappas, P. (2009) *Defining rigor and relevance: Where Bloom's taxonomy meets student-centered learning*. Retrieved June 11, 2009 from <http://peterpappas.blogs.com/files/defining-rigor-and-relevance.pdf>
- Strong, R. W., Silver, H F. & Perini, M. J. (2001). *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Association for Supervision and Curriculum Development (ASCD).



**APPENDIX D: ASSESSMENT TEMPLATE TO ACCOMPANY NEW PROGRAM REQUEST**  
**Complete ONLY the red, highlighted areas when submitting this document with new degree proposals.**

**ROGERS STATE UNIVERSITY**  
**Department of \_\_\_\_\_**  
**Assessment of Student Learning Report**  
**For Academic Year \_\_\_\_\_**

*Assessment program evaluation* should examine a number of factors: (1) valid student outcome goals should be developed in order to design an appropriate assessment program; (2) the measures used should be valid ones, consistent with the standards of professional practice; (3) there should be evidence that assessment data are being used by faculty to make adjustments in academic programs; and(4) there should be evidence that changes are being implemented in courses and programs to support continuous improvement.

**Part I: Relationship of Degree Program (or Major) Learning Outcomes to Departmental and University Missions**

<b>Name of Degree Including Level and Major (e.g., <i>BS in Business Administration</i>)</b>
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1. Insert the School, Department and Degree Program or Major missions in the space provided. Insert the School, Departmental and Program learner outcomes in the appropriate space that *most closely aligns* with the University Commitment. Not all RSU Commitments will have an accompanying Degree Program Objective or Learner Outcome.

<b>RSU Mission</b>	<b>School Mission</b>	<b>Department Mission</b>	<b>Degree Program Mission</b>
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.			

RSU Commitments	School	Department	Degree Program Objectives or Learner Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning, and critical and creative thinking.			
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.			
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.			
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.			
To provide University-wide student services, activities, and resources that complement academic programs.			
To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff, and community interaction in a positive academic climate that creates opportunities for cultural, intellectual, and personal enrichment for			

<b>RSU Commitments</b>	<b>School</b>	<b>Department</b>	<b>Degree Program Objectives or Learner Outcomes</b>
the University and the communities it serves.			

2. Accrediting groups want to know how well the student learning outcomes of degree programs or majors align with the departmental, school and institutional mission commitments. Discuss the relationship and the congruency.

<b>Name of Degree Program or Major</b>	<b>Relationship of Degree Program or Major to Departmental, School and University Mission and Commitments</b>

**Part II: Discussion of Instructional Changes Resulting from Assessment of Student Learning Report**

3. Your previous departmental Assessment of Student Learning Report included specific instructional changes that would occur during the year that just ended. Which of those changes occurred and which did not? If no changes were planned, simply state, "No instructional changes were planned." Describe the impact of planned instructional changes, if any, to the departmental Academic Plan or Budget.

<b>Name of Degree Program</b>	<b>Instructional Changes that Occurred or Planned</b>	<b>Inclusion of Changes Into Academic Plan or Budget</b>

4. Members of the Assessment Committee, as peer reviewers, provided feedback and recommendations relative to your previous Assessment of Student Learning Report. Which of the recommended changes occurred and which did not? If no changes were recommended last year, simply state, "No changes recommended."

<b>Name of Degree Program</b>	<b>Feedback and Recommended Changes from the Assessment Committee</b>	<b>Description for Changes that Occurred or Rationale for Changes that Did Not Occur</b>

**Part III: Analysis of Evidence of Student Learning**

5. List the program objective (student learning outcome), assessment measure, performance standard (criteria for success), number of students assessed, and sampling measure. In the last column, describe the evidence of student learning (include tables as applicable), analyze the evidence and draw conclusions for each. Was the objective met?

<b>Name of Degree Program (Major):</b>					
<b>State Objective and Number</b>	<b>Assessment Measure</b>	<b>Performance Standard</b>	<b>N</b>	<b>Sampling Method</b>	<b>Analyses and Conclusions Was the Objective Met?</b>

6. Consider what the evidence is telling you about student learning? After your analysis and conclusions, what are the current or revised objectives for the program? Are you changing or adding assessment measures? Will the performance standard (criteria for success) and sampling methods be changed or edited? How is the evidence of the achievement of student learning outcomes incorporated into the curriculum, departmental academic plan and/or departmental budget for next year?

<b>Changes Planned for Next Year's Assessment of Student Learning</b>			
	<b>Objective</b>	<b>Changes in the Measure, Performance Standard or Sampling Method for this Objective</b>	<b>Describe the Impact of Planned Changes on the Curriculum, Academic Plan or Budget</b>

7. How do you plan to communicate the **conclusions and planned changes** to stakeholders inside and outside the institution?

Name of Degree Plan	Communication to Stakeholders		
	University Administration		
	NCA Higher Learning Commission		

Name of Degree Plan	Communication to Stakeholders	
	Oklahoma State Regents for Higher Education	
	Specialty Accrediting Body	
	Program Majors (Students)	
	Parents	
	Faculty	
	Alumni	
	Employers of Graduates	

8. How many different assessment measures were used? \_\_\_\_\_ Name the measures. \_\_\_\_\_ What is the unduplicated head count of the total number of program majors that were assessed? \_\_\_\_\_

9. Provide the names and signatures of all faculty members participating in the assessment process.

Faculty Member	Faculty Signature	What Assessment Activity Was Accomplished by the Person	Date of Activity

10. Reviewed by:

	Name	Signature	Date of Activity
Department Head			
Dean			