



***Embedded Certificate - New Program Request Form  
(created for abbreviated approval process for certificate  
coursework existing within a single approved program)***

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Institution Submitting Proposal

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Title of Proposed Embedded Certificate

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Title of Existing Program and State Regents' Program Code

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Location (where the program will be offered)

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Method of Delivery (i.e., on-site/electronic media/combined)

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CIP Code (6 digits)

Program Code requested for embedded certificate  
(if left blank, the next available program code will be used)

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

Name of Academic Unit

Name of Program Director

Intended Date of Implementation

Anticipated Date for Granting First Embedded Certificates

Specialty Accrediting Agency

Name and Title of Contact Person

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Date of Letter of Intent

Date of Governing Board Approval

**Signature of President:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Background on Certificates for Complete College America<sup>1</sup>.** For certificates to have a decisive contribution to the national postsecondary preparedness, states must ensure certificates are:

- of high quality
- rigorous enough to have real value
- tailored to the job market
- widely available
- designed for timely completion

There are three categories of certificates based on length:

- **Short-Term Certificates:** certificates for programs designed for completion in less than one academic year (SR Code *12*; less than 30 credit hours)
- **Long-Term Certificates:** certificates for programs designed for completion in at least one but less than two academic years (coded by SR as *10*; at least 30 but less than 60 hours)
- certificates for programs designed for completion in at least two but less than four academic years (*we do not have any of these in Oklahoma; nationally, these account for less than 5% of all certificates*)

**Certificates vs. Certifications.** Certifications and licenses are based on assessment processes that recognize competencies in a particular occupational specialty as measured against a set of standards. These are typically awarded by third-party, standard-setting bodies (not academic institutions). Individuals may or may not prepare for certifications and licensure exams through academic study and they are only infrequently tied to academic awards.

**National Research.** Based on this report, the following data are provided:

- Long-term certificates have significantly higher labor market value than short-term certificates because of greater technical and academic rigor and because of the wider range of job-related skills provided.
- Long-term certificates are consistently linked to increased earnings.
- Long-term certificate completers make more earnings than non-completers.
- Long-term certificate completers make more earnings than short-term certificate completers.
- Stronger labor market returns are found in long-term certificate completers in:
  - Nursing and allied health care
  - Technology
  - construction trades
  - mechanical and repair trades
- Weaker labor market returns are found in long-term certificate completers in:
  - Service occupations
  - humanities
- Short-term certificates seem to only increase earning power for adults well launched in their career.
- Short-term certificates do NOT seem to increase earning power for young adults or older and dislocated workers seeking a start in a new occupation.
- All certificates should be “built for completion” meaning that the course schedules and enrollment options are tightly focused on needs of students, including alignment with associate degrees.

<sup>1</sup>Source: Bosworth, Brian, (December 2010). Certificates Count: An Analysis of Sub-baccalaureate Certificates. Complete College America; [www.completecollege.org](http://www.completecollege.org).

**Evaluation Criteria for Embedded Certificate Programs in Existing Approved Degree Programs**

**A. Curriculum**

The curriculum for an embedded certificate shall be a subset of required courses in a single existing degree, and comply with any accreditation or certification standards; the proposal must describe how it is embedded and articulates with the related main approved degree program at the institution. Up to 50 percent of the coursework required in an embedded certificate may come from related or guided electives courses and/or general education courses. (3.4.5.D)

A list of the proposed curriculum must be included with the proposal. **A list of the curriculum of the program in which the certificate is embedded must also be included with the proposal.**

Describe:

Total number of hours required for certificate: \_\_\_\_\_  
Number of hours in general education: \_\_\_\_\_  
Number of hours in core: \_\_\_\_\_  
Number of hours in related/electives (if applicable): \_\_\_\_\_

**B. Faculty**

Faculty resources are assumed to be adequate and appropriate for the proposed embedded certificate based on the main approved degree program offering. If significant differences will exist in faculty resources, please specify.

\_\_\_\_\_ No Differences  
\_\_\_\_\_ Differences: (Specify)

**C. Support Resources**

Appropriate and adequate support resources are assumed for the proposed embedded certificate based on the main approved degree program offering. If significant differences will exist, please specify.

\_\_\_\_\_ No Differences  
\_\_\_\_\_ Differences: (Specify)

**D. Demand for the Program**

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

- 1. Student Demand: Evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related program(s) at the institution, should be adequate to expect a reasonable level of productivity. (3.4.5.F)

Describe:

- 2. Employer Demand: Clearly describe all evidence of sufficient employer demand, especially in the five workforce ecosystems developed by the State Department of Commerce that includes aerospace and

defense, energy, agriculture and biosciences, information and financial services, and transportation and distribution. This demand can be demonstrated in the form of anticipated openings in the appropriate service area. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program. (State Regents’ Policy 3.4.5.F)

Describe:
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**E. Cost and Funding of the Proposed Program**

The resource requirements and planned sources of funding of the proposed embedded certificate are assumed to be sufficient based on the main approved program offering. If significant funding issues exist for the proposed embedded certificate, please specify and identify sources of funding.

<input type="checkbox"/> No Differences <input type="checkbox"/> Differences: (Specify)
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**F. Program Review and Assessment**

Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the embedded certificate program objectives and consistent with the institutional mission, and will be submitted as a component of the routine five-year program review for the main approved degree program.

*NOTE: To be considered for State Regents’ approval, the program in which the proposed certificate is embedded must be current in the 5-year program review cycle.* The Degree Program Review schedule can be found at <http://www.osrhe.edu/oeis/ProductivityReport/RevParams.aspx>.

Date of last review for the program in which the certificate is embedded \_\_\_\_\_

**G. Distance Education and Traditional Off-Campus Courses and Programs (if applicable)**

If the proposed embedded certificate will be offered through distance education and the main approved degree program has not been approved for offering through a distance education, the embedded certificate must meet the policy requirements in 3.16.11 Program Approval Procedures for Online Programs.

<input type="checkbox"/> Program will NOT be delivered online If requesting online delivery (check all that apply): <input type="checkbox"/> Institution is already approved for Distance Education <input type="checkbox"/> Existing program is already approved for Distance Education <input type="checkbox"/> Institution NOT approved for Distance Education <input type="checkbox"/> Request for online delivery for embedded certificate only (complete section H below)
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**H. 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. (State Regents' policy 3.16.11.B.2)

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