

Ohio Department of Higher Education

CHANCELLOR'S COUNCIL ON GRADUATE STUDIES

Guidelines and Procedures for Review and Approval

of

Graduate Degree Programs

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INTRODUCTION

The Chancellor of the Ohio Department of Higher Education has been charged by the General Assembly with the responsibility to approve, approve with stipulations, or disapprove all new degrees and new degree programs to be offered by institutions of higher education in the State of Ohio. As a part of the process needed to fulfill this general charge, the Chancellor of the Ohio Department of Higher Education has delegated the responsibility for the assessment of new graduate degree programs and changes to existing graduate degree programs to the Chancellor's Council on Graduate Studies (CCGS), which is composed of the Graduate Deans of the Ohio public universities. Two private institutions are included on the CCGS. (See Appendix A for a list of CCGS member institutions.) Graduate program evaluation by CCGS leads to a formal recommendation and report from CCGS to the Chancellor of the Ohio Department of Higher Education. Responsibility for the final program decision, however, rests with the Chancellor. Program assessment and evaluation are based on the criteria given in this document. Private institutions of higher learning that are not included in CCGS are encouraged to avail themselves of the very same processes outlined below.

Any institution of higher education utilizing this process for introducing a new degree program shall submit an institutional proposal for program development to CCGS with a copy to the Chancellor's staff following the procedures outlined in the *Program Development Plan* section. If the institution decides that a formal proposal for a new graduate program is appropriate, then the *Full Proposal* section shall be followed.

All new degree proposals shall provide information in reference to the criteria given in Part A. A single approval procedure shall be required of all institutions for all new graduate degree programs.

The purposes of this document are: 1) to establish procedures for the review and approval of new graduate degree program proposals (**Part A**); 2) to set forth guidelines for universities to gain approval to offer different types of graduate degree programs (**Part B**); 3) to establish regulations for suspending graduate programs (**Part C**) and 4) to provide guidelines for the review of graduate programs (**Part D**).

DEFINITIONS

1. **Graduate degree program** refers to any focused course of study that leads to recognition or an award for completion of a prescribed course of study beyond the baccalaureate degree in an institution of higher education evidenced by the receipt of a diploma as differentiated from a certificate. The degrees of Doctor of Medicine, Doctor of Dental Surgery, Doctor of Veterinary Medicine, Doctor of Optometry, and Doctor of Jurisprudence are not covered by these guidelines.
2. **Entry level graduate program** is defined as a program of advanced study which admits: a) post-baccalaureate students into a master's or doctoral degree program who do not possess undergraduate academic preparation in the specific area of advanced study or a closely related area, or b) postsecondary students directly into an extended master's or doctoral program where they first receive the customary baccalaureate experience in the given discipline or professional area. Standard graduate education in a discipline or professional area requires

entry through a baccalaureate program. Therefore, if an initial knowledge base equivalent to the respective undergraduate degree is required for entry into a given graduate program, it cannot be considered entry level. Entry level graduate programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high quality graduate programs. For this purpose specific additional program quality questions are posed under Part A, Section A.II.B.1.

3. **Minority student** refers to traditionally underrepresented American citizens including the following designations: African-American, a person not of Hispanic origin coming from any of the Black racial groups of Africa; Hispanic, a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race; American Indian or Alaskan Native, a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition; and Asian or Pacific Islander, a person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, an area including, for example, China, Japan, Korea, the Philippine Islands, and Samoa. There are disciplines in which women should also be considered as an underrepresented group.
4. **Discipline** refers to a recognized body of knowledge such as chemistry, psychology, history, or sociology.
5. **Department** refers to the organizational unit for administering one or more disciplines.
6. **Field** refers to a major subdivision of a discipline and is characterized by a particular feature such as organic or analytical chemistry.
7. **Research graduate degree program** involves preparation to carry out significant research and to discover new knowledge, whether the particular field of learning is pure or applied. The recognized graduate degree titles which correspond with successful completion of a research graduate degree program include Master of Arts (M.A.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.) (see Example Table 1).
8. **Professional graduate degree program** implies preparation for professional and/or clinical practice. Generally, professional graduate degrees represent terminal degrees in their field. The resulting professional activity usually involves the giving of service to the public in the chosen field. The completion of preparation for professional practice is recognized by the award of the professional master's or doctoral degree. The following master's degree titles are representative: Master of Business Administration (M.B.A.), Master of Public Administration (M.P.A.), Master of Occupational Therapy (M.O.T.), Master of Public Health (M.P.H.), Master of Social Work (M.S.W.), and Master of Architecture (M.Arch.). Representative professional doctoral degree titles include: Doctor of Audiology (Au.D.), Doctor of Management (DM), Doctor of Education (Ed.D.), Doctor of Physical Therapy (D.P.T.), Doctor of Musical Arts (DMA) and Doctor of Psychology (Psy.D.). "Intermediate" professional graduate degrees

signifying work beyond the professional masters yet remaining short of the professional doctoral degree, such as the educational specialist degree (Ed.S) are also appropriate professional credentials in certain fields. Professional graduate degree programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high quality graduate programs. However, generally these are not research graduate degrees (see Example Table 1). For this purpose specific additional program quality questions relating to the admission criteria, field experience, faculty experience, faculty qualifications, accreditation, curriculum, time to degree, and research are posed under Part A, Section A.II.B.1.b (see Example Table 1).

9. **Sub-disciplinary program** refers to a focused program based upon one or more fields within a discipline. (See Example Table 1)
10. **Interdisciplinary program** refers to two or more interrelated disciplines or fields combined to constitute a program; for example, American Studies, Geopolitics, Biomedical Engineering. (See Example Table 1)

TABLE 1: Examples Program Types and Program Names

	Disciplinary	Sub-disciplinary	Interdisciplinary
Research:	Ph.D. in Psychology	Ph.D. in Counseling Psychology	Ph.D. in Psycholinguistics
Professional:	Doctor of Psychology	Doctor of Counseling Psychology	Doctor of Psychology Psycholinguistics

11. **Short Courses and Workshops:** Generally, courses that meet for less than a full term (i.e., short courses and workshops) limit the opportunity for student thinking and understanding to develop and mature over time. Courses that require too little work outside the classroom limit the opportunity for self-directed learning to occur. At the same time, however, for some types of subject matter, advantages can accrue from the intensity resulting from offering the instruction in a time-shortened format. In these circumstances, it is appropriate for graduate credit to be awarded for courses of less than a full term's duration.

However, graduate credit should only be awarded for courses in a time-shortened format when the amount of learning is at least equivalent to that which would occur if the courses were offered for the same number of credit hours over the course of a full term. It is the responsibility of each institution offering short courses and workshops for graduate credit to ensure that the limitations imposed on the opportunities for (i) student thinking and understanding to develop and mature over time and (ii) self-directed learning to occur are addressed in a way which ensures that the learning taking place is at least equivalent quantitatively and qualitatively to that which would occur if the course were offered for the same number of credit hours over the course of a full term.

GRADUATE CREDIT

Graduate education involves a greater depth of learning, increased specialization, and a more advanced level of instruction than undergraduate education. Selected faculty instruct carefully selected students in courses or clinical experiences that emphasize both student self-direction and dynamic interaction with the subject matter, the instructor, and other students. Interaction involves more than simply the transmission of what is known. It focuses on the generation of new knowledge through research and/or the application of knowledge to new areas of study.

All courses offered for graduate credit, regardless of whether they are offered on- or off-campus, should meet the following criteria:

1. Course Level

Graduate courses build upon an undergraduate knowledge base. The approval process for all graduate courses should require a clear indication of the knowledge base the course presupposes, and how the course goes beyond that base. In the event that a graduate course is co-listed with an advanced undergraduate course (as is appropriate in some cases), the approval process should require clearly defined expectations of graduate students that go well beyond the expectations of the undergraduates in the course.

2. Learning

Graduate courses involve dynamic interaction with the subject matter, the instructor and other students. Although this can be accomplished through a variety of instructional approaches, all graduate courses should involve learning both during and outside of classroom sessions, as well as dynamic interchanges with the instructor and other students. Offering a formula for graduate education is not appropriate; however the work expected at the graduate level should exceed that expected at the undergraduate level both qualitatively and quantitatively.

3. Faculty

Faculty teaching graduate courses should possess the terminal degree and contribute to the knowledge base of the discipline they teach through scholarship, as exemplified by creative activity and/or publication. It is the responsibility of each institution offering graduate courses to ensure that only fully qualified faculty teach graduate courses.

4. Students

Institutions offering graduate courses should have a formal admission process that selects only those post-baccalaureate students who have been highly successful as undergraduates for the pursuit of graduate work. It may be appropriate to allow qualified students who possess other attributes which suggest that they will be successful at graduate work to attempt a limited number of graduate courses on a trial basis.

DOCTORAL PROGRAM CREDIT HOUR LENGTH

Doctoral Degree: The highest award a student can earn for graduate study. Doctoral degrees generally require the successful completion of at least 90 semester credit hours of work beyond the bachelor's degree or at least 60 semester credit hours beyond the master's degree. Deviations from these credit hour guidelines require proper justification and state approval. The Doctor of Philosophy (PhD) is a research degree and involves preparation for the conduct of independent research and the discovery of new knowledge. Doctoral degrees may also recognize preparation for professional practice. Examples of professional practice doctoral degrees include the Doctor of Nursing Practice (DNP), Doctor of Education (Ed.D.) and Doctor of Physical Therapy (DPT).

GRADUATE PROGRAM CURRICULAR REVISIONS

Thoughtful revision of graduate program curricula can be an important part of the necessary evolutionary process of quality assurance, as well as an effective mechanism for maintaining program quality. Graduate program directors are encouraged to review their curricular offerings periodically to assess curricular relevance with respect to recent developments in the field or discipline. The revision of graduate program curricula, however, is of more general concern when its extent goes beyond that dictated by the development of new knowledge in a field or discipline; i.e., when a new degree program is created under the guise of curricular revision. If changes in the program curriculum (in contrast to the method of delivery) equal or exceed 50% based on the total number of credit hours in the degree program as published in the current graduate catalog or bulletin, the institution will need to use the new program approval process described in Part A, below.

The Graduate Dean (or equivalent administrative officer) at each institution is responsible for determining whether or not a new degree program is created when any existing graduate program undergoes a revision of its curriculum.

PART A.

PROCEDURES FOR THE REVIEW AND APPROVAL OF NEW GRADUATE DEGREE PROGRAM PROPOSALS

Any institution of higher education desiring to introduce a new degree, a new degree program or a significant revision of an existing program as defined above, shall have the degree or program evaluated through the following peer-review process. The process is to be driven by the institution proposing the new degree, and involves the submission to and evaluation by CCGS member institutions, of a Program Development Plan (PDP) followed by a Full Proposal (FP), and culminating in the submission of a Response Document and formal presentation of the Full Proposal to CCGS members. Under certain circumstances institutions may be able to forego the preparation of a Response Document and the formal presentation of the Full Proposal to CCGS members (see Part A., Section IV., C).

I. PROGRAM DEVELOPMENT PLAN

A. Preparation and Submission of the Program Development Plan

Any institution of higher education desiring to introduce a new degree or new degree program shall submit a *Program Development Plan* (PDP). The PDP will be uploaded to the CCGS shared drive with notification sent to the Chancellor's staff. The Program Development Plan should be submitted at the earliest time consistent with the availability of the information requested below and as early as possible within the institutional approval processes. A separate PDP will be submitted for each new degree program proposed.

The PDP should address, in a summary narrative of no more than five pages (exclusive of appendices, which should be kept as brief as possible), the following concerns:

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.
2. Description of the proposed curriculum including identification of any specializations intended to appear on the student transcript (see Section IV).
3. Description of a required culminating, or integrated learning, experience. Examples of suitable culminating experiences include, but are not limited to: preparation of a thesis, dissertation or other creative written work; capstone or exit projects, which may be applied in nature and not necessarily involve research; comprehensive examinations; supervised field experiences, or any other integrated learning experience. With proper planning, the culminating experience may be integrated within coursework required for the degree.
4. Administrative arrangements for the proposed program: department and school or college involved.
5. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.
6. Prospective enrollment.
7. Special efforts to enroll and retain underrepresented groups in the given discipline.
8. Availability and adequacy of the faculty and facilities available for the new degree program.
9. Need for additional facilities and staff and the plans to meet this need.
10. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

B. Review of the PDP by CCGS Member Institutions

Members of CCGS will review the PDP and seek the advice of campus experts in the program area. The CCGS member institutions shall review the PDP and provide a response on the following issues:

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state;
2. Opportunities for collaboration with the CCGS member's own institution;
3. Concerns with substantive elements of the proposed degree program; and
4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus.

The purpose of the review of the PDP is to provide the proposing institution with an assessment of the probability that the new degree or program would be approved by CCGS upon submission of a Full Proposal, and to highlight initial areas of concern that should be addressed in the Full Proposal should the proposing institution decide to move forward.

Each CCGS member will provide, via e-mail and/or shared drive, written comments, both from the campus expert(s) as well as the CCGS member's own summary evaluation, to all CCGS members with a copy to the Chancellor's staff (*For purposes of this document, Chancellor's Staff refers to the Assistant Director of Graduate Program Review*), within four calendar weeks of receipt of the PDP. (The four calendar week period start day is the first Monday following the submission of the PDP.)

Based on the CCGS reviews and their own assessment, the proposing institution will decide whether the PDP should be expanded to a Full Proposal and be uploaded to the CCGS shared drive with notification sent to the Chancellor's staff. Universities will employ institutionally approved processes for Full Proposal development and will submit such Full Proposals to CCGS, with a copy to the Chancellor's staff for further consideration as outlined in Part A, Section II of this document. The transmittal of the Full Proposal to ODHE is the formal application for degree authority.

II. FULL PROPOSALS

A. Preparation and Submission of the Full Proposal

A Full Proposal (FP) for new degree programs is an expanded version of the PDP. The expansion should include: 1) clarification and revisions based upon the reviews of the program development plan (PDP); 2) any additional information needed to address the review criteria for new programs (see Part A, Section II.B); and 3) appendices containing such items as brief faculty *vitae*, course descriptions (not full syllabi), needs surveys, and consultants' reports.

A FP must be submitted to CCGS member institutions within 2 years of the submission of the PDP. If the FP is not prepared and submitted within this two-year limit, the proposing institution must re-initiate the process by submitting a new PDP.

The following points are expected to be addressed in the FP:

1. Academic Quality

Competency, experience and number of faculty, and adequacy of students, curriculum, computational resources, library, laboratories, equipment, and other physical facilities, needed to mount the program.

- a) In addition to this analysis, for **entry level graduate degree programs**, academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:
 - i. Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?
 - ii. Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?
 - iii. Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?
 - iv. Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?
 - v. Is there an adequate description of the required culminating experience?
 - vi. Does the proposed program identify faculty resources appropriate for the research component of the program?
 - vii. Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?
 - viii. What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?

- b) In addition to the analysis given in the first paragraph above under Part A, Section II.B.1.a for **professional graduate degree programs**, academic quality assessment will also focus on the adequacy of the answers provided in response to the following questions:
 - i. What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter of recommendation, and personal statements of purpose, are relevant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant

practical skills within the admission process? If so, please elaborate.

- ii. Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements.
 - iii. Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.
 - iv. How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation. Is completion of the degree program required for professional accreditation in the field?
 - v. How are theory and practice integrated within the curriculum?
 - vi. What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?
 - vii. Describe the required culminating academic experience and how it will contribute to the enhancement of the student's professional preparation.
- c) The Special Case of Professional Science Master's Programs (PSMs)
- i. There is a special category of professional graduate degree programs recognized by the Council of Graduate Schools and the National Professional Science Master's Association. Such programs can be granted the designation "Professional Science Master's" or, "PSMs."
 - ii. The criteria for obtaining such a designation can be found at: <https://www.professionalsciencemasters.org/>
 - iii. For informational purposes only, do you contemplate seeking such recognition as a PSM from the National Professional Science Master's Association? Is the program going to be seeking such recognition?

2. Need

Examples of potential metrics of program need include:

- a) *Student interest and demand*
Potential enrollment; Ability to maintain the critical mass of students.

- b) *Institutional need*
Plan for overall development of graduate programs at the proposing institutions.
- c) *Societal demand*
Intellectual development; Advancement of the discipline; Employment opportunities.
- d). *Scope*
Local, regional, and national needs; International need.

3. Access and Retention of Underrepresented Groups

- a) Plan to ensure recruitment, retention and graduation of groups underrepresented within the discipline.
- b) Provide as background a general assessment of:
 - i. Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline; and
 - ii. Compare underrepresented groups degree recipients from the department and university at all levels compared to **national norms**. Supply data by group where available.

4. Statewide Alternatives

- a) Programs available in other institutions;
- b) Appropriateness of specific locale for the program; and
- c) Opportunities for inter-institutional collaboration.
- d) Institutional Priority and Costs
 - i. Support and commitment of the proposing institution's central administration.
 - ii. Adequacy of available resources committed for the initiation of the program.

5. External Support

- a) Community, foundation, governmental, and other resources.

6. Financial Impact

The Full Proposal must include an Ohio Department of Higher Education Fiscal Impact Statement (FIS) and should be used to demonstrate institutional plans for the judicious use of resources in terms of physical plant, personnel, and student support, and appropriate institutional commitment of resources to the new program.

(The FIS form may be found here: <https://www.ohiohighered.org/ccgs>)

B. Review of the Full Proposal (FP) by CCGS Member Institutions

FPs for new graduate programs will be uploaded to the CCGS shared drive by the initiating institution with notification sent to the Chancellor's staff. Evaluation of a FP for a new graduate program by CCGS involves the following elements: 1) consideration of written comments provided by each CCGS member, 2) preparation and assessment of the response to these comments by the institution submitting the proposal, 3) a formal presentation of the proposal by the initiating institution to CCGS followed by a full discussion of the proposal in the larger context of graduate education, and 4) a formal vote by CCGS, by written ballot, advising the Chancellor of the Ohio Department of Higher Education whether the program should be approved.

Reviewing CCGS members will refer FPs to experts within their institutions, provided that the Graduate Dean (or equivalent administrative officer) of that institution is convinced, beyond reasonable doubt, that the person(s) to whom the proposal is referred is (are) genuinely expert in the program area which is addressed. The peer expert(s) will provide the Graduate Dean (or equivalent administrative officer) of their institution with written comments within four calendar weeks from the Monday following receipt of the FP. Reviewers should evaluate the FP based upon the required criteria for a FP outline in section II.A.

Written comments from each CCGS institution, consisting of the campus reviewers' comments along with the CCGS member's summary evaluation will be forwarded electronically to the Graduate Dean (or equivalent administrative officer) at the proposal-submitting institution with copies being forwarded to the Chancellor's staff and other CCGS members within four weeks from the Monday following receipt of the receipt of the FP.

C. Preparation of Response Document and Formal Presentation

1. When no review raises any questions about or objections to the proposed program, the proposing institution may request that the chair of CCGS, with the concurrence of the Chancellor's staff, conduct an e-vote to approve the program, thereby waiving the preparation of the Response Document and the formal hearing. Any objection to the approval by email will necessitate the preparation of a Response Document and a formal presentation at a future CCGS meeting.

2. If a review or reviews raise questions about but no serious objections to the proposed program, the proposing institution may request that the chair of CCGS, with the concurrence of the Chancellor's staff, conduct an e-vote to approve the program by including a Response Document with the email.

3. When reviews raise significant questions about or objections to the proposed program, the proposing institution will prepare a Response Document and plan to make a formal presentation to CCGS members.

- a. After receipt of the review comments on the FP, the proposing institution will develop a written response to the reviewers' individual comments called a Response Document. Copies of the Response Document are to be sent to all CCGS members as well as to Chancellor's Staff.
- b. The chair of CCGS, in concert with the Ohio Department of Higher Education and the proposal-submitting institution, will schedule a formal presentation of the proposal at a forthcoming CCGS meeting. The response document from the proposing institution must be received by the CCGS members at least ten (10) days advance of this meeting.
- c. After presentation and discussion of the proposal with representatives of the proposal-submitting institution, CCGS will by written ballot vote on a motion as to the disposition of the program as a recommendation to the Chancellor of the Ohio Department of Higher Education. Ballots shall include the name of the Institution and the vote of that institution ("yes" or "no") on the motion. Recommendations for approval will require an affirmative vote from two-thirds of all members of CCGS in attendance, with the stipulation that no program will be recommended for approval with less than 8 "yes" votes. No member in attendance may abstain from voting. Absentee or proxy votes cannot be utilized to constitute the two-thirds majority or the required minimum of 8 CCGS members voting in the affirmative. A summary of the vote and the CCGS discussion of the proposal will be presented to the Chancellor's staff. Responsibility for the final decision rests with the Chancellor.
- d. Occasionally, CCGS may find that, even after the review and discussion with representatives of the proposal-submitting institution, substantive issues remain unresolved. In such unusual cases, and given a two-thirds affirmative vote, CCGS may recommend that, prior to the formal CCGS vote, the Chancellor convene a panel of nationally recognized experts to review the program proposal and to conduct a site visit. The charge to the panel of outside experts shall focus on the specific unresolved issues identified by CCGS but need not be restricted to those specific issues. After the written report of the consultants has been received and distributed to CCGS members, CCGS will review the new information and forward a formal recommendation to the Chancellor of ODHE.
- e. The final decision of the Chancellor will be accomplished as expeditiously as possible. If an unforeseen delay is encountered, the Chancellor's office will inform CCGS of the reason(s) for the delay as well as the probable duration of the delay.

III. TYPES OF PROGRAM APPROVAL

A. Full Approval

CCGS may recommend program approval without any associated conditions or provisions if adequate academic strength and quality are apparent. In some

cases, CCGS may require submission of additional documentation to address questions or concerns that arise during formal presentations. Proposals otherwise recommended by CCGS for full approval, pending the submission of documentation acceptable to the CCGS Chair (who may consult with other CCGS members, as appropriate), will be posted for public commentary. No additional vote is needed.

B. Contingent Approval

Program approval may be recommended with the stipulation that certain institutional resources be secured prior to program initiation. The institution will notify CCGS and the Chancellor's staff through its representative on CCGS that the required resources have been put in place. CCGS will determine if all contingencies have been satisfied prior to the formal recommendation for program initiation.

C. Provisional Approval

In the case of proposed programs that are academically unique (e.g., due to novelty in structure, content, instructional delivery format, etc.), CCGS may recommend *provisional approval*:

1. The recommendation for provisional approval will be for a specified period of time.
2. At the completion of the provisional period, Chancellor's staff will ask the institution to prepare a report for submission to CCGS and the Chancellor of the Ohio Department of Higher Education. The report will address the following areas, as well as any others specified in the provisional approval resolution:
 - a) General effectiveness of the program in meeting its stated goals.
 - b) Effectiveness of academic control mechanisms.
 - c) Professional activities of the faculty associated with the program.
 - d) Continuing availability of various support services.
 - e) Overall academic productivity of the program.
3. All members of CCGS will receive and read this report. The reports may be referred to experts within their institutions for written comments in accordance with the criteria cited above.
4. Written reviewer's comments will be forwarded to the Graduate Dean (or equivalent administrative officer) at the report-submitting institution with copies to the Chancellor's staff and other CCGS members. In most instances, the report-submitting institution may wish to provide a written response to the reviewers' comments. Copies of these responses are to be sent to all CCGS members.
5. The Chair of CCGS, in concert with the Chancellor's staff and the report-submitting institution, will schedule a formal review of the proposal at a regular scheduled meeting. Written responses to reviewers' comments must

be received by the CCGS members at least ten (10) days advance of the meeting.

6. After review and discussion of the report with representatives of the report-submitting institution, CCGS will forward to the Chancellor a recommendation for one of the following actions:
 - a) Full approval of the program, with or without modifications.
 - b) Continuation of the provisional status of the program for a finite period, not to exceed five (5) years.
 - c) Withdrawal of program approval, provided that motions for full approval or continuation of the provisional status for the program, under Section III.C.6 a. and b. above, do not receive the necessary recommendation for approval.

IV. GUIDELINES AND PROCEDURES FOR CHANGING DEGREE NAMES, TITLES, SPECIALIZATIONS, AND DESIGNATIONS

A. Definitions

1. **Degree name** refers to the name of the degree awarded (i.e., Ph.D., Doctor of, Master of Arts, Master of Science, and Master of ...) and requires a full proposal and full review to CCGS and Chancellor's staff.
2. **Degree title** indicates the field in which the degree is awarded (e.g., Physics, Education, Public Administration, etc.) and requires the completion of a change request form for a 'Degree Title Change.' The form will be circulated to CCGS and Chancellor's staff.
3. **Specialization** (alternatively referred to as a concentration or track) designates an identified set of courses or a defined line of curriculum within an approved degree program that builds upon the degree's foundational core curriculum but identifies a particular focus of in-depth knowledge and leads to a designation on the transcript.
4. **Degree designation** is given by the combined name and title of the degree (e.g., Ph.D. in History, Master of Public Health, Master of Science in Computer Science, etc.).

B. Degree Name Change

When an institution wishes to replace a single degree name with another at the same level (e.g., Master of Arts with Master of Science or a professional degree), the CCGS Guidelines and Procedures for Review and Approval of Graduate Degree Programs must be followed. Generally speaking, replacing a professional degree with a research degree requires more extensive documentation and justification than does replacing a research degree with a professional degree. When an institution seeks to change a research degree to a professional degree name, and the desired change requires neither curricular modifications nor additional staff, and will not affect enrollments significantly, a full proposal may be submitted to CCGS without undergoing the preliminary Program

Development Plan review process as given in the Guidelines and Procedures for Review and Approval of Graduate Degree Programs.

C. Degree Title Change

When an institution desires to replace a single obsolescent degree title with a more appropriate one, the completion of a change request form for a 'Degree Title Change' is required and can be requested from the Chancellor's staff.

The form will state why the title change is being proposed and contain sufficient information to justify the change. The request is reviewed by the Chancellor's Office and the members of CCGS. Although replacing a disciplinary degree (*e.g.*, Ph.D. in Psychology) with a sub-disciplinary degree (*e.g.*, Ph.D. in Counseling Psychology) may constitute a title change, replacing a sub-disciplinary degree with a disciplinary degree does not. The latter situation requires appropriate review as a new program proposal under the *CCGS Guidelines and Procedures for Review and Approval of Graduate Degree Programs*. In unclear cases, the Chancellor's Office makes the final determination of what constitutes a title change.

D. Degree Specialization Change

When an institution seeks to create a separate new degree designation for a specialization currently offered within an existing degree with or without eliminating the original designation, submission of a Preliminary Development Plan is optional. A Full Proposal must be submitted to CCGS for review as described in the Guidelines and Procedures for Review and Approval of Graduate Degree Programs.

An institution will notify CCGS when it seeks to *create* a new specialization within an approved degree that will appear on the student's transcript. If the new specialization modifies less than 50% of the current degree program based on the total number of credit hours in the degree program as published in the current graduate catalog or bulletin, the institution will notify the CCGS' members prior to a regularly scheduled meeting. If needed, discussion can then occur with subsequent inclusion of approval in the meeting minutes. If modifications of the curriculum for the new specialization equal or exceed 50% of the current degree program's total credit hours, the institution will submit a Full Proposal for statewide review. Notification is not required for specializations which will not appear on the student's transcript unless the creation of that specialization results in modifications equal to or exceeding 50% of the total credit hours of the current degree program. In such a case, the institution will submit a Full Proposal for statewide review.

E. Master's Degree from Existing Doctorate Degree

When an institution seeks to create a separate new master's degree program from a currently offered and previously approved doctorate program, with or without eliminating the original program, submission of a Preliminary Development Plan is optional. A Full Proposal must be submitted to CCGS for review as described in the Guidelines and Procedures for Review and Approval

of Graduate Degree Programs. The Full Proposal must provide assurances that any subsequent doctoral program will include a minimum 60 hours of new coursework, which may include research credits.

V. GUIDELINES FOR PROPOSAL AND OVERSIGHT OF OFF-CAMPUS GRADUATE PROGRAMS: ‘OFF-SITE’ (FACE-TO-FACE), DISTANCE/ELECTRONIC MEDIA, AND ‘BLENDED’ (ON-SITE/VIA DISTANCE/ELECTRONIC MEDIA) DELIVERY MODELS

Note that CCGS only has oversight of programs whose instruction is offered in the State of Ohio. If Ohio educational institutions offer instruction at sites outside of the State of Ohio, they must seek approval from that other location. In the following discussion, it is presumed that the off-campus sites are within Ohio.

The following guidelines will be used by the CCGS in overseeing currently approved graduate degree programs that are provided at specific off-campus Ohio sites or via various delivery models including the use of teleconferencing, web-based or other electronic means, as well as a mixture of on-site/off-site delivery. The intent of these conditions is to permit flexibility in adapting degree requirements to alternative audiences, while not permitting institutions to design and deliver essentially new degrees within the format of a previously approved degree and insuring that program quality is maintained in delivery methods other than traditional on-campus face-to-face models. The completion of a change request form for ‘Online or Blended/Hybrid Delivery’ is required. The form can be requested from the Chancellor’s staff at: If the program leads to teacher licensure, the requesting institution will contact their institutional representative (education dean) who will submit an electronic Initial Inquiry form through the Ohio Department of Higher Education’s online degree tracking proposal system for educator preparation/teacher licensure requests. Separate review and approval procedures will be necessary for graduate programs leading to teacher licensure.

A. Changes to Approved Degree Programs: Distance Learning or Off-site Notifications

CCGS will be notified in writing on those occasions when a **previously approved degree program** will be offered at an off-campus site, or extended to different audience via electronic or blended distance learning means. Under these guidelines, a degree program will be considered “*previously approved*” when less than 50% of the credit hour requirements for a degree previously given approval has been changed (see Introduction: Graduate Program Curricular Revisions, page 5.) A program will be considered to have been “*extended to a different audience via electronic or blended distance learning means*” when 50% or more of the course delivery is off-site or via alternative delivery models. The completion of the appropriate change request form is required and can be requested from the Chancellor’s staff. If the program leads to teacher licensure, the requesting institution will contact their institutional representative (education dean) who will submit an electronic Initial Inquiry

form through the Ohio Department of Higher Education's online degree tracking proposal system for educator preparation/teacher licensure requests.

1. Universities desiring to provide **a previously approved degree program** under the conditions above must inform the Chancellor's staff and CCGS members via email at least four weeks prior to the initiation of the degree program. A brief, concise description of the program that addresses the conditions noted above and describes the general nature of the program and its delivery mechanism or site location and that assures that all participating faculty are permitted to teach at the graduate level will suffice in informing Chancellor's staff and CCGS members.
2. If a CCGS member does not respond with an objection within four calendar weeks from the Monday after notification, it will be assumed that the CCGS member has no objection to the proposal. If there is no substantive objection, the program will be included as an information item on the agenda of the next CCGS meeting and entered into the minutes of the meeting.
3. In the event that a member objects to an informational item, the proposer will be notified and asked to respond to the objection; if no resolution is reached via email, a discussion at the next CCGS meeting will ensue and a formal vote for approval must be taken, with majority approval, at that meeting before the program's acceptance is entered into the record.

B. Program Standards for New Distance Learning Graduate Programs

To ensure that off-site and alternative delivery models adhere to the same standards as on-campus programs, CCGS member institutions will be responsible for utilizing the following guidelines and shall use the same guidelines in those cases where new degree programs using alternative delivery models are being brought forward for approval (these that may supersede are in addition to new degree program criteria as outlined earlier in these guidelines).

1. The program is consistent with the institution's role and mission and has a Learning Management System sufficient to support the planned distance learning course offerings.
2. The institution has sufficient resources to ensure accessibility for all delivery mechanisms.
3. The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time. There are sufficient technical and help support services available to students and faculty (for both hardware and software issues).
4. The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms, policies, and procedures for ensuring the integrity of student work in distance learning programs (e.g., for establishing student identity, controlling the conditions of examinations, etc.)

5. The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.
6. The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms. Students in the distance learning program must have access to the following services:
 - Administrative services (e.g., admissions, financial aid, registration, student records)
 - Advising regarding program planning and progress
 - Library resources
 - Psycho-social counseling
 - Career Advising and Placement Services
7. As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of the new distance learning approaches envisioned as part of the program.
8. The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness and academic integrity as for its on-campus programs.
9. The institution assures that the faculty delivering the program meet the same standards and qualifications as for on-campus programs.
10. The institution assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.
11. In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.
12. In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.
13. Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.
14. Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.
15. Procedures are in place to accept qualified students for entry in the program—it is imperative that students accepted be qualified for entry into the on-campus program. In addition, program costs, timeline for completion

of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.

16. Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.
17. Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.

VI. APPROVAL PROCESS FOR GRADUATE CERTIFICATE PROGRAMS AND GRADUATE PROGRAMS THAT LEAD TO EDUCATIONAL LICENSURE

There are many types of certificate programs at the graduate level, ranging from a diploma attesting to satisfactory completion of a short course or workshop to the equivalent of a graduate degree program. The award of the certificate may accompany receipt of a graduate degree, or it may take place upon completion of a specified number of credit hours, independent of receipt of a graduate degree. There are already agreed-upon review procedures for programs leading to regular graduate degrees. The question is: Under what conditions and according to what criteria should graduate programs leading to a certificate be reviewed?

A. Classification of Graduate Certificates

Three classes of graduate certificates can be distinguished as given below:

1. A certificate awarded with a master's or doctoral degree, indicating that a specific program of course work has been followed within regular program options. For example, upon completion of the M.A. degree in Political Science, candidates who have taken a specified series of courses in public administration within the accredited degree program may be awarded an appropriate certificate upon completing their degree requirements. As all new graduate degree programs are subject to review by other procedures, certificates of this type, descriptive of a concentration within a degree program only, not requiring any additional credits beyond those for the degree, *do not* require further review.
2. A certificate awarded for completing a specified program of post-baccalaureate or post-master's work, not constituting a regular graduate degree program, and awarded independently of a regular degree. Certificates awarded for completion of a program of graduate level study involving fewer than 21 semester credit hours where all courses have been approved for graduate credit according to institutional mechanisms *do not* require further review.
3. Certificates awarded for completion of a substantial program of graduate study in a discipline(s)/professional area(s) where the university already has graduate degree authorization *require further review*. A substantial certification program is defined as one requiring the successful completion of 21 or more semester credit hours of graduate-level courses.

Graduate programs that lead to educational licensure and that involve earning 21 credits or more or, degree programs that include licensure or, stand-alone “certificates” for licensure must seek approval through both the ODHE Office of Program Development and Approval and CCGS. For requests on teacher licensure, endorsement and teacher preparation-continuing programs, please contact your institutional representative (education dean) who will submit an electronic Initial Inquiry form through the Ohio Department of Higher Education’s online degree tracking proposal system for educator preparation/teacher licensure requests.

B. Review and Program Approval Procedures for Graduate Certificates

Certificate programs requiring review (A.3 above) must submit a written request to the Chancellor of the Ohio Department of Higher Education and CCGS. Requests must be submitted three (3) months prior to the intended implementation date. The request to offer a certificate program must include a narrative statement that addresses the following issues:

1. Approved graduate program(s) sponsoring the certificate program.
2. Need and demand for the certificate program.
3. Statement of educational objectives of the certificate program.
4. Curriculum for the certificate program.
5. Justification for the number of credit hours for the certificate program.
6. Entrance, performance, and exit standards for the certificate program.
7. Faculty expertise contributing to the certificate program.
8. New resources, courses, etc., if any, necessary to support certificate program.

A brief, concise description of the certificate program that addresses the above points will assist CCGS by allowing review by mail or email. The narrative statement will be circulated to CCGS members for review and a recommendation for approval, disapproval, or for formal review and vote at a CCGS meeting. CCGS members should respond by email within four calendar weeks of receipt of the proposal. If a CCGS member does not respond by that date, it will be assumed that the CCGS member has no objection to the proposal.

PART B.

Guidelines for Seeking Approval for Innovative and Nontraditional Graduate Degree Programs

As new fields of study and new disciplines emerge, research and educational demands in these developing areas will increase. To meet these demands new, innovative graduate degree programs will need to be developed. These programs may differ significantly from more traditional graduate programs in structure, mode of instructional delivery, and the ways research is conducted. Whether the structure

calls for interdisciplinary integration, inter-university cooperation, business/industry collaboration, or novel modes of instruction and research, this section provides guidelines and procedures for the development of new graduate programs that may not fall within traditionally defined fields or disciplines.

Academic quality is a primary consideration in the development of these different types of graduate programs. In addition, the other major criteria that must be considered are program need, statewide alternatives, institutional priority and costs, and external program support. A proposal for such a new degree program is initiated by the submission of a *Program Development Plan* (PDP) to the Chancellor's staff and CCGS members. Based upon review of the PDP, the Chancellor's staff will determine the extent to which additional approval will be necessary for new graduate programs as outlined in Part A of this document.

I. New Degree Programs Derived from Sub-disciplines

Approval of a new graduate degree program in a sub-discipline requires *instructional* capabilities across the full range of the discipline, but *research* capability only in the sub-discipline. For example, approval of a graduate degree program in bioorganic chemistry does not extend the need for doctoral-level research capability in environmental chemistry. Such limitation does not preclude a university from providing enrichment and breadth drawn from related fields within the discipline.

A. Review and Approval Process

A PDP must be submitted to the Chancellor's staff and to CCGS members for review. Based upon this review, Chancellor's staff will determine whether or not the proposed degree program is a more appropriate designation than the existing sub-disciplinary option under the current degree authority, and whether or not additional approvals are required.

II. Interdisciplinary Programs

Interdisciplinary degree programs are the primary means by which newly emerging fields of study can organize and support a focused research agenda and academic experience for faculty and graduate students. Such degree programs also allow universities to focus their resources more effectively and promote coherent research activities in areas where new bodies of knowledge are evolving.

A. Review and Approval Process

Interdisciplinary programs can be configured in a variety of ways. Normally, the institution must present a PDP to Chancellor's staff and CCGS for evaluation and review. The Chancellor's staff, upon the advice of CCGS, will notify the institution whether or not further levels of approval are necessary.

III. Inter-Institutional Degree Programs

Graduate degree programs may sometimes be offered in the form of joint programs between CCGS institutions, as joint programs between a CCGS

institution and a non-CCGS Ohio institution, as joint programs with a CCGS institution and an out-of-state or international institution, as a joint program between multiple Universities or with non-university institutions, or as a cooperative degree program as described below. When submitting a PDP for an inter-institutional degree program, the following definitions and distinction should be taken into account:

A. Joint Degree Programs

In a joint degree program, two or more universities share the administrative, supervisory, and academic responsibility for the proposed program. Degree authority resides jointly in all participating institutions. Individual institutions do not have independent authority to offer the degree.

B. Cooperative Degree Programs

Institutions participating in a cooperative degree program must obtain CCGS approval. The primary administrative and academic responsibilities fall to one of the participating institutions.

C. University and Non-University Degree Program Collaboration

Graduate programs can, in some instances, be strengthened through cooperation between a university and a non-university agency or laboratory. Examples include: governmental research units, private research organizations, and other public and private institutions such as museums, art galleries, libraries and industrial organizations.

D. Review and Approval Process

In all cases when an inter-institutional degree program is proposed, the principal concern is academic quality. All institutions participating in the degree program must be identified and the roles of each institution in the degree program must be fully described. Approval of new degree programs which entail joint, cooperative or collaborative inter-institutional arrangements require, in addition to the PDP a statement of policies and procedures for ensuring:

- 1) The provision of complementary *educational* experiences for students;
- 2) Supervision of students by qualified scientists or scholars at all institutions;
- 3) Mechanisms for advising and evaluation of students;
- 4) Mechanisms and procedures for program administration;
- 5) Mechanisms to maintain academic quality (this should include a description of how faculty members/collaborators at each institution are qualified and how quality is maintained);
- 6) Procedures for covering the costs involved in shared administration;

- 7) Compliance with policies on such essential matters as academic freedom, intellectual property rights, and affirmative action;
- 8) Safeguards against possible exploitation of the time and talents of students;
- 9) Official confirmation that ultimate academic responsibility rests with a CCGS university; and
- 10) In instances when inter-institutional arrangements involve non-CCGS institutions, a CCGS institution must be designated as the primary institution for the purpose of functioning as the prime contact with the Ohio Department of Higher Education and for assuring compliance with academic and administrative standards.

Changes to the curriculum and/or mode of delivery for programs already approved under criteria described in Part B, above, are subject to the same rules for review specified in Part A.

IV. Ad hoc Interdisciplinary Program for an Individual Student.

If a university offers approved graduate degree programs in two or more departments at the appropriate degree level, the institution may initiate and develop an ad hoc interdisciplinary program of study for an individual student with the understanding that additional resources are not required, a new administrative unit is not created, and the degree will be awarded by the appropriate degree-granting authority. No CCGS approval is required for this type of program.

PART C.

GUIDELINES FOR SUSPENDING/REACTIVATING ADMISSIONS INTO OR DISCONTINUING A GRADUATE DEGREE PROGRAM

I. SUSPENSION OF ADMISSIONS INTO A GRADUATE DEGREE PROGRAM

A university may suspend admissions into a graduate degree program if the institution plans to reactivate admissions into the program at some future date. When a university has decided to suspend admissions into a graduate degree program, the university will inform the Chancellor's staff and members of CCGS. A "Suspension of Admissions into Graduate Program Form" must be completed and sent to the Chancellor's staff.

At any time within five years of the initial suspension, the university may request to reactivate admissions by submitting a "Reactivation of Admissions into Graduate Program Form" to for CCGS' review and approval.

Admission suspension and reactivation forms can be accessed at:
<https://www.ohiohighered.org/ccgs>

It is the responsibility of the university's Graduate Dean to determine whether or not changes in the specific field of study, since the admissions were suspended, warrant the submission of a full planning proposal to the Ohio Department of Higher Education and CCGS.

The list of graduate programs for which admissions have been suspended during the past year should also be included in the university's annual report to CCGS.

II. DISCONTINUATION OF A GRADUATE DEGREE PROGRAM

A. If admission into a graduate degree program is not reactivated within the specified five-year period, the program will be declared as discontinued. If at a subsequent date after the five-year period the university plans to reactivate a discontinued graduate degree program, the university must seek formal approval from the Chancellor of the Ohio Department of Higher Education through CCGS in the same manner as required for approval of a new graduate degree program. In the view of CCGS, disciplinary changes in a specific area of study during a five-year period may be significant enough that a new or substantially revised program may need to be developed.

B. When a university has decided to suspend admissions into a graduate degree program with no plans to reactivate the suspended admissions at a future date, the Graduate Dean should inform the Ohio Department of Higher Education and CCGS that the degree program has been discontinued. It is understood that if the university ever plans to reactivate the discontinued graduate degree program, it will be necessary to seek the approval of the Chancellor of the Ohio Department of Higher Education and CCGS through the established procedures for development of a new graduate degree program.

PART D.

REVIEW OF GRADUATE PROGRAMS

I. GUIDELINES FOR GRADUATE PROGRAM REVIEW

The periodic review of graduate programs is necessary to ensure that graduate programs maintain quality and currency. The Chancellor and members of CCGS view graduate program review as an institutional responsibility. The process is designed to provide information to faculty and administrators at the local level, so that necessary changes can be made to maintain program quality. The process is not meant to be used to compare programs across the University System of Ohio or to determine state funding of graduate programs.

Although graduate program review is considered an institutional responsibility and will necessarily vary from one university to another, all universities must employ graduate program review procedures that are informed by the key features and elements outlined in the Council of Graduate Schools 2011

publication, *Assessment and Review of Graduate Programs*¹, and must include a review of each element listed among CCGS “quality standards.”

A. Council of Graduate Schools (CGS) Key Features and Elements of Program Review

The CGS publication recommends that graduate programs be reviewed every five to ten years according to a published timetable. The document also outlines a number of important features of program review:

- the reviews should be evaluative and forward looking;
- the reviews should be fair and transparent as well as distinct from other reviews; and
- the reviews must result in action.

The CGS publication also provides guidelines regarding the elements that should be considered for inclusion in all graduate program reviews. The “key elements” are discussed fully in the CGS publication and include components such as:

- developing and disseminating clear and consistent guidelines;
- obtaining adequate staffing and administrative support;
- conducting a candid program self-study;
- incorporating appropriate surveys and questionnaires;
- including graduate students in the review;
- using both internal and external reviewers;
- obtaining a response from program faculty;
- delivering a final report with recommendations;
- implementing the recommendations; and
- following up over time.

B. Quality Standards

Members of CCGS have developed the quality standards listed below. Assessment of continued compliance with these standards could be included in the graduate program review process.

1. Program Faculty

A level of faculty productivity and commitment shall be required commensurate with expectations of graduate program faculty as indicated by the following:

- The number and qualifications of graduate faculty members are judged to be adequate for offering the graduate degrees in the specified areas, and faculty supervise an appropriate number of students.

¹ Baker, M.J., Carter, M.P., Larick, D.K., & King, M.F. (2011). *Assessment and Review of Graduate Programs*. Washington, DC: Council of Graduate Schools

- The preparation and experience of the faculty are appropriate for offering the graduate degree in an intellectually challenging academic environment as demonstrated by active scholarship and creative activity judged by accepted national standards for the discipline.
 - Faculty members have achieved professional recognition (nationally, internationally).
 - The faculty garners significant external funding, as defined by disciplinary norms, which enhance the graduate program.
 - Directors of dissertations and a majority of committee members generate new knowledge and scholarly and creative activity as determined by disciplinary norms.

2. Program Graduates Since the Most Recent Review

A level of student satisfaction, student accomplishment, and graduate accomplishment exists as evidenced by the following:

- Students express satisfaction with advisement, teaching, and program support services.
- The structure and conduct of the program lead to an appropriate degree completion rate and time-to-degree.
- The predominant employment of graduates within three to five years after graduation is in fields consistent with the mission of the program.
- Graduates demonstrate preparation for career-long learning and success as indicated by periodic surveys of career changes, job satisfaction, and relevance of doctoral training to various career opportunities.
- Accomplishment and potential of program graduates to generate new knowledge or new initiatives in teaching, public service, and/or other practice.

3. Program Vitality

A vital graduate program is dynamic and could possess the following indicators:

- The environment of the program promotes a high level of intellectual interaction among students, graduate faculty, and the larger academic community;
- The curriculum has been updated during the period under review with disciplinary developments;
- Essential resources are provided (e.g., library materials, computer support, laboratory facilities and equipment, student financial support, etc.); and
- Requirements for completion of the degree are deemed appropriate to the degree.

4. Program Demand

A graduate program should be able to demonstrate that there is demand on the part of prospective students and that it is fulfilling a clear need through the following:

- Student demand/enrollment during the period under review: application ratio, student GPA and GRE scores, or other indicators as appropriate; and,
- The extent to which the program meets community, region and state needs and occupational societal demands.

5. Program Interactions

Graduate programs do not exist in isolation but rather in relation to and in comparison to similar programs in the discipline at other institutions and to cognate areas in the same institution. Information regarding appropriate interactions could include:

- Centrality of the program to advanced study in the specific discipline(s) regionally or nationally;
- The ability of the faculty and students to make a particular contribution in this field;
- Interactions, including interdisciplinary, among graduate, undergraduate, and professional programs, as appropriate;
- Interactions with and in collaboration with similar programs at other universities and organizations; and,
- Programmatic access to special leveraging assets such as unique on-campus or off-campus facilities, non-university experts or collaborative institutions in the discipline, industrial or other support, endowments, as well as special funding opportunities.

6. Program Access

There should be evidence that the program has established or seeks to establish an appropriate level of diversity among its faculty and its graduate student body, as evidenced by:

- Trends and expectations in student demographics; and,
- Proven efforts to sustain and enhance diversity of faculty and students.

7. Assessment Mechanisms Used in Program Review

Since quality indicators are increasingly becoming an integral part of ongoing program review, an enhanced recognition of the uses of outcomes assessment in the review process provides a useful tool for program improvement, as demonstrated by:

- A summary of the appropriate outcome measures used to assess program quality; and,
- Procedures must be in place to ensure the use of assessment data for continuous quality improvement of the program.

II. REPORTS TO THE CHANCELLOR OF THE OHIO DEPARTMENT OF HIGHER EDUCATION

A. Institutional Process

Each CCGS member must provide the Chancellor with the university's program review procedures for conducting graduate program reviews. The document must describe the institutional process for graduate program review and must indicate the cycle under which such reviews are conducted.

B. Annual Report

By September 1 of each year, each CCGS member will provide the Chancellor and CCGS with an annual report of their existing graduate programs that were reviewed in the previous academic year. An 'Annual Report' form must be completed and circulated to Chancellor's staff and CCGS via the CCGS list serve and/or shared drive. Annual Report templates are available via the CCGS shared drive. The report must include:

- A list of the graduate programs reviewed;
- For each program reviewed, a summary of the findings related to program quality (i.e., student demand and the extent to which the program meets regional, state, national and societal needs);
- A list of graduate programs that have not been reviewed in the past 10 years with an explanation for the lack of review.
- The list of graduate programs for which admissions have been suspended during the past year should also be included in the university's annual report to CCGS.

Upon receiving the annual reports, the CCGS members will officially "accept" the annual reports as an action that will be recorded in the meeting minutes.

Appendix A
Ohio Department of Higher Education
CHANCELLOR’S COUNCIL ON GRADUATE STUDIES (CCGS)
Member Institutions

University of Akron: <http://www.uakron.edu/gradsch/>

Bowling Green State University: <http://www.bgsu.edu/graduate.html>

Case Western Reserve University: <http://gradstudies.case.edu/index.html>

Central State University:
<http://www.centralstate.edu/academics/education/index.php?num=4>

University of Cincinnati: <http://grad.uc.edu/>

Cleveland State University: <http://www.csuohio.edu/grad-college/grad-college>

University of Dayton: <https://www.udayton.edu/academics/graduate/index.php>

Kent State University: <http://www.kent.edu/graduatestudies>

Miami University: <http://miamioh.edu/graduate-school/>

Northeast Ohio Medical University (NEOMED):
<http://www.neomed.edu/academics/graduatestudies>

Ohio State University: <http://www.gradsch.osu.edu>

Ohio University: <https://www.ohio.edu/graduate/>

Shawnee State University: <http://www.shawnee.edu/offices/graduate-center/>

University of Toledo: <http://www.utoledo.edu/graduate/>

Wright State University: <http://www.wright.edu/graduate-school>

Youngstown State University: <https://cms.ysu.edu/college-graduate-studies/>