

**Ohio Department of Higher Education**

**CHANCELLOR'S COUNCIL ON GRADUATE STUDIES**

**Guidelines and Procedures for Review and Approval**

**of**

**Graduate Degree Programs**

**Revised and Approved by CCGS**

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# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
GRADUATE CREDIT .....	3
1. Course Level.....	3
2. Learning.....	3
3. Faculty .....	4
4. Students .....	4
DOCTORAL PROGRAM CREDIT HOUR LENGTH .....	4
GRADUATE PROGRAM CURRICULAR REVISIONS .....	4
AD HOC INTERDISCIPLINARY PROGRAM FOR AN INDIVIDUAL STUDENT .....	5
<b>PART A: PROCEDURES FOR THE REVIEW AND APPROVAL OF NEW GRADUATE DEGREE PROGRAM PROPOSALS .....</b>	<b>6</b>
I. NEW PROGRAM PROPOSAL STRUCTURE.....	6
II. ADDITIONAL PROPOSAL SECTIONS FOR ENTRY LEVEL GRADUATE PROGRAMS, PROFESSIONAL GRADUATE PROGRAMS, AND PROFESSIONAL SCIENCE MASTERS.....	8
III. REVIEW OF NEW PROGRAM PROPOSALS BY CCGS MEMBER INSTITUTIONS .....	10
IV. PREPARATION OF RESPONSE DOCUMENT AND FORMAL PRESENTATION .....	10
V. TYPES OF PROGRAM APPROVAL.....	11
A. Full Approval.....	11
B. Contingent Approval .....	11
C. Provisional Approval.....	11
VI. GUIDELINES AND PROCEDURES FOR CHANGING DEGREE NAMES, TITLES, SPECIALIZATIONS, AND DESIGNATIONS.....	12
A. Definitions.....	12
B. Degree Name Change.....	13
C. Degree Title Change.....	13
D. Degree Specialization Change.....	13
E. Master’s Degree from Existing Doctorate Degree.....	14
VII. GUIDELINES FOR OVERSIGHT OF NEW AND PREVIOUSLY APPROVED OFF-CAMPUS GRADUATE PROGRAMS, INCLUDING: OFF-SITE (FACE-TO-FACE), ONLINE/ELECTRONIC MEDIA, AND BLENDED (ON-SITE, PLUS ONLINE/ELECTRONIC MEDIA) DELIVERY MODELS. ....	14
A. Distance Learning and Off-Site Change Requests for Previously Approved Degree Programs.....	14
B. Program Standards for New Distance Learning Graduate Programs .....	15
VIII. APPROVAL PROCESS FOR GRADUATE CERTIFICATE PROGRAMS AND GRADUATE PROGRAMS THAT LEAD TO EDUCATIONAL LICENSURE .....	16
A. Classification of Graduate Certificates .....	16
B. Review and Program Approval Procedures for Graduate Certificates .....	16
<b>PART B: GUIDELINES FOR SUSPENDING/REACTIVATING ADMISSIONS INTO OR DISCONTINUING A GRADUATE DEGREE PROGRAM .....</b>	<b>18</b>
<b>I. SUSPENSION OF ADMISSIONS INTO A GRADUATE DEGREE PROGRAM .....</b>	<b>18</b>
<b>II. DISCONTINUATION OF A GRADUATE DEGREE PROGRAM.....</b>	<b>18</b>
A. Five Year Period Expires .....	18
B. Discontinuing the Program.....	18
<b>PART C: REVIEW OF GRADUATE PROGRAMS .....</b>	<b>19</b>

**I. GUIDELINES FOR GRADUATE PROGRAM REVIEW .....19**  
    A. Council of Graduate Schools (CGS) Key Features and Elements of Program Review .....19  
    B. Quality Standards .....19

**II. REPORTS TO THE CHANCELLOR OF THE OHIO DEPARTMENT OF HIGHER EDUCATION.....21**

**Appendix A: Member Institutions .....23**  
**Appendix B: Faculty Matrix.....24**  
**Appendix C: Definitions.....25**

## INTRODUCTION

The General Assembly charged the Chancellor of the Ohio Department of Higher Education (ODHE) 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. The Chancellor of the Ohio Department of Higher Education 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 (or designee) of the Ohio public universities and two private institutions. 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 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 same processes outlined below.

Any institution of higher education utilizing this process for introducing a new degree program shall submit an institutional proposal to CCGS with a copy to the Chancellor's staff following the procedures outlined in the *Program Proposal* section.

All new degree proposals shall provide information in reference to the criteria given in Part A. All CCGS institutions proposing new graduate degree programs have the same approval procedure through ODHE.

The purposes of this document are: 1) to establish procedures for the review and approval of new graduate degree program proposals and for changes to existing graduate degree programs (**Part A**); 2) to establish regulations for suspending graduate programs (**Part B**); and 3) to provide guidelines for the review of graduate programs (**Part C**).

## 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 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. 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 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**

The Doctoral Degree is the highest award a student can earn for graduate study. The Doctor of Philosophy (Ph.D.) 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). 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, CCGS endorsement, and ODHE approval. Program quality, rigor, and outcomes must not be compromised when a reduction in (fee-based) transcribed doctoral credit hours is requested. The Higher Learning Commission (HLC) may also require institutions to submit a substantive change application when substantial changes to doctoral program credit hour requirements are proposed.

## **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). Such changes must go through the new program process, below.

For changes to a previously approved program (in contrast to the method of delivery) that reflect changes to the established field and also 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 must request approval by submitting a *Curriculum Modification* change request form to CCGS members for review. After a minimum four week review period, substantial curriculum changes must be endorsed by CCGS according to voting procedures described in Part A.IV.3.c (*Preparation of Response Document and Formal Presentation*), below. Institutions whose curriculum change requests are denied may revise and resubmit their *Curriculum Modification* form at a later time, or they may 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.

#### **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 A

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

Any CCGS member institution 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 driven by the institution proposing the new degree or program, and involves the submission to and evaluation by CCGS member institutions of a New Program Proposal (i.e., Proposal). The institution's process culminates in the submission of a revised (post review) Proposal, Response Document, and formal presentation of the 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 Proposal to CCGS members (see Part A.IV.1 *Preparation of Response Document and Presentation*).

Universities will employ institutionally-approved processes for New Program Proposal development and will submit Proposals to CCGS, with a copy to the Chancellor's staff for further consideration as outlined in Part A.I (*New Program Proposal Structure*) of this document. Note that institutions may submit New Program Proposals for peer review at any appropriate time during the institution's internal approval processes, consistent with the availability of the information requested below. Formal presentations and/or voting by CCGS members may only take place after all institutional approval processes have concluded (e.g., after Board of Trustees approval).

The transmittal to ODHE of a revised New Program Proposal and Response Document (as required) will be considered the formal application for new degree/program authority.

#### I. NEW PROGRAM PROPOSAL STRUCTURE

The CCGS Proposal for a new degree or degree programs overlaps with the *Substantive Change Application* from the Higher Learning Commission. In addition to the material outlined below, the Proposal should include attachments containing such items as: 1) brief 2-page faculty *vitae*; 2) course descriptions (not full syllabi); 3) needs surveys or market analysis; and 4) consultants' reports (if applicable).

The following points are expected to be addressed in the Proposal. Additional forms may be needed to complete the proposal. For example, if the program will go directly online, the *Online Change Form* should also be submitted.

- 1) Identify the basic characteristics of the proposed educational program as indicated below:
  - a) The full name of the proposed program and designation, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.
  - b) Total credit hours (indicate whether semester or quarter) for completion of the program.
  - c) Normal or typical length of time for students to complete the program.
  - d) Proposed initial date for implementation of the program.
  - e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)
  - f) Special efforts to enroll and retain underrepresented groups in the given discipline.

- (1) Plan to ensure recruitment, retention and graduation of groups underrepresented within the discipline.
  - (2) Provide as background a general assessment of:
    - (a) Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline; and
    - (b) Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.
- 2) Institutional Planning for Program Change
- a) What are the physical facilities and equipment and staff needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing program and services, or identify new laboratory and preceptor needs. If new staffing is needed to support these facilities or if new staff are needed for the program, please discuss.
  - b) What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?
    - i) Provide evidence of need for the new degree program, including the opportunities for employment of graduates.
      - (1) 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) Statewide Alternatives
- a) Programs available in other OH institutions and how they may differ from the program being proposed;
  - b) Appropriateness of specific locale for the program; and
  - c) Opportunities for inter-institutional collaboration.
- 4) Growth of the Program
- a) If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?
- 5) Fiscal Impact Statement
- a) 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) When do you expect the program to be self-sufficient?
- 6) Curriculum and Instructional Design



- a) Description of the proposed curriculum including identification of any specializations intended to appear on the student transcript (see Section IV).
    - i) Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for all program courses.
    - ii) What are the requirements students must fulfill to complete the program successfully (including specific courses, course options and any other requirements)?
  - b) 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.
- 7) Institutional Staffing, Faculty, and Student Support
- a) How many and what types of faculty (full-time and part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?
  - b) What are the administrative arrangements for the proposed program: department and school or college involved?
  - c) In addition to the 2-page CV of the program's faculty, please complete the faculty matrix and embed it in the Proposal. See appendix B for an example faculty matrix.

## **II. ADDITIONAL PROPOSAL SECTIONS FOR ENTRY LEVEL GRADUATE PROGRAMS, PROFESSIONAL GRADUATE PROGRAMS, AND PROFESSIONAL SCIENCE MASTERS**

- 1) For entry level graduate degree programs (See Appendix C for definitions), academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:
  - a) How 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?
  - b) How does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?
  - c) How does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?
  - d) How 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?
  - e) Please describe the required culminating experience.
  - f) Does the proposed program identify faculty resources appropriate for the research component of the program?

- g) Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?
  - h) What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?
- 2) For professional graduate degree programs (See Appendix C for definitions), academic quality assessment will also focus on the adequacy of the answers provided in response to the following questions:
- a) 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.
  - b) 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.
  - c) Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.
  - d) 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?
  - e) How are theory and practice integrated within the curriculum?
  - f) 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?
  - g) Describe the required culminating academic experience and how it will contribute to the enhancement of the student's professional preparation.
- 3) The Special Case of Professional Science Master's Programs (PSMs)
- a) 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."
  - b) The criteria for obtaining such a designation can be found at:  
<https://www.professionalsciencemasters.org/>
  - c) 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?

### **III. REVIEW OF NEW PROGRAM PROPOSALS BY CCGS MEMBER INSTITUTIONS**

Proposals for new graduate degrees and programs will be uploaded to the CCGS shared drive by the initiating institution with separate notification sent to the Chancellor's staff. (*For purposes of this document, Chancellor's Staff refers to the Assistant Director of Graduate Program Review.*) CCGS member institutions shall then review proposals and provide a response, as appropriate, on all Proposal elements identified in the preceding section.

CCGS members will refer Proposals to experts within their institutions. Written comments from each CCGS institution, consisting of the campus reviewers' comments along with the CCGS member's summary evaluation will be uploaded to the CCGS shared drive within four calendar weeks from the Monday following receipt of the receipt of the Proposal.

The purpose of the Proposal review is to provide the proposing institution with an assessment of the probability that the new degree or program would be approved by CCGS, and to highlight areas of concern that should be addressed. Based on the CCGS reviews and their own assessment, the proposing institution will decide whether or not the proposal process should continue.

Final evaluation of a Proposal for a new graduate degree or program by CCGS involves the following: 1) consideration of written comments provided by each CCGS member; 2) assessment of the proposing institution's Response Document (see below); 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 documented formal vote by CCGS advising the Chancellor of the Ohio Department of Higher Education as to whether or not the program should be approved. Note that formal votes by CCGS on New Program Proposals are matters of public record and may only take place after all the proposing institution's internal approval processes have concluded (e.g., after Board of Trustees approval).

### **IV. 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, waive the preparation of the Response Document and conduct an e-vote to approve the program. E-votes will include two mutually exclusive options: "Yes" (a vote to approve a proposed program), and "Object to the e-vote." Any objection to the approval by e-vote will necessitate a formal presentation at a future CCGS meeting.
- 2) If one or more 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 request. As above, e-votes will include two mutually exclusive options: "Yes" and "Object to the e-vote." Any objection to the approval by e-vote will necessitate a formal presentation at a future CCGS meeting.
- 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 Proposal, 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 documented 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 fewer 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.

## **V. 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.

## **VI. GUIDELINES AND PROCEDURES FOR CHANGING DEGREE NAMES, TITLES, SPECIALIZATIONS, AND DESIGNATIONS**

All change requests must be submitted as endorsement items through the institution's CCGS representative. In order to ensure sufficient time for review, please submit all requests at least four weeks prior to an **upcoming meeting** of the CCGS.

### **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 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, including the submission of a complete Proposal. 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.

## **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 states why the title change is proposed and contains sufficient information to justify the change. The Chancellor’s Office and the members of CCGS review the request. 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, a Proposal must be submitted to CCGS for review as described in the Guidelines and Procedures for Review and Approval of Graduate Degree Programs, above.

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 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 must also submit a Curriculum Modification change request form for CCGS 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 must submit a Curriculum Modification change request form 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, a Proposal must be submitted to CCGS for review as described in the Guidelines and Procedures for Review and Approval of Graduate Degree Programs. The Proposal must provide assurances that any doctoral program subsequent to the newly separate master's degree will include a minimum 60 hours of additional coursework, which may include research credits.

## **VII. GUIDELINES FOR OVERSIGHT OF NEW AND PREVIOUSLY APPROVED OFF-CAMPUS GRADUATE PROGRAMS, INCLUDING: OFF-SITE (FACE-TO-FACE), ONLINE/ELECTRONIC MEDIA, AND BLENDED (ON-SITE, PLUS ONLINE/ELECTRONIC MEDIA) DELIVERY MODELS.**

The following guidelines are used by CCGS in overseeing new and previously approved graduate degree programs that are to be delivered at specific off-campus Ohio sites, or via online/electronic or blended delivery methods. The intent is to permit flexibility in adapting degree requirements to alternative audiences, while insuring that program quality is maintained when delivery methods other than traditional on-campus face-to-face instruction is used.

Under these guidelines, a degree program will be considered "previously approved" when less than 50% of the credit hour requirements have been changed (see *Introduction: Graduate Program Curricular Revisions*, page 4.) A program will be considered to have been extended to a different audience via off-site, online, electronic or blended distance learning means when 50% or more of the curriculum delivery is off-campus or via alternative delivery models. Note that offering only a few courses in a program either online or off-campus does not require additional oversight of CCGS, ODHE or the Higher Learning Commission (HLC).

Note also that if a program leads to teacher licensure, the requesting institution must also 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. Distance Learning and Off-Site Change Requests for Previously Approved Degree Programs**

- 1) Development of new branch campuses or other off-campus delivery locations ("additional locations") requires prior HLC approval. Institutions wishing to open additional locations or branch campuses should first complete the HLC "Branch Campus and Additional Location(s)" substantive change form. This must then be submitted as an endorsement item to CCGS. If CCGS endorses the request and ODHE subsequently approves, the substantive change form may then be submitted to HLC for final adjudication.

Institutions with at least three approved branch campuses or additional locations may apply to be part of HLC's Notification Program for Additional Locations. This requires submission of a substantive change application, which must first be endorsed by CCGS and approved by ODHE.

Institutions that are or become part of the HLC Notification Program for Additional Locations must still submit evidence of state approval when opening new branch campuses or additional locations. For this purpose CCGS member institutions should prepare a narrative document of appropriate length that addresses the Topic-Specific Questions (Part 2) of the HLC "Branch Campus and

Additional Location(s)” substantive change form. This must then be submitted as an endorsement item to CCGS. If CCGS endorses the request and ODHE subsequently approves, the new branch campus or additional location may be opened via the online HLC Location & Campus Update System.

- 2) If a previously approved program is to be newly offered at an already approved branch campus or additional location, the CCGS “New Program Offering at an Existing Off-Campus Site” form must be submitted to CCGS for review as an endorsement item. Institutions may proceed only if CCGS endorses the request and ODHE subsequently approves. Additional HLC approvals may also be required.
- 3) If a previously approved program is to be newly delivered online (or via other electronic means) or in a blended fashion, the CCGS “Online or Blended/Hybrid Delivery” form must be submitted to CCGS for review as an endorsement item. Institutions may proceed only if CCGS endorses the request and ODHE subsequently approves. Additional HLC approvals may also be required.

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 some cases, HLC approval may also be required. In the discussions, above, it is presumed that the off-campus sites are within Ohio.

All change requests must be submitted as endorsement items through the institution’s CCGS representative. In order to ensure sufficient time for review, please submit all requests at least four weeks prior to an **upcoming meeting** of the CCGS.

#### **B. Program Standards for New Distance Learning Graduate Programs**

- 1) If a new program being developed is to be offered (exclusively, or in addition to being offered on the main campus) at an already approved off-site location, the CCGS “New Program Offering at an Existing Off-Campus Site” form should be included as an appendix to the new program proposal to allow for simultaneous consideration of the requests by CCGS and ODHE.
- 2) If a new program being developed is to be delivered online (or via other electronic means) or in a blended fashion, whether or not it will also be offered in a traditional, on-ground face-to-face manner, the CCGS “Online or Blended/Hybrid Delivery” form should be included as an appendix to the new program proposal to allow for simultaneous consideration of the requests by CCGS and ODHE. Additional HLC approvals may also be required.

#### **V. APPROVAL PROCESS FOR OTHER SUBSTANTIVE CHANGES THAT MAY AFFECT GRADUATE PROGRAMS**

Any action(s) that may affect graduate programs offered by CCGS member institutions AND which require HCL notification or prior approval (e.g., substantial changes to clock or credit hours required for a program, changes in length of terms affecting allocation of credit, or the development of competency-based educational programs) must first be endorsed by CCGS and approved by ODHE. Appropriate HLC substantive change applications must be submitted as endorsement items through the institution’s CCGS representative. In order to ensure sufficient time for review, please submit all requests at least four weeks prior to an **upcoming meeting** of the CCGS.



## VIII. 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 (Part A.VIII.A.3 *Classification of Graduation Certificates*) must be endorsed by CCGS and approved by ODHE. In order to ensure sufficient time for review, please submit all requests through your institutional representative at least four weeks prior to an **upcoming meeting** of the CCGS. 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.

To facilitate CCGS review, a brief, concise description of the certificate program that addresses the above points will be appreciated.

## **PART B.**

### **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 by submission of a "Suspension of Admissions into a Graduate Program" form.

At any time within five years of the initial suspension, the university may request to reactivate admissions by submitting a "Reactivation of Admissions into a Graduate Program" form to CCGS and ODHE for review and approval. It is the responsibility of the university's Graduate Dean to determine whether or not changes in program since admissions were suspended warrant concurrent submission of a "Curriculum Modification" form to ODHE 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. Five Year Period Expires**

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. Discontinuing the Program**

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.

All forms mentioned above are available from the Chancellor's staff. Reactivation and Curriculum Modification forms must be submitted for review at least four weeks prior to an **upcoming meeting** of the CCGS.

## PART C.

### 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*<sup>1</sup>, 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

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<sup>1</sup> 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

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.
- 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/>



## Appendix B.

### FACULTY MATRIX

A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). **A copy of each faculty member’s 2-page CV must be included as an appendix item.**

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year  Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/Field	Additional Expertise in the Discipline/Field  (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program  Include the course prefix and number	Number of Courses this Individual will Teach Per Year at <u>All</u> Campus Locations
<i>e.g., Jayden Smith</i>	<i>e.g., Professor, Assistant Professor, Adjunct Professor, Lecturer, etc.</i>	<i>FT or PT</i>	<i>e.g., M.S., Mathematics, ABC University, 1990</i>	<i>e.g., 6</i>		<i>e.g., MTH120: College Algebra  MTH148: Analytic Geometry</i>	<i>e.g., 7</i>
<i>Open Position</i>	<i>e.g., Professor, Assistant Professor, Adjunct Professor, Lecturer, etc.</i>	<i>FT or PT</i>	<i>e.g., Master's in English required</i>	<i>e.g., 3 years minimum</i>		<i>e.g., ENG 100: English Composition I,  English Composition II</i>	<i>e.g., 4</i>

## Appendix C.

### 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 Osteopathic 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.II.1 (*Additional Proposal Sections for Entry Level Graduate Programs, Professional Graduate Programs, and Professional Science Masters*).
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 East or 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 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 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 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.II.2 (*Additional Proposal Sections for Entry Level Graduate Programs, Professional Graduate Programs, and Professional Science Masters*). (see Table 1).
9. **Sub-disciplinary program** refers to a focused program based upon one or more fields within a discipline. See 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). Interdisciplinary 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.

**TABLE 1: Examples Program Types and Program Names**

	<b>Disciplinary</b>	<b>Sub-disciplinary</b>	<b>Interdisciplinary</b>
<b>Research:</b>	Ph.D. in Psychology	Ph.D. in Counseling Psychology	Ph.D. in Psycholinguistics
<b>Professional:</b>	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 (See Appendix C). 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.

12. **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 Proposal 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.
13. **Credit Hours:** According to ODHE guidelines, one semester credit hour ordinarily equates to a minimum of 750 minutes of formalized instruction, coupled with out-of-class assignments that require an average of 1500 minutes to complete – or, approximately 37.5 hours of in- and out-of-class effort, total, per semester credit hour.