

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?