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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November 8, 1974
July 11, 1975
September 5, 1975
May, 1977
May 1, 1981
September 17, 1987
April 7, 1989
February 2, 1990
June 7, 1991
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February 4, 1994
April 1, 1994
May 6, 1994
July 23, 1999
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TABLE OF CONTENTS

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**

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

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

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

I. PROGRAM DEVELOPMENT PLAN

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 Pr5(e)f76cwTP(o)-1.f76cwTal ofon as

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

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

d). Scope
    Local, regional, and national needs; International need.

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

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,

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 ot

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.
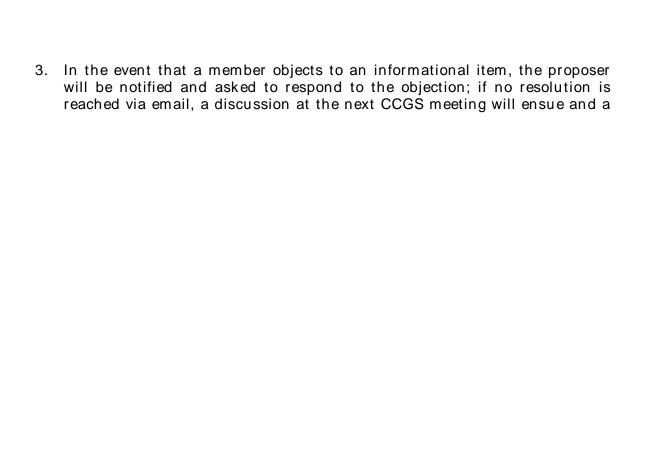
An institution will notify CCGS when it seeks to create a new specialization within an approved degree that will appear on the student's transcript. If the new specialization modifies less than 50% of the current degree program based on the total number of credit hours in the de

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 cont act their institutional representative (education dean) who will submit an elect ronic Initial Inquiry form through the Ohio Department of Higher Education's online degree tracking proposal system for educator preparation/teacher licen sure requests. Separate review and approval procedures will be necessary for graduate pr ograms 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-ca mpus site, or extended to different audience via electronic or blende d distance learning means. Under these guidelines, a degree program will be considered " previously approved " when less than 50% of the credit hour re quirements 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 le ads to teacher licensure, the requesting institution will contact their institutiona l 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 descriptio n 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 notificati on, 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 in formation 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

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,

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 Ccensont53(o)u45 TDms requeek ae ad3.249-5ud000e

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

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   lo CCance

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

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 DISCOUNTINUING 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;

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[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

- 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

- 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,

- 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.