CCGS NEW PROGRAM PROPOSAL

INSTRUCTIONS

The CCGS requirements for proposing a new degree program have been aligned to mirror requirements in the Substantive Change Application from the Higher Learning Commission. This will reduce the work of those who propose programs, when there is a need for institutional submission of approved programs to HLC.

Work with your Graduate School to make sure you have all the most current forms needed to complete the proposal. For example, if the program will go directly online, the Online/Blended Delivery Form should also be submitted (this can be obtained from your Graduate School offices).

The New Program Proposal template with Endorsement Page (found at the end of these instructions) should be followed when creating a proposal for a new degree program. All indicated sections must be included in the Proposal. In the template, text in italics are instructions or examples that should be replaced with your proposal text. A maximal length is provided for some sections, to provide guidance about the level of detail that is expected. Once complete, convert the proposal document to a PDF.

The proposal document should be submitted with a separate Appendix in a second PDF file, containing:

1. A Table of Contents for the Appendix. A template for the Appendix is at the end of this document.
2. Faculty Matrix. A template for this table is at the end of this document. A faculty member must be identified for each course that is a required component of the curriculum, and the goal of this matrix is to summarize faculty credentials and course involvement. Note that this matrix should also include any projected faculty hires that are needed to support the program.
3. 2-page Vitae for each faculty member involved in the program. NOTE: each vita is limited to 2-pages and should provide information that establishes faculty credentials and expertise to support their role(s) (e.g. teaching, research mentor) in the program.
4. Course Descriptions, each maximally a paragraph in length. Provide course numbers for existing courses, and indicate those courses which are not yet implemented/approved. Do not include course syllabi.
5. Fiscal Impact Statement. Include an Ohio Department of Higher Education Fiscal Impact Statement (FIS) which will be used to demonstrate institutional plans for the judicious use of resources in terms of physical plant, personnel, student support, and appropriate institutional commitment of resources to the new program. A template for the FIS is at the end of this document.
7. Letters of Support. Include as appropriate to the institution and program being proposed. (e.g., Provost, Dean, Department Chair(s), internal/external collaborators, outside experts, etc.)
8. Consultant reports, if applicable.
9. CCGS Online/Blended delivery form, if applicable. The most current form may be obtained from your Graduate School offices.
Describe the initiative for which approval is being sought:

Proposing College and Department:

Mode of Delivery:  ☐ Fully Online  ☐ Blended  ☐ On Campus

Proposal Endorsements

Proposed Graduate Program Director – “I certify that this new graduate program proposal is endorsed by the proposed program faculty and that they have agreed, in principle, to participate actively in the program.”

Printed name ____________________________  Signature ____________________________

Unit Head – “The Department will provide the departmental resources and support described on the Fiscal Impact Statement of this document toward the development of the proposed graduate program.”

Printed name ____________________________  Signature ____________________________

College Dean – “The College fully supports the development of the graduate program described in this proposal and will provide college resources and support as described on the Fiscal Impact Statement of this document.”

Printed name ____________________________  Signature ____________________________

Signature of OTHER Dean/Desigee AND Dept./Division Head if any proposed courses are from another unit.

“I have read the proposal and we are willing and able to accommodate the proposed number of students within our existing courses that are listed, or have a suitable agreement to fiscally support the expansion to new sections of these courses.”

Printed name ____________________________  Signature ____________________________

Printed name ____________________________  Signature ____________________________
Full name of proposed degree program (e.g. Master of Arts in Technophobia)
Mode of Delivery: (fully online, blended, on campus)

University of Cincinnati
College and academic unit (department, school, etc.) administering degree

Basic Characteristics of the Educational Program
1. Brief description of the disciplinary purpose and significance of proposed degree. (max 300 words)
2. Definition of the focus of the program. (max 300 words) This is only intended to be an overview. Make sure to explicitly identify if plans include defined lines of curricular focus within the degree program (tracks or concentrations) and whether they will be noted on the transcript.
3. Rationale for degree name. (max 100 words) For example, Master of Science or Master of Arts degree names identify degrees that prepare students for original research and usually include original research that leads to a thesis as culminating experience, or may include a research capstone. “Master of” degree names have a capstone culminating experience that demonstrably integrates what has been learned during the degree coursework. Justify the disciplinary field in the degree title if not tightly linked to the stated focus of program.
4. Duration of the program.
   a. Total credit hours. Identify minimum total credit hours (indicate whether semester or quarter) for completion of the program. If there are differences in credit expectations among the proposed tracks or concentrations, state those differences.
   b. Normal or typical length of time for students to complete the program. If there are differences in duration among the proposed tracks or concentrations, state those differences. Identify if students will be enrolled full-time and/or part-time.
5. Admission timing. Provide proposed date for implementation of the program, and indicate if program plan includes more than one cohort being admitted per year.
6. Primary target audience for the program and admission requirements. (max 300 words) For example, traditional college age, working adults, professionals with specific existing credential, military personnel, etc. Define admission requirements (previous areas of study or degree earned, GPA, work experience or certification, standardized tests, writing samples, etc.).
7. Special efforts to enroll and retain underrepresented groups. (max 500 words) Offer plan to ensure recruitment, retention and graduation of groups underrepresented within the discipline. Provide as background (1) Institution and department profiles of total
enrollment and graduate student enrollment of underrepresented groups within the discipline, and compare to (2) nationally reported values from NCES, Council of Graduate Schools, or other authoritative sources. Supply data by demographic group where available. Your Office of Institutional Research, or the Graduate School, can assist in gathering this data.

INSTITUTIONAL PLANNING FOR THE PROGRAM

1. What are the physical facilities, 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. Define if new staffing is needed to support these facilities or other aspects of the program.

2. 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? (max 500 words) Using information added to the Appendix, provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics supporting program need include: Student interest and demand (Potential enrollment; Ability to sustain the critical mass of students. Surveys of potential student interest can be helpful); Institutional need (Plan for overall development of graduate programs at the proposing institutions); and, Societal demand (Intellectual development; Advancement of the discipline; Employment opportunities to meet regional, national and/or international needs).

STATEWIDE ALTERNATIVES

(max 300 words) You are encouraged to talk with your colleagues at other institutions to learn more about their programs and discuss your unique opportunities.

1. What programs are available in other institutions and how do they differ from the program being proposed? Explain the unique features of your program compared to others in the State.

2. Address appropriateness of specific locale for the new program. For example, are you uniquely serving a region?

3. Address opportunities for inter-institutional collaboration.

GROWTH OF THE PROGRAM

(max 300 words) Answers to the following questions should be consistent with the Fiscal Impact Statement in Appendix.

1. What future growth do you anticipate over several years, and how do you plan to manage this growth? When do you expect the program to be self-sufficient? For
example, is there a point at which you need to hire new staff or faculty, or find additional space?

CURRICULUM AND INSTRUCTIONAL DESIGN

1. **Curricular content.** Using a variation on the Table below to match your proposed program, list here all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions in the Appendix for all courses that are a part of the curriculum, including those required for transcripted tracks or specializations.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required core courses for degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses for degree (xx credits must be selected in this category)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required courses for TRACK/SPECIALIZATION 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses for TRACK/SPECIALIZATION 1 (xx credits must be selected in this category)</td>
<td></td>
</tr>
</tbody>
</table>

2. **What are the requirements students must fulfill to complete the program successfully?** (max 500 words) Expand on information in Table above, if needed including specific courses, course options and any other requirements (e.g. clinical hours, experiential learning, competencies, projects, minimal research credits, defined number of credits in different focus areas, etc). Define the minimal credits needed to complete the degree in any transcripted tracks or specializations.

3. **Description of a required culminating, or integrated learning, experience.** (max 500 words). Examples of suitable culminating experiences for different kinds of degrees 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.

INSTITUTIONAL STAFFING, FACULTY, AND STUDENT SUPPORT

1. **Faculty.** (max 300 words) How many and what types of faculty (full-time and part-time)
will be employed in the program? Describe how the number and type of faculty is sufficient to support the program, especially if the program contains a research or heavily mentored activity. How many, if any, new faculty will be hired for the program? The Appendix must include a 2-page CV of each program faculty, and the Faculty Matrix describing involvement of each faculty in teaching.

2. Administration and Support. (max 300 words) What are the administrative arrangements for the proposed program, including oversight at the program, department and school/college level? Where will any needed financial support and staffing come from?

ADDITIONAL PROPOSAL SECTIONS
FOR ENTRY LEVEL GRADUATE PROGRAMS, PROFESSIONAL GRADUATE PROGRAMS, AND PROFESSIONAL SCIENCE MASTERS

The following three sections are not needed for all program proposals, but you must complete the relevant sections if they apply to your program. Delete the sections that are not relevant for your proposal.

1) ENTRY LEVEL GRADUATE DEGREE PROGRAMS

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. An 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. Entry level graduate programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high quality graduate programs.

If you are proposing an entry level graduate degree program, address the following additional questions:

a) How is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If applicable, provide 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) Does the program identify faculty resources appropriate for the research component of the program?

f) Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?

g) What plans have been made to address standards and guidelines for professional accreditation, if applicable?

2) PROFESSIONAL GRADUATE DEGREE PROGRAMS

Professional graduate degree programs prepare students 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. If you are proposing a professional graduate degree program, address the following additional questions:

a) What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter(s) 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 for competencies and hours of experience.

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 how the required culminating academic experience will contribute to the enhancement of the student’s professional preparation.

3) Professional Science Master’s Programs (PSMs)

There is a special category of graduate degree programs recognized by the Council of Graduate Schools and the National Professional Science Master’s Association (NPSMA). These programs include a professional skills and experiential component that is often a structured internship. Such programs can be granted the designation “Professional Science Master” or “PSM” by the NPSMA (https://www.professionalsciencemasters.org/).

If you are proposing a PSM degree program, the only REQUIREMENT in your proposal is to indicate if you planning to seek the PSM designation from the NPSMA.

If you are seeking PSM designation, we encourage (but to NOT require) you to consider if the following PSM requirements will be met by your proposal:

a) Programs must include a majority of the course content in the natural sciences, technology, engineering, mathematics and/or computational sciences.

b) Programs must include a professional skills component, which must be developed in consultation with leaders from the targeted industry, business, government, or non-profit organizations.

c) Programs must include an experiential component with at least one capstone project, supervised collaboratively by faculty and employers, evaluated or graded by faculty and typically developed with an employer(s), which integrates the practical application of scientific and professional knowledge, behavior, and skills. The experiential component typically includes a structured internship and provides an opportunity for students to demonstrate proficiency in written and oral communication skills.

d) Programs must include an active and engaged external advisory board of leaders from industry, business, government, or non-profit organizations.

e) The program must collect annual data relative to enrollment, degrees, completion, and demographics; and the employment history of graduates should be tracked to help assess program outcomes.
Full name of proposed degree program (e.g., Master of Arts in Technophobia)
Mode of Delivery: (fully online, blended, on campus)

University of Cincinnati
College and academic unit (department, school, etc.) administering degree

Table of Contents

Appendices

1. Faculty Matrix.
2. Faculty Curriculum Vitae
3. Course Descriptions
4. Fiscal Impact Statement
5. Market Analysis and/or Needs Survey
6. Letters of Support
7. Consultant reports, if applicable.
8. CCGS Online/Blended delivery form, if applicable.
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 minimum qualifications in the matrix (as shown in the example below). All program proposals must include both the Faculty Matrix and a copy of each faculty member’s 2-page CV as Appendix items.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Rank or Title</th>
<th>Full-Time (FT) or Part-Time (PT)</th>
<th>Instructor Qualification</th>
<th>Courses taught in the proposed program (Include course number and title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jayden SMITH</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>PhD. Mathematics, Lake Univ, 1990 6 years</td>
<td>MTH 820: Differential Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MTH 748: Analytic Geometry</td>
</tr>
<tr>
<td>Open Position</td>
<td>e.g., Assistant-Full Professor, Adjunct Professor, Lecturer, etc.</td>
<td>FT or PT</td>
<td>Doctorate in English required 3 years minimum</td>
<td>ENG 750: Creative Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ENG 800: Rhetoric</td>
</tr>
</tbody>
</table>
Fiscal Impact Statement

Complete the spreadsheet below and describe the methods used to estimate program income and expenses as appropriate (including assumptions about annual increases in tuition and stipend costs, adjustments for inflation and credit hour enrollment for part time students).

### Budget for New Graduate Degree Programs

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Projected Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head-count full time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head-count part time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Equivalent (FTE) enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Projected Program Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (paid by student or sponsor)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other income (describe here)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PROJECTED PROGRAM INCOME:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty (e.g. tenure-track, clinical, professional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part time ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment/ facilities/building/space renovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Scholarship Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stipend Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(if applicable, describe in narrative section below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PROJECTED EXPENSE:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NET</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Budget Narrative:** *(Use narrative to provide additional information as needed based on responses above.)*