Quarter to Semester Conversion Template: Programs

This template presents the information that will need to be submitted to the Office of Academic Affairs and reviewed by the Council on Academic Affairs [CAA] for quarter to semester conversion of programs. An electronic submission process has been developed which uses terminology consistent with the Student Information System [SIS]. To improve organizational clarity, the order of questions in this template differs from the on-line version, but the content is identical. All programs, pre-majors, and specializations / sub-plans must be approved by CAA. This template has been modified based on user feedback.

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization (Note: This and subsequent headings are presented in the following format: Current academic terminology / SIS terminology)
2. Administering College / Academic Group
3. Co-administering College / Academic Group, if applicable (Note: User can select multiple colleges)
4. Semester conversion designation (Note: To aid in the approval process, please self-select which of the following seems more applicable based on your own understanding of what was done):
   a. New Program / Plan
   b. Re-envisioned with significant changes to program goals and/or curricular requirements (e.g., degree name changes, changes in program goals, changes in core requirements, structural changes to specializations / sub-plans)
   c. Converted with minimal changes to program goals and/or curricular requirements (e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
   d. Deactivated (i.e., program to be held in limbo for possible future use, but not to be converted at present time, include effective date of deactivation)
   e. Terminated (i.e., final step which permanently deletes the program, no new admissions shall be possible, include effective date for termination)
5. Program / Plan name (current and proposed names, if different) (55-character maximum, Note: name changes may require concurrence from other units at OSU and review by the Ohio Board of Regents.)
6. Type of Program / Plan (Note: Only needed if proposing a new Program / Plan, i.e., 4a. was selected above)
   - Undergraduate bachelors degree program or major
   - Undergraduate minor
   - Undergraduate associate degree program
   - Graduate degree program
   - Graduate minor
   - Graduate certificate program
- Graduate interdisciplinary specialization
- Professional degree program
- Combined program (e.g., BS/MS, Ph.D./MD)

7. Program / Plan code abbreviation *(SIS code, lookup table to be provided in on-line version)*

8. Degree Title (current and proposed names, if different) *(50-character maximum, Note: name changes may require concurrence from other units at OSU and review by the Ohio Board of Regents.)*

9. Does this program have associated Specializations / Sub-plans? *(Yes / No) (Notes: Specializations are prescribed collections of elective courses within a program that lead to greater depth of mastery in a specific subject area. Upon successful completion, the name of the specialization will appear on the student’s transcript. Specializations have also been called tracks, options or focus areas.)*
   - If you do not specify a program specialization / sub-plan, it will be assumed that either (a) you have no specializations / sub-plans or (b) you are submitting this program request to cover all specializations / sub-plans.

**PROGRAM REQUIREMENTS**

10. Program Learning Goals (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of completion of the program.
    
    Notes:
    - These are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.
    - Depending on one’s field or academic discipline, goals are also known by other terms including objectives, outcomes, and competencies
    - These should be broad goals, not detailed ones
    - A list of 3 to 11 goals is recommended
    - If the program has multiple Specializations / Sub-plans, multiple lists of goals may be presented if Specialization / Sub-Plan learning goals are different from, or in addition to, program learning goals.

11. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program. *(Notes: If this is a proposal for a graduate program, list any requirements beyond those stipulated by the Graduate School.)*

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit’s standards (only required if an existing program / plan). *(Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)*
14. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. *(Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)*

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended *(see example below).* *(Notes: This information is only required for undergraduate degrees and majors. If the program has multiple specializations / sub-plans, multiple maps may be attached.)*

<table>
<thead>
<tr>
<th>Required Courses (offered by the unit)</th>
<th>Program Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goal #1</td>
</tr>
<tr>
<td>Course 1</td>
<td>beginning</td>
</tr>
<tr>
<td>Course 2</td>
<td>beginning</td>
</tr>
<tr>
<td>Course 3</td>
<td>intermediate</td>
</tr>
<tr>
<td>Course 4</td>
<td>advanced</td>
</tr>
<tr>
<td>Course 5, etc.</td>
<td>advanced</td>
</tr>
<tr>
<td>Required Courses (offered outside of the unit)</td>
<td>beginning</td>
</tr>
<tr>
<td>Course 1</td>
<td></td>
</tr>
<tr>
<td>Course 2, etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses, Tracks, Categories, or Baskets of Courses (may be offered inside or outside of unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
</tr>
<tr>
<td>Course 1 under Category 1</td>
</tr>
<tr>
<td>Course 2 under Category 1, etc.</td>
</tr>
<tr>
<td>Category 2, etc.</td>
</tr>
<tr>
<td>Course 1 under Category 2</td>
</tr>
<tr>
<td>Course 2 under Category 2, etc.</td>
</tr>
</tbody>
</table>

| General Education courses | beginning |

16. Will this program have an associated pre-major or area of interest? *(Yes / No)*

- If Yes, either (1.) Describe proposed pre-major requirements which may include prerequisite courses and any minimum grade point or specialized grade point hour requirements or (2.) Attach an advising sheet.
- If No, mark as “Not applicable” and skip this item.
CREDIT HOUR EXPLANATION

17. Provide a table to aid the Council on Academic Affairs reviewers as they check for credit hour changes. The table should include the following information:

<table>
<thead>
<tr>
<th>Program credit hour requirements</th>
<th>A.) Number of credit hours in current program (Quarter credit hours)</th>
<th>B.) Calculated result for 2/3rds of current quarter credit hours (On-line version will multiply the value in column A by 0.667 and round to the nearest tenth)</th>
<th>C.) Number of credit hours required for proposed program (Semester credit hours)</th>
<th>D.) Change in credit hours (Difference between columns B and C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total minimum credit hours required for completion of program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required credit hours offered by the unit</td>
<td>Minimum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required credit hours offered outside of the unit</td>
<td>Minimum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required prerequisite credit hours not included above</td>
<td>Minimum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Maximum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. If the difference (column D) is more than 4 semester credit hours between the values listed in columns B and C for any row in the table above, provide a rationale for the change in credit hours.

TRANSITION POLICY

19. Transition policy statement that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of a preliminary program transition plan, how individual transition advising plans will be developed, and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.
ASSESSMENT CONVERSION

Notes:
• An assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning
• Assessment plans are required for undergraduate majors and degrees
• Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012
• Initiators are encouraged to work with their college’s curricular associate dean for guidance on how to complete this section
• For more information on developing assessment plans, contact the University Center for the Advancement of Teaching for consulting services, workshops, and recommended readings <http://ucat.osu.edu/>.

20. Is this a degree program (undergraduate, graduate, or professional) or major? (Yes / No)

• If No, mark item as “Not applicable” and skip this item.

• If Yes, does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? (Yes / No)

  • If yes, summarize how the program’s current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar. (Note: For example, if there are embedded assessments in selected courses, a modified assessment plan may identify the new semester courses which will include testing student attainment of program goals.)

  • If no, please select and complete one of the following two options: (Note: All undergraduate degrees and majors should have an full assessment plan on file with the Office of Academic Affairs; preliminary assessment planning is encouraged for all other degree programs)

    a. Submit a full assessment plan to the Office of Academic Affairs (Note: Please contact your curricular associate dean for the URL, user name, and password to this on-line survey instrument.)

    b. Provide a preliminary assessment plan by selecting all that apply but at least one from each of the following three categories. (Note: This option should take about 2 minutes.)

      i. DIRECT MEASURES (means of assessment that measure performance directly, are authentic, and minimize mitigating or intervening factors)

      Standardized tests
      • National standardized examination
      • Certification or licensure examination
      • Local comprehensive or proficiency examinations

      Classroom assignments
• Embedded testing (i.e., specific questions in homework or exams that allow faculty to assess students' attainment of a specific learning goal, often used to compare student performance from year to year)
• Pre- and post-testing
• Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams) -- Specify

Evaluation of a body of work produced by the student
• Practicum, internship or research evaluation of student work
• Portfolio evaluation of student work
• Senior thesis or major product
• Capstone course reports, papers, or presentations
• Performances or gallery display of work

Direct assessment methods specifically applicable to graduate programs (Note: other tools listed above may also be used for evaluating student attainment of learning goals in graduate programs)
• Candidacy exams
• Research proposals written and grants awarded
• Thesis / dissertation oral defense and/or other oral presentations
• Thesis / dissertation (written document)
• Publications
• Other (specify)

ii. INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews
• Student survey
• Alumni survey
• Employer feedback or survey
• Student evaluation of instruction
• Student interviews or focus groups

Additional types of indirect evidence
• Job or post-baccalaureate education placement
• Student or alumni honors/recognition achieved
• Peer review of program
• External program review
• Curriculum or syllabus review
• Grade review
• Outreach participation
• Comparison or benchmarking
• Other (specify)

iii. USE of DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

• Meet with students directly to discuss their performance
• Analyze and discuss trends with unit's faculty
• Analyze and report to college / school
• Analyze and report to accrediting organization
• Make improvements in curricular requirements (e.g., add, subtract courses)
• Make improvements in course content
• Make improvements in course delivery and learning activities within courses
• Make improvements in learning facilities, laboratories, and/or equipment
• Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
• Benchmark against best programs in the field
• Other (specify)

ATTACHMENTS

21. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs that:

- Lists all current programs in the department / unit (as identified by the University Registrar):
  - Undergraduate bachelors degree programs and/or majors
  - Undergraduate minors
  - Undergraduate associate degree programs
  - Graduate degree programs
  - Graduate minors
  - Graduate certificate programs
  - Graduate interdisciplinary specializations
  - Professional degree programs
  - Combined programs (e.g., BS/MS, Ph.D./ MD)
- Summarizes unit-level review processes for programs and courses, including input from students and other relevant stakeholders
- Includes any additional materials required for the college-level program review of programs and courses
- Recommends approval
- Includes signature from department / unit chair

22. Letter from the college to the Office of Academic Affairs that:

- Summarizes college (and division, if applicable) review processes for programs and courses
- Describes any college-wide components common to all of the proposed programs
- Recommends approval
- Includes signatures from dean and curricular associate dean (s)
- (Note: This is to be appended by the college when the college approves the proposal)
23. Co-administering letter *(Notes: This is only required if the program has a co-administering college, and is to be appended by the college when the college approves the proposal)*

24. Support / concurrence letters (as applicable)

25. Additional documentation for Ohio Board of Regents review, if appropriate (i.e., for new programs or name changes)

**Version Guide**

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Date</th>
<th>Changes made</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>1/14/2010</td>
<td>Initial release</td>
</tr>
<tr>
<td>1.5</td>
<td>5/6/2010</td>
<td>Modified to match draft electronic version of program entry form</td>
</tr>
<tr>
<td>2.0</td>
<td>6/7/2010</td>
<td>Modified for better clarity and to re-order the proposal elements in a more logical fashion, anticipating the enhanced version of the electronic entry form with fewer attachments, to be released in 2011</td>
</tr>
<tr>
<td>2.1</td>
<td>7/27/2010</td>
<td>Modified to match released version of the electronic entry form</td>
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