

Sections highlighted in yellow indicate sections that were unique to the guidelines on degrees/degree programs. Sections highlighted in blue were unique to the guidelines on majors. The section on assessment (in green) is a revision to what was in the guidelines on majors.

Undergraduate Degrees, Degree Programs, and Majors

NOTE: If you are proposing a graduate degree, please see the RACGS guidelines in Appendix A and follow those guidelines.

- I. General Information
 - A. Nature of the proposal (new degree program; revision of a current degree program; replacement or alternative for a current program; or new major).
 - B. Name of proposed program/major.
 - C. Degree title.
 - D. Proposed implementation date.
 - E. Identify the academic units (department, college) responsible for administering the degree program/major.
- II. Rationale
 - A. Describe the rationale/purpose of the major.
 - B. Explain how the program/major will help achieve the goals and objectives of the university in terms of its role and mission.
 - C. Identify any unique characteristics or resources that make it particularly appropriate for Ohio State to offer the proposed program/major.
 - D. Cite the benefits for students, the institution, and the region or state.
 - E. List similar programs/majors offered in both public and private institutions in Ohio and the United States. Explain how these programs/majors compare to the one proposed.
 - F. Cite the enrollment patterns of similar programs/majors in Ohio or in the United States.
 - G. Describe career opportunities and/or opportunities for graduate or professional study available to persons who complete the program/major.
 - H. Describe any licensure or certification for which this program/major will prepare students.
- III. Goals and Evaluation of Expected Learning Outcomes: Provide an assessment plan for the program/major (Contact OAA if you have questions or need assistance.)
 - A. State the learning goals of the program/major.
 - B. Identify a method to evaluate the quality of student learning for each goal.¹

¹ Note that the same method, such as a survey (indirect) or an examination (direct) in a capstone course, may be used to assess multiple goals or that multiple methods may be used to assess a single goal. Ideally both direct and indirect methods will be included in the plan.

C. Describe how the information gathered about student learning will be shared and used systematically to improve learning outcomes in the program/major.

D. Give the expected time frame over which the assessment plan will be implemented.

IV. Relationship to Other Programs/Majors

- A. Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this program/major.
- B. Specify any articulation arrangements (direct transfer opportunities) with other institutions that will be in effect for the program/major.
- C. Provide information on the use of consultants or advisory committees in the development of the program/major.
- D. Describe the current degree, major, and minor programs in the department(s) and how they relate to the proposed program/major.
- E. Identify any overlaps with other programs or departments within the university. Append letters of concurrence or objection from related units.
- F. Indicate whether the program/major or a similar program/major was submitted for approval previously. Explain why the program/major was not approved or why it was withdrawn.
- G. State the minimum requirements/qualifications a student must meet to be admitted into the program/major.
- H. Indicate where students will be drawn from, e.g., existing academic programs, outside of the university, etc. Estimate the mix of students entering the program/major internally and externally.

V. Student Enrollment: Indicate the number of students you anticipate will be admitted to the program/major each year. Please use a table to make the information easier to read and interpret.

	Year 1	Year 2	Year 3	Year 4
Full-time				
Part-time				
Estimated Summer Enrollment				
Full-time				
Part-time				

VI. Degree/Major Requirements

- A. List the courses (department, title, credit hours, description) which constitute the requirements and other components of the program/major. Indicate which courses are currently offered and which will be new. Append a quarter by quarter sample program.

Department	Title	Credit Hours	Brief Description

- B. State the minimum number of credits required for completion.
- C. State the average number of credits expected for a student at completion.
- D. Give the average number of credits taken per quarter by a typical student. Estimate the average for each year.

	Year 1	Year 2	Year 3	Year 4
Full-time				
Part-time				

- E. Give the number of credits a student is required to take in other departments.

Department	Number of Credits	Level*

- F. Give the number of credits a student might take as an elective in other departments.

Department	Number of Credits	Level*

- G. In addition to course requirements, describe other degree requirements, e.g., examinations, internships, final projects, thesis, dissertation, exit criteria, etc.

H. Describe the specific methods that will be used for evaluating the program/major.

- I. Identify from which specialized professional association(s) accreditation will be sought. List any additional resources that are necessary to gain this accreditation.

VII. Faculty

- A. Describe the number and qualifications of full-time and part-time faculty members. List current faculty members and their areas of expertise.

Current				
Name	Area of Expertise	Professorial Rank	Graduate Faculty Category	Full or Part Time

- B. Describe the number and type of additional faculty needed.

Proposed Additional Faculty				
Name	Area of Expertise	Professorial Rank	Graduate Faculty Category	Full or Part Time

- VIII. Program/Major Description: Describe the program/major, including each option and concentration as it would appear in the appropriate college bulletin.

* Lower-division or upper division undergraduate, masters, doctoral, or graduate/professional.

IX. Program/Major Costs and Funding

A. Indicate one-time and start-up costs in dollars, estimated.

i. One-time Costs

	Year 1	Year 2	Year 3	Year 4
Faculty				
Graduate Students				
Other Staff				
Supplies/Services				
Equipment				
Computing				
Space Renovation				
TOTAL				

ii. Continuing (Annual Rate) Costs

	Year 1	Year 2	Year 3	Year 4
Faculty				
Graduate Students				
Other Staff				
Supplies/Services				
Equipment				
Computing				
Space Renovation				
TOTAL				

iii. Cost Savings and Adjustment: In this section include any continuing savings in costs that will be realized by better utilization of current resources (reassigning a faculty member to a new program/major from an area that has experienced an enrollment decline, increasing enrollments in a course in an area that has room to expand, sharing advising or clerical support with an ongoing program, increased utilization of available research equipment, using TAs).

	Year 1	Year 2	Year 3	Year 4
Faculty				
Graduate Students				
Other Staff				
Supplies/Services				
Equipment				
Computing				
Space Renovation				
TOTAL				

Note: Questions VIII.A.ii and VIII.A.iii should provide an indication of the total added costs.

B. Proposed Sources of Funding: Indicate how much funding support you anticipate receiving for this program/major from each of the following sources.

i. Continuing (Annual Rate) Support

	Year 1	Year 2	Year 3	Year 4
Home Department				
Other Departments				
College				
Office of Academic Affairs				
Other Internal (Specify)				
External (Specify)				
TOTAL				

ii. One-Time and Start-Up Support

	Year 1	Year 2	Year 3	Year 4
Home Department				
Other Departments				
College				
Office of Academic Affairs				
Other Internal (Specify)				
External (Specify)				
TOTAL				

X. Facilities and Equipment Requirements

A. Facilities/Equipment Requirements: Describe existing facilities, equipment, and off-campus field experience and clinical sites to be used in the program/major. Indicate how the use of these facilities, equipment, etc. will impact on other existing programs/majors.

B. Describe additional university resources including libraries that will be required for the new program/major.

C. Classrooms: Estimate addition/deletion of lecture and seminars sections.

Class Size		Year 1	Year 2	Year 3	Year 4
201+	Added				
	Discontinued				
101 – 200	Added				
	Discontinued				
61 – 100	Added				
	Discontinued				
31 – 60	Added				
	Discontinued				
1 – 30	Added				
	Discontinued				

D. Laboratory, studio and other special facilities. Estimate anticipated lab and studio needs, including additional facility needs and any space that might be released as a result of this program/major. Give in square footage, estimated.

		Year 1	Year 2	Year 3	Year 4
Individual Labs	Added				
	Released				
Shared Lab Stations	Added				
	Released				
Studios	Added				
	Released				

E. Office Space: Estimate number of offices required for faculty, staff, graduate students

		Year 1	Year 2	Year 3	Year 4
Private Offices	Added				
	Released				
Shared Offices	Added				
	Released				

F. Special Space Requirements: Describe any special space considerations that should be taken into account, and at what stage of the process they would be incurred (e.g., specialized lab stations, special cleaning and disposal capabilities, computer support facilities, treatment facilities, performance areas, library facilities, etc.). Distinguish between short-term and long-term utilization needs.

Approved by Council on Academic Affairs, 05/18/88
Revised by Council on Academic Affairs, DATE