

## 1. General Standards for Academic Programs

All colleges and universities seeking approval or authorization to offer instruction must demonstrate that the following institutional and program standards are met.

### a. Institutional Accreditation

- The institution is accredited and in good standing with the Higher Learning Commission (HLC) or other regional accrediting agency, or a national accrediting agency recognized by the US Department of Education (USDOE) or Council for Higher Education Accreditation (CHEA).
- Institutions that are not accredited at the time of the initial request must provide evidence that the process for obtaining regional or national accreditation has been initiated and the plan and timeline for completing the steps required for accreditation. The Chancellor will withdraw authorization if an institution fails to make satisfactory progress toward achieving accreditation.
- Professional accreditation is encouraged, when available for the program area. Educator preparation programs may require national accreditation by National Council for the Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (TEAC).

### b. Institutional Mission and Governance

- The institution has a clearly articulated mission.
- The institution has an organizational structure that supports the achievement of its mission and the success of its faculty, staff and students.
- The institution's policies and practices are described clearly and consistently in all publications.
- Policies regarding the resolution of faculty, staff and student grievances are readily available to faculty, staff and students and are consistently followed.
- The institution follows applicable local, state and federal laws.
- The institution has mechanisms for assessment and evaluation of success and provides evidence of how data informs institutional success.

### c. Institutional Resources and Facilities

- The institution's financial resources are sufficient to support its mission.
- The institution has the human resources needed to meet its mission.
- The institution's physical facilities (e.g., classrooms, laboratories) are adequate to support the student population and the programs offered.
- The institution's library resources support the academic programs offered and are consistent with the Association of College and Research Libraries' (ACRL's) Standards for Libraries in Higher Education:  
<http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm>.

- The institution's technology resources support teaching and learning, including distance education where applicable.
- Policies are in place to ensure the safety and security of faculty, staff and students.
- Services are in place to assist faculty, staff and students in the responsible and lawful implementation of research activities.

#### **d. Institutional Academic Policies**

- Academic planning includes input from faculty and other stakeholders (trustees, advisory boards, expert consultants, staff, students, faculty councils, faculty committees, department/college committees, etc.).
- Academic policies for the delivery of instruction are clearly articulated and are consistent with Ohio Board of Regents' guidelines and definitions, including:
  - Required credit for degrees, degree programs, majors, minors, certificates (see definitions in Appendix \*\*\*); if professional accreditation and licensing requirements exceed these general expectations, those requirements supersede the general requirements.
  - Length of semesters (or the equivalent for quarters)
  - Transfer credit
  - Evaluation/grading
- Policies for the appointment and evaluation of faculty and administrators are clear and consistently followed. At a minimum, policies address the following subjects:
  - Definitions of faculty type (full-time, part-time/adjunct, tenure-track/non tenure-track, supervisory, clinical, etc.)
  - Appointment
  - Orientation and mentoring
  - Evaluation, including promotion and tenure guideline, as appropriate
  - Termination
  - Definitions of faculty load

#### **e. Institutional Student Support Services**

- The institution provides *student administrative services*, according to established policies in the following areas:
  - Student recruitment
  - Admissions and matriculation
  - Financial aid, scholarship and grant applications, coordination of awards and counseling regarding repayment options
  - Transfer credit evaluations
  - Graduation audits
  - Student records management
- The institution provides *student academic support services*, including

- Assessment for placement into college-level courses.
- Student advising related to the successful completion of developmental education courses, college-level courses and degree programs.
- Academic support for students with disabilities and other learning needs.
- Physical or mental health counseling and/or external referrals.
- Environmental support on-site or through external referrals (e.g., for transportation, child care, personal finance).
- Career counseling.

#### **f. General Education**

- General education is required within every undergraduate degree and is guided by a mission and specific learning objectives.
- General education requirements reflect the degree designation (e.g., applied associate degree vs. academic associate degree; bachelor of arts vs. bachelor of science).
- At a minimum, general education comprises no less than 36 semester hours for baccalaureate degrees and academic associate degrees and no less than 15 semester hours for applied associate degrees.
- The general education curriculum must incorporate the following areas (the minimum number of hours in each area for baccalaureate, academic associate and applied associate degrees are including in Appendix \*\*\*):
  - Oral, Written and Visual Communication (*English composition, public speaking*)
  - Mathematics and Data Analysis (*e.g., algebra, geometry, calculus, statistics, logic*)
  - Arts and Humanities (*e.g., history, foreign languages, art, film studies, ethics, literature*)
  - Social and Behavioral Sciences (*e.g., psychology, sociology, economics, communication, political science*)
  - Natural and Physical Sciences (*e.g., biology, chemistry, physics, environmental science, astronomy, geology*)
- General education includes a focus on “21<sup>st</sup> Century” skills and knowledge, including:
  - information and communication literacy
  - critical thinking and problem solving
  - interpersonal and collaborative skills
  - global awareness
  - financial, economic, business and civic literacy

- Remedial or developmental education courses are not considered part of general education and are not counted toward degree requirements.

#### **g. Program Operations**

- The administrative structure for the proposed program is clearly defined.
- Cooperative arrangements for the delivery of the proposed program are clearly described and approved by the identified partners.

#### **h. Faculty Credentials**

The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

- Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.
- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
  - At least a bachelor's degree if teaching in an associate degree program.
  - At least a master's degree if teaching in a bachelor's degree program.
  - A terminal degree if teaching in a graduate program.
- Faculty members teaching general education courses hold a master's degree or higher in the discipline.
- In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.
- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.
- Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.
- Faculty members show evidence of professional development in the discipline.
- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

#### **Exceptions to Faculty Credentialing Requirements**

Institutions must demonstrate that most program faculty meet the credentialing requirements. In instances where a small number of faculty members do not meet the credentialing requirements, institutions may request an exception to the requirements

using one of the mechanisms outlined below. The Chancellor's staff must approve all exceptions prior to program approval or re-approval.

- Request an *individual exception* based on documented alternative expertise in the field, such as a comparable educational experience and/or extraordinary practical experience in the field.
- Request a standard or "*blanket*" exception for individuals teaching technically-, professionally-, or occupationally related courses where a degree one level above the degree that the students are seeking is not widely available. In such cases, the institution must propose an alternative standard by which faculty quality will be ensured (i.e., state the required alternative degree level and the means by which additional expertise in the field is to be documented, such as professional experience, licensure and/or certification.)
- Provide an *educational plan* that demonstrates how an individual faculty member who does not currently meet the credentialing requirements will meet the requirements within a specified period of time.

**j. Faculty Capacity**

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
- Each degree program is led by a full-time faculty member.
- Full-time faculty members are involved at each location where more than 50% of an academic program can be completed (e.g., main campus, other/regional campus, site)
- Individuals who are full-time employees of the institution teach a minimum of 60% of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences, and student teaching) are not included in the calculations for this standard.
- At least 1 FTE faculty member is required for every 30 FTE students in an undergraduate degree program.
- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.
- Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

Exceptions to Faculty Capacity Requirements

Institutions are expected to meet the standards outlined above. In instances where the expectations of faculty capacity are not being met (e.g., newly formed programs with limited student enrollment; existing programs that historically have not met the standards, rapid increases in student population, etc.), the Chancellor's staff will work with the institution to develop a plan to move the institution toward compliance with the standards.

## **k. Program Curriculum**

- Alignment between the proposed program and the institution's mission is clearly articulated.
- Planning for new academic programs includes input from faculty and other stakeholders (e.g., trustees, advisory boards, consultants, staff, students, faculty councils, faculty committees, department/college committees).
- The proposed academic program has specific learning outcomes that are designed to meet the program's intended purpose and, where applicable, meet state and national standards.
  - Learning outcomes are appropriate for the degree designation (i.e., associate degree vs. bachelor's degree vs. master's degree vs. doctoral degree).
  - Course requirements and delivery mechanisms provide sufficient opportunities for students to meet learning outcomes.
  - The learning outcomes address the major issues and concerns in the discipline or professional area.
- All field and clinical experiences are overseen by faculty in the proposed program.
- Where appropriate, programs should include one of the following:
  - A capstone experience or a culminating project that reflects both the preparation of the student and an understanding of the needs of the workforce.
  - Internship/co-op opportunities that provide opportunities for students to combine knowledge and skill acquisition with real-world practice.

## **l. Assessment**

- Multiple assessments are used to inform continuous program improvement.
  - Assessments are linked to the program's mission and purpose.
  - Assessments include multiple direct and indirect measures.
  - Faculty members are involved in defining the expected outcomes for the program and in determining if the outcomes are achieved.
  - Professional credentialing examinations, when available, should be used to measure program success.
  - Faculty and administrators regularly review the effectiveness of the assessment system, including student and graduate performance in courses, labs and clinical experiences.
  - Assessment results are available to stakeholders, including faculty members and students.
- Assessments inform faculty members and students of student progress in the program.
  - Multiple formative assessments (e.g., pre-collegiate; course examinations; lab, practicum and internship evaluations) are used at various points throughout the student's program.

- Summative assessments (e.g., capstone projects, portfolios, examinations) provide feedback to students and faculty.
- Professional credentialing examinations, when available, should be used to measure student success.
- Results are communicated regularly to the students in ways that enable the student to improve.
- Results are communicated to others as appropriate (e.g., faculty, advisors).

### **m. Distance Learning**

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### **n. Market Research/Evidence of Workforce Need and Student Interest**

All institutions are required to provide evidence of the need for the proposed program in Ohio. Generic statements that imply the “need” for the program are not sufficient; proposals or change requests should include data-driven market research that addresses the potential for employment upon graduation, competitive advantage of the submitting institution, reasonable non-duplication with other programs (for public institutions), alignment with the Ten-Year Strategic Plan (for public institutions) and appropriate multi-year financial analyses.

#### **Evidence may include, but is not limited to:**

- Local, state and national labor market research;
- Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, “guaranteed” enrollments and other relevant proof of interest;
- Local, state and national demographic information demonstrating trends linked to education;
- Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
- Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;
- Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate’s leading to a bachelor’s degree);
- Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive “attraction” to the proposed program;
- Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or
- Pilot programs or certificates offered in a limited time period to “test the waters” of the market, with limited or no financial loss to the institution.

**o. Program Budget, Resources and Facilities:**

- The program budget supports the implementation of the program and its continuing operation, including laboratory, field and clinical work.
- The program budget provides information on 1) projected enrollment; 2) program income; and 3) projected program expenses for a five-year time span. The budget includes sufficient explanation of income and expenses for evaluation.
- The program facilities (classrooms, offices, clinical space, and research laboratories) are accessible, appropriate, safe and sufficient to achieve the program's mission and purpose.
- Information technology services are current and available to faculty, staff and students.
- Library services are sufficient to provide students with access to the materials and resources needed to meet the program's mission and purpose.

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