Chapter 1: Purpose of the Manual

The Chancellor of the Ohio Department of Higher Education is charged by the Ohio General Assembly with approving academic programs at public institutions of higher education and authorizing independent (not-for-profit and for-profit) institutions and out-of-state institutions to provide academic credit in Ohio. ~~Links to the relevant sections of the Ohio Revised Code and Ohio Administrative Code are included in the appendix materials.~~ The standards and procedures for academic program approval are pursuant to Chapters 3333 and 1713 of the Ohio Revised Code and Rules 3333-1-04 (associate degrees), 3333-1-05 (bachelor's degrees), 3333-1-07 (graduate programs) and 3333-1-08 (private and out-of-state institutions) of the Ohio Administrative Code.

This manual provides institutions of higher education with guidelines and procedures for academic program approval. It describes the minimum requirements that must be met to ensure that students are participating in academic programs that meet basic standards of academic quality. The manual also describes the conditions requiring approval and the associated processes used to obtain approval for academic programs.

The review process is designed to allow institutions to demonstrate alignment with the general standards of academic programs through descriptive information and supporting documentation. The process of review and approval is complementary to ~~the~~ an institution's own academic review processes. The process is also complementary to accreditation review ~~by a United States Department of Education (USDOE) recognized or Council for Higher Education Accreditation (CHEA) recognized regional or national accrediting agency and to the reviews of professional accreditors.~~by an accrediting agency recognized by the United States Department of Education (USDOE) or Council for Higher Education Accreditation (CHEA), and to reviews by state approval boards or licensing agencies.

Chapter 2: Guiding Principles

Public institutions' processes are referred to as approval, while private institutions' processes are referred to as authorization. The program review and approval/authorization process is based on the following guiding principles.

1. Institutions seeking approval or authorization must have obtained or be in the process of obtaining accreditation from an accreditor ~~approved~~ recognized by the ~~U.S.~~ United States Department of Education or the Council for Higher Education Accreditation. To protect students who may enroll in an institution that has not been accredited, non-accredited institutions must have an agreement with an accredited institution to provide students with an accredited academic award until accreditation is achieved. Out-of-state institutions must also have state approval/authorization in the home state and provide evidence of that approval or exemption to operate in the home state.
2. All colleges and universities operating in the state must meet the academic standards outlined in this document. Institutions must provide evidence through the ~~proposal~~ review and approval/authorization process that all standards are met or will be met within a reasonable time as determined by the Chancellor.
3. After receiving Chancellor approval/authorization, programs are expected to begin enrolling students within one year of approval/authorization.
4. ~~Ohio's~~ The Ohio Department of Higher Education's review and approval/authorization process is designed as a consumer-protection mechanism to ensure that minimum ~~expectations~~ requirements for academic programs are met and are consistent across all colleges and universities operating under the Chancellor's purview.
5. Institutions are responsible for maintaining all academic programs in accordance with the standards and for notifying the Chancellor ~~of the Ohio Department of Higher Education~~ of any substantive changes.
6. Ohio public institutions are expected to maximize collaboration and ~~assure~~ ensure that public resources are being used in an efficient and effective manner to educate more Ohioans in fields that lead to employment.
7. Ohio public institutions ~~are expected to~~ must maintain academic programs and courses that comply with Ohio's articulation and transfer policies. ~~Ohio public institutions are expected to maximize the opportunities for students to begin study anywhere in the University System of Ohio with guaranteed transfer and articulation within the system.~~ Statewide guaranteed articulation and transfer opportunities should be maximized for students that begin or continue their studies at Ohio public institutions.
8. All institutions must provide access to appropriate academic and student support services to students enrolled at off-site locations or in competency-based, flexibly delivered, or online programs.
9. The review and approval/authorization process for all institutions is designed to be transparent and ~~to~~ provide opportunities for substantive independent expert comment. Public comment is solicited prior to a final decision by the Chancellor ~~of the Ohio Department of Higher Education~~.

10. All new programs and program sites must be approved by the Chancellor before advertisement of programs and sites to the public (this includes advertising, web page postings, and press releases).
11. Institutions will ensure that deactivation of programs occurs in an orderly manner and that ODHE is provided with appropriate teachout information prior to deactivation or closure of a program.
12. Each institution's provost or chief academic officer is responsible for ensuring that academic programs satisfy guidelines in this manual.

Chapter 3: The Relationship of the Ohio Department of Higher Education to Accreditors ~~&~~ and Other State Agencies

1. ~~Regional,~~ National and Professional Accreditors

~~Regional and~~ National accreditation uses a peer review and quality improvement model for the evaluation of governance and administration, financial stability, student services, resources, student academic achievement, organizational effectiveness, and relationships with outside constituencies.

Ohio's approval/authorization process is intended to be complementary to ~~regional or~~ national accreditation by focusing on the specific degree program being proposed rather than on the institution as a whole. Reports for and by ~~regional and~~ national accrediting associations are part of the review process and required for continuous approval/authorization.

Professional or disciplinary accreditation, where available, focuses on nationally recognized standards for the discipline and the specific knowledge and skill requirements of the field. Professional accreditation is ~~encouraged~~ expected as an additional assurance that faculty credentials and the learning outcomes established for students are consistent with national standards. In rare cases where professional accreditation is available but is not appropriate for a program, institutions are required to receive approval from the Chancellor to not have this accreditation. In addition, institutions should clearly indicate to students that the program does not have that accreditation.

2. Approval of Educator Preparation Programs Leading to a License or Endorsement

The Chancellor has the authority to approve all educator preparation programs, including degree programs, licensure programs and endorsement programs. This includes the approval of two-year, four-year and graduate programs leading to a license in teaching, administration and other school personnel.

The Chancellor ~~works in collaboration~~ collaborates with the Ohio Department of Education and Workforce and the State Board of Education on all P-16 initiatives. This includes serving on advisory committees related to educator preparation and residency programs. As the Ohio Department of Education and Workforce and the State Board of Education adopts new educator standards and licensure requirements, the Chancellor adopts program approval requirements to address those changes.

3. The State Board of Career Colleges and Schools

The State Board of Career Colleges and Schools (SBCCS) issues certificates of registration to proprietary institutions offering training, certificates, diplomas and degree programs within the state of Ohio. SBCCS also regulates the advertising of these programs to Ohio residents. The Chancellor and SBCCS share dual authority for the approval of proprietary institutions that offer programming in

the state at the baccalaureate level or higher, or advertise to Ohio residents for such programs. In addition, SBCCS-approved institutions may request a certificate of authorization from the Chancellor to allow students enrolled in associate degree programs to be eligible for ~~to use~~ certain ~~needs-based~~ state grants at the institution.

If an institution is under the authority of the SBCCS and because of a change in operations or mission becomes subject to the authority of the Chancellor, the institution must receive ODHE authorization before it undergoes changes in status (e.g., from for-profit to nonprofit) and offers new or continuing programming that falls under ODHE authority. Authorizations can take from 6 to 12 months after a complete application is submitted. Submissions undergo two steps of review. The first step involves a staff review of all materials to ensure compliance with required state policies. If an institution does not meet ODHE standards and the application requires substantial revision, the proposal will not proceed further for review and the institution will need to wait 12 months to resubmit. A site visit will proceed for a deeper review if the application appears to be in full compliance with ODHE standards. If the review is positive, the institution will be moved forward for public comment and consideration of Chancellor authorization.

4. Other State Agencies and Licensing Boards

Out-of-state institutions must provide evidence that they are authorized to operate in their home state as part of the review and authorization process.

Institutions may be required to attain authorization from a state licensing board if it offers or intends to offer a program that prepares students to obtain a credential or license necessary to be employed or practice in the profession. Institutions shall notify the Chancellor of its intent to pursue such authorization as part of the review and authorization process. The Chancellor will collaborate with state licensing boards as appropriate to streamline the review and authorization process. If an institution intends to offer a program in a profession that typically requires a credential or license but does not intend to pursue authorization from the state licensing board that regulates the profession, it must provide a compelling reason for not doing so as part of the review and authorization process.

Out-of-State institutions may only offer programs that meet professional licensing requirements in Ohio or the state in which the student attests to wanting to practice upon graduation. The institution must inform the student in writing that the program, and credential or license, will meet the requirements for employment or practice in Ohio or the state in which the student attests to wanting to practice upon graduation.

All institutions shall notify the Chancellor of any action taken by a state licensing agency which may impact the institution's ability to offer a program that prepares students for a credential or license to be employed or practice in the profession. The Chancellor may contact the state licensing agency to ascertain if the action taken impacts the institution's ability to offer the program in Ohio. Additional review may be required to determine if the institution's ability to offer the program in the state of Ohio should be maintained, modified, or revoked.

Chapter 4: Academic Program Requirements

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. 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 ~~U.S.~~ United States Department of Education (USDOE) or Council for Higher Education Accreditation (CHEA).
- Institutions offering programs that lead to Ohio educator licenses and endorsements are accredited and in good standing with the Council for the Accreditation of Educator Preparation (CAEP), ~~(formerly National Council for the Accreditation of Teacher Education or Teacher Education Accreditation Council) or a successor organization~~ the Association for Advancing Quality in Educator Preparation (AAQEP) or successor organizations.
- Institutions that are not accredited at the time of the initial request for authorization must provide evidence that the process for obtaining ~~regional or~~ national accreditation has been initiated and must also provide a plan and timeline for completing the steps required for accreditation. Institutions must have an agreement with another college or university that will transcript, accept credits, and offer degrees to students in the event that accreditation is not achieved before a student graduates.
- Professional accreditation is ~~encouraged~~ expected when available for the program area. Institutions should be in good standing with professional accreditors.

b. 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 students, faculty and staff.
- The institution's policies and practices are described clearly and consistently in all publications. Policies regarding the resolution of student, faculty and staff grievances are readily available to students, faculty and staff and are consistently followed. Student complaint policies and procedures must be available to the public on the institution's website.
- The institution follows all 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. Resources and Facilities

- The institution's financial resources are sufficient to support its mission.
- The institution has the human resources with appropriate experience in higher education 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 and services 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/mgrps/divs/acrl/standards/standardslibraries.cfm~~)
- The institution has sufficient technology resources ~~The institution's technology resources~~ (e.g., hardware, software, staff/faculty, and professional development for technology) to support its institutional mission. ~~advance teaching and learning, including distance education.~~
- Policies are in place to ensure the safety and security of students, faculty and staff.
- Services are in place to assist students, faculty and staff in the responsible and lawful implementation of research activities.

d. 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 the Chancellor's guidelines and definitions provided in the appendix, including:
  - » Required credit, where specified, for degrees, degree programs, majors, certificates; if professional accreditation and licensing requirements exceed these general expectations, those requirements supersede the general requirements.
  - » Semester credit hour definition (or the equivalent for quarters)
  - » Length of semester and academic year (or the equivalent for quarters)
  - » Ohio's Articulation and Transfer Policy (for Ohio public institutions)
- 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 guidelines, as appropriate

» Termination

» Definitions of faculty load

- Expectations for professional development/maintaining currency in the field

e. 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 and prior learning evaluations

» Graduation audits

» Student records management

- The institution provides student support services, including:

» Advising and assessment as needed for placement[1] into college-level courses

» Student advising related to the successful completion of developmental education courses, college-level courses and degree programs

» Student advising related to the transferability of credits earned at the institution

» Advising and assessment for students seeking academic credit for prior learning

» 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, childcare, personal finance)

» Career services

[1] Public institution placement policies must be consistent with the statewide placement policy: **https://www.ohiohighered.org/college-readiness**

- The institution provides access to appropriate academic and student support services to students enrolled at off-site locations, or in competency-based, flexibly delivered, or online programs.

f. General Education

- General education is required within every undergraduate degree program and is guided by a mission and specific learning outcomes.
- General education requirements reflect the degree designation (e.g., applied associate degree, ~~vs.~~ associate of arts or associate of science; bachelor of arts; or ~~vs.~~ bachelor of science).
- At a minimum, general education comprises no fewer than 36 semester hours for baccalaureate degrees and associate of arts and associate of science degrees and no fewer than 15 semester hours for applied associate degrees. Deviations from the 36 semester hour limit should be explained and justified. The Ohio Department of Higher Education will review and determine whether an exception is granted.
- The general education curriculum reflects a breadth of study (the minimum number of hours in each general education area for baccalaureate, associate of arts, associate of science and applied associate degrees is outlined in Appendix C). Deviations from these standards should be explained and justified. The Ohio Department of Higher Education will review and determine whether an exception is granted.
- General education includes a focus on the following skills and knowledge[2], including:

  » Knowledge of human cultures and the physical and natural world

  » Intellectual and practical skills, including inquiry and analysis; critical and creative thinking; oral and written communication; quantitative literacy; information literacy; teamwork; and problem solving

  » Personal and social responsibility, including civic knowledge and engagement; intercultural knowledge and competence; ethical reasoning and action; and foundations and skills for lifelong learning

- Remedial or developmental education courses, including corequisite 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 where applicable.

[2] The Essential Learning Outcomes from the LEAP initiative.

h. Faculty Credentials

The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants ~~and high school teachers who serve as adjunct faculty members for dual enrollment courses.~~

1. For general education courses that are not taught at CCP high school sites:
    - Faculty members teaching general education courses must hold a minimum of a master's degree in the discipline or a master's degree and a cohesive set[3] of at least 18 semester credit hours of graduate coursework relevant to the discipline.
    - ~~Individuals who are making substantial progress toward meeting the faculty credentialing requirements and who are mentored by a faculty member who does meet the minimum credentialing requirements may serve as instructors while enrolled in a program to meet credentialing requirements. Examples of such individuals include graduate teaching assistants (GTAs), adjunct faculty members and dual enrollment faculty members~~

2. For general education courses that are specific to College Credit Plus (CCP) coursework taught at a high school:
    - Institutions with instructors who do not meet the general education credentials must be able to demonstrate:
        - That instructors have a minimum of nine graduate hours of coursework in the discipline
        - That a plan is in place that the instructor will have the additional nine hours of graduate coursework within three years (i.e., a single master's level course per year for three years)
        - That the instructor has a letter of validation from the superintendent of the school district requesting that the CCP instructor is allowed to instruct in the area of expertise and that the school district is committed to ensuring the instructor meets credential requirements within three years.

3. For undergraduate general education courses at universities with graduate teaching assistants (GTAs):
    - Institutions with graduate programs in general education may employ, for undergraduate general education courses, GTAs working under close supervision of institution faculty as the GTA works toward their graduate degree.

4. For courses other than general education courses:

[3] A "cohesive set" of courses is a program of study that includes disciplinary content comparable to that which would be obtained in a master's degree program in the discipline. The program of study should be planned in collaboration with experts in the discipline and preferably completed at a single institution.

- Faculty members must hold a terminal degree or a graduate degree at least one level above the degree level in which they are teaching. Note that the degree must be in the discipline in which the instructor is teaching. See the following examples for further reference:
    - A Master's in the discipline is required for associate degree for nonoccupational coursework that might be transferred to a bachelor's degree (e.g., business, nursing, etc.). If teaching occupational coursework in an associate degree program for which there is no Master's available (e.g., welding, HVAC, etc.), appropriate certifications are required.
    - At least a master's degree in the discipline if teaching in a bachelor's degree program.
    - A terminal degree in the discipline if teaching in a graduate program.

  If an individual holds a graduate or advanced degree in a different discipline from the discipline within which they are teaching, they should have 18 hours of graduate credit within the discipline.

- ~~Individuals who are making substantial progress toward meeting the faculty credentialing requirement, and who are mentored by a faculty member who does meet the minimum credentialing requirements may serve as instructors during their educational programs. Examples of such individuals include graduate teaching assistants (GTAs) or adjunct faculty members who are working toward meeting the faculty credentialing requirements.~~
- Faculty members teaching technically- or practice-oriented courses (e.g., welding, automotive repair, HVAC, etc.) must have practical experience in the field and hold current licenses and/or certifications, as applicable.
- 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.

3. <u>The following expectations apply to all faculty members</u>:
    - Faculty members must hold a degree from a regionally or nationally accredited institution recognized by the ~~U.S.~~ United States 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.
    - Where professional accreditation or licensing standards for faculty differ from the Chancellor's standards, faculty members are expected to meet the higher standards.
    - Faculty should have appropriate experience teaching college-level coursework at accredited colleges and universities. In the case that a potential instructor does not have recent college-level teaching experience, faculty should be under mentorship of experienced faculty at the institution.
    - Faculty members must show evidence of continuing professional development in the discipline.

- Faculty members who teach online courses must ~~be prepared for teaching~~ have training in an online environment.
- Faculty members within a program should have received their degrees from a variety of institutions (i.e., an individual faculty member may have received their academic degrees from the same institution, but separate faculty members should have degrees from varied universities). Faculty members who received their degrees from a single institution should not constitute the majority of the program's faculty.

4. The following expectations apply to faculty members teaching developmental education courses:
   - Faculty must possess one of the following
     - at least a bachelor's degree ~~in education~~, with an emphasis on teaching mathematics or reading or composition
     - a bachelor's or master's degree and experience teaching literacy or numeracy to adolescents or adults

5. Exceptions

   Certain individuals may be qualified to teach college-level courses yet not meet the faculty qualification criteria presented here. In such circumstances, it is the responsibility of each institution's chief academic officer to make decisions in consultation with program faculty regarding exceptions and to maintain a record of the justification of those exceptions. Documentation that could be used to support exceptions may include, but is not limited to, publications, licensure, certification, evidence of years of professional experience and/or professional reputation.

   Examples of individuals meriting an exception and institutional justification would include:
   - A faculty member who has extraordinary practical or tested experience in a field that has been validated through publication and/or public recognition (such as in creative writing, painting, music, foreign language, or other areas of performance)
   - In instances where a degree one level above the degree that students are seeking is not widely available (e.g., for instructors of certain technically-, professionally-, or occupationally-related courses), the chief academic officer, in collaboration with the faculty, determines appropriate qualifications and applies them consistently.
   - Faculty members who possess the appropriate credential in their discipline but who teach in related disciplines; for example, engineering faculty members teaching math or business faculty members teaching economics
   - Faculty members with extraordinary professional experience brought in to teach a single course in a professional or technical area; for example, a successful entrepreneur teaching a course on commercialization

   Exceptions are expected to be rare and only in cases as noted above.

6. Responsibility for determining faculty qualifications

Chief academic officers are ultimately responsible for ensuring the following: a) that faculty credentialing requirements are met; b) that instructors who are working toward meeting credentialing requirements are appropriately mentored and making substantial progress in their coursework; c) that exceptions to the requirements are carefully considered and justified; and d) that exceptions are reserved for a small number of uniquely qualified individuals.

i. 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 dedicated to the program.
- Students have access to full-time faculty members at each location where more than 50% of an academic program can be completed (e.g., main campus, regional campus, additional locations) and in online programs. Full-time faculty should be present at the locations with regular office hours.
    - At a minimum, the equivalent of one full-time faculty member (one FTE) is required for the equivalent of every 30 full–time students (30 FTE) in a degree program.
- ~~Reasonable attempts are made to recruit faculty members who reflect the racial, ethnic and gender diversity of the community and the student body.~~
- Students interact with numerous faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

Exceptions to Faculty Capacity Requirements

Although institutions are expected to meet the standards outlined above, instances where the expectations of faculty capacity are not being met do exist ~~(e.g., newly formed programs with limited student enrollment, existing programs that historically have not met the standards, programs that have experienced unexpected increases in student population)~~. In such cases, the Chancellor's staff members will work with institutional staff members to develop a plan to move the institution toward compliance with the standards.

The requirements for faculty capacity are not intended to deter colleges and universities from piloting new models of instruction that enhance efficiency and show promise for saving students time and money. When such models are piloted, it is the Chancellor's expectation that the institution will be studying student outcomes to ensure that program quality and integrity is maintained. It is also the Chancellor's expectation that time and cost efficiencies generated using the new model will be measured and reported to the Chancellor's staff members.

j. 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., business leaders, trustees, advisory boards, consultants, staff, students, faculty councils, faculty committees, department/college committees).
- The 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, bachelor's degree, master's degree, doctoral degree, etc.).

  » Course requirements and delivery mechanisms provide sufficient opportunities for students to satisfy 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 members in the program.
- Where appropriate, programs include the following:
  - A capstone experience or a culminating project that reflects ~~both~~ the preparation of the student, an understanding of the ~~needs of the workforce~~ breadth of the discipline, and its place in the workplace.
  - Internship/co-op opportunities that provide opportunities for students to combine knowledge and skill acquisition with real-world practice
  - Experience with a variety of new and emerging technologies relevant to the course of study and their profession.
- Students enrolled in competency-based, flexibly scheduled, blended/hybrid, or entirely online programs will be expected to meet the same learning outcomes as students enrolled in similarly offered traditional programs.

k. Assessment

- Multiple assessments are used to inform continuous program improvement.
  - Assessments are linked to the program's mission and purpose.
  - Faculty members are involved in defining the expected outcomes for the program and in determining whether the outcomes are achieved.
  - Assessments include multiple direct and indirect measures and provide faculty with the opportunity to examine student performance in the context of progressively more challenging problems, projects, and standards for performance.
  - Student performance on professional credentialing examinations, when available, should be used as one measure of program success.
  - Faculty and administrators regularly review the effectiveness of the assessment system, including student performance in courses, labs and clinical experiences, and alumni performance in the workforce.
  - Assessment results are available to stakeholders, including faculty members and students.

- Assessments are reviewed and compared by instructional mode with regard to whether program outcomes are achieved at comparable levels.

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

I. ~~Online Learning~~ Online/Hybrid/Hyflex Learning

- Institutions have written technology plans for online education, which include components such as:
    - A description of the institution's processes and procedures for developing and supporting the technology infrastructure for online education
    - Evidence that electronic security measures (including failsafe backup systems) are in place to support the integrity and security of data
    - Mechanisms to ensure that faculty have the appropriate hardware, software and IT support to be successful

- Institutions ensure successful online experiences for students and faculty by:
    - Ensuring that courses meet contemporary instructional design standards for synchronous, asynchronous, fully online and/or hybrid experiences
    - Offering ongoing professional development for faculty members who teach online courses
    - Offering ongoing academic and technology support for students, including availability of the support services beyond the normal 40-hour work week
    - Employing processes to ensure that students are aware of the technology, competencies and costs associated with online education
    - Providing necessary ADA accommodations to ensure the success of all learners

- Institutions must have approval to offer online programs in Ohio. Institutions are also required to have appropriate approvals to offer online programs in the home state of enrolled students. This approval may be by virtue of participation in the State Authorization Reciprocity Agreement (SARA) or by attaining approval directly from the enrolled students' home state.

m. Evidence of Workforce Relevance, Need and Student Interest

All institutions are required to provide evidence of the need for the proposed program in Ohio. Proposals or change requests should include data-driven market research that addresses collaboration with employers, potential for employment upon graduation, competitive advantage of the submitting institution, reasonable non-duplication[4] with other programs (for public institutions), and alignment with ~~the University System of Ohio initiatives~~ State of Ohio initiatives and the program aligns with the state's workforce development priorities (for public institutions). Ohio's public institutions are also expected to investigate opportunities for sharing programs through the ~~University System of Ohio~~ State of Ohio Program Share initiative or other programs at Ohio Public institutions when it makes economic sense to do so.

Evidence may include but is not limited to:

- Local, state and national labor market research
- Local, state and national demographic information demonstrating trends linked to education
- Evidence of partnerships with business and industry, e.g.,
    - collaboration in the development of curriculum
    - enrollment guarantees
    - opportunities for co-ops and internships
    - provision of adjunct faculty or mentors for students
- 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
- Partnerships, including program sharing, 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 (e.g., a proven associate degree leading to a bachelor's degree)
- Pilot courses or certificate programs with a history of success, demonstrating the need and opportunity for a full degree
- Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program

n. Program Budget, Resources and Facilities

- The program budget supports the implementation of the program and its continuing operation, including laboratory, field and clinical work.

[4] Duplication of programs is not in and of itself unreasonable. In fact, duplication of programs may be necessary in response to state and local workforce needs and economic development initiatives. Institutions are encouraged to investigate and pursue avenues of student-centered collaboration.

- The program budget provides information on 1) projected enrollment; 2) program income; and 3) projected program expenses for a four-year time span. The budget includes sufficient explanation of income and expenses for evaluation.
- The program facilities (classrooms, offices, clinical space, equipment, 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 students, faculty and staff.
- Library resources are sufficient to provide students and faculty with access to the materials and information needed to meet the program's mission and purpose.
- Library staffing is sufficient to provide instruction in the use of library materials and information.
- Each institution must have a plan in place to address closures or significant disruptions due to natural disasters, pandemics, or other unanticipated catastrophic events. At a minimum, the plan must address:
    - a plan for the protection of student records
    - a plan to provide students with opportunities to complete their educational programs
    - a plan to ensure students can safely return to campus at the appropriate time

- Student transcripts are stored electronically at the institution and at a third party location as a back up. The storage at a third party location should ensure that transcripts are accessible to the third party in the event that an institution closes or loses access to its information system. Institutions should have a storage policy that includes timelines for backups and testing of access to data via the third party.

o. ~~Dual Enrollment~~ College Credit Plus

Courses offered to high school students for college credit, whether offered in the high school, on the college or university campus, or via distance education must adhere to the following principles:

- The student who participates in ~~a dual enrollment~~ college credit plus learning experience is academically prepared to begin college-level (non-remedial) work in the area in which credit is to be awarded.
- The course is delivered at the college level, as indicated by the rigor of course content, the level of the textbook and the level of the assessments used to ensure the mastery of learning outcomes.
- The faculty member teaching the course possesses the credential required for a faculty member teaching the course at a college or university (see section "h" on faculty credentials).

- The courses offered are those that could reasonably be expected to count toward a student's post-secondary degree or certificate.

2. Additional Requirements for Ohio Public Colleges ~~&~~ and Universities

• Ohio's Articulation and Transfer Policy

The ~~University System of Ohio's~~ Ohio Department of Higher Education's Articulation and Transfer Policy guides the transfer of courses and the application of those courses to degrees among public colleges and universities. Academic programs should maximize the number of courses guaranteed for transfer in the curriculum, as appropriate to the proposed major. Institutions are responsible for ensuring adherence to and implementation of Articulation and Transfer Policy. Only public institutions are required to abide by the Articulation and Transfer Policy. ~~Ohio independent institutions may have the opportunity to join the statewide guaranteed articulation system at some point in the future.~~ However, Ohio independent institutions may choose to honor statewide guarantees and participate in select initiatives.

• Evidence of Workforce Need and Student Interest

Ohio public institutions must provide sufficient market research to demonstrate the need for the proposed program and that student interest in the program has been fully assessed and the program aligns with the state's workforce development priorities.

• Collaboration, Coordination and Program Duplication

Ohio public institutions are encouraged to collaborate with other institutions through the ~~University System of Ohio~~ Ohio Department of Higher Education Program Sharing Initiative[6] or other mechanisms to effectively and efficiently use state resources and to maximize the talents and resources of faculty and programs at all ~~University System of Ohio~~ public institutions ~~schools~~. Public institutions should avoid offering and proposing programs that might be duplicative to programs at other public institutions.

3. Additional Requirements for Programs Leading to an Education License or Endorsement (Educator Preparation)

In addition to the General Standards for Academic Programs, any institution seeking approval for a preparation program leading to an Ohio educator license or endorsement must meet the applicable standards set forth by Ohio statute and the Ohio Department of Higher Education. Education units within the institution must be accredited or hold candidacy for accreditation by the Council for the Accreditation of Educator Preparation (CAEP), the Association for Advancing Quality in Educator Preparation (AAQEP), or successor organizations.

Chapter 5: Procedures for Requests Requiring the Chancellor's Approval/Authorization

1. Requests for Initial Authorization by Ohio Independent Institutions and Out-Of-State Institutions

2. Requests for New Degrees and New Majors within Approved/Authorized Degrees by All Institutions. ~~to Include:~~

   Degrees include, but are not limited to:

   » Academic degrees (e.g., PhD, MA, MS, BA, BS, AS, AA)

   » Reduced credit hour Bachelor Degrees

   » Professional degrees (e.g., EdD, DBA, DPT, AuD, DNP, MSN, MBA, LLM)

   » Technical degrees (e.g., BAS, AAB, AAS, ATS)

3. ~~Requests for New Majors or Degree Programs Within an Approved Degree by All Institutions~~ *(note combined with above.)*

New #3. Certificate Processes

4. Requests for Preparation leading to Ohio Educator Licensure or Endorsement When Awarded Independent of a Degree or Degree Program by All Institutions

5. Guidance on credit for workshops, conferences, or bootcamps

6. Requests for On-Ground Field and Clinical Experiences by Out-Of-State Institutions

7. Requests for Solicitation by Out-Of-State For-Profit Institutions

Procedures for seeking the Chancellor's approval/authorization vary by program type: undergraduate programs in public institutions; graduate programs in public institutions, the University of Dayton and Case Western Reserve University; or undergraduate and graduate programs in Ohio independent institutions or out-of-state institutions. Educator preparation programs leading to an Ohio license or endorsement have additional requirements. Approval/authorization procedures are described in the following pages.

1. Initial Institutional Authorization

Independent institutions (for-profit or not-for-profit) and out-of-state public or independent institutions with a physical presence in Ohio must ~~seek~~ obtain a certificate of authorization from the Chancellor of the Ohio Department of Higher Education to operate in the state.

~~» **Initial Inquiry**. The institution completes an Initial Inquiry to begin the authorization process.~~

- ~~The link to the Initial Inquiry is included in Appendix G.~~
- ~~If the institution will be offering programs that lead to Ohio educator licensure or endorsement, the completed Inquiry must include that information.~~
- ~~Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the authorization process.~~
- ~~The institutional mentor will contact the institution to clarify the request, identify the fees and information needed to complete the review, and discuss the steps in the authorization process. The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.~~

» **Initial Inquiry.** The institution completes an initial inquiry to begin the authorization process, which is available upon request from ODHE staff.

- If the institution will be offering programs that lead to Ohio educator licensure or endorsement, the completed Inquiry must include that information.
- Once the completed inquiry is received, an ODHE staff member will contact the institution to clarify the request, identify the nonrefundable fees and information needed to complete the review, and discuss the steps in the authorization process.

~~» **Posting of Request**. Once the review fees are received, the institution and names of proposed degree programs are posted on the Ohio Department of Higher Education website.:(https://www.ohiohighered.org/academic-program-approval/ preliminary requests).~~

» **Proposal**. The institution's president or chief academic officer submits a proposal for authorization to provide college-level credit activity in Ohio. ~~at least six months prior to offering programming in Ohio.~~ . The Proposal provides information to demonstrate that the program meets the General Standards for Academic Programs.

- ~~The institutional mentor~~ An ODHE staff member or designee will assist the institution through the proposal development process and review the submission for completeness prior to scheduling a site visit. Note: Additional fees may be assessed if a program must be reviewed multiple times due to either incomplete information or the institution not meeting ODHE standards.

- If any of the programs offered lead to an Ohio educator license or endorsement, the Proposal must also include the materials required for review of the educator licensure or endorsement program.
- No more than two programs may be submitted in the first request for initial authorization for institutions that are unaccredited. Additional programs may not be submitted until after the institution achieves accreditation.
- Until full accreditation is achieved, unaccredited institutions must have an agreement with an accredited institution to accept credit and allow the student to complete the degree in case of failure to receive accreditation or closure.
- If any portion of the program is provided by a third party vendor, additional documentation will be required to ensure the institution is able to meet program approval guidelines.
- A Proposal must be submitted within one year after submission of fees. Note that fees are nonrefundable ~~of receiving a Program Review Plan.~~

» **Site Visit and Preparation of Consultant's Report**.

- The proposing institution, in consultation with the Chancellor's staff, identifies dates for the review.
- A team of consultants selected by the Chancellor's staff visits the institution to ensure that the institution and proposed degree programs meet the General Standards for Academic Programs. Chancellor's staff may also attend the visit. Consultants will verify information provided in the institution's proposal and ensure that appropriate and multiple audiences are able to speak to and display appropriate knowledge and experience regarding the proposal. If the institution offers programs that lead to Ohio educator licensure or endorsement, the license or endorsement preparation program will be reviewed by content experts according to the process for submitting a new educator license or endorsement preparation program (see item four of this section). ~~One or more members of the Chancellor's staff also attend the review.~~
- The fees and expenses for the consultants are paid by the proposing institution. The Chancellor's staff will invoice the institution for these costs.
- During the site visit, consultants gather information to determine suggestions and recommendations for the institution ~~and prepare a~~ consultants' report; the ~~consultants present the report during the exit interview~~institution will receive a copy of the consultant report.
- If a review team determines that the institution's proposal does not meet the standards and substantial modifications are required, the institution must wait a year from receipt of the team report before a follow up review. All fees will be reassessed for the follow up review and visit.

» **Institutional Response**. The proposing institution may prepare an Institutional Response to the recommendations in the Consultants' Report (unless the review team determined substantial modifications were required).

- Institutions have up to 90 days to prepare an Institutional Response.
- The Institutional Response must demonstrate compliance with the consultants' recommendations, which are binding items.
- The Chancellor's staff, with input from the consultants as needed, reviews the Institutional Response to determine whether all recommendations have been satisfied.

» **Public Comment Period**. Once the recommendations have been satisfied, a background summary is posted on the Ohio Department of Higher Education website (~~https://www.ohiohighered.org/academic-program-approval/programs-pending~~) for a 10-day public comment period.

» **Chancellor's ~~Approval~~ Authorization**. The request and public comments are forwarded to the Chancellor for final consideration and ~~approval~~ authorization; the length and conditions of ~~approval~~ authorization are stipulated in the background summary.

» **Certificate of Authorization Issued**. A Certificate of Authorization is issued to the institution; if the institution is incorporated, the institution shall file a copy of the certificate of authorization with the secretary of state as required by section 1713.02 of the Revised Code. The institution is expected to begin offering the programs within one year of authorization.

» **Progress Reports**. Initial authorization is typically granted for a three-year period with an annual progress report due each year. The Chancellor's staff will contact the institution to discuss the information needed, fees, and due date to submit the report.

2. Requests for New Degrees and New Majors within Approved Degrees

a. New Undergraduate Degrees and New Majors within Approved Degrees at Ohio Public Colleges and Universities

- **Proposal**. After the new degree has received all required internal approvals, up to and including the institution's Board of Trustees, the institution's president, ~~or~~ chief academic officer, or authorized designee submits the proposal through the ODHE program approval system at least four months prior to the planned implementation of the new degree. The

Proposal provides information to demonstrate that the program meets the General Standards for Academic Programs.

» ODHE staff or designee(s) will review the Proposal to ensure that the program meets the Chancellor's minimum standards and request additional information as needed.

» Any programs leading to an Ohio educator license or endorsement also will be reviewed according to the process for submitting a new educator license or endorsement preparation program.

» If any portion of the program is provided by a third party vendor, additional documentation will be required to ensure the institution is able to meet program approval guidelines.

- **Peer Review of Proposal**.

  » ODHE may decide to convene content experts from Ohio public colleges and universities ~~may provide~~ as peer review for proposals. The peer review will focus on the qualifications, experience and sufficiency of faculty, the curriculum and its alignment with expectations for the discipline, the need for the degree and the resources (e.g., classrooms, libraries, technology, laboratory, equipment) available to support the degree.

- **Consultant Review of Educator Preparation Programs**.

  » If the degree includes new educator licensure or endorsement programs, the licensure and endorsement programs may be reviewed by external consultants according to the process for submitting a new educator license or endorsement (see item four of this section).

- **Resolution of Concerns**. The ~~institutional mentor~~ ODHE staff member works with the institution proposing the program to address questions or concerns raised during the peer comment period.

- **Public Comment Period**. If the program is recommended to the Chancellor for approval, a background summary is posted on the Ohio Department of Higher Education website (~~**https://www.ohiohighered.org/academic-program-approval/programs-pending**~~) for a 10-day public comment period.

- **Chancellor's Approval**. The request and public comments are forwarded to the Chancellor for consideration and final approval.

b. New Graduate Degrees and Programs at Ohio Public Universities and the University of Dayton and Case Western Reserve University

The Chancellor's Council on Graduate Studies (CCGS) oversees the peer review of new graduate degree and programs requests. The members of CCGS are the graduate deans (or designees) of each of Ohio's public research institutions and the University of Dayton and Case Western Reserve University.

The process for the approval of new graduate degrees and programs at Ohio public universities and at the University of Dayton and Case Western Reserve University are described in the Guidelines and Procedures for the Review and Approval of Graduate Degree Programs ~~adopted by CCGS~~ approved by ODHE are available from the graduate dean at each of the CCGS institutions.~~, which are available online at: https://www.ohiohighered.org/files/uploads/racgs/CCGS_Guidelines.pdf~~.

If any portion of the program is provided by a third party vendor, additional documentation will be required to ensure the institution is able to meet program approval guidelines.

Individuals at Ohio public universities and the University of Dayton and Case Western Reserve University interested in seeking approval for new graduate degrees or programs should begin by contacting the institution's representative to CCGS. A listing of current CCGS members is available online at the program approval website. ~~https://www.ohiohighered.org/files/uploads/racgs/RACGS_CCGS_membershiproster.pdf~~.

c. New Undergraduate Degrees, Majors, and Graduate Degrees at Authorized[5] Institutions

- **Initial Inquiry**. The institution initiates the request through the ODHE program approval system.

  ~~» The link to the Initial Inquiry is included in Appendix G.~~

  » ~~If the institution will be offering programs that lead to Ohio educator licensure or endorsement, the completed Inquiry must include that information~~. If the institution will be offering programs that lead to Ohio educator licensure or endorsement preparation program, the ~~completed Inquiry~~ initiating request must include that information, and the institution must also reach out to the ODHE educator preparation division.

  » The ~~institutional mentor~~ ODHE staff member or designee will contact the institution to clarify the request, identify the fees and information needed to complete the review, and

[5] As noted in Ohio Administrative Code Rule 3333-1-~~08~~ 11, a non-profit institution that has been continuously authorized by the Chancellor and continuously accredited by the Higher Learning Commission ~~Higher Learning Commission of the North Central Association of Colleges and Schools (HLC)~~ for more than 20 years may choose to follow the approval process described in section 2.d., Option For Continually Authorized Institutions

discuss the steps in the authorization process. ~~The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.~~

- ~~**Posting of Request**. Once the review fees are received, the institution and names of proposed degree programs are posted on the Ohio Department of Higher Education website. : (**https://www.ohiohighered.org/academic-program-approval/ preliminary requests**).~~

- **Proposal**. The institution's president or chief academic officer submits a proposal at least six months prior to the planned implementation of the program. ~~offering programming in Ohio~~. The Proposal provides information to demonstrate that the program meets the General Standards for Academic Programs.

  » The ~~institutional mentor~~ ODHE staff member or designee will assist the institution through the proposal development process and review the submission for completeness prior to scheduling a site visit.

  » If any of the programs offered lead to an Ohio educator license or endorsement, the proposal must also include the materials required for review of the educator licensure or endorsement program.

  » If any portion of the program is provided by a third party vendor, additional documentation will be required to ensure the institution is able to meet program approval guidelines.

  ~~» A Proposal must be submitted within one year of receiving a **Program Review Plan**.~~

- **Site Visit and Preparation of Consultant's Report**.

  » The proposing institution, in consultation with the Chancellor's staff, identifies dates for the review.

  » A team of consultants, which may include Chancellor's staff, ~~selected by Chancellor's staff~~ visits the institution to ensure that the institution and proposed degree programs meet the General Standards for Academic Programs. Consultants will verify information provided in the institution's proposal and ensure that appropriate and multiple audiences are able to speak to and display appropriate knowledge and experience regarding the proposal. If the institution offers programs that lead to Ohio educator licensure or endorsement, the license or endorsement will be reviewed by experts in the area of the license or endorsement according to the process for submitting a new educator license or endorsement (see item four of this section).

  » The fees and expenses for the consultants are paid by the proposing institution. The Chancellor's staff will invoice the institution for these costs.

- » During the site visit, consultants determine suggestions and recommendations for the institution and prepare a Consultants' Report. ~~the consultants present the report during the exit interview.~~ The institution will receive a copy of the report.

  Institutional Response. The proposing institution prepares an Institutional Response to the recommendations in the Consultants' Report.

  » Institutions have up to 90 days to prepare an Institutional Response, but the response must be received by the Chancellor's staff at least three months prior to the planned start date.

  » The Institutional Response must demonstrate compliance with the consultants' recommendations, which are binding items; in the case of recommendations that can only be complied with over time, the institution must present a plan and a timeline for compliance as part of the Institutional Response. Note: Additional fees may be assessed if a program must be reviewed multiple times due to either incomplete information, extensive recommendations, or the institution not meeting ODHE standards.

  » The Chancellors' staff, with input from the consultants as needed, reviews the Institutional Response to determine whether all recommendations have been satisfied.

- **Public Comment Period**. Once the recommendations have been satisfied, a background summary is posted on the Ohio Department of Higher Education website. (~~https://www.ohiohighered.org/academic-program-approval/programspending~~) for a 10-day public comment period.

- **Chancellor's Authorization ~~Approval~~**. The request and public comments are forwarded to the Chancellor for final consideration and authorization ~~approval~~; the length and conditions of authorization ~~approval~~ are stipulated in the background summary.
- **Certificate of Authorization Issued**. An amended Certificate of Authorization is issued to the institution to include newly authorized degrees/majors; if the institution is incorporated, the institution shall file a copy of the certificate of authorization with the secretary of state as required by section 1713.02 of the Revised Code.

- **Progress Reports**. New degree major authorization is typically granted for a three-year period with an annual progress report due each year. The Chancellor's staff will contact the institution to discuss the information needed, fees, and due date to submit the report.

d. Option for New Undergraduate Degrees, Majors, or Graduate Degrees at Continuously Authorized[6] Institutions

Note regarding new majors within existing degrees: Institutions that have been authorized to offer general undergraduate degrees such as the associate of arts, associate of science,

[6] Continuously authorized institutions are non-profit institutions that have been continuously authorized by the Chancellor and continuously accredited by the Higher Learning Commission of (HLC) for more than 20 years.

bachelor of arts or bachelor of science are ordinarily granted authorization for the liberal arts and sciences majors and degree programs commonly recognized by award of these degrees. Thus, a ~~request for authorization~~ full review of new majors or programs within these general degrees is normally not required. In these cases, an institution may only need to provide notification to ODHE. ODHE will make the determination of the necessity of a full review when the institution initiates a request regarding the degree. Requests for an expansion of authorization requires full review when an institution intends to offer new majors or degree programs in specialized technical or professional fields at the undergraduate level, or when the institution intends to offer any new major or degree program at the graduate level. An institution must initiate a request for any new major before offering the major to determine whether authorization with full review is needed.

i.) New General Undergraduate and Graduate Degrees for which a site visit with HLC ~~approval~~ is required for approval by HLC.

An institution seeking authorization to offer a new degree level, either general undergraduate degrees such as the associate of arts, associate of science, bachelor of arts and bachelor of science or general graduate degrees such as master of arts, master of science, or PhD, beyond those listed on its current Certificate of Authorization may choose to obtain an amended Certificate of Authorization using the steps outlined below.

- **Initial Inquiry**. The institution initiates the request through the ODHE program approval system.

~~» The link to the Initial Inquiry is included in Appendix G.~~

» ~~If the institution will be offering programs that lead to Ohio educator licensure or endorsement, the completed Inquiry must include that information~~. If the institution will be offering programs that lead to Ohio educator licensure or endorsement preparation program, the ~~completed Inquiry~~ initiating request must include that information, and the institution must also reach out to the ODHE educator preparation division.

» ~~The institutional mentor~~ An ODHE staff member will contact the institution to clarify the request, identify the fees and information needed to complete the review, and discuss the steps in the authorization process. ~~The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.~~

- ~~**Posting of Request**. Once the review fees are received, the institution and names of proposed degree programs are posted on the Ohio Department of Higher Education website: (https://www.ohiohighered.org/academic-program-approval/ preliminary-requests).~~

- **Proposal Materials**. ~~The institutional mentor~~ ODHE accepts materials prepared for HLC in lieu of the standard Department of Higher Education proposal. Additional information may be required to ensure that the program meets the Chancellor's minimum standards. The institution should submit HLC materials to ODHE before submitting them to HLC and receive a

letter to proceed before submitting the proposal to HLC. The institution coordinates with ~~the mentor~~ ODHE to ensure that the office receives the materials received by HLC and the HLC site visit team at least two months prior to the visit.

If any portion of the program is provided by a third party vendor, additional documentation will be required to ensure the institution is able to meet program approval guidelines.

- **Site Visit**. A representative of the Chancellor accompanies the HLC site visit team and observes the HLC accreditation team's site visit activities; if the proposed new degree contains a program that leads to educator licensure or endorsement, the institution must coordinate the degree authorization with the authorization of the licenses and endorsements according to the procedures outlined under item four of this section.

- **HLC Response Documentation and Documentation of HLC Approval**. The institution is responsible for submitting evidence, including HLC team reports, institutional responses and final determinations throughout the HLC review process. All HLC reports and institutional responses must be submitted in real time when received by the institution or when submitted to HLC by the institution. ~~demonstrating that the new degree has been approved by HLC;~~ The Chancellor may determine that the standard review process (Section 1.c.) will be initiated if during the HLC process new information comes forward that requires further ODHE review

- **Public Comment Period**. ~~Once HLC approval has been obtained~~, Once ODHE determines that the institution meets ODHE guidelines and HLC authorization is imminent, a background summary is posted on the Ohio Department of Higher Education website ~~(https://www.ohiohighered.org/academic-program-approval/programs-pending)~~ for a 10-day public comment period.

- **Chancellor's Authorization ~~Approval~~**. The request and public comments are forwarded to the Chancellor for final consideration and authorization ~~approval~~; the length and conditions of authorization ~~approval~~ are stipulated in the background summary.
- **Certificate of Authorization Issued**. An amended Certificate of Authorization is issued to the institution; if the institution is incorporated, the institution shall file a copy of the certificate of authorization with the secretary of state as required by section 1713.02 of the Revised Code.

- **Progress Reports**. New degree major authorization is typically granted for a three-year period with an annual progress report due each year. The Chancellor's staff will contact the institution to discuss the information needed, fees, and due date to submit the report.

ii.) New Technical or Professional Undergraduate and Graduate Degrees for Which Specialized Accreditation is Available

An institution seeking authorization to expand specialized undergraduate technical or professional education programs (e.g., the associate of applied business in accounting, associate of applied science in respiratory therapy, bachelor of music, bachelor of science in nursing, bachelor of fine arts) or to expand graduate degrees in specialized fields of study (e.g., master of business administration, master of social work, master of fine arts, doctor of education or the doctor of business administration) beyond those listed on its current Certificate of Authorization may obtain an amended Certificate of Authorization using the steps outlined below.

- **Initial Inquiry**. The institution initiates the request through the ODHE program approval authorization system.

  ~~» The link to the Initial Inquiry is included in Appendix G.~~

  » ~~If the institution will be offering programs that lead to Ohio educator licensure or endorsement, the completed Inquiry must include that information~~. If the institution will be offering programs that lead to Ohio educator licensure or endorsement preparation program, the ~~completed Inquiry~~ initiating request must include that information, and the institution must also reach out to the ODHE educator preparation division and comply with educator preparation standards for licensure and endorsements.

  » Once the completed Inquiry is received, an ~~institutional mentor~~ ODHE staff member will be assigned to assist the institution through the authorization process.

  » The ODHE staff member ~~institutional mentor~~ will contact the institution to clarify the request, identify the fees and information needed to complete the review, and discuss the steps in the authorization process. ~~The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.~~

- ~~**Posting of Request**. Once the review fees are received, the institution and names of proposed degree programs are posted on the Ohio Department of Higher Education website. (**https://www.ohiohighered.org/academic-program-approval/ preliminary-requests**).~~

- **Proposal Materials**. The ~~institutional mentor~~ ODHE staff member accepts materials prepared for the professional accreditor in lieu of the standard Department of Higher Education proposal. The institution coordinates with ~~the mentor~~ ODHE to ensure that the office receives all materials received by professional accreditor. If the proposed new degree contains a program that leads to educator licensure or endorsement, the institution must coordinate the degree authorization with the authorization of the licenses and endorsements according ~~to the procedures outlined under item four of this section.~~ to educator preparation approval/authorization guidelines.

  If any portion of the program is provided by a third party vendor, additional documentation will be required to ensure the institution is able to meet program approval guidelines.

- ~~**Documentation of Accreditor's**~~ **Accreditor Response Documentation and Approval**. The institution is responsible for submitting evidence, including team reports, institutional responses and final determinations, throughout the accreditor process. All accreditor reports and institutional responses must be submitted in real time when received by the institution or when submitted to the accreditor by the institution. ~~demonstrating that the new degree has been approved by HLC; t~~ The Chancellor must be informed immediately if accreditation could be ~~is~~ denied ~~so that the standard review process (Section 1.c.) can be initiated.~~

- **Public Comment Period**. ~~Once approval has been received from the accreditor,~~ **Public Comment Period**. ~~Once HLC approval has been obtained~~, Once ODHE determines that the institution meets ODHE guidelines, a background summary is posted on the Ohio Department of Higher Education website (~~**https:// www.ohiohighered.org/academic-program-approval/programs-pending**~~) for a 10-day public comment period.

- **Chancellor's Authorization** ~~**Approval**~~. The request and public ~~comments are reviewed by ODHE staff to determine if additional information is needed from the institution. If ODHE staff still recommends authorization, the request, public comments, and any supporting documentation~~ are forwarded to the Chancellor for final consideration and authorization ~~approval~~; the length and conditions of approval are stipulated in the background summary. Note: If accreditor approval is not achieved, the institution must submit plans to teach out the program.
- **Certificate of Authorization Issued**. An amended Certificate of Authorization is issued to the institution; if the institution is incorporated, the institution shall file a copy of the certificate of authorization with the secretary of state as required by section 1713.02 of the Revised Code.

- **Progress Reports**. If progress or follow-up reports are required as part of the accreditation process, the institution is responsible for sending all such communication to the Chancellor's staff when it is sent to the accreditor and for immediately sending the Chancellor all communication received from the accreditor. ODHE progress reports may also be required.

iii.) New Technical or Professional Undergraduate and Graduate Degrees for which Professional Accreditation is Available Only After a Period of Program Operation

If a specialized accreditor will not accredit a program until a period of operation has passed and if prior approval for offering the program is not required by HLC ,the institution may offer the program while specialized accreditation is pending by completing the steps ~~below~~ above in section ii. The institution must confirm that they will seek the specialized accreditation and keep the Chancellor's staff informed during

the process.[7] required by HLC, the institution may offer the program while specialized accreditation is pending using the steps outlined below.

- **Initial Inquiry**. The institution initiates the request through the ODHE program approval/authorization system.

» The link to the Initial Inquiry is included in Appendix G.

» If the institution will be offering programs that lead to Ohio educator licensure or endorsement, the completed Inquiry must include that information. If the institution will be offering programs that lead to Ohio educator licensure or endorsement preparation program, the completed Inquiry must include that information.

» Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the authorization process.

» The ODHE staff member institutional mentor will contact the institution to clarify the request, identify the fees and information needed to complete the review, and discuss the steps in the authorization process. The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.

- **Posting of Request**. Once the review fees are received, the institution and names of proposed degree programs are posted on the Ohio Department of Higher Education website. (**https://www.ohiohighered.org/academic-program-approval/ preliminary-requests**).

- **Proposal Materials**. The institutional mentor accepts materials prepared for the professional accreditor in lieu of the standard Department of Higher Education proposal. The institution coordinates with the mentor ODHE to ensure that the office receives all materials received by professional accreditor. If the proposed new degree contains a program that leads to educator licensure or endorsement, the institution must coordinate the degree approval/authorization with the approval/authorization of the licenses and endorsements according to the procedures outlined under item four of this section.

- **Documentation of Accreditor's Approval**. The institution is responsible for submitting evidence, including team reports, institutional responses and final determinations, demonstrating that the new degree has been approved by HLC; the Chancellor must be informed immediately if accreditation is denied so that the standard review process (Section 1.c.) can be initiated.

[7] If prior approval for offering the program is required by HLC, the approval process for new general undergraduate and graduate degrees outlined will be followed.

- **Public Comment Period**. Once approval has been received from the accreditor, **Public Comment Period**. Once HLC approval has been obtained, a background summary is posted on the Ohio Department of Higher Education website (**https://www.ohiohighered.org/academic-program-approval/programs-pending**) for a 10-day public comment period.

- **Chancellor's Approval**. The request and public comments are forwarded to the Chancellor for final consideration and authorization approval; the length and conditions of approval are stipulated in the background summary.
- **Certificate of Authorization Issued**. An amended Certificate of Authorization is issued to the institution; if the institution is incorporated, the institution shall file a copy of the certificate of authorization with the secretary of state as required by section 1713.02 of the Revised Code.

- **Progress Reports**. If progress or follow-up reports are required as part of the accreditation process, the institution is responsible for sending all such communication to the Chancellor's staff when it is sent to the accreditor and for immediately sending the Chancellor all communication received from the accreditor.

iv.) New Technical or Professional Undergraduate and Graduate Degrees for which Professional Accreditation is Not Available

If the specialized degree does not have a specialized accreditor and if prior approval for offering the program is not[8] required by HLC, the institution may obtain an amended Certificate of Authorization using the steps outlined below.

- **Initial Inquiry**. The institution initiates the request through the ODHE program approval/authorization system.

  » The link to the Initial Inquiry is included in Appendix G.

  » If the institution will be offering programs that lead to Ohio educator licensure or endorsement, the completed Inquiry must include that information. If the institution will be offering programs that lead to Ohio educator licensure or endorsement preparation program, the completed Inquiry initiating request must include that information, and the institution must also reach out to the ODHE educator preparation division.

  » Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the authorization process.

[8] If prior approval for offering the program is required by HLC, the approval process for new general undergraduate and graduate degrees outlined will be followed.

» The ODHE staff member ~~institutional mentor~~ will contact the institution to clarify the request, identify the fees and information needed to complete the review, and discuss the steps in the authorization process. ~~The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.~~

- ~~**Posting of Request**. Once the review fees are received, the institution and names of proposed degree programs are posted on the Ohio Department of Higher Education website. (https://www.ohiohighered.org/academic-program-approval/ preliminary-requests).~~

- **Proposal Materials**. ~~The institutional mentor accepts the following materials prepared in lieu of the standard Department of Higher Education proposal.~~

  » The institution's president or chief academic officer notifies ODHE ~~the Chancellor~~ of the institution's intent to offer a new degree program for which professional accreditation is not available.

  » The institution attests that a specialized accreditor does not exist for the degree via the ODHE proposal documentation for the degree.

  » The institution attests that the new degree meets all standards outlined in the Requirements of Academic Programs section of this manual via the ODHE proposal documentation for the degree.

  » ODHE will hire specialists to review the degree. If needed a site visit will be scheduled.

  » If the proposed new degree contains a program that leads to educator licensure or endorsement, the institution must coordinate the degree approval/authorization with the approval/authorization of the licenses and endorsements according to ~~the procedures outlined under item four of this section~~ according to ODHE's educator preparation guidelines.

  If any portion of the program is provided by a third party vendor, additional documentation will be required to ensure the institution is able to meet program approval guidelines.

- **Public Comment Period**. ~~Once the Letter of Commitment has been approved, a~~ If the Chancellor's staff recommends approval, the background summary is posted on the Ohio Department of Higher Education website (~~https://www.ohiohighered.org/academic-program-approval/ programs-pending~~) for a 10-day public comment period.

- **Chancellor's Authorization ~~Approval~~**. The request and public comments are forwarded to the Chancellor for final consideration and authorization ~~approval~~; the length and conditions of ~~approval~~ authorization are stipulated in the background summary.

- **Certificate of Authorization Issued**. An amended Certificate of Authorization is issued to the institution; if the institution is incorporated, the institution shall file a copy of the certificate of authorization with the secretary of state as required by section 1713.02 of the Revised Code.
- **Progress Reports**. If progress or follow-up reports are required as part of the accreditation process, the institution is responsible for sending all such communication to the Chancellor's staff when it is sent to the accreditor and for immediately sending the Chancellor all communication received from the accreditor. ODHE progress reports may also be required.

Note—the sections below have been combined in section 2 above because of the similarity in processes and expectations.

~~Requests for New Majors, Technical Majors, or Degree Programs within Approved Degrees~~

~~Majors and degree programs are defined as a course of study within a discipline, which contain 30 or more semester (or 45 quarter) hours.~~

~~a. New Undergraduate Majors or Degree Programs at Ohio Public Colleges and Universities~~

- ~~**Initial Inquiry**. The institution completes an Initial Inquiry to begin the approval process.~~

~~» The link to the Initial Inquiry is included in Appendix G.~~

~~» If the new major contains a program that leads to educator licensure or endorsement, the completed Inquiry must include that information.~~

~~» Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the approval process.~~

~~» The institutional mentor will contact the institution to clarify the request, identify the information needed to complete the review, and discuss the steps in the approval process. The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.~~

~~» The institutional mentor also shares the information with the individuals charged with oversight of the Ohio Department of Higher Education Course and Program Sharing Network.~~

~~**Posting of Request**. Once the **Program Review Plan** is sent to the institution, the institution and name of proposed degree is posted on the Ohio Department of Higher Education website: (**https://www.ohiohighered.org/ academic-program-approval/preliminary-requests**).~~

- ~~**Proposal**. After the new degree has received all required internal approvals, the institution's president or chief academic officer submits a Proposal to the Chancellor at least four months~~

prior to the planned implementation of the new degree. The Proposal provides information to demonstrate that the program meets the General Standards for Academic Programs.

» The institutional mentor will assist the institution through the proposal development process and review the submission for completeness prior to presentation for expert comment from peer institutions.

» If any of the programs offered lead to an Ohio educator license or endorsement, the Proposal must also include the materials required for review of the educator licensure or endorsement program.

» A Proposal must be submitted within one year of receiving a Program Review Plan.

- **Peer Review of Proposal**.

» Content experts from Ohio public colleges and universities may provide peer review for proposals. The peer review should focus on the qualifications, experience and sufficiency of faculty; the curriculum and its alignment with expectations for the discipline; the need for the degree; and the resources (e.g., classrooms, libraries, technology, laboratory, equipment) available to support the degree.

» Peer institutions have 30 days to submit comments.

- **Consultant Review of Educator Preparation Programs**. If the degree includes new educator licensure or endorsement programs, the licensure and endorsement programs may be reviewed by external consultants according to the process for submitting a new educator license or endorsement (see item four of this section).

- **Resolution of Concerns**. The institutional mentor works with the institution proposing the program to address questions or concerns raised during the peer comment period.

- **Public Comment Period**. If the program is recommended to the Chancellor for approval, a background summary is posted on the Ohio Department of Higher Education website (**https://www.ohiohighered.org/academic-programapproval/programs-pending**) for a 10-day public comment period.
- **Chancellor's Approval**. The background piece and public comments are forwarded to the Chancellor for final approval; the conditions of the approval are stipulated in the background summary.

b. New Graduate Majors or Degree Programs at Ohio Public Graduate Universities (and University of Dayton and Case Western Reserve University)

The Chancellor's Council on Graduate Studies (CCGS) oversees the peer review of new graduate program requests. The members of CCGS are the graduate deans (or designees) of each of Ohio's public research institutions and the University of Dayton and Case Western Reserve University.

The process for the approval of new graduate programs at Ohio public universities and at the University of Dayton and Case Western Reserve University are described in the Guidelines and Procedures for the Review and Approval of Graduate Degree Programs, which is available online at **https://www.ohiohighered.org/files/uploads/racgs/CCGS_Guidelines.pdf**.

Individuals at Ohio public universities and the University of Dayton and Case Western Reserve University interested in seeking approval for new graduate programs should begin by contacting the institution's representative to CCGS. A listing of current CCGS members is available online at: **https://www.ohiohighered.org/files/uploads/racgs/RACGS_CCGS_membershiproster.pdf**.

c. New Undergraduate or Graduate Majors or Degree Programs at Authorized[9] Institutions

<note, this section moved to degree section above.> Institutions that have been authorized to offer general undergraduate degrees such as the associate of arts, associate of science, bachelor of arts or bachelor of science are ordinarily granted authorization for the liberal arts and sciences majors and degree programs commonly recognized by award of these degrees. Thus, a request for authorization of new majors or programs within these general degrees is normally not required.

Requests for an expansion of authorization is required, however, when an institution intends to offer new majors or degree programs in specialized technical or professional fields at the undergraduate level, or when the institution intends to offer any new major or degree program at the graduate level.

[9] As noted in Ohio Administrative Code Rule 3333-1-08, a non-profit institution that has been continuously authorized by the Chancellor and continuously accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) for more than 20 years may choose to follow the approval process described in section 3.e. below, Option for Continuously Authorized Institutions.

An authorized institution seeking to expand its scope of authorization to areas beyond those listed on its current Certificate of Authorization may obtain an amended Certificate of Authorization using the steps outlined below.

- **Initial Inquiry**. The institution completes an Initial Inquiry to begin the approval process.
  - » The link to the Initial Inquiry is included in Appendix G.
  - » If the new major contains a program that leads to educator licensure or endorsement, the completed Inquiry must include that information.
  - » Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the approval process.
  - » The institutional mentor will contact the institution to clarify the request, identify the information needed to complete the review, and discuss the steps in the approval process. The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.

- **Posting of Request**. Once the **Program Review Plan** is sent to the institution, the institution and name of proposed degree is posted on the Ohio Department of Higher Education website: **https://www.ohiohighered.org/ academic-program-approval/preliminary-requests**.

- **Proposal**. After the new degree has received all required internal approvals, the institution's president or chief academic officer submits a Proposal to the Chancellor at least four months prior to the planned implementation of the new degree. The Proposal provides information to demonstrate that the program meets the General Standards for Academic Programs.
  - » The institutional mentor will assist the institution through the proposal development process and review the submission for completeness prior to presentation for expert comment from peer institutions.
  - » If any of the programs offered lead to an Ohio educator license or endorsement, the Proposal must also include the materials required for review of the educator licensure or endorsement program.
  - » A Proposal must be submitted within one year of receiving a Program Review Plan.

- **Document Review and Preparation of Consultants' Report**.
  - » A team of consultants selected by the Chancellor's staff completes a "document review" of the Proposal.
  - » A team of consultants selected by the Chancellor's staff completes a "document review" to ensure that the proposed major or degree program meets the General Standards for Academic Programs. If the institution offers programs that lead to Ohio educator licensure or endorsement, the license or endorsement preparation program will be reviewed by content

experts according to the process for submitting a new educator license or endorsement preparation program (see item four of this section).

» The fees and expenses for the consultants are paid by the proposing institution. The Chancellor's staff will invoice the institution for these costs.

» The consultants determine suggestions and recommendations for the institution and prepare a Consultants' Report, which is sent to the institution within three months of the receipt of a complete proposal.

» The Chancellor's staff members reserve the right to schedule an abbreviated site visit if the consultants call into question the institution's resources to mount the new major or degree program.

- **Institutional Response**. The proposing institution prepares an Institutional Response to the recommendations in the Consultants' Report.

  » Institutions have up to 90 days to prepare an Institutional Response, but the response must be received by the Chancellor's staff at least three months prior to the planned start date.

  » The Institutional Response must demonstrate compliance with the consultants' recommendations, which are binding items; in the case of recommendations that can only be complied with over time, the institution must present a plan and a timeline for compliance as part of the Institutional Response.

  » The Chancellors' staff, with input from the consultants as needed, reviews the Institutional Response to determine whether all recommendations have been satisfied.

- **Public Comment Period**. Once the recommendations have been satisfied, a background summary is posted on the Ohio Department of Higher Education website (**https://www.ohiohighered.org/academic-program-approval/programspending**) for a 10-day public comment period.

- **Chancellor's Approval**. The request and public comments are forwarded to the Chancellor for final consideration and approval; the length and conditions of approval are stipulated in the background summary.

- **Certificate of Authorization Issued**. A new or a revised Certificate of Authorization is issued to the institution; if the institution is incorporated, the institution shall file a copy of the certificate of authorization with the secretary of state as required by section 1713.02 of the Revised Code.

iv. Progress Reports

Initial authorization is typically granted for a three-year period with an annual progress report due each year. The Chancellor's staff will contact the institution to discuss the information needed, fees, and due date to submit the report.

e. Option for New Undergraduate or Graduate Majors or Degree Programs at Continuously Authorized[10] Institutions)

Institutions that have been authorized to offer general undergraduate degrees such as the associate of arts, associate of science, bachelor of arts or bachelor of science are ordinarily granted authorization for the liberal arts and sciences majors and degree programs commonly recognized by award of these degrees. Thus, a request for authorization of new majors or programs within these general degrees is normally not required.

Requests for an expansion of authorization is required, however, when an institution intends to offer new majors or degree programs in specialized technical or professional fi eld at the undergraduate level or when the institution intends to offer any new major or degree program at the graduate level.

A continuously authorized institution seeking to expand its scope of authorization to areas beyond those listed on its current Certificate of Authorization may obtain an amended Certificate of Authorization using the steps outlined below.

i.) New Technical or Professional Majors or Programs for which Specialized Accreditation is Available

An institution seeking authorization to add technical or professional majors or programs at the undergraduate or graduate level beyond those listed on its current Certificate of Authorization may obtain an amended Certificate of Authorization using the steps outlined below.

- **Initial Inquiry**. The institution completes an Initial Inquiry to begin the authorization process.

» The link to the Initial Inquiry is included in Appendix G.

» If the new major contains a program that leads to educator licensure or endorsement, the completed Inquiry must include that information.

» Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the approval process.

» The institutional mentor will contact the institution to clarify the request, identify the information needed to complete the review, and discuss the steps in the approval process. The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.

[10] Continuously authorized institutions are non-profit institutions that have been continuously authorized by the Chancellor and continuously accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) for more than 20 years.

- **Posting of Request**. Once the review fees are received, the institution and names of proposed degree programs are posted on the Ohio Department of Higher Education website: (https://www.ohiohighered.org/academic-program-approval/ preliminary-requests).

- **Proposal Materials**. The institutional mentor accepts materials prepared for the professional accreditor in lieu of the standard Department of Higher Education proposal. The institution coordinates with the mentor to ensure that the office receives all materials received by professional accreditor. If the proposed new degree contains a program that leads to educator licensure or endorsement, the institution must coordinate the degree approval with the approval of the licenses and endorsements according to the procedures outlined under item four of this section.

  » **Documentation of Accreditor's Approval**. The institution is responsible for submitting evidence, including team reports, institutional responses and final determinations, demonstrating that the new degree has been approved by the accreditor; the Chancellor must be informed immediately if accreditation is denied so that the standard review process (Section 3.c.) can be initiated.

  » **Public Comment Period**. Once approval has been received from the accreditor, a background summary is posted on the Ohio Department of Higher Education website (https://www.ohiohighered.org/academic-program-approval/ programs-pending) for a 10-day public comment period.

  » **Chancellor's Approval**. The request and public comments are forwarded to the Chancellor for final consideration and approval; the length and conditions of the approval are stipulated in the background summary.

  » **Certificate of Authorization Issued**. An amended Certificate of Authorization is issued to the institution; if the institution is incorporated, the institution shall file a copy of the certificate of authorization with the secretary of state as required by section 1713.02 of the Revised Code.

  • **Progress Reports**. If progress or follow-up reports are required as part of the accreditation process, the institution is responsible for sending all such communication to the Chancellor's staff when it is sent to the accreditor and for immediately sending the Chancellor all communication received from the accreditor.

ii.) New Technical or Professional Majors or Degree Programs for which Professional Accreditation is Available Only After a Period of Program Operation

If a specialized accreditor will not accredit a program until a period of operation has passed and if prior approval for offering the program is not[11] required by HLC, the institution may offer the program while specialized accreditation is pending using the steps outlined below.

- **Initial Inquiry**. The institution completes an Initial Inquiry to begin the authorization process.

» The link to the Initial Inquiry is included in Appendix G.

» If the institution will be offering programs that lead to Ohio educator licensure or endorsement, the completed Inquiry must include that information.

» Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the approval process.

» The institutional mentor will contact the institution to clarify the request, identify the information needed to complete the review, and discuss the steps in the approval process. The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.

- **Posting of Request**. Once the review fees are received, the institution and names of proposed degree programs are posted on the Ohio Department of Higher Education website: **https://www.ohiohighered.org/academic-program-approval/ preliminary-requests**.

- **Proposal Materials**. The institutional mentor accepts materials prepared for the professional accreditor in lieu of the standard Department of Higher Education proposal. The institution coordinates with the mentor to ensure that the office receives all materials received by professional accreditor. If the proposed new degree contains a program that leads to educator licensure or endorsement, the institution must coordinate the degree approval with the approval of the licenses and endorsements according to the procedures outlined under item four of this section.

- **Documentation of Accreditor's Approval**. The institution is responsible for submitting evidence, including team reports, institutional responses and final determinations, demonstrating that the new degree has been approved by the accreditor; the Chancellor must be informed immediately if accreditation is denied so that the standard review process (Section 3.c.) can be initiated.

» **Public Comment Period**. Once approval has been received from the accreditor, a background summary is posted on the Ohio Department of Higher Education website (**https://www.ohiohighered.org/academic-program-approval/ programs-pending**) for a 10-day public comment period.

[11] If prior approval for offering the program is required by HLC, the approval process for new general undergraduate and graduate degrees outlined will be followed.

» **Chancellor's Approval**. The request and public comments are forwarded to the Chancellor for final consideration and approval; the length and conditions of the approval are stipulated in the background summary.

» **Certificate of Authorization Issued**. A new or a revised Certificate of Authorization is issued to the institution; if the institution is incorporated, the institution shall file a copy of the certificate of authorization with the secretary of state as required by section 1713.02 of the Revised Code.

» **Progress Reports**. If progress or follow-up reports are required as part of the accreditation process, the institution is responsible for sending all such communication to the Chancellor's staff when it is sent to the accreditor and for immediately sending the Chancellor all communication received from the accreditor.

iii.) New Technical or Professional Majors or Degree Programs for which Professional Accreditation is Not Available

If the specialized degree does not have a specialized accreditor and if prior approval for offering the program is not[12] required by HLC, the institution may obtain an amended Certificate of Authorization using the steps outlined below.

- **Initial Inquiry**. The institution completes an Initial Inquiry to begin the authorization process.

» The link to the Initial Inquiry is included in Appendix G.

» If the institution will be offering programs that lead to Ohio educator licensure or endorsement, the completed Inquiry must include that information.

» Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the approval process.

» The institutional mentor will contact the institution to clarify the request, identify the information needed to complete the review, and discuss the steps in the approval process. The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.

• **Posting of Request**. Once the review fees are received, the institution and names of proposed degree programs are posted on the Ohio Department of Higher Education website: **https://www.ohiohighered.org/academic-program-approval/ preliminary-requests**.

• **Proposal Materials**. The institutional mentor accepts the following materials prepared in lieu of the standard Department of Higher Education proposal.

» The institution's president or chief academic officer notifies the Chancellor of the institution's intent to offer a new degree program for which professional accreditation is not available.

[12] If prior approval for offering the program is required by HLC, the approval process for new general undergraduate and graduate degrees outlined will be followed.

» The institution attests that a specialized accreditor does not exist for the degree.

» The institution attests that the new degree meets all standards outlined in the Requirements of Academic Programs section of this manual.

» If the proposed new degree contains a program that leads to educator licensure or endorsement, the institution must coordinate the degree approval with the approval of the licenses and endorsements according to the procedures outlined under item four of this section.

- **Public Comment Period**. Once the Letter of Commitment has been approved, a background summary is posted on the Ohio Department of Higher Education website (https://www.ohiohighered.org/academic-program-approval/#programs-pending) for a 10-day public comment period.

- **Chancellor's Approval**. The request and public comments are forwarded to the Chancellor for final consideration and approval; the length and conditions of approval are stipulated in the background summary.

- **Certificate of Authorization Issued**. A new or a revised Certificate of Authorization is issued to the institution; if the institution is incorporated, the institution shall file a copy of the certificate of authorization with the secretary of state as required by section 1713.02 of the Revised Code.

New Item 3. Certificate Processes

Private Colleges and Universities

Private colleges and universities should only submit authorization requests for graduate certificates for those graduate certificates that are 22 credit hours or more. The process for graduate certificates follows the same process as new degrees identified above. Private colleges and universities do not submit undergraduate certificates for approval.

Public Colleges and Universities

Public colleges and universities are encouraged to report all certificates. General certificates may be reported to ODHE. If a public college or university would like to seek designation of a certificate as a technical certificate the process is as follows:

- **Initial Inquiry**. The institution initiates the request through the ODHE program approval system.

  » If the institution will be offering programs that lead to Ohio educator licensure or endorsement preparation program, the initiating request must include that information, and the institution must also reach out to the ODHE educator preparation division.

  » An ODHE staff member will contact the institution to clarify the request, identify the information needed to complete the review, and discuss the steps in the approval process.

- **Proposal**. After the new certificate has received all required internal approvals, the institution's president or chief academic officer submits a request document to ODHE for review.
- **Public Comment Period**. If the program is recommended to the Chancellor for approval, a background summary is posted on the Ohio Department of Higher Education website for a 10-day public comment period.

- **Chancellor's Approval**. The request and public comments are reviewed by ODHE staff to determine if additional information is needed from the institution. If ODHE staff still recommend approval, the request, public comments, and any supporting documentation are forwarded to the Chancellor for final approval.

Chancellor's Council of Graduate Studies (CCGS) institutions should work through their graduate deans for submission of graduate certificates through the CCGS process.

4. Requests for New Programs Leading to Educator Licenses or Endorsements When Awarded Independent of a Degree or Degree Program (All Institution Types)

All requests for new programs that lead to educator licenses or endorsements awarded independent of a degree or degree program must be reviewed. Reviews of requests for licenses and endorsements are conducted periodically based on a schedule determined by ~~the State of Ohio Board of Education and~~ the Ohio Department of Higher Education and do not normally require a site visit, but the Chancellor's staff reserves the right to schedule a~~n abbreviated~~ site visit if the consultants call into question the institution's resources to ~~mount~~ offer the license or endorsement. The review process is the same for Ohio public institutions, Ohio private institutions and out-of-state institutions.

- **Initial Inquiry**. The institution completes an Initial Inquiry to begin the authorization process.

~~» The link to the Initial Inquiry is included in Appendix G.~~

» An ODHE staff member or designee will contact the institution to clarify the request, identify the fees and information needed to complete the review, and discuss the steps in the authorization process.

- ~~**Posting of Request**. Once the review fees are received (required for independent and out-of-state institutions), the institution and names of proposed programs are posted on the Ohio Department of Higher Education website: https://www. ohiohighered.org/academic-program-approval/preliminary-requests.~~

- **Proposal**. The education unit head submits the applicable Proposal during one of the biannual submission periods; the Proposal provides information to demonstrate that the program meets the

standards set forth by ~~the Ohio State Board of Education and~~ the Chancellor of the Ohio Department of Higher Education.

» All internal institutional approvals must be obtained before the Proposal is submitted.

- **Document Review and Preparation of Consultants' Report**.

  » Staff members, assisted by consultants selected by the Chancellor, review the Proposal to ensure that the proposed program meets the licensure or endorsement standards.

  » Staff members and consultants make recommendations to the Chancellor for program approval or denial.

  Public Comment Period. If approval is recommended, a background summary is posted on the Ohio Department of Higher Education website (**https://www. ohiohighered.org/academic-program-approval/programs-pending**) for a 10-day public comment period.

- **Chancellor's Approval**. The request and public comments are forwarded to the Chancellor for final consideration and approval; the length and conditions of approval are stipulated in the background summary.

5. Guidance on Academic Credit for Workshops, Conferences, and Bootcamps.

Some institutions offer students 1-3 credits of academic credit for workshops, conferences or bootcamps to a subset of individuals participating in these activities. Academic credit should not be given solely for attendance at a conference or workshop, which could be appropriate as Continuing Education Units (CEU). Instead, institutions can consider making a workshop or conference part of a mini-course that provides credit. Credit must meet the following guidelines:

- Include activities where a student demonstrates academic level competency at the level of credit being granted (e.g., undergraduate level credit or graduate level credit).
- Include interaction with appropriately credentialed faculty at the institution.
- Include student activities and time that meets credit hour guidelines.
- Go through the faculty curriculum committee that approves other coursework at the appropriate level at the institution.
  - Note that a general course can be approved in advance that does not yet have the name of the conference in it. Activities and structure would be approved and then the workshop can be plugged in as workshops arise. This allows for immediate response to workplace needs.
- Include an assessment for the student to demonstrate mastery of the topics and material covered in the workshop.

- Be approved by the academic dean for the subject areas and, in the case of graduate credit, the dean of graduate programs.

When approving the credit for courses that include workshops the deans are assuring:

- The total number of credit hours assigned upon completion of coursework reflects policies of the institution regarding faculty/student interaction and time toward credit.
- That the course went through the standard faculty curriculum committees.
- That the faculty of record for the course work is a regular or adjunct faculty member in the department that is eligible to teach other coursework within the appropriate program level at the institution (e.g., undergraduate faculty for undergraduate credit and graduate faculty for graduate credit).
- That materials that advertise this activity indicate that the rigor and activities around this credit are appropriate for credit (i.e., phrases such as "easy credit" or "obtain credit with no papers or homework" are not appropriate.).
- Institutions should be able to produce documentation to show that the course has been properly vetted, has been approved through appropriate institutional processes, and has been implemented appropriately.

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6. Requests for On-Ground Field and Clinical Experiences by Out-Of-State Institutions and for Business Operations for Programming Held In or Out-Of-State (Including Online Programming)

Out-of-state institutions offering programs that contain components (e.g., internships, externships, practicum, clinical placements, field placements, student teaching) that are completed in the state of Ohio may submit a request to the Chancellor of the Ohio Department of Higher Education to offer such experiences within the state.

- **Initial Inquiry**. The institution initiates contact with ODHE's program approval/authorization department and provides initial information of the request. ~~completes an Initial Inquiry to begin the authorization process~~.

~~» The link to the Initial Inquiry is included in Appendix G.~~

» ~~Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the authorization process.~~

~~» The institutional mentor will contact the institution to clarify the request, identify the fees and information needed to complete the review, and discuss the steps in the authorization process. The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.~~

- Once the initial information is received, an ODHE staff member will contact the institution to clarify the request, identify the nonrefundable fees and information needed to complete the review, and discuss the steps in the authorization process.

- **Submission of form**:

  » A separate form must be submitted for each program that contains an experience that must be completed in Ohio.

  » If multiple programs of study are embedded within a single degree designation (e.g., multiple majors within a Bachelor of Science degree), the institution is required to submit a separate form and fee for each program of study within the degree that contains a component that must be completed in Ohio.

- **Staff review**:

  » The submission of a request is not considered complete until all materials and fees are received. Once complete, the staff reviews the request and provides a determination to the institution ~~within 30 days of receiving a complete request~~.

- **Authorization**:

  » Authorization of the request is limited to the experience being completed on-ground in Ohio. If the institution intends to offer additional coursework or entire degree programs on-ground in Ohio, the institution must complete the standard program authorization process.

  » Authorization of the request is issued for a period of three years.

  » The institution may submit subsequent requests for authorization after initial authorization is granted. The institution should attain authorization for new experiences in existing or additional programs prior to an Ohio resident completing the on-ground experience.

  » Authorization of the request does not make the institution eligible to participate in Ohio state aid programs.

  » Authorization of the request does not guarantee that the experience will meet other state licensing board requirements for professional certification and licensure. The institution is encouraged to contact those agencies where appropriate to determine if additional authorization is needed to offer the experience in Ohio.

- **Note to for-profit institutions**:

  » For-profit institutions requesting authorization for programming at or below the associate degree level are not required to attain authorization from the Chancellor for the aforementioned activities. However, institutions of this type are encouraged to contact the Ohio State Board of Career Colleges and Schools to determine if authorization is needed from that agency to engage in such activities in Ohio.

7. Requests for Solicitation by For-Profit-Institutions

For-profit institutions that intend to engage in advertising and/or recruitment activities in the state of Ohio for instruction at or above the baccalaureate level may submit a request to the Chancellor of the Ohio Department of Higher Education to solicit Ohio residents.

- **Initial Inquiry**. The institution initiates an inquiry with ODHE staff. ~~completes an Initial Inquiry to begin the authorization process.~~

~~» The link to the Initial Inquiry is included in Appendix G.~~

~~» Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the authorization process.~~

» ~~The institutional mentor~~ ODHE staff will contact the institution to clarify the request, identify the fees and information needed to complete the review, and discuss the steps in the authorization process. Appropriate forms will be provided to the institution for submission to ODHE. ~~The institutional mentor will summarize these discussions in a letter to the institution called a **Program Review Plan**.~~

- **Submission of form(s)**:

» A separate form must be submitted for each program that the institution will solicit for in Ohio.

»For-profit institutions that advertise and/or recruit within the state may also be required to be registered with the State Board of Career Colleges and Schools (SBCCS).

- Institutions are ~~encouraged~~ expected to contact SBCCS to determine if approval is needed from that agency to engage in such activities in Ohio.
- For-profit institutions that intend to solicit Ohio residents for programming at-or-below the associate level are not required to seek authorization from the Chancellor of the Ohio Department of Higher Education.

- **Staff review**:

» The submission of a request is not considered complete until all materials and fees are received. Once complete, the staff reviews the request and provides a determination regarding the request. ~~within thirty days of receiving a complete request~~.

- **Authorization to Solicit**:

» Authorization of the request is limited to solicitation activities for the program(s) submitted. Materials made available to Ohio residents must explicitly state that the program/institution is not authorized by the State of Ohio.

» Authorization to solicit to of the request is issued for a period of three years.

» The institution may submit subsequent requests for authorization to solicit after initial authorization to solicit is granted.

» Authorization to solicit of the request does not make the institution eligible to participate in Ohio state aid programs.

» Authorization to solicit is not granted until the institution demonstrates that it has the approval of, or exemption from, the Ohio State Board of Career Colleges and Schools to engage in such activities.

» Authorization to solicit ~~of the request~~ does not guarantee that the program to be advertised and/or recruited for will meet other state licensing board requirements for professional certification and licensure. The institution is encouraged to contact those agencies where appropriate to determine if additional approval is needed to advertise and/or recruit for the program in Ohio.

Chapter 6: Procedures for Requests Requiring Administrative Approval/Authorization (Change Requests)

The following requests, known as "change requests," whether from Ohio public, Ohio private or out-of state institutions, are normally handled through administrative (i.e., staff) approval/authorization:

- A request to change the name, title, or CIP code of the academic program when there is not a substantive change to the requirements for the program.
- A request for a substantive change[13] to the curriculum of a degree, major, or educator licensure or endorsement preparation program.
- A request to open a new off-campus location where more than 50% of the requirements of an approved/authorized degree or major will be delivered.[14]
- A request to offer more than 50% of an approved/authorized degree or major at an existing off-campus location.
- A request to deliver more than 50% of the requirements for an approved/authorized degree or major in an online/blended or competency-based format.
- A request to inactivate a program or location.

The Chancellor's staff members are able to handle most requests for changes to existing academic programs; however, staff members reserve the right to send the requests to an external consultant (and may even schedule an abbreviated site visit) ~~if concerns arise during the review~~. The procedures followed are essentially the same for changes to undergraduate programs in Ohio public institutions and changes to undergraduate and graduate programs in private institutions. The procedures do vary slightly for graduate programs subject to the Chancellor's Council on Graduate Studies (CCGS). CCGS institutions should work through their graduate deans for these changes. The procedures will also differ in cases where the change is to a program that leads to an educator license or endorsement. In order to reduce duplicative review processes, the Chancellor's staff accepts materials prepared for ~~regional and national~~ accreditors and coordinates review processes when possible ~~as needed~~. When providing materials prepared for an accreditor, the materials should be submitted and approved/authorized by ODHE before they are submitted to the accreditors.

During a review of a change request, the Chancellor's staff will also ensure that degrees and certificates meet current ODHE guidelines. In addition, it may be determined that a new degree request is required if a new degree designation is requested, if changes appear to result in an outcome that should allow for public comment, or if the degree appears to be a new degree when compared with the previously approved degree. Proposals to merge degree programs are not change requests, but are considered new degrees.

[13] Substantive change is defined as a modification of 50% or more of the requirements for the academic program.

[14] Per ORC 3333.04 Requests by public institutions to open new campus locations academic centers (i.e., regional campuses or new campus locations) are handled in consultation with the Chancellor. Additional information and a public comment period may be required for Chancellor approval.

1. Requests for Changes Involving Undergraduate Degrees or Majors at Ohio Public Colleges and Universities

~~» **Initial Inquiry**. The institution completes an Initial Inquiry to begin the approval process.~~

~~The institution initiates the request through the ODHE program approval/authorization system.~~

a. ~~The link to the Initial Inquiry is included in Appendix G.~~

b. ~~Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the approval process.~~

c. ~~The institutional mentor~~ An ODHE staff member will ~~contact the institution to clarify~~ confirm ~~the request and identify the information needed to complete the review.~~

» **Submission of the Change Request**. The institution's president or chief academic officer submits the appropriate Change Request through the ODHE program approval system at least three months prior to the planned implementation the change.

- As noted in the Change Request, materials prepared for an ~~regional or national~~ accreditor can be submitted in place of materials prepared separately for the Chancellor's staff.
- If the program leads to an educator license or endorsement, a separate review may be needed.

» **Staff Review of Request and Resolution of Concerns**. The Chancellor's staff reviews the request for change to ensure that the proposed changes are in line with the General Standards for Academic Programs and works with the institution to resolve any concerns.

» **Letter of Acknowledgement**. A letter acknowledging the approval of the change is sent to the president or chief academic officer of the institution.

2. Requests for Changes Involving Graduate Degrees or Majors at ~~Ohio Public Universities (and the University of Dayton and Case Western Reserve University)~~ Institutions Subject to The Chancellor's Council on Graduate Studies (CCGS)

The Chancellor's Council on Graduate Studies (CCGS) provides peer review of graduate program change requests. The members of CCGS are the graduate deans (or designees) of each of Ohio's public research institutions and the University of Dayton and Case Western Reserve University.

The process for changes to approved/authorized graduate programs at Ohio public universities and at the University of Dayton and Case Western Reserve University is described in the Guidelines and Procedures for the Review and Approval of Graduate Degree Programs, which is available from the graduate deans at CCGS institutions. ~~online at https://www.ohiohighered.org/files/uploads/racgs/CCGS_Guidelines.pdf~~.

Individuals at institutions subject to CCGS ~~Ohio public universities and the University of Dayton and Case Western Reserve University~~ interested in seeking approval/authorization for changes to existing graduate programs should begin by contacting the institution's representative to CCGS. A listing of current CCGS members is included at the ODHE program approval/authorization website. ~~https://www.ohiohighered.org/fi les/uploads/racgs/RACGS_CCGS_membershiproster.pdf~~.

3. Requests to Change Undergraduate or Graduate Degrees at Authorized Institutions

» » ~~**Initial Inquiry**. The institution completes an Initial Inquiry to begin the approval process.~~

~~»**Initial Inquiry**. The institution initiates the request through the ODHE program approval/authorization system.~~

a. ~~The link to the Initial Inquiry is included in Appendix G.~~
b. ~~Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the approval process.~~
c. ~~The institutional mentor~~ An ODHE staff member will ~~contact the institution to clarify the request and identify the information needed to complete the review.~~

» **Submission of the Change Request**. The institution's president or chief academic officer submits the appropriate Change Request through the program approval system at least three months prior to the planned implementation the change.

- As noted in the Change Request, materials prepared for an ~~regional or national~~ accreditor can be submitted in place of materials prepared separately for the Chancellor's staff.
- If the program leads to an educator license or endorsement, a separate review may be needed.
- An ODHE staff member will contact the institution to clarify the request, disclose required fees, and identify the information needed to complete the review.

» **Staff Review of Request and Resolution of Concerns**. The Chancellor's staff reviews the request for change to ensure that the proposed changes are in line with the General Standards for Academic Programs and work with the institution to resolve any concerns.

» ~~**Letter of** **Acknowledgement**. Acknowledgement of the approval/authorization of the change is sent to the president or chief academic officer of the institution; approved/authorized changes are incorporated on the institution's Certificate of Authorization, as appropriate.

4. Requests to Change Programs That Lead to Educator Licenses and Endorsements

The Ohio Revised Code requires the Chancellor of the Ohio Department of Higher Education to approve/authorize changes to programs that lead to educator licenses and endorsements. For the purposes of review, change is defined as a modification of 50% or more to the curriculum and student experiences, updates or revision of program standards, and any significant changes in program delivery. ~~within the licensure or endorsement preparation portion of the program.~~

~~» **Initial Inquiry**. The institution completes an Initial Inquiry to begin the approval process.~~

»**Initial Inquiry**. The institution initiates the request through the Educator Preparation program approval office. Note that if the licensure program is connected to an academic program, a separate request would be initiated per the changes to academic program section above.

a. ~~The link to the Initial Inquiry is included in Appendix G.~~

b. ~~Once the completed Inquiry is received, an institutional mentor will be assigned to assist the institution through the approval process.~~

c. ~~The institutional mentor~~ An ODHE staff member will contact the institution to ~~clarify~~ confirm the request, disclose fees (if applicable), and identify the information needed to complete the review.

» **Submission of the Change Request**. The institution's president or chief academic officer submits the appropriate Change Request at least three months prior to the planned implementation the change.

• As noted in the Change Request, materials prepared for an ~~regional or national~~ accreditor can be submitted in place of materials prepared separately for the Chancellor's staff. The Chancellor's staff may need additional information to ensure Ohio guidelines are met.

» **~~Staff~~ Review of Request and Resolution of Concerns**. The Chancellor's staff or designee reviews the request for change to ensure that the proposed changes are in line with the General Standards for Academic Programs ~~and the standards set by the Department of Education~~; staff members work with the institution to resolve any concerns.

» **Letter of Acknowledgement**. A letter acknowledging the approval of the change is sent to the president or chief academic officer of the institution; approved/authorized changes are incorporated on the Institution's Certificate of Authorization, as appropriate.

5. Note on Requests to Outsource Academic Functions to Other Entities as Contractual Agreements

Institutions seeking to outsource academic functions to other entities. Any agreements must allow the institutions to adhere to ODHE guidelines. Institutions are required to provide appropriate documentation to ODHE. In particular, if curriculum or program modules of an approved/authorized program will be outsourced, the program must be reviewed either as a new program or as a change request (depending on the percentage of the program being provided by the other entity). Educator licensure programs will be reviewed as new programs. Prior to implementing the contractual arrangement, campus/university program approval contacts should reach out to the ODHE program approval area to determine appropriate submission documentation. In addition, if the program is an educator preparation licensure program, educator preparation institution contacts should reach out as soon as possible to EdPrep@highered.ohio.gov to determine next steps on review procedures for educator preparation.

6. Note on Requests to Deactivate Programs

Institutions planning to deactivate programs should submit deactivations at least 90 days prior to deactivation with appropriate documentation on teach-out plans if students are currently enrolled in the program. Any program that has been inactive for five years is considered to be deactivated and a new program request is required to resume offering the program.

Appendix A: Definitions

Approval: The terminology applied to the approval of new degrees, new majors within degrees or substantive changes to existing educational programs within Ohio public colleges and universities. This terminology also applies to the approval of educator preparation licenses and endorsements at all institutions.

Authorization: The terminology applied to the approval of independent and out-of-state institutions to confer degrees or courses applicable to degrees in the state of Ohio or to substantively change existing education programs offered in Ohio.

Credit hour: A minimum of 750 minutes (semester credit hour) or 500 minutes (quarter credit hour) of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction.[15] Credit hours may be calculated differently for other types of instruction (e.g., laboratory experience, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, and studio experience) as long as the credit hour calculations align with commonly accepted practices in higher education and with the regulations of ~~regional~~ accreditors and the federal financial aid program.

Credit instruction: Academic instruction in the context of a course or activity leading to the award of credit by ~~a regionally or~~ nationally accredited institution of higher education. Such credit is generally acknowledged as applicable toward the attainment of a degree or certificate.

Non-credit instruction: A course or activity for which the learner does not receive academic credit that applies to a degree, certificate or diploma.

Developmental/remedial education: Courses and services emphasizing academic skill development in preparation for college-level course work. Developmental education program components can be used to enhance access for underprepared students through the provision of both course work and supplemental services, such as tutoring, course placement assessment, advising, study skills and personal development. Developmental/remedial education courses are noncredit and cannot be applied toward the minimum requirements for a certificate or degree program.

Degree: A recognition or award for completion of a prescribed course of study in an institution of higher education designated by the customary titles of associate, bachelor, master, specialist or doctor.

Major: That portion of a bachelor's degree that is made up of at least 30 semester hours (45 quarter hours) of specialized study leading to both breadth and depth in a particular discipline or that portion of an associate degree that is made up of at least 21 semester hours (31.5 quarter hours). The term major may be used interchangeably with the terms program or degree program. ~~Technical Major: That portion~~

[15] Formalized instruction is defined as instruction for which the instructor bears the primary responsibility for delivery, acknowledging that the delivery may take place using a variety of modes and methodologies.

~~of an applied associate degree that includes at least 12 semester credit hours (18 quarter hours) of coursework and constitutes an area of specialization.~~ Additional note for public colleges and universities: Public colleges and universities intending to offer named Associate of Arts or Science degrees in areas where an approved Ohio Articulation and Transfer Network pathway exists must ensure that the proposed program meets the following requirements:

The degree meets the requirements of the Ohio Articulation and Transfer Network pathway

- The major is composed of at least 21 credit hours of Ohio Articulation and Transfer Network coursework in the pathway area.

- The degree must not exceed 65 semester credit hours.

Institutions must work with the Office of Articulation and Transfer to attain the necessary pathway approval, Ohio Transfer 36, and TAG approval(s) prior to submitting the proposed program for degree approval.

Minor: A program of study that is made up of at least 12 semester hours (18 quarter hours) in a particular discipline.

Concentration: An identified set of courses within a degree program indicating in-depth knowledge in a particular area of focus. Concentrations differ from majors in that the concentration hours are in addition to the major hours in a focused area. The number of hours in the concentration must include a minimum of 50% of hours ~~of the curriculum~~ ~~with~~in the major. For example, if the major has 30 hours of credit, then the concentration would be a minimum of 15 additional hours.

General education: The set of courses and experiences that provide students with a broad exposure to multiple disciplines within the arts and sciences with the aim of providing students with the knowledge and skills needed to succeed in the 21st century. In Ohio, the general education curriculum includes coursework in oral and written communication, mathematics and data analysis, arts and humanities, natural science and social science.

Online Course: A course where 100% ~~most (>80%)~~ of the content is delivered online; typically, the course will have no face-to-face meetings.

Blended/Hybrid Courses: A course that blends online and on-ground delivery; substantial content is available online and there are a reduced number of face-to-face meetings. *(note this definition moved from under online degree)*

Online Degree: A degree where 100% ~~most (>80%)~~ of the degree can be completed online.

Blended/Hybrid Degrees: A degree that blends online and on-ground delivery; a substantial portion of the degree requirements are available online and there are a reduced number of face-to face meetings.

~~**Dual enrollment**~~: College Credit Plus (CCP): A form of enrollment that enables a high school student to earn transcripted high school and college credit upon successful completion of the course. ~~Dual enrollment~~ CCP can be offered at the high school, at a college or university, or via distance learning.

Concurrent enrollment[16]: A form of enrollment that occurs when an adult student is enrolled in two post-secondary educational institutions at the same time, receiving education programs, services and/or benefits from each.

Regional or branch campus: a campus that is geographically apart from and independent of the main or home campus of the institution. It should have all or most of the following attributes: it is permanent in nature; it offers at least one, but typically multiple degree programs; it has its own faculty and administrative structure, often including its own budgetary and hiring authority; and it houses academic resources, support services and operational services for the campus. Ohio public institutions must receive the Chancellor's approval to open a new regional campus.

Additional campus location: a place, geographically separate or functionally distinct from any main or regional campus, where instruction takes place, and students can complete 50 percent or more of the courses leading to a degree program or to a Title IV eligible certificate. An additional location typically does not have a full range of administrative and student services; such services are typically provided by a home or regional campus. Ohio public institutions must receive the Chancellor's approval to open a new campus location.

Academic center: a term used in ORC 3333.04 to denote an additional campus location.

Community college: term used to collectively identify any or all of the three types of two-year institutions defined in Ohio Revised Code (ORC)—community college (ORC 3354.), state community college (ORC 3358.), and technical college (ORC 3357.).

[16] Nationally, the term "concurrent enrollment" is used to describe dual credit opportunities between high schools and higher education institutions; however, in Ohio the term "college credit plus" ~~"dual enrollment"~~ is used to describe partnerships between secondary and post-secondary education.

Appendix B: Terminology and Requirements Related to Post-Secondary Degrees, Certificates and Educator Preparation Programs

Degree: Any recognition or award for completion of a prescribed course of study in an institution of higher education designated by the customary titles of associate, bachelor, master, specialist or doctor.

Associate Degree: An award that requires completion of a minimum of 60 semester credit hours (or 90 quarter credit hours); associate degree programs should not exceed 65 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements. Programs requiring hours beyond the 65 hour maximum in order to meet accreditation or licensing requirements are expected to align similarly to like programs at other two-year public institutions and shall not exceed 73 semester credit hours. Exceptions are only allowed in rare cases where it is not possible to offer the program in fewer hours. Programs of less than 60 credit hours (or 90 quarter credit hours) must be explained and justified.

- **Associate of Arts** and **Associate of Science** degrees are designed for students wishing to complete the first two years of a bachelor's degree, as well as those desiring two years of a liberal arts education.
- **Associate of Applied Business** and **Associate of Applied Science** degrees are awarded in recognition of successful completion of career technical education programs and prepare students for immediate employment upon graduation. The curricula for applied associate degree programs are described in terms of technical and non-technical studies. Non-technical studies include general education and courses that serve as a base for the technical field (sometimes referred to as "applied general education" or "basic" coursework). Non-technical studies, including general education and applied general education courses, should make up at least 30 semester hours (45 quarter hours) of the degree.
- **Associate of Technical Study** degrees are awarded for successful completion of a planned program of study designed to respond to the need for specialized technical education. The program must have an area of concentration which is equivalent to at least 30 semester credit hours (45 quarter credit hours) in technical studies and a clearly identifiable career objective. The area of concentration can either be formed by: Type A—a coherent combination of technical courses selectively drawn from two or more technical programs currently offered by the college to serve a career objective that would not be adequately addressed by one of the existing programs alone; or Type B—courses completed or training received by a student at other institutions of higher education, career centers, or other educational enterprises judged by the institution to be of college level and for which the institution awards degree credit. Awarding an Associate of Technical Study (ATS) degree should be reserved for those instances where the institution has developed a unique technical program of study to meet an individual student's needs, or the student has transferred in a block of non-course equivalent credit from another institution. A generic Associate of Technical Study degree should be awarded unless the institution has prior approval for a specific ATS degree title or is awarding an ATS degree title in

conjunction with the One-Year Option program. An institution intending to offer a new technical degree should submit the request as an applied associate degree if the program will be broadly offered to students, contains a prescribed curriculum, or is in a recognized field of study.

- **Associate of Individualized Study** degrees are awarded for the satisfactory completion of an individually planned program designed to serve an educational objective that could not be served through another degree program of the awarding institution. The program, planned by the student and faculty advisor must contain an area of concentration consisting of a minimum of 20 semester credit hours (30 quarter credit hours), which is formed according to one of the following models: a) an interdisciplinary, but coherent combination of courses drawn from a minimum of two and a maximum of four instructional areas; b) up to forty semester credit hours (60 quarter credit hours) awarded by the institution for documentable educational experiences or courses completed at other institutions of higher education or educational enterprises judged by the institution to be of college level; or c) an unusual by academically coherent combination of technical and general studies courses.

Bachelor's Degree: An award that typically requires completion of 120 semester credit hours (or 180 quarter credit hours). Bachelor's degrees of less than 120 semester credit hours (or 180 quarter credit hours) must be explained and justified. Bachelor's degree programs should not exceed 126 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements. Bachelor's degrees may be awarded for general areas of study, such as those recognized by the Bachelor of Arts and the Bachelor of Science degrees or in specialized professional and technical fields such as these recognized by the Bachelor of Fine Arts, the Bachelor of Science in Nursing, the Bachelor of Education, and so on. An Applied Bachelor's degree is designed for individuals who hold an associate of applied science degree or its equivalent in order to maximize application of the individual's technical course credits toward the bachelor's degree. Applied Bachelor's Degrees incorporate both theoretical and applied knowledge and skills in a specific technical field. Although bachelor's degrees require completion of a specified number of credit hours, the length of the program can vary. For instance, bachelor's degrees may be conferred for a five-year cooperative (work-study plan) program, which provides for alternate class attendance and employment in business, industry or government. They may also be conferred in instances where the full complement of credits is obtained in three years. Chancellor's review for approval of a bachelor's degree with less than 120 credits shall ensure compliance with the appropriate national accreditation requirements and may consider such other factors in approval processes including but not limited to, workforce need, quality, professional and graduate education standards/requirements.

Master's Degree: An award that requires the successful completion of at least 30 semester credit hours (or 45 quarter credit hours) of work beyond the bachelor's degree. Master's degrees such as the Master of Arts and the Master of Science are typically considered research graduate degrees, and involve preparation to carry out research and to discover new knowledge—whether the field is pure or applied. Master's degrees may also recognize preparation for professional practice. Examples of professional practice master's degrees include the Master of Business Administration (MBA), Master of Science in Nursing (MSN), Master of Public Health (MPH) and the Master of Social Work (MSW). Note: In some cases, institutions have designed Bachelor's and Master's degrees within their own institution to allow for some of the graduate hours to be applied toward the bachelor's degrees. In these cases, institutions may allow for up to 9 hours to be applied from the Master's program to the Bachelor's program. The following expectations must be met:

- The combining of the bachelor's program with a master's program must be approved at all appropriate stages at the institution (e.g., department, college, and university curriculum committees, for both undergraduate and graduate curricula, + provost) and by ODHE.
- Only exceptionally well-prepared students are admitted to the program.
- The total number of graduate hours counted toward the master's degree is at least 30 hours.
- All hours counted toward the master's degree are at the graduate level.
- The total number of unique hours required for the completed bachelor's + master's degree is at least 141 hours.
- The student is charged undergraduate tuition and fees for no fewer than 120 credit hours.

Specialist Degree: An award that generally requires the successful completion of at least 30 semester credit hours (or 45 quarter credit hours) of work beyond the master's degree. The specialist degree is typically considered a professional practice degree (e.g., the Education Specialist, or EdS) and may be pursued by individuals interested in furthering their education beyond a master's degree, but who are not interested in pursuing a research or professional practice doctorate.

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 (or 135 quarter credit hours) of work beyond the bachelor's degree or at least 60 semester credit hours (or 90 quarter credit hours) beyond the master's degree. Deviations from these credit hour guidelines require proper justification and state approval. The Doctor of Philosophy (PhD) is a research degree and involves preparation for the conduct of independent research and the discovery of new knowledge. Doctoral degrees may also recognize preparation for professional practice. Examples of professional practice doctoral degrees include the Doctor of Nursing Practice (DNP), Doctor of Education (EdD) and Doctor of Physical Therapy (DPT).

Certificate: A formal award certifying the satisfactory completion of an organized program of study at the postsecondary level. Certificates should be designed as building blocks toward future degrees and with the intent of articulating the program into the next degree.

General Certificates

» **Undergraduate/ Sub-Baccalaureate Certificate**: An award from an educational institution that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree). These certificates are classified by IPEDs as "less than one year," "at least one but less than two academic years" or "at least two but less than four academic years".

Technical Certificates

» **One Year Technical Certificate**: Certificates awarded by a post-secondary institution for the completion of an organized program of study in at least 30 semester credit hours or 900 clock

hours, with the majority of the coursework completed in a prescribed technical area. While the certificates are designed to have value apart from a degree, these certificates should serve as building blocks to an associate degree. The technical certificate is designed for an occupation or specific employment opportunity. These certificates ~~should~~ prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study.

» **Less than One Year Technical Certificate**: Certificates awarded by a post-secondary institution for the completion of an organized program of study in less than 30 semester credit hours or less than 900 clock hours that are designed for an occupation or specific employment opportunity. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study.

Post-Baccalaureate Certificate: An award that requires completion of an organized program of study beyond the bachelor's degree; designed for individuals who have completed a bachelor's degree but have not met the requirements for a master's degree.

Post-Master's Certificate: An award that requires completion of an organized program of study beyond the master's degree; designed for individuals who have completed a master's degree but have not met the requirements for a doctoral degree.

Educator Preparation License: A ~~document~~ recognition issued by the ~~Ohio Department of Education~~ State Board of Education to an individual who is deemed to be qualified to teach or practice in Ohio schools.

Educator Preparation Endorsement: A State Board of Education established addition of a teaching area to a license after completion of an approved program of preparation.

Appendix C: General Education Guidelines

The guidelines for general education are divided into two sections—one for public institutions and one for private institutions. Although the general education credit hour expectations and breadth of experience are the same for public and private institutions, the general education requirements are more specific for public institutions because they must align their general education curriculum ~~with the Ohio Transfer Module (OTM) and~~ with Ohio's Articulation and Transfer Policy[17]. Any deviation from the general education guidelines below must be explained and justified.

Throughout the document, the following definitions are used:

General Education Courses: Those courses in written and oral communication, quantitative principles, biological and physical sciences, social and behavior sciences and the arts and humanities that provide the foundation and common experience expected among individuals holding associate and baccalaureate degrees. These courses, along with courses within a major, provide opportunities for critical thinking, problem solving and analytic skills.

Applied General Education (Basic Education) Courses: Those courses within applied associate degrees that emphasize the application of general education to an occupational or technical area.

- Courses such as technical communication, business mathematics, calculations for health professionals, study skills, applied computing, and practical psychology are examples that fall in this category. Applied general education coursework cannot be counted toward meeting the minimum requirements for general education courses in associate or baccalaureate degrees (i.e., 15 semester hours in applied associate degree programs and 36 semester hours in associate of arts, associate of science and bachelor's degrees).

General Education Courses in the Arts: Courses in this category do not include "performance" courses such as painting, sculpting or dance, but may include courses in the history of art, dance, film or theater.
~~**General Education Courses in Technology and Innovation**: Courses in this area are related to the analysis and understanding of how discovery and invention impact society.~~

Note: Developmental (remedial) courses cannot be counted toward meeting the minimum requirements general education courses in associate or baccalaureate degrees.

[17] https://www.ohiohighered.org/transfer/policy

General Education Guidelines: Ohio Public Institutions

Applied Associate Degrees

Applied associate degrees (Associate of Applied Business, Associate of Applied Science, Associate of Technical Studies, and Associate of Individualized Studies), must include at least 30 semester hours of non-technical coursework, which includes both general education and applied general education (i.e., "basic") courses. The general education portion of the non-technical coursework must include at least 15 semester credit hours. A minimum of six semester hours must be found in the following two categories:

- At least one course (three semester credit hours) in the English Composition **from the English Composition and Oral Communication** area (e.g., First Writing and/or Second Writing~~, Public Speaking~~)
- At least one course (three semester credit hours) in the **Mathematics, Statistics and Logic** area (e.g., Algebra, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic)

A minimum of six semester hours must come from the following three categories, and at least two of the three categories must be represented.

- At least one course (three semester credit hours) in the **Arts and Humanities** area (e.g., Art History, Ethics, History, Literature, Philosophy, Religion, Ethnic or Gender Studies)
- At least one course (three semester credit hours) in the **Social and Behavioral Sciences** area (e.g., Communication, History, Economics, Political Science, Psychology, Sociology)
- At least one course (three semester credit hours) in the **Natural Sciences** area (e.g., Anatomy, Biology, Chemistry, Environmental Science, Physics, Physiology)

~~In order to assure maximum transferability, institutions are strongly encouraged to implement general education programs that include coursework in all five general education categories and to use a three semester hour First Writing course to fulfill the minimum requirement in the English composition and oral communication area.~~

In order to ensure maximum transferability, public institutions are strongly encouraged to implement general education programs that include coursework in all aforementioned general education categories.

Institutions are expected to use approved ~~Ohio Transfer Module (OTM) courses and follow applicable Transfer Assurance Guides (TAGs) when developing general education requirements~~ Ohio Articulation and Transfer Network courses for their applied associate degrees. ~~However, recognizing that the skills needed for some OTM courses in the mathematics and science areas exceed the skills needed for the successful completion of some applied degrees, OTM-approved courses are not required to fulfill the mathematics and science requirements.~~ However, certain applied degrees may utilize an alternative mathematics course if there is a compelling reason to do so.

Associate of Arts (AA) and Associate of Science (AS) Degrees

Consistent with the belief that the AA and AS degrees serve as the first two years of a bachelor's degree and to provide maximum transferability of courses from the associate level to the bachelor's level, the general education component of the A.A. and the AS degrees at Ohio's public institutions must ~~fulfill the institution's Ohio Transfer Module (OTM).~~ align with Ohio Articulation and Transfer policy.

Ohio Transfer 36 ~~Ohio Transfer Module (OTM)~~[18]

The ~~Ohio Transfer Module~~ Ohio Transfer 36 contains 36-40 semester hours of coursework in general education. It is a subset or the complete set of general education requirements at each college or university. In order for general education courses to be a part of an ~~institution's transfer module~~ this transfer component, all coursework is subject to a review by the statewide ~~transfer module~~ Ohio Transfer 36 faculty panels against the Ohio Transfer 36 ~~Module Guidelines and~~ learning outcomes.

Each transfer module must include a minimum of 24 semester hours of approved OTM courses as outlined below:

- At least three semester credit hours in **English Composition ~~and Oral Communication~~** (e.g., First Writing, Second Writing, ~~Public Speaking~~)
- At least three semester credit hours in **Mathematics, Statistics and Logic** (e.g., College Algebra, Pre-Calculus, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic, Quantitative Reasoning)
- At least six semester credit hours in **Arts and Humanities** (e.g., Art History, Ethics, American History, Literature, Philosophy, Religion, Ethnic or Gender Studies)
- At least six semester credit hours in **Social and Behavioral Sciences** (e.g., Anthropology, Economics, Geography, Political Science, Psychology, Sociology)
- At least six semester credit hours in **Natural Sciences** (e.g., Astronomy, Biology, Chemistry, Environmental Science, Geology, Physical Geography, Physics)

~~The additional 12-16 semester credit hours needed to complete the OTM are distributed[19] among the same five categories but may be distributed differently in the Associate of Arts and the Associate of Science degrees. Typically an Associate of Arts degree would include more credit hours in the oral and written communication and arts and humanities areas, while an Associate of Science degree would include more credit hours in the mathematics and science areas.~~

The additional 12-16 semester credit hours needed to complete the Ohio Transfer 36 are distributed among the aforementioned general education categories, including Oral Communication. The credit hours may be distributed differently in the Associate of Arts and the Associate of Science degrees. Typically, an Associate of Arts degree would include more credit hours in the oral and written communication and arts and humanities

[18] The Ohio transfer ~~Module~~ requirements are available on the Articulation and Transfer Policy website. ~~at~~ https://www.ohiohighered.org/transfer/policy

[19] The distributive model outlined above is not meant to discourage institutions from experimenting with thematically clustered or multidisciplinary general education courses. ~~particularly when those courses are approved as OTM or TAG courses.~~

areas, while an Associate of Science degree would include more credit hours in the mathematics and science areas.

Baccalaureate Degrees

For bachelor's degrees (e.g., Bachelor of Arts—BA, Bachelor of Fine Arts—BFA, Bachelor of Music—BM, Bachelor of Science—BS, or Bachelor of Applied Studies—BAS), the minimum general education requirements are the same as for the ~~academic associate~~ Associate of Arts and Associate of Science degrees. However, many baccalaureate programs require general education coursework beyond those minimum expectations, and students may be required to complete additional general education requirements beyond the minimum upon transfer.

General Education Guidelines: Private and Out-of-State Institutions

Applied Associate Degrees

Applied associate degrees (Associate of Applied Business, Associate of Applied Science, and Associate of Technical Studies), must include at least 30 semester hours of non-technical coursework, which includes both general education and applied general education (i.e., "basic") courses. The general education portion of the non-technical coursework must include at least 15 semester credit hours. A minimum of six semester hours must be found in the following two categories:

- At least one course (three semester credit hours) in the **English Composition and Oral Communication** area (e.g., English Composition, Public Speaking)
- At least one course (three semester credit hours) in the **Mathematics, Statistics and Logic** area (e.g., Algebra, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic, Quantitative Reasoning)

A minimum of six semester hours must come from the following three categories, and at least two of the three categories must be represented.

- At least one course (three semester credit hours) in the **Arts, Humanities, Culture and Diversity** area (e.g., Art History, Ethics, American History, Literature, Philosophy, Religion, Ethnic or Gender Studies)
- At least one course (three semester credit hours) in the **Social and Behavioral Sciences** area (e.g., Communication, Economics, Political Science, Psychology, Sociology)
- At least one course (three semester credit hours) in the **Natural Sciences, Technology and Innovation** area (e.g., Anatomy, Biology, Chemistry, Environmental Science, Physics, Physiology)

Associate of Arts (AA) and Associate of Science (AS) Degrees

A.A. and A.S. degrees must include a minimum of 36 semester hours of general education coursework. Each A.A. and A.S. degree must utilize 15 of the required 36 semester credit hours as follows:

- At least one course (three semester credit hours) in **Oral and Written Communication** (English Composition, Public Speaking)
- At least one course (three semester credit hours) in **Mathematics, Statistics and Logic** (College Algebra, Pre-Calculus, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic, Quantitative Reasoning)
- At least one course (three semester credit hours) in **Arts, Humanities, Culture and Diversity** (e.g., History of Art, Dance, Film, Music, or Theater, Ethics, History, Literature, Philosophy, Religion, Ethnic or Gender Studies)
- At least one course (three semester credit hours) in **Social and Behavioral Sciences** (e.g., Communication, Economics, Political Science, Psychology, Sociology)
- At least one course (three semester credit hours) in **Natural Sciences, Technology and Innovation** (e.g., Anatomy, Biology, Chemistry, Environmental Science, Physics, Physiology)

The additional 21 semester credit hours needed to complete the 36 semester credit hour requirement may be distributed[20] differently in the A.A. and A.S. degrees. Typically an A.A. degree would include more credit hours in the oral and written communication and arts and humanities areas, while an A.S. degree would include more credit hours in the mathematics and science areas.

Baccalaureate Degrees

For bachelor's degrees (e.g., Bachelor of Arts—BA, Bachelor of Fine Arts—BFA, Bachelor of Music—BM, Bachelor of Science—BS, or Bachelor of Applied Studies—BAS), the minimum general education requirements are the same as for the academic associate degrees. However, many baccalaureate programs require general education coursework beyond those minimum expectations.

[20] The distributive model outlined above is not meant to discourage institutions from experimenting with thematically clustered or multidisciplinary general education courses.

Appendix D: Institutions Operating As "Bible Colleges" or "Bible Institutes"[21]

An institution that clearly identifies itself in its name with the phrase "bible college" or "bible institute" and has not received a certificate of authorization may confer diplomas and other written evidences of proficiency or achievement other than associate, baccalaureate, master's, and doctoral degrees or any other type of degree and may identify itself as a "bible college" if such institution:

a. Prominently discloses on any transcripts, diplomas, or other written evidences of proficiency or achievement, and includes with any promotional material or other literature intended for the public, the statement: "This institution is not certified by the Chancellor of the Ohio Department of Higher Education or the State of Ohio"
b. Limits its course of instruction to religion, theology, or preparation for a religious vocation, or is operated by a church or religious organization and limits its instruction to preparation for a service to churches or other religious organizations
c. Confers only diplomas and other written evidences of proficiency or achievement that bear titles clearly signifying the religious nature of the instruction offered by the institution

d. Does not use terms such as associate, baccalaureate, master's or doctoral to refer to the evidences of proficiency

[21] Institutions established prior to October 13, 1967, are not required to obtain a certificate of authorization to offer associate, bachelor's, master's and doctoral degrees provided that promotional material or other literature intended for the public includes the following statement: "This institution is not certified by the Chancellor of the Ohio Department of Higher Education or the State of Ohio." Institutions that choose not to obtain a certificate of authorization are not eligible for any program administered by the Ohio Department of Higher Education (e.g., Ohio College Opportunity Grants, Choose Ohio First scholarships, War Orphans Scholarships) or by other agencies that require Ohio Department of Higher Education authorization for participation (e.g., Ohio Department of Education, State of Ohio Board of Nursing).

Appendix E: Required Actions for Institutional Closure

1. When an authorized institution proposes to discontinue its operation, the institution must provide the Chancellor with a Notification of Commitment to Close within 24 hours of the final decision.[~~22~~] Institutions are encouraged to communicate with the Chancellor's staff prior to final decision *(this statement moved from footnote2*). The Notification must include:
   a. Official date of Board of Directors/Board of Trustees action;
   b. Anticipated end date for teaching activity;
   c. Anticipated end date for all operations; and
   d. Verification of notification of all applicable ~~regional, national and specialized/professional~~ accrediting agencies.
2. Following notification, the institution must submit a Closure Plan to the Chancellor no less than 90 days prior to the anticipated end date of teaching. The Plan must include:
   a. A listing of all degrees and degree programs in which students are currently enrolled
   b. A listing of all students in each of the degrees/degree programs
      i. The list shall include the student's name, address, phone number, email address, and estimated graduation date.
      ii. For students who have not yet obtained their licensure or endorsement, the list shall include the student's name, address, phone number, email address for all licensures areas.
   c. A documented plan to ensure that educational obligations are met for all of the currently enrolled students (i.e., a "teach out" plan)
      i. "Teach out" plans may be completed by the closing institution or by other institutions, as circumstances dictate.
      ii. The Chancellor may approve other authorized or approved institutions to "teach out" students who are enrolled in an institution which ceases operation. An approved "teach out" institution shall:
         - Agree to offer the course of study or a course of study similar to that in which the student was enrolled at the closed institution;
         - Accept any and all academic credit earned by the student at the closed institution;
         - Provide the student the opportunity to complete his/her program at a cost and in a timeframe similar to that which the student would have paid and fulfilled at the closed institution;
      iii. If the closed or closing institution fails to provide an acceptable plan to the Chancellor, the Chancellor's staff may work toward effecting "teach out" arrangements with other authorized or approved institutions.
   d. Submission of any other information or materials requested by the Chancellor's staff

[22] ~~Institutions are encouraged to communicate with the Chancellor's staff prior to a final decision.~~ (move into text above).

3. The institution shall maintain sufficient and qualified faculty, staff and equipment to teach all subjects to all currently enrolled students, regardless of the size of the class, until an approved "teach out" plan has been implemented.
4. The institution must make arrangements with an approved or authorized institution or agency to secure the educational transcripts of its students and must provide the Chancellor with information on how students may access those records in the future.
5. The institution has ensured that appropriate distribution of financial aid to students is in place.
6. ~~The institution must provide evidence that the Ohio State Grants and Scholarships office has been contacted for appropriate dispensation of grants/scholarships and other forms of financial aid.~~

Institutions that close without proper notification to the Chancellor or that fail to comply with closure obligations may have their authorization retroactively revoked by the Chancellor.

Appendix F: SARA Guidelines

For participation in the State Authorization Reciprocity Agreement (SARA), an institution must be approved by ODHE and meet all requirements specified in the SARA Policy Manual. The SARA policy manual can be found on the NC-SARA website. ORC 3333.171 and OAC 3333-1-13.1 contain additional policy on SARA participation. Institutions should contact the ODHE program approval area for additional information on SARA.

~~A. Responsibilities of the Chancellor of the Ohio Department of Higher Education~~

~~a. Consistent with State Authorization Reciprocity Agreement (herein after "SARA") requirements, the Chancellor, or his or her designee, will perform the following duties:~~

~~i. Serve as the primary point of contact for Ohio institutions participating in SARA for any issues that may arise between the institutions and other SARA member states;~~

~~ii. Serve as the point of contact for all other SARA member states and their agencies for questions about SARA within Ohio;~~

~~iii. Determine whether an Ohio institution is eligible for participation in SARA, and lead any investigations regarding whether an institution is in compliance with~~

~~SARA rules and policies; iv. Serve as the contact point for complaints about any institution in the state that are operating under SARA;~~

v. ~~Work cooperatively with other SARA states, regional compacts and NC-SARA to enable the success of the initiative; and~~

vi. ~~Follow up on requests for information or investigations from the SARA member states or any SARA regional or national office, providing such data or reports as are required.~~

~~b. The Chancellor will require each Ohio applicant institution to apply for state approval using the standard SARA institutional application, including the agreement to operate under the Council of Regional Accrediting Commissions guidelines.~~

~~c. The Chancellor will review renewal applications for participation in SARA on an annual basis.~~

~~d. The Chancellor will approve, in an administrative rule, an annual fee schedule that provides sufficient funds to cover the administrative costs for oversight of SARA.~~

~~e. The Chancellor will verify institutional accreditation by an accrediting body recognized by the U.S. Department of Education. Such accreditation is considered by the Chancellor to be sufficient initial evidence of academic quality for approving institutions for participation in SARA.~~

~~f. The Chancellor will accept applications from accredited degree-granting institutions of all sectors. Applications are approved based on the same criteria regardless of the sector.~~

~~g. For non-public institutions, the Chancellor will accept an institutional federal financial responsibility rating of 1.5 or above as sufficient evidence of financial stability to qualify for participation in SARA.~~

~~h. In the event an institution does not participate in federal Title IV financial aid, and therefore has no federal financial responsibility rating, the Chancellor will calculate~~

this rating, using the same or similar formula as is used by the federal government, before allowing an institution to participate in SARA:

i. In the event an institution has a financial responsibility rating of 1.0 to 1.4, the Chancellor will consider the institution for participation in SARA if the institution provides one of the following:

1. Evidence indicating that the institution is still eligible to receive Title IV funding, or
2. Evidence indicating that the institution's Senate Bill 6 ratio is above 1.75 for the past two years (see ohiohighered.org for more information on the Senate Bill 6 ratio calculations), or
3. A performance bond or irrevocable letter of credit in the amount equivalent to the unearned tuition of students served under SARA.

ii. The Chancellor will not consider an initial or renewal application for participation in SARA from an institution with a financial responsibility rating less than 1.0.

i. In the event of an unanticipated closure or natural disaster impacting a campus, the Chancellor will work with the institution to develop and approve a plan for the protection of student records. All Ohio institutions participating in SARA must agree to provide a comprehensive plan for providing students with opportunities to complete their education program and for preservation of student records upon request from the Chancellor. For further information regarding required actions for institutional closure see Appendix E of this manual.

B. Institutional Responsibilities

a. Ohio institutions seeking participation in SARA must hold proper authorization from Ohio to offer postsecondary education, hold accreditation from an accrediting association recognized by the U.S. Department of Education, and maintain accepted financial responsibility scores.

b. Any Ohio institution operating under SARA that offers courses or programs potentially leading to professional licensure must keep all students and potential students informed as to whether such offerings actually meet state licensing requirements in the states where the student resides. Failure to provide proper notice in one of the two ways listed below invalidates the SARA eligibility of the course or program offered.

i. The institution will notify the applicant or student in writing that the institution has determined the course or program meets the requirements for professional licensure in the state where the applicant or student resides, or,

ii. The institution will notify the applicant or student in writing that the institution cannot confirm the course or program meets requirements for professional licensure in the student's state. The institution must provide the student with current contact information for any applicable licensing boards and advise the student to determine whether the program meets requirements for licensure in the state where the student resides. Such contact information may include, but is not limited to, the current, active website of the applicable licensing board.

iii. An e-mail dedicated solely to this purpose and sent to the student's best known e-mail address meets this requirement. The institution should use other means to notify the student if needed.

c. In order to maintain approval, an institution must agree to:

i. ~~Abide by the Interregional Guidelines for the Evaluation of Distance Education adopted by the Council of Regional Accrediting Commissions, as summarized below.~~

   1. ~~Online learning is appropriate to the institution's mission and purposes.~~
   2. ~~The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.~~
   3. ~~Online learning is incorporated into the institution's system of governance and academic oversight.~~
   4. ~~Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.~~
   5. ~~The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.~~
   6. ~~Faculty responsible for delivering the online learning curricula and evaluating students' success in achieving the online learning goals are appropriately qualified and effectively supported.~~
   7. ~~The institution provides effective student and academic services to support students enrolled in online learning offerings.~~
   8. ~~The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.~~
   9. ~~The institution assures the integrity of its online offerings.~~

ii. ~~Be responsible for the actions of any third-party providers used by the institutions to engage in operations under SARA.~~

iii. ~~Notify the Chancellor of any negative changes to its accreditation status or financial stability.~~

iv. ~~Provide data necessary to monitor SARA activities, as determined by the Chancellor and NC-SARA.~~

v. ~~Submit annual participation fees as appropriate to SARA and the Chancellor.~~

vi. ~~Make the institution and the Chancellor's complaint resolution policies readily available to applicants and students for coursework under SARA provisions. Readily available in this context means published as part of the institution's catalog or student handbook and/or published on the institution's website.~~

vii. ~~Work with the Chancellor to resolve any complaints arising from its students in SARA states and to abide by decisions of the Chancellor. Complaints must follow the institution's customary resolution procedure prior to being referred to the Chancellor under SARA procedures. Under SARA, the Chancellor will not accept complaints more than two years after the incident, complaints regarding grade appeals, or appeals related to student conduct violations. Complaints concerning criminal misconduct should be fi led directly with local law enforcement authorities. Complaints relating to violations of federal law should be fi led directly with the federal agency having jurisdiction over the matter in question.~~

viii. ~~Agree, in cases where the institution cannot fully deliver the instruction for which a student has contracted, to provide a reasonable alternative, as determined by the Chancellor, for delivering the instruction or reasonable financial compensation, as determined by the Chancellor for the education the student did not receive.~~

d. In the event of an unanticipated closure or natural disaster impacting a campus, each institution has an obligation to work with the Chancellor to develop and receive approval of a plan for the protection of student records.

C. Complaint Process

a. If the Chancellor receives a complaint about an Ohio institution under the Chancellor's jurisdiction, the individual who makes the complaint will be contacted by the Chancellor's staff to determine if such person has exhausted the grievance process at the institution.

b. If the person making the complaint has not utilized the institutional remedies avail-able, the individual will be directed to contact the institution to seek resolution. If the institutional grievance process has been completed, the Chancellor will provide appropriate forms to fi le a formal complaint against the institution. These forms will also be made available on the Chancellor's website.

c. The formal complaint must be submitted in writing using the form provided by the Chancellor. The form will be available on the Chancellor's website www.ohiohighered.org. The complaint may be mailed or submitted electronically via e-mail and must include supporting materials as well as documentation verifying institutional remedies have been exhausted. The Chancellor's staff will acknowledge receipt of the formal complaint in writing (e-mail acknowledgment is acceptable).

d. SARA-related complaints that fall within the jurisdiction of the Chancellor will be investigated and resolved as appropriate. SARA applies solely to those complaints resulting from distance education courses offered by Ohio institutions that have been approved for participation in SARA by the Chancellor to students in other SARA states. It does not apply to Ohio residents taking distance education courses inside Ohio. Complaints concerning criminal misconduct will be referred to local law enforcement authorities. Complaints related to violations of federal law will be referred to the federal agency having jurisdiction over the matter in question.

e. Institutions will provide a response to the complaint within ten working days of official notification by the Chancellor.

f. The Chancellor will keep a log of all complaints, record the date received, the name of the individual making the complaint, the institution against which the complaint is made, a brief description of the complaint and the date and nature of its disposition.

g. The Chancellor will promptly report complaints and concerns to the institutions about which the complaint is lodged, the home state SARA portal agency responsible for any such institution and, if appropriate, the relevant accrediting bodies.

i. The Chancellor will ensure all complaints, supporting documentation and logs are securely stored. The Chancellor will report all complaints

Appendix G: Program Approval Forms and Staff Contact Information

General Program Approval Requests

All program approval forms are provided through the program approval electronic process. If a copy of a form is needed before submission, the form can be downloaded from the system.

- ~~Initial authorization and reauthorization~~
- ~~New undergraduate programs at Ohio public colleges and universities~~
- ~~New undergraduate and graduate programs at previously authorized institutions~~
- ~~Requests related to SARA (State Authorization Reciprocity Agreements)~~
- ~~Requests to make changes to existing programs (Change Requests)~~
- ~~Solicitation of Ohio students by out-of-state for-profit institutions~~
- ~~On-ground experiences for students enrolled in out-of-state institutions~~

Information: https://www.ohiohighered.org/academic-program-approval

Contact Information:
Email: **acadproghelp@highered.ohio.gov**
~~Phone: 614-728-3095~~

Educator Licensure and Endorsement Preparation Programs

- ~~Requests for new and continuing programs~~
- ~~Requests to make changes to approved programs (change requests)~~

Information: https://www.highered.ohio.gov/ed-prep

Contact:
~~Email: **mexline@highered.ohio.gov**~~
~~Phone: 614-728-3095~~
Email: edprep@highered.ohio.gov

Graduate Programs at Ohio Public Universities (CCGS)

(and Case Western Reserve University and University of Dayton)

- ~~Requests for new programs~~
- ~~Requests to make changes to approved programs (change requests)~~

Information: **https://ohiohighered.org/ccgs**

Contact Information:
~~Email: **CCGS_Form_Request@highered.ohio.gov**~~
~~Phone: 614-466-0886~~

CCGS institutions should work through the dean of graduate programs at their institution for program approval needs.

Appendix H: Links to Related Documents and Sites – in order to maintain currency on weblinks, please visit the ODHE program approval main page for related links and sites.

Ohio Revised Code

- **Chapter 1713**: Educational corporations and certificates of authorization - http://codes.ohio.gov/orc/1713
- **Chapter 3333**: Ohio Department of Higher Education - http://codes.ohio.gov/orc/3333
  - » **Section 3333.16**: Universal course equivalency classification system for state institutions of higher education - http://codes.ohio.gov/orc/3333.16
  - » **Section 3333.162**: Criteria, policies and procedures for transfer of courses - http://codes.ohio.gov/orc/3333.16
  - » **Section 3333.163**: Standards for college credit based on advanced placement scores - http://codes.ohio.gov/orc/3333.163
- **Section 3354.01**: Community college definitions - http://codes.ohio.gov/orc/3354.01
- **Section 3357.01**: Technical college definitions - http://codes.ohio.gov/orc/3357.01
- **Section 3358.01**: State community college definitions http://codes.ohio.gov/orc/3358.01

Ohio Administrative Code

- **Section 3333-1**: General Provisions - http://codes.ohio.gov/oac/3333-1

Chancellor's Directives

- Signed Directives Archive: https://www.ohiohighered.org/board-of-regents/chancellor/proposed-actions/-directives
- Definition of Semester Credit Hour and Length of Semester Term: https://www.ohiohighered.org/node/1395-pdf

Other Documents and Sites

- Chancellor's Council on Graduate Studies Guidelines: https://www.ohiohighered.org/ccgs

- ~~Inter-University Council (IUC): **http://www.iuc-ohio.org**~~
- ~~Ohio Association of Community Colleges (OACC): **http://www.ohiocommunitycolleges.org**~~
- ~~Association of Independent Colleges and Universities of Ohio (AICUO) **http://www.aicuo.edu/AboutAICUO.html**~~
- ~~Ohio Association of Career Colleges and Schools (OACCS) **http://www.ohiocareercolleges.org**~~
- ~~State Board of Career Colleges and Schools (SBCCS): **http://scr.ohio.gov**~~
- ~~Council for the Accreditation of Educator Preparation (CAEP): **http://caepnet.org**~~
- ~~Ohio Department of Education (ODE) - Information for Teachers: **http://education.ohio.gov/Teachers**~~

Appendix I: Program Approval Records Retention Policy

In adherence to, and in compliance with Ohio Revised Code 149.34 for records management and in accordance with the regulations set forth by the Ohio Department of Administrative Services, the offices of the Ohio Department of Higher Education shall comply in retaining paper files, electronic mail correspondence and electronically scanned documents. A full listing of Ohio Department of Higher Education record retention schedules can be found using the Records Management System (RIMS) on the Department of Administrative Services website, **www.das.ohio.gov**.