

COVER LETTER for Proposals (Programs and Courses)

Each program-offering unit (e.g., department, division, center) should submit a transmittal cover letter to the Office of Academic Affairs that:

- Summarizes college, division, and department / unit level review processes for programs and courses
- Recommends approval
- Lists all current programs in the department / unit (as identified by the University Registrar):
 - a. Undergraduate bachelors degree programs and/or majors
 - b. Undergraduate minors
 - c. Undergraduate associate degree programs
 - d. Graduate degree programs
 - e. Graduate minors
 - f. Graduate certificate programs
 - g. Graduate interdisciplinary specializations
 - h. Professional degree programs
 - i. Combined programs (e.g., BS/MS, Ph.D./ MD)
- Indicates which, if any, program is being withdrawn
- Includes any additional materials required for the college-level program review of programs and courses
- Includes signature from department / unit chair

Quarter to Semester Conversion Template: Programs

This template presents the information that will need to be submitted to the Office of Academic Affairs and reviewed by the Council on Academic Affairs for quarter to semester conversion of programs. An electronic submission process is being developed which will use terminology consistent with the Student Information System [SIS]. This template may be modified based on user feedback.

PROGRAM Proposal (for each PROGRAM being converted)

GENERAL PROGRAM INFORMATION

1. Identify the name of the program (current and proposed names, if different)
2. Identify the degree title (current and proposed names, if different).

3. Identify the academic unit(s) responsible for administrating the program
4. Specify the type of program:
 - a. Undergraduate bachelors degree program or major
 - b. Undergraduate minor
 - c. Undergraduate associate degree program
 - d. Graduate degree program
 - e. Graduate minor
 - f. Graduate certificate program
 - g. Graduate interdisciplinary specialization
 - h. Professional degree program
 - i. Combined program (e.g., BS/MS, Ph.D./ MD)
5. Select the appropriate semester conversion designation (*Note: To aid in the approval process, please self-select which of the following seems more applicable based on your own understanding of what was done*):
 - a. Re-envisioned with significant changes to program goals and/or curricular requirements (e.g., changes in program goals, changes in core requirements, structural changes to tracks / options / courses)
 - b. Converted with minimal changes to program goals and/or curricular requirements (e.g., name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)

PROGRAM REQUIREMENTS*

6. List program learning goals** (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of completion of the program. (*Notes: These should be broad goals, not detailed ones. Depending on one's field or academic discipline, goals are also known by other terms including objectives, outcomes, and competencies. A list of 3 to 10 goals is recommended.*)
7. List the semester courses (department, title, credit hours) that constitute the requirements and other components of the program.

* *Notes: Departments are encouraged to work with their college's curricular associate dean for guidance on how to complete this section. For more information on developing program goals, curricular maps, and assessment plans, contact the University Center for the Advancement of Teaching for consulting services, workshops, and recommended readings <<http://ucat.osu.edu/>>.*

** *Additional notes: This information is strongly recommended but not required for graduate programs at this time. If not submitted now, program goals (item #6) will be required for all graduate degree programs after the semester conversion is accomplished.*

8. Append a current (quarters-based) and proposed (semesters-based) curriculum advising sheet for the program, formatted to meet the unit's standards.

9. Provide a curriculum map** that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended (*see example below*).

	Program Learning Goals			
Required Courses (offered by the unit)	Goal #1	Goal #2	Goal #3	Goal #4, etc.
Course 1	beginning		beginning	
Course 2		beginning	intermediate	beginning
Course 3	intermediate	intermediate	intermediate	
Course 4	advanced			intermediate
Course 5, etc.	advanced	advanced	advanced	advanced
Required Courses (offered outside of the unit)				
Course 1	beginning			beginning
Course 2, etc.			intermediate	
Elective Courses, Tracks, Categories, or Baskets of Courses (may be offered inside or outside of unit)				
Category 1				
Course 1 under Category 1	beginning			
Course 2 under Category 1, etc.		intermediate		
Category 2, etc.				
Course 1 under Category 2	beginning			
Course 2 under Category 2, etc.				intermediate
General Education courses			beginning	

10. Provide a rationale for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. [Word limit: 750]

** *Additional note: This information is strongly recommended but not required for graduate programs at this time.*

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

Program credit hour requirements:	A.) Number of credit hours in current program <i>(Quarter credit hours)</i>	B.) Calculated result for 2/3rds of current quarter credit hours <i>(Multiply the value in column A by 0.667 and round to the nearest tenth of a credit hour)</i>	C.) Number of credit hours required for proposed program <i>(Semester credit hours)</i>
Total credit hours required for completion of program			
Prerequisite credit hours required for admission to program which are not counted toward total hours			
Required credit hours offered by the unit			
Required credit hours offered outside of the unit			
Double counted credit hours that meet two or more requirements (e.g., prerequisites, General Education courses, and/or program requirements)			
Free elective credit hours			

12. Provide a rationale for a change in credit hours if the difference is more than 4 semester credit hours between the values listed in columns B and C for any row in the table above. [Word limit: 500]

TRANSITION POLICY

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

ASSESSMENT CONVERSION*

14. Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar [Word limit: 150]. (*Note: For example, if there are embedded assessments in selected courses, a modified assessment plan may identify the new semester courses which will include testing student attainment of program goals.*) All undergraduate degrees and majors should have an assessment plan on file with the Office of Academic Affairs; preliminary assessment planning (item #15.b. i through iii) is encouraged for all other programs.
15. Indicate, for an undergraduate degree program or major proposal, whether the program has a plan on file with the Office of Academic Affairs (Yes / No). If no, please select and complete one of the following two options:
- a. Submit your assessment plan on the survey form at <http://surveys.studentaffairs.ohio-state.edu/snaponline/surveylogin.asp?k=124535167041UH> using the username and password provided to your college's curricular associate dean in June 2009 (web address and passwords will be updated late spring 2010), or
 - b. Provide a preliminary assessment plan which includes the following:
 - i. Program learning goals (a repeat of the entry from item #6 above)
 - ii. The means the program uses or will use to evaluate how well students are attaining program goals. For some examples, please refer to the following list of Means to Evaluate Achievement of Program Goals (page 6 of template).
 - iii. How the program uses or will use the evaluation data to make evidence-based improvements to the program periodically. For some examples, please refer to the following list of Uses of Assessment Data (page 7 of template).
 - iv. Projected quarter by which the program will submit a full assessment plan using the survey form, to be submitted no later than Summer 2012.

* *Departments are encouraged to work with their college's curricular associate dean for guidance on how to complete this section. For more information on developing assessment plans, contact the University Center for the Advancement of Teaching for consulting services, workshops, and recommended readings <<http://ucat.osu.edu/>>.*

Examples of Means to Evaluate Achievement of Program Goals

(to be used for item # 15.b.ii.)

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

Standardized tests

- National standardized examination
- Certification or licensure examination
- Local comprehensive or proficiency examinations

Classroom assignments

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

Evaluation of a body of work produced by the student

- Practicum, internship or research evaluation of student work
- Portfolio evaluation of student work
- Senior thesis or major product
- Capstone course reports, papers, or presentations
- Performances or gallery display of work

Direct assessment methods specifically applicable to graduate programs (Note: other tools listed above may also be used for evaluating student attainment of learning goals in graduate programs)

- Candidacy exams
- Research proposals written and grants awarded
- Thesis / dissertation oral defense and/or other oral presentations
- Thesis / dissertation (written document)
- Publications

Other - specify

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

Surveys and Interviews

- Student survey
- Alumni survey
- Employer feedback or survey
- Student evaluation of instruction
- Student interviews or focus groups

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- Student or alumni honors/recognition achieved
- Peer review of program
- External program review
- Curriculum or syllabus review
- Grade review
- Outreach participation
- Comparison or benchmarking

Other - specify

Examples of Uses of Assessment Data (to be used for item # 15.b.iii.)

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