GAAC Internal Joint Degree ("Jointly-Conferred") Degree Program Form

Institution	Saint Louis University
Academic Level:	☒ Post-Baccalaureate (includes all graduate and professional programs)
Requesting College/School/Center	Arts and Sciences
Requesting Department(s)	Health Care Ethics and Philosophy
Home Department and College:	Health Care Ethics and Philosophy, Arts and Sciences
Program Title/Area of Study:	**Examples:** English, Biology, Business Philosophy and Bioethics
Effective Date of Proposed Program	☒ Fall 2020 ☐ Spring ☐ Summer ☐ Other
	Signatures
Department Chairs	*(signatures)*
College/School/Center Curriculum Committee Chair	*(signature)*
College/School/Center Dean	*(signature)*
Associate Provost	
Provost	
Other *(if applicable)*	

Note: You are strongly encouraged to work with the University Assessment Coordinator as you develop this portion of the proposal. The University Assessment Coordinator can help you establish appropriate student learning outcomes, methods for measuring student progress and using the data to inform program improvement, and assist with all facets of academic assessment.

6.1   **Student Learning Outcomes Assessment Plan**
Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program-level learning outcomes. Note that results of evaluations of student performance against each learning outcome identified below will be reviewed as part of all college/school/center-level and University-level program reviews.

Program-Level Student Learning Outcomes	Evaluation Method	Use of Assessment Data
What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to <u>achieve and demonstrate</u> upon completion of the program?	*How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?* *Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.* *Describe any use of <u>indirect</u> measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.*	*How and when will student performance data be analyzed and then used to "close the assessment loop" and inform **<u>program improvement</u>**? How will you document that?*
EXAMPLE: 1. Demonstrate a thorough understanding of ethical problems being addressed in an individual case or class of cases.	*EXAMPLE:* ***Direct Measures:*** 1. *The following courses in the program specifically require formal case analyses designed to elicit direct evidence of student development toward this outcome: BUS 500, BUS 522, BUS 600* 2. *Embedded in the mid-term and final exams in certain required courses (BUS 550, MGMT 503, BUS 650) will be questions designed specifically to provide data enabling faculty and program administrators to evaluate student progress toward this outcome.* ***Indirect Measures*** 1. *End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome.* 2. *Alumni surveys (administered one and five post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome, and will particularly focus on how the program has impacted professional competency.*	*EXAMPLE:* *Assessment results will be analyzed annually against a standard rubric by the program director and a small team of faculty; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation.* *Reviews of the impact of any such program changes will also be conducted annually, and the records of those reviews will be maintained by our department assessment coordinator.*

1. Demonstrates in-depth knowledge of foundational philosophical theories and methodologies, historical and contemporary, that inform scholarly analysis of issues in bioethics.	**Direct Measures:** *The following courses in the program are specifically designed to elicit direct evidence of student development toward this outcome: HCE 6010, HCE 6050.* *An oral comprehensive exam, administered by a panel of five faculty members representative of both departments, requires students to demonstrate overall achievement of this outcome.*	Instructors of HCE 6010 and 6050, and comprehensive exam committee members, will measure student work against a rubric for this outcome and send the rubrics to the joint program committee comprising each department's Graduate Program Directors, Department Chairs, and any faculty members with joint or secondary appointments in both departments. The joint program committee will review the results annually looking for patterns of success and failure and consider possible way to improve the program in light of these patterns.
2. Demonstrates proficiency in formulating original normative philosophical arguments.	**Direct Measures:** *Each course in the program elicits direct evidence of student development toward this outcome with end-of-semester term papers serving as a standard evaluation tool for graduate seminars.* *A dissertation prospectus, evaluated by a panel of five faculty members representative of both departments, requires students to demonstrate overall achievement of this outcome.* *A written and orally defended dissertation, evaluated by at least three faculty members representative of both departments, requires students to demonstrate overall achievement of this outcome.*	The Graduate Program Directors for each department will collect and share with each other and their respective faculties aggregated results of course performance, prospectus evaluations, and dissertation defenses, looking for patterns of overall success as well as specific areas of relative strength or weakness. These results will be discussed annually by a joint program committee comprising each department's Graduate Program Directors, Department Chairs, and any faculty members with joint or secondary appointments in both departments.
3. Demonstrates proficiency in combining philosophical theories, concepts, or methodologies with those of other disciplines in order to address practical ethical issues that arise in health care contexts.	**Direct Measures:** *The following courses in the program are specifically designed to elicit direct evidence of student development toward this outcome: HCE 6020, HCE 6040, HCE 6130, HCE 6150. The instructors for these courses evaluate each student's normative term papers, practicum projects, or mediation skills in role-play scenarios.* **Indirect Measures:** *Ongoing feedback from on-site practicum supervisors will be solicited by the course instructor.* *.*	The HCE Graduate Program Director will collect and share with the HCE faculty aggregated results of practicum performance, looking for patterns of overall success as well as specific areas of relative strength or weakness. These results will be discussed annually by a joint program committee comprising each department's Graduate Program Directors, Department Chairs, and any faculty members with joint or secondary appointments in both departments.

4. Demonstrates ability to conceptualize, develop, and bring to successful completion an original, sustained, and coherent independent research project that contributes to both the fields of philosophy and bioethics.	**Direct Measures:** *A dissertation prospectus, evaluated by a panel of five faculty members representative of both departments, requires students to demonstrate overall achievement of this outcome.* *A written and orally defended dissertation, evaluated by at least three faculty members representative of both departments, requires students to demonstrate overall achievement of this outcome.* **Indirect Measures:** *Additional publications or conference presentations during the student's course of study.*	The Graduate Program Directors for each department will determine the number of successful and unsuccessful dissertation attempts (successful= passing the dissertation defense, or completing satisfactory dissertation research within the expected timeline, as assessed by the student's mentor) and present a report to their respective faculties and the joint program committee annually for discussion. Patterns of unsatisfactory performance will be examined and curricular changes aimed at improving outcomes will discussed.

6.2   Curriculum Mapping

Courses should contribute to student achievement of the program learning outcomes detailed above. Sequencing should be intentional and complementary, allowing for the development of curricular content at multiple levels and the application and demonstration of student understanding and skills at multiple levels. Accordingly, complete the two curriculum maps below, indicating the course(s) in which each learning outcome is intentionally addressed and at particular levels of intellectual complexity and rigor, using the level indicators* provided below. ***Depending on the nature of the proposed program, the levels may seem more or less appropriate. Without veering from the spirit of the exercise, you may adapt the levels as deemed appropriate.***

Level I	Level II	Level III
▪ *Knowledge & Comprehension:* Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words.	▪ *Application:* Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations. ▪ *Analysis:* Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences.	▪ *Synthesis:* Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. ▪ *Evaluation:* Make judgments about the value of ideas or materials.

Note: When you first complete the curriculum maps, you may see that certain outcomes are not addressed in any developmentally-appropriate sequence, or that a particular outcome might not be addressed substantially enough; you might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of any outcome. You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes. The result of that exercise should be a final curriculum map presented below when you submit your proposal to UAAC.

Courses Offered by Program 1 of the Proposed Joint Degree Program:

Major or Minor Student Learning Outcomes	HCE 6010	HCE 6020	HCE 6040	HCE 6050	HCE 6110	HCE 6120	HCE 6130	HCE 6140	HCE 6150	HCE 6990
Example: Outcome #1	1	1	1, 2	2	2	2		3	3	2
Outcome #1	1,2			1,2						3
Outcome #2	1,2	1,2	1,2	1,2				1,2		3
Outcome #3		1,2	1,2		1	1	1,2		1,2	
Outcome #4										1,2,3

Courses Offered by Program 2 of the Proposed Joint Degree Program:

Major or Minor Student Learning Outcomes	PHIL 6220	History of PHIL Courses	Topics in PHIL Courses	PHIL 6990
Example: Outcome #1	1	1	1, 2	2
Outcome #1	1,2	1,2	1,2	3
Outcome #2		1,2	1,2	3
Outcome #4				1,2,3

Program Courses Offered by Other Departments: N/A

* Adapted from Bloom's Taxonomy (1965)