GAAC Internal Joint Degree (“Jointly-Conferred”)Program Form

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| --- | --- |
| **Institution** | Saint Louis University |
| **Academic Level:** | ⌧ Post-Baccalaureate (includes all graduate and professional programs) |
| **Requesting College/School/Center** |  |
| **Requesting Department(s)** |  |
| **Home Department and College:** |  |
| **Program Title/Area of Study:** | ***Examples:*** *English, Biology, Business* |
| **Effective Date of Proposed Program** | Fall  Spring  Summer  Other |
|  | **Signatures** |
| **Department Chairs** |  |
| **College/School/Center Curriculum Committee Chair** |  |
| **College/School/Center Dean** |  |
| **Associate Provost** |  |
| **Provost** |  |
| **Other *(if applicable)*** |  |

**Definition**

**Internal Joint Degree (“Jointly-Conferred”)**

An internal joint degree is a single academic award conferred by Saint Louis University that is comprised of courses from two post-baccalaureate programs at Saint Louis University.  Students are required to take at least 40% of their courses from each of the two programs.  Diplomas for internal jointly conferred degrees feature both Colleges/Schools/Centers.

**1.0 Proposal Summary**

1.1 Summarize (in about 250 words) the proposal, briefly addressing: educational outcomes, curriculum, course articulation across participating programs, and target student audiences.

**2.0 Need**

2.1 Describe why the proposed combination of academic degree programs is important from an educational perspective. Detail any specific educational and professional benefits that accrue to individuals who complete the internal joint degreeprogram in contrast to those who might complete both degree programs separately.

2.2 How does the proposed program directly advance SLU’s Catholic, Jesuit mission?

**3.0 Program Administration**

3.1 Describe admission requirements for the internal joint degree program that differ from those in effect for the participating programs.

3.2 Detail any mentoring or academic advising needs/requirements that differ from those in the participating program(s).

3.3 Confirm that the proposal has been reviewed by the University Registrars of participating institutions (and/or appropriate international offices) and that related issues and concerns (e.g. system configuration, curriculum requirements, transfer course articulation, course availability/available seats, course sequencing, pre-requisites, classroom availability, etc.) have been satisfactorily addressed.

**4.0 University Resources**

4.1 It is assumed that, because the individual SLU degree programs participating in the proposed internal joint degree program exist, no additional resources (faculty, administrators, program funding, etc.) will be necessary. If any additional resources will be required for the proposed internal joint degree program within five years of its approval, please explain below and contact the Assistant VP for Finance in the Office of Academic Affairs for more information.

4.2 If this proposal is approved and the internal joint degree program enacted, will any existing courses or programs be discontinued, or be offered less frequently?

**5.0 Pedagogy / Curriculum / Academic Requirements**

5.1 Use the table in Appendix A to detail all course requirements for both participating degree programs.

5.2 Use the table in Appendix B to detail a typical sequence of study for a student in the proposed internal joint degree program.

5.3 Describe the curricular logic driving the selection and timing of courses and other requirements. Would a “joint degree” student experience academic content in either of the two participating programs any differently than would a student taking courses in both programs but not as part of the joint degree program? Are these curricular elements taught and sequenced to complement and augment each other? If so, explain how and why.

**6.0 Student Learning Outcomes and Assessment Plan**

***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**  *What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to achieve and demonstrate upon completion of the program?* | **Evaluation Method**  *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 direct measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.*  *Describe any use of indirect 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.* | **Use of Assessment Data**  *How and when will student performance data be analyzed and then used to “close the assessment loop” and inform* ***program improvement****? 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. Click or tap here to enter text. | **Direct Measures:**  **Indirect Measures:** | Click or tap here to enter text. |
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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** | **DEPT 501** | **DEPT 502** | **DEPT 503** | **DEPT 504** | **DEPT 505** | **DEPT 506** | **DEPT 507** | **DEPT 508** | **DEPT 509** | **DEPT 510** | **DEPT 511** |
| ***Example: Outcome #1*** | ***1*** | ***1*** | ***1, 2*** | ***2*** | ***2*** | ***2*** |  | ***3*** | ***3*** | ***2*** | ***2, 3*** |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Major or Minor**  **Student Learning Outcomes** | **DEPT 501** | **DEPT 502** | **DEPT 503** | **DEPT 504** | **DEPT 505** | **DEPT 506** | **DEPT 507** | **DEPT 508** | **DEPT 509** | **DEPT 510** | **DEPT 511** |
| ***Example: Outcome #1*** | ***1*** | ***1*** | ***1, 2*** | ***2*** | ***2*** | ***2*** |  | ***3*** | ***3*** | ***2*** | ***2, 3*** |
|  |  |  |  |  |  |  |  |  |  |  |  |
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**Program Courses Offered by Other Departments:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Major or Minor**  **Student Learning Outcomes** | **DEPT 400** | **DEPT 410** | **DEPT 420** | **DEPT 430** | **DEPT 440** | **DEPT 450** | **DEPT 460** |
| ***Example: Outcome #1*** | ***1*** | ***2*** | ***1*** |  | ***2, 3*** |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

\* Adapted from Bloom’s Taxonomy (1965)

**7.0 Additional Goals and Assessment Plan**

7.1 Detail any additional program goals (other than learning outcomes) – e.g., student retention and graduation rates, program rankings, faculty productivity, etc. — and specific annual performance targets. Additionally, summarize assessment methods for measuring progress. Performance toward each target noted will be evaluated as part of all program reviews.

*(enter response here)*

**8.0 ACCREDITATION**

8.1 Is there some form of regional, national or international disciplinary/specialized accreditation available for the proposed program? If so, what is the name of the accreditor/accrediting agency? Do you plan to seek this accreditation? Detail the benefits and drawbacks of both a) being accredited and b) not being accredited by the aforementioned agency. Does accreditation “make or break” SLU’s successful offering of this program? Explain why or why not.

*(enter response here)*

**9.0 Enrollment Expectations**

9.1 In the table below, record enrollment projections of students in each category for the first five years of the proposed program.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Enrollment Categories** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| FTE\* of students new to SLU who would not have come to SLU without this program |  |  |  |  |  |
| *Full-time students only* |  |  |  |  |  |
| *Part-time students only* |  |  |  |  |  |
| FTE\* of students new to SLU who would likely have come to SLU anyway (to complete one or both of the programs participating in the dual degree program), but will now choose the joint degree program option. |  |  |  |  |  |
| *Full-time students only* |  |  |  |  |  |
| *Part-time students only* |  |  |  |  |  |
|  |  |  |  |  |  |
| Total FTE\* for each year |  |  |  |  |  |

*\* FTE is “Full-Time Equivalent”, calculated as the number of all full-time students plus 1/3 of all part-time students*

9.2 Describe the internal and external marketing and recruitment plans designed to garner the projected enrollments.

**Appendix A: Curriculum – Course Requirements for Both Participating Degree Programs**

|  |  |
| --- | --- |
| **Program One Course Requirements** | **Program Two Course Requirements** |
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**Appendix B: Typical Sequence of Courses**

In the table below, record the courses typically taken in each term of the proposed program. Identify which institution/academic unit is responsible for each course to clarify the sequencing of courses across the two participating programs.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Fall** | **Spring** | **Summer *(if applicable)*** | **Total Annual Credits Earned** |
| One |  |  |  |  |
| Two |  |  |  |  |
| Three |  |  |  |  |
| Four |  |  |  |  |

May 2023**M**