New Certificate Program Proposal Form & Instructions

*(for both UAAC & GAAC)*

# General Instructions:

1. All proposals to create new undergraduate and graduate-level credit-bearing academic certificate programs must be submitted to the appropriate University-wide curriculum committee (either UAAC or GAAC) for its recommendation to the governing vice president(s). The chart below details all the stages of approval for such certificates:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Department Approval** | **College/School Approval** | **UAAC/GAAC**  **Approval** | **CADD Rec** | **VP**  **Approval** | **HLC Accreditor Approval** | **U.S. DOE** **Approval for Financial Aid** |
| **New Certificate** |  |  |  |  |  |  |  |

***HLC Accreditation Approval***

*Approval from our institutional accrediting agency, the Higher Learning Commission, is necessary for 1) new programs at degree levels SLU is not currently authorized to offer; 2) all new distance learning programs; 3) most new and existing programs proposed to be offered offsite in MO and out of state; and 4) all new programs requiring substantial financial investment or reallocation. Note that the HLC will, in most cases, not consider a new program proposal until it has been fully approved by all necessary campus parties. Accordingly,* ***when reviewing the timelines below, please add at least six months to the process when HLC approval is necessary****. Contact SLU’s HLC liaison in the Office of the Provost for details.*

***U.S. Department of Education Approval***

*Special approval from the U.S. Department of Education is necessary for any certificate program to be “Title IV-*

*eligible” – which means that students in the program are eligible for federal financial aid (Pell Grants, low- and deferred-interest student loans, etc.). Contact SLU’s HLC liaison in the Office of the Provost or more information.*

1. To be considered by UAAC/GAAC, ***all proposals requiring any new financial resources in the first five years of operation must be submitted according to the timeline detailed below***. The timeline ensures that deliberation of such proposals is coordinated with the University’s academic planning and budget processes/cycles.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Proposed Start Term** | **Proposal Submitted to UAAC/GAAC by…** | **UAAC/GAAC** **Recommendation** **for Approval by…** | **CADD Recommendation for Approval by…** | **VP Recommendation for Approval by…** | **HLC Approval by…** | **U.S. DOE**  **Approval for** **Financial Aid by…** |
| **Fall 2020** | February 2019 | May 2019 | June 2019  JuneJHun | September 2019 | December 2019 | March 2020 |
| **Fall 2021** | February 2020 | May 2020 | June 2020 | September 2020 | December 2020 | March 2021 |

***Proposals NOT requiring any new financial resources in their first five years of operation*** may submit proposals according to the following timeline:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Proposed Start Term** | **Proposal Submitted to UAAC/GAAC by…** | **UAAC/GAAC** **Recommendation** **for Approval by…** | **CADD Recommendation for Approval by…** | **VP Recommendation for Approval by…** | **HLC Approval by…** | **U.S. DOE**  **Approval for** **Financial Aid by…** |
| **Fall 2020** | September 2019 | November 2019 | November 2019 | December 2019 | February2019 | May 2020 |
| **Fall 2021** | September 2020 | November 2020 | November 2020 | December 2020 | February2020 | May 2021 |
| **Fall 2022** | September 2021 | November 2021 | November 2021 | December 2021 | February2021 | May 2022 |

Exceptions to these UAAC/GAAC submission timelines must be approved in advance by the Provost.

1. To be considered by UAAC/GAAC, all academic program proposals must be approved first by the appropriate academic department and college/school/center via their established policies and procedures. Approval must include the dean’s commitment to fund the proposed program from existing college/school/center/ resources or the dean’s commitment to make the program’s funding request a priority in the next budget development cycle.
2. All proposals for UAAC/GAAC consideration must be submitted using an approved proposal form. **Before beginning to fill out the form, you are strongly encouraged to contact the UAAC/GAAC Chair for assistance and guidance**. She/he can explain particular questions, clarify documentation needs, and provide tips that will aid in the development of the program proposal.
3. Proposals and all attachments, supporting documents/letters, etc., are to be submitted directly to the UAAC/GAAC Chair ***as a single PDF and a single Word document***. If you need assistance, please contact the UAAC/GAAC Chair.
4. ***Important:*** *Academic programs that lead to external, non-SLU certification (e.g. a national professional association’s certificate, or a state board of education teaching certificate) are not “certificate programs” at SLU. In other words, “certificate programs” are only those that result in SLU itself issuing a formal academic award called a “certificate.” For clarification on this issue, contact the Office of the Provost.*

UAAC & GAAC Proposal for a New Certificate Program

Requesting College(s)/School(s)/Center(s):

Requesting Department(s):

|  |  |
| --- | --- |
| **Academic Award:** | Certificate |
| **Academic Level:** | Undergraduate Graduate  *(includes all Post-Baccalaureate, Post-Master’s, Post-Doctoral and Professional certificate programs)* |
| **Title:** | Certificate in |
| **Program Start Term** | Fall Spring Summer Other |

|  |  |  |
| --- | --- | --- |
| **SLU Approval Authority** | **Signature** | **Date** |
| Department Chair |  |  |
| College/School/Center Curriculum Committee Chair |  |  |
| College/School/Center Dean |  |  |
| Chair, UAAC/GAAC |  |  |
| Council of Academic Deans and Directors |  |  |
| Provost |  |  |
| Chair, Academic Affairs Committee of the University Board of Trustees | *Not Needed* | *n/a* |
| Chair, University Board of Trustees | *Not Needed* | *n/a* |

HLC Approval Date:

U.S. Department of Education Title IV Eligibility Approval Date:

# Definitions

A **certificate** (credit-bearing) is a formal academic award (as defined by the U.S. Department of Education) conferred by the University upon the successful completion of all requirements of a certificate program at either the undergraduate or graduate academic level. *[Note: SLU confers two formal awards: certificates and degrees. Certificates are ceremoniously recognized by a formal Certificate of Completion; like all diplomas earned for completion of degrees, certificates are issued only by the University via the Office of the Registrar.*

***Certificate Programs*** (credit-bearing) are formal, coherent and finite academic programs comprised of 15-60 semester hours of credit. Credit certificate programs:

* + are Title IV funding-eligible
  + are, per U.S. Department of Education requirements, intended to “prepare students for gainful employment in a recognized occupation” as designated by one or more U.S. Dept. of Labor SOC codes. (Rates of student attainment of employment in SOC-designated occupations must be published annually and may be used by the U.S. Department of Education to determine eligibility for Title IV funding (i.e. eligibility for federal grants and loans to be awarded to students in the program.))
  + are designed by a department, college, school or other unit authorized to offer degree and certificate programs
  + are comprised primarily of courses but may also include non-course curricular requirements (such as completion of portfolios, engagement in academic assessments or testing, etc.)
  + are independent curricular entities, and may be taken both by degree-seeking students at SLU and non- degree-seeking students (in other words, *all* certificates must be able to be taken as “stand-alone” programs)

o credit earned via a certificate program may, at the discretion of a given SLU college/school/center, also be used to complete requirements of a degree program

* + are identified on a student’s transcript as independent academic programs

**1.0 NEED**

* 1. Why does our region/nation/world need students educated via the proposed program – now and for the foreseeable future? Clarify the type of student population(s) (traditional age vs. non-traditional/adult, resident/commuter vs. online, etc.) to which the program is targeted.
  2. What is the relationship between SLU’s Catholic, Jesuit educational heritage and mission and the proposed program? In what ways does this program distinguish SLU among institutions benchmarked for excellence in the academic field?
  3. Federal Bureau of Labor Statistics classifies occupations according to its Standard Occupational Classification (SOC) codes. Using information found at the links below, provide up to three SOC codes via which the proposed academic program could be classified. If no SOC code(s) seem appropriate, please explain why below. *If you have any questions about SOC codes, or need help in determining the most appropriate SOC codes for the proposed program, please contact Ryan Klotz, the Director of Enrollment Analytics and Territory Development (EATD) in the Office of Enrollment and Retention Management at x7375 or* [ryan.klotz@slu.edu](mailto:ryan.klotz@slu.edu)

SOC codes by category/number: [**http://www.bls.gov/soc/soc\_structure\_2010.pdf**](http://www.bls.gov/soc/soc_structure_2010.pdf)

SOC codes by alpha: [**http://www.bls.gov/soc/2010/soc\_alph.htm**](http://www.bls.gov/soc/2010/soc_alph.htm)

SOC Codes for proposed program:

1)

2)

3)

* 1. Describe the nature and level of involvement of any external entities (corporations, chambers of commerce, government departments) with which you have collaborated to determine the occupational need for the proposed certificate. *This information is required by the U.S. Department of Education for all new certificate program requests.*
  2. Solicit from the Director of Enrollment Analytics and Territory Development in SLU’s Office of Enrollment and Retention Management (ERM) a formal market analysis and attach a copy of the report to this proposal. Inform them of any pre-established corporate or other populations for which the program is designed. Please allow ERM at least three weeks to conduct analysis and prepare their report.

*Note: Typically, this report will detail available student demand/interest data; national and target-market specific employment data for graduates (based on SOC codes provided above); similar programs offered by University-wide and program-specific benchmark institutions; comparative benchmark enrollment data; and an enrollment outlook summary informed by the market analysis and input from the Office of Admission.*

* 1. Address all potential points of curricular overlap/duplication/competition that adoption of this proposal might produce here at SLU, and explain why such overlap/duplication/competition should not preclude proposal approval. Solicit and attach statements (of either support or concern) from all department chairs and/or deans of programs potentially impacted.
  2. Detail how this program impacts and meets the needs of Madrid Campus students, including those who complete their degree requirements in Madrid and those who complete their requirements in St. Louis. Address course sequencing, course articulation with Madrid campus curricula, etc.
  3. Detail how this program intentionally facilitates study abroad in Madrid and at other SLU-approved locations for students otherwise enrolled at the St. Louis campus.

**2.0 PROGRAM ADMINISTRATION**

* 1. Detail any specific admission requirements that differ from those already in place in the college/school/center in which the proposed program will be offered.
  2. Detail any academic advising needs or requirements that differ from those for other programs in the college/school/center in which the proposed program will be offered. Confirm with the Undergraduate Academic Advising Leadership Team that related issues and concerns have been addressed.
  3. Confirm that the proposal has been reviewed by the University Registrar and that related issues and concerns (e.g., system configuration, curriculum requirements, course availability/available seats, course sequencing, pre-requisites, classroom availability, etc.) have been addressed satisfactorily.
  4. Detail any mentoring needs/requirements that differ from those for other programs in the college/school/center in which the proposed program will be offered. Confirm that the proposal has been reviewed by the appropriate college/school mentoring coordinator or committee and that mentoring- related issues and concerns have been satisfactorily addressed.
  5. Detail the administrative structure for the program, indicating if any additional staffing will be required within five years. Consider support functions, internship/clinical experience placement and coordination, etc.
  6. Does this proposal necessitate and include the creation (either immediately or within five years) of a new academic department, or significant modification of an existing one(s)? If so, explain.

**3.0 PEDAGOGY / CURRICULUM / ACADEMIC REQUIREMENTS**

* 1. Describe the educational delivery method(s) of the program (e.g., face-to-face, distance/web, hybrid) and the pedagogical rationale for that method(s) considering the student population(s) you intend to serve.
  2. Use the table in Appendix A to detail all course requirements for the program.
  3. Use the Table in Appendix B to describe all non-course program requirements (e.g., residency requirements, proficiency requirements, information literacy requirements, portfolio requirements, examination requirements, entering/continuing/graduating GPA requirements, etc.).
  4. Describe the curricular logic driving the selection and timing of courses and other requirements. Are these various curricular elements intentionally taught and sequenced to complement and augment each other? If so, explain how and why. *This logic will also be addressed in Section 5.3*.
  5. How does the curriculum and program structure compare with that of similar programs offered by competitor and/or benchmark institutions? Explain the rationale for either similarity or distinctiveness.
  6. The U.S. Department of Education’s “Classification of Instructional Programs” is a taxonomic scheme that supports the tracking and reporting of academic fields of study and enrollment in/completion of all programs. Accordingly, all SLU academic programs must be assigned a CIP code. Please utilize the “CIP Selector” located on the following webpage to select the appropriate six-digit CIP code and description for the proposed program: <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Enter that code and description below (e.g. ***52.0305 Accounting and Business/Management***)

*If you have any questions about CIP codes, or need help in determining the most appropriate CIP code for the*

*proposed program, please contact the Office of the University Registrar at x72269 or registrar@slu.edu.*

**4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN**

***Note: You are strongly encouraged to work with the University Assessment Coordinator (977-4189 or thatcherk@slu.edu) 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.***

4.1 **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.* |
|  | **Direct Measures:**  **Indirect Measures:** |  |
|  | **Direct Measures:**  **Indirect Measures:** |  |
|  | **Direct Measures:**  **Indirect Measures:** |  |
|  | **Direct Measures:**  **Indirect Measures:** |  |
|  | **Direct Measures:**  **Indirect Measures:** |  |

**4.2** **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 Home Department of Proposed Major or Minor:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Major or Minor**  **Student Learning Outcomes** | **DEPT 101** | **DEPT 102** | **DEPT 203** | **DEPT 204** | **DEPT 205** | **DEPT 206** | **DEPT 307** | **DEPT 308** | **DEPT 309** | **DEPT 410** | **DEPT 411** |
| ***Example: Outcome #1*** | ***1*** | ***1*** | ***1, 2*** | ***2*** | ***2*** | ***2*** |  | ***3*** | ***3*** | ***2*** | ***2, 3*** |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**Program Courses Offered by Other Departments:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Major or MInor**  **Student Learning Outcomes** | **DEPT 100** | **DEPT 110** | **DEPT 220** | **DEPT 230** | **DEPT 340** | **DEPT 350** | **DEPT360** |
| ***Example: Outcome #1*** | ***1*** | ***2*** | ***1*** |  | ***2, 3*** |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

\* Adapted from Bloom’s Taxonomy (1965)

**5.0 Additional Goals and Assessment Plan**

5.1 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)*

**6.0 Accreditation**

6.1 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)*

# 7.0 University Resources

* 1. Does the curriculum of the proposed program require student enrollment in courses or other academic resources from departments other than the department(s) offering this proposal? If so, document support from all affected departments, and confirmation that resolutions to any related concerns have been reached (and how).
  2. Summarize the library resources needed for the successful conduct of this program. Solicit from the Assistant Vice President for University Libraries a formal review of available and needed resources (complete with cost estimates), and attach a copy of her/his report. Please allow the Library staff at least three weeks to conduct analysis and prepare their report.
  3. Describe any information technology resources needed for the successful conduct of this program (special software, hardware, related equipment, special IT support, etc.). Solicit from the Office of the Vice President for Information Technology a formal review of available and needed resources (complete with cost estimates), and attach a copy of her/his report. Please allow the IT staff at least three weeks to conduct analysis and prepare their report.
  4. Describe any additional equipment, facilities or other University resources needed for the conduct of this program in the first five years of operation, including cost estimates.

**8.0 BUSINESS PLAN**

**Please note: Newly approved programs will be evaluated for performance after five years from program launch. A final recommendation for either program closure or program continuation will be issued by UAAC/GAAC at this point in time.**

* 1. In the table below, record enrollment projections of students in each category for the first five years.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Enrollment Categories** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| FTE\* of first-time, first-year students new to SLU who would not have come to SLU without this program |  |  |  |  |  |
| *Breakout of full-time students only* |  |  |  |  |  |
| *Breakout of part-time students only* |  |  |  |  |  |
| FTE\* of first-time, first-year students new to SLU who would’ve likely come to SLU anyway, but will now choose this program |  |  |  |  |  |
| *Breakout of full-time students only* |  |  |  |  |  |
| *Breakout of part-time students only* |  |  |  |  |  |
| FTE\* of transfer students new to SLU |  |  |  |  |  |
| *Breakout of full-time students only* |  |  |  |  |  |
| *Breakout of part-time students only* |  |  |  |  |  |
| FTE\* of current SLU students who transfer into the proposed program |  |  |  |  |  |
|  |  |  |  |  |  |
| FTE\* of Continuing/Retained Students Each Year |  |  |  |  |  |
|  |  |  |  |  |  |
| 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*

* 1. Describe the internal and external marketing and recruitment plans designed to garner the enrollments projected above.
  2. In light of projected enrollment, list any additional faculty and administrative staff needed within the next five years beyond those currently employed at SLU (either in the department offering this proposal or in another SLU department). If a specific academic rank is required at the point of hire, please note it.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Additional Faculty and/or Staff Needed** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Additional tenure-track faculty (FTE) |  |  |  |  |  |
| Additional non-tenure-track faculty (FTE) |  |  |  |  |  |
| Additional adjunct faculty (FTE) |  |  |  |  |  |
| Additional administrative staff (FTE) |  |  |  |  |  |

* 1. Discuss the rationales for the needed positions identified in the table above.
  2. If this proposal is approved and the program enacted, will any other courses or programs be discontinued, or be offered less frequently?

**Appendix A: Curriculum – Course Requirements & Sequencing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Fall** | **Spring** | **Summer *(if applicable)*** | **Total Annual Credits Earned** |
| ***Example*** | ***ENGL 190: Composition (3) -- Core***  ***NURS 150: Intro to Nursing (3) -- Major***  ***MATH 120: College Algebra (3) – Core/Major***  ***BIOL 130: Intro to Biology (4) -- Core***  ***SOC 101: Principles of Sociology (3) -- Core***  ***EDL 101: University 101 (1) -- Elective***  ***Term Credit Total: 17 s.h.*** | ***ENGL 290: Advanced Composition (3) -- Core***  ***NURS 250: Advanced Intro to Nursing (3) -- Major***  ***MATH 220: Advanced College Algebra (3) -- Core***  ***BIOL 230: Advanced Intro to Biology (4) -- Major***  ***SOC 201: Advanced Principles of Sociology (3) -- Elective***  ***Term Credit Total: 16 s.h.*** | ***n/a*** | ***33 s.h.*** |
| First |  |  |  |  |
| Second |  |  |  |  |
| Third |  |  |  |  |
| Fourth |  |  |  |  |
| Fifth? |  |  |  |  |

Total Major/Minor Credits Required:

Total Core Credits Required:

Total Elective Credits Required:

**Appendix B: Curriculum -- Non-Course Requirements**

|  |  |
| --- | --- |
| **Requirement** | **Explanation & Rationale** |
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