UAAC Proposal for a New Undergraduate Major or Minor

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

Requesting Department(s):

|  |  |
| --- | --- |
| **Academic Level:** | 🗷 Undergraduate |
| **Associated Degree(s):*****(check all that apply)*** | 🞏 Bachelor of Arts🞏 Bachelor of Science🞏 Bachelor of  |
| **Major or Minor:** | 🞏 Major Title: 🞏 Minor Title:  |
| **Program Start Term** | 🞏 Fall 🞏 Spring 🞏 Summer 🞏 Other  |

|  |  |  |
| --- | --- | --- |
| **Approval Authority** | **Signature** | **Date** |
| Department Chair  |  |  |
| College/School Curriculum Committee Chair |  |  |
| College/School Dean  |  |  |
| Chair, UAAC |  |  |
| Council of Academic Deans and Directors |  |  |
| Governing Campus Vice President |  |  |
| Chair, Academic Affairs Committee of the University Board of Trustees |  |  |
| Chair, University Board of Trustees |  |  |

**1.0 Need**

1.1 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) (e.g. traditional age vs. non-traditional/adult, resident/commuter vs. online, etc.) to which the program is targeted.

*(enter response here)*

1.2 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?

*(enter response here)*

1.3 The Federal Bureau of Labor Statistics classifies occupations according to its Standard Occupational Classification (SOC) codes. These codes facilitate the market analysis for prospective students (see 2.4 below) and aid in evaluation of program outcomes related to student employment in fields/careers associated with the proposed program.

 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

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)

1.4 Solicit from the Office of Enrollment and Retention Management a formal market analysis and attach a copy of the report to this proposal. Please allow OIR at least three weeks to conduct the analysis and prepare their report.

 *Note: Typically, this report will detail available student demand/interest data; national and target-market employment data for graduates (based on SOC codes provided above); similar programs offered by University 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.*

1.5 Address all potential points of curricular overlap, duplication, and/or competition that adoption of this proposal might produce at SLU, and explain why such overlap/duplication/competition should not preclude approval of the proposal. Solicit and attach statements (of either support or concern) from all department chairs and/or deans of programs potentially impacted.

*(enter response here)*

1.6 Detail if and 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.

*(enter response here)*

1.7 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.

*(enter response here)*

**2.0 Program Administration**

2.1 Detail any specific admission requirements (freshmen/transfer) that differ from those already in place in the college/school/center in which the proposed program will be offered.

*(enter response here)*

2.2 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.

*(enter response here)*

2.3 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.

*(enter response here)*

2.4 Detail any mentoring needs or 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 addressed satisfactorily.

*(enter response here)*

2.5 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.

*(enter response here)*

2.6 Does this proposal necessitate the creation (either immediately or within five years) of a new academic department, or significant modification of an existing one(s)? If so, explain.

*(enter response here)*

**3.0 Pedagogy / Curriculum / Academic Requirements**

3.1 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).

*(enter response here)*

3.2 Use the table in Appendix A to detail all course requirements for the program; for full curricular context, include the University core requirements of the college/school/center in which the proposed program is housed.

3.3 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.).

3.4 Describe the curricular logic driving the selection and timing of core, major/minor and elective requirements. Are these various curricular elements intentionally taught and sequenced to complement and augment each other? If so, explain how and why.

*(enter response here)*

3.5 How do the curriculum and program structure compare with those of similar programs offered by competitor and/or benchmark institutions? Explain the rationale for either similarity or distinctiveness.

*(enter response here)*

3.6 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***)

*(enter response here)*

 *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 x2269 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.*  |
| 1.
 | **Direct Measures:****Indirect Measures:**  |  |
| 1.
 | **Direct Measures:****Indirect Measures:** |  |
| 1.
 | **Direct Measures:****Indirect Measures:**  |  |
| 1.
 | **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**

7.1 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).

*(enter response here)*

7.2 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 the analysis and prepare their report.

*(enter response here)*

7.3 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 the analysis and prepare their report.

*(enter response here)*

7.4 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.

*(enter response here)*

**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 at this point in time.**

8.1 In the table below, record student enrollment projections 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*

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

*(enter response here)*

8.3 In light of projected enrollment, list any additional faculty and administrative staff anticipated 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) |  |  |  |  |  |

8.4 Discuss the rationales for the a positions identified in the table above.

*(enter response here)*

8.5 If this proposal is approved and the program enacted, will any other courses or programs be discontinued, or be offered less frequently?

*(enter response here)*

**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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