



LOYOLA
UNIVERSITY
CHICAGO

Chicago's Jesuit University

**Academic Program Development:
Processes for Review, Approval & Implementation**

OFFICE OF THE PROVOST

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A. Academic Workflow

As part of the flow of the academic work of the University, a variety of matters may arise that will require some combination of review, endorsement, or approval. Some academic matters that may be characterized as routine are best administered at the local level—such as a department or school—requiring little or no involvement of University governance systems or upper administration. Other matters have broader University impact and, thus, may require the involvement of the Provost, the President, or the Board of Trustees.

In addition, the university's administrative systems and communication technologies are complex. Thus, information sharing and timely notification of the decision outcomes of various academic matters are vital components of the workflow process so that decisions are properly implemented.

This document is intended as a guide to understanding what academic work may be reasonably said to flow from local levels up through higher administrative levels of the University. It provides guidelines for the submission of new academic programs, as well as an implementation checklist for effective communication of academic decisions relevant to University offices and departments.

The chart included with this document outlines a series of academic matters and the requisite levels of involvement of administrators, officers, or University governance committees. The items charted on the table are neither exhaustive nor limiting. They are, however, intended to illustrate the process of academic workflow so that administrators at every level may anticipate this process for their own planning and review purposes.

As implied earlier, some academic matters may not fit neatly into a chart but warrant a review process, nonetheless. Major curricular projects—such as the Core Renewal—or broad initiatives—such as an academic plan for a given campus—are frequently brought to the Academic Committee of the Board of Trustees for information, endorsement and progress reports.

B. Academic Affairs UPC Proposal Guidelines for New Programs and Majors

Proposals for new programs (including new majors) should include the key content areas listed below and should not exceed 10 single-spaced pages.

1. General:

- a. Title of the proposed program or major.
- b. Degree(s) to be offered.
- c. Primary focus (if appropriate).

2. Rationale:

- a. What is the rationale or justification for the proposed program?
- b. What are strengths of the proposed program?
- c. How distinctive is the new program from others presently offered at LUC?

3. Market:

- a. What is the market for this program? (Discuss new external and internal markets.)
- b. What information suggests that the new program will attract significant numbers of prospective students?

4. Curriculum:

- a. Describe the program's learning outcomes (knowledge, skills, dispositions, values, experiences).
- b. Summarize the curriculum (listing new and existing courses for this program). In addition, include the following items specific to undergraduate or graduate education:

(1) For undergraduate programs:

- (a) What is the relationship of this curriculum to the university core curriculum? (For example, (i) which courses in the new major which are approved for double counting in the new Core, and (ii) a request that states which core requirement might be satisfied by students who complete the major.)
- (b) How will students in this program encounter the outcomes of the Values Across the Curriculum?
- (c) How will students develop research skills and methods appropriate to this program?
- (d) What are a student's options for a culminating experience (e.g. internship, practicum, capstone seminar) in this program?
- (e) What is the advising plan for the program (which shows how a typical student will be able to complete the major, the college/school requirements, and the university core in a four year span)?

(2) For graduate programs:

- (a) Where will students develop their research skills and methods?
 - (b) How are ethics to be learned in this program?
 - (c) How will students in this program encounter the central values of a Jesuit education as stated in the Academic Charter, “Preeminence in Graduate and Professional Studies” and in Goal 1 of the Strategic Plan?
- c. Describe any multi-disciplinary contributions to the curriculum (e.g. School A or Department B will support this program with X courses).
- d. How will learning outcomes be assessed in this program?

5. Implementation:

- a. Describe plans for implementation of the new program.
- b. Which unit will administer the program?
- c. What is the timeframe for fully implementing the program?

6. Resources:

- a. Describe resources needed to support this program (e.g. faculty, support staff, facilities, laboratory space, equipment, library holdings).
- c. Separate existing resources from new resources.
- d. Prepare a budget showing expected revenue and expenses for the first 3 years of the program.

C. Program Development Review and Timing

Each department and school in the University has, or should have, established its own internal protocols for the development and review of proposals for new programs. Protocols internal to a unit are assumed to ensure appropriate faculty and student consultation and input.

By extension then, proposals for new programs submitted to the Provost’s Office for consideration should always be accompanied by assurances of appropriate review and approval at the earlier review levels.

The Academic Affairs UPC generally meets monthly to review program proposals. Documents for review by the Academic Affairs UPC should be submitted electronically by email to the chairperson of the AAUPC at least two weeks prior to any meeting.

In general, program proposals should be submitted according to a timetable that not only allows for the review process to unfold, but also so that the necessary resources (human, capital, fiscal, etc.) may be in place at the start of the program. In our experience, some administrators find it useful to construct a timetable for implementation by targeting the desired starting date of a new program and working backwards from that date. New programs should be submitted for approval 18 months prior to the planned startup date for the program. For example, to market a new major for the Fall semester requires the preparation of admission, advising, and recruitment

materials more than one year in advance. March 1 would be normal deadline for review and approval of new programs that would start 18 months later.

D. Definition Bank

Occasionally, the process of academic workflow is made slower by confusion that results from ambiguous terminology or inconsistencies in terminology. In order to provide a common vocabulary for use when discussing academic matters that are part of the workflow process, the following definitions are offered. These definitions represent a hybrid of current usage of terms at Loyola along with terms as defined by the National Center for Education Statistics (NCES)/Integrated Postsecondary Education Data System (IPEDS) for 2003-04.

Academic Program: A combination of courses and related activities organized for the achievement of specific learning outcomes as defined by the institution. The term “program” is most often used as a conceptual umbrella that covers programming at both the undergraduate and graduate level, including majors, minors, certificates, etc.

Assessment: The process to be used to collect evidence on student learning outcomes and use information to improve learning. At a minimum, the assessment plan should include: (a) statements of intended student learning, (b) measures of assessment (e.g. tools, rubrics), (3) data collection and analysis processes, and (4) use of assessment results in curricular review and improvement, including the reformulation of learning outcomes. (See: “Learning Outcomes and Assessment Protocol,” <http://www.luc.edu/depts/acadaff/curdev/learnassess.pdf> .)

Certificate: A formal award certifying the satisfactory completion of a postsecondary academic program.

Certification/Endorsement: A formal assurance of the fulfillment of a professional standard. For students in the School of Education, certification/endorsement is conferred by an agency outside of the University (e.g., teacher certification awarded by the Illinois State Board of Education).

Degree Program: An academic program leading to a bachelor’s, master’s, doctor’s, or first-professional degree.

Double Major: A single degree with majors in two disciplines. In order to qualify as a double major, the recipient must have met the requirements for the degree in each of the major programs.

Dual Degree Program: At the undergraduate level, a program of study leading to two degrees. Currently, students must successfully complete a minimum of 160 hours, as well as all requirements for each degree: core requirements, school or college requirements, and major requirements. In addition, Loyola offers over a dozen dual degree programs leading to a bachelor’s and master’s degree (e.g., BS/MS), to two master’s degrees (e.g., MDiv/MSW), or to a graduate and first-professional degree (e.g., MA/JD). The requirements for each of these dual degree programs varies.

Learning Outcome: A statement describing the knowledge, skills, values, dispositions, attitudes, and/or experiences that students should acquire through completion of a course or program of study. Intended learning outcomes should be stated in measurable terms (e.g. *The student will be able to demonstrate effective communication skills and sensitivities*).

Major/Major Field of Concentration: That component of the undergraduate curriculum consisting of a set of courses selected and sequenced to provide students with the opportunity for extensive and in-depth study of a discipline or interdisciplinary field of study. Requirements for the major may also include integrating elements or experiences, such as a senior thesis or capstone course. The major usually constitutes 25 to 35% of the required credits for the baccalaureate degree.

Minor: At the undergraduate level, a prescribed grouping of courses in a department or interdisciplinary program, more than half of which are usually in upper division courses. A minor typically constitutes roughly 15% of the required credits for the bachelor's degree. At the graduate level, see entry for "specialization."

Postbaccalaureate Certificate: An award that requires completion of an organized program of study typically requiring eighteen credit hours beyond the baccalaureate; designed for persons who have completed a bachelor's degree, but do not meet the requirements of degree programs carrying the title of master.

Postsecondary Award, Certificate, or Diploma: An organized program of study at the postsecondary level (below the baccalaureate degree) in at least one, but less than two, full-time equivalent academic years.

Specialization: An integrated, coherent set of courses that define a limited topic or field of study, used most often at the graduate level as part of an academic degree program. Specializations may be prescribed by a department/program or constructed by students in consultation with an advisor. Credit hour requirements vary.

E. Workflow Implementation

Changes in academic programming have an impact on a host of university-wide offices and systems. Program changes may effect how students register for classes, purchase their books, are charged tuition, or receive financial aid. Further, program changes may require adjustments to how enrollment information or other forms of institutional data are collected and reported, both internally and to external agencies.

In general, it is probably better to over-inform rather than under-inform regarding significant changes in academic programming. The primary recipients of notification of changes in academic programming are the members of the Council of Deans. As a routine, and where appropriate, however, the following alphabetical listing of other University offices should also be informed, if not consulted, regarding changes in academic programming:

- ✓ Bursar
- ✓ Campus Bookstore
- ✓ Graduate and Professional Enrollment Management
- ✓ Information Services
- ✓ Institutional Research
- ✓ Marketing Communications
- ✓ Public Affairs
- ✓ Registration and Records
- ✓ Research Services
- ✓ Safety and Security
- ✓ Student Affairs
- ✓ Student Financial Assistance
- ✓ Undergraduate Admission
- ✓ Undergraduate Enrollment Management
- ✓ University Libraries

A Chart of Reviews and Authorizations Needed for Some Academic Matters

Academic Matter Under Review		Administrative Body Involved (see legend below)						
		Dean	Academic Affairs UPC	Provost	President	Academic Affairs Comm. Of the BOT	Board of Trustees	IBH/ENCA
Courses	1. Change to course prerequisites	X						
	2. Creation of new non-credit courses	X						
	3. Creation of new credit courses	X						
	4. Elimination of existing courses or sequence of courses	X		X				
Programs	5. Change to existing minor, specialization or certificate	X						
	6. Change to existing major or major field of concentration	X		X				
	7. Change to school or college-level requirements	X		X				
	8. Creation of new certificate	X		X				
	9. Creation of new minor/specialization within an existing degree	X		X				
	10. Creation of new major within an existing bachelor's degree	X	X	X				*
	11. Creation of a new program within an existing master's degree	X	X	X				*
	12. Creation of a new program within an existing doctoral degree	X	X	X	X			*
Degrees	13. Changes in degree requirements	X	X	X				
	14. Creation of new degree	X	X	X	X	X	X	*
	15. Elimination of existing degree	X	X	X	X	X	X	*
	16. On-Line degrees	X	X	X	X	X	X	
Policy & Core	17. Change in grading policy		X	X				
	18. Recommendations from Academic Affairs UPC			X				
	19. Change in University Core		X	X				
Organization & Administration	20. Creation of new university academic credit-granting center			X	X	*		
	21. Creation of new department	X	X	X	X	*		
	22. Creation of new school or college		X	X	X	X	X	*
	23. Elimination of existing department and faculty	X	X	X	X	X	X	
	24. Elimination of existing school or college			X	X	X	X	
	25. Extension of academic programming to new campus	X		X				X
	26. Reorganization of units across schools			X	X			
	27. Reorganization/redirection of existing department(s)	X		X	X			
	28. Reorganization/redirection of existing college or school(s)			X	X	*	*	
	29. New University Core & other major changes		X	X	X	X	X	
30. Inter-University Collaborations	X	X	X	X	X	X		
Legend: X = Approval required; * = For information only								