Academic Program Development: Processes for

Review, Approval & Implementation

OFFICE OF THE PROVOST

Spring 2017

I. 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, including timelines.

The *Chart of Reviews and Approvals for Academic Matters*, 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.

II. Academic Affairs Proposal Guidelines for New Programs

Proposals for new programs (including new undergraduate majors or minors, graduate programs, and certificate programs) to be submitted to either the Board of Undergraduate Studies (BUS) or the Graduate Studies Coordinating Board (GSCB) should include the key content areas listed below and should not exceed 10 single-spaced pages.

1. General
    a. Title of the proposed program.
    b. Degree(s)/Certificate to be offered.
    c. Primary focus (if appropriate).
2. Rationale
    a. Rationale or justification for the proposed program.
    b. Strengths of the proposed program.
    c. Describe how the proposed program is distinct from others presently offered at LUC.
3. Strategic Contributions
    a. Alignment with the goals of the University Strategic Plan 2020.
    b. Alignment with the goals of the academic unit's strategic plan.
    c. Describe how this initiative helps LUC and your academic unit to become more diverse, equitable, and inclusive.
4. Market Analysis
    a. A market analysis should be conducted through LUC's Enrollment Systems Research and Reporting/ Enrollment Management (theuer@luc.edu).
    b. A market analysis should include the following:
        i. Discussion of new external and internal markets for the proposed program.
        ii. Information supporting that the new program will attract significant numbers of prospective students who would not have otherwise applied to LUC.
        iii. Enrollment projections for the first three (3) years.
        iv. Tuition pricing analysis and projections
        v. Expected time to degree
5. Curriculum
    a. Admission requirements for program.
    b. Program outcomes clearly defined (knowledge, skills, dispositions, values, experiences).
    c. Expected time to degree.
    d. Describe how students in this program encounter the central values of Jesuit education as elucidated in the document "Transformative Education in the Jesuit Tradition".
    e. Curriculum
        i. Overview
        ii. New and existing courses—descriptions and outcomes (for new courses provide a model syllabus).
        iii. Total credit hour requirement.
        iv. Describe how students will develop research skills and methods appropriate to this program.

     v. Is there a capstone experience? Please describe. (e.g., internship, practicum, capstone seminar, thesis, etc.)

     vi. Outline the advising plan for the program.

     vii. For undergraduate programs describe the relationship of this curriculum to the University Core curriculum. For example:

1. Are any Core substitutions or waivers requested? (Core requirement satisfied by students who complete the major.)
2. Have these been reviewed and approved by the Core Subcommittee of the Board or Undergraduate Studies (BUS)?

  f. Describe any interdisciplinary contributions to the curriculum (e.g., School A or Department B will support this program with X courses).

  g. Assessment of student learning outcomes.

  h. Program evaluation. What evaluative criteria will be used to determine the continuation of this program?

6. Implementation Plan
   a. Timeline
   b. Academic unit administering program

7. Resources
   a. Describe resources needed to support this program (e.g., faculty, staff, facilities, laboratory space, equipment, software, library holdings, etc.).
      i. Separate existing resources and new resources as well as permanent source versus temporary source funding.
   b. What new permanent expenses are associated with the program?
   c. Are startup funds required? If yes, how much per academic year?
   d. Prepare a 3-5 year revenue and expense summary using the following New Program Budget Template (See p 8).

III. 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.

BUS and GSCB generally meet monthly to review program proposals. Documents for review should be submitted electronically by email to the chairperson of BUS or GSCB 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 allows the necessary resources (human, capital, fiscal, etc.) to 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. Ideally, 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. The latest possible review date for a fall start for a new program would be December of the prior year, however this would limit the recruitment and marketing possibilities for the program (e.g. A desired Fall 2018 start would require review no later than December 2017. Proposals received after this deadline would have an effective date of Fall 2018.). For more detailed guidelines on program development timelines, see page 9.

IV. 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 then use that 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. (http://www.luc.edu/fcip/assessment/assessmentatloyola/)

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: Students may complete two Bachelor of Arts degrees or two Bachelor of Science degrees within 120 hours. To do this, students must complete the Core requirements and the requirements of both academic majors.

Dual Degree Program: Loyola offers 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 vary.

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 typically constitutes 25 to 40% 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."

Post-baccalaureate 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.

LOYOLA UNIVERSITY CHICAGO
ACADEMIC AFFAIRS - PROGRAM DEVELOPMENT INITIATIVE
FIVE YEAR BUSINESS PLAN

Program Name

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	5 Year Total	Notes
Enrollment Projection							
Additional Full Time Students						-	
Additional Part Time Students						-	
Adj. for Students Graduating						-	
Net Additional Students	-	-	-	-	-	-	
Revenues							
New Tuition and Fees							
Undergraduate Tuition - FT							
Graduate Tuition							
Professional Tuition							
Certificate Tuition							
Continuing Education Tuition							
J-Term							
Summer Tuition							
Fees							
Total New Tuition and Fees	$ -	$ -	$ -	$ -	$ -	$ -	
New Expenses							
New Salary and Benefit Expense							
Full Time Faculty							
Part Time Faculty							
Full Time Staff							
Part Time Staff							
Supplemental Salary - Major Admin							
Grad Student Stipend							
Benefits - FT Faculty							
Benefits - PT Faculty							
Benefits - FT Staff							
Benefits - PT Staff							
Total New Salary and Benefit Expense	$ -	$ -	$ -	$ -	$ -	$ -	
New Non-Salary Expense							
Professional & Consulting							
Entertainment							
Food Service/Catering							
Postage and Shipping							
Printing							
Recruiting Expenses							
Supplies - Instr Program							
Travel							
Professional Development							
Graduate Scholarships							
Total New Non-Salary Expense	$ -	$ -	$ -	$ -	$ -	$ -	
Total New Expenses	$ -	$ -	$ -	$ -	$ -	$ -	
Total New Revenue Enhancement	$ -	$ -	$ -	$ -	$ -	$ -	

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Marketing & Recruitment Timelines
For Academic Program Development

Undergraduate Admission:
The Undergraduate Admission Office needs approximately 18-months from the time of approval of a new program to its successful launch.

- Recruitment begins 18 months prior to the entering cohort's fall semester through college fairs, presentations, and campus visitors focusing on juniors in high school.
- Marketing materials with majors list go to print 13 months prior to fall start (July).
- The Undergraduate Application with majors goes live 12 months prior to fall start (August).
- Additional marketing materials including; admission packets and school specific materials go to print 11 months prior to fall start (Sept).
- The Admission Office begins to admit students in September for the following Fall Semester.
- The vast majority of applicants will have applied and been admitted by the end of December for the following Fall.
- The deposit deadline for students entering during the fall semester is May 1st.

Transfer and ABSN:
While the recruitment and admission process for the transfer and ABSN populations takes place later in the cycle as compared to the traditional freshmen timeline, the recruitment materials and applications used for these populations are the same as for our freshmen population. Therefore, the timeline for having approved programs on these materials is the same as the freshmen timeline.

However, if an existing approved program becomes available to the Transfer population, e.g. the BSN or Engineering Science, the online application can be modified to allow transfer student the opportunity to apply for these programs mid-cycle. In addition, Loyola enrolls approximately 200 transfer students each Spring Semester and the application can be modified mid-cycle to accommodate a new program that did not follow the traditional timeframe for approval.

Graduate and Professional Programs:
The timeline to launch a graduate or professional program varies depending on which audience a new program will serve.

- Programs that serve a traditional audience (full-time Ph.D. or Master's programs) need to be approved approximately 18 months prior to launch. This allows time for recruitment materials to be developed and a prospect pool to be generated.
- Programs that serve an adult part-time audience can be accommodated in the admission systems within 3 months prior to the launch of the program. However, GPEM would

prefer a longer time frame in order to develop a large enough prospect pool that will lead to a successful launch of the program. Generally speaking it takes approximately one year from the time a prospect requests information about a program to the time that they apply.

Market Analysis
The Enrollment Systems Research and Reporting group has resources available to assist the Schools and College in developing academic programs that are attractive to prospective students. The type of analysis required will depend on the programs that are being considered and the expected costs involved in launching the program. Being sensitive to market needs is extremely important in the development of successful academic programming. Market research should be built into the time frame when considering new programs.
- Market Research which looks at local and national enrollment and tuition statistics can typically be completed in a couple of weeks.
- Market research in the style of a Landscape Analysis takes approximately two months to execute.
- More detailed demand studies which may include focus groups and survey research can take several months to design, execute and analyze the results. Depending on the size and scope of these projects, they may be outsourced to market research organizations that have expertise in assisting universities in launching new programs, schools and colleges.

Enrollment Management
September, 2015