



LOYOLA
UNIVERSITY
CHICAGO

Chicago's Jesuit University

Academic Program Development: Processes for Review, Approval & Implementation

OFFICE OF THE PROVOST

Fall 2023

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 program 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. For example, major curricular projects—such as a 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.

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

This document serves as a guide to understanding what academic work may reasonably flow from local levels up through the administrative levels of the University. It provides guidelines for the submission of new academic programs, including timelines. The university's administrative systems and communication technologies are complex. Thus, information sharing and timely notification of the decision outcomes of these academic matters are vital to ensure that decisions are properly implemented.

Please consult with the Associate Provost for Academic Programs and Planning if you have questions about the workflow outlined in this document. Please use the Program Modification form if you wish to propose a modification to an existing academic program.

Before submitting a full proposal for a new academic program, please complete the Intent to Create a New Academic Program, which includes a subset of questions from these guidelines. The Provost must review the Intent form and invite a full proposal before that proposal will be reviewed.

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 the Board of Undergraduate Studies (BUS) and/or the Graduate Studies Coordinating Board (GSCB) should include the content areas listed below and should not exceed 10 single-spaced pages.

1. General
 - a. Name of College/School/Institute submitting the proposal
 - b. Name of a contact person for the proposal
 - c. Title of the proposed program
 - d. Degree(s) or credential to be offered. If submitting multiple degrees or credentials in the same proposal, please clearly address each point for each program. If you exceed 10 pages, consider submitting a separate proposal for each program.
 - a. Proposed [CIP code](#) for the program
2. Rationale
 - a. Rationale or justification for the proposed program. For example, explain why you are proposing the program and what need it fulfills.
 - b. Please list related programs and describe how the proposed program is distinct from others presently offered at LUC.
3. Strategic Contributions
 - a. Alignment with the enduring values named in the [University's Strategic Plan](#).
 - b. Alignment with the goals of the academic unit's strategic plan.
 - c. Describe how this program helps LUC and your academic unit to support diversity, equity, and inclusion.
4. Market Analysis
 - a. A [market analysis](#) must be conducted through LUC's Enrollment Systems Research and Reporting/ Enrollment Management (ESRR; theuer@luc.edu) for new graduate degree programs. Contact ESRR early as this process requires several steps (see Appendix). The market analysis should be included in the proposal as an appendix.
 - b. Using information from the market analysis¹
 - i. Discuss new external and internal markets for the proposed program.
 - ii. Demonstrate that the new program will attract significant numbers of prospective students who would not have otherwise applied to LUC.
 - iii. Include enrollment projections for the first five (5) years.
 - iv. State tuition pricing analysis and projections
5. Curriculum
 - a. Admission requirements for program (e.g., GPA, letters of recommendation)
 - b. Total credit hours.

Note: The [Higher Learning Commission](#) requires a minimum number of credit hours by type of degree (60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's for master's degrees).

¹ Please work with the Business Administrator in your College/School/Institute to integrate the enrollment projections into the budget template. Contact your Dean's office to be connected with the Business Administrator.

- c. Expected time to degree
- d. Program learning outcomes clearly defined
- e. Describe how students in this program encounter the central values of Jesuit education as elucidated in “Transformative Education in the Jesuit Tradition.”
- f. Overview of Curriculum
 - i. Include the number of credit hours for each course and label each course as new or existing. Include the total number of credit hours for the program, and the total number of credit hours for the degree (including Core). Provide descriptions and learning outcomes for each course. For new courses, please provide a model syllabus.
 - ii. Outline the advising plan for the program.
 - iii. Describe how students will develop research skills and methods appropriate to this program.
 - iv. Is there a capstone experience (e.g., internship, practicum, capstone seminar, thesis)? If so, please describe.
 - v. For undergraduate programs, describe the relationship of this curriculum to the University Core curriculum.
 - 1. Are any Core substitutions or waivers requested (i.e., is a Core requirement satisfied by students who complete the major)?
 - 2. Have these proposed connections been reviewed and approved by the Core Subcommittee of the Board of Undergraduate Studies?
 - g. Describe any interdisciplinary contributions to the curriculum (e.g., School A or Department B will support this program with X courses). When interdisciplinary connections are present, please include letters of support.
- 6. Preliminary Assessment Plan
 - a. Contact the Assistant Provost for Accreditation, Assessment, and Regulatory Compliance to create a preliminary assessment plan for the program. This will establish basic metrics that allow the program to track student progress toward program learning outcomes. It also facilitates continuous improvement, as required by our accrediting bodies.
 - b. The preliminary assessment plan includes the following:
 - i. Plans for how to measure the program learning outcomes specified in item 5d (e.g., tools, rubrics)
 - ii. A brief description of how the program will annually review student progress toward program learning outcomes
 - iii. A statement of how assessment results will inform curricular review and improvement, including the reformulation of learning outcomes.
- 7. Implementation Plan
 - a. Timeline of launching the program, working back from the term in which the program will enroll the first cohort of students²
 - b. Academic unit administering program

² See information regarding the timing for review under III below.

8. Resources

- a. Describe resources needed to support this program (e.g., faculty, staff, facilities, laboratory space, equipment, software, library holdings).
 - 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. Contact your School/College/Institute's Budget Administrator for assistance preparing a 3-5 year revenue and expense summary using the [New Program Budget Template](#).

9. New Program³ Review

Following the completion of Year 3⁴ of a new program, a review must be undertaken by the academic unit to determine if the program should continue or be discontinued (sunset). The academic unit will submit a report to the Provost. This must include, among other criteria as defined by the school,⁵ a review of enrollment milestones and student enrollment, revenue generated, and expenses incurred. If enrollment milestones have not been met, but other indicators are positive, a two-year extension may be granted by the provost before a final decision is made about program continuance. At the end of the two-year extension (Year 5) the program will be reviewed again.

If a decision is made to discontinue a program, a proposal must be submitted and review undertaken as outlined in the Chart of Reviews and Approvals for Academic Matters (#8 or #21). This review would include approval by the School/College/Institute Dean, review by the Board of Undergraduate Studies (BUS) for proposals to discontinue undergraduate programs, and review by the Graduate Studies Coordinating Board (GSCB) for proposals to discontinue graduate programs. Final approval for discontinuance is at the level of the Provost.

III. Program Development Review and Timing

Each program and College/School/Institute 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 evidence of appropriate review and endorsement at the earlier review levels.

BUS and GSCB generally meet monthly during the 9-month academic year to review program proposals. Documents for review should be submitted by email to the chairperson of BUS and/or GSCB and the Vice Provost for Academic Programs and Planning by the stated [deadline](#) prior to any meeting.

Program proposals must be received by these deadlines to allow for the review process to

³ Undergraduate degrees and certificates; graduate and professional degrees and certificates.

⁴ Year 1 begins Fall of the first student enrollments.

⁵ For example, information about student outcomes, faculty research productivity.

unfold, and allow 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 will be submitted for review 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. Programs should target March 1 as the last date 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 the December before the start year, however this would limit the recruitment and marketing possibilities for the program. For example, a desired Fall 2024 start would require review completion no later than December 2023. Proposals received after this deadline would have an effective date of Fall 2025.

IV. Definition Bank

To provide a common vocabulary for use when discussing academic matters that are part of the workflow process, the following definitions are offered.

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.

Accelerated Bachelor’s/Master’s Degree Program: Loyola offers accelerated Bachelor’s/Master’s degree programs leading to a bachelor’s and master’s degree (e.g., BS/MS). The requirements for each of these programs vary.

Assessment: The process to collect evidence on student achievement of program 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) sample measures of assessment (e.g., tools, rubrics), (c) data collection and analysis processes, and (d) use of assessment results in curricular review and improvement, including the reformulation of learning outcomes.

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, doctoral, 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 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.

Program 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.

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.

Track/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 but must involve less than half of the total hours in the program of which it is a part, with the remaining hours taken in common by all students in the program.

APPENDIX

Market Analysis

The Enrollment Systems Research and Reporting (ESRR) department has resources available to assist the Schools and Colleges 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 four to six weeks 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.

To initiate a request to ESRR for market research of a program, visit www.luc.edu/ESRR and select the “Contact ESRR with a Research Request” link. You may also reach out to Tim Heuer, ESRR Director at theuer@luc.edu.

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