New Program Proposal Information Packet

The purpose of this packet is to offer help and support to you as you go through the process of developing a new program proposal. You will take the lead on this project and the Curriculum Office will help as you need us to. This packet contains information and resources you will need in order to prepare your proposal so it will meet the requirements for DSU, USHE, and NWCCU, our accrediting agency. Here are the three files you will ultimately submit to the Curriculum Director:

1. Program proposal on the official USHE PDF form
2. PDF Attachment file with letters of support or other documentation if needed
3. Overview Curriculum Map (Word document) (see p. 12-13)

Pre-pipeline Steps:

1. Contact the Director of Curriculum, Pamela Cantrell, to set up an informational meeting with her to share your ideas about your program and receive information about the process.
2. Download the New Degree Summary Proposal Form (also known as the white paper form) on the Curriculum Website https://academics.dixie.edu/dsu-program-course-approval-job-aid/ and complete it. Submit it back to the Curriculum Director who will review it and submit it as New Business for the Academic Council (AC) agenda at the earliest possible date. You or your representative will be invited to attend AC to present your program as a white paper. Depending upon AC vote, you may need to bring your white paper a second time to AC.
3. When approved at the AC, you are now ready to begin writing the full proposal. It is critical that the proposal be written on the official USHE PDF form found as a download on the above web site, or the Curriculum Director can email it to you directly. You will need the Form file and the Instructions file. To open the form and be able to save your writing, you will need Acrobat Pro, not just Acrobat Reader. At this point, you have two choices:
    a. Do your writing directly on the PDF form, which will be the mandatory format as your proposal proceeds through the approval pipeline.
    b. Convert the PDF to a Word document if that is more comfortable for you to use as you write. However, before your proposal enters the pipeline, you will need to cut and paste the sections into the PDF form. Do NOT simply convert your Word document to a PDF document, as that will prevent the converted PDF from being accepted into the USHE computer system.
4. Concurrent with the writing process is the development of any new courses required in your program. The new courses must be uploaded into CIM (Courseleaf) before either the University Curriculum Committee (UCC) or the Graduate Council (GC) can approve the program. Be sure to have any associated fees for new courses approved by the Fee Committee before your proposal is submitted to UCC/GC. Also know that fees must now be approved by the Board of Trustees, and they meet only 5 times per year.
5. Complete the Overview Curriculum Map (p. 13)
6. Before proceeding, we recommend you have your department advisor check over your Degree Map in Appendix A of the USHE form.
7. Quality Review (QR) process. The purpose of this review is to check for alignment with USHE and NWCCU requirements as well as our own institutional requirements. The QR occurs after you have an almost finalized draft of your proposal (although you will have been working with Kelly early in the process—see QR Team members below) and will result in a set of recommendations for your consideration.
    a. Submit this almost finalized draft and the Overview Curriculum Map to the Curriculum Director who will then post it for the review team—allow 5 working days for the review and the recommendation form to be emailed to you.
    b. Incorporate the QR Team recommendations you deem necessary into a final draft.

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c. QR Team members (See Table 1 for contact information):

- Kelly Peterson-Fairchild—Library needs. Contact Kelly to meet with a subject liaison librarian as soon as you start the full proposal writing process. It can take several weeks for her staff to do a review of library needs. If new library resources are needed for your new program, Kelly and the subject liaison will provide you with recommendations and a statement you can use in your proposal. If you do not anticipate any library needs, she will confirm that.
- Laura Snelson—Section VI of the USHE form—program assessment and student standards of performance. See examples below.
- Cari Heizer—Catalog error check. Any errors Cari finds need to be corrected. She has offered a set of hints below.
- Pam Cantrell—Policy Alignment/Format/Completion/Excellence.

At this point, your proposal must be in the official USHE PDF format and is ready to proceed through the approval pipeline.

Pipeline Steps See Table 2 for committee meeting dates.

1. **CCC**—College Curriculum Committee—After approval here, submit the proposal back to the Curriculum Director who will shepherd it through the remaining steps. You or your representative will need to be present for steps 2, 3, & 5.
2. **UCC**—University Curriculum Committee for undergraduate programs (typically every 4th Tuesday of every month)
3. **GC**—Graduate Council (dates posted on web page: graduatestudies.dixie.edu) for graduate programs
4. **AC**—Academic Council (1st Tue of every month) Your proposal will need to be reviewed twice by this committee, so allow two months.
5. **UC**—University Council (date varies). UC is not a vote, but an informational item.
6. **USHE** Utah System of Higher Education Office of the Commissioner for peer review & comments (date in the Tracker is the last day in that month for submission—electronic submission by Curriculum Director). About 2 weeks after the USHE submission, your proposal will appear on the USHE Canvas page for comments from our sister institutions. You will be notified when that happens so you can review the comments and respond to every one. You will then be invited to come to what is called the IP Review, usually in Holland 550, where we video conference with all 8 sister institutions. You will give a very short overview of your program-5 minutes or less-then answer any questions that are posed. If you did not respond to the Canvas comments, you will be asked to do so in this meeting, so it is far better to do it on Canvas! The Office of the Commissioner then prepares their report and forwards it directly to our Board of Trustees.
7. **BoT**—DSU Board of Trustees (varies, typically last Fri of every other month).
8. **NWCCU**—Northwest Commission of Colleges and Universities

You may view the progress of your proposal as it moves through the pipeline on the Program Approval Tracker page here: https://academics.dixie.edu/programs-curriculum-management/program-tracker/

Program	College	CCC 1	UCC/GC 2	AC 3	UC 4	USHE 5	BoT 6	NWCCU 7
MAcc	BU	Aug	Oct 3	Nov 7	Nov	Nov 22	Jan 26	April

Example (Green font = completed):

Table 1: Contact List

Name	Phone	Office	Email
Director of Curriculum Pamela Cantrell	879-4260	North Admin 124	cantrellp@dixie.edu
Associate Registrar Cari Heizer	652-7745	Holland 174	heizer@dixie.edu
Dean, Library & Learning Services Kelly Peterson-Fairchild	652-7711	Holland 356	Kelly.Peterson-Fairchild@dixie.edu
Director of Assessment Laura Snelson	652-7542	North Admin 128	Laura.snelson@dixie.edu

Table 2: Year 2017-2018 Committee Meeting Dates (These are projected dates only…dates can change.)

University Curriculum Committee	Graduate Council	Academic Council	University Council	USHE Office of the Commissioner of Higher Education	DSU Board of Trustees
Nov 28 Jan 23 Feb 27 Apr 24 Aug 28 (2018-19) Sept 25 (2018-19)	Nov 20 Dec 11 Jan 22 Feb 26 Mar 19 Apr 16	Nov 7 Dec 5 Jan 9 Feb 6 Mar 6 Apr 3 May 1	Nov 7 Dec 12 Jan 16 Feb 13 Mar 6 Apr 10 May 15 June 12 July 17 Aug 14	Nov 22 Dec 22 Jan 25 Feb 23 Mar 23	Jan 26 Mar 2 Apr 27

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Hints, Examples, Helpful Information for Completing the USHE Form

The following section contains hints and suggestions relative to the quality review of your proposal.

Catalog Requirements

Hints from Cari Heizer on how to avoid catalog errors:

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds 63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS. (Remove these descriptive italics after completing this section of the template.)

Notes:

- Minimum grade requirements are often missed in program proposals. The minimum grade requirements for graduation standards should be in alignment with the minimums for program and prerequisite requirements.
- Unless course sequencing or accreditation standards require additional credits, bachelor's degrees should be 120 credits.
    - For planning purposes, count 32 credits of General Education coursework.

- GPA requirements may be higher in individual programs, but 2.0 is the institutional minimum standard for graduation.

Catalog template:

Graduation Standards (Associate's degree)

1. Complete a minimum of 60 college-level credits (1000 and above).
2. Complete at least 20 lower-division credits at DSU for institutional residency.
3. Cumulative GPA 2.0 or higher.

Graduation Standards (Bachelor's degree)

1. Complete a minimum of 120 college-level credits (1000 and above).
2. Complete at least 40 upper-division credits (3000 and above).
3. Complete at least 30 upper-division credits at DSU for institutional residency.
4. Cumulative GPA 2.0 or higher.
5. (this item differs per program) Grade C or higher in each Core Discipline, Research Area, and Required Elective course.

Appendix A: Program Curriculum (*From the form)*

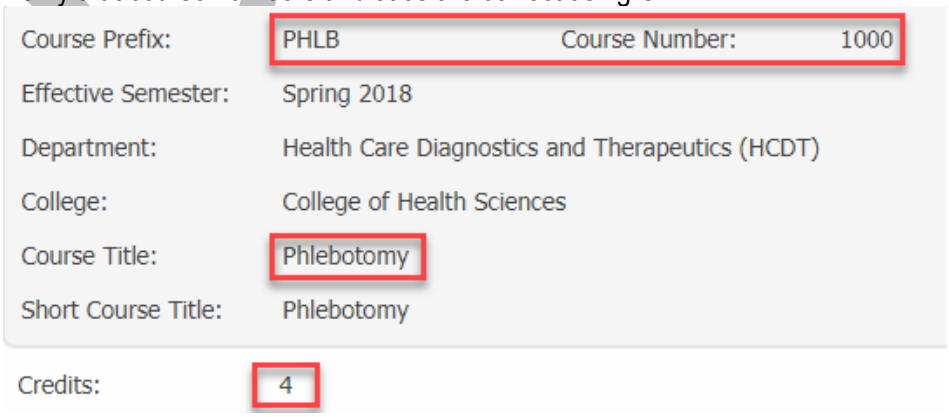
List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree. Use the following format

For variable credits, please enter the minimum value in the table for credit hours. To /explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Prefix and Number	New Course	Title	Credit Hours
Required Courses			
		Sub-Total	
Elective Courses			

Notes:

- List courses in alphabetical and numerical order.
- Verify that course numbers and titles are correct using CIM.



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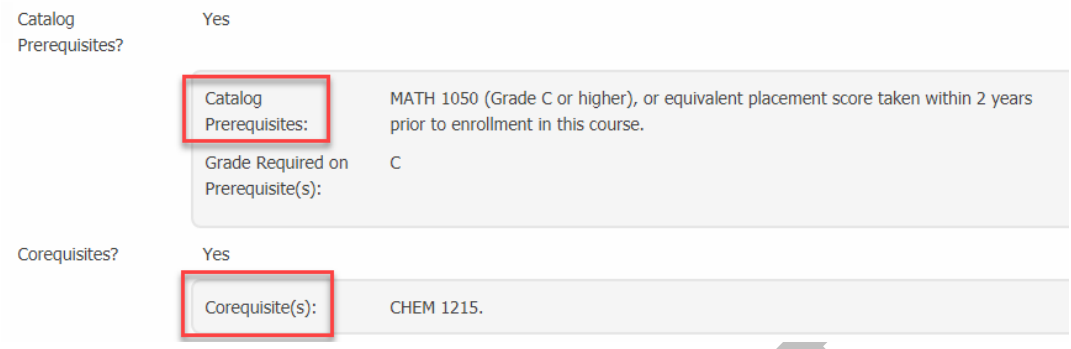
- Ensure there are no 'hidden prerequisites'. If program requirements have prerequisites or corequisites, the courses should be identified as program requirements. Verify prerequisites and corequisites in CIM.



Degree Map (*From the form)*
Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf (Item #3).

Notes:
- List courses in alphabetical and numerical order.
- The first two years should include:
  - GE: Mathematics and GE: English (complete in the first year)
  - General Education coursework
  - Lower-division coursework (1000-2000)
  - Introductory major coursework
- Credit totals on the graduation plan should match the minimum number of credits required for graduation.
- General Education coursework should be identified.
  - Prescribed GE courses will be identified with the respective attribute (e.g. EN, MA, PS, etc.)
  - Unassigned GE coursework should be formatted as: General Education (Name of Requirement) e.g. General Education (Fine Arts).
- Elective coursework should be identified.
  - Program electives should be identified as:
    - Program Elective
    - Program Elective (Upper Division)
  - Open electives should be identified as:
    - Elective
    - Elective (Upper Division)
- Recommended coursework should be identified as such, e.g. General Education (Social & Behavioral) *COMM 2110 recommended*

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ACCT 2010	3	ENGL 2010 Interm Writing (EN)	3
ENGL 1010 Introduction to Writing (EN)	3		
First Year Experience	2		
General Education (Mathematics)	4		

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General Education (Social & Behavioral) *COMM 2110 recommended*	3		
Total	15	**Total**	15

Assessment and Evaluation

Part VI on the USHE Form: Program Evaluation

The following 3 examples illustrate the variety of ways this section can be addressed.

1. Biochemistry

Program Assessment

Each Chemistry Course Learning Outcome is assessed through exams during the semester, and end-of-semester and end-of year standardized exams administered by the American Chemical Society. Each course in the program has existing Learning Outcome is mapped to the Program Learning Outcomes (below), which are then mapped to Institutional Learning Outcomes of Innovation, Knowledge, Responsibility, Skills, and GRIT. Similarly, the existing upper division Biology courses have also been mapped to these PLOs and ILOs, and at the end of the program students will be assessed through a standardized field test that assesses for molecular and cell biology, biochemistry, and microbiology.

The Program Learning Outcomes for this new degree program are the same for the existing Chemistry program, as the similarity of the two programs lead to similar Learning Outcomes. Several of the first-year courses in this program also satisfy the GE requirement for a science or lab course, and these courses have been mapped to the GE learning outcomes in addition to the Program Learning Outcomes.

Biochemistry Program Learning Outcomes:

1. Students will be able to demonstrate knowledge of the skills required to make informed personal and social decisions about the issues that we will face locally as well as globally.
2. Students will be able to demonstrate knowledge of basic fundamental laws, concepts, and theories and be able to apply them to everyday life.
3. Students will understand the process of science — how scientific knowledge is generated and validated — so that they can make independent, empirical inquiries about the natural world.
4. Students will be able to demonstrate knowledge of the process of science by being able to interpret data in the form of tables, graphs, and charts and then communicate those findings in oral and or written form.

Student Standards of Performance

Students will complete at a minimum of 15 laboratory courses as part of this degree program. The labs will provide students with critical skills that will be needed for employment in the biotechnology and chemistry fields, and they will be assessed on those skills as part of the course learning outcomes for each lab. A number of skills have been identified as necessary to be employable in the molecular biology and biochemistry fields through consultation with relevant professional associations and the needs of regional biotechnology companies. These skills include culturing tissue and cells, running polymerase chain reaction techniques (PCR), gel electrophoresis, western blots, enzyme-linked immunosorbent assay (ELISA), molecular gene cloning, mass spectrometry, and performing statistical analysis on results and data. Students will learn the theory and concepts behind these techniques, as well as engage in active learning and optimization of these skills.

2. BA/BS in Design

Program Assessment

A curriculum map that aligns program learning outcomes with course learning outcomes has been developed through close collaboration between the CIT and Fine Arts departments. The map identifies where these learning outcomes are introduced to students, where students work on proficiency, and where they demonstrate mastery of the outcomes.

The Program Learning Outcomes of the Computer and Information Technology department below will also apply to the BS/BA in Design degree.

- Analyze a problem, and identify and define the technological requirements appropriate to its solution.
- Design, implement, or evaluate a system, process, component, or program to meet desired needs.
- Use current techniques, skills, and tools necessary for professional practice.

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- Explain professional, ethical, legal, security and social issues and responsibilities.
- Function effectively in teams.
- Communicate effectively visually, orally and in writing.

Student Standards of Performance

The following standards of the BS/BA in Design degree are guided by NASAD accreditation. From the NASAD 2016–2017 Handbook pp114–120.

1. Technology. Due to the democratization of and constant change within the technology and design tools space, students must learn new techniques and make critical choices among the different technologies available. Capability to shape and create tools and systems to address communication. Students must demonstrate competency with current software and technologies through practical application.

2. Skills. Students must acquire a comprehensive understanding of communication theories, principles, and processes. The must have a fluency in the use of the formal vocabulary and concepts of design—including content, elements, structure, style, and technology—in response to visual communication problems. Appropriate use of typography, images, diagrams, motion, sequencing, color, and other such elements effectively in the contexts of specific design projects. Students will develop an applied knowledge of different creative approaches, and the ability to analyze them to make purpose-based choices and generate alternative solutions.

3. Practice. Students must develop a functional knowledge of the professional practice of design and related processes, including professional and ethical behaviors, and intellectual property issues. Students will apply a real-world application of their practice through research, internships, collaborative and transformative experiences with industry.

4. Design Thinking. Applying a user-centered approach to design in order effectively communicate, design processes and products and creatively solve real-world problems beyond visual communication. Design Thinking involves the ability to conduct investigations of people, activities, settings, wants, needs, patterns of behavior including social and cultural differences and develop appropriate design solutions.

5. Synthesis. Students must know how to make their work successfully. Through a firm understanding of how to analyzing content and audience, students will have the ability to make choices about form and message. Applying the appropriate technology with design principles and making skills which are built through studio practice and transformative experiences they will have the ability to synthesize content into form successfully.

These outcomes are mapped to DSU's institutional learning outcomes as follows:

Skills: 1, 2, 3, 5
Knowledge: 1, 2, 3, 4, 5
Innovation: 1, 3, 4, 5
Responsibility: 2, 3, 4, 5
Grit: 3, 5

Formative Assessment: Core technology and skills are built into assignments throughout all design courses. These assignments will be mapped to course, program, and institutional learning outcomes. Design artifacts and skills assessments will provide evidence of formative student proficiency. Assessments will be made through critiques within classes and industry professionals.

Summative Assessment: Successful completion of capstone Senior project course will demonstrate evidence of proficiency in the program and institutional learning outcomes.

3. Master's of Accountancy

Program Assessment

The DSU MAcc program has five program goals. These goals are summarized below. The mapping of these goals to the University Core Themes, University Level Learning Outcomes, AICPA Standard Core Competency, Rationale for the goals, indicators of goal accomplishment and assessment measures can all be found in the Appendix. In addition, a mapping of individual courses to these program level goals is available upon request.

Student Standards of Performance

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Upon completion of the Master's in Accountancy (MAcc) degree, students will be able to:
#1- demonstrate the ability to apply fundamental accounting, tax, auditing and ethical principles within structured and unstructured fact-based situations at a mastery level.
#2- demonstrate the ability to use a range of techniques to perform analysis, synthesize information and draw conclusions at a mastery level.
#3- demonstrate strong interpersonal skills and the ability to communicate effectively in quantitative and qualitative terms through writing and speaking at a mastery level.
#4- provide professional services in the local community through applied learning opportunities and community engagement.
#5- demonstrate the ability to act in a way that will serve the public interest, honor the public trust and demonstrate an appreciation of professional responsibilities and ethical decision making in accounting and tax settings.
Here is the first PLO example from the attachment section:
PLO #1: Technical Competency and Professional Accounting Knowledge
University Core Theme: Learning
University Level Learning Outcome: Knowledge, Innovation
AICPA Standard Core Competency: Functional, Broad Business Perspective
Program Learning Outcome:
Upon completion of the Masters in Accountancy (MAcc) degree, students will be able to demonstrate the ability to apply fundamental accounting, tax, auditing and ethical principles within structured and unstructured fact-based situations at a mastery level.
Rationale for Program Outcome:
The accounting profession has defined these skills and knowledge competencies needed by all students entering the accounting profession, regardless of the career path they choose.
Indicators
• _Synthesize core accounting and tax concepts and information to apply in a variety of business scenarios.
• _Apply knowledge of relevant professional, accounting and tax standards and the regulatory environment to resolve financial and tax reporting issues of U.S. and multinational business entities.
• _Apply knowledge of tax laws for planning and compliance purposes.
• _Recognize and evaluate areas of potential legal concern in the business environment and demonstrate understanding of the role of legal issues in risk assessment.

Assessment Measures
• _National VITA Income Tax Certification Exam
• _CPA Exam Simulation Practice Exams
• _CPA Exam Pass Rates
• _Case Studies evaluated using calibrated rubric

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NWCCU Policies

Northwest Commission of Colleges and Universities Relevant Policies

NWCCU Accreditation Policies—relevant sections that may help inform your program requirements
http://www.nwccu.org/Pubs%20Forms%20and%20Updates/Publications/Standards%20for%20Accreditation.pdf

2.B Human Resources
2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

2.C Education Resources
2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.
2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.
2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.
2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

2.E Library and Information Resources
2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

2.G Physical and Technological Infrastructure Physical Infrastructure
2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

3.B Core Theme Planning
3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

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Overview Curriculum Map

The Overview Curriculum Map below enables faculty members to create a 4-way map that shows the alignment of course learning outcomes (CLOs) to program learning outcomes (PLOs) to DSU institutional outcomes (ILOs), and DSU Core Values in a single grid. This map then becomes a useful visual tool that indicates where holes might be, or where over-emphasis on a given learning outcome might be. It becomes a summary of the detailed information provided at the course, program, and institutional levels in terms of student learning. It will also be useful going forward as annual, 3rd year, and 7th year reports become due. In consultation with the Office of Curriculum, the map can be adjusted anytime changes are made within the program.

Recommended procedure (Note: Please leave the grid in its original form above the bold black line. You may adjust the grid below the line to fit your program needs. Add/delete rows and colors as needed.)

1. List your PLOs at the bottom of the map for easy reference and include the selected DSU Values code(s) that applies to each PLO.
2. Map your PLOs to the ILOs in the green band. More than 1 PLO can be placed in a cell if each one maps to a given ILO.
3. Decide how you would like to list your program courses. Here are two possibilities:
    a. By year—courses students take Year 1, Year 2, etc. Feel free to change the colors of the blocks to suit your preference.
    b. By block—Core courses, Emphasis courses, Elective courses, General Education courses, etc.
    c. You can also add specialty artifacts you may wish to map such as a senior project, or student teaching, etc.
4. With CLOs in front of you for each course listed, use the CLOs to inform the level of proficiency students will have of a given ILO by the **end of the course**. All cells in a course row may not meet the ILO and will therefore be left blank. Your professional judgment is required here as your choice is more subjective than objective. The table below provides some guidance.

I = Introduction	Learning outcomes are introduced at the basic level.
D = Development	Students are given opportunities to practice, learn more about and receive feedback to develop more sophistication in the outcome.
M = Mastery	Students demonstrate mastery at a level appropriate for graduation.

Note: Submit this curriculum map to the Curriculum Director as a separate Word document.

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Degree Program: Dept: College: Academic Year:

		DSU Institutional Learning Outcomes (ILOs)																		
		Skills									Knowledge			Innovation	Responsibility					Grit
	Use course learning outcomes (CLOs) to inform marking the cells in the grid below. Key: I = Introduction D = Development M = Mastery	Discipline-specific	Information Literacy	Quantitative Reasoning	Critical Thinking	Creative Thinking	Inquiry/Analysis	Teamwork	Leadership	Communication	Discipline Specific	Human Cultures	Physical/Natural world	Synthesize and collaborate across general and discipline-specific studies for creative resolution of complex and unscripted problems within and beyond the university campus.	Civic	Community	Intercultural	Social Competence	Global Citizen	Develop passion and perseverance towards long-term goals despite significant obstacles
	Program Learning Outcomes (PLOs) by number—see numbered list below																			
Block 1	(List courses in this column)																			
Block 2																				

List Program Learning Outcomes here followed by Core Theme addressed in parentheses (CT1. Learning, CT2. Engagement, CT3.Opportunity):
Example: Students will blah blah blah. (CT2)

(1)
(2)
(3)
(4)
(5)

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