

CAP report

10/31/16

CAP continued to work on the 3 proposals (Data Science Major and Minor, Actuaries Science Minor, Content Area Program and Global Studies) with the administrative contact persons (Graciela Lacueva and Anne Kugler).

CAP sent first-round feedback to the three proposals by the first week in October. Updated versions of all 3 proposals were submitted to CAP around Fall break, CAP met again on 10/18 to discuss the 3 updated proposals (with Drs. Graciela Lacueva and Anne Kugler). After all the supporting letters were in place, CAP conducted 2 in-person open hearings for all of them on 10/26 (2-3pm) and 10/27 (11-12noon). In addition, FC set up three discussions in the Faculty Business "course" on Canvas, one for each proposal, for faculty input from 10/19 to 10/28/16. No people showed up for in-person meetings and no one submitted questions/comments online either. CAP plans to send the final report to FC by November 23, 2016.

CAP will meet with the Provost on 11/4/16 to discuss what role faculty plays in future 3+2 or 3+3 programs.

Appendix:

CAP is aware of the following issues that seem to relate to academic policy and would like to know if FC will charge us to work on one or some of them:

- 1) What role faculty plays in University's future dual-degree programs (joint programs or partnerships with other institutions):

Here is the background: University has some new dual-degree programs with other universities, but faculty members from respective departments may not have given the opportunity to review them before. Some may not be aware of them. As a result, faculty has difficulties promoting to students and advising students.

In the future, what role should faculty and administrators have in the creation and approval of these programs? Should there be a standard procedure or set of guidelines for the creation of such programs? If so, what should they be? This way, we not only have them but also employ them fully to benefit our students.

- 2) another issue (related, but not the same): there are several dual-degree programs in JCU (please see the list Gwen put together). Some of them are well understood by faculty/departments, so they serve our students well; some of them have not been marketed or implemented widely because it is unclear how to do it.

Here, we need a systematic approach for these programs so that advisers and students have clear procedures to follow. The path (including courses/prerequisites) starting at JCU and from JCU to respective schools should be clearly laid out. Some of these programs may involve more

than 1 department, so coordination and cooperation beyond departmental level seems necessary. Should CAP and/or other parties be involved in coordinating such effort among respective departments?

- 3) after CAP discussion with CAS Dean, CAP sees the the necessity of developing a practical guideline on how to write new proposals. The format can be a link from FC website, including guidelines, practical tips, Q&A, sample proposals, and etc. The current 'protocols' is attached.
- 4) Another idea sprang from CAP discussion with CAS Dean: as we now have the strategic plan, should we update the 'protocol for new proposals' to reflect this change? In addition, recruitment/enrollment is not required, given the highly competitive nature of higher education now, should we include that piece as well? If so, where can faculty get help in gathering such information and even devising recruitment plans?

JCU Partnerships with Other Institutions

1. Early acceptance into graduate or professional school, with all 4 undergraduate years spent at JCU.

- The **MEDStart program** with the University of Toledo College of Medicine. This program allows qualified students to apply to the University of Toledo medical school in the fall of their junior year. The successful applicant is not required to take the MCAT and upon successful completion of the senior year at John Carroll will transition into the next entering class at the medical school.
- An **early acceptance program with the Lake Erie College of Osteopathic Medicine** that reserves up to 20 seats each year for JCU students in LECOM's medical, dental and pharmacy schools. High school seniors and current JCU students who meet admission requirements may apply for the program. Certain prerequisite courses, GPA, and MCAT scores required.
- An [early acceptance program with Ohio University's Heritage College of Osteopathic medicine](#). Reserves ten seats for qualified freshmen entering JCU. Certain prerequisites and SAT/ACT requirements; MCAT waived.
- An **accelerated Bachelor of Science in Nursing program agreement with Ursuline College** in which at least two seats per year in Ursuline's Breen College of Nursing are designated for John Carroll University graduates. Student must take a specific set of courses while at JCU and maintain a 3.0 GPA.

2. Joint programs through which a student receives both a bachelor's degree from JCU and an additional degree from another institution, with a shortened time at JCU. (Also known as 2-2, 3-2 or 3-3 programs.)

- The **articulation program with the Bolton School of Nursing at Case Western Reserve University**. Students spend three years at John Carroll majoring in biology followed by completion of the requirements for the Doctor of Nursing Practice degree at the Bolton School of Nursing. (See Bulletin p. 145 for more.)
- [3-2 program with Case Western in Engineering](#). Students attend JCU for three years and then transfer to CWRU for two years. They receive both a bachelor's degree (B.A. or B.S.) from JCU and a B.S. in Engineering from CWRU. Certain prerequisite courses and GPA required.
- 2-2 program in engineering with University of Detroit Mercy. Students complete a 2-year pre-engineering program at JCU and then transfer to UDM to complete their engineering coursework. They receive a Bachelor of Engineering from UDM.

- [3-2 program in Social Work with Case Western's Mandel School of Applied Social Sciences](#). Students attend JCU for three years, majoring in sociology or psychology, and then enroll in the Mandel School at Case. They receive a B.A. in Sociology or Psychology (depending on their major) from JCU and a Masters in Social Work from Case Western Reserve.
- 3-3 Early Entry J.D. Program with Case Western School of Law. Students complete three years at JCU before enrolling in the School of Law at Case Western. No particular JCU major is specified in the agreement. After completing one year at CWRU Law, student receives bachelor's degree from JCU. Certain GPA, LSAT, and other criteria apply.

Protocol for Requesting Approval of a New Academic Program
Revised 22 November 2013

A request from the faculty members organizing a new academic program (major, minor, certificate program, etc.), should be made in writing to the chair of Faculty Council and copied to the chair of the Committee on Academic Policies. These requests should be accompanied by a narrative that provides all supporting information regarding the new academic program.

The narrative should detail the following:

1. Broad description and purpose of program, including
 - Ways in which the program contributes to the student experience;
 - Ways in which the program strengthens the academic mission of the University;
 - Prevalence of comparable programs at similar institutions, and in the geographic region;
 - Relationship between proposed program and existing programs:
 - Are there existing programs with similar goals and learning outcomes?
 - Is the new program expected to draw students away from existing programs?
 - Could there be perceived conflict with existing programs (especially between programs with similar names)?
2. Program Curriculum
 - Program requirements and program learning goals
 - Rationale for the program requirements
 - Course descriptions, including prerequisites and sequencing of courses
 - Description of how the requirements contribute to the program learning goals; this may be demonstrated using a curricular map.
 - List of courses to be developed, including a timetable for this development
 - Mechanism for approving new courses for the program
 - Program Academic Learning Outcomes
 - Evidence that there are sufficient faculty who are willing and able (both in terms of expertise, and in terms of teaching load) to teach the courses in the program, or indication that new faculty hires will be required.
3. Organization and Administration of Program
 - Responsibilities of program director
 - Indicate if program will be directed by chair of an existing department, or similar existing position; otherwise, identify probable initial program director, including his/her willingness and availability to serve
 - Structure of governance
 - Composition of Advisory Board, if applicable
 - Appointment process to Advisory Board, if applicable
 - Recommended line of reporting

4. Implementation Timetable

5. Assessment

- Likely student learning outcomes, at both the program and course level
- Anticipated method of assessing the learning outcomes
- Indicators that will be used to gauge program success; e.g., enrollment, course evaluations, students' post-graduation activities

6. Anticipated budget

- Description of expenses during start-up: FTE Faculty and Benefits (if new faculty hire), capital equipment, library resources, etc.
- Description of ongoing expenses: Administrative/staff support (including load reduction for director if applicable), equipment replacement, travel, supplies, etc.
- Description of expected revenue from the program

7. Letter from the University Budget Committee, indicating

- The committee has reviewed the proposed budget for the program
- Recommendations for changes to the proposed budget, if applicable
- Indication of whether the program, once fully established, can be expected to pay for itself, and if so, whether it can be expected to generate additional revenue beyond what's needed to fund the program.
- Indication of the source of the start-up money, if any; e.g., identified outside funding, existing University funds

8. Letter from the Executive Director for Academic Finance, ensuring that JCU budget guidelines are followed and that the budget is realistic.

9. Letters from the Enrollment Division

- For an undergraduate program:
 - Indication of an understanding of the program and ability to promote the program
 - Expected interest in the program among prospective students
- For a graduate program:
 - Evaluation of financial aid eligibility
- Separate letter from the Registrar, indicating any special needs regarding scheduling, billing, etc.

10. Letters of Support

- Appropriate academic dean(s), including support for requested release time
- For a graduate program, the appropriate associate dean
- Chairs of departments impacted by the program, indicating (where appropriate)
 - Likely frequency with which departmental courses supporting the new program will be offered
 - Support for the development of new departmental courses that support the new program, and a commitment to schedule such courses

- Extent to which departmental faculty will be available to teach outside the department in support of the new program
- Extent to which departmental faculty will be available to serve as director of the new program
- Assistant Provost for Institutional Effectiveness, indicating
 - Relationship of new program to overall curriculum
 - Viability of assessment plan
 - Resources available to support assessment of the program

During the development of the program, and prior to requesting the letters in points 7-10 above, the proposers should consult with the people or committees who will write those letters, to ensure that the program is viable.

As this document describes procedure rather than policy, it is subject to periodic review and editing by the Committee on Academic Policies, with the approval of the Faculty Council.