Planning and Approval of New Minors/Concentrations

Drake University

College of Arts & Sciences

The review and approval of new minors/concentrations takes place as detailed below. When cross-college collaborative programs are involved, requests should be prepared jointly by the participating sponsors.

**Full Proposal, Submitted to Dean’s Office for Cabinet/A&S Council Review (via Karla Rincon)**

**Fill out the “**[**Qualtrics Form**](https://www.drake.edu/media/departmentsoffices/academicsdivision/migratedassets/documents/20220202%20Program_Change_Application%20Preview_Qualtrics.pdf)**” (after approved by Cabinet / Council) for stakeholders (Questions about new steps please consult with** [**this link**](https://www.drake.edu/acad/guidelines/academicprogramchangeprocess/) **to learn more about the process)**

**Proposed Minor/Concentration Name**

Explain the rationale and purpose of the proposed change. (Areas to address may include: alignment to Drake’s Mission, market demand, unique aspects of program, cross-disciplinary opportunities, reference to comparable programs/institutions, rationale for discontinuation, etc.)

Market Analysis (When possible, refer to market analysis conducted by external entity (e.g., Education Advisory Board, Wiley).

* Briefly describe the intended market (clientele)
* Unique aspects and opportunity provided to clientele
* Enrollment projection with data to support projection
* Employment demand (with evidence)
* Competition analysis (similar programs within market, rationale for program within marketplace)

Provide a brief overview of program logistics including start date, footprint, and admission (if applicable). Note that Fall changes require review in February and Spring changes require review in August.

* Proposed program start date
* Program length (duration)
* Program total credit hours
* Admission criteria and process

Which existing degree programs, if any, may be affected (positively or negatively)?

What other impacts may be associated with this new or changed program (e.g., relationships among faculty and staff, workload expectations, competition for resources/space, specialized accreditation requirements)?

Substantive Change Review

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes (3) | No (5) | Unsure (4) |
| 50% or more of the courses are developed specifically for the new program and not derived from courses in an existing program (1)  |  |  |  |
| Requires the allocation of substantial financial investment or resources (2)  |  |  |  |
| Departure from current programs (i.e., new CIP code at the two-digit level) (3)  |  |  |  |
| Plan to hire additional faculty with new expertise (4)  |  |  |  |
| Plan to acquire specialized accreditation (5)  |  |  |  |
| Starting competency-based education program (6)  |  |  |  |
| Cancellation or suspension of program (7)  |  |  |  |
| Is the proposed program a "stand alone" certificate program (i.e., student can earn the certificate without seeking another degree from Drake). (8)  |  |  |  |

Please describe the educational objectives

Curriculum requirements:

* Program overview, curriculum guide/outline including Drake Curriculum, and pattern of attendance (use the template below)
* Describe the curriculum requirements for completion of the degree programs, with clear identification of required and elective courses. Indicate what classes will be allowed for electives (important for the degree audit).
* Identify new courses to be developed.  Include a curriculum calendar for each pattern of attendance for the program. For undergraduate programs indicate how Drake Curriculum Requirements will be met.
* Outline the pattern of attendance based on required terms of attendance as related to accreditation purposes for the program.
* Outline the potential ramifications/impact of the curriculum on delivery of other undergraduate/graduate programs, delivery of the Drake Curriculum, or support needs (e.g., Academic Success, online programming, community engaged learning, Drake International).

**PROGRAM OVERVIEW**

Description

**DEGREE REQUIREMENTS**

|  |  |
| --- | --- |
| **Course** | **Credits** |
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|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| TOTAL  |  |

Program assessment

* What are the learning outcomes for the program?
* What data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?
* Who interprets the evidence? What is the process for interpretation?
* Describe how assessment results will be utilized to improve on the program’s effectiveness.
* Provide a timeline for assessment of the program’s success.

**Resources**

List the current Drake faculty (tenured, tenure-track, consecutive term) who are expected to teach as core faculty in the new program and briefly describe their major accomplishments in research, scholarship or creative activity in the area of the program.

* If requesting additional faculty, programs should consider starting with continuous appointment/term contracts to support flexibility pending program development and review. If additional, faculty (tenure-track or consecutive term) will be needed by the program, note whether they will be added by reallocation within the college or requested new lines and when any new faculty are expected to be hired.
* If the program relies on part-time instructors for required courses, project what proportion of courses in the new program will be taught by tenure-track faculty, by full-time nontenure track faculty and by part-time (adjunct) faculty.
* What will be the desired academic or professional qualifications of the program’s nontenure track faculty?
* Identify any additional nontenure track faculty resources needed by the proposed program.

Describe any space, library, or information technology resources needed for the program.