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**CREIGHTON UNIVERSITY
Dual Degree Programs (Existing Programs) Proposal Template**

Name of Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Champion(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College/School(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department/Division: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposed Start Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Type (select one)**
□ Bachelor’s Degree (€ BS € BA)
□ Graduate Certificate
□ Graduate Degree € MS € MA € PhD € Other \_\_\_\_\_

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| --- | --- | --- | --- |
| **Approvals** | **Approved/Not Approved** | **Representative Signature & Date** | **N/A** |
| **Department Chair** |  |  |  |
| **Dean** |  |  |  |
| **School/College** |  |  |  |
| **Dean’s Council** |  |  |  |
| **Provost** |  |  |  |

**Creighton University
Proposal to Create a Dual Degree Program**

**Overview**

The following proposal template and action steps are designed to guide faculty and administrators in the creation of a dual degree program using *existing* programs.

If the dual degree involves a new degree program, one not currently offered at Creighton University, the new program proposal template should be used <https://www15.creighton.edu/provost/requesting-new-academic-program>.

**Definition**

A dual degree program is defined as program in which a student may work toward obtaining two different university degrees in parallel, completing them in less time than it would take to earn them separately. The two degrees might be in the same subject area or in two different subjects.

**Proposal to Create a Dual Degree Program**

1. **Rationale for the Program**

This section includes a rationale for creating the program and a description of the planning process that led to the proposal.

1. **Market Demand Analysis**

Evidence of a demand for the dual degree program is needed to assure the time, talent, and treasure required to develop the program will yield a meaningful return on investment. The market demand analysis should include the following.

* Enrollment trends for the existing programs for the last 3-5 years.
* Evidence that creation of a dual degree program is likely to increase enrollment. Sponsoring Dean must request an External Market Analysis from the Office of the Provost that yields data that supports the development of the dual degree before the proposal can be submitted.
1. **Program Development Timeline**

The timeline for development of the program will include plans/timelines for:

* Program inception date
* Course development timeline (if applicable)
* Faculty recruitment and hiring (if applicable)
* Faculty preparation for teaching distance courses (if applicable)
* ***For the purposes of marketing and recruitment, Enrollment Management and University Marketing will be made aware of any APPROVED program changes and will meet with programs champion(s) and/or department chairs/deans as is deemed necessary.***
1. **Learning Goals/Student Outcomes/Assessment Plan for Student Learning**

The dual degree program must include learning outcomes addressing each of the programs involved in the degree as well as programmatic outcomes that address the joint-degree nature of the program. Methods for assessing student learning must be specified. The proposal will include:

* List of each program student learning outcome, including learning outcomes that address the joint-degree nature of the program.
* Assessment Plan for Student Learning to include specific learning outcomes, sources of evidence (activities supporting the objective), assessment method, and data collection points for the outcomes related to the joint-degree nature of the program.

Example provided in Appendix A

1. **Plan for Program Evaluation**

Describe the strategies for regular evaluation of the program. Please include information about how faculty and administrators from each program will be involved in and collaborate in a regular, joint evaluation the dual degree program.

* Evaluation activities may include, but are not limited to
	+ Faculty program review and reflection
	+ Student end of course evaluations
	+ Graduate exit survey data
	+ Employer evaluations
	+ Administrative monitoring or program success
	+ Financial viability of the program, ability of the program to meet financial goals
	+ Ongoing market viability of the program
	+ Advisory board feedback
* Timeline for each evaluation activity

Example provided in Appendix B

1. **Changes in Course Delivery Schedule**

Describe any changes in the schedule of courses within the existing programs due to the addition of a dual degree option, provide a rationale for the changes. (e.g., course pre-requisites requiring completion of a residency activity).

1. **Residency Requirements/Proctoring Requirements**

Describe all campus-based requirements for the program (e.g., program orientation, practica).

1. **Accreditation**

This section will address all accreditation [institutional/specialized and/or programmatic] implications raised by the proposal and any steps taken to satisfy them.

1. **Resources**

This section will describe how the University has organized and planned for adequate human, financial, physical, and instructional resources to initiate and support the proposed program. For all resources, the proposal should clearly indicate which resources already exist, which resources must be acquired, and what strategies will be employed to acquire them.

Proposals will include a discussion of the following:

* Human Resources
	+ A person qualified by education and experience to administer the program
	+ An administrative structure through which appropriate control can be exercised
	+ The number and qualifications of administrative and support personnel needed to support the proposal
	+ Student support resources (e.g., writing center, academic support services)
	+ The number and qualifications of faculty needed to provide the instruction required by the proposal (include faculty CVs and/or proposed requirements, list in Appendix C)
* Financial Resources *(The Senior Financial Analyst, College/School Business Partner, and Office of the Provost will work with the new program champion to complete this section, see Appendix D for additional information)*
	+ A detailed account of the financial resources available and budgeted to cover all start‐up costs as well as anticipated costs to maintain the necessary administrative, instructional, and support personnel over succeeding years
	+ An institutionally approved projected budget for the first five years of the new program including one‐time start‐up expenses, the anticipated sources for first year funding, projected operating costs and income for at least five years, and a line item justification showing the derivation of each estimation of cost and revenue.
	+ Enrollment numbers will be validated by the External Market Analysis.
* Instructional Resources
	+ Identify the existing and/or additional instructional and library resources required to support the program, including adequacy and appropriateness of the library resources for the degree being granted

(*This section [Instructional Resources] will be completed in collaboration with the new program champion(s) and select members of the Center for Faculty Excellence) For distance or blended programs, identify the existing and/or additional instructional technology resources required to support the program’s learning outcomes*

**Appendix A: Assessment Plan for Student Learning Example**

The {insert program title} program will include a comprehensive assessment strategy including direct and indirect assessment methods to gather data at various points before, during, and after students complete the program. Course-level elements of the assessment plan, such as course-embedded measures of student learning, will be an ongoing source of information for improving individual courses and assignments.

The following details the assessment measures that will be utilized:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| University Assessment Goals | Program Outcomes(example from MS in Health Care Ethics) | Source(s) of Evidence | Assessment Measures | Data Collection Points |
| 1. Graduates will demonstrate disciplinary competence and/or professional proficiency.
 | Discuss how the general concerns of ethics, particularly regarding vulnerability and marginalization, apply to health care practices, systems, policies, and laws. | Course-embedded assessments | Exams, Papers and other forms of student work (see curriculum assessment map) | End of each course and annually |
| 1. Graduates will demonstrate critical thinking skills.
 | Discern the ethical problems, ambiguities, controversies, and assumptions in health care practices, systems, policies, and laws | Course-embedded assessmentsPre-post student reflection essays; Graduate exit survey; Student focus group | Exams, Papers and other forms of student work (see curriculum assessment map)Summative critical self-reflections | End of each courseEnd of MHE609 Capstone Project |
| 1. Graduates will demonstrate Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice.
 | Discuss how the general concerts of ethics, *particularly regarding vulnerability and marginalization,* apply to health care practices, systems, policies, and laws. | Course-embedded assessmentsPre-post student reflection essays; Graduate exit survey; Student focus group | Exams, Papers and other forms of student work (see curriculum assessment map)Summative critical self-reflections | End of each courseEnd of MHE609 Capstone Project |
| 1. Graduates will demonstrate the ability to communicate clearly and effectively.
 | When presented with an issue of ethical concerns, orally and in writing apply ethical principles, norms, and theories; provide justification for a particular response or course of action in a persuasive manner; anticipate counter arguments; and offer suitable rebuttals. | Course-embedded assessmentPre/Post test on self-efficacy in MHE600 Scholarly Reading and Writing | Papers, group projects, discussion posts, and presentationsFormative assessments in required courses, and Scholarly Writing courses | End of each courseEnd of MHE600 course |
| 1. Graduates will demonstrate deliberative reflection for personal and professional formation.
 | Critically reflect on personal and professional attitudes, actions, and development in response to reading, discussions, clinical cases, or simulations.Draw upon the humanities and liberal arts in the process of ethical reflection about the structures of health care. | Student admission materialsReflection essay on pre-admission essay and additional questions regarding abilities developed in program | Pre-admission essay; Critical self-reflectionSummative critical self-reflections | Pre-admission; three times annuallyEnd of MHE609 Capstone project |
| 1. Graduates will demonstrate the ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation.
 | Facilitate open discussion among multiple stakeholders in ethically complex situations. | Successful application of learned skills in MHE608Reflection essay on pre-admission essay and additional questions regarding abilities developed in program | Rubric scores on competency-based (skills) outcomesStudent essays and self-reflections | End of courseEnd of course and annually |

**Appendix B: Program Assessment Plan EXAMPLE
from the M.S. in Health Care Ethics Program**

The {M.S. in Health Care Ethics} program will include a comprehensive program evaluation strategy to gather data at various points before, during, and after students complete the program. Data analysis of program-level assessments will take place after the first two cohorts of students graduate, which will be during the third year of the program and be repeated on an annual basis thereafter.

The following details the program evaluation measures that will be utilized:

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| --- | --- | --- |
| Assessment Measure | Source of Evidence | Data Collection Point(s) |
| Course/faculty evaluations | Course evaluations of organization, teaching and learning methods, faculty performance, and support services jointly developed by CHPE faculty and external representatives | End of each course and annually  |
| Graduate Student Exit Survey | Exit Survey | End of program, before graduation |
| Job Placement Statistics | Student/Alumni Survey | At graduation and as part of the Alumni Survey (see below) |
| Graduation and Retention Rates | Program Data | Annually |
| Time-to-Degree Data | Program Data | Year 3 |
| Alumni Survey | Alumni Survey regarding usefulness of program content to professional and personal life and current CV | 1 year post graduation then 5 years post-graduation |
| Academic Program Review | Reviewers’ responses to criteria developed by CHPE faculty | Year 5 and every 7 years thereafter |
| Annual Report of Course Changes and Rationale from Course Directors | Written report by Course Directors of changes made to his/her course and why | Annually |

**Appendix C: Program Faculty**

List the names, credentials and qualifications of each faculty member/ instructor who will teach in the program that is currently employed and the planned courses (course number only) that they will likely be assigned. Identify any NEW position(s) that were included in the proposal and the planned courses (course number only) that they will likely be assigned.

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| --- | --- | --- | --- |
| Names or NEW | Credentials | Qualifications | Tentative Assignment by Course Number |
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**Appendix D: Pro-forma Budget Development: Information Required***Actual Pro Forma will be developed by the Office of the Provost in consultation with the Associate VP for Finance and College/School Business Partner*

**General Information:**

* Program Name
* Program Type
	+ Traditional Undergraduate
	+ Non-Traditional Undergraduate
	+ Graduate Program
	+ Certificate Program
* Online Program? (Yes/No)

**For Traditional Undergraduate Programs:**

* Expected full time enrollment counts by year for the first 5 years of the program, by term if known, by class
	+ Fall:
		- Freshmen
		- Sophomore
		- Junior
		- Senior
	+ Spring:
		- Freshmen
		- Sophomore
		- Junior
		- Senior

**For Non-Traditional Undergraduate Programs:**

* Expected enrollment counts by year for the first 5 years of the program, by term if known
	+ Freshmen
	+ Sophomore
	+ Junior
	+ Senior

**For Graduate Programs:**

* Expected enrollment counts by year for the first 5 years of the program, by term if known
	+ 1st year students
	+ 2nd year students
* Average Credit Hours Per Student
	+ 1st year students
	+ 2nd year students

**For Certificate Programs**

* Expected enrollment counts by year for the first 5 years of the program, by term if known
* Average Credit Hours Per Student
* Tuition per credit hour

***Pro Forma Budget Development [continued]*Expense Information**

**For All Programs:**

* Expected full time equivalent hires needed by year for the first 5 years of the program Fall:
	+ Faculty
	+ Staff
* Course development:
	+ Course development schedule
	+ amount of course development stipends per year based on above schedule
* Amount of TA/Fellowship Stipends per year
* Student employment wages per year
* Total new faculty salaries per year
* Total new adjunct salaries per year
* Total new staff salaries per year
* Equipment Costs
* Facilities costs to remodel or a new build, if necessary
* Other initial investments
* Other non-salary expenses, office supplies, printing costs, travel, etc.