LOMA LINDA UNIVERSITY

# NEW PROGRAM / DEGREE PROCESSING FORM

**NAME OF PROGRAM:**

**DEGREE / DEGREE ABBREVIATION:**

**MODALITY:**

**LOCATION/SITE (IF OFF-CAMPUS):**

**MAJOR:**

**DEPARTMENT:**

**DEPARTMENT CHAIR:**

**PROGRAM DIRECTOR:**

**SCHOOL:**

**DEAN OF SCHOOL:**

**PROPOSED START DATE:**


**APPROVED BY:**                                                                                              **DATE:**

School Approval *(Please indicate departmental & school committees)*

*Digital Education Committee/Learning & Technology Committee (if applicable)*

Library Resources: Carlene Drake

Catalog Review: Janelle Pyke

Assessment Review: Marilyn Eggers

Budget Review: Sr. Vice President, Finance

<mark>*Please note: all preceding reviews must be complete prior to first UAAC reading.*</mark>

University Academic Affairs Committee (1st reading)

University Academic Affairs Committee (2nd reading)

President's Committee

Academic Affairs Committee (LLUBT)

*Ministerial and Theological Education Committee (LLUBT) (SR only)*

Loma Linda University Board of Trustees

*WSCUC (if applicable)*

**PROGRAM PROPOSAL TEMPLATE INDEX**
**(New Degree Program: Doctoral)**
*(Revised 11.08.2016)*

**A.** <u>PROGRAM OVERVIEW</u>

1. Name of degree or program proposed.

2. Initial date of offering

3. Percent of the program being offered via distance education and/or off-campus, if applicable.

4. Identify the language of instruction, if 50% or more of the program will not be in English.

5. Projected number of students and what type of student the program is geared for, i.e. adult learners, part-time or full-time

6. Anticipated life of the program, i.e., one time only or ongoing? Cohort model or rolling admissions? Independent study?

7. Prior experience with this type of program. If the institution's experience includes joint doctoral programs, describe the institution's role and responsibilities in the joint doctoral program distinct from the partnering institution.


**B.** <u>DESCRIPTIVE BACKGROUND, HISTORY AND CONTEXT</u>

1. Provide a brief description of the institution, including the broader institutional context in which the new program or change will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution.

   *(The Office of the Provost has provided the paragraph below; <u>however, you must add a section following this paragraph connecting the anticipated substantive change with the mission, purpose, and strategic plan of the institution</u>)*

   In 1961 Loma Linda University was recognized as heir to the accreditation attached to the College of Medical Evangelists. Loma Linda University merged with La Sierra College (in Riverside, California) in 1967. The two campuses were defined as operationally separate for accreditation purposes from 1972-1976, after which it was accredited as a single unit in 1977. The Loma Linda and Riverside campuses grew apart with differences in purpose (health sciences versus liberal arts), University-wide academic and financial planning, governance, and physical distance became increasingly difficult to manage; this led to an action of probation by WSCUC in 1989. The two campuses separated into two independent entities, Loma Linda University and La Sierra University and in 1992, probation was removed and accreditation was reaffirmed for Loma Linda University. With its purpose refocused as a health sciences institution, the University returned to its 1905 founding mission in the healing professions. Accreditation was reaffirmed in 1999 for 10 years. The Capacity Review visit was successfully completed in October of 2008, and its findings affirmed by the Commission in February 2009. The institution underwent the Educational Effectiveness Review visit in October 2010. Accreditation was reaffirmed in 2011 for 10 years.

2. If this is a joint program, identify the roles and responsibilities of each institution in developing, delivering, and assessing the program.

3. List the number, variety, and longevity of other doctoral programs currently being offered, including student enrollment and projected time to graduation, if applicable, for each doctoral program. At least three and no more than five years of data should be provided. If this is a joint doctoral program, provide this data for each institution.

4. If 50% or more of the program will be offered via distance education, describe the institution's prior experience offering distance education. For joint program, provide this information for each institution.

5. If the institution currently offers a joint doctorate(s) in this discipline, indicate whether the program(s) will continue and provide details on how the proposed program fits into the strategic plan of the institution. If the joint program will be discontinued, refer to Section VI on teach-out requirements.


**C.** **INSTITUTIONAL ACCREDITING HISTORY RELEVANT TO SUBSTANTIVE CHANGE**

1. Provide a brief response to issues noted in prior substantive change reviews since the institution's last comprehensive review, even if the programs reviewed were at a different degree level or offered in a different discipline. If this is a joint program, provide this information for each institution. (The Office of the Provost completes this section.)

   Current status: Accredited
   First accredited: 1961
   Most recent Commission Action:  February 2011
   Last visit evaluation: Educational Effectiveness Review, October 2010
   Last Substantive Change: October 17, 2016, Expedited Review for AS in Cardiac Electrophysiology

2. Provide the institutional response to issues relevant to doctoral level education noted in the last <u>Commission or Interim Report Committee letters or in related team reports</u>. If this is a joint program, provide this information for each institution. (The Office of the Provost completes this section.)

   Loma Linda University has responded to all issues noted in previous WSCUC visits and letters in a systematic manner. The 2011 Commission Action Letter emphasized the importance of the following three areas: 1) Developing Institutional Research and Utilizing Data in Strategic Planning, 2) Advancing Scholarly Research Activity, and 3) Assessment, Program Review, and Student Achievement. The 2015 Interim Report outlined the progress that has been made in each of these areas.

   1) **Developing Institutional Research and Utilizing Data in Strategic Planning:** In October 2013, a new institutional researcher was commissioned with the responsibility of not only canvassing available data sources but also presenting and analyzing data in a way suitable for strategic planning. IR has spent considerable time with each of the school's data specialists to formulate principles for generating standard reports such as applications, enrollment, retention, and graduation rates.
   2) **Advancing Scholarly Research Activity:** In 2014, LLU commissioned CannonDesign to investigate opportunities which would strengthen our research organization, programs, operations and facilities. The study resulted in a proposed, world-class research building on campus, The Center for Health Discovery, a $60 million structure with 90,000 ft², focused on high impact, mission-aligned, interdisciplinary translational research. State of the art laboratories together with clinical trials facilities will be highlights in a center that leads biomedical research while simultaneously supporting the core mission and values of LLU. It will host the Center for Wholeness; dedicated to the creation of wellness solutions in partnership with private enterprise and the communities LLU serves.
   3) **Assessment, Program Review, and Student Achievement:** After the 2010 WSCUC site visit and the 2011 WSCUC Commission letter, the University analyzed its committee structure for purpose and function

with the intention of determining if some committees could be discontinued. While the intent had been that of streamlining the system and reducing committee workloads, the faculty voiced their support of increased involvement and collaboration which they saw as personally and professionally rewarding. Subsequently the University added the Student Success Committee and Academic Service Learning Committee.

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and attach (in the appendices) a copy of the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation and when the review will be completed. *(Information and/or documents to be provided by school/program)*

A. **PROGRAM NEED**

1.  Identify the program need/rationale framed by the institution's mission and strategic goals. Local program need should be documented in addition to any national or statewide need. For joint programs, provide this information for each institution.

2.  Describe the process and results used to establish the need. Please provide a summary of the findings, not the full study.

3.  What evidence (surveys, focus groups, documented inquiries, etc.) was used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels?

4.  Attach the recruitment and/or marketing plan for the program. Describe the geographic scope of the program. *(Note that all materials regarding this program should clearly state, "Pending WSCUC approval" prior to Commission approval.)*

B. **PLANNING/APPROVAL PROCESS**

1.  Describe the planning and approval process within the institution(s), indicating how the faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the program. Include any campus established criteria for doctoral level work. Attach documentation of necessary approvals. CSU campuses must attach a letter of approval from the Chancellor's office.

2.  If the institution(s) is/are part of a university system, describe the review process at the system level, including any system requirements for doctoral level work. Attach documentation of approval.

C. **COLLABORATIVE/COOPERATIVE AGREEMENTS**

1.  If the proposed program includes collaboration or cooperation with outside agencies, institutions or other entities, please describe the purpose and nature of the relationships. Attach relevant signed Memoranda of Agreement or other documentation. If this is the first program to be offered 50% or more online, or if the LMS provider has recently changed, please attach the contract with the provider. Please see WSCUC's Agreements with Unaccredited Entities Policy and Guidelines.

*(For more information see Program Description in the [Guidelines for the Review of Graduate Programs](#))*

**A. CURRICULUM**

1. Provide an overall description of the program including the alignment of the program philosophy, curricular design, pedagogical methods, and degree nomenclature selected. Identify the program's emphasis as a professional-practice (applied research, practice-oriented, or clinical) degree or a scholarly research-oriented degree.

2. If 50% or more of the program will be offered via distance education, provide a detailed description of the modality and format being proposed (i.e., synchronous, asynchronous, online, correspondence, teleconference, video on demand, etc.). Provide guest log-in access to the learning management system for this program for at least one course for which a syllabus is provided. The course must be part of the proposed program, not from another program.

3. If 50% or more of the program will be offered via distance education, describe how the curricular design and pedagogical approach has been adapted to the modality of the program.

4. If applicable, describe each track within the program being proposed including the capacity of the institution to support each track. Each track will be acted on independently.

5. Describe how a doctoral level culture will be established to support the proposed program, including such elements as doctoral level course requirements, nature of the research environment, balance between applied and research components of the degree, and type of culminating experience (full dissertation or a culminating project). Also include plans for faculty research, faculty hires, library resources, and peer and campus collaboration. Discuss how students (both full-time and part-time) will be integrated into the intellectual community of the department and institution. If this is a joint program, provide this information for each institution.

6. Provide the student learning outcomes for the proposed program.

7. Attach a curricular map aligning program learning outcomes with course learning outcomes, and demonstrating the progression from introductory to advanced levels.

8. Include a list of all courses in the program, identifying which are required.

9. Describe the process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes; 2) materials are current; and 3) pedagogy is appropriate for the modality of the course.

10. Attach three sample syllabi and the syllabus for the dissertation or culminating experience, which are adapted to the modality of the course. Sample syllabi must demonstrate rigor appropriate to a doctoral-level course in terms of required reading, course content/topics, and assignments/grading policy. Course syllabi should reflect a learning outcomes orientation and be linked to program outcomes. Syllabi should demonstrate that extensive research, including applied research as applicable, is required.

Syllabi must include:
- specific student learning outcomes for the course
- a course schedule including a schedule of all assignments
- the number of credit hours earned in the course and expectations for how those hours are earned both in and out of class (seat time, lab time, homework, etc.)
- use of the library
- relevant university/departmental policies

Syllabi must also be adapted to the modality of the course, and be appropriate to the level of the degree. Online courses must include information about the learning management system and expectations for students participating in the online modality, netiquette, and other considerations specific to the modality.

11. Describe the clinical, practicum, or internship requirements and monitoring procedures, if required. Attach a sample MOU or agreement with a clinical, practicum, or internship site (if applicable).

12. List any special requirements for graduation.

## B. SCHEDULE/FORMAT REQUIREMENTS
*(For more information see Schedule/Format Requirements in the Guidelines for the Review of Graduate Programs)*

1. Describe the length of time that the typical student is expected to complete all requirements for the program.

2. Describe the cohort or open registration model being used. Provide the minimum attendance/participation requirements and provisions made for students to make up assignments or for students who withdraw and seek to re-enroll. Include a matrix showing the number of students per cohort throughout the first five years of the program and the faculty resources to support such estimates.

3. Describe the typical class size throughout the program.

4. Describe how timely and appropriate interactions between students and faculty, and among students will be assured, including detailed information for online courses. For programs being offered via distance education, describe the provisions available to faculty to ensure that the enrolled student is the student completing the coursework.

5. Describe the timeframe of courses, i.e. accelerated, weekend, traditional, etc. If courses are not offered in the traditional 10 week quarter or 15-16 week semester system, please explain how credit hour and course content expectations can be met within the timeframe established for the program. An institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, the accelerated nature of the curriculum, and conform to the institution's Credit Hour policy.

6. Attach the institution's Credit Hour Policy, in compliance with WSCUC's Credit Hour Policy, adopted in September 2011. (CFR 4.1) For programs that contain courses that include requirements other than traditional seat time (i.e., laboratory work, internships, practica, studio work, hybrid courses, online courses, and other academic work leading to the award of credit hours), please identify these courses and explain how the time requirements are equivalent to the credit hour requirements as described in WSCUC's Credit Hour Policy.

7. Provide a sample schedule of courses for a full cycle of the program, with faculty assignments if available.

C.  **ADMISSIONS REQUIREMENTS**
*(For more information see Admissions Requirements in the Guidelines for the Review of Graduate Programs)*

1.  List the admissions requirements.

2.  Identify the type of student targeted and qualifications required for the program.

3.  If any part of the program will be offered via distance education, describe how the student's ability to succeed in distance education programs will be addressed and linked to admissions and recruiting policies and decisions.

4.  Describe the residency requirements and policies on the number of credits that students may transfer into the program.

5.  Attach a sample brochure or admissions material for this program that will be made available to prospective students. *(Note that this material must clearly state, "Pending WSCUC approval" prior to Commission approval.)*

## SECTION IV: EDUCATIONAL EFFECTIVENESS
*(For more information see Educational Effectiveness in the Guidelines for the Review of Graduate Programs)*

A.  **PLAN FOR EVALUATING EDUCATIONAL EFFECTIVENESS**
    Assessment should be described at three levels:

1.  Annual assessment leading to the program review: Describe the annual assessment process for year one and subsequent years leading to the overall program review. Attach an assessment plan for the first several years of the program that describes how core faculty review the performance of the students in each cohort as it progresses annually to determine satisfactory progress. The assessment plan should include the review of student work and achievement of program learning outcomes as well as rubrics for assessment of the qualifying exam, dissertation, and clinical work, as applicable.

2.  Program review: Describe how and when this program will be incorporated into the department, school and institution's regular assessment and program review processes.

3.  External review: Describe any plans for an external review of the program. (External review refers to the evaluation of the program by one or more evaluators unaffiliated with the institution. Please note that professional accreditation reviews can be included, but are not expected to be the sole source evaluating the effectiveness of the program.)

If the program will be offered via distance education:

4.  How will the educational effectiveness of the program (including assessments of student learning outcomes, student retention, and student satisfaction) be evaluated? Include appropriate comparisons with campus-based programs.

5.  Describe procedures to evaluate teaching effectiveness in the distance education modality.

*(For more information see Resources/Faculty and Resources/Infrastructure in the Guidelines for the Review of Graduate Programs)*

A.  **FACULTY**

1.  List the number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.

2.  Provide information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising.

3.  Describe the plan to orient and mentor junior faculty to support their doctoral-level research, scholarship, and dissertation supervision responsibilities.

4.  Provide an analysis of the impact that the proposed program will have on overall faculty workload, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this doctoral program? How will units be assigned for dissertation work (i.e., how many for serving as the chair as opposed to serving on the committee)? What will be the maximum number of students that each faculty member can advise? Discuss the implication of the faculty resource matrix included in the program description section, particularly to show the workload implications when one cohort is in the dissertation phase and others are in the coursework phase of the program.

5.  Describe the support/resources for faculty to develop a doctoral-level culture, engage in research, and if applicable, receive an orientation in order to chair dissertation committees.

6.  Describe each core faculty member's workload within and beyond this program.

7.  Describe the faculty background and experience to engage in doctoral-level instruction. Attach abbreviated vitae (three to five pages) for core faculty, which include an overview of the key credentials, publications, and if applicable, prior experience supervising dissertation work. Vitae for core faculty should reflect a range of scholarship including theoretical research, applied research in the field, and practice, as relevant. Vitae should distinguish between peer-reviewed articles and non-peer-reviewed articles.

8.  If the program will be offered via distance education, describe the preparedness of faculty to support the modality of instruction. What faculty development opportunities are available? Include any faculty guidelines for online instruction.

B.  **STUDENT SUPPORT SERVICES**

1.  Describe the support services available for doctoral-level students, such as financial aid, placement and research opportunities.

2.  Identify the ongoing advising and academic support systems for students in the program.

C.  **INFORMATION LITERACY AND RESOURCES**
*(Work with your Library liaison to include current information)*

1.  Describe the information literacy competencies expected of graduates and how they will be evaluated.

2. Describe the staffing and instructional services that have been put in place, as well as the library and informational resources available to students and faculty in support of the new degree program.

3. Describe the access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students.

4. Describe staff and services available to students and faculty for instruction on how to use, access, and support information resources, both on-site and remotely.

5. Describe the availability of library staff to support research activity.

6. Describe the impact on the maintenance of the institution's library in terms of library and research support appropriate for doctoral-level research. For joint programs, provide this information for each institution.

7. Explain the need for additional cooperative agreements with other institutions to supplement resources for doctoral work. Copies of the agreements should be attached.


## D. TECHNOLOGY

1. Describe the institution's technological capacity to support teaching and learning in the proposed program. For joint programs, provide this information for each institution.

2. What level of technology proficiency is expected of students? How will students receive training on how to access required technology used in the program?

If 50% or more of the program will be offered via distance education:

3. Describe the institution's provisions for students in the proposed program to gain full access to course materials. For joint programs, provide this information for each institution.

4. Describe how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions (i.e., contingency plan, should the LLU systems stop functioning). For joint programs, provide this information for each institution.


## E. PHYSICAL RESOURCES

1. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution. This includes, but is not limited to the physical learning environment - classrooms, study spaces, student support areas.


## F. FINANCIAL RESOURCES
*(Work with your School Business Officer for this section, including the budget template)*

1. Provide the total cost of the program for students, including tuition and any fees. How are students expected to finance their tuition?

2. Provide a narrative describing all start-up costs for the institution(s) and how the costs will be covered, including direct program cost and institutional indirect cost. Explain how the institution ensures that the impact of additional services and support for a new program will be adequately supported as the program grows (i.e., are indirect costs charged on a program basis). For distance education programs, costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included.

3. Describe the financial impact of the new program on the institution(s), including evidence that the institution(s) has/have the capacity to absorb start-up costs. If the institution(s) has/have incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution(s) to start and sustain the new program(s) is required.

4. Identify the minimum number of students necessary to make the program financially viable.

5. Provide a budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs. The budget should reflect anticipated attrition. The budget should include all budgetary assumptions. (A budget template is linked below to provide a model of the level of detail the Committee expects, but is not required. The template may be modified as appropriate.)

6. If the institution has a joint doctorate in the same or a similar disciplinary area and plans to continue to offer it, describe the availability of resources for both programs, and the basis for allocation of resources to support both the joint and the new programs.

Budget Template Link: https://wascsenior.app.box.com/s/hgobj23j6qa4anfawb11

**A. Plan for Teach-out Provisions**

1. Attach a copy of the institution's approved teach-out or program discontinuation policy detailing how students who begin this program will finish if the institution(s) determines that the program is to be closed. Please see WSCUC's Teach-Out Plans and Agreements Policy.

2. For joint doctoral programs transitioning to independent doctoral programs, describe the nature of the teach-out plan between/among the partnering institutions, including how financial responsibility and expenses will be shared, students served and dissertations supported. Identify the timelines established for the teach-out and the notice to be given to all students enrolled in the program. Copies of formal agreements for teach-out between/among the partnering institutions and the notice provided to students are to be submitted with the proposal. The formal agreement should be agreed upon by all partnering institutions. If the original MOU contains a detailed description of the teach-out responsibilities for each institution, this document may be submitted in lieu of a new formal teach-out agreement.

**SECTION VII: LLU SPECIFIC**

Please include, as part of the appendices, the following:

1. "At-a-glance" chart or executive summary (for LLUBT posting)
2. Catalog-ready program description