

**BLOOMSBURG UNIVERSITY OF PENNSYLVANIA**

5-Year Program Review Report

Program Name:

Department Name:

Academic Years: 20\_\_-20\_\_ to 20\_\_-20\_\_

Submission Date:

11/5/2018 OPA

**REQUIRED SIGNATURE PAGE**

**Program:**

**Department / Office:**

**1. REVIEW SEQUENCE:**

**Assistant Vice President, OPA**

_____	_____	_____
Print Name	Signature	Date

**2. APPROVAL SEQUENCE:**

**Program Coordinator (if applicable)**

_____	_____	_____
Print Name	Signature	Date

**Department / Director / Office Chairperson**

_____	_____	_____
Print Name	Signature	Date

**College Dean:**

_____	_____	_____
Print Name	Signature	Date

**Graduate Dean (if applicable)**

_____	_____	_____
Print Name	Signature	Date

**Provost or Vice President**

_____	_____	_____
Print Name	Signature	Date

**3. SUBMISSION TO PASSHE:**

**Assistant Vice President, OPA**

_____	_____	_____
Print Name	Signature	Date

**Provost for Academic Affairs**

_____	_____	_____
Print Name	Signature	Date

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DEPARTMENT: \_\_\_\_\_

**Self-Study Committee Member Names, Titles, and Relationship to Unit**

Self-Study Committee Member Names, Titles, and Relationship to Unit								
Self-Study Committee Member Name	Title	Relationship to Program / Department	CHECK THE PROGRAMS ASSOCIATED WITH EACH INDIVIDUAL					
			Program 1	Program 2	Program 3	Program 4	Program 5	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**INTRODUCTION (Optional)**

This section provides an overview of the academic program.

## 1. Name of Programs, Awards, CIP Code, and Delivery Methods

**Table 1 Name of Programs, Degrees, CIP Code\*, and Delivery Methods**

ACADEMIC PROGRAM List of active programs, majors (with concentrations), minors and certificates.	AWARD (B.S., B.A., M.S., MINOR, POST-BACCALAURATE CERTIFICATE)	Number of Credits Required for Completion	CIP Code	Delivery Methods Check all that apply			
				Face to Face	Blended	On-line	ITV**
1.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How to complete Table 1:**

List the **name** of each program offered within the department. This should include all degree programs (along with all concentrations), minors, and certificates. With each program, include the award (B.A, B.S., B.S.ED., M.S., M.B.A., Ed.D., Ph.D., E.ed., Sub-Baccalaureate Certificate, Post-Baccalaureate, Post-Masters Certificate, etc.) along with the number of credits required for completion, the CIP code, and all delivery methods (face-to-face, online, blended, or ITV).

\*CIP= Classification of Instructional Program.

\*\*Interactive Television

Please insert additional rows, if needed.

## 2. Program Description from the University Catalog.

3. Description of how the program is aligned with the department, college, and university’s mission and vision.

<b>Table 2 Strategic Alignment of Academic Programs</b>			
<b>University</b>  Bloomsburg University <a href="http://www.bloomu.edu/">http://www.bloomu.edu/</a> <a href="http://www.bloomu.edu/strategic">http://www.bloomu.edu/strategic</a>	<b>Mission Statement</b>  Bloomsburg University of Pennsylvania is an inclusive comprehensive public university that prepares students for personal and professional success in an increasingly complex global environment.	<b>Value Statement</b>  Bloomsburg University of Pennsylvania students, faculty, professionals and staff value: <ul style="list-style-type: none"><li>• Collaboration</li><li>• Community</li><li>• Critical thinking</li><li>• Diversity</li><li>• Excellence</li><li>• Integrity</li><li>• Knowledge</li><li>• Opportunity</li><li>• Personal and professional growth</li><li>• Respect</li></ul>	<b>Vision Statement</b>  Bloomsburg University aspires to: <ul style="list-style-type: none"><li>• be a premier public comprehensive university, recognized as a center of thinking, learning and academic excellence</li><li>• anticipate and address the changing needs of the Commonwealth</li><li>• be a diverse community that produces positive change</li><li>• provide resources to maximize opportunities for success</li><li>• be a good steward of our resources and the environment</li><li>• develop individuals to be contributing citizens</li></ul>
<b>College/Division</b>	<b>Mission Statement</b>		<b>Vision Statement</b>
<b>Department/Program</b>	<b>Mission Statement</b>		<b>Vision Statement</b>
<b>How to complete Table 2:</b> <i>Insert the college/division information along with the department/program information.</i>			
<b>Table 2 Discussion:</b> <i>Describe how the program supports and is aligned with the Department, College, and University missions.</i>			

4. A curriculum overview for the degree program being reviewed. An example can be found in Appendix A. (Label: Appendix A – Curriculum Overview)
  
5. An academic map that outlines the course sequence as appropriate for full-time students and if applicable, a course sequence if the program is designed as a degree completion program. A sample of academic map for a baccalaureate program can be found in Appendix B. (Label: Appendix B – Academic Map)
  
6. List all courses (required and elective) for the program. Include the course label and number (i.e., BIO 101), course title, delivery method (face-to-face, online, blended, ITV), and if the course is required or is an elective. Complete separate tables for each program.

Table 3 Program Courses								
Course Label	Course Number	Course Title	Delivery Method				Program Required	Program Elective
			Face-to-Face	Online	Blended	ITV		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. Official master course syllabus for each required and elective course should be attached as an Appendix C. (Label: Appendix C-Master Course Syllabi)**

**8. All Student Learning Outcomes for the Program. Along with a listing of all program SLOs, each SLO should include:**

- a. how each SLO was measured;**
- b. when each SLO was measured (e.g., year 1, year 2, year 3, year 4, and/or year 5);**
- c. the results from each SLO assessment, and**
- d. any actions taken based on the results from the assessment.**

**An example found in Appendix D. (Label: Appendix D-Assessment Plan of Student Learning)**

**9. For concepts, theories, and skills introduced reinforced, or applied in each required or elective course, indicate:**

- a. which SLO(s) is/are *introduced* in the course;**
- b. which SLO(s) is/are *reinforced* in the course**
- c. which SLO(s) is/are *applied* in the course**
- d. which courses had data collected for program assessment.**

**An example of a curriculum map is found in Appendix E. (Label: Appendix E-Curriculum Map)**



10. Curriculum changes occurring over the review period. Include the semester and year the change took effect, a description of the change, and the rationale for the change.

<b>Table 4 Curriculum Changes during Review Period</b>			
<b>ACADEMIC PROGRAM</b> List separately as in Table 1.	<b>Date Change Took Effect</b> <i>Semester &amp; Year or Calendar Date</i>	<b>Reason for Change</b>	<b>Description of Change</b>
<i>How to complete Table 4:</i> Describe curriculum changes (e.g. changes to major requirements, addition/deletion of concentrations) made to the program over the previous five years. Include the date and the reason for the changes; when applicable, note assessment results that prompted the change. At minimum include all changes that have gone through the university curriculum approval process. Provide a summary of changes in electives.			
<b>Table 4 Discussion:</b>			

11. Overview of the plan for assessing student learning and the results for each academic program. Include how the department has incorporated the results of the assessment back into the curriculum or department, i.e., closing the loop on identified issues. At a minimum, the following questions should be answered:

- a. Are students meeting the program’s learning outcomes at the planned level?
  - i. If not, what should be changed to achieve the desired results?
  - ii. If the learning outcomes are met, are there specific efforts that can be attributed to the students’ success?

**12. Support for the SLOs supported by departments other than the department hosting the program.**

<b>Table 5 Support for Program Student Learning Outcomes by Offerings from Other Academic Departments</b>			
<b>Academic Program</b> List separately as in Table 1.	<b>Department Name, Course Identifiers, Course Name and Description of Support Provided (courses from other departments, tutoring, writing center, and so forth)</b>	<b>Program Requirement</b>	<b>Program Elective</b>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
<p><b><i>How to complete Table 5:</i></b>  <i>If relevant, describe the manner in which the offerings of other departments/offices satisfy core and elective requirements and support the student learning outcomes of the program. Describe support from non-instructional units such as writing center, tutoring, etc.</i></p>			

**13. Summary of full-time and adjunct faculty scholarly or creative activity during the review period, indicating which faculty are tenured and tenure track and which are adjunct. Put in Appendix F. (Label: Appendix F-Faculty Professional Vitae)**

<b>Table 6 Summary of Current Full-time Faculty*, Academic Preparation, Professional Certificates, Licensures and Degrees Earned, Post-Doctoral Studies and Activity</b>								
<b>Name of Faculty &amp; Professionals</b>	<b>Highest Degree Awarded (Check)</b>	<b>Tenured ( Check)</b>	<b>Tenure Track (Check)</b>	<b>Year Highest Degree Awarded (Check)</b>	<b>Institution Awarding Highest Degree</b>	<b>Professional and/or Scholarly or Creative Activity during the Review Period**</b>	<b>Research or Creative Specializations</b>	<b>Teaching Assignments</b>

**How to Complete Table 6:**  
*\*Include Full-time Tenured and Tenure Track Faculty employed during the most recently completed academic year. List in alphabetical order by Surname /Family name. \*\*Provide current resume/CV for all listed faculty, and professionals, in Appendix F. In lieu of providing full details in Table 6, the department/program can highlight the professional and/or scholarly or creative activities during the review period directly on the CVs.*

**Table 7 Description of Adjunct Faculty\* Qualifications and Professional Development**

Adjunct Faculty Name	Highest Degree Awarded	Year Highest Degree Awarded	Institution Awarding Highest Degree	Academic and Professional Preparation
<p><b>How to Complete Table 7:</b>  <i>*Include Full-time Temporary, Part-time Temporary, and Regular Part-time Faculty (RPT) employed during the Review Period. List in alphabetical order by Surname /Family name. Provide current resume/CV for listed faculty who taught key courses in a program and/or taught in the program for more than two years. (Label: Appendix F – Faculty Professional Vitae)</i></p>				
<p><b>Table 7 Discussion:</b>  <i>Describe and assess the numbers and qualifications of adjuncts teaching in the program.</i></p>				

**14. Current resume/CV for all full-time and adjunct faculty, indicating which faculty are tenured and tenure track and which are adjunct. Place in Appendix F. (Label: Appendix F-Faculty Professional Vitae)**

**15. Summary of notable student achievement during the review period.**

<b>Table 8 Summary of Notable Student Achievement during Review Period</b>					
	<b>Program</b>	<b>Publications, Exhibits, Performances, Presentations, Programs and Activities</b>	<b>Awards, Honors, Competitions</b>	<b>Grants, Prizes, Fellowships, Scholarships</b>	<b>Other</b>
<b>Graduate Students</b>					
<b>Undergraduate Students</b>					
<b>How to complete Table 8:</b> Include <b>notable</b> Full-time and Part-time Graduate and Undergraduate Students enrolled in a program during the Review Period.					

**16. Overview and analysis of the five-year budget for the review cycle. If some aspects of the budget are shared among several programs (departmental budget), please list budget components that are shared, and explain how the costs are proportioned among all programs. If expenditures were made that benefited the program but were not departmental/program expenditures (i.e. Technology Tuition Fee Funds, university renewal/replacement funds etc.), please identify these program investments. Describe any budgetary challenges that have impacted achieving program goals and overall program performance. Include all capital investments that have been made for the program/department over review period. This list should include some or all of the following, as applicable: (Insert budget charts)**

- new positions;
- educational/instructional technology enhancements;
- educational/instructional equipment and/or supplies;
- facilities/remodeling;
- travel;
- faculty (conferences, professional development); and
- expenditures for undergraduate and graduate students (conferences, professional development, competitions, etc.).

**17. Progress in meeting Five-Year Program Review Goals. Overview and analysis of any results from previous program goals (goals established in the previous review). If there were challenges in working toward the goal(s), detail these challenges. Specifically note to how the department has incorporated the results from the assessment process back into the curriculum or department/program efforts (i.e. closing the loop.) Please include charts or data as supporting evidence, if applicable. (Note: If your department or unit uses Nuventive Improve (TracDat) to chart your annual progress in meeting these goals, then you can simply insert the Nuventive Improve report, “Annual Progress in Meeting Program Goals” (Strategic Plan four-column report).**

<b>Table 9 Annual Progress in Achieving Program Goals</b>		
<b>Program Goal</b>	<b>Measures</b>	<b>Annual Update and Challenges</b>
Goal 1: Description  Goal Status: (Met or Completed; Work in Progress; Not Started; No Longer Relevant)	Measure 1: Measure 2: Measure N:	Year 1: Update on Progress Year 2: Update on Progress Year 3: Update on Progress Year 4: Update on Progress Year 5: Update on Progress
Goal 2: Description  Goal Status: (Met or Completed; Work in Progress; Not Started; No Longer Relevant)	Measure 1: Measure 2: Measure N:	Year 1: Update on Progress Year 2: Update on Progress Year 3: Update on Progress Year 4: Update on Progress Year 5: Update on Progress
Goal N: Description  Goal Status: (Met or Completed; Work in Progress; Not Started; No Longer Relevant)	Measure 1: Measure 2: Measure N:	Year 1: Update on Progress Year 2: Update on Progress Year 3: Update on Progress Year 4: Update on Progress Year 5: Update on Progress

**18. Data (metrics) relevant to the performance of the program, at a minimum, including the following: (insert data from Institutional Research)**

- a. enrollment data;**
- b. completion data;**
- c. student credit hours;**
- d. four-year and six-year graduation rates; and**
- e. second-year, third-year, and fourth year retention rates.**

**19. Provide an analysis of all data (metrics) provided. If the previous program review identified goals associated with any metric, indicate if the goal was met, and if not, what challenges or external factors existed that prevented the goal from being met. *(Note: If your department or unit uses Nuventive Improve (TracDat) to chart your annual progress in meeting these goals with metrics, then you can simply insert the Nuventive Improve report, “Annual Progress in Meeting Program Goals with Metrics” (Strategic Plan four-column report).***

<b>Table 10 Annual Progress toward Program Metrics</b>		
<b>Program Metric</b>	<b>Analysis</b>	<b>Action Plan</b>
Metric 1: Description Metric Status: (Made Progress, Stayed the Same, Regressed)		
Metric 2: Description Metric Status: (Made Progress, Stayed the Same, Regressed)		
Metric N: Description Metric Status: (Made Progress, Stayed the Same, Regressed)		

**20. Incorporate results from the Program Completion Metrics report provided by the Office of the Chancellor. If the program is not meeting the criteria or is a program of concern, in addition to the analysis, the program review must include one of the following recommendations: (See Appendix B: Program Completion Metrics attached to the PASSHE Procedures/Standards Number 2018-35, Review of Academic Programs and Programs in Support of the Student Experience.)**

- a. The university may determine the program is meeting the mission and goals of the university and System as currently offered and recommend no changes occur.**
  - b. The university may recommend a reorganization or other modification with the intent of increasing the program's long-term sustainability. This could include curricular modifications and or changes in the promotion and recruitment for the program. The university will determine if a program will be placed into moratorium during this process.**
  - c. The university may recommend a program be placed into moratorium and initiate the moratorium using established curriculum processes and subsequently discontinue the program.**
  - d. In consultation with other universities, a collaborative approach may be recommended for similar programs across multiple universities.**
- 21. Describe any development with the profession, region being served, or the commonwealth that identified an anticipated need, or lack thereof, for the program in the future. Include market research, if applicable. (PASSHE's gap analysis report 2018-PASSHE can be used).**
- 22. Please provide an analysis of the program's personnel resources. Are the resources meeting the needs of the program's goals and objectives? Are there factors that are contributing to the some program goals or objectives not being met?**
- 23. Please provide an analysis of the program's physical resources. Are they meeting the needs of the program's goals and objectives? Are there factors that are contributing to the some program goals or objectives not being met? Are the physical resources sufficient to successfully operate the program?**
- 24. Please provide an analysis of the program's financial resources. Are they meeting the needs of the program's goals and objectives? Are there factors that are contributing to some program goals or objectives not being met? Are the financial resources sufficient to successfully operate the program? Are there sources of funding being used other than regular university funds, e.g., grant funds?**
- 25. Describe any notable trends in student characteristics or demographics.**



26. Discuss the extent to which graduates of the program demonstrate success in their chosen careers. Include any evidence such as certification exams, employer surveys, alumni surveys, etc.
27. Describe any trends in technology or how technology is used that have, or will have an impact on the program.
28. What are the top trends in the discipline/field or related discipline/field, and how do they relate to the existing curriculum and co-curricular experiences? If appropriate, include the following: online delivery, experiential learning, internships, research or service opportunities, external advisory boards, collaborative programs delivery and partnerships.
29. Describe any collaboration or coordination that has occurred either with other State System universities or external to the State System. If appropriate, include any articulation agreements, memorandums of understandings, affiliation agreements, instructional locations, additional locations, preferential admissions (if graduate program), advisory councils, shared courses, exchange programs, interdisciplinary programs, etc.
30. Provide any areas of improvement where previous program goals were not met or new priorities for the program.
31. List all program goals for the next review cycle. At a minimum, include the following;

**Table 11 - Program Goals, Action Plan, and Timeline for Next Five Years**

<b>Goals</b>	<b>Action Plan on how the goal will be achieved</b>	<b>Any milestones and expected dates</b>	<b>Anticipated Resources</b>	<b>Description on how progress will be measured (for each goal) using direct &amp; indirect measures where applicable</b>

**32. Attach the following additional documents.**

- **External reviewer's report, if applicable.**
- **Department/Office's Response to the External Reviewer'(s) Assessment(s)**
- **Appropriate Dean or Director's Assessment, comments, and Planned Actions**
- **Provost Assessment, Comments, and Planned Actions**

## Appendix A - Curriculum Overview

### SAMPLE TO ILLUSTRATE CURRICULUM FORMAT

#### BS Degree

##### Major and major-related courses (60 credits)

100/200 level prerequisites and requirements	15 credits
300/400 level requirements	27 credits
Specialization courses	12 credits
Major Electives	3 credits
Seminar	<u>3 credits</u>
Total	60 credits

##### General education courses (42 credits)

Wellness	3 credits
Composition, math, and speech skills	9 credits
Science distribution	6 credits
Social sciences distribution	12 credits
Humanities distribution	<u>12 credits</u>
Total	42 credits

Free Electives 18 credits

Total 120 credits

Include all major and major-related courses. If concentrations, minors, certificates are offered, please list all courses associated with each one.

## Appendix B – Academic Map

### Example Academic Map

Include an **Academic Map** that outlines the course sequence as appropriate for FT students over an 8 semester period and if applicable a course sequence if designed as degree completion for non-traditional students. An example Academic Map is included below.

#### A Suggested Sequence of Required Courses (2015-2016 Catalog)

Freshman Year					
Fall			Spring		
_____	4	BIO 120 General Zoology OR BIO 125 General Botany	_____	4	BIO 125 General Botany OR BIO 120 General Zoology
_____	4	CHE 101 General Chemistry I	_____	4	CHE 102 General Chemistry II
_____	3	ENG 101 English Composition I	_____	3	ENG 102 English Composition II
_____	1	UNI 100 First-Year Seminar	_____	3	General Education Course
_____	3	General Education Course			
Total	15		Total	14	
Sophomore Year					
Fall			Spring		
_____	4	BIO 215 Cellular and Molecular Biology OR BIO 248 General Ecology	_____	4	BIO 248 General Ecology OR BIO 215 Cellular and Molecular Biology
_____	3	Basic Calculus OR Calculus I	_____	4	CHE Organic Chemistry I
_____	3	General Education Course	_____	3	General Education Course
_____	3	General Education Course	_____	3	General Education Course
_____	3	General Education Course			
Total	16		Total	14	
Junior Year					
Fall			Spring		
_____	4	BIO 3XX Plant or Animal Physiology OR BIO 3XX Plant or Animal Anatomy	_____	4	BIO 3XX Plan or Animal Physiology OR BIO 3XX Plan or Animal Anatomy
_____	3	CHE 341 Organic Chemistry II Lecture	_____	4	BIO 318 Genetics
_____	1	CHE 342 Organic Chemistry II Lab	_____	3	Unrestricted Elective
_____	3	MAT 215 Statistics	_____	3	*General Education
_____	3	*General Education Course			
_____	3	*General Education Course			
Total	17		Total	15	

Senior Year					
Fall			Spring		
_____	3	BIO 478 Evolution	_____	4	PHY 122 General Physics II
_____	3	ENS 495 Design & Analysis	_____	4	Related Elective
_____	4	General Physics I	_____	3	Related Elective
_____	4	Related Elective	_____	3	Unrestricted Elective
<u>        </u>	Total	14	<u>        </u>	Total	14

**Notes:**

- This academic map is a suggested four-year schedule of courses based on degree requirements in the undergraduate catalog. This sample schedule serves as a general guideline to help build a full schedule each term. Milestones, courses, and special requirements necessary for timely progress to complete a major are designed to keep students on track. This program is designed for students who desire a strong, diverse background in the sciences.
- A grade of "C" or better in 31 hours of biology courses used for the major **AND** in all courses required in non-Biology area of your audit
- BIO 120 and 125 are prerequisites to all upper level BIO courses
- Elective Requirements: A total of 11 credits of electives must be BIO courses
- Specific concentrations are available within the biology major including:

## **Appendix C - Master Course Syllabi**

## Appendix D – Assessment Plan of Student Learning Outcomes and Reports

*For each program, please provide a detailed report that shows the plan to assess program-level outcomes, as well as the assessment results and associated actions. Note: If your department or unit uses Nuventive Improve (TracDat) to assess student learning outcomes, you can attach the Nuventive Improve Student Learning Outcomes Four-Column Report for each program.*

### Program-Level Student Learning Outcomes Report

Program Learning Outcome	Measures	Results	Actions
Outcome 1: Description Outcome Status: Year(s) Assessed:	Measure 1: Measure 2: Measure N:		
Outcome 2: Description Outcome Status: Year(s) Assessed:	Measure 1: Measure 2: Measure N:		
Outcome N: Description Outcome Status: Year(s) Assessed:	Measure 1: Measure 2: Measure N:		

# DRAFT

## Appendix E - Curricular Map

**This is an example of a curricular map.**  
 (\*Provide separate table for each program)

Type	<b>Interdisciplinary Studies</b> (example)  Learning Outcome Types: 1. General Education 2. Majors 3. Minors/Tracks 4. Experiential 5. Graduate	Required Academic Courses and/or Learning Opportunities							Elective Academic Courses and/or Learning opportunities						
		INT 103: First Year Experience – Interdisciplinary Studies	INT 104: Interpersonal Theory & Practice	INT 201: Interdisciplinary Collaboration Strategies	INT 205:	INT 303	INT 313: Conflict Management & Resolution	CS 497: Internship in Communication							
2	SLO 1: Presentation Skills	I	I	R	-	-	-	A, D	I	R	-	-	-	R	A
2	SLO 2: Theory, Research & Practice	-	I	R	R	A	A, D	A, D	I	-	R	-	-	-	-
2	SLO 3: Social Responsibility	I	R	A	R	-	-	A, D	-	-	-	-	A, D	-	-
2	SLO 4: Leadership	-	-	I	-	-	-	A, D	I	I	-	-	-	-	-
2	SLO 5: Human Relational Interaction	I	R	A, D	-	-	A	A, D	-	R	-	-	-	-	-
<p><b>I</b> = Concept/Theory/Skill(s) is <b>Introduced</b>                      is <b>Applied</b>  <b>D</b> = Program Level Assessment <b>Data is collected</b></p> <p style="text-align: center;"><b>R</b> = Concept/Theory/Skill(s) is <b>Reinforced</b>  <b>-</b> = <b>Not Applicable</b></p> <p style="text-align: right;"><b>A</b> = Concept/Theory/Skill(s)</p>															
<p>Note: A curriculum map is a guide and a diagnostic tool, identifying curriculum sequencing, gaps and redundancies.</p> <p><i>How to complete Appendix D:</i>                      Provide all student learning outcomes for the program, including major, general education, minor/tracks, co-curricular/experiential.</p>															



DRAFT

**Appendix F – Faculty Vitae**