

**University Committee on Academic Planning  
New Academic Initiatives Proposal Considerations**

**B. A. in Interdisciplinary Studies**

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The proposal is to provide specifics about a new academic initiative in order to decide if it should be supported and developed. The proposer(s) should complete parts I, II, and III as thoroughly as possible. Once these areas are submitted and reviewed, a determination of the analysis needed to complete parts IV and V will be completed in consultation with the CFO and Vice President of Enrollment. Depending on the scope of the proposal, this may require time and additional resources. Overall, the proposal needs to align with Augsburg's mission and 209 strategic plan, fulfill an unmet need, and demonstrate revenue sufficient to recover the level of investment needed to launch and sustain the initiative. Please complete each section, keeping in mind that not all questions will pertain to every proposal.

**I. New initiative goals (to be completed by the proposer)**

Expand on parts "A" and "B" of the Letter of Intent (LOI) providing a deeper explanation and more specific information about what the initiative is meant to accomplish. Please answer the following questions completely:

A. What are the intended learning outcomes?

The B. A. in Interdisciplinary Studies degree include the following requirements:

- A student must complete at least 40 credits for the major.
- Within the 40 credit minimum, a student must complete 24 credits of 300- or 400-level courses and can only include 4 credits of 200-level language courses.
- A student must select **at least** one concentration field of study and take at least 20 credits (including 12 credits at a 300- or 400-level) from that field of study (those from a single course prefix, for example AIS, or courses that are typically part of a major in that field). If a student elects to have two concentration fields of study, the student will take 20 credits (including 12 credits at a 300- or 400-level) from each of two fields of study (will have 20 credits from each of two different course prefixes).
- A student must also complete all core and signature curriculum requirements.
- A student must complete a capstone and/or keystone as a culminating experience. (Credits for KEY 490 are not included in the 40 credit total.) Options include:
  - A capstone/keystone course in one of their concentration disciplines;
  - An internship or faculty mentored research and KEY 490; or
  - An independent study capstone experience and KEY 490.
- A student must compile a portfolio of learning experiences that demonstrate the achievement of each of the selected learning outcomes. A template for the portfolios will be developed by the faculty committee proposing this major in consultation with the Director of Assessment and the Director of General Education by April 2017.
- The name of the major noted on the transcript with by Interdisciplinary Studies, and the concentration(s) will be noted on the transcript.

The learning outcomes for this major include a selection of the institutional student learning outcomes for all bachelor-level degrees. In addition, all Interdisciplinary Studies majors will include a learning outcome that describes the higher level thinking skills that are available through the in-depth study of a particular discipline (according to Bloom's taxonomy).

The faculty advisor will assist the student in determining which of the institutional learning outcomes align with the proposed major. Each major will include at least 3 institutional student learning outcomes.

- a. use appropriate methods to gather and analyze evidence, identify underlying assumptions, and evaluate competing claims
- b. construct coherent, polished and persuasive arguments, narratives and explications in written, oral and other formats
- c. critically engage their own beliefs and articulate their gifts and goals for meaningful life and work in a pluralistic context
- d. identify the broad foundations for sustainable living and apply them in demonstrable ways
- e. employ the fundamental principles of quantitative literacy to arrive at thoughtful judgments articulate and solve problems in creative, analytical, and integrative ways
- f. engage their communities and demonstrate a sense of agency to create change in ethical and informed ways
- g. explain diverse positions and collaborate effectively across social, cultural and geographic differences in local and global contexts

All Interdisciplinary Studies majors will include the following learning outcome.

- h. demonstrate the ability to apply, analyze, synthesize, and evaluate theories and/or concepts from one or more fields studied in depth

The student will work with one faculty member as their advisor and get input from other faculty as needed to develop a major plan. Specialized training will be developed for faculty advisors who are working with students in this major developed with input from Academic Advising, the Director of General Education, and the Director of Assessment. Having one faculty advisor will ensure the consistency of the information for the student and can be accommodated by our current academic management software. The major plan will be approved by the advisor, the department chair of each concentration, and the Dean of Arts and Sciences or the Dean of Professional Studies before submission to the Registrar.

B. What will the initiative prepare students for after graduation?

The B.A. in Interdisciplinary Studies will allow students to self-design a major to match their passions and their career goals. The learning outcomes for the degree include the institutional learning outcomes for all bachelor-level degrees and the higher order thinking skills that are developed through in-depth study of a one or more fields. Students who complete this major will develop solid liberal arts foundation as well as the skills that employers are looking for most, including: oral and written communication, critical thinking and analytical reasoning skills, the ability to apply knowledge and skills to real-world settings, and the ability to locate, organize, and evaluate information from multiple sources (AAC&U, Employer Survey Results, 2015; <http://www.aacu.org/leap/public-opinion-research/2015-slides>). The portfolio that each student develops will help the student articulate their learning to employers and/or graduate or professional schools.

C. How does the initiative fulfill an unmet need?

We currently have a process for developing a self-designed major that includes approval by the Academic Affairs Committee. This degree would not take the place of our current self-designed major. The self-designed major will remain an option for student who want to construct a major and have the opportunity to name it. The Interdisciplinary Studies major will support students who want an interdisciplinary major but do not want or need it to have a name other than Interdisciplinary Studies. Very few students engage in the current self-designed major process (less than 10 current students) and this new degree may provide an interdisciplinary degree option for more students.

This degree is not likely to recruit new Day students who would not have considered Augsburg. However, there may be transfer students who will find this an attractive degree because it can more flexibly accommodate courses they have taken before transferring to Augsburg and help them meet their career goals. With the increasing numbers of transfer students applying to Augsburg, this degree provides a pathway to a degree that might help student choose Augsburg in both the Day and AU Programs. The Transfer Admission staff are excited about this degree opportunity for transfer students and believe it will help to recruit students to the AU program.

Lastly, this degree program may offer a path for completion to students by offering a flexible major without compromising rigor. For example, students who change majors can find that they are unable to complete their degree in 4 years. In other cases, students can encounter upper-level major courses that they are unable to successfully complete or cannot take in a needed term due to scheduling. In at least some of those cases, an interdisciplinary major may help students graduate and achieve their goals, while at the same time maintain the integrity of our majors.

- D. What other colleges/universities have similar offerings and how does this initiative fit into the current competitor landscape?

This type of degree is not listed on the websites of any other ACTC institution. Several other institutions offer similar degrees.

Institution	Degree	Requirements
University of MN	B.A. in Multidisciplinary Studies	--50 credits --Students choose courses from 3-5 discipline areas to complete the major: applied, technical, and professional; arts and humanities; communication; history and social science; and science and health science.
University of MN	Individually Designed Interdepartmental B.A.	--50 credits --Approved by committee and 3 advisors
St. Scholastica	B. A. Self-Designed Major	--34 to 58 credits -- at least 12 credits over 3000-level --Two faculty advisors
San Francisco State University	B. A. in Liberal Studies	--46 units (equivalent to credits) --Introduction to Liberal Studies --Culminating Experience Course -- Courses in 4 Core Areas: Communication, Language, and Literature; Life Science, Physical Science, and Math; Behavioral and Social Sciences; and Creative Arts and Humanities
Seattle University	B. A. in Interdisciplinary Liberal Studies	--60 credits --Strategic Core: Interdisciplinary Inquiry and Liberal Studies, Leadership for Community Engagement, Special Topics: Interdisciplinary Projects, Methods of Interdisciplinary Research, Senior Synthesis
Auburn University	B.S. in Interdisciplinary University Studies	-- Foundations of Interdisciplinary University Studies -- Interdisciplinary Capstone Experience

**II. Ability to deliver (to be completed by the proposer)**

Expand on part “C” of the LOI and describe how the proposal will build on our existing faculty and facilities. Provide specific information to determine resources needed to develop and maintain the initiative.

- A. What new classrooms, labs or studio facilities will be needed?

This degree program will use existing classrooms, labs, and studio facilities.

- B. What new support facilities (library, offices, and practice spaces) will be needed?

This degree program will use existing facilities.

- C. Where will it be housed: Minneapolis campus, Rochester campus, or another site?

This degree program will be offered both in Minneapolis and Rochester.

- D. What mode of delivery will it take (online, hybrid, low-residency, classroom, or other)?

This degree program will include courses a mix of online, hybrid, and classroom classes (depending on the courses selected).

- E. What enhancements to existing technology, or new technology investment will be required to deliver or maintain the initiative?

No enhancements are required.

- F. Will the initiative leverage existing courses, or will new courses need to be developed? How many, or what ratio of new courses will be needed, or is the curriculum completely new?

This degree program will leverage existing courses.

- G. What faculty development, additional faculty are needed? What faculty support is needed to develop curriculum/courses?

This degree program may require some professional development for faculty advisors.

- H. What additional staff and/or services will be needed?

Academic Advising and Registrar Office staffing are sufficient to support this program.

- I. What is the time frame for launching the initiative? What are the specific factors (accreditation, state approval, financial aid, other) that need to be considered for approval prior to launch?

This program could be launched in Fall 2017. It will require MN Office of Higher Education approval, but no other approval or accreditation is needed.

- J. What specific partnerships will be needed?

No partnerships are needed to support this degree. It could be supported by our relationships with community colleges.

**III. College alignment considerations (to be completed by the proposer)**

- A. What will be the impact of the new initiative on existing programs (does it add new enrollment, or redistribute existing enrollment)?

Among the Day student population, this degree program may draw students from other majors but is not expected to be a large major. Conversely, students will be able to take a wider variety of courses as part of this major which may support enrollments of more departments. Because students will have a great deal of flexibility, it is hard to predict the impact on departments.

This major could help to recruit new transfer students who are looking for a flexible major that will include their previous courses. Again, because of the self-designed nature it is hard to predict the impact of enrollments across the college.

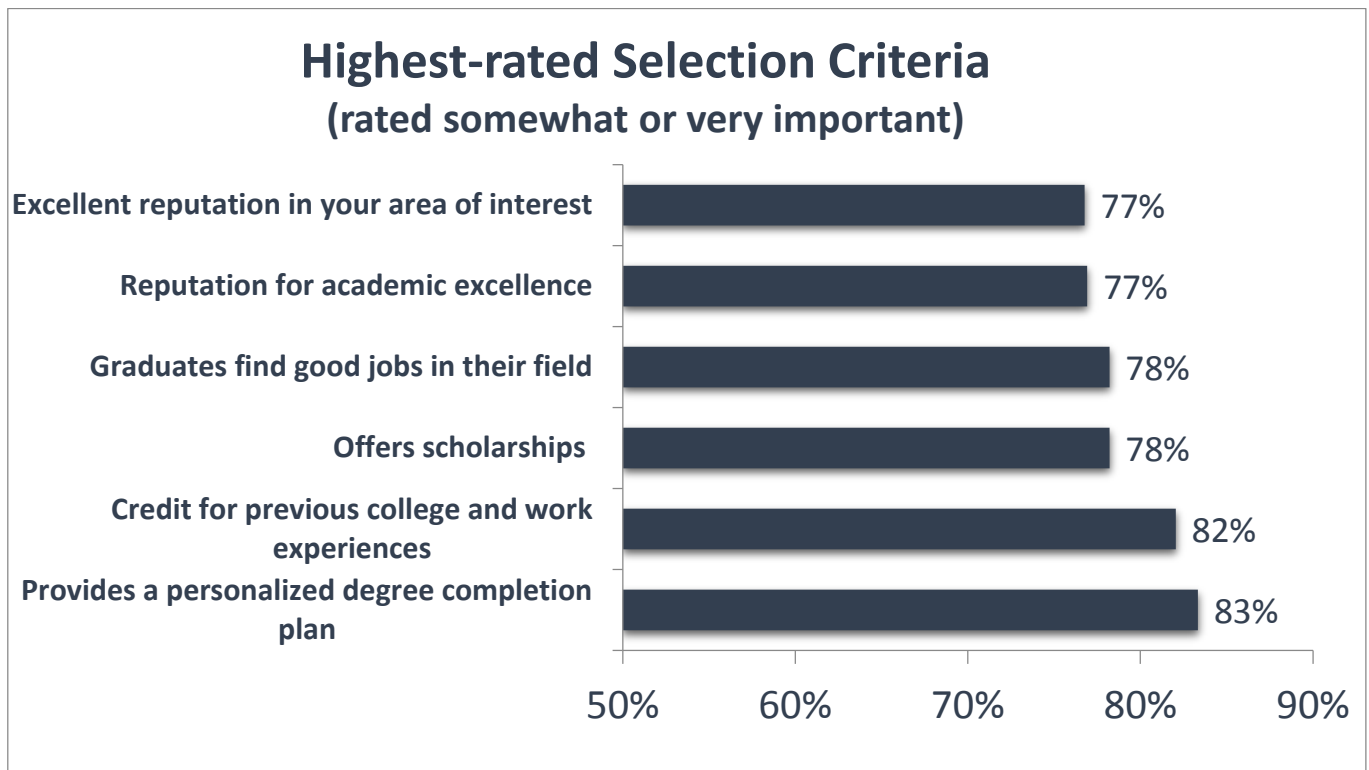
B. In what ways does the initiative support the Augsburg 2019 strategy?

This proposal supports Goal 1 in Augsburg2019 by investing in curriculum innovation that provide both breadth and depth in understandings and skills necessary for graduates to meet 21<sup>st</sup> century needs.

**IV. Market and demand (to be completed in consultation with the Vice President of Enrollment)**

A. What is the size and scope of the market (degree production trends: regional and/or national)?

According to William Mullen, it is difficult to predict any market for this degree. However, market research conducted in January 2014 by Strategic Research Partners found that adult students highly rate two criteria that could be achieved through this degree: credit for previous college and a personalized degree plan (see graph below).



The Transfer Admissions team believes that this major will recruit new transfer students to Augsburg and would like to include it in the marketing materials that will be developed early in the winter.

B. What are the enrollment trends of competing institutions?

Not available.

C. What is the investment needed to market the initiative (launch and ongoing)?

This degree program will not be specifically advertised. It will be listed as a major on the registrar website and in the catalog. It may be added to AU promotional materials.

D. Understanding of pricing, scalability, capacity, positioning needed.

This program would be priced according to Day and AU tuition rates.

E. Job outcomes, and ability to repay loans.

Although this degree will provide a strong liberal arts degree that will be applicable in a number of different fields, it is difficult to predict job outcomes.

**V. Finance and return on investment (to be completed in consultation with the Chief Financial Officer)**

A. What is the overall investment needed?

Start-up investment includes the time needed to get this major posted on the registrar page and in the catalog. Faculty time will be invested on an on-going basis as faculty are advising students and reviewing proposals. It is hard to estimate the amount of faculty time that will be allocated to this major at this time.

B. What is the timeframe for a return on investment? N/A, minimal investment

C. What is the expected contribution margin and tuition revenue, and how many students are needed to meet this goal?

**Interdisciplinary Studies (B.A.)**

2016-17

**Student Name:** \_\_\_\_\_ **ID Number:** \_\_\_\_\_

**Major Requirements**

- At least 40 credits, including at least 24 credits of 300- and 400- level courses.
- One concentration areas which includes a minimum of 20 credits in one discipline (as denoted by course prefix, for example AIS, or courses typically found in that major), and at least 12 credits of 300- and 400-level courses. Concentrations will be noted on your transcript.
- You must have one concentration but can elect to choose two.
- Complete one quantitative reasoning course: GST200 Quantitative Reasoning/Statistical Literacy, MAT145 Calculus I (NSM) 4 MAT146 Calculus II (NSM), MAT163 Introductory Statistics (NSM), PHI 230 Logic (HUM) or an approved QR course from any department.
- Courses that fulfill capstone and keystone requirements: A capstone/keystone course in one of their concentration disciplines; an internship or faculty mentored research and KEY 490; or an independent study capstone experience and KEY 490.

**Concentration 1:** \_\_\_\_\_

**Department Chair Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Term Completed/Planned	Grade	Credit	✓	Course #	Title
At least 20 credits in one discipline (as denoted by course prefix, for example AIS), and at least 12 credits of 300- and 400-level courses					

**Concentration 2 (If applicable):** \_\_\_\_\_

**Department Chair Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Term Completed/Planned	Grade	Credit	✓	Course #	Title
At least 20 credits in one discipline (as denoted by course prefix, for example AIS), and at least 12 credits of 300- and 400-level courses					

**Additional Courses (If only One Concentration is Elected)**

Term Completed/Planned	Grade	Credit	✓	Course #	Title

**Interdisciplinary Studies (B.A.)**

Courses that Emphasize Writing (at least 1): \_\_\_\_\_

Courses that Emphasize Speaking (at least 1): \_\_\_\_\_

Courses that Emphasize Critical Thinking (at least 1): \_\_\_\_\_

Quantitative Reasoning Course: \_\_\_\_\_ Capstone Course/Experience: \_\_\_\_\_

Keystone Course: \_\_\_\_\_ Augsburg Experience: \_\_\_\_\_

Total Credits from 300- and 400-Level Courses: \_\_\_\_\_ Total Credits: \_\_\_\_\_

Major Learning Outcomes: Select **at least 3** of the institutional learning outcomes align with the proposed major.  
Students are learning to:

- use appropriate methods to gather and analyze evidence, identify underlying assumptions, and evaluate competing claims
- construct coherent, polished and persuasive arguments, narratives and explications in written, oral and other formats
- critically engage their own beliefs and articulate their gifts and goals for meaningful life and work in a pluralistic context
- identify the broad foundations for sustainable living and apply them in demonstrable ways
- employ the fundamental principles of quantitative literacy to arrive at thoughtful judgments articulate and solve problems in creative, analytical, and integrative ways
- engage their communities and demonstrate a sense of agency to create change in ethical and informed ways
- explain diverse positions and collaborate effectively across social, cultural and geographic differences in local and global contexts

All Interdisciplinary Studies majors will include the following learning outcome.

- demonstrate the ability to apply, analyze, synthesize, and evaluate theories and/or concepts from one or more fields studied in depth

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Student Signature	Date	Faculty Adviser Signature	Date
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Dean Signature	Date
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Student, Department Chair (see opposite side), Faculty Advisor, and Dean signatures are required for submission with the Intent to Graduate form.