

Interdisciplinary Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: Bachelor of Arts in Interdisciplinary Studies (Non-Traditional/Part-Time)
Originating Faculty: Melanie McKay, Vice Provost, Maria Calzada, Dean, CAS
Department/College: Arts and Sciences Chairperson: Maria Calzada
Contact Phone/Email: x7197; mckay@loyno.edu x2910; calzada@loyno.edu

Type of Proposal (Check all that apply):

New Major¹ XXX New Minor New Concentration Revise Existing Program
New Course Change to Existing Course Discontinue Program
Undergraduate Graduate Online Professional & Cont. Studies Other

1. Resources and Fees:

If this is a proposed revision, are there existing fees? No XXX Yes \$
Will course or program fees be required for this course/program? No XXX Yes \$
Are new resources needed for implementing this proposal? No Yes XX

(See attached budget. New resources would be for adjunct salaries, which will be covered by tuition revenue through new enrollments).

2. List Colleges/Departments Participating:

3. College of Arts and Sciences

Approval of Participating Departments and Colleges Listed Above:

College of Business

 (Section Head)
 (Dean)

College of Music and Fine Arts

 (Chair)
 (Chair)
 (Dean)

College of Law

 (Dean)

College of Arts & Sciences

 (Chair)
 (Chair)
 (Dean)

College of Graduate & Professional Studies

 (Chair)
 (Chair)
 (Dean)

University Library

 (Dean)

4. Intercollegiate Review and Recommendations Required as applicable to proposal:

a. Online Education Committee (Chair) Date:
Recommended Not Recommended

b. Professional and Continuing Studies Committee (Chair) Date:
Recommended Not Recommended

c. Graduate Council (Chair) Date:
Recommended Not Recommended

5. University² Recommendations Required as applicable to proposal:

¹ New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start)

- a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended _____ Not Recommended _____
- b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended _____ Not Recommended _____

² Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.

INTERDISCIPLINARY PROGRAM PROPOSAL

Instructions: Use this form for all interdisciplinary program proposals. Use the College Program Proposal Form for single discipline program proposals.

Title of Program: Bachelor of Arts in Interdisciplinary Studies (Non-Traditional Part-Time/NTPT)

Originating Faculty Member or Advisory Committee: Melanie McKay, Vice Provost for Academic Affairs, Maria Calzada, Dean CAS. Endorsed by Professional and Continuing Studies Advisory Committee.

Contact Phone and Email: x 7197; mckay@loyno.edu; x2910; calzada@loyno.edu

This is a XXX new program modification of existing program requirements.

Summary Description of Proposal:

This is a proposal to offer a Bachelor of Arts degree for the students formerly served by City College and later, through Professional and Continuing Studies with the Bachelor of Liberal Studies degrees now being discontinued because of falling enrollments. With a newly approved tuition reduction for non-traditional part-time (NTPT) students, we will be able to reclaim the enrollments we have recently lost. The BA is of course already offered to traditional students; we seek approval to offer this agree to NTPT students as well, as it is perceived as a more valuable educational credential than BLS and other such degrees. The first major we propose is Interdisciplinary Studies. We anticipate that other majors will be proposed.

Proposals for programs will be reviewed using the following criteria. The order of the criteria does not imply any ranking of the various items. While all criteria may not be satisfied, all criteria must be addressed in a proposal.

I. Brief Background of the Program Development

Provide a brief overview of the background and significance or foundation that influenced the development of the program.

Almost since its inception, Loyola has served the educational needs of students we deem “non-traditional.” As early as 1917, Loyola offered business courses in the evenings for students who could not attend during the day; in 1919, an extension program was made a formal component of the university, with classes on Saturday mornings as well as in the evenings. In 1927, the extension program became the Night School; in 1949, it was renamed the Evening Division; in 1970 it became City College. Not until the aftermath of Hurricane Katrina was City College abolished, with programs decentralized to the other colleges. Though two Bachelor of Liberal Studies programs persisted in the decentralized structure, enrollments declined steadily for a decade, and the university decided to close them in 2015. What remains of our non-traditional Bachelor’s programs are a Bachelor of Criminal Justice and an RN to BSN program in Nursing. The BCJ is experiencing declining enrollments; the RN to BSN, which has only recently been reinstated, has good potential to grow.

A Bachelor of Arts degree is needed if we are to reclaim share in the market and to continue serving working adults in the city, region, and, in online programs, across the nation. Students perceive Bachelor of Arts degrees as more valuable than the degrees traditionally offered by schools of continuing studies: Bachelor of Liberal Studies, Bachelor of Professional Studies, Bachelor of Liberal Arts, and others. The B.A. is the recognized baccalaureate degree (as is the B.S.); it signifies completion of a rigorous undergraduate program. More and more schools and divisions of continuing studies are offering the B.A.; Tulane has done so for decades.

Working adults are the fastest growing market in higher education nationwide. Moreover, market research by the Educational Advisory Board shows that as of this year there are 275,000 adults with some college but no college degree in the 10-parish area around New Orleans. While competition from Tulane and UNO for these students is stiff, we can expect to attract many of them. Two years ago we established articulation agreements with five community colleges in the Southeast (Miami-Dade, Houston, Pensacola, Jacksonville, and Delgado). While these agreements have yet to yield traditional enrollments, a part-time, flexible option may be a more attractive path than the traditional undergraduate one for those with A.A. degrees who wish to move to New Orleans. Finally, we lose students each year at Loyola, many of whom cannot afford our full-time tuition or must work to support themselves. These are also potential enrollments in the new program.

The immediate background for this program development is the Financial Equilibrium process

and the reality of declining enrollments in our traditional, as well as non-traditional programs. Because we have fewer students, many courses have capacity that could be filled by a new population of non-traditional students. We have already begun offering more courses in the evenings and online, and faculty have expressed interest in such teaching to help reach a new cohort of students.

For us to compete in the market for non-traditional part-time students, we must reduce the tuition we charge them. The main reason our Bachelor of Liberal Studies degrees for these students have failed is that our tuition steadily increased over the years. In 2016-17 we are charging over \$400 more per 3-credit course than our major competitor in the non-traditional student market, Tulane.

Fortunately, the University Budget Committee and the Board of Trustees approved this fall a new price of \$325 per credit hour/\$975 per three-credit course for non-traditional, part-time tuition. This price, which will be effective fall 2017, will allow us once again to attract students (see section 3.b. below). The Projected Budget shows how we will break even and then generate Net Tuition Revenue with this reduced pricing.

The BA in Interdisciplinary Studies aims to fill the educational needs formerly filled by the Bachelor of Liberal Studies degrees: a degree grounded in the Loyola Core coupled with great flexibility and room for individual program design in the major. This flexibility will be one of the most attractive features of our program, as many adults wish to tailor their educational pursuits to specific career paths and/or learning needs.

II. Description of the Program

Please organize the proposal utilizing the headings below. The text within each heading can be modified to better meet unit needs/dimensions.

Students in the major will take the Loyola Core currently required of non-traditional students; a 30-hour major requiring at least 9 hours each from two different disciplines (18 total); a course in Information Literacy/Research and one in Professional Writing, and a Senior Project/Capstone. With 60 electives, students will be able to take additional courses in the two disciplines they have chosen as well as a range of courses on other subjects. See DPCL.

Many courses already taught in the evenings and online in fall, spring, and summer. All of these courses will be available to students in the Interdisciplinary Studies major (see "Currently Offered Evening and Online Courses"). Chairs will be encouraged to rotate additional courses into evening slots; faculty will be encouraged to convert existing courses to online formats and develop new online offerings.

1. Mission

Describe the ways in which the program responds directly or indirectly to the mission of

the unit (e.g., department, division, college) and the university.

As noted above, providing educational opportunity for non-traditional students has been part of Loyola's mission since its inception. By serving such students, Loyola has made significant contributions to the city and local community, educating workers, professionals, and civic leaders in the Ignatian tradition as men and women for others. The new program will allow us to continue this service.

2. Alignment with the College and University Strategic Plan

Describe ways in which the proposed program aligns with and will contribute to the unit (e.g., department, division, college) and University's strategic plans.

The Strategic Plan, *Loyola 2020*, has four overarching strategies. The non-traditional BA degree aligns with each of these strategies in the following ways:

Dedicated to a high-quality, experiential, values based education.

The non-traditional BA degree is grounded in the same rigorous, values-based education as all Loyola undergraduate degrees. The values-based Loyola Core is at the center of the course of study; students will enroll in evening or online sections of regular Loyola courses, the quality of which is ensured by vetting and approval through multiple peer review channels. Internships will be available in this program as they are for traditional students, and capstone courses will combine experiential practice with academic study.

Devoted to students' discovery of their career and lives of service.

One of the key motivators for enrollment in degree completion/non-traditional bachelor's programs is career development and advancement. Collaboration between faculty, staff advisors, and Career Center staff will help non-traditional students identify and pursue career development opportunities. Curriculum will integrate broad study of the liberal arts with professional study in such areas as Mass Communication, Writing, and Computer Science. Moreover, the major in Interdisciplinary Studies will offer flexible options for self-designed majors that meet career development needs.

Infused by the cultures and traditions of New Orleans.

Experiential learning components will involve students in service to agencies, companies, schools, and other entities in the city of New Orleans. Courses in many departments will offer students the chance to study the unique cultures and traditions of New Orleans, through its literature, history, music, art, social structures, politics, and the like.

Rooted in the Jesuit and Catholic mission of the university

Since the sixteenth century, the Jesuits have brought education to people across time and place. When Ignatius charged his followers to "go forth and set the world on fire,"

he exhorted them to take the teaching of values, discernment, and critical thinking far and wide. And they did so. Offering Jesuit education in times, places, and formats that maximize educational opportunity to people of all ages and life circumstances exemplifies the true spirit of St. Ignatius's philosophy.

3. Projected Demand

- a. *Evidence, quantitative and qualitative data, regarding the potential demand for the proposed program, based on internal information and/or comparisons with peer programs (e.g., informed opinion and source, data-driven from published reports, anecdotal information)*

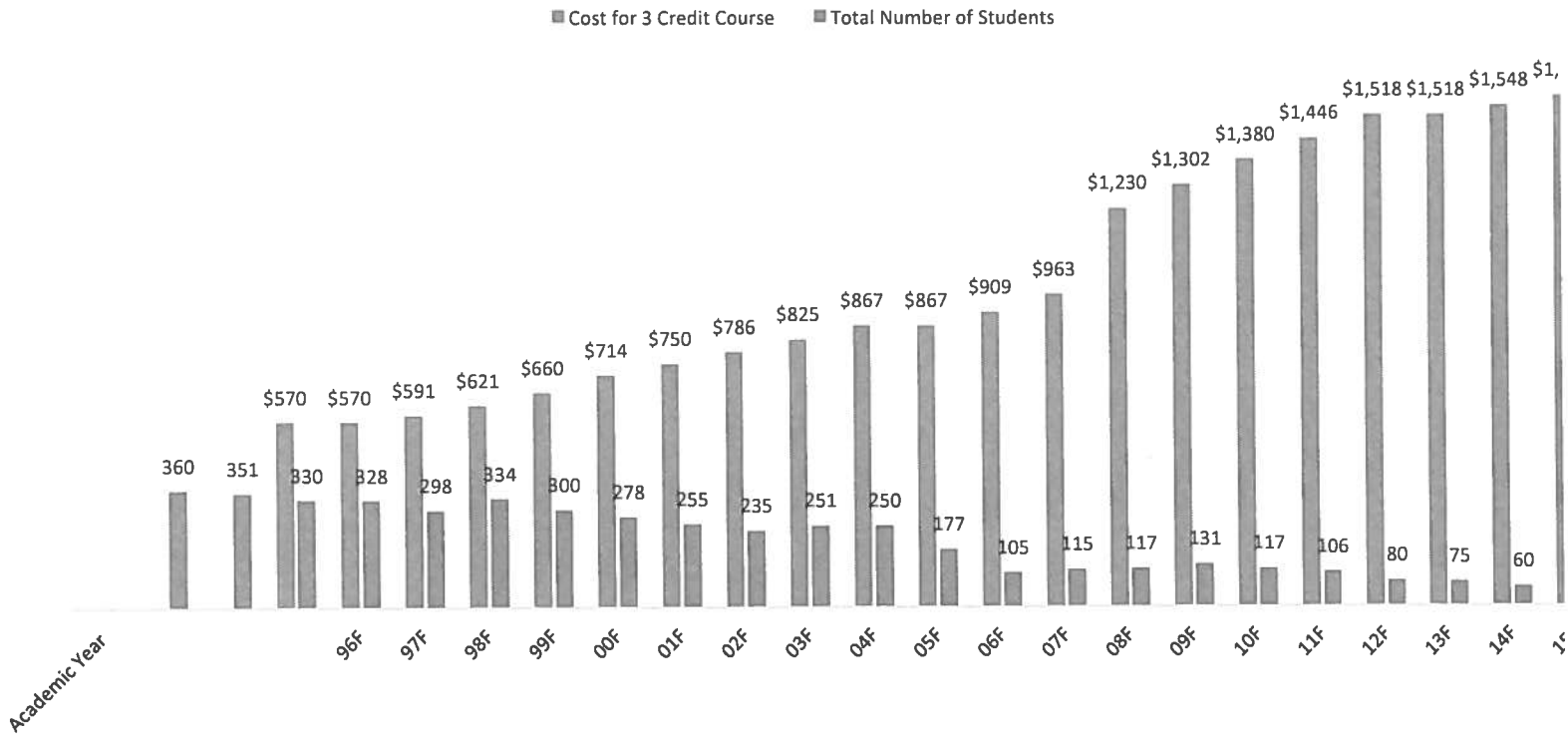
We have noted earlier the demographic research that shows 275,000 local adults with some college but no college degree (see "Trends in Adult Enrollments"). The history of our enrollments in non-traditional part-time programs argues persuasively that we can anticipate enrolling a substantial number of these students. At its peak in the 1990s, City College enrolled over 700 students per year (more than the number of first-year students we have enrolled for the last four years in our traditional undergraduate programs).

Market research we commissioned from the Educational Advisory Board and from Wiley, our partner in our online Nursing programs, indicates national demand for NTPT programs in criminal justice, including forensic science; health care administration; applied computing and coding; and, of special interest in the New Orleans region, arts entrepreneurship, and others. We already offer evening and/or online courses in some of these fields, on which Interdisciplinary Studies majors may draw. As courses are offered in more of these areas, the menu of choice for students in this program will expand.

- b. *Trend Data. Provide projected enrollment statistics including numbers of majors and/or minors and full time equivalent (FTE) student enrollment;*

See "Non-Traditional Enrollments 96-16". This graph shows enrollments in the non-Nursing NTPT programs for the last twenty years. A comparison of enrollments and tuition prices suggests that the reason for enrollment declines may be attributed to tuition increases. The spreadsheet illustrates the robust enrollments we enjoyed in City College and the declining enrollments after it was abolished. This decline was concomitant with rising tuition for the non-traditional student cohort. With a re-imagined bachelor's degree and new tuition pricing, we are confident that the modest enrollment projections in the "Projected Budget" can be attained over five years.

20 YEAR NON-TRADITIONAL STUDENTS



c. Provide any other relevant information regarding potential market for the proposed program. NA

d. If available from the Office of Institutional Research and Effectiveness (OIRE), provide national trend data for degrees awarded over the last five years. Not available.

4. Relationship to Other Existing Programs

a. Describe ways in which the proposed program will enhance/complement existing programs and curricula, including potential service to majors, minors, other programs and/or the Loyola Core.

The program will draw on all CAS majors and will definitely draw on the curricula in the Loyola Core, which will be required. Students will have a broad range of electives, which will be satisfied by courses offered by any department. Because evening and online classes are open to traditional as well as non-traditional students, the latter will help fill classes running under capacity; as we move to

greater instructional efficiency, this will give departments an incentive to offer courses that non-traditional students can take.

- b. *Describe ways in which the proposed program overlaps with other existing programs.*

Described in 4.a.

5. Adequacy and appropriateness of resource utilization

Evaluate the availability of resources to meet the program's priorities and build strengths. Provide information regarding:

- a. *Financial Plan including:*
- i. *Annual operating budget (See "Projected Budget")*
 - ii. *Actual or potential external grants (possibilities, but not yet developed)*
 - iii. *Contributions to and impact on fundraising.*

By opening an enrollment portal to an entirely new demographic, the non-traditional B.A. will appeal to funders who are interested in supporting degree completion by adults who can contribute to the local economy and community.

- iv. *Plan for profit sharing, if applicable. NA*
- v. *Accreditation or certification expenses NA*

- b. *Current faculty resources, including those available through consortial agreements, and number of new faculty required (may involve a stepped approach depending on enrollment projections)*

Existing faculty will be encouraged to teach evening and online courses as part of regular load. In cases where this is not possible, adjunct funds have been built into the budget.

- c. *Administrative support staff resources.*

The PCS director and Administrative Assistant have handled administrative support for the BLS programs since the days of City College and are still doing so as those programs are being "taught out." They are fully familiar with all processes and procedures, from recruitment and admissions to advising. They will be moved to the College of Arts and Sciences and assigned responsibility for supporting this

degree.

- d. *Space requirements (including both instructional space and administrative support space) and classroom technology.*

Administrative offices already exist. No new classroom support needed.

- e. *Course development expenses.*

With the exception of the two required courses in Information Literacy and Professional Writing, the courses will be the same as those offered to traditional students, the difference being scheduling and formats (evening, online). Many faculty teach these in the evenings already, and many have converted their courses to online formats. We anticipate that both of these will continue.

- f. *Library*

- i. *Information and instructional technology resources (e.g., books, journals, databases, learning management system capabilities, streaming media, videoconferencing, classroom capture).*

Resources are adequate at present to handle the students anticipated in the first three years. If the online elements of the program grow to the point that another Online Learning Team member will be needed, program revenues will grow enough to support the position.

- ii. *Confirm that discussion with library representatives has taken place to assure appropriate resources are available.* Dean Deborah Poole confirmed on November 29, 2016 that Library resources are adequate at present and agreed that new Online Learning staff will only be hired when program revenues will cover the cost. See Dean Poole's statement.

- g. *Information Technology and other Technology Needs (e.g., network capacity, lab software, computers, etc.)*. Per the Vice Provost for Information Technology, no additional technology or network capacity is needed for this program.

- h. *Other academic support services.* These are already being provided to non-traditional students by the Student Success Center.

6. *Assessment – Projected*

- a. *Provide the program's projected assessment plan that includes student learning outcomes, process of implementation, and results;*

Outcome: Students will demonstrate the ability to think critically about texts and issues.

Assessment: The Information Literacy and Research course will include assignments requiring students to analyze texts and apply critical thinking skills to research projects. Grading rubrics will be designed to evaluate students' skill levels.

Outcome: Students will be able to communicate effectively in writing.

Assessment: Sample position papers from the Professional Writing course will be evaluated by faculty from the Professional and Continuing Studies Advisory Committee. A standard rubric will be used to evaluate quality of writing.

Outcome: Students will be able to apply knowledge gained in their academic coursework to situations and problems in the working world.

Assessment: Students will complete a senior project bringing some aspect of their coursework to a real-world context (job, volunteer work, case study). Deliverables will be evaluated by faculty and practitioners involved in the project.

b. Provide the results of any external reviews or plans for reviews, if available;

NA

c. Describe the structure and process for administrative and academic oversight;

The BA will be administered by the College of Arts and Sciences; oversight will take place via curricular processes in place in the college and by the Dean.

III. Impact on the Curriculum:

a. Provide copies of the old and new Degree Course Program Lists (DPCL), Progression Plan (PP), or equivalent

DPCL Attached

b. Provide the following information

i. New Programs

1. Specify whether any new courses will be offered, and whether this will increase the total number of courses or sections offered by the department.

One new course and one “reactivated” course will be required: Information Literacy and Research (new) and ENGL A306 Professional Writing. Information Literacy will be taught by Monroe Library Faculty; Professional Writing will be taught by English department faculty/adjuncts. We anticipate offering each course in one section only per year until enrollments grow.

2. *To what extent will any new courses for this program impact upon resources in the departments and programs in which these faculty are teaching? Will any new courses replace courses currently offered? Will any such courses prevent an important or required course from being offered in a given semester?*

New courses will not replace existing courses, nor will they prevent an important or required course from being offered..

3. *Will there be a service learning component? Description of this component to be provided by director of service learning.*

No.

4. *If new courses will not increase the overall number of offerings, specify which course(s) or section(s) will be dropped in a given semester to create room.*

While the Information Literacy and Professional Writing courses will increase the overall number of offerings by two (the new required courses), other courses and sections will not be dropped, as the budget provides for adding these new courses.

5. *Specify any anticipated impact on enrollments in other courses or sections within the department and whether or not this program will prevent an important or required course from being offered in a given semester.*

Information Literacy and Research and Professional Writing are not presently taught or required in any majors so they will not drain enrollments from important or required courses in other majors.

Moreover, the student cohort enrolling in these courses will represent new, additional students not presently attending Loyola. Because many upper-level CAS courses are running below capacity, the NTPT BA will help fill these courses. As our traditional enrollments rise, the cost of additional sections will be borne by the BA in Interdisciplinary Studies budget.

ii. *Existing programs* **NA**

1. *Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish?*
2. *How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program?*
3. *Specify whether any new courses will be offered, and whether this will increase the total number of courses or sections offered by the department.*
4. *To what extent will any new courses for this program impact upon resources in the departments and programs in which these faculty are teaching? Will any new courses replace courses currently offered? Will any such courses prevent an important or required course from being offered in a given semester?*
6. *Will there be a service learning component? Description of this component to be provided by director of service learning.*
7. *If new courses will not increase the overall number of offerings, specify which course(s) or section(s) will be dropped in a given semester to create room.*
8. *Specify any anticipated impact on enrollments in other courses or sections within the department and whether or not this program will prevent an important or required course from being offered in a given semester.*
9. *Assess the impact of the proposed change on other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.*
- 10.

- c. *All proposals must be accompanied by a supporting letter from the chair confirming the department's support. Not applicable.*

IV. New Course Proposals

- a. *List titles of any new courses created for this program.* Information Literacy and Research

- b. *Attach proposals for all new courses including assessment plan, learning outcomes and complete syllabus, each with a Course Proposal cover sheet.* Proposal for Information Literacy to be submitted to Monroe Library Curriculum Committee January 2017.

Include as appendix a copy of the projected Degree Program Course List (DPCL), Progression Plan (PP), or equivalent for each program of study. DPCL attached.

Supporting Document Links List:

BA Interdisciplinary Studies DPCL

<http://interdisciplinary.loyno.edu/system/files/BA-DPCL-Interdisciplinary-Studies.pdf>

Projected Budget

<http://interdisciplinary.loyno.edu/system/files/ATTACHMENT-5-NTPT-Budget-Nov-16.pdf>

Non-Traditional Hours 1996-2016

<http://interdisciplinary.loyno.edu/system/files/NON-TRAD-ENRS-95-16-With-Costs.pdf>

Non-Traditional Course Offerings 14F-16F

<http://interdisciplinary.loyno.edu/system/files/Non-Traditional-Student-Course-Offerings-14F-16F.pdf>

Letter of Support – Monroe Library

<http://interdisciplinary.loyno.edu/system/files/Letter-of-Support-Library.pdf>

Trends in Adult Enrollment

<http://interdisciplinary.loyno.edu/system/files/Trends-in-Adult-Enrollments-EAB.pdf>

Attachments

Trends in Adult Bachelor's Degree Completions Prepared for Loyola University New Orleans

Educational Attainment

St. Tammany Parish Indicates the Highest Proportion of Individuals with Some College Experience but No Bachelor's Degree

According to the US Census Bureau 274,735 individuals age 18 or older with some college experience but no bachelor's degree live in the New Orleans area. The New Orleans area includes the eight parishes in the New Orleans Metropolitan Statistical Area (i.e., Jefferson, Orleans, Plaquemines, St. Bernard, St. Tammany, St. Charles, St. James, St. John the Baptist) as well as Livingston Parish and Terrebonne Parish.

As expected, the highest number of individuals with some college experience but no bachelor's degree live in Jefferson Parish, the most populous parish in the New Orleans area. Nearly 28 percent of individuals age 18 or older in St. Tammany Parish possess some college experience but no bachelor's degree, the highest concentration of these individuals in the New Orleans area.

Individuals Age 18 and Older with Some College or an Associate's Degree but No Bachelor's Degree

New Orleans Area¹

Parish	Population Age 18 and Older	Number of Individuals Age 18 and Older with Some College or an Associate's Degree	Percent of Individuals Age 18 and Older with Some College or an Associate's Degree
Jefferson Parish, LA	338,192	86,099	25.5%
Orleans Parish, LA	291,866	66,041	22.6%
St. Tammany Parish, LA	179,690	49,890	27.8%
Livingston Parish, LA	96,823	22,591	23.3%
Terrebonne Parish, LA	83,287	16,714	20.1%
St. Charles Parish, LA	38,931	10,240	26.3%
St. John the Baptist Parish, LA	32,961	8,246	25.0%
St. Bernard Parish, LA	30,300	7,029	23.2%
Plaquemines Parish, LA	17,198	4,127	24.0%
St. James Parish, LA	16,432	3,757	22.9%
Total	1,125,680	274,735	24.4%

¹ U.S. Census Bureau, "2010-2014 American Community Survey 5-Year Estimates."
http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?_af=ACS_14_5YR_S15018&prodType=table

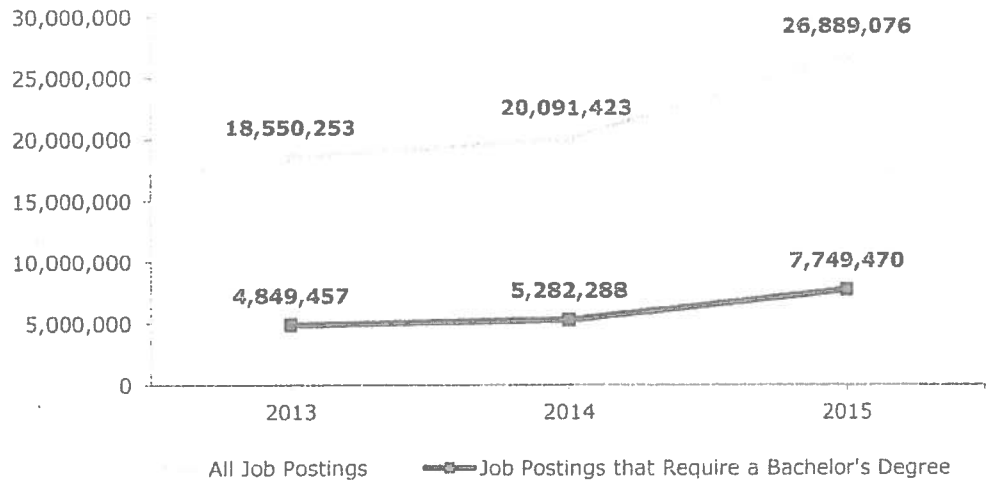
Employer Demand Trends

Employer Demand for Professionals with Bachelor's Degrees Increased Faster than Total Employer Demand from 2013 to 2015

Employer demand for individual with a bachelor's degree increased 8.9 percent from 2013 to 2014 and 46.7 percent from 2014 to 2015. In contrast total employer demand increased 8.3 percent from 2013 to 2014 and 33.8 percent from 2014 to 2015. Faster increases in employer demand for bachelor's-level professionals may indicate increased student demand for bachelor's degree programs.

Number of Annual Job Postings by Education Requirement

National Data, 2013-2015²⁾



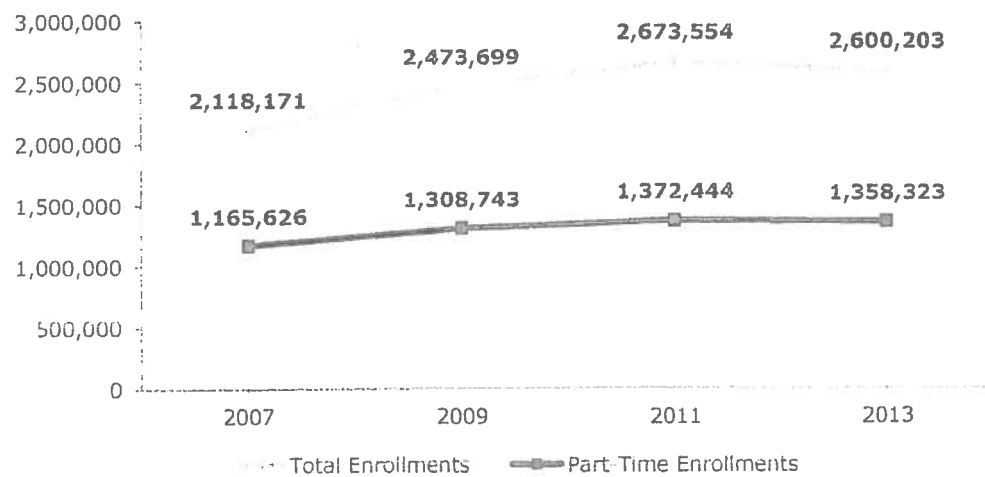
2) Burning Glass Labor Insight™.

Enrollment Trends

Part-Time Adult Student Undergraduate Enrollments Peaked in 2011

Part-time and total enrollments for undergraduate students age 25 and older increased from 2007 to 2011. Adult undergraduate student enrollments decreased 2.7 percent from 2011 to 2013, while part-time adult undergraduate enrollments decreased only one percent. Decreases in adult undergraduate enrollments may result from post-recession economic recovery. During the recession, unemployed or underemployed individuals likely enrolled in bachelor's degree programs to improve their employment prospects. As the job market recovered, fewer individuals enrolled in degree programs. Part-time adult student enrollments potentially remained more constant than total enrollments as unemployed individuals are more likely to enroll full-time.

Total Undergraduate Enrollments among Students Age 25 and Older* National Data, Fall 2007-Fall 2013³⁾



*IPEDS did not require part-time student enrollment numbers in 2008, 2010, and 2012 surveys. Responses for these years are incomplete.

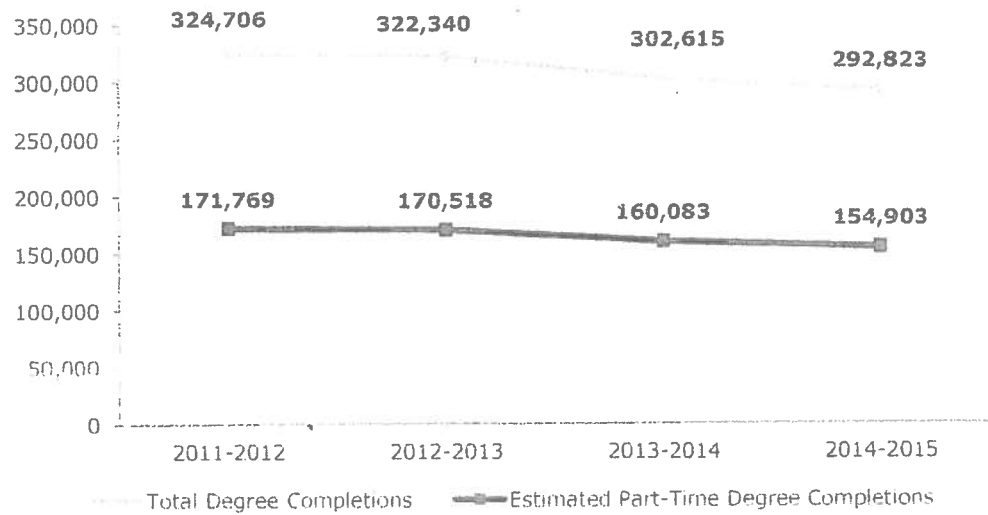
The Number of First-Time Bachelor's Degree Recipients Age 25 and Older Decreased Annually from 2011 to 2014

The number of adult first-time bachelor's degree recipients decreased 9.8 percent from 2011 to 2014. Decreases in the number of adult first-time bachelor's degree recipients could result from decreased adult undergraduate student enrollments.

According to data from the Integrated Postsecondary Education Data System (IPEDS), part-time adult undergraduate student enrollments accounted for 52.9 percent of total adult undergraduate enrollments from 2007 to 2013. Based on that average, an estimate 154,903 adult students completed a bachelor's degree from 2014 to 2015.

First-Time Bachelor's Degree Recipient Age 25 and Older

National Data, 2011-2014⁴



⁴ National Student Clearinghouse Research Center, "Undergraduate Degree Earners Report, 2014-15." <https://nscresearchcenter.org/undergraduatedegreeearners-2014-15/>



LOYOLA
UNIVERSITY
NEW ORLEANS

J. EDGAR AND LOUISE S. MONROE LIBRARY

November 29, 2016

Melanie McKay, Ph.D.
Vice Provost for Academic Affairs
Loyola University New Orleans

Re: Non-traditional Bachelor of Arts PT Program

Melanie,

I wish you the best success in bringing the program forward. At this time, library information resources and instructional technology support are adequate to handle the students anticipated in the first three years of the new non-traditional BA. At the end of the first and second year, we should evaluate emerging program needs for online and other library support.

Sincerely,

Deborah Poole
Dean of Libraries

NAME: _____ Date: _____

**DPCL (Degree Program Course List)
Bachelor of Arts—Interdisciplinary Studies**

CWID: _____

Is English Placement Exam required?	Students without transfer credit equivalent to ENGL T122 must take the English Placement Test by the third semester of enrollment for purposes of placement into the appropriate composition course.
NO _____	
YES _____	

Modified Loyola Core (LC) - 30 hours

FOUNDATIONS COURSES (9 hours)

	Course No.	Hrs.	Grd.
Critical Reading/Writing	T122	3	_____
Math Models/Finite Math	T122 or A115	3	_____
Investigating Nature	SCIE T129	3	_____

KNOWLEDGE & VALUES (21 hours)

	Course No.	Hrs.	Grd.
Creative Arts & Culture	_____	3	_____
Writing About Literature	_____	3	_____
Social Sciences	_____	3	_____
History I or II	T122 or T124	3	_____
RELS- I – Christian Theologies	S200 – S499	3	_____
Intro Philosophy of Reasoning	R122 – R199	3	_____
Philosophy of Knowledge & Morality /or	U200 – U400	3	_____
RELS II – World Religions	V200 – V499		_____

<u>MAJOR (30 hours)</u>	<u>ELECTIVES (60 hours)</u>	
Info Literacy & Research _____ 3	_____ 3	
Professional Writing ENGL A306 _____ 3	_____ 3	
Discipline I * _____ 3	_____ 3	
Discipline I * _____ 3	_____ 3	
Discipline I * _____ 3	_____ 3	
Discipline II * _____ 3	_____ 3	
Discipline II * _____ 3	_____ 3	
Discipline II * _____ 3	_____ 3	
Elective _____ 3	_____ 3	
Sr Project/Capstone** _____ 3	_____ 3	

No more than 64 hours of credit from a two year institution may be applied to an undergraduate degree from Loyola University New Orleans.

The last 30 credit hours of the must be completed at Loyola University New Orleans.

GPA: Must achieve 2.0 in Major and Loyola cumulative.

LOYOLA UNIVERSITY NEW ORLEANS
CITY COLLEGE ENROLLMENT

Cost for 3 Credit Course \$570 \$570 \$591
 Cost per CR \$190 \$190 \$197
 \$82 \$92 \$92

Academic Year			96F	97F	98F
MAJOR	DEGREE				
(blank)		2			
Cert in Computer Info Systems	CTC				
Computer Info Systems App	BAS	54	59	70	68
Computer Information Science	BAS				
Communication Science	BAS	35	38	26	23
Criminal Justice	BCJ	64	59	66	67
	TRA		1	1	
Fine Arts/Humanities	BLS	20	26	19	22
General Business	BBA	1			
General Studies CC	BLS		6	2	1
	TRA	1	1	1	3
General Studies CC	UND	29	16	23	25
Human and Organizational Development	BAS				
Humanities	BLS				
Non-Degree Undergraduate City College	ND				2
Non-Degree (Undergraduate Program)	ND	1	7	3	2
Criminal Justice	BCJ	6	17	11	17
	TRA	15	1		1

Organizational Behavior	BAS								
Radiologic Technology	BAS								
Organizational Behavior	BAS	56	50	41	31	23			
Radiologic Technology	BAS	13	8	5	7	5			
Religious Educ/Ministry CC	BLS	7	6	5	3	3			
Social Sciences	BLS	51	50	50	44	47			
Transient (Undergraduate Program)	TRA	5	5	5	15	12			
Total Number of Students		360	351	330	328	298			

CAS	BIOL	BIOLY205051	TOPICS IN BIOGEOGRAPHY
CAS	BIOL	BIOLY236W01	EVOLUTION
CAS	BIOL	BIOLY237W01	MARINE BIOL & CONSERVATION
CAS	BIOL	BIOLY250Z02	TROPICAL ECOLOGY
HN	BIOL	BIOLZ205001	TOPICS IN BIOGEOGRAPHY
HN	BIOL	BIOLZ236W01	EVOLUTION
HN	BIOL	BIOLZ237W01	MARINE BIOL & CONSERVATION
CAS	CHEM	CHEMY230W01	WORLD FOOD AND NUTRITION
HN	CHEM	CHEMY246051	CHEMISTRY AND ART STUDIO
HN	CHEM	CHEMZ230W01	WORLD FOOD AND NUTRITION
HN	CHEM	CHEMZ246051	CHEMISTRY AND ART STUDIO
HN	CLST	CLHUA246051	GREEK MYTHOLOGY
CAS	CLST	CLHUA294051	ROMAN CULTURE
HN	CLST	CLHUA349051	ETRUSCAN ART & ARCHAEOLOGY
HN	CLST	CLHUA356051	GREEK ELEGIES AND LYRICS
CAS	CLST	CLHUA372051	THE ROMAN EMPIRE
HN	CLST	CLHUN356051	WAL: GREEK ELEGIES & LYRICS
CAS	CLST	CLHUO258051	ROMAN CULTURE
HN	CLST	CLHUO294051	GREEK MYTHOLOGY
CAS	CLST	CLHUO294051	THE ROMAN EMPIRE
HN	CLST	CLHUU238051	JUSTICE IN GREEK LIT
HN	CLST	CLHUU244001	GREEK AND ROMAN EPIC
HN	CLST	CLHUU248051	GREEK ART & ARCHAEOLOGY
HN	CLST	CLHUU250051	ROMAN ART & ARCHAEOLOGY
HN	CLST	CLHUU257051	GREEK CULTURE
SS	CMMN	CMMNA225W01	ELEMENTS IN AP STYLE
SS	CMMN	CMMNA260051	INTRO TO LAYOUT & DESIGN
SS	CMMN	CMMNX202051	GAME AS ART
SS	CMMN	CMMNX236052	UNDERSTANDING MEDIA
CAS	CMMN	CMMNX237051	MEDIA PLAY
CAS	CRIM	CRIMA105051	INTRO TO CRIM JUS SYST
CAS	CRIM	CRIMA110051	CRIMINOLOGY-FUNDAMENTALS
CAS	CRIM	CRIMA218Z51	CRIMINAL PROCEDURE
CAS	CRIM	CRIMA275051	DEVIANT BEHAVIOR
CAS	CRIM	CRIMA294W01	STATS IN CRIM JUSTICE LAB

CAS	CRIM	CRIMA300051	RES METHODS-CRIMINOLOGY
CAS	CRIM	CRIMA320W01	VIOLENT OFFENDERS
CAS	CRIM	CRIMA378W01	CYBERCRIME, TECH & SOC CHG
CAS	CRIM	CRIMA380W01	ETHICS & POLITICS OF CRJU
CAS	CRIM	CRIMA394W01	RES METHODS-CRIMINOLOGY LAB
CAS	CRIM	CRIMA405A51	CRIMINAL LAW
CAS	CRJU	CRJUC120Z51	INTRO TO HOMELAND SECURITY
SS	CRJU	CRJUC250051	JUVENILE DELINQUENCY
CAS	CRJU	CRJUC260051	STATISTICS IN CRIM JUSTICE
CAS	CRJU	CRJUC270W01	MURDER, MAYHEM AND THE MEDIA
SS	CRJU	CRJUC285051	CRISIS INTERVENTION
SS	CRJU	CRJUC294001	CRIME & DISASTER
SS	CRJU	CRJUC312A51	CRIMINAL INVESTIGATION
SS	CRJU	CRJUC331Z51	PROBATION AND PAROLE
CAS	CRJU	CRJUC365W01	CRJU PROGRAM PLANNING & EVAL
CAS	CRJU	CRJUC375051	ORGANIZED CRIME
SS	CRJU	CRJUC420W01	SERIAL MURDER: MYTHS/REALITY
SS	CRJU	CRJUC494Z51	CENTURY PERSPEC ON POLICING
SS	CRJU	CRJUX320051	VIOLENCE & HUMAN RIGHTS
MA	DSGN	DSGNM271051	DESIGN HISTORY 1
MA	DSGN	DSGNM272051	DESIGN HISTORY 2
HN	ENGL	ENGLA251051	AFRICAN-AM LIT SINCE 1900
CAS	ENGL	ENGLA270051	HISTORY OF FILM
HN	ENGL	ENGLA294051	HISTORY OF CINEMA
CAS	ENGL	ENGLA294051	GLOBAL CINEMA
HN	ENGL	ENGLA294051	RACE, MEDIA & CULTURE
CAS	ENGL	ENGLA313051	FEATURE SCREENWRI I
CAS	ENGL	ENGLA351W01	LOUISIANA LITERATURE
CAS	ENGL	ENGLA372051	STU IN AMER CINEMA
HN	ENGL	ENGLA373W01	THE BLACK WRITER IN AMER
HN	ENGL	ENGLA385051	WOMEN WRITERS
HN	ENGL	ENGLA406051	INTERN:PUBLISH/EDITING
CAS	ENGL	ENGLA411001	FICTION WORKSHOP
HN	ENGL	ENGLA438W01	SOUTHERN LITERATURE
CAS	ENGL	ENGLA466W01	SOUTHERN WOMEN WRITERS
HN	ENGL	ENGLA479051	GR FG-AM PRE 1900: KATE CHOPIN

HN	ENGL	ENGLA490051	GRT FIGURES:DAVID FOSTER WALLACE
HN	ENGL	ENGLA491001	PRACTICUM IN TCHNG WRTNG
CAS	ENGL	ENGLN204W01	WAL:CYBERPUNK & APOCALYP LIT
CAS	ENGL	ENGLN205W01	WAL: VIDEOGAMES & LITERATURE
HN	ENGL	ENGLN210051	WAL: GLOBAL IDENTITIES
HN	ENGL	ENGLN220051	WAL: TEXTS AND TEXTUALITY
HN	ENGL	ENGLN222W01	WAL:THINK CRITCLY ABOUT FOOD
HN	ENGL	ENGLN238W01	WAL: NEW ORLEANS LITERATURE
CAS	ENGL	ENGLO228W01	THE WORLD OF TIM BURTON
CAS	ENGL	ENGLO236W01	ANIME: CINEMA AND CULTURE
CAS	ENGL	ENGLO256W01	AMERICAN REGIONALISM
HN	ENGL	ENGLT122W01	CRITICAL READING/WRITING
HN	ENGL	ENGLV236W01	ANIME: CINEMA AND CULTURE
HN	ENGL	ENGLV244W01	SCREEN POWER:
HN	ENGL	ENGLV256W01	AMERICAN REGIONALISM
BU	FIN	FIN B200001	PERSONAL FINANCE
BU	FIN	FIN B400051	ADV FINANCIAL MANAGEMENT
BU	FIN	FIN B450001	REAL EST FIN AND INVEST.
CAS	CRIM	FRSCA100A51	INTRO TO FORENSIC SCIENCE
CAS	CRIM	FRSCA200Z51	CRIMINALISTICS I: CRIME SCENE
CAS	CRIM	FRSCA370051	FORENSIC PSYCHOLOGY
CAS	CRIM	FRSCA380Z51	FORENSIC PATHOLOGY
CAS	CRIM	FRSCA498001	RESEARCH IN FORENSIC SCIENCE
SS	CRJU	FRSCC201A51	CRIMINALISTICS II: CRIME LAB
CAS	CRJU	FRSCC301WZ1	CRIMINALISTICS III:CONTR SUB
CAS	HIST	HISTA248WA1	U.S. MILITARY HISTORY
CAS	HIST	HISTA283051	GAMES, FICT & POWER IN CHINA
HN	HIST	HISTA294051	SOUTH ASIA THROUGH FILM
CAS	HIST	HISTA294W01	READINGS IN NEW ORLEANS HIST
HN	HIST	HISTA323051	MODERN EUROPE 1945-PRES
HN	HIST	HISTA390051	CHINA TO 1644
CAS	HIST	HISTA391051	MODERN CHINA
HN	HIST	HISTA394051	VIOLENCE & BLACK AMERICA
HN	HIST	HISTA394051	LAW AND POWER IN SOUTH ASIA

HN	HIST	HISTA394052	GAMES, FICTION, & POWER IN CHINA
CAS	HIST	HISTA400051	HISTORIOGRAPHY
HN	HIST	HISTA404051	NEW ORLEANS' ORAL HISTORIES
CAS	HIST	HISTQ230051	OPPRESSION AND RESISTANCE
CAS	HIST	HISTQ262WZ1	COMPARATIVE SOCIAL MOVEMENTS
CAS	HIST	HISTQ286W01	WAR IN THE MODERN WORLD
HN	HIST	HISTT122W01	GLOBAL HISTORY I
HN	HIST	HISTT124W01	GLOBAL HISTORY II
HN	HIST	HISTW271051	MONEY AS MEANING
HN	HIST	HISTX230051	OPPRESSION AND RESISTANCE
HN	HIST	HISTX234051	TECHNOLOGY NATURE & THE WEST
HN	HIST	HISTX283051	RISE OF GLOBAL CAPITALISM
HN	HIST	HISTX285W01	GENOCIDE IN THE MODERN WORLD
HN	HIST	HISTX286WA1	WAR IN THE MODERN WORLD
HN	LANG	LAS O294051	FILMS ON CUBA
CAS	LANG	LAS X220051	EDUC & SOC CHANGE IN LAT AM
CAS	MATH	MATHA092004	FUNDAMENTALS OF ALGEBRA
CAS	MATH	MATHA115W01	INTRO TO FINITE MATH
CAS	MATH	MATHA116W01	SURVEY OF CALCULUS
HN	MATH	MATHT122W01	MATH MODELS
BU	MGT	MGT B245W01	MGMT & ORGANZTL BEH.
BU	MGT	MGT B250W01	MANAGEMENT INFO SYSTEMS
BU	MGT	MGT B310051	HUMAN RESOURCE MGT.
MA	MUGN	MUGNM105W01	MUSIC INDUSTRY MUSICIANSHIP
MA	MUGN	MUGNO204W01	WOMEN IN MUSIC
MA	MUGN	MUGNO244W01	HIST OF AMERICAN POP MUSIC
MA	MUGN	MUGNO246W01	HISTORY OF NEW ORLEANS MUSIC
MA	MUGN	MUGNU206W01	MUSIC & ART/MIDL AGES & REN
HN	PHIL	PHILA201W01	PRACTICAL LOGIC
HN	PHIL	PHILA294051	PHILOSOPHY OF MEDICINE
HN	PHIL	PHILT122W01	PHIL OF THE HUMAN PERSON
HN	PHIL	PHILU270051	PHIL & REL IN MIDDLE AGES
HN	PHIL	PHILU282051	FREE WILL AND DETERMINISM
CAS	PHIL	PHILU282W01	FREE WILL AND DETERMINISM

CAS	PHIL	PHILU294051	EVOLUTION & INTELLIGENT DESIGN
CAS	PHIL	PHILU294052	PHILOSOPHICAL THEMES IN AYN RAND
HN	PHIL	PHILV244051	LAW AND MORALITY
HN	PHIL	PHILV278051	PHILOSOPHY OF GOD
CAS	PHIL	PHILW234051	MEDICAL ETHICS
CAS	PHIL	PHILW244Z51	LAW AND MORALITY
HN	PHIL	PHILW252051	MAKING MORAL DECISIONS
CAS	PHYS	PHYSY234W01	ASTRONOMY
SS	POLS	POLSA100051	INTRO TO AMERICAN GOVT
SS	POLS	POLSA213051	AMER POLITICAL THOUGHT
SS	POLS	POLSA230051	HIST POLIT THOUGHT I
SS	POLS	POLSA231051	HIST POLIT THOUGHT II
SS	POLS	POLSA338W01	POL & ETH INT'L HUMAN RIGHTS
CAS	POLS	POLSA494W01	POLITICS OF NORTHERN IRELAND
CAS	POLS	POLSX240W01	CORRUPTION IN AMER POLITICS
CAS	POLS	POLSX262W01	LAW/POLITICS/GAY RIGHTS
SS	POLS	POLSX294051	SOCIAL JUSTICE LEADERSHIP
SS	POLS	POLSX294051	LEADERSHIP FOR SOCIAL JUSTICE
CAS	POLS	POLSX330W01	POLITICS OF GLOBAL HIV/AIDS
CAS	PSYC	PSYCA100W01	INTRO TO PSYCHOLOGY
HN	PSYC	PSYCA230W01	DEVELOPMENTAL PSYCHOLOGY
HN	PSYC	PSYCA250051	EDUCATIONAL PSYCHOLOGY
HN	PSYC	PSYCA255051	ADOLESCENT PSYCHOLOGY
HN	PSYC	PSYCA322W01	COGNITION
HN	PSYC	PSYCA414051	HEALTH PSYCHOLOGY
HN	PSYC	PSYCX230W01	MODELS OF HUMAN BEHAVIOR
CAS	PSYC	PSYCX260052	PSYCHOLOGY OF LIVING W/DYING
HN	PSYC	PSYCX266051	THE SCIENCE OF GOOD AND EVIL
CAS	RELS	RELSA394051	ECO-FEMINIST THEOLOGIES
CAS	RELS	RELST122W01	RELIGIONS OF THE WORLD
HN	RELS	RELSU226051	ANTHROPOLOGY OF RELIGION
HN	RELS	RELSU240051	THE QUR'AN
HN	RELS	RELSU281W01	WOMEN IN WORLD RELIGIONS
HN	RELS	RELSU388051	SIN: HISTORY OF AN IDEA

HN	RELS	RELSV232051	WORLD RELIGIONS AND MUSIC
HN	RELS	RELSV246051	JUDAISM
HN	RELS	RELSV247053	NEW TESTAMENT AS LITERATURE
CAS	RELS	RELSV253051	VARIETIES OF HINDU TRADITION
CAS	RELS	RELSV260051	INTRODUCTION TO ISLAM
HN	RELS	RELSV270051	JESUS CHRIST
CAS	RELS	RELSV281W01	WOMEN IN WORLD RELIGIONS
CAS	RELS	RELSV294051	ENCOUN THE GOSPEL & LTR OF JOHN
HN	RELS	RELSV294051	BUSINESS ETHICS
HN	RELS	RELSV364051	CONTEMPORARY THEOLOGIES
CAS	RELS	RELSV377051	BUDDHISM ACROSS ASIA
HN	RELS	RELSV388051	SIN: HISTORY OF AN IDEA
HN	RELS	RELSW242051	CHRISTIAN ETHICS
CAS	RELS	RELSW325W01	PUBLIC POLICY: ETHICS
ID	BLND	SCIET129051	INVESTIGATING NATURE
CAS	SOCI	SOCIA100W01	INTRODUCTORY SOCIOLOGY
SS	SOCI	SOCIA200051	CULTURAL ANTHROPOLOGY
CAS	SOCI	SOCIA215051	CRIMINAL BEHAVIOR
SS	SOCI	SOCIA250051	SOCIOLOGY OF GENDER
SS	SOCI	SOCIA255051	SOCIOLOGY OF SEXUALITIES
SS	SOCI	SOCIA338051	RESEARCH METHODS LAB
SS	SOCI	SOCIA339051	SOCIAL STATISTICS LAB
SS	SOCI	SOCIA365051	THE SIXTIES
CAS	SOCI	SOCIA375051	U.S. CIVIL RIGHTS MOVEMENT
CAS	SOCI	SOCIX232W01	SOCIAL PROBLEMS
CAS	SOCI	SOCIX252051	VIOLENCE IN SOCIETY
CAS	SOCI	SOCIX255W01	RACE, RACISM & PRIVILEGE
SS	SOCI	SOCIX294001	ECUADOR & ANDEAN SOCIETIES
SS	SOCI	SOCIX320051	VIOLENCE & HUMAN RIGHTS
CAS	LANG	SPAN100W01	FIRST YEAR SPANISH I
HN	HN	TEACA100051	MULTICULTURAL EDUCATION
MA	TAD	THEAO244W01	AMERICAN MYTH AND DRAMA
MA	TAD	THEAO294W01	THE 70'S: AS SEEN ON TV
MA	VISA	VISAA110051	ELEMENTS OF ART HIST I

MA	VISA	VISAA111051	ELEMENTS OF ART HIST II
MA	VISA	VISAA300051	ART AFTER MODERNISM
MA	VISA	VISAO160002	INTRO TO ART HISTORY I
MA	VISA	VISAO162051	INTRO TO ART HISTORY II
MA	VISA	VISAU206W01	MUSIC & ART/MIDL AGES & REN