Program:
Bachelor of Liberal Arts Degree

Department:
Interdisciplinary
College: McMicken Arts & Science
Year: 2014-15

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I. Program Overview

The liberal arts major provides a flexible, but structured, mechanism for designing an interdisciplinary course of study for students whose needs and interests are not being met by existing an A&S degree structured around a currently active major. It is well-suited for students whose academic interests and career goals encompass several disciplinary areas, including students preparing for graduate study in an interdisciplinary or multi-disciplinary area not incorporated in any existing majors at the university (e.g., Linguistics, Religious Studies) or aiming for a career where multidisciplinary education could be appropriate or even advantageous (Law, Diplomacy, Public Service, Mediation, Environmental Advocacy, Healthcare, etc.).

The major is constructed by combining three minors or certificates, with at least two of the areas chosen from those offered by A&S departments. Program rules govern the amount of overlap permitted among the components. To insure appropriate depth, each minor or certificate must include at least one course at the 3000 level or higher, and the program of study must include at least one mid-collegiate methodology course. Although there is no requirement that the three components of this program be linked thematically, the choice of components should reflect and contribute to the students’ academic and professional goals. The student’s capstone—a textual, multi-modal, or experiential critical project—and their portfolio will reflect a degree of this interdisciplinarity. Their capstone will be completed either under the auspices of one of the A&S programs in the degree or as an interdisciplinary capstone course guided by the Program Director.

All students who declare this degree are assigned to a single professional advisor in the college who works closely with the Program Director, who is a member of the faculty. The Program Director advises students about the capstone, and works directly with students who choose to do an interdisciplinary capstone. Oversight of the degree structure and assessment is shared with the college’s Interdisciplinary Committee. The degree is relatively new, graduating its first class in 2014.
II. Program Outcomes

Please include in this section your program learning outcomes as they are listed in the P-1 form in eCurriculum. If you are already planning to revise those program learning outcomes, indicate in this section which ones might be changed, and what the new program learning outcomes are likely to be. In general, learning outcomes should be measurable, assessable, or observable in some way and aligned with national standards.

Current:

Students will gain the ability to integrate and apply the terminology, methods, and perspectives of several disciplines to new and diverse settings and to complex problems.

Students will be prepared for graduate study in an interdisciplinary or multi-disciplinary field or professional school, or for a career where multidisciplinary training could be appropriate and advantageous.

Students will develop strong, transferable intellectual, communication, and practical skills, the knowledge and perspective to deal with complexity, diversity, and change, and the ability to apply knowledge and skills in real-world settings.

Revised:

Students will:

PLO 1: Describe and employ the methods and perspectives of several disciplines, either separately or together, to gather and analyze information and/or solve problems.

PLO 2: Demonstrate strong, transferable written, visual, or oral communication skills within their disciplines.

PLO 3: Demonstrate the ability to recognize, identify, and reflect on the effect and relevance of interdisciplinary study on their academic and professional career paths.
III. Curriculum/Program Map

Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completing this grid.
<table>
<thead>
<tr>
<th>Key</th>
<th></th>
<th></th>
<th>Minor #3 or certificate</th>
<th>Methodology</th>
<th>Capstone</th>
</tr>
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<tbody>
<tr>
<td>E: Emerging</td>
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<tr>
<td>D: Developing</td>
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<tr>
<td>A: Achieved</td>
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<tr>
<td>OUTCOMES</td>
<td></td>
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</tr>
<tr>
<td>PLO 1 Describe and employ methods and perspectives</td>
<td>E, D</td>
<td>E, D</td>
<td>E, D</td>
<td>E, D</td>
<td>A</td>
</tr>
<tr>
<td>PLO 2 Communication skills</td>
<td>E, D</td>
<td>E, D</td>
<td>E, D</td>
<td>E, D</td>
<td>A</td>
</tr>
<tr>
<td>PLO 3 Demonstrate ability to recognize relevance of interdisciplinary studies</td>
<td>E, D</td>
<td>E, D</td>
<td>E, D</td>
<td>E</td>
<td>A</td>
</tr>
</tbody>
</table>

* Please note that you are only identifying required courses and experiences that are housed within your academic unit.
IV. Methods and Measures

Please include in this section a description of the assessment methods that your program plans to use in assessing each of its program learning outcomes. These methods ideally include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels. You may find it helpful to include the “Assessment Measures Alignment Matrix” from Activity 5.

1. Declaration of Program—Students will apply for and declare their choice of three minors and/or certificates. At that time, they will demonstrate an emerging knowledge of the manner in which these courses are connected to, and contribute to, their academic and professional goals.

2. Student Portfolio—Students will be required to provide their original declaration of their program; a mapping of the courses they have chosen to include in the major; and a reflection and analysis of the choices made and what those choices have provided the student in terms of the skills, perspectives, and foundations developed for their academic and professional careers.

3. Capstone Course—Students will complete a capstone proposal in the term before their capstone course that will demonstrate knowledge of the appropriate methodology to be used for the intended purpose and the manner in which the interdisciplinary perspectives will be articulated. Students will choose either the Interdisciplinary Capstone course or a Capstone within a Discipline. Through the interdisciplinary capstone, the student will demonstrate and/or communicate through a textual, visual, multi-modal, or experiential project that the following goals are in an advanced stage of accomplishment or have been accomplished: an understanding and use of terminology, methods, and/or perspectives of their disciplines; an ability to locate, evaluate, and use primary sources and/or foundational tenets of their discipline; and the ability to appropriately communicate these skills in a critical context.

4. Survey/Evaluations in addition to the evaluation of 1-3 above—
   (a) Evaluation/Survey of Faculty teaching Capstone Course within a chosen disciplinary area: Faculty reflection and evaluation of the student in relation to majors within the discipline; in regard to their contribution to the course; and in relation to what they appeared to achieve through the course.

   (b) Exit survey of students regarding future academic and/or career objectives in relation to the interdisciplinary degree.
<table>
<thead>
<tr>
<th>Course/Experience</th>
<th>Assessment Tools</th>
<th>Program Outcomes</th>
<th>Time Line</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration of Program</td>
<td>Identification of alignment of minor/certificate combination with academic and professional goals. Consistency of anticipated objectives with portfolio and capstone.</td>
<td>Emerging: PLO 1-3</td>
<td>Analysis and completion of review pre-program with comparison to portfolio and capstone post-program.</td>
<td>Program Director and Advisor; Faculty Committee</td>
</tr>
<tr>
<td>Student Portfolio</td>
<td>Evaluation of portfolio components on a holistic basis for alignment with PLOs.</td>
<td>Developing – Accomplished PLO 1 and 2; Accomplished PLO 3</td>
<td>Analysis and completion of review every term with annual summary and review to guide changes.</td>
<td>Program Director and Advisor; Faculty Committee</td>
</tr>
<tr>
<td>Capstone—INTR5001</td>
<td>Capstone Proposal; draft checkpoints throughout the Capstone course; final project assessment according to Capstone rubric aligning with PLOs. Evaluation of student, faculty, and course.</td>
<td>Accomplished: PLO 1, 2, and 3</td>
<td>Analysis and completion of review every term with annual summary and review to guide changes.</td>
<td>Program Director; Faculty Committee</td>
</tr>
<tr>
<td>Separate Capstone within a Discipline</td>
<td>Successful completion of separate capstone. Survey of faculty teaching separate capstone.</td>
<td>Accomplished: PO1, 2</td>
<td>Analysis and completion of review every term with annual summary and review to guide changes.</td>
<td>Program Director and Advisor; Faculty Committee</td>
</tr>
<tr>
<td>Survey/Evaluation</td>
<td>Survey covering students’ planned academic and professional goals in relation to the degree program (primary survey) and their goals and accomplishments (follow-up surveys).</td>
<td>Developing-Accomplished: PO3</td>
<td>After final term for primary surveys and evaluations of students; completion of follow-up surveys at 2 and 5 year post-graduation. Related reviews to guide changes.</td>
<td>Program Director and Advisor; Faculty Committee</td>
</tr>
</tbody>
</table>
VI. Assessment Infrastructure

Please include in this section a description of the process by which your program intends to assess its learning outcomes.

- Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.
- Identify what kinds of administrative support will be available for those faculty.

Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

Each term, the Program Director and Advisor will work in coordination to insure that students complete the declaration of program and capstone proposal; to gather responses; to confirm successful completion of methodology course and capstone in one of the disciplines; and to send out the survey/evaluations to appropriate faculty and to the students. The Program Director will insure collection and assessment of student portfolio documents and Interdisciplinary Capstone course projects.

Assessment of materials collected will be conducted by Program Director in conjunction with the Interdisciplinary Committee. Major changes in the program resulting from assessment of material will go to the Interdisciplinary Committee and Program Director for discussion and approval.
VII. Findings

*Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.*

Faculty and committees will use appropriate disciplinary-focused initial evaluations of student work. We will use their performance and student and faculty surveys to assess alignment of performance with PLOs in order to determine whether changes in or additions to program requirements are needed.
VII. Use of Findings

In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.

- How will this information be presented to and discussed among the faculty?
- How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?

Findings will be discussed in the Interdisciplinary Committee to determine whether changes need to be considered in a variety of areas, including: student preparation; modifications of program requirements or their timing; alignment of interdisciplinary and disciplinary capstones; and alternatives to the present program review in terms of content and/or method of review.