USD Program Review Handbook

INSTRUCTIONS AND GUIDELINES FOR COMPLETING PROGRAM REVIEW DOCUMENTATION
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Introduction

Academic program review is essential to maintain high quality programs and support student success. This document provides the information needed for programs to complete the program review process at USD. The Institutional Research, Planning, and Assessment (IRPA) office is responsible for managing the program review process for the Provost’s office. The IRPA office will also assist academic programs with data support and management of the site visit process.

University of South Dakota Mission and Vision
The legislature established The University of South Dakota as the liberal arts university to meet the needs of the state and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)

The board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university with the South Dakota System of Higher Education.

The vision of the University of South Dakota is to be the best small, public flagship university in the nation built upon a liberal arts foundation.

Board of Regents Policies on Program Review
SDBOR Policy 2:11\(^1\) requires that all regental degree programs be comprehensively reviewed on a regular basis. SDBOR Administrative Guideline 4.2 further spells out all required components of this review process.\(^2\)

In general, all degree programs are to be reviewed on a seven-year cycle. The length of this cycle may be shortened or lengthened for individual programs at the discretion of the USD Vice President for Academic Affairs.

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\(^1\) SDBOR Policy 2:11: [https://www.sdbor.edu/policy/documents/2-11.pdf](https://www.sdbor.edu/policy/documents/2-11.pdf)

Scope

The program review process is undertaken at the department level. All academic departments in the university are included on a seven-year, university-wide program review schedule. As dictated by this schedule, each department will undertake a holistic review that comprehensively incorporates information from all degree programs offered by the department.

In general, the program review process consists of four main stages:

1) Compilation of a USD Department Self-Study
2) Site Visit
3) Compilation of a USD Action Plan
4) Compilation of a Board of Regents Summary Report

The program review process for any individual department is shaped largely by one key factor: external accreditation. Consequently, all academic departments are bifurcated into two groups in this handbook: “Programs without External Accreditation” and “Programs with External Accreditation.” Departments (or individual degree programs) holding external accreditation may use an accreditation self-study process and site visit process in lieu of the analogous regental processes. However, both accredited and non-accredited programs must prepare and submit a Board of Regents Summary Report.

Any department (or individual degree program) may choose to seek external accreditation using procedures outlined in SDBOR documents (Academic Affairs Guidelines 4.3). Note that formal SDBOR permission is required to seek accreditation. If an external accreditation campaign is successful, the department or program would be moved from the “Programs without External Accreditation” section of this handbook to the “Programs with External Accreditation” section.

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4 The Board of Regents requires that, as a condition for initial approval, all new graduate programs undergo an external review (SDBOR Policy 2:1). Once approved by SDBOR, new programs will be added to either the non-accredited or accredited handbook sections, as appropriate.
Program Review Process, Programs without External Accreditation

General Guidelines

- Departments or individual degree programs not holding external accreditation (see Appendix B for a complete list) must undergo program review via the regental self-study process described in SDBOR Policy 2:11; such programs also must prepare and submit an SDBOR Summary Report.
- All degree programs (undergraduate and graduate) within a given department will be reviewed simultaneously and a single self-study report will be submitted.
- Programs reviews must be conducted according to the timeline below.

Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>• IRPA notifies department of upcoming program review</td>
</tr>
<tr>
<td></td>
<td>• Department schedules first meeting with Provost, Dean, IRPA to discuss the general process, set the focus of the review, and discuss timelines and Provost’s expectations for the review</td>
</tr>
<tr>
<td>August</td>
<td>• Department submits nominations for external reviewers to Provost</td>
</tr>
<tr>
<td>December</td>
<td>• Department schedules second meeting with Provost, Dean, IRPA to review progress on draft Department Self-Study</td>
</tr>
<tr>
<td>January</td>
<td>• Department submits final Department Self-Study to Provost for distribution to site visit team</td>
</tr>
<tr>
<td>January-March</td>
<td>• Department notifies Provost, Dean, IRPA of site visit schedule</td>
</tr>
<tr>
<td></td>
<td>• Site visit</td>
</tr>
<tr>
<td>Within 4 weeks of site visit</td>
<td>• Department, Dean, Provost receive report from site team</td>
</tr>
<tr>
<td>Within 4 weeks of site visit report</td>
<td>• Department submits draft SDBOR Summary Report to Provost</td>
</tr>
<tr>
<td></td>
<td>• Department submits draft Action Plan to Provost, Dean</td>
</tr>
<tr>
<td>Within 4 weeks of submission of draft SDBOR Summary Report and draft Action Plan</td>
<td>• Department schedules third meeting with Provost, Dean, IRPA to discuss draft SDBOR Summary Report and draft Action Plan</td>
</tr>
<tr>
<td></td>
<td>• Final SDBOR Summary Report and final Action Plan approved by Provost</td>
</tr>
<tr>
<td></td>
<td>• Department notifies IRPA of any changes required to department goals and student learning outcomes in Nuventive (based on approved Action Plan)</td>
</tr>
<tr>
<td></td>
<td>• Department uploads Department Self-Study, site visit report, SDBOR Summary Report, and Action Plan to Nuventive document repository</td>
</tr>
<tr>
<td></td>
<td>• Provost submits SDBOR Summary Report to system office</td>
</tr>
</tbody>
</table>
Program Review Process, Programs with External Accreditation

General Guidelines

- Departments or individual degree programs holding external accreditation (see Appendix B for a complete list) may use an accreditation self-study process and site visit process in lieu of the analogous regental processes; such programs also must prepare and submit an SDBOR Summary Report.
- All degree programs (undergraduate and graduate) within a given department will be reviewed simultaneously and a single self-study report will be submitted.
- Program reviews must be conducted according to the timeline below.

Timeline

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Tasks</th>
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</table>
| 12 months before site visit               | • Department notifies IRPA of upcoming accreditation review and submission deadline  
• Department schedules first meeting with Provost, Dean, IRPA to discuss the general process, set the focus of the review, and discuss timelines and Provost’s expectations for the review |
| 4 weeks before self-study submission to external accreditor | • Department schedules second meeting with Provost, Dean, IRPA to review progress on draft Department Self-Study |
| Submission to external accreditor         | • Department submits final Department Self-Study to Provost, Dean, and external accreditor |
| Site visit                                | • Department notifies Provost, Dean, IRPA of site visit schedule  
• Site visit |
| Within 4 weeks of site visit              | • Department, Dean, Provost receive report from site team |
| Within 4 weeks of site visit report       | • Department submits draft SDBOR Summary Report to Provost  
• Department submits draft Action Plan to Provost, Dean |
| Within 4 weeks of submission of draft SDBOR Summary Report and draft Action Plan | • Department schedules third meeting with Provost, Dean, IRPA to discuss draft SDBOR Summary Report and draft Action Plan  
• Final SDBOR Summary Report and final Action Plan approved by Provost  
• Department notifies IRPA of any changes required to department goals and student learning outcomes in Nuventive (based on approved Action Plan)  
• Department uploads Department Self-Study, site visit report, SDBOR Summary Report, and Action Plan to Nuventive document repository  
• Provost submits SDBOR Summary Report to system office |
| Upon receipt of accreditation letter      | • Department uploads accreditation letter to Nuventive document repository |
Responsibilities of Stakeholders

**Provost:**
- Hosts all meetings between department, Provost, Dean, IRPA as shown in the timeline(s) above
- Hosts meeting with external reviewers to discuss expectations for the review
- Approves final SDBOR Summary Report and Action Plan
- Submits SDBOR Summary Report to the system office

**IRPA Staff:**
- Provide data summaries and documentation templates to department as necessary
- Participate in all meetings between department, Provost, Dean, IRPA as shown in the timeline(s) above
- Support Provost in review of draft reports submitted by department
- Warehouse final copies of all Department Self-Study reports, SDBOR Summary Reports, Action Plans, and accreditation letters.
- Update department goals and student learning outcomes in Nuventive, as dictated by approved Action Plan

**Dean:**
- Participates in all meetings between department, Provost, Dean, IRPA as shown in the timeline(s) above
- Approves external reviewers (for programs without external accreditation)
- Meets with external reviewers

**Department Chair:**
- Participates in all meetings between department, Provost, Dean, IRPA as shown in the timeline(s) above
- Oversees the composition of all reports, including the Department Self-Study, SDBOR Summary Report, and Action Plan
- Identifies, schedules, and coordinates the activities of external reviewers (for programs without external accreditation)
- Meets with external reviewers
- Submits all documentation to Provost, Dean, IRPA, and external reviewers as shown in the timeline(s) above
Action Plan:

After the site visit report is received from peer reviewers, program faculty should develop an Action Plan that addresses all opportunities, weaknesses, or other issues that were identified during the program review process. The Department Chair will submit a draft of the Action Plan (along with a draft of the SDBOR Summary Report) to the Provost and Dean within four weeks of receiving the site visit report. Following a preliminary review by the Provost, Dean, and IRPA, a final copy of the Action Plan must be submitted to and approved by the Provost. Any desired changes to Nuventive department goals or student learning outcomes arising from the final Action Plan should be communicated by the department to IRPA staff.
Appendix A: Outline of SDBOR Program Review Guidelines

Departments with programs that are not externally accredited should submit a Department Self-Study report that includes the following headings: Introduction, Mission Centrality, Quality, Cost, Program Productivity, and Future Planning. The guidelines outlined below are taken from Appendix C of SDBOR administrative guidelines and are subject to change pending future board actions. IRPA staff will provide Department Chairs with an electronic template to be used in the completion of the Department Self-Study report.

Many of the data points required by this report are immediately available from various university reporting platforms, including Nuventive and Digital Measures. In addition, IRPA staff will provide continuous support to Department Chairs throughout the program review process in the form of process guidance, data reports, and analysis support.

Introduction:

Describe the departmental programs under review, including undergraduate/graduate majors, specializations, minors, and certificates offered; the research, scholarship and creative activity conducted (including amount of funded research expenditures per annum since the last review); the outreach, engagement and service activities provided both within the university and externally. This should include a summary of offerings via distance education and university centers or other off-site locations.

Mission Centrality:

The institutional mission is the basis for strategic planning and priority setting. Provide data and evidence demonstrating how the program supports the mission, vision and strategic goals of the university.

A. Clearly state the department’s mission, strategic goals, and the student learning outcomes for the programs and explain how faculty and students are made aware of them. Include a copy of the department strategic plan, if available.

B. Explain how the department contributes to other departments and programs (undergraduate, graduate, and student support) across campus. If the department plays a significant role in supporting other areas, provide a brief description of the extent, including identifying the supported programs.

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C. Include detailed placement data for graduates (bachelors, master’s, and doctoral) for the most recent three to five years. Indicate if graduates are working in discipline-related fields. State whether the departmental program(s) is(are) meeting state, regional, national and international employment needs and include labor market projections for likely careers pursued by graduates (if available).

D. Explain how the department’s outreach, community service, and other external linkages support the cultural, educational, and economic development of the state and region. Topics may include how the department serves the state and region beyond producing graduates, the benefits of any linkages to PK-12 education, and formal and informal linkages with external communities, groups, or organizations and related benefits.

Quality:

Provide data, evidence, and explanation addressing whether the program(s) in the department are of high quality.

A. Demonstrate the department’s commitment to creating an environment that engages students in their learning, including encouraging students to critically explore multiple and diverse perspectives. The intent of this item is to recognize that alternative points of view exists in all fields, including competing theories, methodologies in research and practice, and ethical decisions related to application of knowledge.

B. Describe the classroom-based and co-curricular activities designed to develop the ability to understand the discipline from different perspectives (and provide copies of syllabi). Describe practical learning experiences (internships, field experiences, service learning, research opportunities, practica, etc.) that contribute to student engagement. Explain the use of technology and other tools used in student learning.

C. Describe the use and availability of library resources by students and faculty, including identifying any trends in library publications and journals that demonstrate how the collection has changed over the past three to five years.

D. Demonstrate the curriculum is contemporary and coherent, appropriately representing the breadth and depth of the discipline. In this section, describe curricular changes made in the last seven years and the data sources and process used for reviewing and updating curriculum.

E. Demonstrate well-developed program assessment processes, including measurable student learning outcomes based on commonly accepted disciplinary standards.
Explain the use of assessment data in improving programs (undergraduate and graduate) and student learning. Demonstrate assessment employs multiple measures to evaluate learning outcomes and that assessment processes are consistent, continuous, formalized, and documented. Explain how student learning outcomes remain current with disciplinary standards, how assessment data are shared with faculty, how curriculum changes are made and what differences any changes have made in student learning?

F. Demonstrate the department promotes equity, diversity, and inclusiveness. Demonstrate the department values multiple perspectives, including race, gender, sexual orientation, socio-economic status, ethnicity, age, and disability in recruitment and retention of students (undergraduate and graduate), staff and faculty, and the content and delivery of the curriculum.

G. Demonstrate department faculty and instructional staff are current in their disciplines and use current knowledge and strategies to engage students in active learning. Demonstrate the department utilizes the scholarship of teaching and learning and that learning activities include evidence-based instructional practices. Explain how faculty are remaining current in their disciplines, how the department promotes these efforts, and how professional development plans assist in the development of needed knowledge and skills.

H. Demonstrate the department’s faculty members have been and continue to be productive scholars, researchers, and/or creative artists in ways that support the institution’s mission. Provide 3-5 years of evidence of scholarly engagement, including peer-reviewed publications, performances, exhibitions, and funded research expenditures per annum for faculty who support the program. Describe how faculty members recognize the importance of engaging students in collaborative scholarly activities and creative projects as a critical component of learning. Provide 3-5 year of evidence of graduate student research productivity including theses, dissertations, co-authored papers, etc.

I. Demonstrate the program unit uses academic advisors who support student learning. Explain the process for assigning and assessing advising responsibilities. Provide 3-5 years of information on faculty who advise graduate students, the number of advisees and the number of graduates in each year.

J. Demonstrate the department contributes in a unique way to the university’s identity and distinctiveness through its teaching, research, scholarship, creative activity, and service.

K. Demonstrate the department has sufficient staffing to provide effective continuity and stability in consideration of the number and longevity of faculty, professional staff, and career service. Explain how the department is positioning itself to hire
personnel with the expertise in strategic areas. Provide a list of faculty by name, year of hire, rank, area/s of expertise as well as career service and professional staff members.

L. Demonstrate the department has sufficient facilities (classrooms, laboratories, etc.) and equipment to provide effective teaching, learning, and research environments.

Cost:

Provide information showing the department as financially viable yet cost efficient. Provide a copy of the program budget (revenues and expenses), including personnel, operations, and maintenance costs, as well as supplemental revenues. Provide separate revenue/expenses for off-campus or self-support faculty and staff. Provide and review 3-5 years of data, including analyzing for trends.

A. Provide the number of instructional faculty and graduate teaching assistants in the program(s) for the department. Provide the number of student credit hours generated at the graduate, upper-division (300-400 level), lower-division (100-200 level) levels. Provide the credit hours generated for pre-general education courses if applicable.

B. Provide the number of self-support student credit hours generated at off-campus sites (e.g., university centers) or through distance education. Provide the total credit hours generated per full-time equivalent (FTE) instructional staff.

Program Productivity:

Demonstrate the department’s productivity. Provide enrollment figures from most recent census figures for fall semester for programs within the department. Provide the number of graduates in each degree program per year (based on CIP Code). Outline action steps to strengthen the enrollment and graduation rates for the program(s), including setting specific targets. Programs within the department identified as not meeting the program productivity guidelines may require evaluation again within the next three years.

Future Planning:

Demonstrate a plan for the department’s future. Include targets and goals for change and plans to enhance quality and competitiveness based on this evaluation process. Demonstrate a plan for assessing and tracking future success, including identifying 5-10 key benchmarks.
Appendix B: Program Review Schedule

Review Schedule, Programs without External Accreditation
The departments and/or degree programs below do not hold external accreditation and must undergo program review via the regental self-study process described in SDBOR Policy 2:11; these programs also must prepare and submit an SDBOR Summary Report.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DEPARTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Kinesiology/Sport Management, Basic Biomedical Science, Modern Langs &amp; Linguistics</td>
</tr>
<tr>
<td>2019</td>
<td>Mathematics, Political Science, Computer Science</td>
</tr>
<tr>
<td>2020</td>
<td>Biomedical Engineering, Anthropology &amp; Sociology, Media &amp; Journalism</td>
</tr>
<tr>
<td>2021</td>
<td>Communication Studies, History, English, Business (Economics)</td>
</tr>
<tr>
<td>2022</td>
<td>Physics, Biology, Psychology, Medical Lab Science</td>
</tr>
<tr>
<td>2023</td>
<td>Chemistry, Theatre (Graduate), Health Sciences, Dean Health Sciences</td>
</tr>
<tr>
<td>2024</td>
<td>Communication Sci &amp; Disorders, Arts &amp; Sciences, Graduate Studies, Academic Affairs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Programs Included in Review</th>
</tr>
</thead>
</table>
| Kinesiology and Sport Management | • Sport Management (BS/MA)  
• Exercise Science (BS/MA) |
| Mathematics | • Mathematics (BS/MA/MS) |
| Modern Languages & Linguistics | • French & Francophone Studies (BA)  
• German (BA)  
• Spanish (BA) |
| Basic Biomedical Sciences | • Basic Biomedical Science (MS/PhD)  
• Biomedical Sciences (PhD-MD) |
| Political Science | • Political Science (BS/BA/MA/PhD)  
• Criminal Justice (BA/BS)  
• Administration (MS)  
• Executive Master of Public Administration (EMPA) |
| Computer Science | • Computer Science (BA/BS/MS) |
| Biomedical Engineering | • Biomedical Engineering (MS/PhD)  
• Integrated Science (AS) |
| Anthropology & Sociology | • Anthropology (BA/BS)  
• Sociology (BA/BS) |
| Media & Journalism | • Sport Marketing & Media (BA/BS) |
| Communication Studies | • Communication Studies (BA/BS/MA) |
| History | • History (BA/BS/MA)  
• Philosophy (BA/BS) |
<table>
<thead>
<tr>
<th>Department</th>
<th>Programs Included in Review</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>• Native American Studies (BA)</td>
</tr>
<tr>
<td></td>
<td>• English (BA/BS/MA/PhD)</td>
</tr>
<tr>
<td>Business</td>
<td>• Economics (BA/BS)</td>
</tr>
<tr>
<td>Physics</td>
<td>• Physics (BS/MS/PhD)</td>
</tr>
<tr>
<td>Sustainability and the Environment</td>
<td>• Sustainability (BA/BS)</td>
</tr>
<tr>
<td></td>
<td>• Earth Sciences (BS)</td>
</tr>
<tr>
<td>Biology</td>
<td>• Biology (BS) (Conservation &amp; Biodiversity and Physiology/Cell/Molecular)</td>
</tr>
<tr>
<td></td>
<td>• Biology (MS)</td>
</tr>
<tr>
<td></td>
<td>• Biological Sciences (PhD)</td>
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<tr>
<td></td>
<td>• Neuroscience (PhD)</td>
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<tr>
<td></td>
<td>• Medical Biology (BS)</td>
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<tr>
<td>Psychology</td>
<td>• Psychology (BA/BS)</td>
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<tr>
<td></td>
<td>• Psychology Human Factors (MS/PhD)</td>
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<tr>
<td>Chemistry</td>
<td>• Materials Chemistry (PhD)</td>
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<tr>
<td></td>
<td>• Chemistry (MS)</td>
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<tr>
<td></td>
<td>• Chemistry Coordinate (BS)</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>• Health Sciences (BS)</td>
</tr>
<tr>
<td></td>
<td>• Health Sciences (BS) (Paramedic)</td>
</tr>
<tr>
<td>Dean, Health Sciences</td>
<td>• Public Health (MPH)</td>
</tr>
<tr>
<td></td>
<td>• Health Sciences (PhD)</td>
</tr>
<tr>
<td>Medical Lab Science</td>
<td>• Medical Lab Science (BS)</td>
</tr>
<tr>
<td>Theatre</td>
<td>• Theatre (MFA)</td>
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<tr>
<td>Communication Sciences &amp; Disorders</td>
<td>• Communication Sciences &amp; Disorders (BA/BS)</td>
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<tr>
<td>Arts &amp; Sciences, General</td>
<td>• International Studies (BA)</td>
</tr>
<tr>
<td></td>
<td>• General Studies (BGS/AA)</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>• Interdisciplinary Studies (MA)</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>• Honors Program</td>
</tr>
<tr>
<td></td>
<td>• Technical Leadership (BS)</td>
</tr>
</tbody>
</table>
Review Schedule, Programs with External Accreditation:
The departments and/or degree programs below do hold external accreditation and may use an accreditation self-study process and site visit process in lieu of the analogous regental processes; these programs also must prepare and submit an SDBOR Summary Report.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DEPARTMENTS</th>
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<tbody>
<tr>
<td>2018</td>
<td>Chemistry, Physical Therapy, Communication Sciences &amp; Disorders, Medicine, Counseling &amp; Psychology in Education</td>
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<tr>
<td>2019</td>
<td>Law, Education (CAEP)</td>
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<tr>
<td>2020</td>
<td>Art, Business, Political Science, Counseling &amp; Psychology in Education, Media &amp; Journalism, Theatre</td>
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<tr>
<td>2021</td>
<td>Dental Hygiene</td>
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<tr>
<td>2022</td>
<td>Psychology (Clinical), Addiction Studies, Counseling &amp; Psychology in Education</td>
</tr>
<tr>
<td>2023</td>
<td>Physician Assistant</td>
</tr>
<tr>
<td>2025</td>
<td>Occupational Therapy, Social Work</td>
</tr>
<tr>
<td>2027</td>
<td>Music, Nursing (AS, BSN)</td>
</tr>
</tbody>
</table>

### Department Programs Included in Review

<table>
<thead>
<tr>
<th>Department</th>
<th>Programs Included in Review</th>
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<tbody>
<tr>
<td>Chemistry</td>
<td>- Chemistry (BS)</td>
</tr>
<tr>
<td>Counseling &amp; Psychology in Education</td>
<td>- School Counseling (MA)</td>
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<tr>
<td>Physical Therapy</td>
<td>- Physical Therapy (DPT, tDPT)</td>
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<td>Communication Sciences &amp; Disorders</td>
<td>- Audiology (AuD)</td>
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<td>Medicine</td>
<td>- Speech Language Pathology (MA)</td>
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<td>Law</td>
<td>- Medicine (MD)</td>
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<td>Education</td>
<td>- Biology Education (BSED)</td>
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<td>- History Education (BSED)</td>
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<td>- English Education (BSED)</td>
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<td>- Elementary Education (BSED)</td>
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<td>- Special Ed/Secondary Ed (BSED)</td>
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<td>- Speech Communication Ed (BSED)</td>
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<td>- Mathematics Education (BSED)</td>
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<td>- Curriculum and Instruction (MA/EdS/EdD)</td>
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<td>- Educational Administration (MA/EdS/EdD)</td>
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<td>- Secondary Education (MA)</td>
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<td>Department</td>
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<td>Art &amp; Design</td>
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<td>• Technology for Education and Training (MS)</td>
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<td>• Art Education (BFA)</td>
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<td>• Graphic and Web Design (AA)</td>
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<td>• Accounting (BBA)</td>
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