GAAC Certificate Program Proposal

Requesting College(s)/School(s)/Center(s): School for Professional Studies

Academic Award:	☒ Post-Baccalaureate Certificate
Academic Level:	☒ Graduate
Title:	Blockchain, Cryptocurrency, and Financial Technology
Program Start Term	☒ Fall 2021

SLU Approval Authority	Signature	Date
Department Chair	J.P. Bruck	4 – 14- 2021
College/School/Center Curriculum Committee Chair	J.P. Bruck	4 – 14- 2021
College/School/Center Dean	Tracy A. Thomas	4 – 14- 2021
Chair, GAAC	R.M. Wood	5/14/2021
Council of Academic Deans and Directors		
Provost		
Chair, Academic Affairs Committee of the University Board of Trustees		
Chair, University Board of Trustees		

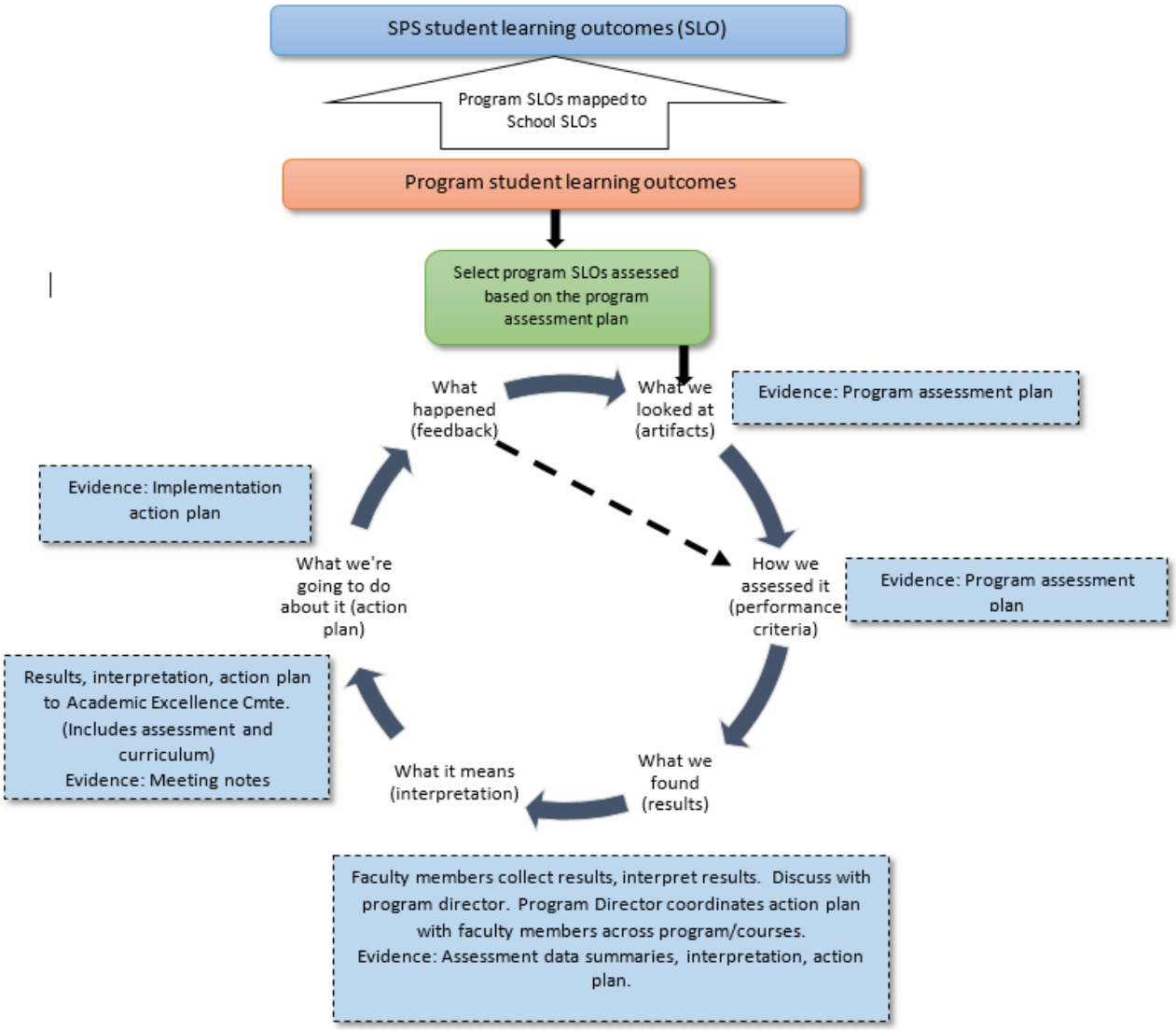
☐ HLC Approval Date *(if applicable*

4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

Saint Louis University School for Professional Studies
Program Assessment Model

The School for Professional Studies has adopted the model described in this document for programmatic assessment. Starting with new programs, the model will be phased in for all SPS programs.

The model is designed to illustrate alignment among School, program and course student learning outcomes as well as an ongoing, cyclical assessment process.



Program Assessment Plan

Program: Post-Baccalaureate Certificate in Blockchain, Cryptocurrency, and Financial Technology

Department: N/A

College/School: School for Professional Studies

Date: Fall, 2021

Primary Assessment Contact: Maria Weber

#	Student Learning Outcomes What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	Assessment Methods	
			Artifacts of Student Learning (What) 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	Evaluation Process (How) 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	Explain where and how blockchain technologies can be deployed to address potential opportunities.	IS 5010 - I IS 5020 - D IS 5030 - D IS 5040 - A	IS 5010 – Final paper/project IS 5020 – Final paper/project IS 5030 – Final paper/project IS 5040 – Final paper/project	The artifacts will be evaluated via a rubric created and applied in Canvas. The rubric will be linked to the program-level student learning outcomes and the rubric scores will be aggregated to determine the extent to which the outcomes were achieved. Program Directors will be reviewing the data found through Canvas Outcomes and implement changes during the next session.
2	Design and implement applications involving blockchain and cryptocurrency technologies.	IS 5010 - I IS 5020 - D IS 5030 - D IS 5040 - A	IS 5010 – Final paper/project IS 5020 – Final paper/project IS 5030 – Final paper/project IS 5040 – Final paper/project	The artifacts will be evaluated via a rubric created and applied in Canvas. The rubric will be linked to the program-level student learning outcomes and the rubric scores will be aggregated to

				determine the extent to which the outcomes were achieved. Program Directors will be reviewing the data found through Canvas Outcomes and implement changes during the next session.
3	Evaluate the role of Blockchain, Cryptocurrency and Financial Technology in society.	IS 5010 - I IS 5020 - D IS 5030 - D IS 5040 - A	IS 5010 – Final paper/project IS 5020 – Final paper/project IS 5030 – Final paper/project IS 5040 – Final paper/project	The artifacts will be evaluated via a rubric created and applied in Canvas. The rubric will be linked to the program-level student learning outcomes and the rubric scores will be aggregated to determine the extent to which the outcomes were achieved. Program Directors will be reviewing the data found through Canvas Outcomes and implement changes during the next session.

Additional Questions

1. **On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (It is not recommended to try to assess every outcome every year.)**

Program Assessment Schedule

The following schedule provides an annual timeline for assessing the program's student learning outcomes. The assessment schedule will be reviewed annually and modified to address emerging evidence needs for assessment of a particular SLO.

	SLO1	**SLO2**	**SLO3**
AY 2021-22	IS5010 IS5020		IS 5040
AY 2022-23	IS5030	IS 5040	IS5020
AY 2023-24	IS5010 IS5020	IS5030 IS5040	IS5030

Program Curricular Map

The curriculum map indicates where SLOs are evaluated. The map demonstrates how each course contributes to students' meeting the SLOs and help ensures student learning is designed to scaffold from initial introduction to the knowledge/skills/attitudes (KSA), to the opportunity to apply the KSAs to different situations, to evaluation of student's degree of achievement of each SLO.

Post-Baccalaureate Certificate in Blockchain, Cryptocurrency, and Financial Technology Program Level Student Learning Objectives Fall 2021	1. Explain where and how blockchain technologies can be deployed to address potential opportunities.	2. Design and implement applications involving blockchain and cryptocurrency technologies.	3. Evaluate the role of Blockchain, Cryptocurrency and Financial Technology in society.
Post-Baccalaureate Certificate in Blockchain, Cryptocurrency, and Financial Technology (12 Credits)			
IS5010 - Financial Technology	I	I	I
IS5020 - Blockchain Technologies	D	D	D
IS5030 - Building Blockchain Applications	D	D	D
IS5040 - Applications of Cryptocurrency	A	A	A

Key: I = Introductory; D = Developing; A = Achievement

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The Program Director, in cooperation with the full-time and adjunct faculty, were involved in the development of the courses and their application to each program learning outcome within the plan. These faculty are highly invested in ensuring that course projects and other associated artifacts are created in ways that student performance toward the learning outcomes can be distinguished and evidence towards achievement reported.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

This plan will be reviewed annually to ensure it continues to meet the program's needs. If a given learning outcome indicated areas in need of focused assessment, especially as it relates to one or more courses within the program or a foundational competency, then the schedule may be altered as needed. As SPS programs continually evolve to meet changing market needs, this assessment plan is dynamic and subject to change as the program evolves and new programs are offered.