**Proposal to Create a New Major or Concentration**

**[Insert formal program name] [B.A./B.S/other?]**

**Department of [insert]**

***Directions****: Complete and submit to School Dean. School Dean reviews, and if approved, emails to the Associate Provost and Assistant Director of Curriculum. Submission deadline is* ***December 20****.*

1. **Purpose.**

* 1. What is the mission of this program? How does it fit with Messiah College’s mission?
  2. How does this program measure up with Messiah’s parameters for undergraduate programs?
  3. What are the general goals/objectives of this program?
  4. What are the student learning outcomes?
  5. Justify the content (courses) and size of the major/concentration.Include information for each bullet.
     + Benchmarking/Best practices
     + Student learning outcomes
     + Professional/Accreditation standards (if applicable)
  6. Why would this be a strategic addition to the College? (This should be linked to enrollment or an explicit and new way of advancing the College).
  7. Market and marketability:
     1. For whom is this program designed?
     2. Why is there reason to believe that this strategic purpose will be successful?
     3. Include findings from the feasibility study, employment projections from state and federal agencies, and a needs assessment for the program.
     4. What institutions are the main competitors for students?
     5. What evidence exists to support this major will attract new students to Messiah?

2. **Curriculum requirements**

**a. Major requirements** (See section 1.9.3.1 of the COE Handbook)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Major requirements** | Cred-its | New course  Y/N? | Answer for each course: What’s the rationale for each course? Discuss how the required courses relate to the goals of the major. | List learning objectives for each course. |
| [Prefix and number] Course Title |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Concentration requirements**  (if a concentration is requested) | | | Total credits for a concentration must be between 12-36 credits |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**b. Identify the following:**

1. Capstone course for the major:

2. Writing intensive course for the major:

3. Is this major a discipline-specific major, or is it proposed to be an interdisciplinary major? (See Section 1.9.11 of COE Handbook)

**C. General Education requirements**. General Education credits do not refer to courses that overlap with the major (COE Handbook 1.9.3.2)

|  |  |
| --- | --- |
| **General Education requirements** | **Credits** |
| First Year Seminar | 3 |
| Oral Communication | 3 |
| Created and Called for Community (W) | 3 |
| Mathematical Sciences | 3 or 4 |
| Laboratory Science | 3 or 4 |
| Science, Technology & the World | 3 |
| **Two** of the following (six credits total):  Social Science  European History  United States History | 6 |
| Literature | 3 |
| Philosophy and Religion | 3 |
| Arts | 3 |
| First Semester of Language | 3 |
| Second Semester of Language | 3 |
| Third Semester of Language or Cross Cultural | 3 |
| Non-Western Studies | 2-3 |
| Bible | 3 |
| Christian Beliefs | 3 |
| Wellness | 1 |
| Ethics, World Views, **or** Pluralism | 3 |
| General Education requirements  (42-51 for discipline specific major, 36-51 for interdisciplinary) | [Insert total credit #] |
| Major requirements (inclusive of concentration)  (36-61 for discipline-specific major; 36-72 for interdisciplinary) | [Insert total credit #] |
| Free Electives | [Insert total credit #] |
| **Total** | [Insert total credit #] |

3. **Summary of Curricular Change**

a. If new courses are needed,complete and attach the Proposal for New Course for each course.

b.Courses deleted as a result of the new major: None or list. If courses are deleted, include how current students will be accommodated and the plan to phase out the course.

c. Courses revised as a result new major: None or list. For course revisions, also complete and submit Proposal to Revise Course.

**4. Describe the ways in which this new major impacts other academic departments and offices.**

a. Does this major require courses from other departments? What is the School Dean’s assessment of the impact on other academics departments resulting from additional enrollment?

b. Does this major require an internship, field experience or practica? What is the resulting impact on the Career Center/Internship Center/current administrative support?

c. Does this major have a required or optional service learning component? What is the resulting impact on the Agape Center?

d. Other campus offices: discuss the impact of this major on each of the following offices:

* Information Technology
* Enrollment Management
* Financial Aid
* Marketing and Public Relations
* Business Office
* Office of Disability Services
* Murray Library and Learning Commons
* Pre-professional programs
* Teacher Education Program
* Intercultural Office (Education Abroad/International Programs)

6. **Guiding Educational Assumptions.** (See COE Handbook 1.6.2) Provide evidence of the ways in which this proposed major meets our guiding educational assumptions regarding the importance of:

* Holistic learning
  + This major helps the student understand the manner in which the major discipline is complemented by related academic disciplines.
  + This major builds on connects with General Education and in particular the core course.
* Student intellectual, character and spiritual development to learning
  + This major reflects a progression in terms of expectations for students that is consistent with their increasing levels of maturity between the first year and senior year. This is demonstrated by a balance of lower- and upper-level courses and a major-specific capstone.
  + The requirements for the major have a significant upper level component to ensure in-depth study. Courses designated as upper-level (300-400 level) must meet one of the following:
    - Its content presupposes exposure to the content of a prior course at a lower level
    - The course’s rigor and level of expectation for student work and performance is significantly greater than for lower-level courses.
  + The major requirements include at least 18 credits of upper-level courses.
* Common learning. The major includes a major core (i.e. specific major courses required of all students).
* Experiential/contextual learning.
  + To the extent it is possible, the curriculum of each major will be constructor to provide the opportunity to study off-campus for a semester.
  + Each major is encouraged to
    - Integrate service-learning within the curriculum
    - Augment theoretical reflection with professional experience through practica, internships and/or collaborative research
* Understanding multicultural diversity and racial reconciliation
  + Thematic content and pedagogical strategies (e.g. reading assignments, field trips, guest speakers, etc) introduce students to a variety of diverse racial, ethnic, cultural, and global perspectives.
* Balancing disciplinary expertise with integrative learning
  + Each major includes significant study in those arts and/or sciences which are foundational to the discipline, including exposure to the history of the discipline.
  + Each major helps students understand and reflect on the basic philosophical assmptions and ethical issues of the discipline.
  + School and Departments are encouraged to develop interdisciplinary majors.
* Developing connections between Christian faith and learning
  + Each major helps students to connect the Christian faith to their discipline of study and professional interests.
* Active student involvement in the learning process
  + Within each major, students have the opportunity to make curricular choices.

7. **FTE and departmental staffing impact.** Note: Any increase in cost/staff must be reviewed by the Provost before going to the curriculum committee.

* 1. What administrative fte is required? How is this distributed in terms of full-time and part-time employees?
  2. What support staff fte is required? How is this distributed in terms of full-time and part-time employees?
  3. What faculty fte is required?
     1. What will be the mix of full-time and adjunct faculty?
     2. For full-time faculty, what will be the mix of undergraduate and graduate programming?
  4. After consulting with the Associate Provost, what is the School Dean’s assessment of the FTE impact of this new major?

8. **Impact on facilities and other offices**

a. Are there any special ongoing equipment, IT, or other capital needs?

b. What facilities are required?

9.  **What is the business, enrollment and marketing plan for this major?**

a. How many students can the major serve, given the curriculum and faculty FTE allocation?

b. How many students are needed to make the major feasible?

c. Which existing majors might lose students as a result of this new major?

d. Describe the plan and timeline for recruiting new students.

10. **Effective date.**

* For what academic year will this major begin accepting students?
* Accreditation:
  + Accrediting agency name [insert]
  + Anticipated timeline for approval [Communicate to the Coordinator of Curriculum when approval is granted]
  + Can new program be published or advertised prior to accrediting approval? [Yes/No]
  + Publication verbiage required by accreditor.[insert exactly as accreditor specifies – this is how it will appear in the Catalog]

11. **Planning**

* 1. What are the steps and timetable for the implementation of the program?
  2. Is there a strategic plan for future development?
  3. Program review and assessment of student learning
     1. Is this unit on the program review calendar?
     2. Develop an assessment plan in consultation with the Assessment of Student Learning Committee using the attached template.
     3. How will the enrollment/retention strategies be reviewed and evaluated?
     4. What procedures will be used to evaluate the credibility, viability, and sustainability of the program?

12. **Approvals**

Educational Programming Steering Committee (Feasibility study and business model ): [insert date]

Department approval:[insert date]

School Dean: [insert date]

Assessment of Student Learning for the major

| **CWEO** | **Program Learning Objectives** (by the conclusion of the minor, students will know/do/believe…) | **Depth** of student learning on the program objective as a result from EACH course? **(**Foundational, developing, competent) | **Courses** which support the program learning objective. | **Course-level** student learning objectives that support the program objective. | Potential measure to gauge student learning on this objective | Target (overall level for satisfactory performance) | Timeline (how often and when will the measure be collected and analyzed? |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Understanding foundational content, practices and philosophical and ethical assumptions of one’s specialized area of study. |  |  |  |  |  |  |  |
| Preparing to engage in scholarship in one’s specialized area of study and providing the opportunity for scholarship activities related to one’s disciplinary and/or professional pursuits. |  |  |  |  |  |  |  |
| Develop proficiency in one’s specialized area of study sufficient to pursue a career and/or continue education at the graduate level |  |  |  |  |  |  |  |
| Gaining an awareness of options for employment, voluntary service, and/or graduate education in one’s specialized area of study in the context of reflection on one’s sense of vocation. |  |  |  |  |  |  |  |
| Articulating how faith connects to one’s specialized area of study and to potential career options in that area of study. |  |  |  |  |  |  |  |