**Proposal to Revise a Major, Minor or Concentration**

**[Insert formal program name]**

**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. **Approvals**

Department approval:[insert date]

School Dean: [insert date]

2. **Summary of change**:

3. **Rationale:** Include information on the following:

* Rationale/strategic purpose for revision. Specifically address evidence of student learning that relates to this revision.
* Fit with Messiah’s strategic planning goals and mission.
* Fit with departmental mission, assessment results, program reviews, and department goals.
* Identify the general goals/objectives of this program, and how the proposed revision supports them.
* Identify the learning outcomes of this program, and how the proposed revision supports them?

4. **Advising sheet*.*** Insert current advising sheet (obtain from Assistant Director of Curriculum), indicating additions and changes in **BOLD**, and deletions with a ~~strike through.~~

5. **Identify the following:**

a. For majors only:

* Capstone course for the major:
* Writing intensive course for the major:

b. Courses with service learning attributes (if applicable).

c. Number of students currently enrolled in program:

Seniors:

Juniors:

Sophomores:

First-years:

Total enrollment:

d. **Effective date** for the proposed change: (select one of the following):

* Requirements remain the same for current students in the program; the change applies only to incoming students for Fall 20XX
* This change applies to all students currently enrolled in the major/minor.
* Special situation - describe

6. **Summary of** **Curricular Change**

* **New courses necessitated by the revision**: [None or list. For new courses, also complete and submit Proposal for New Course.]
* **Courses deleted as a result of the revision**: [None or list. If courses are deleted, include how current students will be accommodated and the plan to phase out the course].
* **Courses revised as a result of the revision**: [None or list. For course revisions, also complete and submit Proposal to Revise Course].

6. **Curriculum parameters:**

According to the COE Handbook, section 1.9.3.1, major requirements include all discipline-specific courses, all supporting courses required by the major, all discipline-specific and supporting coursing that overlap with General Education, all concentrations or emphases within a major, and all minor requirements in cases when a major requires the completion of a minor.

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Parameter requirement** | **Current credit total** | **Proposed credit total** |
| **Major requirements** (includes concentration credits) | Discipline-specific major: 36-61  Interdisciplinary major: 36-72 |  |  |
| **Concentration requirements** | 12-36 |  |  |
| **General Education requirements** | Discipline-specific major: 44-53;  Interdisciplinary major: 38-53 |  |  |
| **Free electives total** | Discipline-specific major: 12-43**;**  Interdisciplinary major: 6-42 credits |  |  |
| **Total credits for a major:** | 123-128 |  |  |
| **Minor requirements** | 18-28 |  |  |

7. **Describe the ways in which this revision impacts other academic departments and offices.**

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

c. Does this revision 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 revision 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)

8. **Guiding Educational Assumptions**. Provide evidence of the ways in which the proposed revision supports our guiding educational assumptions. [See COE Handbook 1.04.03 and 1.5.2 for more information]. 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.

9. **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?

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

* Describe how the proposed major impacts facilities, specific equipment, IT or classroom space.
* Are there special considerations that impact the Registrar’s Office? (Transfer students, students with AP credits, special exceptions that will be routine for students with specialized backgrounds?)

11. **Curriculum map** **and assessment of student learning**. Demonstrate how this revision serves the student learning objectives for majors/minors.

| **CWEO** | **Program Learning Objective (**Students will demonstrate the ability to…) | **Courses** which support the program learning objective. | What is the **depth** of the student learning on the program objective as a result from EACH course? **(**Foundational, developing, competent) | **Course-level student learning objectives that support the program objective.** | Critical student product used to assess level of learning (exam, paper, project, presentation, etc.) | Is the product used as an Assessment measure for the major?(i.e. is it reported in WEAVE) (Yes/No) | If product is part of program assessment data, when and how often will the product be assessed in WEAVE? |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4.1 Understanding foundational content, practices and philosophical and ethical assumptions of one’s specialized area of study. |  |  |  |  |  |  |  |
| 4.2 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. |  |  |  |  |  |  |  |
| 4.3 Develop proficiency in one’s specialized area of study sufficient to pursue a career and/or continue education at the graduate level |  |  |  |  |  |  |  |
| 4.4 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. |  |  |  |  |  |  |  |
| 4.5 Articulating how faith connects to one’s specialized area of study and to potential career options in that area of study. |  |  |  |  |  |  |  |