

# NEW MAJOR, MINOR, CERTIFICATE, CONCENTRATION, OR TRACK PROPOSAL GUIDELINES

Please use this form to submit requests for new major, minor, certificate, concentration, or track.

A major is a formalized curricular sequence taken by a student within his/her major area of study. Majors must be approved by AAC, Plenary, VPAA, Board of Trustees, and the NYSED before they can be printed in the *Catalog* or be offered to students.

A minor is a formalized curricular sequence taken by a student outside his/her major area of study. Minors must be approved by AAC, Plenary, VPAA, and Board of Trustees before they can be printed in the *Catalog* or be offered to students.

A certificate is a credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree approved by the AAC, Plenary, VPAA, Board of Trustees, and the NYSED that is sufficient to master a well-defined body of knowledge or technical expertise; an advanced certificate is a credential beyond the baccalaureate.

A concentration or track is a formalized curricular sequence approved by the AAC, Plenary (or Petition) and the VPAA to achieve a specific goal within a major. These goals may be externally controlled in order to achieve certification or accreditation or be internally controlled in order to define more closely a curricular package or make an area of study more visible and salable.

Submit nine (8) copies of this form to the Chair of the Academic Affairs Committee.

- A. Choose One: Major, Minor, Certificate, Concentration, Track (circle one)
- Title: \_\_\_\_\_
- B. Proposed Award: \_\_\_\_\_
- C. # Credits \_\_\_\_\_
- D. Department: \_\_\_\_\_
- E. Votes Department ( \_\_\_\_Y \_\_\_\_ N \_\_\_\_ A) School ( \_\_\_\_Y \_\_\_\_ N \_\_\_\_ A)

*Include any rationale for dissenting votes below here.*

F. Checklist:  
The following information must be included in all proposals. Please check each item here to indicate that it is included. Each item should be numbered and in correct order. A copy of this form must be included with each proposal. See Expanded Checklist for detailed explanation for each.

- 1. Rationale
- 2. Program Description (less than 250 words)
- 3. Intended Population and Marketing Data
- 4. Program Requirements (indicate with an \* all LA content courses)
- 5. Catalog text (as it will be published in the catalog)
- 6. Recommended Program Sequence
- 7. Educational Objectives & Assessment Measures (note if specialized accreditation will be sought & when)
- 8. Resources and Facilities (indicate library holdings and any special equipment, software, or facilities)
- 9. Relevant Course Syllabi
- 10. Relevant Faculty CVs (for NYSED only)
- 11. Implementation date & expected enrollment (indicate initial enrollment and enrollment within 5 years)
- 12. Staffing Requirements (provide brief position descriptions of new positions to be hired)
- 13. Consultation with other departments
- 14. Admissions/Retention Requirements
- 15. External Evaluation Report (for NYSED only, if required)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Dean)

Please follow the routing shown on the back of this page.

MARIST COLLEGE

Flow Sheet for Curricular Requests

1.	_____	_____	_____
	Date	Contact Person	Telephone
2.	_____	_____	
	Date	Department Chair	
3.	_____	_____	
	Date	Dean	
4.	_____	_____	
	Date	Chair, Curriculum Committee	
5.	_____	_____	
	Date	Chair, Academic Affairs Committee	
6.	_____	_____	
	Date	Secretary of Faculty	
7.	_____	_____	
	Date	Academic Vice President	
8.	_____	_____	
	Date	Secretary of Board of Trustees	

## Expanded Checklist:

### 1. Rationale

Identify the program, degree type, total number of credits, and rationale.

### 2. Program Description

In 250 words or less summarize the proposed program, including its educational and career objectives and its relationship to registered programs at the institution.

### 3. Intended Population and Marketing Data

Identify the intended population, available data and recommendations from the integrated marketing committee (if relevant) or other campus or external constituencies. Include sources when possible.

### 4. Program Requirements

A. Indicate the program requirements using the catalog format. Please indicate program requirements using the following structure:

1) Major Field Requirements

a. Category 1.0 A specific number of credits in the academic discipline or area in which the major is being earned.

b. Category 2.0 A specific number of credits in academic disciplines or areas related to or supportive of the academic discipline in which the major is being earned.

2) General Education Requirements (for all degrees below the Master's Level)

a. Category 3.0 A specific number of credits in the Core/Liberal Studies area is required.

3) Electives

a. Category 4.0 Electives.

B. Indicate the number of credits for each course, whether it is a new or revised course (N/R), and whether the course is a Liberal Arts content course<sup>1</sup>.

C. If this program will be offered in a special format, please specify the format. Formats that required special approval include those listed in Appendix 1 (Formats).

D. Complete the supplemental NYSED approval form (see VPAA office) if: **(not required for AAC)**

1) the program will be offered in a distance education format

2) the program will lead to certification as a classroom teacher

E. If the proposal falls into any of the following four categories, submit a copy of an evaluation of the program by a recognized expert in the field and of the institution's response to the evaluation, along with any resulting modifications in the proposal (see Appendix 2 for the "Evaluation Report Form for Program Proposals"). **(not required for AAC)**

1) Special accreditation agency exists for the subject matter of the program but accreditation will not be sought.

2) The program's subject matter represents a new or emerging field.

3) The program is in an allied health area, unless the institution can demonstrate that the program is accredited by an accrediting body for college-level programs in the field.

4) The program is a graduate program below the doctoral level.

### 5. Catalog text

Include the program copy as it will appear in the catalog.

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<sup>1</sup> MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.

## 6. Recommended Program Sequence

Using an appropriate table (using either traditional or special calendar sessions/semesters), show the sequencing and scheduling of courses and credits in the program, by semester or session, for the first full cycle of the program. Include additional semesters if offered only on a part- time basis.

## 7. Educational Objectives & Assessment Measures

Describe the criteria by which the institution will evaluate the academic quality and effectiveness of the proposed program (outcome assessment, e.g., completion rates and other evidence of student achievement, placement data, graduates' accomplishments, faculty performance, employer evaluations; and assessment of student learning, e.g. faculty designed comprehensive or capstone examinations or assignments, performance on external or licensure examinations, artistic performances or demonstrations, portfolios of student work over time, samples of representative student work generated in response to typical course assignments). Individual departments should add any specific assessment measures conducted or planned to be conducted. If specialized accreditation will be sought indicate the proposed accrediting group and the expected date of accreditation.

Include (cut and paste) the following text in addition to answering the above questions.

*In addition to its regular evaluation by its regional accrediting body, the Middle States Association of Higher Education, Marist College performs periodic program review and assessment of each academic department or program. Materials and data, including alumni surveys and student satisfaction surveys, will be systematically collected and stored each year. The materials and data used by a program for its review will depend on that program's specific goals and objectives or to conform to the guidelines of accrediting bodies.*

*Departments are advised to record student demographic information, departmental/ programmatic personnel information (current vitae of each faculty member, teaching loads), five year listing of enrollments in all courses and lab or studio sections, five year listing of departmental/ programmatic graduates, honors received and post-baccalaureate activities (i.e., positions acquired, further education, etc.), course Syllabi, budgets, and description of multimedia and other instructional technology routinely available.*

*The Office of Institutional Research and Planning also records data on first-time Freshmen (Number, SAT Scores, HS GPA, Number/Percent Minority, and Number Male/Female), Traditional Undergraduate Students (Headcount, Number/Percent Minority, Number Male/Female, Degrees Completed, Percent Minority, Number Male/Female, % of graduates who enter graduate school within 6 months of graduation, % of graduates who are employed within 6 months of graduation, list of graduate and professional schools attended, list of employers), and Faculty (Number, Number/Percent Minority, Number Male/Female, Percent with Terminal Degrees, Number F/T and P/T, Mean Teaching Load).*

*The Program Self-Study Narrative provides an opportunity for the department or program to discuss and evaluate all aspects of its program for the past five years. The Self-Study should include an analysis and evaluation of the assessment materials and data and the five-year plan and action statements generated at the last assessment cycle. A team of external consultants, chosen by the Dean of the School, the VPAA, and the department or program, offers objective evaluation and advice to the department and College administration.*

## 8. Resources and Facilities

Describe traditional and electronic library holdings and access to them, indicating the approximate number of titles and periodical subscriptions in the present collection that would support the program. Describe the equipment, computers, laboratories, and other facilities available or to be acquired for the program. If current holdings are considered inadequate for the proposed program, list items to be purchased and indicate how much has been budgeted for the proposed acquisitions and schedule of acquisitions.

## 9. Relevant Course Syllabi

For all new and revised courses identified above, provide a copy of the syllabus. For existing courses, which are a part of the major, enclose a copy of the catalog description; include prerequisites, if applicable.

## 10. Relevant Faculty CVs (not required for AAC)

List the name and qualifications of each faculty member, for each course in the major and for each new, required non-major course. Identify the core faculty responsible for the program as the Director (professional competency must be established in the discipline by CV). Graduate faculty must have an earned doctorate or otherwise demonstrate special competence.

**11. Implementation date & expected enrollment**

Complete the enrollment table below.

New Admissions

Year One      Year Two      Year Three      Year Four      Year Five

Total Enrollment

Year One      Year Two      Year Three      Year Four      Year Five

**12. Staffing Requirements**

If faculty have not yet been retained, specify the number and title of new positions to be established and minimum qualifications:

**13. Consultation with other departments**

Indicate cross-disciplinary impact and any consultation, if necessary, with other departments that has taken place.

**14. Admissions Requirements**

Indicate whether the program will be administered by undergraduate admissions (either traditional or continuing education) any special requirements in addition to the standard admissions requirements (i.e. portfolio) or graduate admissions – enter special requirements, recommended or minimum test scores, and any other entrance requirements here.

**15. External Evaluation Report (for NYSED only, if required)**

See Appendix 2.

## Appendix 1: Format Definitions

**Evening:** All requirements for the degree or other award must be offered during evening study.

**Weekend:** All requirements for the degree or other award must be offered during weekend study.

**Evening/Weekend:** All requirements for the degree or other award must be offered during a combination of evening and weekend study.

**Day Program:** For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the degree or other award can also be completed during traditional daytime study.

**Independent Study:** A major portion of the requirements for the degree or other award must be offered through independent study rather than through traditional classes.

**Distance Education:** A major portion of the requirements for the degree or other award can be completed through study delivered by distance education.

**External:** All requirements for the degree or other award must be capable of completion through examination, without formal classroom study at the institution.

**Accelerated:** The program is offered in an accelerated curricular pattern which provides for early completion.

**Standard:** For programs having **Independent, Distance Education, External, OR Accelerated** formats, indicates that all requirements for the degree or other award can also be completed in a standard, traditional format.

**Bilingual:** Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.

**Language:** The program is taught in a language other than English.

**Upper-Division:** A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.

**Cooperative:** The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.

**5-Year:** For baccalaureate programs. Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.

**4.5 Year:** For baccalaureate programs. Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.

**Not Full-Time:** The program cannot be completed on a full-time basis: for example, a 60-credit program that leads to an associate degree that cannot be completed in two academic years. Such programs are not eligible for TAP payments to students.

## Appendix 2: Evaluation Report Form for Program Proposals

Institution:
Evaluator(s):
Program title:
Degree title:
Date of evaluation:

### I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.
2. Comment on the special focus of this program, if any, as it relates to the discipline.
3. Comment on the plans and expectations for continuing program development and self-assessment.
4. Assess available support from related programs.
5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

### II. Faculty

1. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.
2. Assess the faculty in terms of size and qualifications. What are plans for future staffing?
3. Evaluate credentials and involvement of adjunct and support faculty.

### III. Resources

1. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.
2. (Only for programs requiring master plan amendment.) What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

### IV. Comments

1. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.
2. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.