



## Guidelines for design and proposal of Double Majors and Minors

This document describes the steps that should be taken when proposing a double major or a minor. Any questions about this form or the process should be directed to the office of the chief academic officer.

### Phase 1: Initial Planning Considerations (Page 2)

Complete a short report that addresses the 6 questions presented on page 2, New Program Report: Initial Planning Considerations. Submit this report to your unit head and the chief academic officer for feedback prior to progression with the new program process.

Phase 1 Report to academic unit head on \_\_\_\_\_ Approval received on \_\_\_\_\_

Phase 1 Report to chief academic officer on \_\_\_\_\_ Approval received on \_\_\_\_\_

### Phase 2: Preliminary Work and Program Design (Page 2)

Once feedback is received from your unit head and the chief academic officer, the bulk of program design will take place. The material that is generated during phase 2 will be used to populate materials in later phases.

Phase 2 Report to academic unit head on \_\_\_\_\_ Approved to proceed on \_\_\_\_\_

Phase 2 Report to chief academic officer on \_\_\_\_\_ Approved to proceed on \_\_\_\_\_

### Phase 3 New Program Approval & Accreditation (Page 3)

Program proposal submitted to college C&T committee on \_\_\_\_\_

Program proposal submitted to college faculty on \_\_\_\_\_ Approved on \_\_\_\_\_

### Phase 4 Marketing and other post-approval follow-up (Page 4)

Phase 4 may not begin until program is approved

Registrar's office provided with materials for catalog, degreeworks, and banner modules on \_\_\_\_\_

MarComm contacted for marketing and website updates \_\_\_\_\_

Meeting with Admissions on program recruitment on \_\_\_\_\_

### Phase 5 Assessment (Page 4)

Assessment efforts tied into annual college and program efforts

## Phase 1 New Program Report: Initial Planning Considerations

*This phase outlines the foundational considerations for proposing a new double major or minor. While these programs do not require the extensive research and planning necessary for standalone majors, it is still important to establish a clear rationale and alignment with institutional goals. A brief report should be prepared addressing the following key questions:*

### **1.1. Why should Alfred University offer this double major or minor?**

*Consider connecting the rationale for your program with broader themes and principles that advance the mission of your Unit and Alfred University. Identify gaps in current program offerings filled by this proposal and the contributions your program will make. Align program with Alfred University strategic plan, mission, and vision statements.*

### **1.2. What is the need for this addition?**

*If appropriate, cite national, regional, or local career/job demand data and/or conduct your own market analysis to show the need for the proposed program. Draw from any other evidence source to demonstrate program need.*

### **1.3. Who is the target audience for the program?**

*Is there a particular target audience of AU students for this program? Is there a prospective student target audience?*

### **1.4. What additional resources will be required?**

*Describe if you have the faculty and other academic resources germane to the proposed program. If not, explain how you would obtain them.*

### **1.5. What are the benefits to students?**

*Describe the fields/disciplines/professions in which graduates who completed this could be hired. If available and appropriate, explain career opportunities in terms of potential job titles and salary. Cite data about the employability of these graduates drawing from peer institutions and/or national statistics (e.g., [xx] % of graduates obtain a job within [xx] months upon graduation).*

### **1.6. What are the program's learning outcomes and assessment strategies?**

*Specify the learning outcomes of the program and how they will be measured with performance indicators.*

## Phase 2 New Program Report: Preliminary Work & Design

### **2.1 Develop a Plan of Study**

- 2.1.1. Identify required and elective courses required for completion of the double major or minor
- 2.1.2. Identify any experiences and experiential learning required
- 2.1.3. Identify new courses that would be required
- 2.1.4. For double majors, outline a recommended 4-year plan of study
- 2.1.5. For double majors, outline a recommended accelerated 3-year plan of study, for transfer students entering with credits or those who elect to add the double major in their sophomore year

### **2.2 New Course Design**

*if identified as a need in 2.1.3*

- 2.2.1. Identify objectives and purpose for each new course
- 2.2.2. Build preliminary syllabus for new course

*NOTE: C&T paperwork and approval is not necessary at this stage*

### **2.3 Program alignment and General Education Requirements**

- 2.3.1. Determine fit of major into university organization – which college will the major be housed in?
- 2.3.2. Evaluate potential overlap with general education requirements and existing programs. Consider opportunities for shared coursework that could fulfill multiple requirements, enhancing accessibility and reducing time to degree for students?

## **2.4 Faculty Load Planning**

- 2.4.1. Identify if addition of this program would alter teaching loads for each current faculty member in the division
- 2.4.2. If new faculty will be requested/needed, chart the teaching loads per semester
- 2.4.3. Include any release time that is necessary or negotiated
- 2.4.4. If the plan of study includes a 2-year rotation for courses, then faculty load lists should be over 4 consecutive semesters

## **2.5 If applicable, Identify required resources due to addition of this program:**

*Describe the administrative structure and necessary resources required for a sustainable program*

- 2.5.1. Outline administrative hierarchy for oversight of program
- 2.5.2. List existing faculty required to maintain program and identify new faculty necessary
- 2.5.3. List existing and new support staff requirements
- 2.5.4. List materials, supplies, and other consumables required on an annual basis
- 2.5.5. Produce an annual operating budget

## **2.6 Campus Consultations**

- 2.6.1. Consult with AU libraries regarding necessary resources or investments required
- 2.6.2. Consult with departments that offer required or recommended classes (determine capacity)
- 2.6.3. Consult with CDC for experiential learning/internship support
- 2.6.4. Consult with other units as necessary

## **2.7 Write catalog description**

*Description of goals and objectives for inclusion in catalog, for longitudinal program assessment, and next steps to seek program approvals*

- 2.7.1. Write catalog description
- 2.7.2. Outline program objectives

## **2.8 Describe desired end state**

*What will successful establishment of this program look like?*

- 2.8.1. How many students are expected in the short term?
- 2.8.2. How many students are needed to maintain sustainability?
- 2.8.3. Complete Cost Revenue Projection (accompanying excel file)
- 2.8.4. How will we measure student success beyond Alfred? (Placements, career satisfaction, etc.)

# **Phase 3 New Program Approval**

3.1 Prepare New Major Proposal for college C&T committee and faculty

*As this will likely be the introduction of the program to the AU community, it is recommended that the division prepares an introductory document in addition to required paperwork. The following list includes recommended information to be included, so that the college may carefully evaluate the program prior to a college vote.*

- 3.1.1. Document includes catalog description of new major
- 3.1.2. Document includes justification for addition of new major
- 3.1.3. Document includes required courses
- 3.1.4. Document includes plan(s) of study
- 3.1.5. Document includes justification for new resources

# **Phase 4 Marketing and other post-approval follow-up**

*Following College approval, program details will need to be entered into the Alfred University catalog and posted to relevant websites. Press releases and other relevant marketing will be initiated.*

4.1 New Course Paperwork: For each new course proposed in your new program, complete the AU Course Proposal Form 2020 (addendum) and submit to your college’s Curriculum and Teaching committee.

4.2 Catalog Inclusion

- 4.2.1. Notify registrar’s office of the new program
- 4.2.2. Provide registrar’s office with new program requirements, catalog description, program objectives

4.3 Admissions and recruitment of students into the new program

- 4.3.1. Meet with admissions staff to inform them of the new program
- 4.3.2. Participate in campus recruitment events to build incoming classes.
- 4.3.3. Reach out to relevant divisions to make them aware of the new double major / minor opportunity for their students

4.4 Program advertisement/marketing

- 4.3.4. Work with MarCom to update relevant webpages
- 4.3.5. Work with MarCom on marketing

## Phase 5 Assessment

5.1 Prepare an annual assessment plan.

- The new program will undergo annual assessment of learning as well as contribute to college and university general education assessment efforts.
- Where relevant, it is acceptable/advisable to align assessment efforts across program, college, and university cycles.
- All program objectives should be assessed over a 3 to 5 year cycle. Each cycle should have the following steps for each objective as that objective is up for assessment.
  - Review assessment results from previous cycle to identify changes needed
  - Review/Define measurement tool
  - Implement changes identified in the previous assessment
  - Collect student work for assessment of the student learning objective
  - Analyze results of the collected work and the effectiveness of the process.
  - Prepare an annual assessment report outlining the above.

5.2 Programs will be expected to contribute to university assessment efforts. The cycle of assessment of undergraduate learning objectives is to the right.

**Current University-Wide Undergraduate Learning Outcomes Assessment Cycle for Alfred University**

Alfred University students will:	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Demonstrate expanded cultural and global awareness and cultural sensitivity		x			x		
Recognize values, ethics, and diverse perspectives		x			x		
Integrate knowledges critically and analytically	x			x			x
Communicate proficiently in writing, and orally				x			x
Demonstrate scientific and quantitative reasoning			x			x	
Describe and explain the interconnections among physical fitness, healthy lifestyle decisions, and well-being across the lifespan			x			x	