Template for proposals of new majors, minors, or other curricular programs

All new majors proposed in Arts and Sciences must require 24 units at 300 level or above. All new minors must require a minimum of 9 units at 300 level or above.

A. Structure and Justification:
1. Describe the proposed major/minor/curricular program, including explicit student learning outcomes.* List the requirements for participating students. List courses available to students to satisfy these requirements, including the frequency with which they have or will be offered.

2. Estimate expected student demand. Detail a mechanism to cap enrollment if demand is higher than capacity. Identify, if relevant, any particular intended student population to be served by this program of study.

3. What attributes (HUM, LCD, NSM, SSC) of the A&S curriculum would this program satisfy?

4. How does this program differ from existing offerings?

B. Administrative Implementation:
1. What home department, program, or center will provide budgetary and administrative support for the proposed major/minor/curricular area? Has the current chair/director given full support for the proposal? Please include a letter of support.

2. What dedicated space is needed for the proposal’s administration, faculty, and educational mission?

3. How will participating students in the new major/minor/curricular area be advised? What additional burden will this put on department/program faculty expected to provide advising?

4. How will the home department/program/center assess the student learning outcomes established for this major/minor/curricular area?*

C. Sustainability and Growth:
1. Is there a plan for growth in curricular offerings through this program of study? If yes, briefly describe these plans.

2. Will the major/minor/curricular area include courses based in departments/programs/centers other than the home department/program/center? Please list. If yes, have the heads for these courses been informed of the proposal so that they can plan for any impact approval would have on enrollments?

3. Is the major/minor/curricular area sufficiently robust to permit disruptions in staffing (e.g. faculty leave, retirements, changes in courses offered)? Please provide an example of how a student could complete the program if a major contributor was to leave the university.

*See Jill Edwards in the Office of the Vice Provost for guidance regarding learning outcomes and assessment.

D. Submittal of Proposals

Please send proposals electronically to Lucy Allen in the College of Arts & Sciences: lucy.allen@wustl.edu.