REVISING A MAJOR OR MINOR PROGRAM

All of the questions about new class proposals also function usefully for major and minor program revisions. For these larger structural proposals, we ask you to include some additional proposal data and components.

Departments and programs revise their majors/minors for an array of reasons. Please share some contextual information about whether your program is in the process of: (1) responding to changes in the discipline; (2) changes in departmental staffing; (3) student demand and/or other program needs across the College. When you write your rationale for the proposed program change, please address any of the relevant situations listed above.

1. **Comparison Table:** Please provide a side-by-side of the current major/minor and the proposed new major/minor so that it is clear to CC how the overall structure and requirements would change.

2. **Structural Changes:** Include a statement that describes changes to the **structure** of the major. Can you make clear, for instance, how your program is changing the previous hierarchy of the major and minor? Will students be able to enter the program as sophomores?

3. **Number of Courses Required:** Please share your rationale for any change in the number of courses your program will offer. For example, is a new "methods" course being added that is considered essential for the depth of the program? Does the curricular revision change the ratio of required to elective courses? Demonstrating that comparable programs at other academic institutions have the same kinds of requirements will guide CC and the faculty. Also, it is helpful to check whether any of the required courses for the major carry a prerequisite outside of the major. For example, a department might require Introduction to Statistical Analysis (MTH 144) as a requirement for the major. This course, however, has as a prerequisite Calculus I (MTH 121). In effect, this adds a course to the number of courses required for the major.

4. **Three/Four Year Course Cycle:** The most expeditiously approved program revisions have moved through CC and the faculty because they could offer a plan for how a student could move through the major or minor.

NEW PROGRAMS
CC wants to support the proposal by asking the department to discuss and be prepared to explain to the full faculty why the new program is needed at Muhlenberg College. Some new programs at Muhlenberg have been implemented as a response to nationwide trends. Other programs at the College were introduced on the basis of already existing strengths that made the proposed program particularly valuable. And, as the proposal you are proposing will often have significant impact on other programs and departments, try to engage those other programs before bringing your proposal to CC.

1. **Comparison to Other Academic Institutions:** In your rationale, include a discussion of **other academic institutions** that have the program, especially small liberal arts colleges that are comparable to Muhlenberg.

2. **Student Interest and Enrollments:** Incorporating data about student interest and enrollment (in related courses) helps everyone recognize the need for and importance of your new program. The Registrar can offer excellent data on enrollments.

3. **Existing Faculty Expertise:** Please include information about faculty expertise in the proposed area of study. Provide a list of the faculty to be included in the program, with reference to their relevant scholarly or disciplinary training as well as teaching experience. If a new departmental hire in this area is anticipated, please indicate.

4. **Institutional Support:** Has the administration committed funds, new faculty lines, technology, library resources (including databases), or any program-specific facilities needs to help you launch the new program?

5. **Structure of the Program:** As with the proposals to significantly revise a major or minor, please highlight and explain the new program's structure. Include information about: sequencing of class, prerequisites, ratio of required to elective courses, and comparisons to comparable benchmark institutions.