Proposal for New Undergraduate Major (or Minor or Certificate)

Institution:
College/School:
Department/Program:
Degree:
CIP (Proposed Classification of Instructional Programs):
Anticipated Start Date:

Summary: Please summarize your proposal in ~250 words by conveying the key features of the design of the program (distilled from Section I.a.) and the rationale for initiating it (distilled from I.c., d. and II. a., c). Since this summary will be used in the publication of successful proposals, it is best to use language that can communicate your ideas to audiences outside your academic field, and potentially outside the higher education community.

I. Program Description
   a. Briefly describe the design of the proposed major, by answering the questions below and/or adding key features that aren’t covered by these questions.

   1. What discipline(s) is/are represented in the major? If there are multiple disciplines, what is the rationale for their inclusion? What connections do you hope students will make among them?

   2. Describe the design of lower- and upper-division coursework, including specific courses, with titles and numbers. Examples of design features that you might include are the following:
      • Courses that must be taken in sequence. If a sequence is part of your major, how do the key ideas build on one another?
      • A core set of required courses. If there is a core, what are the central concepts it will develop?
      • The connections between upper-division courses and the lower-division curriculum. Are there specific course-to-course prerequisites or are the connections more general?

   3. Is there coursework outside your major that you require or recommend? This could include General Education courses or specialized courses in other majors. If so, what are the insights or skills that you hope students will acquire through them? (A complete list isn’t necessary; a few examples will suffice.)
4. Does your major require courses or other activities (e.g. practica, study abroad, creative work of some kind) that encourage intellectual synthesis or the practical application of disciplinary concepts?

b. How will the program be delivered?
   1. Is it on or off the main campus?
   2. Is it delivered in person, by video-conferencing or online?

c. Estimate the number of students enrolled in this major in its first year, and the number of students added each year for the next 5 (?) years?

d. What kind of students do you expect this major to attract? For example, will it appeal to students from particular backgrounds or with specific careers in mind?

e. List the faculty who will teach in this major, indicating those who will have leadership and/or coordinating roles. For each individual, indicate status with respect to tenure track (TT or NTT), and rank.

f. How will students in this major be advised? List the individuals responsible for advising and indicate the frequency with which students will be expected to meet with their advisor(s.).

g. Indicate what other staff are needed to support this program.

h. Are special facilities, equipment, or other resources required for the major (e.g., unusual library resources, digital media support, laboratories, new buildings)?

II. Relationship to Mission and Goals

a. How is the proposed major connected with the institution’s mission, signature strengths and strategic priorities?

b. If there are closely-related programs in other OUS institutions or Oregon private universities, list them and indicate how the proposed program complements them and/or creates potential for collaboration.

c. How will the major contribute to meeting broad statewide needs and/or enhance the state’s capacity to respond to social, economic, and environmental challenges and opportunities?

III. Expected Outcomes for Students and Means of Assessment

a. What metrics will be used to gauge students’ mastery of
   1. Concepts that are fundamental to this major?
   2. The means of analyzing complex problems typical of the field?
[Note: The metrics need not be distinct from those associated with individual courses. This section need not be exhaustive; illustrative examples are sufficient.]

b. Describe the approach to grading student work in this major. That is, what characteristics will distinguish outstanding work (A) from work that is good (B), average (C) or unsatisfactory (D/F)?

c. Estimate the prospects of program graduates for success in employment, graduate school, or licensure, as appropriate.

IV. Accreditation

a. Name the accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

b. Describe the capacity of the program to meet professional accreditation standards, if applicable.
   1. If the program is not seeking accreditation, indicate why it is not.
   2. If accreditation is a goal, identify the steps being taken to achieve this and the date full accreditation is expected.
   3. If the program does not or cannot meet the standards of its accrediting body, identify the area(s) in which it is deficient.

V. Financial Sustainability

a. What resources are needed to support this program? Specifically identify the resources currently available as part of existing UO programs or reallocations within existing budgets.

b. Does the program represent a collaboration of two or more university academic units?

c. Provide a business plan for the program that shows how long-term financial viability is to be achieved. It should include anticipated sources of funds, recruitment and retention faculty (if applicable), and plans for assuring adequate staff and facilities support and maintenance (Sections I.g. and f.) over the long term.