

**RUBRIC FOR PROPOSED ADDITION OR REVISION FOR MAJOR**

Rows with an asterisk (\*) represent criteria that might not be applicable to every proposal.

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| **Criterion** | **Will Approve** | **Minor revisions needed** | **Significant revisions needed** |
| Classification | Clearly states whether the proposal is a new major or a change to existing major. |  | Fails to state whether the proposal is a new major or a change to existing major. |
| Subject Code\* | The Registrar has approved the proposed subject code. |  | The Registrar has not approved the proposed subject code. |
| Summary | One sentence clearly, correctly, and concisely expresses the proposal content. | The summary correctly represents the proposal content, but requires editing for length and/or clarity. | It is difficult to see the relationship between the summary and proposal content. |
| Catalog Copy for Requirements | The requirements are easily understandable by an undergraduate student or a faculty member outside of the program. | The requirements are mostly understandable by an undergraduate student or a faculty member outside of the program, but certain aspects are unclear or ambiguous. | The requirements cannot be understood by an undergraduate student or a faculty member outside of the program. |
| Learning Goals | The program learning goals are clear, pertinent, and practical to assess. | The program learning goals require minor editing for clarification, for making their pertinence manifest, or for facilitating assessment. | The program learning goals require significant editing for clarification, for making their pertinence manifest, or for facilitating assessment. |
| Requirements and Learning Goals | Every requirement clearly supports one or more learning goals. Every learning goal is clearly supported by one or more requirements. | Most requirements clearly support one or more learning goals. Most learning goals are clearly supported by one or more requirements. Up to two learning goals or requirements have no clear role. | There is no clear relationship between multiple major requirements and the learning goals, or there are multiple learning goals that are unsupported by the requirements. |
| Number of courses | The proposed major requires no fewer than 9 or no more than 11 courses. Alternatively, a compelling rationale, based on the program learning goals, is provided for up to three additional courses, resulting in a major of no more than 14 courses. | The proposed major requires more than 11 courses, but the provided justification, while plausible, is not persuasive, proportionate, or based on the program learning goals. | The proposed major requires fewer than 9 courses or provides no plausible justification for requiring more than 11 courses. |
| Prerequisites and corequisites for required courses | For every required course with prerequisites or corequisites, the prerequisites and corequisites are also required courses for the major. |  | A required course has a prerequisite or corequisite that is not required for the major. |
| Prerequisites and corequisites for elective courses | For each elective list, there are multiple courses listed for which all of their prerequisites and corequisites also satisfy requirements for the major. | For each elective list, there is at least one course listed for which all of their prerequisites and corequisites also satisfy requirements for the major, but there are questions about whether this is overly restrictive. | There is an elective list where every course listed has prerequisites or corequisites that do not satisfy requirements for the major. |
| Sufficient upper-level coursework | Every student completing the proposed major will complete at least four courses at the 300 level or higher. |  | It is possible to complete the proposed major taking fewer than four courses at the 300 level or higher. |
| Senior capstone experience | The requirements for the senior capstone experience are clearly described. Its contents are clearly supported by the proposed major curriculum. | The requirements for the senior capstone experience need minor edits for clarification. Its contents are plausibly supported by the proposed major curriculum, but clarification is needed. | The requirements for the senior capstone are unclear, and/or its contents are not plausibly supported by the proposed major curriculum. |
| Writing Level 2 | At least two opportunities are present within the major curriculum to complete the W2 requirement. | One opportunity is present in the major curriculum to complete the W2 requirement. | No opportunities are present in the major curriculum to complete the W2 requirement. |
| Pathways to Completing the Major | The proposed major can easily be completed in four years, and could plausibly be completed in three years. | The proposed major can easily be completed in four years, but it is doubtful that it could be completed in three years. | Significant numbers of students would have difficulty completing the major in four years. |
| Rationale | The proposal’s rationale is persuasive given its context, making appropriate use of assessment results when applicable. | The proposal’s rationale is plausible given its context, but additional information is necessary for it to be persuasive. | The proposal fails to articulate a plausible rationale for its introduction. |
| Graduation audits | Immediately upon declaring the proposed major, it is possible to complete an audit by comparing the student’s course history and currently registered courses against the proposed major requirements. |  | Immediately upon declaring the proposed major, it is not possible to complete an audit by comparing the student’s course history and currently registered courses against the proposed major requirements. |
| Staffing and Budget | The proposed major can clearly be staffed with available personnel and resources. | The proposed major could potentially be staffed with available personnel and resources, but some minor questions remain. | It is not plausible that the proposed major can be staffed with available personnel and resources. |