

**RUBRIC FOR PROPOSED ADDITION OR REVISION FOR MINOR**

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 minor or a change to existing minor. |  | Fails to state whether the proposal is a new minor or a change to existing minor. |
| 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 minor requires no fewer than 5 or no more than 6 courses. Alternatively, a compelling rationale is provided for one additional course, resulting in a minor of no more than 7 courses. | The proposed minor requires more than 6 courses, but the provided justification, while plausible, is not persuasive or proportionate. | The proposed minor requires fewer than 5 courses or provides no 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 minor. |  | A required course has a prerequisite or corequisite that is not required for the minor. |
| 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 minor. | For each elective list, there is at least one course listed for which all of their prerequisites and corequisites also satisfy requirements for the minor, 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 minor. |
| Pathway to Completion | The proposed minor can easily be completed in two years. | Some students would have difficulty completing the minor in two years. | Many students would have difficulty completing the minor in two 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 minor, it is possible to complete an audit by comparing the student’s course history and currently registered courses against the proposed minor requirements. |  | Immediately upon declaring the proposed minor, it is not possible to complete an audit by comparing the student’s course history and currently registered courses against the proposed minor requirements. |
| Staffing and Budget | The proposed minor can clearly be staffed with available personnel and resources. | The proposed minor could potentially be staffed with available personnel and resources, but some minor questions remain. | It is not plausible that the proposed minor can be staffed with available personnel and resources. |