

FASN New Major and Minor Approval Process

The creation of a new academic major must follow the University New Program Approval Process (<http://oirap.rutgers.edu/AcadProgDev.html>). New academic minors do not need to follow this process, but, like new majors, generally require approval from the school or college and, thus, must also be submitted to and approved by the FASN Courses of Study Committee (<http://fasn.rutgers.edu/downloads/user%20manual%20course%20of%20study.doc>).¹ Anyone proposing a new or revised major or minor should prepare and submit to Courses of Study a memorandum following the outline below (which is a much simplified version of the format of the Program Announcement required for the University New Program Approval Process). Some of the elements have little or no application to a minor and may be omitted where this is the case.

Format

a. Title Page

Title of the proposed major or minor
Department or program
Date major/minor is to begin
Accreditation or licensure requirements (if any)

b. Objectives

Describe the nature of the major/minor: its objectives, the rationale for it, the skills or knowledge that students will acquire, and the relationship of the proposed major/minor to the general field.

c. Need

Describe the intellectual, artistic, cultural, social, or economic need for the program. Employment opportunities should be clearly delineated. Evidence of student demand and projected enrollments for the first few years of the program should be specified so far as possible.

d. Other Programs in the State and Area

Describe similar majors/minors in the state and surrounding region, with particular attention given to those that are geographically close to Rutgers Newark. In the case of similar majors/minors, descriptions of the similarities and differences are particularly important.

¹ New minors that are just “miniature versions of an existing major” technically are exempt from this, but in practice typically also are submitted for Courses of Study review and approval.

e. Educational Program

Describe the academic major/minor, including:

- Statement of student learning outcomes: the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of this academic program.
- Statement of the measures, tools, and strategies that will be used to assess students' achievement of the program's learning outcomes.
- Specialized requirements (GPA or otherwise) for declaring major/minor
- Graduation requirements
- Curriculum outline of a typical course of study
- Transferability of credits
- Potential for inter-departmental, inter-campus, or inter-institutional cooperation
- Potential for articulation with other institutions.

f. Faculty

Describe existing and needed faculty resources to launch and sustain the major/minor, including:

- List of current faculty, areas of expertise, major/minor courses to be taught, and percentage of time devoted to the major/minor
- List of faculty to be hired and areas of expertise, major/minor courses to be taught, and percentage of time devoted to the program
- Need for adjunct faculty
- Number of teaching assistants available/needed.

g. Program Administration

Describe how the major/minor will be administered: who will direct it, who will advise students in it, who will provide office support, and the relevant reporting arrangements. If the major/minor will have an advisory board, include its composition (including method of selecting new members), expected meeting schedule, and general charge.

h. Program Review

Describe the university's external peer cyclical review process and any additional kinds of program review that are planned, e.g., self-evaluation or external accreditation (generally not relevant to minors)

Appendices

I. Budget, facilities, IT, and other resources

The identification of all available and needed resources is a key aspect of the approval process. Resource needs must be identified and committed in order to move the major/minor forward through the approval process. Memoranda detailing resource commitments and identifying offices responsible for all new program resources should be included with the budget description

a. Budget

Outline the program's annual non-salary budget (distinguishing existing from new resources), including instructional supplies and travel, projected costs of measures and tools to be used in the evaluation of the achievement of the program's learning outcomes, and miscellaneous costs (phone, copying, etc.)

b. Space planning

Assess the impact a new major/minor will have on available campus space, including office space and classroom space (lecture, laboratory, studio, and otherwise)

c. Library resources

Assess the impact a new major/minor will have on the Library System. When new resources are required for collections or services, a statement must be included describing how existing resources are to be reallocated to cover the new demands

d. Computer resources

Assess the impact a new major/minor will have on computer resources within the department and university-wide

e. Additional documentation

Describe additional program needs and sources of funding available

II. Course Descriptions

Provide brief summaries of the courses that comprise the major/minor, noting which courses already exist and which are to be developed. For courses that already exist, include where possible syllabi, containing the specific learning outcomes for the proposed course, possible texts and other course materials, and a sample schedule of readings and assignments.