

## **II. The Faculty Member as Teacher and Advisor**

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of the discipline. They demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guide and counselor. They also avoid any personal exploitation of students, staff, colleagues and others and will not abuse their position as members of the academic profession. They make every reasonable effort to foster honest academic conduct and to ensure that the evaluation of students reflects their true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students, staff, colleagues and others for their private professional advantage and acknowledge significant assistance from them. They protect their academic freedom. (Code of Professional Ethics for the Faculty)

### **A. Faculty Responsibilities in Teaching and Advising**

#### **1. Academic Regulations**

Every academic year, commencing in 2004-2005, the Office of the Provost publishes and distributes an updated version of the official *Academic Regulations*. Faculty members should refer to this publication on all issues relating to undergraduate academic policies. Among the policies included in this document are the Academic Calendar, Course Management Guidelines, the Grading System, Student Absence Guidelines for Instructors, Academic Honesty, the Academic Grievance procedure, and Dispute resolution.

*Code of Student Conduct*, a separate publication from the Office of the Vice Chancellor for Student Affairs and Campus Life, provides students with specific information concerning the Code of Student Conduct, Alcoholic Beverage Policy, Hazing Policy, Picketing Code, Family Educational Rights and privacy Act (FERPA)etc.

#### **2. Counseling and Advising Students**

In addition to teaching, research, and service, faculty members are normally required to maintain office hours for counseling and advising students in their respective academic departments. The schedule and number of hours faculty members dedicate to counseling and advising is usually determined by the academic department head or chair. For non-academic matters, faculty are encouraged to consult with, or refer students to, the Dean of Students Office, tel. 545-2684.

#### **3. Teaching Courses**

Faculty teach a wide variety of courses, according to specific disciplinary needs. Among the different types of courses are lectures, labs, discussion sessions, internships, independent studies, honors, etc. Teaching is the primary mission of the faculty. Specific teaching loads are set at the departmental level. Course assignment is the responsibility of the department's head or chair, subject to the approval of the dean.

#### **4. Course Requirements, Term Papers, and Examinations**

All major course requirements, including texts, papers, and examinations, should be clearly indicated to students at the beginning of the semester. If there are changes, announcements should be made so that all individuals enrolled in the course are informed. Final examinations normally do not exceed two hours, and are scheduled at the end of the term. They should be held

at the time and place designated in the official schedule of examinations, and may not be scheduled during the last week of classes unless they are cumulative and a section test is given that week.

If a student is absent from a midterm test because of illness, death in the family, or an equally compelling cause, the absence is not counted against the student's record. The decision to waive the test or give a make-up test is made by the instructor. A student who is absent from a final examination or has not completed other major requirements should have a grade of Incomplete reported if the student has made arrangements with the instructor and could pass the course. Records of arrangements to complete the course should be maintained in the department office. Without prior official notification of absence or reason for missing major work, a grade of F may be reported for the student.

### **5. University Policy on Class Absence for Religious Observances**

Instructors must accept a student's assertion of the need to be absent from class for religious reasons, but students are required to notify instructors in advance that they will miss class in order to observe a religious holiday. University policy and Massachusetts state law require faculty to offer make-up assignments or exams to students who are absent for religious observance. Students planning to be absent from classes due to religious observance must notify their instructors at least one week in advance. In the event of a dispute between a student and a faculty member, either party should contact the department head or the Ombuds Office at (413) 545-0867. As an aid to curriculum planning, the campus publishes a list of major religious observances for the academic year. Please note that several religious observances begin at sundown of the previous day. This list is not exhaustive.

### **6. Course Numbering System**

Courses at the University of Massachusetts Amherst are numbered according to level. Undergraduate courses range from 100s to the 400s; courses open to both undergraduate and graduate students carry numbers in the 500s; and graduate courses range from the 600s to the 800s. Graduate students outside the offering department may enroll in 400 level courses for graduate credit, but those inside the offering department may not. Some are standard across all departments, e.g., Independent Study courses all end in the digits 96, Special Topics in 97, master's thesis credits are numbered 699, and doctoral dissertation credits are numbered 899. Specific departments may, at their own discretion, impose additional systematic features on course numbering.

### **7. Permanent and Experimental Courses**

The course approval process is overseen by the Faculty Senate. For a course to be offered, it must first be approved as 1) a permanent course, or 2) an experimental course. (If the course is also to carry General Education credit, it must go through the additional approval step described below). Complete procedures for proposing courses are described in the *Consolidated Approval Procedure Guide*, which is available at the Faculty Senate website or at the FS Office, Room 104, Hampshire House, tel. 545-3611.

Permanent Courses. Adding a new course to the curriculum requires a written proposal which must be reviewed and approved by the departmental curriculum committee, the department chair

or head, the school or college curriculum committee, the dean, the appropriate Faculty Senate Committee (the Academic Matters Council for undergraduate courses and the Graduate Council for graduate courses), the Faculty Senate, and the Provost's Office. Cross-departmental courses must be approved by the appropriate departmental committees, chairs or heads, and so forth. Although there are many steps in the approval process, Senate guidelines ensure prompt action at each review level.

Experimental Courses. To provide the opportunity for departments to introduce new and innovative courses, the Faculty Senate mechanism requires using course numbers ending in the digits 90, with the first digit representing the level of the course (e.g., 190, 390, 690). An experimental course requires approval of the appropriate departmental curriculum committee, the department chair or head, and the dean. The Secretary of the Faculty Senate then forwards it to the Provost's Office for final approval. This way, experimental courses may be scheduled with little delay. A specific experimental course may be offered no more than three times.

## **8. General Education Designation**

General Education requirements are organized into the broad areas of the Social World, the Biological and Physical World, and Basic Mathematics and Analytic Reasoning. Within the Social World, students complete courses in arts and literature, historical studies, and social and behavioral sciences. Social World and Interdisciplinary courses may also fulfill social and cultural diversity requirements. All General Education courses must meet certain criteria, described in *General Education Requirements, University of Massachusetts Amherst* available from the Faculty Senate website or FS Office. Forms and instructions for proposing courses for General Education designation are also available from the Faculty Senate website.

## **9. Grades**

It is the responsibility of each faculty member to submit student grades at the appropriate time, according to the schedule published by the Provost's Office at the close of each semester. The timely submission of grades is necessary for advising students and for maintaining accurate, up-to-date academic records by the Office of the Registrar. Faculty members are urged to turn in grades as soon as possible after the last day of classes or after the final examination, and not to wait until the final day.

### **a. Grading System**

Grades carry the following interpretation and confer quality point values per semester hour:  
A =Excellent 4.0 points; A- = 3.7 points; B+ = 3.3 points; B = Good 3.0 points; B- = 2.7 points; C+ = 2.3 points; C = Average 2.0 points; C- = 1.7 points; D+ = 1.3 points; D = Passing (but not satisfactory) 1.0 point; F = Failure 0.0 point; Inc =Incomplete 0.0 point

Other grade symbols not included in the Quality Point Calculations are:

P =Pass. P grades are not included in the computation of semester averages. They are added to graduation credits.

SAT – Satisfactory. Used for graduate students in graduate level courses. They are not included in the computation of semester averages. They are added to graduation credits.

Y =Year-long course

W= Withdrawn

Cr = Credit Satisfied

For specific policies regarding Incompletes, please refer to *Academic Regulations*. University graduation requirements for a baccalaureate degree include the completion of a minimum of 120 credits, 45 of which must be completed in residency, and a cumulative average of at least C (2.0).

Other requirements may be established by individual academic units for specific degrees.

#### b. Changes in Grades

Following the report of a final grade to the Office of the Registrar, any request for a change in the grade should be made by the instructor of the course. The request for a change of grade must be accompanied by the instructor's statement of the reason for the change.

### **10. Books and Supplies**

The University Store, on the concourse level of the Campus Center, and its extension, the Textbook Annex, located in the Physical Plant Building, maintain a large inventory of books and art materials as well as school and office supplies. They also offer computers, software and peripherals, and imprinted UMass products. The Textbook Annex is the contracted bookstore for all course materials. UMass faculty and staff are entitled to a 10% discount on most merchandise sold at the store. Please see the store for exceptions.

### **11. Print and Copy Services**

Print Services provides competitively priced and conveniently located copying and printing services to the campus. Services include full color digital printing and copies, low and high volume copy jobs, manual or electronic job submission, document scanning and storage, and finishing work such as binding, collating, punching, etc. Print Services also coordinates and facilitates the mailing of printed materials through Mail Services utilizing state of the art addressing and mail preparation techniques in the most cost effective manner. Faculty are encouraged to contact Print Services for consultation and services at the production facility in room 151 Whitmore Administration Building or through Office 2 Office Customer Service at 545-3071.

### **12. Creative Services**

Creative Services offers comprehensive services for the production of effective print and electronic publications, including: writing and editing; composition and layout; graphic design; photographic imaging; managing printing contracts; and overseeing the campus<sup>1</sup> visual identity. For more information, see [www.umass.edu/creativeservices](http://www.umass.edu/creativeservices)

## **B. Support for Teaching and Advising**

### **1. Center For Teaching**

The Center for Teaching, formally established in 1989, offers opportunities and resources for professional development in teaching to enable student learning. Faculty members can use the Center's range of services to assess, enhance, and document their efforts as teachers. The CFT's activities are wide-ranging: consultations with individual faculty and departments; award

programs; teaching assistant training; annual campus-wide events; fellowship programs; resource development and dissemination; and research and funded grants. Key activities include:

**Teaching Consultation:** The CFT offers opportunities for individual faculty as well as entire departments to examine their teaching. Consults can be short-term, or can include a more comprehensive analysis through classroom visits and videotaping; midterm student feedback through questionnaires or student interviews; data analysis; and course materials review.

**Midterm Assessment Project:** All faculty at the University, including newly hired faculty, are eligible to obtain confidential student feedback on their teaching at mid-semester through either a small-group interview process or a questionnaire. Interviews and questionnaires can be modified to target specific interests of individual faculty members, such as student response to the use of classroom technologies.

**Campus-wide Events:** Each semester, the CFT brings faculty members together in an ongoing series of campus-wide workshops, conferences and seminars to discuss teaching, learning, and faculty development issues with noted experts and with one another. Annual events include the New Faculty Orientation, the Deans and Chairs Conference, the Tenure Preparation Seminar, the Teaching Assistant Orientation, the Faculty Writing Retreat, and the Celebration of Teaching Dinner.

**Teaching Assistant Training:** In addition to TA Orientation, the CFT assists faculty who mentor TA's and provides opportunities for teaching assistants, including "From Graduate Student to Faculty Member," a yearlong teaching development seminar that helps prepare graduate students of color for academic careers. Participants attend several seminars and work closely with a faculty mentor on research, teaching, and faculty development issues.

**Teaching Awards:** The Provost's Office and the CFT manage the selection process for the annual Distinguished Teaching Award for faculty and TA's, and the College Outstanding Teaching Awards. The CFT also sponsors the University's nominations for national teaching awards such as the U.S. Professor of the Year Award and the Robert Foster Cherry Award for Great Teaching.

Professional development in teaching is further supported by several fellowship and grant programs. They include:

**Lilly Teaching Fellows Program:** This competitive annual fellowship program provides eight junior faculty with an opportunity to focus on issues of teaching and learning during the academic year, and pursue a teaching-related project such as the design or substantial redesign of a course. The fellows participate in an annual retreat and bi-monthly seminars, observe outstanding teachers in the classroom, and work closely with senior faculty mentors as well as the CFT's Director.

**Teaching and Learning in the Diverse Classroom (TLDC) Program:** In this competitive annual fellowship, instructors participate in a collegial forum to explore and implement diversity-related pedagogical initiatives. Fellows may be selected from the same department/program as a group

or as discipline-related pairs in an interdisciplinary cohort. Fellows participate in an annual retreat, bimonthly seminars, intensive workshops, and individual projects. Department teams often complete a team project as well.

**TEACHnology Fellowship Program:** This competitive annual fellowship program helps senior faculty apply the capacities of technology to teaching and learning, particularly at the undergraduate level. Fellows participate in an annual retreat, bi-monthly seminars, develop individual projects, and work collaboratively to implement instructional technologies effectively in their classrooms.

**Faculty Grants for Teaching:** The Provost's Office and the CFT sponsor the Faculty Grants for Teaching Program to encourage faculty to explore new and improved approaches to instruction. The CFT coordinates the annual grant process and meets with grantees to provide assistance in the completion of their projects.

**PMYR Grants for Teaching Innovations:** Faculty who participate in the University's Periodic Multi-Year Review Program are eligible to apply for grants of up to \$3000. These funds can be used for projects that support innovation in teaching or match college development funds for teaching innovations. The CFT also provides individual consultation on each project.

In addition to offering these programs, the CFT houses a Multimedia Lab with both PC and Mac-compatible equipment. The lab is available on a drop-in basis for faculty who are developing technology-related teaching projects through the CFT, and technology support and individual consultation are available by appointment.

The CFT also maintains an extensive circulating library of print and video resources on teaching issues and practice, provides annotated bibliographies and videographies on teaching and learning, and publishes several popular resources including *The Handbook for Teaching Assistants* and *Preparing a Teaching Portfolio*.

Additional information on the CFT's programs, services, and resources is available online at [www.umass.edu/cft](http://www.umass.edu/cft).

## **2. Undergraduate Advising and Academic Support Center (UAASC)**

609 Goodell Building, (413)545-6493

The Undergraduate Advising and Academic Support Center (UAASC) is a university-sponsored unit incorporating a variety of academic programs and student support services. Our primary mission is to collaborate with the faculty and deans of the university's undergraduate schools and colleges to provide a comprehensive academic advising unit for undergraduate students. We serve students who have not yet declared a major and wish to explore the wide array of academic programs and opportunities at the University, before committing to an academic field of study. Academic advising services are integrated with counseling services and specialized academic programs to enhance our students' intellectual growth, personal development, and academic success. The Bachelor's Degree with Individual Concentration (BDIC) program, for students wishing to work with faculty to design their own interdisciplinary majors, is an affiliated unit to UAASC.

The academic programs and support services units encompassed in UAASC are described below. The director of UAASC is an associate dean in Academic Affairs, and is also the director of Pre-Major Advising Services.

### **3. Pre-Major Advising Services (PAS)**

615 Goodell Building, (413) 545-2191

Students who have not yet declared or been admitted to a major are considered to be in a "pre-major" status, and receive advising and undergraduate dean services through Pre-Major Advising Services. Our students are served by academic advisors, who are members of the University professional staff or graduate teaching assistants. The undergraduate deans in PAS have authority to make decisions concerning academic discipline and requests for exceptions to academic regulations.

PAS advisors assist students in making informed choices about campus programs and course selection, forming academic plans to meet short and long-term goals, and identifying other resources at the University. PAS provides advising during new student orientations, assistance with course registration, help with applications to limited-access majors, and guidance about programs with pre-major tracks. The undergraduate deans and advisors in PAS coordinate efforts with the specialized programs for ALANA students, agencies for students with disabilities, and others providing student support services (i.e., varsity athletes), to provide a cohesive framework for decision making and referral.

PAS advisors help identify problems that are interfering with a student's academic success, and support the student's development. Advisors and deans help students make decisions about coping with academic difficulties (i.e., cumulative average below 2.0), and answer questions about petitions for exceptions to academic regulations (i.e., late withdrawal from a course, appeals regarding academic discipline actions).

Each year PAS co-sponsors a *Majors Fair* giving students easy access to information about a wide variety of departments and programs on campus. The fall semester *Window of Opportunity* event and winter's *Declare Your Major Month* are other featured activities that facilitate student access to advising resources. Students are encouraged to schedule an appointment, to take full advantage of our personalized services.

### **4. Opportunities for Academic Success with Individualized Support (OASIS)**

607 Goodell Building, (413) 545-6617

Opportunities for Academic Success with Individualized Support (OASIS) by Pre-Major Advising Services is a first-year experience designed to meet the needs of undeclared students with a variety of learning profiles. During the fall semester, a one-credit seminar is offered to help students make a smooth transition to UMass, provide opportunities to develop academic skills, behaviors, and attitudes necessary for success at the University, and create opportunities for students to work closely with an academic advisor.

Depending upon staff availability and demand for services, students may be linked to an experienced advisor who can provide academic support sessions for basic skills that would be

useful in many courses that meet General Education Requirements (especially mathematics and physical sciences).

In addition to providing students with the personal tools and strategies to foster academic success, OASIS helps them become proactive in their learning experience. Students thereby expand their awareness and utilization of University support opportunities, increase their confidence and ability to interact productively with academic advisors and professors, and enhance academic and life skills.

Through OASIS, PAS advisors respond to students who have stumbled in their academic careers. By developing a comprehensive approach, they aim to catch problems early in the freshman year and intervene before a student becomes subject to academic discipline.

Interested students should meet with a Pre-Major advisor to learn more about OASIS.

## **5. Domestic Exchange and Five College Interchange Programs**

614 Goodell Building, (413) 545-5351

These programs extend a student's educational opportunity beyond the Amherst campus. The Five College Interchange Program gives University students chances to experience a smaller classroom setting and participate in a wide range of academic programs offered at four local liberal arts institutions (Amherst, Hampshire, Mount Holyoke, and Smith colleges) at no extra cost. Through the National Student Exchange Program, undergraduates can experience a different geographical and academic setting at one of the 170 participating colleges and universities across the country. And through the University of Massachusetts Undergraduate Exchange, students can attend University of Massachusetts campuses in Boston, Lowell, or Dartmouth. These programs offer UMass students a distinct opportunity to learn with other faculty and students, while taking advantage of the many academic and cultural programs that are offered locally and nationally.

Students interested in participating in these programs should contact the Domestic Exchange Program and Five College Interchange Program Office for information and advice.

## **6. Counseling and Assessment Services (CAS)**

123 Berkshire House, (413) 545-0333

Counseling and Assessment Services (CAS) provides a broad spectrum of clinical and skills-related services to all students at the University. Services include psychological counseling and therapy, diagnostic assessment, career counseling, biofeedback, and stress management.

Diagnostic assessment services are available for students who are experiencing academic and learning problems. Comprehensive testing can document or rule out the presence of Learning Disabilities, Attention Deficit Hyperactivity Disorder, and a variety of psychological disorders. Students who go through such learning assessments receive a written report of test findings, a diagnostic conclusion, and an individualized set of recommendations specifically tailored to campus resources. There is a fee for these diagnostic assessment services; a variety of payment options can be discussed at the time of referral.

CAS provides case management and academic support for students with psychological disabilities. Case management services include assistance with procuring reasonable accommodations, time management and study skills assistance, assistance in setting academic and personal goals, referrals to other support services, and liaison with other mental health service providers.

Intakes for counseling appointments and for assessment information can be made by calling 545-0333 or by visiting 123 Berkshire House. Information sessions for psychological disability services may be scheduled by calling 577-2457 or visiting 117 Berkshire House.

## **7. English as a Second Language**

308B Bartlett Hall, (413) 545-4210

The mission of the English as a Second Language Program is to help matriculated non-native speakers of English attain near-native fluency and competency in formal academic English. On a

space available basis, international students and students participating in university-sponsored exchange programs can take advantage of our courses. ESL courses focus on writing, reading, speaking, and listening skills as well as on grammatical accuracy. Undergraduate students receive grades and credit toward graduation for these courses. To enroll, students must first take the ESL Placement Test. Dates and locations of this test are available by contacting the ESL Office.

Anyone desiring information about the program or its courses should visit or call the ESL office. Additional information is available at [www.umass.edu/esl](http://www.umass.edu/esl).

## **8. Learning Support Services**

Located on the tenth floor of the W. E. B. Du Bois Library, LSS offers peer tutoring in many general education and required courses considered difficult by first and second year students. Tutoring is available on a walk-in basis and students can easily access the tutoring schedule either online at the LSS website ([www.umass.edu/lss](http://www.umass.edu/lss)) or by calling (545.5334).

Supplemental Instruction, student lead review sessions, is offered for a specific section of a course. Supplemental Instruction leaders are achieving students who have successfully completed the course. In collaboration with faculty, LSS trains leaders to hold 75-minute twice weekly review sessions at LSS. Leaders are model students who have learned to include time management, test taking strategies and organizational tips along with course content.

LSS also provides a small computer lab with 15 PCs, 5 IMACs and 5 plug-in ports. Although frequently in use for tutoring, UMass Amherst students are welcome to use available computers during hours of operation. LSS is open five afternoons a week until 9 PM (1 – 9 PM Monday through Thursday; 5 – 9 PM on Sunday). In addition, video-viewing facilities are available at LSS for viewing videos that support course work.

## **9. ALANA Support Services**

The Bilingual Collegiate Program (BCP), the Committee for the Collegiate Education of Black and Other Minority Students (CCEBMS), the United Asia Learning Resource Center (UALRC), and the Native American Student Support Program (NASSP) provide support services to ALANA (African-American, Latino, Asian-American, Native American) students on campus. Services include tutorial support, peer mentoring and counseling, advocacy, and general student support and counseling. The support programs work with campus cultural centers to provide an array of student services that emphasize student success for students from varying cultural backgrounds. The programs also assist in the recruitment of students of color and assist with a number of local and regional outreach efforts in elementary, middle, and secondary schools.

## **10. Academic Instructional Media Services**

Academic Instructional Media Services (AIMS) is a campus wide support service providing educational media/AV classroom support and video services. AV classroom support consists of Equipment Loan and Technical Support. Equipment loan is located in Goodell 302. Delivery and/ or user pick up of a wide variety of contemporary media equipment can be requested by calling 545- 5765. Located in Goodell 205, Technical Support services include training faculty

users in presentation technologies such as auditorium projection systems and portable data projectors. Technical Support also provides repair and maintenance of university-owned AV and video equipment and can be reached at 545-5767.

AIMS Video Services, with offices in the Photo Center building, provides a wide variety of video recording, duplication, taping/ production and video conferencing services at national award winning levels. AIMS Video Services includes the UMATV television studio, with Academic Channel 15 in Herter 21 and video conferencing classroom (DL-1) in Herter 19F. For more information, call 545-3151.

Faculty can find out more about AIMS services by calling 545-3151 or online at [www.umass.edu/aims](http://www.umass.edu/aims).

### **11. Professional Education for Engineering and Applied Science**

The Professional Education for Engineering and Applied Science Program acts to raise the level of expertise among existing engineers and information technology professionals to improve their productivity and creativity. With over 100 courses offered per year, students from industry have the opportunity to acquire state-of-the-art education and training by enrolling in individual graduate, undergraduate, or non-degree courses at their own locations. Professional Education averages a thousand course enrollments per year, shipping CD-ROMs, DVDs, and VHS tapes to students around the globe. In addition, the program broadcasts over 1,200 hours of instruction via its satellite uplink, providing corporate and industrial students with the opportunity to benefit from live instruction.

The Professional Education Program participates in the Association for Media-Based Continuing Education for Engineers (AMCEE) and the National Technological University (NTU). AMCEE is a consortium of 33 schools and colleges of engineering that offer education to engineers in a variety of settings world-wide. NTU provides graduate degree programs in engineering and information technology. A charter member and primary contributor to NTU, Professional Education offers courses from the College of Engineering's departments of Electrical and Computer Engineering and Mechanical and Industrial Engineering. Also offered are courses in Computer Science, Mathematics, and Public Health. All of these semester-length courses can be taken on a credit-free basis or for regular University of Massachusetts credit. By enrolling in a graduate degree program, one may earn a Master of Science degree in Computer Science, Electrical and Computer Engineering, or Mechanical and Industrial Engineering.

## **C. Multi-disciplinary and Pan-Campus Activities**

### **1. Commonwealth College**

Commonwealth College is the honors college at the University of Massachusetts Amherst. The honors college offers a variety of educational, service, social and advising opportunities to support its over 2,500 academically talented students. Commonwealth College is a campus-wide program; students from all majors in every college are eligible to join the honors college.

Love of learning lies at the heart of Commonwealth College. The curriculum of the College emphasizes inquiry and facilitates critical analysis, independent research, collaborative work, and effective communication skills. Consistent with the land-grant mission of the University, Commonwealth College also promotes engagement with society. The College affords its students many opportunities for engagement through a variety of academically-based opportunities including internships, co-ops, experiential learning courses, leadership training and community service learning courses. The College also promotes student leadership through specific leadership courses, through its speaker series and alumni mentoring/shadowing programs, and by encouraging student participation in College activities including peer mentoring, committee work and activity planning.

Honors students experience the advantages of a small college and the wide-ranging opportunities of a nationally recognized research university. The College encourages students to undertake research and supports their efforts by helping to identify faculty mentors, teaching thesis workshops, and offering research fellowships for financial assistance. Recently, the College established a Center for Research Literacy which focuses on developing resources for faculty to use in the classroom and collaborates with the W.E.B. DuBois Library to offer students tools to improve their research skills. The College also offers a lecture series that brings distinguished visitors to the campus to speak on selected national issues, publishes a newsletter, sponsors service projects and student gatherings, and administers a competitive awards program.

First-year honors students may select from several residential options such as theme-based honors learning communities in the Orchard Hill Residential Area, the Talent Advancement Programs (TAP) in the Southwest Residential Area, and Thatcher Language House.

### Advising

All students in the College are encouraged to meet regularly with a Commonwealth College adviser, as well as with an adviser in the department of their major. Faculty, staff and peer advisers are available to assist students with questions or concerns they have as they progress through their academic careers. This includes advice on honors course selection; how to integrate their honors requirements with their major department, academic college and other University requirements, study abroad and community service; and referral information about other services. Graduating honors students may request a letter of recommendation for prospective employers and graduate schools.

Each department of a student's major has a departmental honors coordinator who advises students on the subset of requirements associated with departmental honors. Advising concerning other academic matters (e.g., late course adds, late course drops, credit limit increases) is handled through the advising office of the student's academic college.

The College's Office of National Scholarship Advisement (ONSA) assists eligible students applying for national competitive fellowships such as the Rhodes, Marshall, Fulbright, and Truman Scholarships. ONSA advises students on requirements, qualifications, personal statements, and the interview process.

## The Curriculum

The honors curriculum includes entirely enriched honors courses, colloquia, interdisciplinary seminars, independent study, service learning, and a culminating experience requirement. The culminating experience is a six-credit activity that may range in scope from the more traditional thesis to approved capstone courses to projects involving synthesis of academic study, guided reflection and experience gained through community service, study abroad, or internship.

Community service learning (CSL) is a core value of Commonwealth College. Many honors courses have community service built into the coursework; examples include American Popular Culture and Violence in American Culture. Several courses focus on mentoring and tutoring opportunities, including mentoring youth of color, mentoring middle school youth, and tutoring young people in low-income housing cooperatives. Students may add a CSL component to any course in the University through a one- to two-credit CSL Honors Independent Study. First-year students may apply to participate in IMPACT, a CSL residential learning community. The Citizen Scholars Program offers scholarships and leadership training for students engaged in challenging work linking academics and community outreach. The University of Massachusetts Amherst Office of Community Service Learning at Commonwealth College promotes and coordinates honors and non-honors service learning opportunities that link theory with practice to enhance the learning of academic material and the practical understanding of society, citizenship, and community.

## Honors Requirements

All students who complete Commonwealth College requirements will graduate as Commonwealth College Scholars. These requirements include a GPA of 3.2 or better, foundation skills, honors courses, and a culminating experience. To graduate with higher Latin honors students must attain a minimum GPA of 3.5 for *magna* and 3.8 for *summa cum laude*. *Cum laude* will be determined by GPA and residency credits alone. Note: to graduate with any level of honors a student must complete 45 graded credits in residence. Departmental or Interdisciplinary Honors are awarded in addition to Commonwealth College and Latin honors. Specific requirements vary depending on a student's major.

Commonwealth College students must satisfy foundation requirements in three areas. The writing requirement is satisfied by completion of the General Education College Writing requirement (ENGLWP 112H or 113H or exemption). The oral communications requirement is performed through successful completion of the three-credit Dean's Book seminar series.

A minimum of eight honors courses must be completed with grades of B or better. These ten honors courses must include: College Writing (ENGLWP 112H or 113H); two other General Education courses, one of which must have an Interdisciplinary (I) designation, in addition to the Dean's Book series which also carries the General Education "I" designation (students must complete three one-credit seminars, Honors 191D, 291D and 391D). Three of the ten honors courses must be at the 300-level or above, of which two must comprise a six-credit culminating experience ending in a 499-numbered course.

Accommodations may be made for those entering the College after the freshman year. Under no circumstances will the Dean's Book requirement or the culminating experience requirement be

waived. Students who transfer into Commonwealth College having completed an associates degree through a certified Commonwealth Honors Program are recognized as having completed the first two years of their Commonwealth College requirements.

Students are encouraged to integrate international study, internships, cooperative education, and service learning into their honors experience. Portions of this work may be approved as substitutions to fulfill honors course requirements. For details, call or visit the Commonwealth College office.

## **2. Bachelor's Degree with Individual Concentration (BDIC)**

BDIC is a program that allows students to design their own interdisciplinary major under faculty guidance. Graduates are awarded either a B.A. or B.S., with Individual Concentration in their chosen field. In developing their concentrations, students may combine courses from departments or schools within the University and from among the Five Colleges, as well as undertake independent study and/or participate in internship opportunities.

## **3. International Programs**

The International Programs Office (IPO) encourages and supports activities and programs in international education and cooperation, involving faculty, staff, and students. Among IPO's various activities are the following:

**Foreign Students and Scholars:** Within IPO, the Office of Foreign Students and Scholars provides many services including counseling on immigration requirements, authorization of U.S. visas, advising and assisting with housing, health, finance, and academic and personal concerns. IPO also provides up-to-date information on employment issues and on government regulations. The office holds an orientation program at the beginning of each semester for all new foreign students. (See VI, B, 6 regarding employment of non-citizens.)

**Overseas Study and Exchanges:** IPO is strongly committed to providing study abroad opportunities for a wide range of students and to enhancing the academic life of the campus by promoting study, work, and internships abroad. Working closely with faculty and the administration, IPO coordinates and administers over fifty overseas study programs, many of them full-year reciprocal exchanges, in virtually every major world region. For information on faculty opportunities abroad, see IV, G.

## **4. Departments of Military Leadership and Aerospace Studies**

Courses of study in both departments are integrated with University curricula leading to a bachelor's degree. Faculty members are approved by the Provost upon recommendation by the Military Affairs Subcommittee of the Faculty Senate. Upon successful completion of University degree requirements and the required AirForce or Army Reserve Officers' Training Corps programs, graduates are commissioned as officers in the respective military service. (Note: The AFROTC program is scheduled to be terminated in summer, 2007)

## **D. Teaching and Advising Awards and Recognition**

### **1. The Distinguished Teaching Award.**

The Distinguished Teaching Awards recognize the highest excellence in teaching. The annual awards (three to faculty and two to graduate student teachers) consist of a cash prize, a plaque, and inclusion on the Distinguished Teaching Award monuments located in the Campus Center. The program is administered through the Office of the Provost.

## **2. College Outstanding Teacher Award**

The College Outstanding Teacher Awards recognize excellence in teaching and honor individual faculty members for their teaching accomplishments. This program expands, at the college level, the recognition of teaching already provided by the Distinguished Teaching Awards. Each college and school selects outstanding faculty members for recognition.

## **3. Outstanding Academic Advisor**

The Outstanding Advisor of the Year award recognizes excellence in advising and honors accomplishments and commitment as an advisor. One faculty member and one staff member are recognized each year. The annual award consists of a cash prize and a plaque, and is administered through the Provost's Office.