

UNIVERSITY OF MASSACHUSETTS AT AMHERST  
OFFICE OF THE SECRETARY  
THE FACULTY SENATE

COURSE APPROVAL PROCEDURE GUIDE  
(February, 1998)

This guide brings together approval procedures developed through Faculty Senate and administrative action over a period of years.

## **I. COURSE APPROVAL PROCEDURES**

### **A. REGULAR COURSES**

[Note: A semester day is defined as any calendar day between the first day of the semester and last day of the semester.]

1. Faculty members shall propose new courses to the department undergraduate curriculum committee (for courses numbered 001- 499) or graduate curriculum committee (for courses numbered 600-999), or both for courses numbered 500-599. The faculty member should provide all information requested on Form B or Form C. After the proposal has been approved by the established departmental procedures (e.g., curriculum committee or entire faculty) the committee chair or equivalent shall sign the signature sheet (Form A) and forward it and the course proposal (Form B or Form C) to the department head/chair for his or her review.

2. Within 15 calendar days of receiving the course proposal, the department head/chair will review it, and if he/she approves it, shall sign the signature sheet and send it along with 10 copies of the proposal to the school/college curriculum committee. The department head/chair shall forward one copy of the proposed course description to the Faculty Senate Office. The Secretary of the Faculty Senate shall cause the proposed course description to be published in the Campus Chronicle. The description shall be in the same form as it is expected to appear in the University Catalog: Department, number, title, instructor, description, credits and prerequisites [if none so indicated]. The description is not to exceed 30 words.

3. Within 30 semester days of publication in the Campus Chronicle, any faculty member with questions or objections concerning any aspect of the proposed course shall submit them to the Secretary of the Faculty Senate. Questions or objections received by the Secretary shall be promptly forwarded to the proposer and to all signatories. Publication in the Chronicle is the only official notice required of every course proposal and the only opportunity for any faculty to object. Thereafter, the only opportunity for an objection is that available to a Faculty Senator on the floor of the Senate after the course has been moved for approval. School/college curriculum committees or Senate councils may, however, request comments for good cause from a specified department(s) during their review of the proposal.

4. Within 30 semester days of receiving the course proposal from the department head/chair, the school/college curriculum committee shall review it. If the committee approves the proposal, the committee chair shall sign the signature sheet and promptly forward it along with the proposal to the dean of the school/college. If the proposal is distributed to the committee fewer than 30 days prior to the end of the semester, the course shall be placed on the agenda of a curriculum committee meeting to be held no later than 45 days from the first day of the following semester.

5. Within 5 calendar days of receiving the proposal, the dean of the school/college shall review it. If the dean approves the course, he/she shall sign the signature sheet and send it along with 10 copies of the proposal plus any copies of addenda to the Secretary of the Faculty Senate for review.

6. Upon receipt of the signature sheet and proposal from the dean of the school or college, the Secretary of the Faculty Senate will review the proposal to ensure that it conforms to the requirements of committee and

council review. The Secretary shall expeditiously forward an adequate number of copies of the course proposal to the appropriate Senate Council(s), (Academic Matters Council, for courses numbered 001-499; Graduate Council, for courses numbered 600-999; both councils for courses numbered 500-599).

7. The Senate council(s) shall review the course proposal, and shall approve, disapprove, or request substantive revisions in the proposal within 45 semester days of distribution to the appropriate subcommittee(s). If the proposal is distributed to the subcommittee fewer than 45 days prior to the end of the semester, the course shall be placed on the agenda of a council meeting to be held no later than 60 semester days from the first day of the following semester. If revisions are needed, the council(s) shall take no further action on the proposal until the required information is submitted. Upon receipt of the information requested, the council(s) shall act within 30 semester days.

8. Signature sheets of courses approved by the Academic Matters Council shall be signed by the chair of the Council and submitted with the proposal to the Secretary of the Faculty Senate. Signature sheets of courses approved by the Graduate Council, shall be signed by the chair of the Council and submitted with the proposal to the Dean of the Graduate School, who shall review the proposal and approve or disapprove it within 14 semester days. If he/she approves the course, the Dean shall sign the signature sheet and forward it and the proposal to the Faculty Senate Office. The Secretary of the Faculty Senate shall cause the courses so approved to be placed on the agenda with an appropriate motion.

9. The Faculty Senate shall vote on the course proposal. If the course is approved, the Secretary of the Faculty Senate shall sign the signature sheet and promptly forward it and the proposal to the Provost or designee.

10. If, subsequent to debate on the Senate floor, a course is referred back to the appropriate council(s), the council(s) in question must consider the specific objection(s) raised at the next scheduled meeting of the council(s) and determine the proper course of action (e.g., consultation with the proposer or re-submission to the Faculty Senate).

11. The Provost or his/her designee shall review the proposal and if he/she approves the proposal shall sign the signature sheet and notify the proposer, the department head/chair, the dean of the school/college, the Secretary of the Faculty Senate, the Dean of the Graduate School (when appropriate) and the Scheduling Office that the course may be offered.

## **B. EXPERIMENTAL COURSES**

### **Basic Application Procedures**

1. Each department is authorized to offer courses on an experimental basis following an abbreviated approval process, and proposers of permanent courses are encouraged to offer the courses on an experimental basis prior to and/or during the review process for permanent approval. An experimental course is given an X90-alpha number (that is, a number 190, 290, 390, etc., with an alphabetic extension), a series reserved for experimental courses only. Following approval, an experimental course may be taught only three times.

2. Using Form D, the proposer must have the course approved by the department curriculum committee, the department head/chair and the school or college dean. The Dean of the Graduate School must also approve courses numbered 590 and above.

3. Upon approval at the dean's level, the course proposal shall be sent to the Faculty Senate Office. After approval by the Secretary of the Faculty Senate, the proposal shall be forwarded to the Provost's Office for approval and scheduling.

### C. MINOR CHANGES IN COURSES

#### Basic Application Procedures

1. There are occasions when departments find it necessary to change the number assigned to a course, such as when a revision of the major makes it logical to group a number of courses in a certain series; or to ensure that the numeric order of the courses reflects the order in which students are expected to complete them; or when incremental changes in methodology and content make the level for which it was originally proposed inappropriate; or when several departments undertake a coordinated effort to use a common set of numbers for related courses. There are also circumstances which make desirable a modification in the name of a course, such as when the terminology of a discipline changes, or when the evolution of the course over time makes the original title inappropriate and any credit changes for up to one credit. Occasionally, changes in the number and title are simultaneously required.

In regard to the splitting of courses the Secretary of the Faculty Senate, in conjunction with the Rules Committee, will decide whether the split constitutes a minor or a major course change.

2. Minor changes may be approved without review by any curriculum committee or council. Requests for approval to change the title or number of a course or to designate a course as pass/fail require the approval of the department head, the dean of the school or college, the Dean of the Graduate School (for courses numbered 500-999), the Secretary of the Faculty Senate, and the Provost or designee. There is no official form associated with such requests, but all such requests should be incorporated into or accompanied by a memorandum explaining why the change is appropriate. If any of the signatories whose approval is required believes that the change requested represents a departure from the original course so significant as to warrant review by a curriculum committee and/or council, he or she may stipulate that the course be reviewed by one or more of the curriculum committees or councils that would be involved in the full review process; or the signatory may disapprove the change requested and require that a full course proposal be submitted.

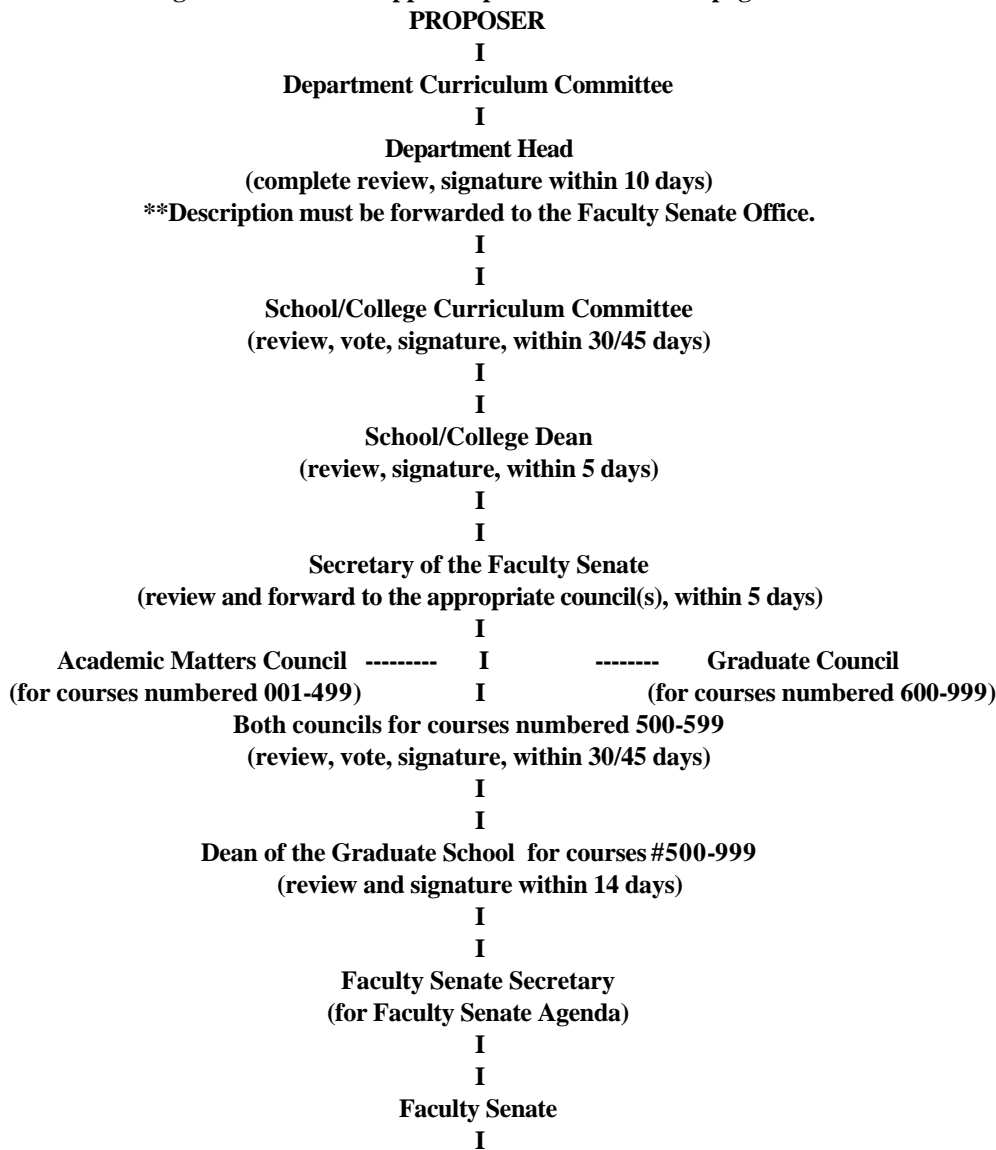
The purpose of the minor course change procedure is to allow flexibility in and development of the curriculum as disciplines and methodologies evolve, but not to circumvent the approval procedures for new courses.

**COURSE NUMBERING NOTE**

The last two digits of some course numbers are reserved for specific types of courses. The numbers to be used for those special courses are listed below.

- |                                      |                            |
|--------------------------------------|----------------------------|
| 90 -- with an alphabetical extension | = Experimental             |
| EXCEPT H                             | = Honors                   |
| Y                                    | = Year Long Course         |
| 91-95                                | = Seminar                  |
| 96                                   | = Independent Study        |
| 97                                   | = Special Topics           |
| 98                                   | = Practicum                |
| 99                                   | = Honors, Masters or Ph.D. |

Diagram of the course approval process described on pages 1-3.



I  
Provost's Office  
I  
Scheduling Office

The Provost's Office will send completed copies of the signature sheet to the Faculty Senate Office and the Proposer.

## **II. GENERAL EDUCATION DESIGNATION**

1. Courses may be proposed for General Education designation after approval as permanent (X00-X89) or experimental (X90-alpha) courses. Courses are proposed for designation by departments, not by individual faculty members, and are proposed with Forms F - P.

2. All proposals for General Education designation require the submission of Form F (Section I of General Education Designation Proposal), which requests certain information and attachments and serves as a signature sheet. Form F must be signed by the department head/chair. In addition, each proposal must include one or two Section II forms (G - P). These request information about the specific designation(s) requested. For each designation proposed, the department must submit six copies of the proposal. [That is, if a course is proposed for the Literature designation (AL), six copies must be submitted. If the course is proposed for the Literature and Diversity designations (ALD), twelve copies must be submitted.] Proposals for General Education designation go directly from the department chairs to the Provost's Office for distribution to the General Education Council; proposals are not reviewed by college curriculum committees or deans.

3. The General Education Council shall maintain standing subcommittees to review proposals for each designation. The subcommittees shall make recommendations to the Council on approval or disapproval of each course proposed. If the General Education Council approves the course for designation, the chair shall forward the Council's recommendation to the Secretary of the Faculty Senate. The Secretary shall cause the course designation to be placed on a Senate Agenda with an appropriate motion. No course designation shall be placed on the Faculty Senate Agenda unless it has been previously approved by the General Education Council.

4. If, subsequent to debate on the Senate floor, a course is referred back to the General Education Council, the Council must consider the specific objection(s) raised at its next scheduled meeting and determine the proper course of action (e.g., consultation with the proposer or re-submission to the Faculty Senate).

5. The Faculty Senate shall vote on the designation proposal. If the designation is approved, the Secretary of the Faculty Senate shall sign the signature sheet and forward it and the proposal to the Provost or designee.

6. The Provost or his/her designee shall review the designation proposal and, if he/she approves it, shall sign Form F and notify the department head/chair and the Scheduling Office that the course may be offered for General Education credit.

[The Undergraduate General Education Requirement booklet contains detailed information on requirements and procedures approved by the Faculty Senate on February 28, 1985 (Sen. Doc. No. 85-024). Each Department Head or Chair has a copy of the booklet. Additional copies can be obtained from either the Provost's Office or the Faculty Senate Office.]

## **HONORS DESIGNATION AND CONTINUING EDUCATION COURSES**

Honors designation is granted by the Director of the Honors Program subject to review if necessary by a

standing subcommittee of the Academic Matters Council. Requests for such designation should be submitted to the Honors Program Office.

Credit-bearing courses offered only through the Division of Continuing Education shall follow the same procedures outlined above for either experimental or permanent course status, except that the Associate Provost

for Continuing Education or designee shall review the proposal in place of the Dean of the School/College.

[Course approval procedures were approved by the Faculty Senate on May 15, 1986. The course approval procedures were modified by the Faculty Senate on November 10, 1994, as outlined above, and presented in Sen. Doc. No. 95-015. These procedures supersede Sen. Doc. Nos. 81-049, 82-001 and 82-063.]

### **III. ACADEMIC PROGRAMS --MAJORS, MINORS, CONCENTRATIONS (Tracks or Options), and CERTIFICATES**

#### **A. GENERAL INFORMATION & DEFINITIONS**

##### **Academic Degree Programs**

An academic program is an undergraduate or graduate certificate of 30 semester credit hours or more, or a major or degree at the undergraduate or graduate levels, including a Certificate of Advanced Graduate Study. (as defined in Procedures for University Approval of New academic Degree Programs, Program Changes, and Program Termination. Doc T92-012 as amended on 8/6/97)

##### **Minors**

A Minor consists of at least 15 credits in a coherent set of courses in a particular discipline, department or program. A Minor in a department, discipline, or program which also offers a Major will normally be constituted by a core set of courses from among those required for the Major. Creation of a new minor is treated as a program revision. See section III.C.2a.

**Restriction:** No student may receive a Minor in the same discipline or program which is also his or her Major.

##### **Concentrations (Tracks or Options)**

Concentrations (sometimes also called tracks or options) may be established within a program, which provide for alternative sets of courses which can be used to fulfill the requirements of a major or a minor. Such concentrations within a new program may be entirely separate from one another, or may contain a common set of courses. Such concentrations should be delineated in a proposal for a new major or minor, or may be added to an existing major or minor. Creation of a new concentration is treated as a program revision. See section III.C.2a

##### **Certificates**

A Certificate program involves specialized areas of study, from which a significant proportion of the requirements must go beyond the requirements of any specific major. Normally, certificate programs involve interdisciplinary study, with courses from more than one department. Certificates may also be awarded for specialized studies within a specific department, provided that a significant proportion of the work is in courses which are not required for the major. Certificate programs extend beyond the requirements of any individual major, and usually provide skills or knowledge related to specific professions. A Certificate requires at least 15 credits in a coherent set of courses.

A certificate program of more than 30 credits is considered an “academic program,” and will be reviewed as such. Creation of a certificate program requiring fewer than 30 credits is treated as a program revision. See section III.C.2a

### Letters of Specialization

A Letter of Specialization recognizes study in a specialized field related to or part of a student's major. Letters of Specialization are issued only by academic departments or programs, colleges, schools, and are not recorded on students' transcripts. Letters may be signed by Deans or Department Heads or Chairs (or designees) and students may choose to include Letters in their placement files.

**Approval required for implementation of a new Letter of Specialization:** A Letter of Specialization requires approval of the Department Curriculum Committee or other appropriate departmental committee and the Department Head or Chair. Where the Letter of Specialization is issued in an interdepartmental major, approval of the curriculum committees and Chairs or Heads of all involved departments is required. Approval beyond the department is not required, but the Dean, the Secretary of the Faculty Senate, and the Provost must be notified of the intent to offer a Letter of Specialization.

## **B. PROGRAM APPROVAL PROCEDURES**

### **1. ACADEMIC DEGREE PROGRAMS**

The Board of Higher Education Procedures for New Academic Program Proposals and Program Changes establish a two-stage approval procedure for all new programs in public higher education in the Commonwealth. In August 1997 the University Board of Trustees adopted a new program approval procedure consistent with the BHE procedures (Procedures for University Approval of New academic Degree Programs, Program Changes, and Program Termination [Doc T92-012 as amended on 8/6/97]). A “Preliminary Application” will consist of a concise description of, and rationale for, the proposed program. The “Final Application” will fully address all relevant issues including those relating to need and demand, mission, resources, curriculum and faculty.

### Preliminary Application

The Preliminary Application should provide a succinct description of, and rationale for, the proposed Academic Degree Program and should be no more than five (5) single-spaced pages in length. It should be viewed as a vehicle by which the proponents of a new program can, in a general way and without significant expenditure of time and resources, “make the case” for their proposed program to the campus and system officials responsible for the approval of new programs. Its main purpose is to provide those campus and system officials with sufficient descriptive and contextual information about the program to allow those officials to make an informed judgement about whether the proposal has sufficient merit to warrant the preparation of a Final Application. Specifically, the Preliminary Application should address the extent to which there is a need for the degree program (including why existing programs at the same campus, on other University campuses, or at other public or private institutions with the campus’ service area cannot meet this need). It should also explain the ways in which the proposed program is consistent with and serves to advance the stated mission and goals of the campus and the University.

Typically, new program proposals originate in an academic department, although there may be circumstances

under which a proposal originates in a Dean's office or the Provost's office. The Preliminary Application should be forwarded to the President by the campus Chancellor. It will be circulated for comment to the members of the Academic Advisory Council. The Chancellor of the Board of Higher Education will also be invited to comment. Upon review, the President will advise the campus Chancellor as to whether to proceed with a Final Application and discuss any issues that merit particular consideration in that process. An instruction to proceed with a Final Application does not constitute assurance of approval of the proposed program.

### Final Application

The Final Application should provide a comprehensive description of the proposed Academic Degree Program and should include an expanded analysis of the issues discussed in the Preliminary Application (e.g. purpose, need and relationship to mission) as well as a careful and thorough discussion of the more practical and technical issues raised by the proposal (e.g. resources, curriculum, admissions and faculty). It should contain all of the information necessary to allow campus, University and other reviewers to meaningfully evaluate the program and should provide all of the information requested under the nine (9) general subject headings set forth in Form RP.

While it would be helpful if the main body of the application were organized under the same subject headings that are listed in Form RP, different formats may be used as long as the relevant information is provided. Persons preparing the Final Application should, in any event, be mindful that the cogency and realism of the proposal, and the succinctness and clarity of its presentation, will be considered good indicators of a campus' ability to mount a program of high quality

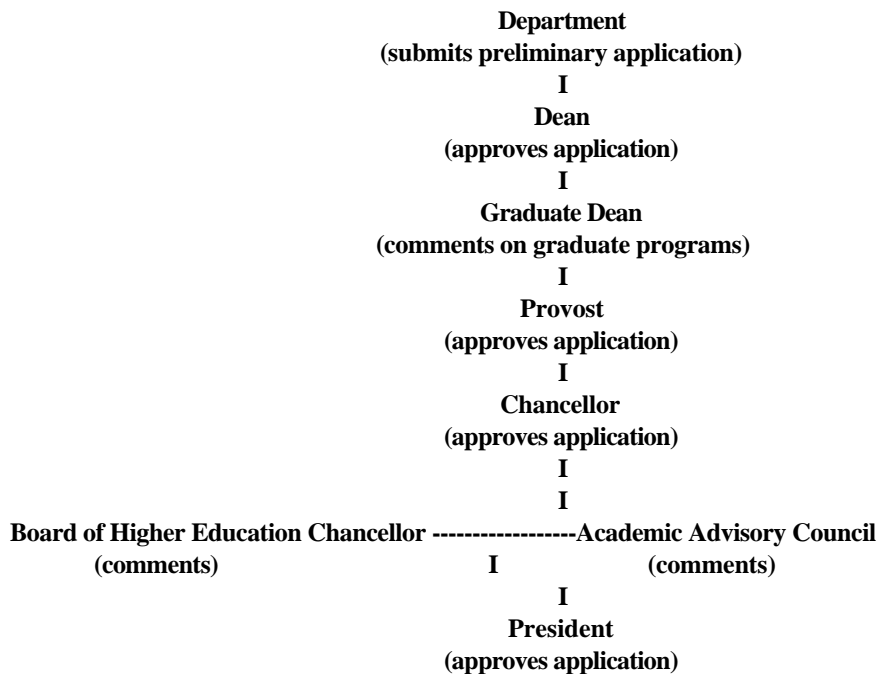
The Final Application must also include a "Program Abstract" which should not exceed four pages in length. The program abstract should be a fair and concise summary of the proposal and the nine (9) items noted on Form RP. In the event the proposal is approved by the University's Board of Trustees and forwarded to the Board of Higher Education, the Program Abstract will be circulated by the Board of Higher Education to other public institutions for comment.

Fifty copies (50) of a New Program Approval Form, Final Application (Form RP) will come from a departmental curriculum committee, with a New Program Proposal Signature Sheet, Final Application (Form QP), to be approved by the department head/chair, the college curriculum committee and the Dean. The proposal will be sent back to the department head/chair for a thorough review and his/her signature. The proposal will then be forwarded to the Faculty Senate Office where it will be sent out in a 30-Day Letter and referred to the appropriate council(s) and committee(s). The council(s) and committee(s) will make a recommendation to the Senate. If the Senate recommends approval, the proposal will go to the Provost for review and transmittal to the Chancellor. Upon approval by the Chancellor, the proposal will be transmitted to the President.

The President will solicit comments on the proposal from the Academic Advisory Council. If, after a careful and thorough review by staff, the President decides to recommend approval of the program, the President will forward a written recommendation to the University Board of Trustees. The President may require that the proposal be reviewed by a team of external evaluators qualified to comment on issues of faculty, quality, curricular coherence, and adequacy of resources. External evaluations will normally be required when graduate programs are being proposed and may entail a visit to the campus by the evaluators. All expenses for external evaluators will be borne by the requesting campus. If the Final Application is approved by the Board of Trustees, it will be forwarded to the Board of Higher Education.

**Diagram of New Program Approval Process**

**PRELIMINARY APPLICATION—TYPICAL PROCESS**



**NEW PROGRAM--FINAL APPLICATION**

**Department**

**I**

**School/College Dean**  
**(approves application)**

**I**

**Graduate Dean**  
**(comments on graduate programs)**

**I**

**Secretary of the Faculty Senate**  
**(reviews and forwards to appropriate councils)**

**I**

**Faculty Senate Councils**  
**(review application)**

**I**

**Faculty Senate Secretary**  
**(for Faculty Senate Agenda)**

**I**

**Faculty Senate**  
**(reviews application)**

**I**

**Provost**  
**(approves application)**

**I**

**Chancellor**  
**(approves application)**

**I**

**External evaluator(s)**  
**(comment(s) if appropriate--**  
**normally required for proposed graduate programs)**

**I**

**Academic Advisory Council**

(comments)

I

President

(approves application)

I

Board of Trustees CASA

(approves application)

I

Board of Trustees

(approves application)

I

Board of Higher Education Staff Conference

(recommended)

I

Massachusetts Institutions of Higher Education (public &amp; private)

(comment)

I

Board of Higher Education Chancellor

(approves application)

I

Board of Higher Education CASA

(approves application)

I

Board of Higher Education (approves)

## 2. JOINT ACADEMIC DEGREE PROGRAMS

This section shall apply to proposals to establish joint degree programs between two or more campuses of the University of Massachusetts where at least one of the campuses already holds specific degree-granting authority. Proposals for collaborative degree programs in fields in which not participating campus has degree-granting authority, and proposals to develop joint degree programs involving colleges or universities outside the University of Massachusetts, must be developed in accordance with the requirements of the section of this policy document applicable to new Academic Degree Programs. This approval process is not required for programs in which an authorized degree is conferred by one campus onto students enrolled through another campus by special agreement.

Proposals for joint degree programs will also be reviewed in two phases. A Preliminary Application (meeting the requirements set forth below) should be submitted by the Provosts of the participating campuses to the Vice President for Academic Affairs, who circulates it to the Academic Advisory Council. Once the Preliminary Application has been vetted by the Academic Advisory Council, the campuses can proceed to prepare a Final Application. All proposals for joint degree programs must go through normal campus approval processes before being submitted to the President in the form of a Final Application. The Final Application is submitted jointly by the Chancellors of the participating campuses and reviewed by the Vice President for Academic Affairs. If approved by the President, the proposal will be forwarded to the Board of Trustees. If the Board of Trustees approves it, it will then be forwarded to the Board of Higher Education for final action.

### Preliminary Application

The initial proposal for a joint degree program should be succinct (not to exceed 5 pages) and should include: (1) a discussion of the reasons for the proposed collaboration, including an explanation of how the proposed joint program should complement, replace, or enhance any current stand-alone programs, and how it would contribute to the missions of participating campuses and the University as a whole; (2) a brief description of current degree program(s) on each participating campus that would contribute to the joint

program (including program emphasis, size of faculty and students, etc.); and (3) a discussion of the need and demand for the joint program, including evidence of student demand and career opportunities.

### **Final Application**

The Final Application should incorporate the proponents' discussion of the questions covered in the Preliminary Application and should, in addition, include the following:

1. A "Program Abstract" consisting of a "fair and concise summary" of the proposed joint degree program, i.e. a condensed version of the Final application (Note: the Program Abstract is circulated by the Board of Higher Education to outside reviewers).
2. A projection of the expected size of the program, including full-time and part-time students enrolled, projected degree completion rates and the expected time from admission to graduation.
3. A detailed description of proposed curriculum and program emphasis (including changes to existing curricula where applicable). Include (in an Appendix) a semester by semester sequence of courses including course numbers, credits, and titles, clearly indicating which campus will offer the course as well as which of the courses are new.
4. A description of how curriculum will be delivered: who will teach courses, where and how (e.g., distance learning, travel between campuses), research and thesis supervision for graduate programs; in other words, the nature of the collaboration.
5. A description of the structure for program oversight, including admissions, curriculum development, graduation requirement, faculty hiring and assignment, quality control and program evaluation.
6. A description of mechanisms for distributing student credit hours and faculty effort among campuses for budgetary purposes.
7. A description of procedures for student registration, advising, and other administrative matters.
8. A discussion of the budgetary implications for each campus, including sources for required support and anticipated costs or savings. Please display by institution the amount and kinds of additional faculty/staff, facilities, equipment, and library resources needed for the first year and the first full year of implementation, indicating funding sources.
9. A discussion of the implications for programmatic accreditation and certification or licensure, if applicable.

Approval of a joint degree under these procedures requires that every diploma and transcript issued to students in the program reflect that the program is a collaborative offering of the campuses involved. Approval of a joint degree under these procedures does not constitute authorization for a campus to offer a stand-alone degree unless the campus hold independent authorization to offer such a degree. Should the joint degree program be discontinued at any time, campuses without independent authorization to offer the degree may not continue to offer such degrees without the approval of the Board of Trustees and the Board of Higher Education.

### **C. PROGRAM REVISION PROCEDURES**

All changes to any existing program must be reviewed under the appropriate process described herein. Changes must be wholly approved prior to the submission of departmental materials for the Undergraduate Catalog for the following year, in order for the changes to be implemented in the following year. Programs may not implement changes if the description in the Undergraduate Catalog does not reflect those changes. Under special circumstances the Provost (or designee) in consultation with the Faculty Senate has the right to approve an implementation date for changed programs prior to their publication in the Undergraduate Catalog.

The procedure for reviewing program changes depends upon the nature and extent of the change. In all cases, however, proposed changes must be approved by the departmental curriculum committee, the department head or chair, the school or college curriculum committee, and the dean of the school or college. Proposed changes must then be submitted to the Provost's office, where an initial determination will be made as to which of the following procedures will apply:

### **1. Minor changes**

Minor changes, including revisions to existing concentrations, minors, and certificates of fewer than 30 credits, may be circulated by the Provost's office to the Faculty Senate Office, academic departments, advising offices and appropriate administrative offices through a 30-day letter. If as a result of this informational process any concerns are raised about the proposed changes, the Rules Committee will determine the council(s) to which the proposed change will be referred for review and a recommendation for Faculty Senate action.

For more substantial changes, the Provost's office will consult with the Faculty Senate Office in determining the appropriate review process. In all cases, a summary of the proposed change will be circulated through a 30-day letter from the Faculty Senate Office.

### **2. New concentrations, minors, and certificates of fewer than 30 credits; name changes**

#### **a. New concentrations, minors, and certificates of fewer than 30 credits.**

Changes which are deemed to consist of the creation of new concentrations, minors, or certificates of fewer than 30 credits will require full campus governance review. Written notice must be provided to the President and the Board of Higher Education 60 days prior to announcing the change.

#### **b. Name changes.**

Changes to the name of a program will require full campus governance review and must be approved by the President and the Vice Chancellor of the Board of Higher Education. The request for approval should include an explanation of the reasons for the name change.

### **3. Material and substantial changes**

Proposals, other than of the kinds described above, to materially and substantially change a program, must be reviewed and approved under a process deemed appropriate by the Vice President for Academic Affairs. In such cases, the Provost's office will notify the Vice President of the proposed change in a brief written description. Once the Vice President has determined whether the proposed change should be reviewed under the same procedures applicable to new programs or under some less comprehensive procedure, the Provost's Office will so notify the Faculty Senate and the department.

### **4. Other changes**

All other proposed changes will require full campus governance review.

## **D. POLICY AND PROCEDURES: TERMINATION OF EXISTING PROGRAMS**

Campuses must notify the President prior to, and the Board of Higher Education following, the suspension or termination of an existing Academic Degree Program. A campus may reactivate a suspended or discontinued program, with the approval of the President and the Board of Higher Education. The President may require that the reactivation proposal be reviewed under a process similar to that applicable to proposals for new programs, or some other appropriate process.

In the event that discontinuance, termination, or reactivation of programs would have a significant impact upon other campuses as determined by the President, such action will only occur after the President has obtained the advice of the Academic Advisory Council and subsequently the approval of the Board of Trustees.

[The procedures in Section III conform as appropriate to those approved by the Faculty Senate as presented in Sen.Doc.No. 89-054A and to the Procedures for University Approval of New Academic Degree Programs, Program Changes, and Program Termination. (Doc. T92-012 as amended by the Board of Trustees on 8/6/97).]

## Program Revision Process

Department Curriculum Committee  
 I  
 Department Head  
 I  
 School/College Curriculum Committee  
 I  
 School/College Dean  
 (approves application)  
 I  
 Provost  
 (determines nature of change)

### Next Step if:

#### 1. Minor change

Provost's office  
 (circulates changes vi a 30-day letter to Faculty Senate Office, academic departments, advising offices, appropriate administrative

offices)

**Provost’s Office consults with Faculty Senate Office to determine the appropriate review process for all of the following changes:**

**2. New concentrations, minors, certificates of fewer than 30 credits and Name Changes**

<b><u>a. New Concentrations, etc</u></b>	<b><u>b. Name Change</u></b>
Secretary of the Faculty Senate (reviews and forwards to appropriate councils)	Secretary of the Faculty Senate (reviews and forwards to appropriate councils)
I	I
Faculty Senate Councils (review proposal)	Faculty Senate Councils (review change)
I	I
Faculty Senate Secretary (for Faculty Senate Agenda)	Faculty Senate Secretary (for Faculty Senate Agenda)
I	I
Faculty Senate (reviews proposal)	Faculty Senate (reviews change)
I	I
Provost (approves proposal)	Provost (approves change)
I	I
Chancellor (approves proposal and notifies Board of Higher Education and President)	Chancellor (approves change)
	I
	President (approves change)
	I
	Vice Chancellor of the Board of Higher Education (approves change)

continued on next page

**3. “Material and Substantial” revisions**

Provost  
(notifies)  
I  
VPAA  
(determines review procedure)  
I  
Secretary of the Faculty Senate  
(reviews and forwards to appropriate councils)  
I  
Faculty Senate Councils  
(review proposal)  
I  
Faculty Senate Secretary  
(for Faculty Senate Agenda)  
I

Faculty Senate  
(reviews proposal)  
I  
Proceeds as determined by VPAA

**4. Changes other than the above**

Secretary of the Faculty Senate  
(reviews and forwards to appropriate councils)  
I  
Faculty Senate Councils  
(review change)  
I  
Faculty Senate Secretary  
(for Faculty Senate Agenda)  
I  
Faculty Senate  
(reviews change)  
I  
Provost  
(approves change)

**IV. REVIEW PROCEDURES FOR ESTABLISHING INSTITUTES, CENTERS OR SIMILAR ORGANIZATIONS** [T96-096 (as revised) is shown in italics.]

*PREAMBLE: The University of Massachusetts Board of Trustees approved a University-wide policy on Centers and Institutes (Trustee Document T96-096, August 7, 1996, revised on October 9, 1996). The Amherst campus policy on Centers and Institutes amended to conform with the University policy was recommended by the Faculty Senate on February 20, 1997 (Doc. 97-027) and approved by the President in June, 1997.*

**A. DEFINITIONS AND DISTINCTIONS**

*Centers and Institutes are organizational units on the Amherst campus created to implement academic and training programs, clinical or community service, or research activities that cannot ordinarily be accommodated within existing department structures. Centers and Institutes cannot award degrees or offer majors or courses for regular University credit, nor can they hire tenure-track or tenured faculty.*

## Institutes

*An institute is a distinct and free-standing unit of substantial size. Institutes may engage in a wide variety of research, public service, and instructional activities, typically in areas of broad concern. Institutes are frequently interdisciplinary and embrace ideas and personnel from various departments, colleges, and schools. Ordinarily Institutes on the Amherst campus report to a Vice Chancellor or Provost.*

Clear reporting lines and structure for responsible oversight must be established. Institutes may make personnel appointments within this reporting structure, but only degree-granting departments can make official faculty appointments. Institutes traditionally occupy their own identifiable physical space and have the opportunity to bring to it researchers, specialists, fellows, and other associates. The mission of an Institute is the promotion of research in knowledge of some science or subject of broad concern and, often, the communication of this knowledge to a broader public.

## Centers

*A Center is ordinarily a subordinate unit within an existing department, school, college or institute whose department head/chair, director or dean has management oversight and appointing authority. Centers should make a significant contribution to the major academic unit of which they are a part.*

All documents and publications should clearly identify the Center as being part of the parent unit. Any commitment of personnel, space and other resources should have the prior approval of the appropriate chair and dean. Centers should be established for the purpose of concentrating research, teaching and/or service efforts within a clearly defined academic area. They should have an adequate concentration of talent to carry out their mission.

Centers, Institutes, and similar organizations share the following characteristics: their activities are linked to the educational mission of the University and its long range plans; their activities extend beyond the campus in some way, either through public service, funding or other resource arrangements; and their resources are sufficient to carry out their stated mission.

## Scope of Campus Authority Concerning Centers and Institutes

*Every Center or Institute, whether free-standing units or sub-units of schools, colleges, departments or other organizational units, and regardless of its source of funding, shall be included within the purview of the campus policy.*

*There are two exceptions on the Amherst campus that involve the use of the name center or institute that do not conform to the definitions above. The first are entities called "centers" whose purpose is to provide services to the campus community, including day care centers or computer centers, such as the Center for Teaching, the Fine Arts*

*Center and the Learning Resources Center. The second involves names that have been "grandfathered" because of historical usage or permitted when required by an external agency, such as the Social and Demographic Research Institute/ SADRI, located in a department.*

## **B. CREATION AND APPROVAL OF CENTERS AND INSTITUTES**

*Campus approval of new Centers and Institutes shall be based, at minimum, on the appropriateness of the Center or Institute to the mission and goals of the campus, and adequacy of resources, including capital investment. The establishment of a new center or institute shall require the approval of the University President upon recommendation of the campus Chancellor and the Provost or other Vice Chancellor, following review and recommendation by the Faculty Senate according to its Approval Procedure Guide (June, 1997).*

Interim approval can be granted, temporarily, pending confirmation of funding, by the Chancellor and Provost, based on a written request by the proposers which includes all information necessary for Faculty Senate review. This Interim approval is conditional and temporary, and requires subsequent formal Faculty Senate recommendation and formal approval by the Provost, Chancellor and the University President.

### **Proposal Content (General)**

A proposal to establish any center or institute may be initiated by one or more faculty members or by the University administration. All proposals should provide the information described below.

If responses to the items in the Institutes and Centers Approval Form (Form T) do not do so, other parts of the

proposal should clearly address the following points:

1. the purpose to be served and the needs to be met by the proposed entity;
2. the existence of an adequate concentration of talent;
3. the consistency with departmental college and or campus long range plans;
4. the proposed relationship with other academic units on the campus, including the use of faculty on released time.

### **Resource Implications**

Such proposals should also address the potential resource needs of the proposed unit, including personnel, equipment, office and other space, telephones, library resources and use of the University Computing Center.

### **Approval Procedure**

The formal approval process will begin with the submission of 50 copies of a detailed proposal (Form T) New Institutes & Centers Approval Form, to the Rules Committee of the Faculty Senate, with (Form S) New Institutes & Centers Signature Sheet, and a brief executive summary. The summary will be used in a 30-Day Letter. The proposal must then be reviewed at the following levels (See Form S):

1. By the Faculty governance structure, including appropriate Faculty Senate councils and or committees, culminating in the approval by the Faculty Senate. If the proposers have not named a department or college affiliation for the new unit, Faculty Senate councils or committees shall consult the relevant academic department(s) and obtain the approval thereof.
2. By the Provost
3. By the Chancellor
4. By the University President

If the proposal is approved, a copy of the signature sheet (Form S) and any conditions of formation will be forwarded to the originators of the proposal and all who signed it. If the proposal is not approved, a written statement will be sent by the Provost to the originators and the signers. In either case, all memoranda, the original proposal and the signature sheet will be placed in the permanent file for this proposed entity, held in the Provost's Office. If any institute or center is proposed to be housed on the Amherst campus by some outside agency, legal body, or office (persons other than faculty members or administrators on the University of Massachusetts at Amherst campus), the date and circumstances must be recorded in writing, along with an official submission to the Faculty Senate as described above, and records relating to it placed in the Provost's Office.

### Appointments

Regardless of the source of funds, all tenure-track appointments affiliated with institutes, centers or similar organizations carry academic rank shall be reviewed and recommended by appropriate faculty peer groups (i.e., Departmental Faculty personnel and School or College Faculty personnel committees). In the case of other professional appointments, the appropriate school or college administrator and Department administrators shall be advised of the appointments.

### Allocation of Space

The allocation of space for Institutes, Centers or similar organizations shall be treated in precisely the same way as other academic units.

## C. EVALUATION OF EXISTING CENTERS AND INSTITUTES

### I. GENERAL GUIDELINES

#### A. Review of Centers and Institutes

*Beginning with academic year 1997-98, all Centers and Institutes shall be reviewed at least every five years by the Provost, on an initial schedule established by the Provost, with the results sent to the Faculty Senate as a Report for review and recommendation. Centers shall be evaluated on their success in meeting their own goals and objectives, as well as their substantive contribution to the mission of the campus. Once a Center or Institute has been reviewed, a recommendation to continue said Center or Institute must be approved by the President upon the recommendation of the Chancellor and Provost.*

#### B. Termination of a Center or Institute

*Academic administrators may request the termination of a Center or Institute for reasons such as a prolonged period of inactivity, insufficient level of funding, inconsistency with campus mission and stated purposes of the Center or Institute, misconduct of employees, disappearance of clientele served. The campus administration shall review the proposed termination and forward it to the Faculty Senate for review and recommendation. The termination of a Center or Institute must receive approval of the Chancellor upon recommendation of the Provost.*

(The procedures for Centers and Institutes were approved by the Faculty Senate as presented in Sen. Doc. No. 81-049 and 87-019; and were revised in Sen. Doc. No. 97-027 according to Trustee Policy. The University of Massachusetts Board of Trustees approved a University-wide policy on Centers and Institutes as described in Trustee Document T96-096 (revised October 9, 1996.)

## **II. DETAILED GUIDELINES FOR PERIODIC EVALUATION OF AN EXISTING CENTER OR INSTITUTE**

According to University and campus policy, each Center or Institute at the University of Massachusetts Amherst is to be reviewed, at a minimum, once every five years. This review is conducted under the direction of the Provost in consultation with the Vice Chancellor for Research. They, together with faculty appointed from each School and College, comprise an Evaluation Committee which conducts the review using a self-study as a basis for their work. The sequence of events is described in Section I. herein. A report is submitted by the Provost to the Chancellor making a recommendation about the continuation of each Center or Institute. The Chancellor, in turn, makes a recommendation to the President of the University.

The University (DOC T96-096) and campus (P97-ADH17) documents identify the general rubrics within which campus review takes place. In general, the review should:

- Confirm that the Center or Institute meets the tests of appropriateness of the Center or Institute to the mission and goals of the campus and of adequacy of resources; and
- Make a considered judgement about the quality and effectiveness of the activities and the efficiency of expenditures to achieve the organization's stated purposes and the campus' mission;

Furthermore, "centers shall be evaluated on their success in meeting their own goals and objectives, as well as their substantive contribution to the mission of the campus". Termination could be recommended "for reasons such as a prolonged period of inactivity, insufficient level of funding,... misconduct of employees, disappearance of clientele served".

While no single set of questions or standards of measure fit all organizations, specific criteria can help to inform the self-study preparation. Section B, "Criteria and Measurements for Self Study" lists six specific area of evaluation. As part of the self-study process, the Director of each Center or Institute is asked to comment on the subset of these items that is appropriate. The responses and additional documents comprise the self-study report to the Evaluation Committee. Text for each applicable topic should describe the extent to which a Center's or Institute's activities might apply, or provide evidence of a measure of satisfaction on the part of intended users or benefiting constituency

### **A. Evaluation Committee**

The following describes the role of the Evaluation Committee in completing the process of reviewing Centers and Institutes in compliance with University and Trustee policy.

#### *Committee Members & Functions*

1. The Centers and Institutes Evaluation Committee shall include the Provost (Chair), the Vice Chancellor for Research (Vice Chair), and one faculty representative from each college and school on the Amherst campus.
2. Each faculty representative shall be appointed by the respective Dean and shall be a full-time member of the faculty with the rank of Associate Professor or higher.
3. Faculty representative s shall serve for a two year term; faculty members may be reappointed for a maximum of five terms (10 years).
4. Faculty appointed by the Deans to serve on this Committee shall not be a Director of an existing Center or

Institute; they may, however, participate in the activities of one or more of the campus-based Centers or Institutes. Care should be taken in these appointments to avoid obvious conflict of interest situations, and any faculty member who finds him/herself in such a situation should immediately discuss the appointment with the Chair or Vice Chair.

#### *Duties and Responsibilities of Committee Members*

A timetable for the review cycle will be established by the Provost's Office each academic year. Instructions for the Self-Study to be conducted by the Director of each Center/Institute under review will be sent to the Center/Institute Director by the Provost's Office well in advance of review. On a case-by-case basis, individual evaluation criteria for the self-study and review may be added or discarded at the discretion of the Provost and Vice Chancellor for Research.

1. A pair of Committee members will be designated as the Review Team to conduct the primary review of an individual Center or Institute. One Review Team member shall serve as the principal reviewer of a Center/Institute and the second member shall serve as the secondary reviewer. Each faculty member will normally be expected to serve as primary reviewer only once during each two-year term on the Evaluation Committee.
2. Each Review Team (Primary and Secondary Reviewers) will meet with the Director, faculty members, and staff of the Center/Institute under evaluation at the beginning of the process to discuss the Evaluation Committees procedures and evaluation criteria.
3. The Review Team will review all written materials submitted by the Center/Institute under evaluation, and draft a brief report to the Evaluation Committee concerning the viability of the Center/Institute. The Primary Reviewer will have the principal responsibility for organizing the activities of the Review Team, calling meetings, conducting interviews and briefing sessions and drafting a report to the Full Evaluation Committee. The Review Team is expected to include one of the following suggestions in the report: a) approval for continuation; b) conditional approval for continuation, subject to certain requested changes in procedures, etc.; c) conditional termination, reversible upon the implementation of specified changes; d) termination.
4. After completing its evaluation report, but prior to its presentation to the Evaluation Committee, the Review team should meet or otherwise communicate with the appropriate Center/Institute Director(s), the relevant Dean(s) and Department Head(s)/Chair(s) (if applicable) to discuss the evaluation report and whichever recommendation the Team intends to submit. The Director(s), Dean(s) and Department Head(s)/Chair(s) may submit their own comments in response to the Review Team's report, and these comments will accompany the Review Team report to the full Evaluation Committee.
5. Center Directors may also request to meet with the Evaluation Committee. That request should be made in writing within 14 days of the discussion of the Review Team's report (step 4 above). The Chair of the Evaluation Committee may then schedule a meeting for the Center/Institute Director with the full Evaluation Committee. This meeting shall take place prior to a decision by the full Evaluation Committee.
6. In cases where there is a positive report from the Review Team and a poll of all Evaluation Committee Members reveals unanimous approval of continuation for the Center/Institute under consideration, the Chair may forgo a scheduled meeting.
7. The Evaluation Committee, after receiving each report of the Review Teams, shall make recommendations to the Provost regarding the future of the specific Center/Institute under evaluation.

Sen. Doc. 97-027 requires that the Provost submit a report concerning the review of each Center or Institute to the Faculty Senate for review and recommendation. Recommendations to continue a Center or Institute must be approved by the President upon recommendation by the Chancellor and Provost.

**B. Criteria and Measurements for Self-Study Report:**

Please comment on the following topics as they apply to your Center or Institute (C/I) over the past five years of its operation. No item's comments should exceed a page; most should be handled as an "executive summary" in a paragraph.

1. Comment generally and cite a few examples showing how your C/I contributes to the mission and goals of the Amherst campus.
2. Comment on how successful the C/I has been in meeting its own goals and objectives in terms of type and scale of activities or other accomplishments and in terms of organizational structure or change.
3. Have financial and other resources been adequate over the time period for the activities pursued? (or is the operation running a deficit?) Other than money, what other resources has the campus provided (space, in-kind labor, access to phone, computer, other office machines, etc.)?
4. If applicable, has any investment from the campus operating budget leveraged other resources, financial or otherwise for the campus? If no campus funding resources are involved, have the external funding resources served to supplement campus funding for research, graduate support, any thing else?
5. Describe those you would identify as users, clients, or beneficiaries of the activities of the C/I (students, private sector CEOs, other faculty, general public, etc.) and provide some sense of scale in terms of numbers for each grouping in a typical year.
6. Comment briefly on how you expect those users would evaluate the quality of activities of the C/I.





UNIVERSITY OF MASSACHUSETTS AT AMHERST  
OFFICE OF THE SECRETARY  
THE FACULTY SENATE

CREDITS \_\_\_\_\_

COURSE PROPOSAL SIGNATURE SHEET  
(Undergraduate and Graduate)

I. Department, Course Number and Title: \_\_\_\_\_

School or College: \_\_\_\_\_

II. Signatories:

The following persons certify their approval for the course described in the accompanying document.

1. Department Curriculum Committee Chair (Undergraduate; 001-599):

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

2. Department Curriculum Committee Chair (Graduate; 500-999):

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

The Committee Chair will sign the signature sheet for each course and submit both with the course proposal to the Department Head/Chair.

NOTE: Courses numbered 500-599 will be signed by both the Graduate and the Undergraduate Department Curriculum Committee Chair.

3. Department Head/Chair:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

The Department Head/Chair should sign the signature sheet. It should be sent with copies of the course proposal to the College/School Curriculum Committee. One copy of the proposed course description shall be forwarded to the Faculty Senate Office for publication in the Campus Chronicle.

4. College or School Curriculum Committee Chair:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

The Committee Chair should sign this sheet, then forward it with copies of the course proposal to the Dean of the College or School.

5. Dean of the College or School:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

The Dean shall sign this sheet, then send it with copies (10 copies needed for courses numbered 001-499 and 20 copies are needed for courses numbered 500-599) of the course proposal to the Faculty Senate Office. For courses numbered 500-999, the Faculty Senate Secretary shall forward the signature sheet and 5 copies of the course proposal to the Graduate Council Chairperson and then the Dean of the Graduate School.

**6. Graduate Council Chair (for courses #500-999):**

/ss/\_\_\_\_\_ Date:\_\_\_\_\_

The Graduate Council Chair shall sign this sheet and forward it to the Dean of the Graduate School.

**6a. Dean of the Graduate School:**

/ss/\_\_\_\_\_ Date:\_\_\_\_\_

The Dean of the Graduate School shall sign this sheet and forward it to the Faculty Senate Secretary.

**7. Academic Matters Council Chair (for courses # 001-599):**

/ss/\_\_\_\_\_ Date:\_\_\_\_\_

**Note:** The Faculty Senate Council(s) listed will review proposals that involve issues (graduate credit, continuing education) that they are charged to monitor.

**III. Faculty Senate and Provost**

**8. Faculty Senate Secretary:**

/ss/\_\_\_\_\_ Date:\_\_\_\_\_

Before signing this sheet the Secretary will distribute copies of this course proposal to the Faculty Senate councils and committees for review, will publish the proposed course in the Campus Chronicle and will present the course for approval at a regular meeting of the Faculty Senate.

**9. Provost:**

/ss/\_\_\_\_\_ Date:\_\_\_\_\_

After signing this sheet the Provost will send a copy of the completed signature sheet to the Department which proposed the course, to the Scheduling Office and to the Faculty Senate.

xc: Proposer  
Faculty Senate Secretary, 105 Hampshire House  
Schedule Office, 213 Whitmore

UNIVERSITY OF MASSACHUSETTS AT AMHERST  
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UNDERGRADUATE COURSE APPROVAL FORM  
(Courses numbered 001-599)

15 copies required for courses numbered 001-499  
20 copies required for courses numbered 500-599

1. Course Rubric, Number and Title: \_\_\_\_\_
2. Department: \_\_\_\_\_ School or College: \_\_\_\_\_
3. Proposer Name, Phone and E-Mail: \_\_\_\_\_
4. Proposed Instructor: \_\_\_\_\_
5. Course Credits: \_\_\_\_\_
6. Are there prerequisites? \_\_\_\_\_ If yes, specify:
  
7. What is the intended clientele: Lower division \_\_\_\_\_ Upper division \_\_\_\_\_  
Departmental majors only \_\_\_\_\_ Departmental/related majors \_\_\_\_\_ Non-majors \_\_\_\_\_  
If course is intended for majors, what role will it play in the curriculum? \_\_\_\_\_ Required \_\_\_\_\_ Elective
8. Complete Course Catalog Description (30 words):
  
9. Please attach the following materials:  
\_\_\_\_\_ Week-by-week outline of topics covered in course (or syllabus)  
\_\_\_\_\_ List of required readings  
\_\_\_\_\_ Description of required assignments (papers, exams, projects, reports, presentations, etc.)  
\_\_\_\_\_ Summary of course grade criteria  
\_\_\_\_\_ Selected bibliography of works used by instructor in developing course, especially recent works  
(as appropriate).
10. If course has been offered as an experimental or special topics course, please comment (on an attached page) on its evolution.

Upon approval of the course by the department head, one copy of this form shall be sent from the departmental office to the Faculty Senate Office to allow for the course to be published for comment.

FORM C

UNIVERSITY OF MASSACHUSETTS AT AMHERST  
OFFICE OF THE SECRETARY  
THE FACULTY SENATE

GRADUATE COURSE APPROVAL FORM  
(Courses numbered 600-999)

15 copies required

Credits: \_\_\_\_\_

1. Department, Course Number and Title: \_\_\_\_\_

2. School or College: \_\_\_\_\_

3. Proposer: \_\_\_\_\_

4. Proposed Instructor: \_\_\_\_\_

5. Complete Course Catalog Description (30 words plus prerequisites [if non so indicated] and credits:

\*\*\*Departmental offices shall forward one copy of the proposed course description to the Faculty Senate Office.

6. Detailed description, outline and bibliography (attach syllabus if available). If the course has been taught under an experimental number, specify when.

xc: Proposer  
Faculty Senate Secretary, 105 Hampshire House  
Schedule Office, 213 Whitmore

FORM D

UNIVERSITY OF MASSACHUSETTS AT AMHERST  
OFFICE OF THE SECRETARY  
THE FACULTY SENATE

EXPERIMENTAL COURSE APPROVAL FORM AND SIGNATURE SHEET

1. Department, Course Number and Title: \_\_\_\_\_
2. Proposer/ Phone Number: \_\_\_\_\_
3. Instructors: On an attached sheet please give the names, campus addresses and telephone numbers of the persons who will teach this course. If the proposed instructors are not faculty members or teaching assistants assigned to the department offering this course, please provide a justification and resume for each. If the proposed course is numbered 500 or higher, please specify whether each instructor is a member of the graduate faculty.
4. Description, Justification and Syllabus: Attach the following to this form: 1) a brief course description appropriate for publication in the University Catalog (please include prerequisites [If none so indicated] and the number of credits); 2) a brief justification for offering this experimental course; and 3) a one page syllabus.
5. Signatories: The following persons certify their approval for the experimental course described in this document:

Department Curriculum Committee Chairperson:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_  
Department Head/Chairperson:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_  
Dean of School or College:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_  
Dean of the Graduate School (for courses numbered 500-999):

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_  
Faculty Senate Secretary:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_  
Provost:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

After this course has been approved, a copy of this sheet will be sent to the proposer and to the Faculty Senate Office.

xc: Proposer  
Faculty Senate Secretary, 105 Hampshire House  
Schedule Office, 213 Whitmore

UNIVERSITY OF MASSACHUSETTS AT AMHERST  
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UNDERGRADUATE GENERAL EDUCATION DESIGNATION PROPOSAL (SECTION I)  
AND SIGNATURE SHEET: ALL COURSES PROPOSED FOR DESIGNATION

1. Department, Course Number, and Title:

2. Instructor or other person to contact for further information:

3. Designation(s) requested: Check below, and attach the appropriate form(s):

\_\_\_\_\_ Social World

\_\_\_\_\_ Arts/Literature (AL) - Form G

\_\_\_\_\_ Arts/Liberal Arts (AT) - Form G

\_\_\_\_\_ Historical Studies (HS) - Form H

\_\_\_\_\_ Social and Behavioral Sciences (SB) - Form J

\_\_\_\_\_ Biological and Physical World - Form K

\_\_\_\_\_ Biological Science (BS)

\_\_\_\_\_ Physical Science (PS)

\_\_\_\_\_ Laboratory Component (L) (in addition to BS or PS designation)

\_\_\_\_\_ Analytic Reasoning (R2) - Form M

\_\_\_\_\_ Interdisciplinary (I) - Form N

\_\_\_\_\_ Social & Cultural Diversity (D) - Form L

\_\_\_\_\_ Stand-alone Diversity designation

\_\_\_\_\_ Diversity component designation in addition to Social World (AL, AT, HS, SB) or Interdisciplinary (I) designation.

\_\_\_\_\_ Science Interdisciplinary (SI) - Form O

Should course be considered for stand-alone Diversity designation if it is not approved for proposed Social World or Interdisciplinary designation? \_\_\_\_\_

**NOTE: Form F is a two-page (or double-sided) form. Please respond to all questions and requests for information which are listed on the next page (or reverse of this).**

**Signatories:** The following persons certify their approval of the General Education designation requested, for the course described above and in accompanying materials.

\_\_\_\_\_  
Department Head/Chair                      Date

\_\_\_\_\_  
General Education Council Chair                      Date

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Faculty Senate Secretary      Date

---

Deputy Provost      Date
**FORM F (Continued)**

*On a separate sheet*, please provide the information and responses requested below.

4.      **Course description:** Please provide a brief course description (including prerequisites, if any, and credits), such as would be used in the Undergraduate Catalog.
  
5.      **Course format:** Please describe the class format (e.g., large lecture section only, large lecture with discussion/laboratory sections, small class sections), and the anticipated *enrollment per section*. [Please bear this last factor in mind when responding to #6, concerning the demonstration of critical thinking in large courses.]
  
6.      **Critical thinking:** Courses should emphasize critical thinking. Writing and problem solving should be the norm rather than the exception, and should be reflected in the assignment, examination, evaluation (feedback to student), and grading procedures. Please describe how the course will meet this goal. When describing examinations, please specify what is meant by phrases such as "short [or long] answer" or "short [or long] essay," in terms of the length of expected answers/essays and the amount of time students are expected to spend on each answer/essay.  
  
If anticipated enrollment will exceed 50 students per section, please explain how the department will make possible the grading and evaluation of writing and problem solving assignments designed to promote critical thinking (e.g., assignment of teaching assistants for reading/grading). [Note: All Social World courses should require writing. Paper assignments are preferred, but essay examinations are considered acceptable if the instructor responds to them with written comments on both content and composition.]
  
7.      **Syllabus and bibliography:** Please attach a copy of the syllabus (including detailed course description, outline/calendar, list of requirements and readings), and of the instructor's research bibliography. If the required texts or readings include a compilation developed for the course, please provide a copy of the table of contents.

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**Directions for submitting proposal:** All proposals for General Education designation require the submission of this form, Section I of the proposal, and the submission of one or two Section II forms (Forms G-P), for the specific designation(s) requested. **For each designation proposed, the department head or chair must submit six copies of the entire proposal.** [That is, if a course is proposed for the Literature designation (AL) six copies must be submitted. If it is proposed for the Literature and Diversity designations (ALD) twelve copies must be submitted.] Proposals should be sent directly from the department head or chair to the Provost's Office. **Incomplete proposals will be returned with no action taken.**

**Approval of designation:** The General Education Council Chair and the Faculty Senate Secretary will each sign this signature sheet after affirmative votes of the Council and the Senate, respectively, concerning approval of the designation. The Deputy Provost, after signing, will send copies of Form F to the Department, the Schedule Office, and the Faculty Senate Office.

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THE FACULTY SENATE

UNDERGRADUATE GENERAL EDUCATION DESIGNATION PROPOSAL, SECTION II  
[Form F, Section I, must be contemporaneously submitted]

**PROPOSAL FOR LITERATURE (AL) OR ARTS (AT) DESIGNATION**

The arts do more than imitate life; they interpret and explain it. The Arts and Literature area of the General Education curriculum includes courses which consider the production, performance, function, and aesthetic evaluation of the arts -- verbal, visual, aural, and plastic -- in relation to one another and to the societies that produce them. Courses in this area should be designed to provoke comparison and critical acuity, and should encourage verbal expression through writing exercises. Participatory experiences may be an aspect of such a course. General Education courses may treat foreign literatures, either in translation or in the original language.

The range of knowledge covered in a Literature or Arts course, and the experience provided with literature or with the arts, should be significant both in historical or cultural breadth and in literary or artistic importance.

With the foregoing in mind, please identify and explain the following, on a separate sheet:

1. What is the historical or cultural scope of the literature or art covered in this course? How is the literary or artistic importance of the works and artists or authors identified to the students in the course?
2. A General Education course should provide a foundation in a discipline, or an introduction to a field. If it is not clear from the course number, title, and description, please identify how this course serves as an introduction to the arts or to literature generally.
3. How will the course provoke comparison and critical acuity? What form of writing requirement will there be in the course? [A minimum of ten pages is expected over the course of a semester.]
4. Does the course require participatory experience or the acquisition of a skill? If so, please discuss the balance of concepts, theories and ideas with practice and application.
5. If readings will be required in a language other than English, what level of language competency will be required of students? If students are not expected to be wholly proficient in the language of the readings, how will the readings be treated in the context of the aims and purposes of the course?

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UNDERGRADUATE GENERAL EDUCATION DESIGNATION PROPOSAL, SECTION II  
[Form F, Section I, must be contemporaneously submitted]

**PROPOSAL FOR HISTORICAL STUDIES (HS) DESIGNATION**

Courses in Historical Studies should enable students to learn about significant historical developments and processes, and to gain an awareness of and appreciation for an historical perspective. Such courses necessarily focus on human interaction in specific situations developing through time. Historical Studies courses should encompass a breadth of scope and time sufficient for the consideration of the development of significant social, political, or economic institutions or ideologies.

With this in mind, please identify and explain the following, on a separate sheet:

1. What is the historical subject, and what is the breadth of scope and time covered?
2. How does this course relate to the historical development of significant social, cultural, political or economic institutions or ideologies of the society [or societies] involved?
3. If this proposed course focuses on a particular historical event or historical process, demonstrate its connection to a broader historical context.
4. How will this course help students understand the present and the future?
5. Please describe any primary historical sources which will be used in the course.

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OFFICE OF THE SECRETARY  
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UNDERGRADUATE GENERAL EDUCATION DESIGNATION PROPOSAL, SECTION II  
[Form F, Section I, must be contemporaneously submitted]

**PROPOSAL FOR SOCIAL & BEHAVIORAL SCIENCES (SB) DESIGNATION**

The social and behavioral sciences have taught us that people are both creatures and creators of their own societies. Educated individuals should have some understanding of this reciprocity, and they should appreciate the diversity that exists in human societies. When we fail to grasp the variations among human cultures and social arrangements, we often perceive our own social milieu as both "natural" and "fundamentally right." Insights and explanations about the causes of human behavior, the nature of human societies, the structure of social relationships, and the way in which people and societies change should help students think more clearly about their own human nature and the social worlds in which they live.

Courses in the Social and Behavioral Sciences area of General Education aim to assist students in their understanding and interpretation of human behavior. They focus on human relationships and interaction, social organizations, institutions, and cultures.

With the foregoing in mind, please address each of the following, on a separate sheet:

1. One purpose of this requirement is to introduce students to the theory, methods and results of systematic and critical inquiry about individual and/or social life. Please explain how the proposed course treats each of these aspects.
2. The second purpose of this requirement is to demonstrate the dynamic nature of both individuals and societies, leading to an understanding of change as a natural process. Please explain how this view of change will be accomplished in the course.
3. The third purpose of this requirement is to stress the systematic quality of individual and social life, leading to an understanding of the complex relationships among individual behaviors, human situations, and social institutions. Please explain how this course will address this expectation.

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**UNDERGRADUATE GENERAL EDUCATION DESIGNATION PROPOSAL, SECTION II  
[Form F, Section I, must be contemporaneously submitted]**

**PROPOSAL FOR BIOLOGICAL SCIENCES (BS)  
OR PHYSICAL SCIENCES (PS) DESIGNATION**

A well-educated person should have some knowledge of the biological and physical sciences and the theories that have been developed to explain and understand in a coherent way the great diversity of nature. Courses in the Biological and Physical World should provide a solid introduction to the content of the scientific area which is the focus of the course, and an understanding of the scientific perspective and mode of inquiry.

With the foregoing in mind, please address the following, on a separate sheet:

1. To what extent does the course provide an historical background showing the evolution of the science and how its fundamental theories are formulated?
2. What fundamental principles of the science will be covered in this course?
3. The basis of all science is the scientific method -- the use of observation and experiment to develop and verify fundamental theories. How does the student see applications of the scientific method in the course? How are the experimental foundations of the theories made apparent? If the course does not have a laboratory component, by what means are students required to demonstrate critical thought and analysis of these foundations and applications?
4. If the course has a laboratory component, state how it will provide the student with the opportunity to do any or all of the following activities: perform experiments, record facts, and evaluate and interpret data.
5. How will the course address the relevance of the science to and its impact on society?
6. Biological Science (BS) courses are those dealing with living organisms and their functions and activities; Physical Science (PS) courses deal with inanimate materials and processes. Not all courses in the natural sciences can be rigidly located within either one of these categories. No General Education course can carry both a BS and a PS designation; a course cannot be regarded as "Interdisciplinary" because it crosses the borders of physical and biological sciences. If both designations could be applied to this course, discuss the reasons for the choice of the designation proposed.

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**UNDERGRADUATE GENERAL EDUCATION DESIGNATION PROPOSAL, SECTION II  
[Form F, Section I, must be contemporaneously submitted]**

**PROPOSAL FOR SOCIAL & CULTURAL DIVERSITY (D) DESIGNATION**

The purposes of the Social & Cultural Diversity requirement are: (1) to emphasize the need for educated citizens to understand that different cultures and societies provide unique contexts for human experience; (2) to analyze and appreciate the ways in which norms and values differ across cultures and societies; and (3) to encourage pluralistic perspectives. Courses satisfying the requirement shall reach beyond the perspectives of mainstream North American culture and the Western tradition. They may focus on the peoples of Africa, Asia, Latin America, or the Middle East; the descendants of those peoples living in North America; Native Americans; and other minorities in Western industrial societies. They may focus on the differential life experiences of those whose minority status or poverty places them outside the mainstream of American culture. [This does not presume that either minority status or poverty per se places individuals or groups outside the mainstream of American culture.]

With the foregoing in mind, please respond to the following, on a separate sheet:

1. How does the course address the three purposes of the Diversity requirement?
2. If this course does not focus entirely on groups or populations included in the above definition, a significant amount of the course materials must address groups or populations included in those definitions. Such materials should be integrated into the course's purpose and design, and not be "tacked on" as a token reference to or section on diversity. Explain how this is accomplished.
3. Critical thought on the issues of social and cultural diversity must be demonstrated by students in their writing; it is not sufficient for to be addressed only in lectures or readings. How is this requirement of the designation implemented?
4. Regardless of disciplinary definitions, General Education courses should involve critical or analytic thinking and should provide contexts for questioning the larger society and the individual's relation to it. If the "stand-alone" Diversity designation is proposed, please explain how the course contributes to a student's "general education" in this respect, if it does not fit within the curriculum area or interdisciplinary categories.

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**UNDERGRADUATE GENERAL EDUCATION DESIGNATION PROPOSAL, SECTION II  
[Form F, Section I, must be contemporaneously submitted]**

Analytic Reasoning courses are demonstrably useful in one or more of the following areas: (a) advancing a student's formal or mathematical reasoning skills beyond the level of basic competence; (b) increasing the student's sophistication as a consumer of numerical information; and (c) providing computer literacy. Analytic Reasoning courses should also indicate something of the limits of formal, numerical, quantitative, or analytical reasoning, and discuss the potential for the abuse of numerical arguments.

In light of the above, please respond to the following, on a separate sheet:

1. How will the course satisfy the above-stated objectives of analytic reasoning? How will students' progress towards these objectives be measured?
2. Does the proposed course provide any hands-on computer experience? If yes, of what sort, duration, and level of intensity? Are there weekly computer exercises or one computer project during the semester? Are students writing programs or applying existing software programs? Is computer work a major or minor component of the course as a whole?
3. What level of entering mathematical ability is assumed for the course? What are the prerequisites, if any?
4. Does the course work involve problem sets or exercises? Of what sort and frequency? Please provide some illustrative examples.

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UNDERGRADUATE GENERAL EDUCATION DESIGNATION PROPOSAL, SECTION II  
[Form F, Section I, must be contemporaneously submitted]

**PROPOSAL FOR INTERDISCIPLINARY (I) DESIGNATION**

Interdisciplinary courses integrate two or more of the curriculum areas of the General Education program. In content and pedagogy they cross the boundaries of the General Education disciplinary designations; they do not fall entirely outside the defined disciplines. A course which is interdisciplinary across the areas of physical science and social science, for example, will integrate the fundamental theories and methods of both disciplines to investigate the issues raised in the course. A course may involve the disciplines of historical studies, literature and behavioral science to explore a particular theme. Courses such as these would not be appropriately designated in any single curriculum area, but they encompass the principals and theories of General Education.

Although it is not expected (nor desirable) that proposers of Interdisciplinary courses respond to all of the questions asked on the "Section II" proposal forms related to the various disciplines involved in this course, proposers are asked to review the purposes of each of the curriculum areas involved. With this in mind, please identify or explain the following, on a separate sheet:

1. Which General Education curriculum areas (literature, arts, historical studies, social and behavioral sciences, physical and biological sciences, analytic reasoning) are involved in the course, and what are the theories or methods of each discipline which are used to investigate the subject matter of the course?
2. How are the theories and methods of the different disciplines integrated? Are topics examined sequentially from several different disciplinary perspectives? If interdisciplinary integration takes place throughout the course, to what extent are the theories and methods of the various disciplines differentiated?
3. The Council assumes that the department(s) proposing the course believe that the interdisciplinary investigation of the subject matter of this course provides a depth or type of understanding not obtained by the use of only one "traditional" academic discipline. How is this conveyed to the students? To what extent are students required to understand the cross-disciplinary pedagogy in their assignments?

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**UNDERGRADUATE GENERAL EDUCATION DESIGNATION PROPOSAL, SECTION II  
(Form F, Section I, must be contemporaneously submitted)**

**PROPOSAL FOR SCIENCE INTERDISCIPLINARY (SI) DESIGNATION**

Science Interdisciplinary (SI) General Education courses engage frameworks and content that include one or more of the Social World disciplines and, at the same time, one or more of the disciplines of the Biological and Physical World. Science Interdisciplinary courses should provide an understanding of the scientific perspective and mode of inquiry. Students may substitute an "SI" course in place of the third required course in the Biological and Physical Sciences.

Proposers are asked to review the purposes of each of the curriculum areas involved. With the foregoing in mind, please address the following on a separate sheet:

1. Which General Education curriculum areas (literature, arts, historical studies, social and behavioral sciences, physical and biological sciences, analytic reasoning) are involved in the course, and what are the theories or methods of each discipline that are used to investigate the subject matter of the course?
2. How are the theories and methods of the different disciplines integrated? Are topics examined sequentially from several different disciplinary perspectives? If interdisciplinary integration takes place throughout the course, to what extent are the theories and methods of the various disciplines differentiated?
3. The Council assumes that the department(s) proposing the course believe that the interdisciplinary investigation of the subject matter of this course provides a depth or type of understanding not obtained by the use of only one "traditional" academic discipline. How is this conveyed to the students? To what extent are students required to understand the cross-disciplinary pedagogy in their assignments?

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UNDERGRADUATE GENERAL EDUCATION COURSE DESIGNATION FORM

Cluster Course Option

**Intent to Plan**

The Cluster Course Option is designed to encourage the coordination of several different courses representing distinct areas within the General Education Requirements. The courses should be related by a central theme or issue.

1. Proposed courses in cluster:

2. Proposed instructors:

3. Disciplines involved:

4. Subject and general outline of each course:

5. What is the unifying theme, issue, or concept which links these courses in a coherent cluster?

6. Rationale for the cluster courses as general education offerings:

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PROGRAM PROPOSAL SIGNATURE SHEET (FINAL APPLICATION)  
(for new degree programs including certificates of 30 or more credits)

Program Title: \_\_\_\_\_

Please check: Graduate \_\_\_ Undergraduate \_\_\_

Department: \_\_\_\_\_ College/School: \_\_\_\_\_

The following signatories certify approval of the attached proposal:

1. Department Curriculum Committee Chairperson:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

2. Department Head/Chairperson:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

3. College/School Curriculum Committee Chairperson:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

4. Dean of the College/School:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

5. Dean of the Graduate School (for graduate degree programs or certificates):

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

6.a. Graduate Council Chairperson (for graduate degree programs or certificates):

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

6.b. Academic Matters Council Chairperson (for undergraduate degree programs or certificates):

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

7. Program & Budget Council Chairperson (if appropriate):

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

8. Academic Priorities Council Chairperson (if appropriate):

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

9. Faculty Senate Secretary:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

10. Provost/Vice Chancellor for Academic Affairs:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

xc: Proposer;  
Faculty Senate Secretary, 105 Hampshire House;  
Schedule Office, 213 Whitmore Building

FORM QR

UNIVERSITY OF MASSACHUSETTS AT AMHERST  
OFFICE OF THE SECRETARY  
THE FACULTY SENATE

PROGRAM REVISION SIGNATURE SHEET

Proposed Revision: \_\_\_\_\_

Please check: Graduate \_\_\_ Undergraduate \_\_\_

Programmatic change \_\_\_ Name change \_\_\_ New concentration \_\_\_ New certificate fewer than 30 credits \_\_\_ New Minor \_\_\_

Department: \_\_\_\_\_ College/School: \_\_\_\_\_

The following signatories certify approval of the attached proposal:

1. Department Curriculum Committee Chairperson:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

2. Department Head/Chairperson:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

3. College/School Curriculum Committee Chairperson:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

4. Dean of the College/School:

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

5. Dean of the Graduate School (for revisions to graduate degree programs):

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

6.a. Graduate Council Chairperson (for revisions to graduate degree programs):

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

6.b. Academic Matters Council Chairperson (for revisions to undergraduate degree programs):

/ss/ \_\_\_\_\_ Date: \_\_\_\_\_

7. Program & Budget Council Chairperson (if appropriate):

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

**8. Academic Priorities Council Chairperson (if appropriate):**

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

**9. Faculty Senate Secretary:**

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

**10. Provost/Vice Chancellor for Academic Affairs:**

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

xc: **Proposer;**  
**Faculty Senate Secretary, 105 Hampshire House;**  
**Schedule Office, 213 Whitmore Building**

**FORM RP**

**UNIVERSITY OF MASSACHUSETTS AT AMHERST  
OFFICE OF THE SECRETARY  
THE FACULTY SENATE**

**NEW PROGRAM APPROVAL FORM—FINAL APPLICATION**

**50 copies required**

**Program Title:** \_\_\_\_\_

**Check as appropriate: Graduate** \_\_\_\_\_ **Undergraduate** \_\_\_\_\_

**College/School:** \_\_\_\_\_ **Dean:** \_\_\_\_\_

**Department:** \_\_\_\_\_ **Head/Chair:** \_\_\_\_\_

**Submission Date:** \_\_\_\_\_ **Proposed Starting Date:** \_\_\_\_\_

**Degree to be awarded:**

**Approximate time required for completion:**

**I. PROPOSAL DEVELOPMENT**

**Provide a brief overview of the process for developing the proposed program, including any use of outside consultants or as**

## **II. PURPOSE AND GOALS**

- A. Describe the program's purpose and the particular knowledge and skills to be acquired by program graduates.**
- B. Describe the goals you hope to achieve within five years and specify the measures which would be used to determine the successful achievement of those goals.**
- C. Identify in general the strategies for achieving these goals and for ensuring the continuing quality of the program.**

**FORM RP (Continued)**

## **III. MISSION CONTEXT**

- A. Describe in detail how the proposed program supports the mission and current priorities of the campus. Also comment on whether and how the proposed program supports the mission and priorities of the University and the system of public higher education in Massachusetts.**
- B. Explain the general impact of expanding the campus' academic degree offerings through the addition of the proposed program as well as the likely effect of the new program on the quality of the campus' existing offerings.**
- C. Describe whether students will be drawn from enrollments in existing program offerings, or whether new students will be attracted to the campus by the program (if the latter, describe what evidence supports this conclusion).**

## **IV. NEED**

- A. Provide evidence of student demand and current career opportunities for graduates of the program.**
- B. If the proposed program is similar to a program in existence at the University, or at another public or private institution in Massachusetts, describe how the program differs from, and how it complements, that (those) program(s). If there are similar programs within the University, explain why the purposes of the proposed program cannot be achieved through these related, existing programs or through modifications to those programs.**

- C. Are other campuses planning similar programs?

FORM RP (Continued)

V. STUDENTS

- A. Provide an estimate of full-time and part-time student enrollment by year, for the first year and for the year (which should be specified) in which it is expected that the program will be fully implemented. Indicate if students will be drawn from existing programs or from attracting new enrollments.
- B. Describe the kinds of students to be served (e.g., traditional/non-traditional, minority and non-minority students, members of a particular profession) and any special recruitment efforts planned.
- C. Discuss the types of student retention strategies that will be utilized, and the support services that will be offered, which are different from existing institutional practices and procedures.

VI. ADMINISTRATION AND OPERATION

Describe the organizational structure for the administration and operation of the proposed program and strategies designed to ensure its continued quality.

VII. CURRICULUM AND FACULTY

- A. Include a complete description of the curriculum and plans for delivering the proposed program, including a semester by semester sequence of courses and other requirements.



- C. Include detailed program delivery information to show the anticipated date of implementation, location of program facilities, and equipment to be utilized. In the event that additional space or specialized facilities would be needed for the program, indicate clearly what these are and what binding agreements have been obtained to provide and fund them in the event that a program is approved.**
  
- D. Include detailed budgets to show the first-year implementation costs and, for the year (which should be specified) in which it is expected that the program will have arrived at a steady state, the budget at that time. The term “budget” includes that for any and all resources, including personnel, facilities, equipment, library, and other resources. Include budget projections of the campus’ internal contribution through reallocations, expected external support and sources and, if any, new internal funding to be requested through University budget process.**

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PROGRAM REVISION APPROVAL FORM

50 copies required

Proposed Revision: \_\_\_\_\_

Check as appropriate: Graduate \_\_\_\_\_ Undergraduate \_\_\_\_\_

College/School: \_\_\_\_\_ Dean: \_\_\_\_\_

Department: \_\_\_\_\_ Head/Chair: \_\_\_\_\_

Submission Date: \_\_\_\_\_ Proposed Starting Date: \_\_\_\_\_

**I PROPOSAL DEVELOPMENT**

**A. Describe the proposal.**

**B. Provide a brief overview of the process for developing the proposal**

**II PURPOSE AND GOALS**

**Describe the proposal's purpose and the particular knowledge and skills to be acquired.**

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NEW INSTITUTES & CENTERS SIGNATURE SHEET

Proposed title of Institute: \_\_\_\_\_

Center: \_\_\_\_\_

Other: \_\_\_\_\_

Department or Proposer(s): \_\_\_\_\_

College(s)/ School(s): \_\_\_\_\_

1. Department Head/Chairperson (if appropriate):

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

2. Dean of the College/School:

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

3. Dean of the Graduate School:

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

4. Graduate Council Chairperson (if appropriate):

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

5. Academic Matters Council Chairperson (if appropriate):

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

6. Program & Budget Council Chairperson (if appropriate):

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

7. Faculty Senate Secretary:

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

8. Provost:

/ss/ \_\_\_\_\_

Date: \_\_\_\_\_

xc: Proposer  
Faculty Senate, 105 Hampshire House  
Schedule Office, 213 Whitmore

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OFFICE OF THE SECRETARY  
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NEW INSTITUTES AND CENTERS APPROVAL FORM  
(50 copies required)

Center: \_\_\_\_\_  
Proposed title of Institute: \_\_\_\_\_  
Other: \_\_\_\_\_

Organizational location: (School/College/Major Budgetary Unit): \_\_\_\_\_

Name(s) of Director(s) or responsible persons: \_\_\_\_\_

Mailing address: \_\_\_\_\_ Phone: \_\_\_\_\_ Proposed starting date: \_\_\_\_\_

I. Description: (attach pages as needed)

A. Brief description (60 words or less) of the proposed enterprise: (Name, basic mission, activity scope, clientele)

B. Rationale & Justification: (Mission, goals, objectives, relation to campus goals, needs addressed, population served, resources obtained)

C. Specific Activities planed as an on-going part of the enterprise: (Types, quantities of activities, meetings, publications, seminars, research)

**FORM T (Continued)**

**D. How does this enterprise differ from other offices or activities on campus with similar names, missions, interests?**

**II. Institutional Relationships & Governance:**

**A. List all University units involved and describe administrative arrangements with them, if any.**

**B. Describe any organizational relationships (as distinct from funding sources) with other agencies, public or private, outside the University.**

**C. Describe the organization's advisory board or other governance group.**

**D. Will this be an institute--an independent organizational unit, acting as a department for purposes of non-faculty personnel actions and appointments, able to solicit its own funds without departmental head approval?**

- E. If a center, describe the relationship within the department to which this organization is subordinate.
- F. Describe arrangements for any patent rights, copyrights, or other ownership components of activities, and any restrictions on access to research information.

### III. Resources

- A. Describe the space available for use by the organization. (If this is not a permanent location, indicate other space arrangements that are to be made in the future, if known.)
- B. Describe any requests for space that have been made.
- C. Describe any repairs, renovations, major equipment needed to make the space you have useful to the organization.

**D. If any non-university employees or students are or will be using space, describe the arrangement.**

**E. Staffing (when operation is fully developed)**

**1. Non-Faculty (Provide rank or grade, student status, working title, FTE, source of funding.)**

**2. Faculty involved (Provide name, department, extent involved, release time arrangement, if any.)**

**3. Describe how the Center or Institute may impact existing teaching responsibilities of participating faculty members through "buy-out" arrangements, reduced teaching loads, or other provisions, and how such impacts will be resolved.**

**F. Attach a detailed budget showing sources of funding, full-year basic operating costs and anticipated expenditures. (This should show programmatic expenditure descriptions, kinds of funding accounts and amounts by subsidiary accounts as well as alternative funding arrangements or programmatic adjustments to be made if funding sources fail.)**



