QUESTIONS ON THE CCMS FORMS

Contents

COURSES .................................................................................................................................................. 2

Course Information and Syllabus (for new permanent courses) ................................................................. 3
Info for New Experimental Course ............................................................................................................ 5
Convert an Experimental, Special Topics, or Seminar Course to a permanent course ......................... 6
Minor Course Change .................................................................................................................................. 8
Major Course Change ................................................................................................................................ 9

GENERAL EDUCATION PROGRAM ..................................................................................................... 11

Learning Objectives [used with requests to add or change Gen Ed, JYW, or IE designations] .............. 11
Course Info for Gen Ed Proposals ............................................................................................................. 12
DG Proposal for Global Social and Cultural Diversity Designation ......................................................... 13
DU Proposal for United States Social and Cultural Diversity Designation .......................................... 14
AL,AT Proposal for Literature (AL) or Arts (AT) Designation ................................................................ 15
bHS Proposal for Historical Studies (HS) Designation ........................................................................... 16
SB Proposal for Social and Behavioral Sciences (SB) Designation ......................................................... 17
I Proposal for Interdisciplinary (I) Designation ........................................................................................... 17
SI Proposal for Science Interdisciplinary Designation ............................................................................ 18
BS, PS Proposal for Biological Sciences (BS) or Physical Sciences Designation .................................... 18
bR1 Proposal for Basic Math (R1) Designation ......................................................................................... 19
R2 Proposal for Analytical Reasoning (R2) Designation ......................................................................... 19
Create a New Course with a Gen Ed Designation .................................................................................... 20
Add or Change Gen Ed designation of an existing course ...................................................................... 20
Create a Quinquennial Review of an Existing Gen Ed course .................................................................. 20
bAdd JYW Status to an Existing Course .................................................................................................. 21
bChange JYW status of an existing course .............................................................................................. 21
bCreate a new course to satisfy JYW requirement .................................................................................. 21
bCreate a Quinquennial Review of an existing JYW course ................................................................... 21
IE Specific Option Proposal ..................................................................................................................... 21
Create a NEW (Experimental or Permanent) IE Course ........................................................................ 22
Add IE status to an existing course ....................................................................................................... 22
bChange IE status of an Existing Course ............................................................................................... 23
bOpt-in to another program’s IE option .................................................................................................. 23
INTERNATIONAL PROGRAMS ......................................................................................................................... 23
bCreate a new international program ........................................................................................................ 23
bSubmit an Existing International Program for Review .................................................................................. 23
Exchange Agreements ................................................................................................................................. 23
HONORS PROGRAMS ............................................................................................................................. 23
Honors Course Information .......................................................................................................................... 23
Create a new course with Honors designation .............................................................................................. 24
Create a new Honors 499 course ................................................................................................................... 24
bAdd an Honors component to an existing course .......................................................................................... 25
Apply for re-approval of Honors status for an existing course or Honors 499 course .................................. 26
CURRICULUM ........................................................................................................................................... 27
bNew Degree Program (major) ..................................................................................................................... 27
New Concentration (track, option) within a major [or graduate degree program] .......................................... 27
bNew Minor .................................................................................................................................................. 27
New Certificate ............................................................................................................................................. 27
Create Accelerated Master’s Program (BA/BS+Master’s) ............................................................................. 29
bCreate Dual Master’s (Master’s + Master’s) .................................................................................................. 30
Revise a Degree Program (major) ................................................................................................................ 30
Revise a Concentration (track, option) ........................................................................................................... 31
bRevise a Minor ........................................................................................................................................... 32
Revise a Certificate ....................................................................................................................................... 32
bOther College-or University-Level Program ............................................................................................... 33
ORGANIZATIONAL UNITS ...................................................................................................................... 33
Create a new Center or Institute ................................................................................................................... 33
Create a Department ..................................................................................................................................... 34
bReorganize a Department ............................................................................................................................ 35
Create a School within College .................................................................................................................... 35
bCreate a College ......................................................................................................................................... 35
bReorganize a College .................................................................................................................................. 35
OTHER ACTIONS ....................................................................................................................................... 35
Create or Change an Academic Policy ......................................................................................................... 36
bOther action for Faculty Senate .................................................................................................................. 36

COURSES
Course Information and Syllabus (for new permanent courses)

Basic Course Information

Question:
Short Title: This is the title that will be listed in the schedule of cases and appear on students’ transcripts. It includes the rubric, course number, and course title. Please confine your answer to the 100-character SPIRE limit.

Question:
Proposed Instructor: List the names and titles of those expected to teach this course. If the course is to be taught by a varying population, such as TAs or TOs, that should be noted.

Question:
5. Credits: How many credits will the course be?

Question:
6. Justification of Course: Briefly describe why it is necessary to add this course to your department’s curriculum.

Question:
7. Target Audience: Who do you expect to enroll in this course?

Question:
8. Catalog Description: What is the course description that will appear in the University’s Course Catalog?

Question:
What learning objectives will be a part of this course? (E.g., critical thinking, oral communication, technological literacy, group collaboration, etc.)

Question:
9. Outline/Syllabus: Copy or attach the outline or syllabus for the proposed course. This could be a new syllabus or one used if the course was previously offered as an experimental.

Syllabi must include the number of credits for the course, as well as statements of accommodation and academic honesty, available here: https://www.umass.edu/senate/content/syllabi-statements
You may also attach any other additional materials you may wish to include here. Please do not include SRTI evaluations.
[area for uploading files appears below]

Prerequisites

Question:
1. Prerequisites: Are there prerequisites for this course? If yes, please list the prerequisites. If the course is 200-level or above and has no prerequisites, please explain.

Question:
2. Prerequisites: Will this course serve as a prerequisite for any other courses?

Question:
3. Degree Requirements: Will any degree requirements be changed by this development?

Permanent (non-experimental) Courses
Question: 1. Required Readings and Assignments: What will be required of students enrolled in this course?

Question: 2. Grading Criteria: How will grades be assigned to students in this course?

Question: 3. Bibliography of Course Development: What sources were used during the development of this course?

Question: 4. Experimental: Has this course been offered as an experimental? Follow-up if yes: provide a brief history

Registrar Information

Question: 1. Anticipated Enrollment: How many students do you expect in each section of this course?

Question:
2. Component: What type of course is this?
   - DIS = Discussion Section
   - DST = Dissertation/Thesis
   - IND = Individualized Study
   - LAB = Lab
   - LEC = Lecture
   - PRA = Practicum
   - SEM = Seminar
   - STS = Skills Course

Question:
3. Grading Basis
   - OPT = Standard grading for undergraduate courses
   - OPG = Standard grading for graduate courses
   - LET = Letter-grades only, for approved* undergraduate courses
   - LTR = Letter-grades only, for approved* graduate courses
   - MPF = Mandatory Pass/Fail, for approved* undergraduate courses.
   - SAT = Mandatory Satisfactory/No Credit, for approved* Graduate courses.
   - YRO = Year-long with standard grading for approved* undergraduate courses, to allow the submission of a “Y” grade until completion of the second semester’s registration in the course.
   - YRL = Year-long with letter-only grading for approved* undergraduate courses, to allow the submission of a “Y” grade until completion of the second semester’s registration in the course.
   - YRM = Year-long with mandatory pass/fail only grading for approved* undergraduate courses, to allow the submission of a “Y” grade until completion of the second semester’s registration in the course.

Question: 4. Option to Repeat for Credit: Will it be possible to take this course multiple times for credit? Follow-up if yes: how many times?
[This does not refer to using the repeat a course policy to improve a grade; it refers to taking the course again for a separate grade and credits.]
Question:
5. Blended: Will this be a blended course (50/50 in class and virtual)?

Question:
6. Course Replacement: Will this course be replacing an existing course? Follow-up if yes: 1) If a student has taken the existing course, will it be possible for that student to take it again for additional credit? (New Course Replacement Equivalency) 2) Is the existing course currently offered and if so will it continue to be offered?

Question:
7. Course Modification Replacement Equivalency: If you are modifying an existing course’s title, can the course be taken again for additional credit?

Question:
8. Cross-Listing: Will this course be cross-listed by any other departments or with any other courses?

There is also an “Attachments” area for uploading additional files.

Info for New Experimental Course

Question: Short Title: This is the title that will be listed in the schedule of classes and will appear on students’ transcripts. It includes the rubric, course number, and course title within a 28-character limit. If the Course Title is over this limit, it will be abbreviated.

Question: Proposed Instructor: List the names and titles of those expected to teach this course. If the course is to be taught by a varying population, such as TAs or TOs, that should be noted. If the proposed course is numbered 500 or higher, please specify whether each instructor is a member of the graduate faculty.

Question: How many credits will the course be?

Question: Catalog Description: What is the course description that will appear in the University’s Course Catalog?

Question: Justification of Course: Briefly describe why it is necessary to add this course to your department’s curriculum.

Question: Prerequisites: Are there prerequisites for this course? If yes, please list the prerequisites. If the course is 200-level or above and has no prerequisites, please explain.

Question:
Please attach a syllabus for the course, including a week-by-week outline. *Syllabi must include the number of credits for the course, as well as statements of accommodation and academic honesty, available here:* https://www.umass.edu/senate/content/syllabi-statements
[an area for uploading the syllabus appears below this question]

There is also an “Attachments” area for uploading additional files.
Convert an Experimental, Special Topics, or Seminar Course to a permanent course

Basic Course Information

Question:
Short Title: This is the title that will be listed in the schedule of classes and will appear on students' transcripts. It includes the rubric, course number, and course title. Please confine your answer to the 100-character SPIRE limit.

Question:
Proposed Instructor: List the names and titles of those expected to teach this course. If the course is to be taught by a varying population, such as TAs or TOs, that should be noted.

Question:
5. Credits: How many credits will the course be?

Question:
6. Justification of Course: Briefly describe why it is necessary to add this course to your department’s curriculum.

Question:
7. Target Audience: Who do you expect to enroll in this course?

Question:
8. Catalog Description: What is the course description that will appear in the University’s Course Catalog?

Question:
What learning objectives will be a part of this course? (E.g., critical thinking, oral communication, technological literacy, group collaboration, etc.)

Question:
9. Outline/Syllabus: Copy or attach the outline or syllabus for the proposed course. This could be a new syllabus or one used if the course was previously offered as an experimental. Syllabi must include the number of credits for the course, as well as statements of accommodation and academic honesty, available here: https://www.umass.edu/senate/content/syllabi-statements You may also attach any other additional materials you may wish to include here. Please do not include SRTI evaluations.
[an area for uploading files appears immediately below]

Prerequisites

Question:
1. Prerequisites: Are there prerequisites for this course? If yes, please list the prerequisites. If the course is 200-level or above and has no prerequisites, please explain.

Question:
2. Prerequisites: Will this course serve as a prerequisite for any other courses?

Question:
3. Degree Requirements: Will any degree requirements be changed by this development?

Permanent (non-experimental) Courses

Question:
1. Required Readings and Assignments: What will be required of students enrolled in this course?
**Question:** 2. Grading Criteria: How will grades be assigned to students in this course?

**Question:** 3. Bibliography of Course Development: What sources were used during the development of this course?

**Question:** 4. Experimental: Has this course been offered as an experimental? Follow-up if yes: provide a brief history.

**Registrar Information**

**Question:** 1. Anticipated Enrollment: How many students do you expect in each section of this course?

**Question:**

2. Component: What type of course is this?

- DIS = Discussion Section
- DST = Dissertation/Thesis
- IND = Individualized Study
- LAB = Lab
- LEC = Lecture
- PRA = Practicum
- SEM = Seminar
- STS = Skills Course

**Question:**

3. Grading Basis

- OPT = Standard grading for undergraduate courses
- OPG = Standard grading for graduate courses
- LET = Letter-grades only, for approved* undergraduate courses
- LTR = Letter-grades only, for approved* graduate courses
- MPF = Mandatory Pass/Fail, for approved* undergraduate courses.
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- YRO = Year-long with standard grading for approved* undergraduate courses, to allow the submission of a “Y” grade until completion of the second semester’s registration in the course.
- YRL = Year-long with letter-only grading for approved* undergraduate courses, to allow the submission of a “Y” grade until completion of the second semester’s registration in the course.
- YRM = Year-long with mandatory pass/fail only grading for approved* undergraduate courses, to allow the submission of a “Y” grade until completion of the second semester’s registration in the course.

**Question:** 4. Option to Repeat for Credit: Will it be possible to take this course multiple times for credit? Follow-up if yes: how many times?

[This does not refer to using the repeat a course policy to improve a grade; it refers to taking the course again for a separate grade and credits.]

**Question:**

5. Blended: Will this be a blended course (50/50 in class and virtual)?
**Question:**
6. Course Replacement: Will this course be replacing an existing course? Follow-up if yes: 1) If a student has taken the existing course, will it be possible for that student to take it again for additional credit? (New Course Replacement Equivalency) 2) Is the existing course currently offered and if so will it continue to be offered?

**Question:**
7. Course Modification Replacement Equivalency: If you are modifying an existing course’s title, can the course be taken again for additional credit?

**Question:**
8. Cross-Listing: Will this course be cross-listed by any other departments or with any other courses?

There is also an “Attachments” area for uploading additional files.

**Minor Course Change**
[this form is used for a variety of changes; fill in only the boxes relevant to the change being sought. It is also used to propose cross-listing with an existing course]

**Course**

**Question:** What is the course number?

**Question:** What type of minor change are you proposing? (Any other change constitutes a major course revision and must be proposed as a course revision.)

**Rationale**

**Question:** Please provide a rationale for the change you are proposing.

**Number Change**

**Question:** What is the new course number you are proposing?

**Course Split**

**Question:** Describe the course split you are proposing and its rationale. (Note: The Secretary of the Faculty Senate, in conjunction with the Rules Committee, will determine whether the splitting of a particular course is a minor change or will require review as a course revision.)

**Credit Change**

**Question:** What is the current credit load of the course?

**Question:** What is the credit load that you are proposing?

**Question:** Are you proposing an increase in credits for a General Education Course?

**Question:** Please describe the changes in curriculum, in-class and out-of-class hours, and workload to account for the change in credit hours for this course.

**Question:** Please attach a revised syllabus that includes the revised assignments and schedule that will accompany this change in credit hours.
Major Course Change

Basic Course Information

Question:
Short Title: This is the title that will be listed in the schedule of cases and appear on students’ transcripts. It includes the rubric, course number, and course title.
Please confine your answer to the 100-character SPIRE limit.

Question:
Proposed Instructor: List the names and titles of those expected to teach this course. If the course is to be taught by a varying population, such as TAs or TOs, that should be noted.

Question:
5. Credits: How many credits will the course be?

Question:
6. Justification of Course: Briefly describe why it is necessary to add this course to your department’s curriculum.

Question:
7. Target Audience: Who do you expect to enroll in this course?

Question:
8. Catalog Description: What is the course description that will appear in the University’s Course Catalog?

Question:
What learning objectives will be a part of this course? (E.g., critical thinking, oral communication, technological literacy, group collaboration, etc.)

Question:
9. Outline/Syllabus: Copy or attach the outline or syllabus for the proposed course. This could be a new syllabus or one used if the course was previously offered as an experimental.

Syllabi must include the number of credits for the course, as well as statements of accommodation and academic honesty, available here: https://www.umass.edu/senate/content/syllabi-statements
You may also attach any other additional materials you may wish to include here. Please do not include SRTI evaluations.

[area for uploading files appears below]

Prerequisites

Question:
1. Prerequisites: Are there prerequisites for this course? If yes, please list the prerequisites. If the course is 200-level or above and has no prerequisites, please explain.

Question:
2. Prerequisites: Will this course serve as a prerequisite for any other courses?

Question:
3. Degree Requirements: Will any degree requirements be changed by this development?
Permanent (non-experimental) Courses

Question: 1. Required Readings and Assignments: What will be required of students enrolled in this course?

Question: 2. Grading Criteria: How will grades be assigned to students in this course?

Question: 3. Bibliography of Course Development: What sources were used during the development of this course?

Question: 4. Experimental: Has this course been offered as an experimental? Follow-up if yes: provide a brief history

Registrar Information

Question: 1. Anticipated Enrollment: How many students do you expect in each section of this course?

Question:
2. Component: What type of course is this?
   - DIS = Discussion Section
   - DST = Dissertation/Thesis
   - IND = Individualized Study
   - LAB = Lab
   - LEC = Lecture
   - PRA = Practicum
   - SEM = Seminar
   - STS = Skills Course

Question:
3. Grading Basis
   - OPT = Standard grading for undergraduate courses
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   - LET = Letter-grades only, for approved* undergraduate courses
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   - YRM = Year-long with mandatory pass/fail only grading for approved* undergraduate courses, to allow the submission of a “Y” grade until completion of the second semester’s registration in the course.
**Question:** 4. Option to Repeat for Credit: Will it be possible to take this course multiple times for credit? Follow-up if yes: how many times?
[This does not refer to using the repeat a course policy to improve a grade; it refers to taking the course again for a separate grade and credits.]

**Question:**
5. Blended: Will this be a blended course (50/50 in class and virtual)?

**Question:**
6. Course Replacement: Will this course be replacing an existing course? Follow-up if yes: 1) If a student has taken the existing course, will it be possible for that student to take it again for additional credit? (New Course Replacement Equivalency) 2) Is the existing course currently offered and if so will it continue to be offered?

**Question:**
7. Course Modification Replacement Equivalency: If you are modifying an existing course’s title, can the course be taken again for additional credit?

**Question:**
8. Cross-Listing: Will this course be cross-listed by any other departments or with any other courses?

There is also an “Attachments” area for uploading additional files.

**GENERAL EDUCATION PROGRAM**

**Learning Objectives (used with requests to add or change Gen Ed, JYW, or IE designations)**

1. Please be selective and indicate the primary and secondary objectives for this course, as well as those which are not substantively addressed.

**Question:** a. The fundamental questions, ideas, and methods of analysis in the humanities and fine arts, social sciences, mathematics, or natural and physical sciences.

**Question:** b. The application and integration of these methods of analysis to real world problems and contexts.

**Question:** c. Creative, analytical, quantitative, and/or critical thinking through inquiry, problem solving and/or synthesis.

**Question:** d. Pluralistic perspective-taking and/or awareness of the relationship among culture, self, and other.

**Question:** e. Understanding and/or evaluating the consequences of one’s choices and the implications of one’s actions.

**Question:** f. Communicating persuasively and effectively orally.
Question:  g. Communicating persuasively and effectively in writing.

Question:  h. Working effectively and collaboratively in groups, across perspectives.

Question:  i. Developing information literacy.

Question:  j. Developing technological literacy.

2. Alignment with Gen Ed Goals

Question: a. As described above, courses in the Gen Ed curriculum have a specific mission for undergraduate education. With the primary objectives you indicated above in mind, please provide a brief summary of the ways in which your course is structured to contribute to the overall objectives of Gen Ed. (Please also note that these objectives should be explicitly included in the course syllabi.)

Question: b. All General Education courses are expected to emphasize critical thinking. In addition, problem solving and writing should be the norm rather than the exception. These objectives should be reflected in the assignments, examinations, evaluation (feedback to students), and grading procedures.

Please explain the ways in which the course engages students in critical thinking, problem solving, and/or writing. When describing the amount of student writing in 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 assignments designed to promote writing and critical thinking (e.g., assignment of teaching assistants for reading/grading).

Course Info for Gen Ed Proposals

Course Information

Question: What is the estimated annual enrollment?

Question: What is the anticipated number of sections?

Relevant Documents

Question: Upload the course syllabus offered in the most recent semester with the following updates:

a) A detailed course description that clearly states how the course goals and student learning outcomes fulfill the relevant General Education designation-specific goals outlined by General Education (available on the General Education website).

Note: It is important students have this information on their syllabi, so that they can better understand the ways in which course goals address Gen Ed learning goals.

b) A list of the course goals and a description of the ways in which these goals address the overall learning objectives of General Education: content, critical thinking, communication, and connections (available on the General Education website).

Syllabi must also include the following elements:
c) A calendar/outline for all assignments

d) A listing with descriptions and due dates for all requirements

e) Bibliographical citations for texts and readings used in the course

f) Grading criteria and points-to-grade values

g) Course objectives

h) Attendance policies

i) Accommodation statement

j) Contact information for instructor(s)

[an area for uploading the syllabus appears immediately below]

**Question:**
Upload any other relevant documents, images, or files (optional).

Recognizing the multitude of pedagogically effective ways to satisfy General Education learning outcomes, please feel free to attach additional materials such as sample assignments or class discussion prompts. Such concrete samples are very helpful to reviewers when they are evaluating proposals for approval.

**DG Proposal for Global Social and Cultural Diversity Designation**

**Course Info**

**Question:** Course Description: Please provide a brief course description (including prerequisites, if any, and number of credits) such as would be used in the Undergraduate Catalog.

**Question:** Course Format: Please describe the course formats and anticipated enrollments for the different ways this course is taught. Does the course consist of a large lecture session only, large lecture with discussion/laboratory sections, small class sections? Is it online only, blended face-to-face and online, web-enhanced, video-based, or some other format? Given the format(s) of this course (and its sections, if any), how will the department ensure consistency in the Gen Ed diversity learning outcomes across multiple formats, sections, and instructors.

**Question:** Course Syllabus: Please attach a copy of your revised syllabus. All syllabi should include a statement describing how your course meets diversity learning outcomes, the overall General Education learning goals as well as the learning outcomes specific to the Social World designation held by this course. In addition, the following elements are required of all syllabi by Faculty Senate https://www.umass.edu/senate/content/course-instructional-guidelines:

* Course objectives
* Expectations and requirements such as papers, lab reports or exams
* Attendance policies
* Grading criteria and the approximate weight of each course requirement in the final grade
* Examination schedule and any make-up rescheduling policies
* Policies on academic honesty
* Policies on course accessibility and accommodations (e.g. Disability statement)
* Office, phone and mailbox numbers for instructor(s)

You may also attach any additional materials (e.g. course assignments, homework examples, class discussion prompts, etc.) that you feel may be helpful for reviewers to understand how your course meets the diversity requirement.
Learning Outcomes: Courses holding DG designation are expected to meet all of the diversity learning outcomes. Please describe how your course addresses each of the learning outcomes

**Question:** a) Students will learn disciplinary or interdisciplinary theories and knowledge necessary to comprehend diverse social, cultural, and political perspectives.

**Question:** b) Students will develop the ability to understand, articulate, and critically analyze diverse social, cultural, and political perspectives

**Question:** c) Students will demonstrate critical awareness of how individual perspectives and biases influence ways of seeing the world

**Question:** d) Students will gain knowledge of structural and cultural forces that shape or have shaped discrimination based on factors such as race, ethnicity, language, religion, class, ability, nationality, sexuality, or gender.

**Question:** e) Students will demonstrate the capacity to listen to and communicate respectfully with others of diverse perspectives.

**Question:** f) Students will explore and address questions that reflect multiple perspectives to develop a complex understanding of the world.

Content Focus

**Question:** Courses that address DG are primarily (but not exclusively) focused on diversity outside of a US framework. In what ways does your course focus on diversity outside of a US framework?

**DU Proposal for United States Social and Cultural Diversity Designation**

**Course Info**

**Question:** Course Description: Please provide a brief course description (including prerequisites, if any, and number of credits) such as would be used in the Undergraduate Catalog.

**Question:** Course Format: Please describe the course formats and anticipated enrollments for the different ways this course is taught. Does the course consist of a large lecture session only, large lecture with discussion/laboratory sections, small class sections? Is it online only, blended face-to-face and online, web-enhanced, video-based, or some other format? Given the format(s) of this course (and its sections, if any), how will the department ensure consistency in the Gen Ed diversity learning outcomes across multiple formats, sections, and instructors.

**Question:** Course Syllabus: Please attach a copy of your revised syllabus. All syllabi should include a statement describing how your course meets diversity learning outcomes, the overall General Education learning goals as well as the learning outcomes specific to the Social World designation held by this course. In addition, the following elements are required of all syllabi by Faculty Senate [https://www.umass.edu/senate/content/course-instructional-guidelines]:

* Course objectives
* Expectations and requirements such as papers, lab reports or exams
* Attendance policies
* Grading criteria and the approximate weight of each course requirement in the final grade
* Examination schedule and any make-up rescheduling policies
* Policies on academic honesty
* Policies on course accessibility and accommodations (e.g. Disability statement)
* Office, phone and mailbox numbers for instructor(s)
You may also attach any additional materials (e.g. course assignments, homework examples, class discussion prompts, etc.) that you feel may be helpful for reviewers to understand how your course meets the diversity requirement.

[an area for uploading documents appears immediately below]

Learning Outcomes: Courses holding DU designation are expected to meet all of the diversity learning outcomes. Please describe how your course addresses each of the learning outcomes

**Question:** a) Students will learn disciplinary or interdisciplinary theories and knowledge necessary to comprehend diverse social, cultural, and political perspectives.

**Question:** b) Students will develop the ability to understand, articulate, and critically analyze diverse social, cultural, and political perspectives

**Question:** c) Students will demonstrate critical awareness of how individual perspectives and biases influence ways of seeing the world

**Question:** d) Students will gain knowledge of structural and cultural forces that shape or have shaped discrimination based on factors such as race, ethnicity, language, religion, class, ability, nationality, sexuality, or gender.

**Question:** e) Students will demonstrate the capacity to listen to and communicate respectfully with others of diverse perspectives.

**Question:** f) Students will explore and address questions that reflect multiple perspectives to develop a complex understanding of the world.

Content Focus

**Question:** Courses that address DU are primarily (but not exclusively) focused on diversity within the context of the United States. In what ways does your course focus on diversity within the context of the United States?

**AL,AT Proposal for Literature (AL) or Arts (AT) Designation**

**Question:** 1. Please provide a brief course description (including prerequisites, if any, and number of credits) such as would be used in the Undergraduate Catalog.
Question: 2. Please describe the course format and anticipated enrollment per section. Does the course consist of a large lecture session only, large lecture with discussion/laboratory sections, small class sections? Is it online only, blended face-to-face and online, web-enhanced, video-based, or some other format?

Question: 3. 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?

Question: 4. 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.

Question: 5. How will the course provoke comparison and critical acuity? All Social World courses should require writing. What form of writing will there be in the course? Please provide samples of writing assignments and the related assessment feedback process used in this course. (The writing requirement is at minimum 10 cumulative pages throughout the semester and should support the learning objectives of the course.) Critical writing assignments are preferred. When describing examinations and assignments, please specify what is meant by phrases such as "short (or long) answer" or "short (or long) essay," in terms of 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). If this aspect of the course has already been addressed by Form LO [Learning Objectives], simply provide a reference to the previous response.

Question: 6. 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.

Question: 7. 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 reading be treated in the context of the aims and purposes of the course? If the language of instruction and discussion is other than English, the required level of competency must be specified.

**bHS Proposal for Historical Studies (HS) Designation**

Question: 1. Please provide a brief course description (including prerequisites, if any, and number of credits) such as would be used in the Undergraduate Catalog.

Question: 2. Please describe the course format and anticipated enrollment per section. Does the course consist of a large lecture session only, large lecture with discussion/laboratory sections, small class sections? Is it online only, blended face-to-face and online, web-enhanced, video-based, or some other format?
SB Proposal for Social and Behavioral Sciences (SB) Designation

Question: 1. Please provide a brief course description (including prerequisites, if any, and number of credits) such as would be used in the Undergraduate Catalog.

Question: 2. Please describe the course format and anticipated enrollment per section. Does the course consist of a large lecture session only, large lecture with discussion/laboratory sections, small class sections? Is it online only, blended face-to-face and online, web-enhanced, video-based, or some other format?

Question: 3. 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.

Question: 4. 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.

Question: 5. 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.

Question: 6. How will the course provoke comparison and critical acuity? All Social World courses should require writing, and critical writing assignments are preferred. What form of writing will there be in the course? Please provide samples of writing assignments and the related assessment feedback process used in this course. (The writing requirement is at minimum 10 cumulative pages throughout the semester and should support the learning objectives of the course.) When describing examinations and assignments, please specify what is meant by phrases such as "short (or long) answer" or "short (or long) essay," in terms of 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). If this aspect of the course has already been addressed by Form LO [Learning Objectives], simply provide a reference to the previous response.

Question: 7. How does this course assist students in grasping the variations among human cultures in order to evaluate viewing their own social milieu?

I Proposal for Interdisciplinary (I) Designation

Question: 1. Please provide a brief course description (including prerequisites, if any, and number of credits) such as would be used in the Undergraduate Catalog.

Question: 2. Please describe the course format and anticipated enrollment per section. Does the course consist of a large lecture session only, large lecture with discussion/laboratory sections, small class sections? Is it online only, blended face-to-face and online, web-enhanced, video-based, or some other format?
**Question:** 3. 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?

**Question:** 4. 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?

**Question:** 5. 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?

**SI Proposal for Science Interdisciplinary Designation**

1. Please provide a brief course description (including prerequisites, if any, and number of credits) such as would be used in the Undergraduate Catalog.

2. Please describe the course format and anticipated enrollment per section. Does the course consist of a large lecture session only, large lecture with discussion/lab sections, small class sections? Is it online only, blended face-to-face and online, web-enhanced, video-based, or some other format?

3. 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?

4. 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?

**Question:** 5. 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?

**BS, PS Proposal for Biological Sciences (BS) or Physical Sciences Designation**

**Question:** 1. Please provide a brief course description (including prerequisites, if any, and number of credits) such as would be used in the Undergraduate Catalog.
Question: 2. Please describe the course format and anticipated enrollment per section. Does the course consist of a large lecture session only, large lecture with discussion/laboratory sections, small class sections? Is it online only, blended face-to-face and online, web-enhanced, video-based, or some other format?

Question: 3. To what extent does the course provide an historical background showing the evolution of the science and how its fundamental theories are formulated?

Question: 4. What fundamental principles of the science will be covered in this course?

Question: 5. The basis of all science is the scientific method - the use of observation and experiment to develop hypotheses 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?

Question: 6. 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.

Question: 7. How will the course address the relevance of the science to and its impact on society?

Question: 8. 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 the course, discuss the reasons for the choice of the designation proposed.

bR1 Proposal for Basic Math (R1) Designation

R2 Proposal for Analytical Reasoning (R2) Designation

Question: 1. Please provide a brief course description (including prerequisites, if any, and number of credits) such as would be used in the Undergraduate Catalog. What entering level of mathematical ability is assumed for the course?

Question: 2. Please describe the course format and anticipated enrollment per section. Does the course consist of a large lecture session only, large lecture with discussion/laboratory sections, small class sections? Is it online only, blended face-to-face and online, web-enhanced, video-based, or some other format?

Question: 3. How will the course satisfy the above-stated objectives of analytic reasoning? How will students' progress towards these objectives be measured?

Question: 4. 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?

**Question:** 5. Does the coursework involve problem sets or exercises? Of what sort and frequency? Please provide some illustrative examples.

**Create a New Course with a Gen Ed Designation**

Use the Learning Objectives form, the form(s) for the Gen Ed designation(s) being sought and the Create an Experimental Course or the Create a New Course form

**Add or Change Gen Ed designation of an existing course**

Use the Learning Objectives form, the form(s) for the Gen Ed designation(s) sought, and the Gen Ed Course Information form

**Create a Quinquennial Review of an Existing Gen Ed course**

This involves supplying the Learning Objectives Form and a QQ review form with these questions:

**Question:** 1. **Course Description:** Please provide a brief course description (including prerequisites, if any, and number of credits) such as would be used in the Undergraduate Catalog.

**Question:** 2. **Course Goals:** Parallel to the overall learning objectives of Gen Ed addressed by Form LO, the Gen Ed designations share designation-specific objectives for undergraduate education. Please review these designation-specific objectives and discuss the ways in which your course addresses those objectives which are relevant.

**Question:** 3. **Course Syllabi:** It is important that course syllabi clearly communicate to students the ways in which the course fulfills the overall Gen Ed learning objectives (addressed by Form LO) and the designation-specific objectives (addressed in Question 2 above). Please review the syllabi from ALL sections of this course taught in the preceding year, wherever possible, including any special Honors, Online, and RAP/TAP sections, to ensure that these connections to Gen Ed are made explicit. If current versions of syllabi do not clearly convey this information, please describe how these syllabi will be changed to communicate these goals and objectives.

**Note:** Those submissions which neither include syllabi with Gen Ed statements nor outline the needed revisions will be sent back to departments for further clarification.

**Question:** 4. **Course Format:** Please refer to the instructional history provided (View Instructional History) that shows trends in course size, numbers of sections, and potential differences among instructor or section types (Honors, online, RAP sections, e.g.). Use this information and any other information you have about trends or changes in the course over time to inform your responses to the following questions:

a. Please describe the course format and anticipated enrollment per section. Does the course consist of
a large lecture session only, large lecture with discussion/laboratory sections, small class sections? Is it online only, blended face-to-face and online, web-enhanced, video-based, or some other format?

b. Given the format of your course (and its sections, if any), how does the department ensure consistency in Gen Ed learning objectives and designation-specific goals across multiple sections/instructors over time?

c. If enrollments and/or course structure have changed over time, what has been done to ensure adherence to Gen Ed learning objectives and designation specific goals?

[This question appears on the form but is no longer relevant]

**Question:** 5. Newly Approved 4-Credit Courses: For courses that were approved for 4-credits during the 2009-2011 Social World and Biological/Physical World course conversion process, please provide an assessment of how the 4-credit conversion has worked for the course. Consider the following in your assessment:

a. As it is currently offered, how closely does the course reflect the changes proposed in the 4-credit application?

b. What alterations, if any, were required in the process of implementing the proposed changes? Why were these alterations made?

**bAdd JYW Status to an Existing Course**

**bChange JYW status of an existing course**

**bCreate a new course to satisfy JYW requirement**

**bCreate a Quinquennial Review of an existing JWY course**

**IE Specific Option Proposal**

**Question:** 1. Specify the approximate number of students each year that will be served by this option.

**Question:** 2. From the list below, please select one of the IE options (a-i) that this proposal addresses.

**Question:** 3. Course/Option Identification: Please provide as much identifying information about the course as possible (i.e. course name, course number, and course description as you would like it to appear in the course catalog.) Note: for existing courses provide all information including alterations to course description. For new courses provide proposed number, title, and course catalog description.

**Question:** 4. Please describe how this option will meet the first criterion of the Integrative Experience: "Students [will] reflect on and integrate their learning and experience from the broad exposure in their General Education courses and the focus in their major."
Gen Ed Council notes indicate that the term “Reflection” in the IE context means asking students to reflect not only on course content but also on themselves as learners. The goal is to encourage students to consider their college learning as a whole, identify how their varied experiences connect with each other, and help them become conscious lifelong learner in both their particular career and as a member of their community and society.

**Question:** 5. Please describe how this option will meet the second criterion of the Integrative Experience: "Students will practice General Education learning objectives at a more advanced level."

**Question:** 6. Please describe how this option will meet the third criterion of the Integrative Experience: "A shared learning experience for applying students' prior learning to new situations, challenging questions, and real-world problems." (NOTE: for enrollments larger than 25, please specify how you plan to provide for the interactive and collaborative student engagement called for in this criterion.)

**Question:** 7. Please indicate the anticipated enrollment per semester for this option:

**Question:** 8. Please explain what instructional practices or approaches your department plans to use to support students in achieving the goals of the three IE criteria, particularly for enrollments larger than 25.

**Question:** 9. Primary Instructor:

**Question:** 10. Please provide any other information that will be useful to the Gen Ed Council in reviewing this proposal as an IE option.

**Collaborative Agreements**

**Question:** 11. If this option will serve majors from another department(s), please list the departments permitted to use this option for their majors. Please note, for tracking purposes at the Registrar’s office, the department(s) planning to allow their majors to use this option to fulfill the IE for their majors is still required to submit a specific option proposal indicating this intention. (Contact davisie@acad.umass.edu with questions.)

**Question:** 12. For tracking purposes at the Registrar’s office, if you are proposing to use an option offered by another department, please specify the department and specific IE option that your students may use to fulfill the IE requirement. (Note: IE options for your majors established outside of your department require permission from the collaborating department, see question 11. Please contact davisie@acad.umass.edu with questions.)

**Create a NEW (Experimental or Permanent) IE Course**

Use the IE Specific Option form and the Create a new course or the Create an Experimental course form

**Add IE status to an existing course**

Use the Course Info for Gen Ed Proposals form and the IE Specific Option form
bChange IE status of an Existing Course

bOpt-in to another program’s IE option

INTERNATIONAL PROGRAMS

bCreate a new international program

bSubmit an Existing International Program for Review

Exchange Agreements
International Exchange Agreements may only be submitted by a staff member of the International Programs Office. Please contact the person you have been working with at IPO and request that they submit the agreement for approval through the UMass Course and Curriculum Management System.

HONORS PROGRAMS

Honors Course Information

Question: What is the expected capacity for this course? (Honors courses have a maximum capacity of 25.)

Question: How many credits will this Honors course be?

Question: If there is a non-Honors section of this course that carries a different credit load, please note that here.

Question: Who will be eligible to enroll in this course?

Question: Will this course be open to SPIRE registration? If No, please note how students should register (Consent of Instructor, Consent of Department, other).

Question: At what days and times will this course meet? If class meetings are by arrangement, please explain how and when the instructor will meet with students and whether it will be individually or as a group. Because direct contact with faculty is key to the mission and priorities of honors education, it is the expectation of the Commonwealth Honors College that honors course classes shall be scheduled such that each academic credit earned by students equals a minimum of fourteen class hours of contact time with the instructor over the course of the semester. This expectation could be met with a 50-minute class each week, two all-day workshops, four evening field trips, etc.
**Question:**
Please describe the specific honors enrichment that will be provided for students in this course.

**Question:**
Please provide the description of this course as it will appear in the Honors Course Guide to promote enrollment.

**Create a new course with Honors designation**

Use the Honors Course Information form and the Create an Experimental Course form or the Create a New Course form

**Create a new Honors 499 course**

**Basic Information**

**Question:** What is the title of this course?

**Question:**
Indicate the number of credits for each semester. If you are proposing a course that is not going to be offered as a year-long course over a fall-spring sequence, please contact Meredith Lind in the Commonwealth Honors College at mlind@honors.umass.edu or 413.577.0729.

**Question:**
What is the expected capacity for this course? (Generally, 499 courses have a capacity of 12-15; if a higher capacity is requested, please provide information on how course structure facilitates guidance, such as team approach.)

**Question:**
What is the registration method for this course? Default is "CONSENT OF INSTRUCTOR". Please indicate how students should request instructor consent (e.g., email instructor, provide writing sample, etc.).

**Question:**
Are there any prerequisites for this course. If yes, please state them.

**Question:**
On what day and time will this course meet?

**Question:**
Where do you hope this class be held?

**Question:**
Do you have any special equipment or facility needs? If yes, please describe them

**Question:**
Who will be the primary instructor of this course? Please note the instructor's home department and campus address. (If not a UMass faculty member, please also provide Faculty Member of Record information below.)

**Question:**
Please provide a succinct description of this course that may be used in the Honors Course Guide to Advertise the course to students. Please keep within 200 words.

**Question:**
Please attach a course syllabus below. As part of the syllabus please

- Provide clearly specified course objectives
- Show how the student will be involved in the process of discovery
- Include a week-by-week outline of topics together with a brief description of each and the assignments for each week
- List readings associated with each of the topics in the outline with approximate numbers of pages
- Describe required assignments – guidelines for papers or projects, including page requirements
- Students participating in an honors thesis/project seminar must produce an archivable product that is sent to the W.E.B. Du Bois Library archives. Please describe the (1) thesis or (2) project and project manuscript that each student will produce through this honors thesis/project seminar. Please note that all archivable products must include a written component (not only those consisting of a written thesis but also those resulting from a project that produces an artifact such as a music CD, a DVD film, a CD-ROM documenting art works, etc.). Describe the archivable product for the students, including what they are expected to produce as well as the schedule for drafts, revisions, and final submission to the instructor and to Commonwealth Honors College
- In addition to your description of the archivable product you expect each student to produce, please direct students to honors thesis/project seminar guidance at https://www.umass.edu/honors/curriculum/thesis.
- Specify grading policy and criteria associated with required assignments (with % or points converted to letter grades as a grading scale)
- Include selected bibliography
- Include accommodation policy and academic honesty statement

[area to upload syllabus immediately below]

**Question:** Please provide the department status of all proposed instructors for this course. (This includes the primary instructor, any additional instructors, and faculty member of record.)

**Question:** Please attach the curriculum vitae of all proposed instructors.
[area to upload cv immediately below]

Attachments area for other files at bottom]

**Add an Honors component to an existing course**

Course Information

**Question:**
Semester colloquium will first be scheduled using this approval. (For existing colloquium up for review, list semester date following final approved offering.)

**Question:**
What is the expected capacity for this colloquium? (Honors courses have a maximum capacity of 25.)

**Question:**
Will this colloquium be open to SPIRE registration? If No, please note how students should register (Consent of Instructor, Consent of Department, Other).

**Question:**
What level of students is this course recommended for?

Question: At what days and times will this colloquium meet? If class meetings are by arrangement, please explain how and when the instructor will meet with students and whether it will be individually or as a group. Because direct contact with faculty is key to the mission and priorities of honors education, it is the expectation of the Commonwealth Honors College that honors colloquium classes shall be scheduled such that each academic credit earned by students equals a minimum of fourteen class hours of contact time with the instructor over the course of the semester. This expectation could be met with a 50-minute class each week, two all-day workshops, four evening field trips, etc.

Course Description

Question: Please provide the current, non-honors course description as it appears in the SPIRE Course Catalog.

Question: Please describe the specific honors enrichment that will be provided for students in the colloquium.

Question: Please provide the description of this colloquium as it will appear in the Honors Course Guide to promote enrollment.

Apply for re-approval of Honors status for an existing course or Honors 499 course

Question: During what semester do you hope to first schedule this course based on this re-approval?

Question: What is the capacity of this course? (Honors courses have a maximum capacity of 25.)

Question: How many credits is this Honors course?

Question: If there is a non-Honors section of this course that carries a different credit load, please note that here.

Question: Does this course have any prerequisites? If Yes, please note them.

Question: At what days and times will this course meet? If class meetings are by arrangement, please explain how and when the instructor will meet with students and whether it will be individually or as a group. Because direct contact with faculty is key to the mission and priorities of honors education, it is the expectation of the Commonwealth Honors College that honors course classes shall be scheduled such that each academic credit earned by students equals a minimum of fourteen class hours of contact time with the instructor over the course of the semester. This expectation could be met with a 50-minute class each week, two all-day workshops, four evening field trips, etc.

Question: Who is eligible to enroll in this course?

Question: Is this course open to SPIRE registration? If No, please note how students register (Consent of Instructor, Consent of Department, Other).
**Question:** What is the recommended audience for this course?

**Question:** Please provide the current non-honors course description as it appears in the SPIRE Course Catalog.

**Question:** Please describe the specific enrichment for students in the honors version of this course.

**Question:** Please provide the course description that will appear in the Honors Course Guide to promote enrollment in the honors version of the course.

Attachments area for documents providing more detail at end

**CURRICULUM**

**bNew Degree Program (major)**

**New Concentration (track, option) within a major [or graduate degree program]**

Briefly describe the Proposal:

Provide a brief overview of the process for developing the proposal:

Describe the proposal’s purpose and the particular knowledge and skills to be acquired:

Resources:
1. If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.

2. Curriculum: Provide a curriculum outline showing degree program requirements, requirements of any existing concentrations, requirements of proposed concentration, and how they relate. You may include this outline and any additional documents as attachments below.

**bNew Minor**

**New Certificate**

Certificate Program

**Question:**

Title

[if a Graduate Certificate, use that word in the title]

**Question:**
Proposed Starting Date
(Date or Semester)

Proposal Development

Question:
Briefly describe the certificate.

Question:
Provide a brief overview of the process for developing this certificate.

Purpose and Goals

Question:
Describe the certificate's purpose and the particular knowledge and skills that will be acquired by participating students.

Resources

Question:  If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.

Curriculum

Question:
Please describe the curriculum for this certificate, listing all required courses and possible electives, any prerequisites or GPA requirements, the recommended order or coursework and any other pertinent information. You may attach additional materials related to the curriculum at the end of this section.

Question:
Explain how these courses represent a coherent course of study.

Question:
Describe how there is a clear educational objective that can be achieved in an efficient and well-defined manner.

Question:
Explain how the course sequence offers a clear objective at the appropriate educational level.

Question:
Describe the perceived need for this certificate.

Question:
If the courses that comprise the certificate have been or currently are being offered, describe their schedule of availability. If the certificate is comprised of new courses, describe their planned availability.

Question:
If the certificate requires or includes courses from outside the sponsoring department, provide evidence of agreement(s) with the unit(s) offering those courses. You may attach any memoranda of understanding below.
**Question:** If applicable, please attach any memoranda of understanding from other departments or colleges below.

If the requirements for this certificate overlap with those of another certificate or a degree program, describe that overlap.

*(Note that if a student who has completed a certificate seeks clearance for a degree program that overlaps with that certificate program, the Registrar will note on the transcript that the certificate has been superseded by the degree.)*

**Question:**
What type of student is allowed to participate in this certificate program? (E.g., matriculated UMass students, non-matriculated CPE students, Five College students, graduate students, students in a specific degree program, etc.)

**Question:**
What role will this certificate play in relation to other departments or degree programs on campus? Certificates vary widely across campus and may represent a subset of an existing degree program, a multidisciplinary program, or an entirely free-standing area of focus.

**Question:**
Is this a transitional certificate program? (Transitional certificate programs are comprised of core courses from specific degree programs and may act as stepping stones into those programs. If a student who has completed a transitional certificate matriculates to the University and completes the degree program associated with that certificate, the transcript will note that the certificate has been superseded by the degree.)

**Question:**
If applicable, please attach any additional material relating to the certificate (such as requirement checksheets for students, etc.) below.

[area for uploading files appears immediately below]

**Create Accelerated Master's Program (BA/BS+Master's)**

I. Accelerated Masters Program

**Question:** 1. Title

**Question:** 2. Proposed Starting Date *(Date or Semester)*

II. Proposal Development

**Question:** A. Briefly describe the Proposal

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

**Purpose and Goals**

**Question:**
Describe the proposal's purpose and the particular knowledge and skills to be acquired and provide a rationale for creating this accelerated degree program.
Accelerated Masters Information

**Question:**
Does the accelerated master's option apply to all master's degrees in this field, or only to certain tracks or concentrations?

**Question:**
What type of degree program does this accelerated master's option pertain to?
*Note: second and third require separate approval.*

**Question:**
Describe the projected course sequence for this degree and the timeline to completion for students.

**Question:**
What undergraduate degree program is this accelerated masters associated with, if any

**Question:**
If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.

**Question:**
Provide the curriculum to the applicable masters degree as it currently appears in the Graduate Bulletin and explain how this curriculum will be scheduled over the student's undergraduate and graduate careers. Note that total number of credits must be 30 plus the minimum number required for undergraduate degree (generally 120, making total number of credits required 150).
*Note: For Master's programs under 36 credits, a maximum of 9 graduate-level credits taken as an undergraduate may be applied to both degrees. For Master's programs over 36 credits, a maximum of 12 graduate-level credits taken as an undergraduate may be applied to both degrees.*

**Question:**
Who can apply to pursue this accelerated master’s degree?
*(UMass students, Five College Students, Students in specific degree programs, etc.)*

**Question:**
Are there any admissions exceptions to this degree program, such as a waiver of the GRE requirements?

Attachments
[area for uploading files]

**bCreate Dual Master’s (Master’s + Master’s)**

**Revise a Degree Program (major)**

Description

**Question:**
1. Please describe your proposal
Question: Please describe the existing program requirements, listing all required courses and available electives, as well as any additional requirements, and continuation or admissions policies.

Question: Please describe the requirements that you are proposing, listing course requirements, elective options, as well as any additional requirements, and continuation or admissions policies.

Question: Please provide the rationale for these revisions.

Question: Academic Requirements Review
[the ARR of the current program, copied from SPIRE and upaded in attachments area]

Resources
Question:
If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.

Attachments:
Question: Attach any supporting documents
[an area for uploading documents appears immediately below]

Revise a Concentration (track, option)

I. Concentration
Question: 1. Title

Question:
2. Proposed Starting Date

II. Proposal Development
Question: A. Briefly describe the Proposal

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

III. Purpose and Goals
Question: 1. Describe the proposal’s purpose and the particular knowledge and skills to be acquired

IV. Resources
Question: 1. If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.

Curriculum
**Question:** Provide a curriculum outline showing degree program requirements, requirements of any existing concentrations, requirements of proposed concentration, and how they relate. You may include this outline and any additional documents as attachments below.

**Question:** Attach any curriculum outline or additional materials here.
[an area for uploading files appears immediately below]

Attachments
[a second area for uploading documents appears immediately below]

**bRevise a Minor**

**Revise a Certificate**

**Basic Information**

**Question:**
Title
[If a graduate certificate, specify that in the title]

**Question:** Proposed Starting Date for Revisions to Take Effect

**Revision Information**

**Question:** Please describe the revisions you are proposing.

**Question:** Provide a brief overview of the process for developing this proposal.

**Question:** Describe the purpose and particular goals for this proposal.

**Resources**

**Question:** If this proposal requires no additional resources, say so and briefly explain why. If the proposed changes will require additional resources, explain how they will be paid for. Indicate how many new enrollments are expected as a result of these revisions and how the courses will accommodate them.

**Curriculum**

**Question:** Describe both the current and proposed curricula for this certificate, indicating any changes, including the addition of any new courses to satisfy core or elective requirements. If the revisions include courses that have not yet received permanent status, please note their status as experimentals or in the Faculty Senate workflow. If the proposed revision does not affect the curriculum, please note so here. If you would like to attach any curricular worksheets or other materials describing the current or proposed curriculum, you may attach them below.

**Question:** Please attach any additional materials here.
[area for uploading files appears immediately below]
bOther College-or University-Level Program

ORGANIZATIONAL UNITS

Create a new Center or Institute

General Questions

Question:
1. Is this proposal for a Center or an Institute?

Question:
2. Proposed Title of Institute/Center

Question:
3. What is the School/College or other major budgetary unit that this center or institute will be a part of?

Question:
4. What are the names of the Center/Institute directors or other responsible persons?

Question: 5. What is the mailing address, telephone number of director(s) or responsible persons?

Question:
6. What is the proposed starting date?

Description

Question: 1. Please provide a brief description (60 words or less) of the proposed enterprise (name, basic mission, activity scope, clientele).

Question: 2. What are the rationale and justification (mission, goals, objectives, relation to campus goals, needs addressed, population served, resources obtained)?

Question: 3. What are the specific activities planned as an on-going part of the enterprise (types, quantities of activities, meetings, publications, seminars, research)?

Question: 4. How does this enterprise differ from other offices or activities on campus with similar names, missions, interests?

Institutional Relationships and Governance

Question: 1. List all University units involved and describe administrative arrangements with them, if any.

Question: 2. Describe any organizational relationships (as distinct from funding sources) with other agencies, public or private, outside the University.

Question: 3. Describe the organization’s advisory board or other governance group.
**Question:** 4. 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?

**Question:**
5. If a center, describe the relationship within the department or college to which this organization is subordinate.

**Question:** 6. Describe arrangements for any patent rights, copyrights, or other ownership components of activities, and any restrictions on access to research information.

**Resources**

**Question:** 1. 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.)

**Question:** 2. Describe any requests for space that have been made.

**Question:** 3. Describe any repairs, renovations, major equipment needed to make the space you have useful to the organization.

**Question:**
4. If University employees or students are or will be using space, describe the arrangement.

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

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

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

**Question:** 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.

**Question:**
4. Attach a detailed budget showing sources of funding, full-year basic operation 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.)
[area for uploading files immediately below]

**Attachments**
[area for uploading related files]

**Create a Department**

[Note: The proposal is conveyed through a lengthy uploaded document. Creation of a new department needs to be discussed with the Provost early in the process of proposal development because it will not happen without highest-level administrative support.]
Overall Description

**Question:** 1. Please explain your proposal

Attachments

**Question:** 1. Attach any supporting documents

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**bReorganize a Department**

**Create a School within College**

[Note: These proposals are provided as a single document covering the questions. Related files may be included in the main document or appended separately.]

**Question:** Please explain your proposal

**Question:** What units will be participating?

**Rationale**

**Question:** Please explain the rationale for creating this new entity and its potential impact on recruitment of students or faculty, public relations, development, research, instruction, outreach, or any other goals or activities of the participating unit(s). Precedents at other universities of comparable stature may also be noted.

**Question:** Please explain how the school will be organized and the Director selected.

**Question:** In the case of multi-unit Schools, provide an agreement that specifies how the Director will be selected and any cooperative relationships involved.

**Question:** What resources will creation of the proposed school within college require?

**Question:** Please provide below evidence of support from the faculty of the participating unit(s) and any other major stakeholders.

**Question:** Please provide signature approval by the Dean of the College in which the School will be organized. If any participating Departments or Programs report to other Deans, the signatures of those Deans are required as well.

**bCreate a College**

**bReorganize a College**

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OTHER ACTIONS
Create or Change an Academic Policy

Overall Description

**Question:** 1. Please explain your proposal

Attachments

**Question:** 1. Attach any supporting documents

bOther action for Faculty Senate