Proposal for a New Academic, Research, or Service Endeavor

For purposes of full review of a new curriculum or academic program, research, or service endeavor, a formal proposal is to be drawn up according to the following outline. "Academic program" includes academic units, majors, minors, degrees, academic certificates, and graduate degree programs. "Research endeavor" includes centers and institutes. All sections should be addressed; if a section is not applicable to the particular proposal, insert "Not Applicable." When specific requirements are posted elsewhere for a particular activity, they should be incorporated into the proposal. (Examples include majors, minors, matrix centers, certificates of graduate study, and general degree requirements.)

Proposal

I. Program title, director, participating faculty, responsible academic unit, and description of the program, as it would be included in the University or Graduate College Catalogue.

II. Exact wording of degree to be awarded, if appropriate.

III. Rationale for the curriculum, program, or endeavor:

A. Philosophic goals statement;

B. General and specific objectives.

IV. Relationship of this curriculum, program, or endeavor to current mission and long- range plans of:

A. Participating departments, programs, schools, and colleges;

B. The University.

V. Relationship to programs offered currently.

VI. Indicate any other programs at the University which are similar in title or content and illustrate how they may overlap or differ.

VII. What comparable programs, if any, are in existence today in reputable colleges and universities:

A. What are the highlights of these programs and how do they compare with the projected program at UVM?

B. Do universities engaging in regional participation with UVM offer these programs? In light of existence or absence of such programs, are there good reasons for promoting UVM or another university for offering this program?

VIII. Evidence of communication with academic units likely to be involved in or affected by the program.

A. Indicate the effect (cost, enrollment, etc.), the program will have on other academic units.

B. Faculty engaged in the development of a new program must discuss the proposal with each dean and chairperson/program director of an academic unit likely to be affected by the new program. All units whose courses are an integral part of the proposed program must be included. A letter of support, or at least a record of e- mail correspondence, from each such unit must be attached to the proposal.

C. The Graduate College Executive Committee (GCEC) must approve proposals for new graduate programs before they come to the Faculty Senate Curricular Affairs Committee. After the proposal is approved by all affiliated academic program/departments and Colleges/Schools, send the full proposal, including cover sheet, to the Dean of the Graduate College with a cover letter requesting consideration of the proposal. If approved, the Graduate College will transmit the proposal and a letter indicating the approval and explaining the rationale for same to the Faculty Senate via the Vice Provost for Teaching and Learning.

IX. Evidence of demand or need for program:

A. Indicate justification of inauguration of program at this time:

1. Explain education, personnel needs, and social needs that exist (refer to specific authorities or studies consulted);
2. Anticipated enrollment or anticipated impact in case of a service or research endeavor for the first five years (give supporting evidence for estimate);
3. Indicate how this program will meet local and regional needs. If a doctoral program, include specific data on previous and present graduate

B. If a doctoral program, include specific data on previous and present graduate programs at master's level with the number of students and degrees awarded.

X. Students (if curriculum or academic program):

A. Indicate:

1. Evidence of a source of candidates;
2. Requirements for admission and retention of students;
3. Selection process;
4. Financial support available through the department and expected from the Graduate College or other UVM sources (Graduate Programs);
5. Mechanism of advising students;
6. Prospects for employment or opportunities for further education of graduates.

XI. Programs of study:

Excellent academic programs provide students with a coherent body of knowledge and skills consistent with the University's mission and vision, and lead to the attainment of a specified set of learning outcomes. Excellent academic programs set high expectations; they challenge and inspire students to do their best work. They also provide a rich learning environment where students can grow intellectually with guidance, mentoring, and experience.

A. Programmatic Quality and Excellence

1. Describe the coherent body of knowledge and skills, and the specified set of learning outcomes, that the program seeks to foster.
2. Discuss progression of students through the curriculum, with attention to the developmental sequencing of courses and scaffolding of student knowledge and skills.
3. Address both curriculum breadth and depth.
4. Describe the academic rigor of the program and practices that lead to high expectations for student learning.

B. Indicate all courses to be included in the program:

1. List existing courses envisioned as a part of a new program. What effect on enrollment is anticipated?
2. List required new courses or changes to existing courses in order to initiate program. (If new course or changes to existing courses are required, complete a "Course Change Form" for each course and submit request(s) concurrent with the program proposal.)
3. Courses offered under the Special Topics course rubric (i.e., x95/x96) may not be listed as requirements for majors, minors or graduate degrees or certificates.

C. Research endeavor (list arrangements for collaboration and/or supervision).

D. Field work (clinical experience: arrangements for placement and supervision).

E. Submit two sample programs or otherwise illustrate the selection of courses,

course load, and research or service time distribution.

XII. Resources for the program:

A. Faculty:

1. Biographies of present faculty who will participate. Include name, degrees, experience, publications, and present teaching, research and service commitments;
2. Effect on, and adjustments in, present staff assignments;
3. New positions to be added and qualifications to be met:

    a. Director, if any;
    b. Other positions;
    c. Indication of appointment prospects.

4. Interdepartmental and inter-institutional cooperation planned.

B. Library support:

1. Present an evaluation of the library resources available currently to support the program;
2. Indicate additional demands to be made for this program with an estimate of the dollar cost of the additions.

C. Equipment needs and plans to meet them.

D. Physical space needs and plans to meet them:

1. Classroom and student study space;
2. Laboratory, research, and field experience space;
3. Office space.

XIII. Cost estimates:

A. First-year costs in addition to current budget;

B. Total costs for first five years in addition to current budget;

C. Anticipated non-University support, if any, such as federal or industry grants.

D. How program will be funded if no new money is available;

E. Proportion of salary of any faculty member who would contribute to program.

XIV. Schedule for curriculum, academic program, research, or service endeavor:

A. Proposed starting date;

B. When will curriculum or academic program be offered-academic year, summer, part-time?

XV. Evaluation:

A. What criteria for evaluation will be applied?

B. How and by whom will the program be evaluated?

XVI. Space for endorsements of proposal should be allowed for the following:

A. Departments or programs involved;

B. School or college curriculum committee for each department or program involved;

C. School or college dean for each department or program involved;

D. Executive Committee, Graduate College (graduate programs/tracks only);

E. Dean of Graduate College (graduate programs/tracks only);

F. Curricular Affairs Committee;

G. Provost;

H. President;

I. Board of Trustees.

Abstract

A one-page abstract should include essential information from the following sections of the program proposal: I, II, III, IX, XI, and XIV.

The Chair of the Curricular Affairs Committee will e-mail the abstract of the proposal to all faculty, Department Heads/Chairpersons, Academic Deans and the presidents of the Student Government Association and Graduate Student Senate. The e-mail will indicate that the complete proposal is available at the Senate Office or on the Faculty Senate website. Comments are requested within 30 calendar days.