

# Coversheet for Proposal for a New Academic Program

Guidelines for new program proposals are posted on the Faculty Senate website ([Curricular Resources](#)). NOTE: Although new *concentrations* are considered substantial changes, proposers should fill out this coversheet.

Granting College/School: \_\_\_\_\_

Sponsoring department or program: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Email address: \_\_\_\_\_

*Please check all that apply regarding the following aspects of the program that may impact students' financial aid and/or institutional compliance with federal regulations. Elaborate as appropriate in the body of the proposal.*

## Location/Travel

- ≥50% of credits earned at off-site location
- Substantial clinical/practicum travel
- Required travel component

## External Collaborations

- Degree offered jointly with another institution

## Delivery Method (select one)

- On Campus – all or some courses offered face-to-face
- Online – ALL courses offered online

## Calendar (select one)

- Main campus calendar
- College of Medicine calendar

## Academic Credit

- All courses comply with [credit hour definition](#)

## Variable Tuition<sup>1</sup>

- Graduate program with differential tuition rate

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## Complete this section if proposing a new Degree, Undergraduate (UG) Major, or Graduate (GR) Program or Certificate

Check appropriate box:  New degree  New Certificate of Graduate Study  New UG Major  New GR Program

Exact name of degree (e.g. Bachelor of Arts, PhD): \_\_\_\_\_

Untagged  Tagged (e.g. Bachelor of Science in Electrical Engineering)

Exact name of UG major/GR Program: \_\_\_\_\_

Minimum GPA required for graduation: \_\_\_\_\_

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## Complete this section if requesting a new Certificate, Minor, or Concentration

Check appropriate box:  UG Certificate  UG Minor  Concentration

Post-Baccalaureate Certificate  Continuing Education (CE) Academic Certificate

Exact name of Certificate/Minor/Concentration: \_\_\_\_\_

<sup>1</sup>A request for differential tuition may be submitted when the program has been approved by the Curricular Affairs Committee. This will allow approval of the differential tuition concurrent with the Board of Trustees approval (if approved). The process and guidelines for requesting differential tuition can be found [here](#).

# Proposal for New Academic Program

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For purposes of full review of a new curriculum or academic program, a formal proposal is required. Proposals for new undergraduate programs that lead to a degree (e.g. majors) and graduate-level degree programs (e.g. MA, PhD) should follow the format outlined in this document. Proposals for new minors and undergraduate certificates should follow the guidelines and proposal format indicated in the relevant documents posted on the Faculty Senate website (see [here](#)). For certificates of graduate study, refer to the Guidelines for Certificates of Graduate Study posted on the Faculty Senate website; proposals should follow the format indicated in this document.

All sections should be addressed; if a section is not applicable to the particular proposal, insert "Not Applicable."

## 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 program:**

- A. Philosophic goals statement;
- B. Program level learning outcomes.

**IV. Relationship of this program 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 the approval of the proposal 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);

Indicate how this program will meet local and regional needs. 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 :**

- 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. Specifically address how the curriculum supports students' achievement of the learning outcomes listed above in Section III B.
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 component (list arrangements for collaboration and/or supervision if applicable).

### D. Field work (clinical experience: arrangements for placement and supervision, if applicable).

### 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, or research endeavor:**

- A. Proposed starting date;
- B. When will curriculum or academic program be offered (academic year, summer, part-time)?

**XV. Curriculum Assessment and Program Evaluation:**

- A. Attach a completed assessment plan form, available [here](#). For assistance in developing an assessment plan, contact the Associate Provost for Academic Affairs.
- B. Identify the department or school under which this program will undergo APR.

**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.

# Substantial Revisions to Existing Academic Programs: Definitions and Approval Process

The Faculty Senate Curricular Affairs Committee (CAC) is charged with reviewing proposals to substantially revise existing academic programs. This document defines criteria for substantial changes, and describes the approval process for such proposals. Academic programs includes majors, minors, undergraduate degrees, graduate degrees, undergraduate certificates, certificates of graduate study, and academic certificates offered as a collaboration between one or more departments and Continuing and Distance Education.

## Purpose and Context

The goals of the review process for substantial revisions to existing programs are to 1) promote development of high quality programs based on best practices, and 2) promote awareness of curricular changes. Achieving these goals supports the core mission of the University to provide quality educational experiences, allows faculty to be more effective advisors, and fosters communication across departments and units.

Historically, a substantial revision to an existing program has been defined as a change involving 40% or more of the required content and/or activities. Curricula are, however, more than simply a list of required courses, making it challenging to apply the “40% rule.” There can be multiple pathways via which a student can complete a program, courses are frequently grouped to serve a specific curricular purpose, and it is difficult to determine the “weight” of an activity compared to standard coursework. Given these challenges, it seems important to consider curricula as more than the sum of their parts in defining substantial revisions.

## Substantial Revision Definitions and Examples

Below are categories of changes that should be considered substantial revisions and undergo the approval process described in the section that follows. Examples/explanations are provided for further clarification. Note that all changes must adhere to the standards for the specific type of program (e.g. major, minor) described in the guidelines for new program proposals (see [here](#))).

### ❖ Alteration to $\geq 40\%$ of the credit hours that count towards completion of a program

Courses that count towards the completion of a program include all required and elective courses students take in order to fulfill a program’s requirements. They do not include college/school or University requirements (e.g. distribution requirements; general education requirements). The percentage of credit hour changes should be determined based on the minimum number of credit hours necessary to fulfill the requirements for the program. Alterations include addition and/or removal of courses. Two situations that can lead to an alteration of  $\geq 40\%$  are noted below.

- *Restructuring of a curriculum:* For example, as an outcome of their APR process, a department restructures a major to provide greater coherence, a clear trajectory within the major, and a stronger foundation for majors in a particular area. Changes might include new requirements for specific course sequences and/or inauguration of a mandatory concentration with a corresponding set of new concentrations.

- *Addition or removal of a substantial curricular component:* Curricular components include activities, specific course sequences, or sets of courses that serve a specific curricular purpose such as distribution requirements or a requirement for a minor.

❖ Alterations in the delivery mode for a program

Programs can be offered on-campus, via distance learning, or through a blend of on-campus and distance learning coursework. Change from one delivery mode to another and duplication of a program through an alternative delivery mode are considered substantial curricular changes because of differences in pedagogical approaches and challenges between delivery methods, and should undergo a full review process.

There are certain situations that do not reach a 40% change in the credit hours required for completion of a program, but are considered substantial changes that require review and approval by the CAC. In these cases, an abbreviated version of a proposal in the form of a memo is sufficient. Note that these changes must still undergo appropriate unit-level approval (see Approval Process section of this document). Examples of such situations and elements that should be included in the memo are provided below.

❖ Addition of a new concentration, re-naming of a concentration, or elimination of a concentration within an existing program\*\*

The memo should include:

- a description of the program's curriculum including existing concentrations
- justification for inauguration of the new concentration, name change, or elimination
- requirements for completion of proposed new concentration(s) including the required and elective courses
- evidence of communication with other units affected by the change (may be included as separate documents in the form of e-mails and/or memos)

❖ Changes that could significantly affect other units

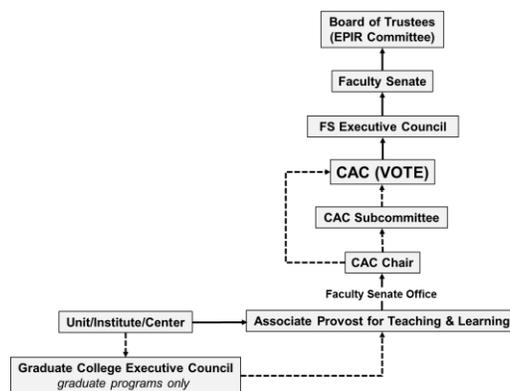
These are likely to be addition or removal of required courses taught by another unit that will significantly alter enrollments. It is important that the affected unit(s) is/are aware of the changes so that they can make appropriate staffing, section number, and enrollment cap decisions. The memo should include:

- a description of the program's current curriculum
- a description of the proposed changes
- justification for the changes
- a description of how the changes will affect other units
- evidence of communication with affected units (may be included as separate documents in the form of e-mails and/or memos)

*\*\*The only recognized curricular entities are academic majors, minors, certificates, and concentrations. Departments may choose to develop informal pathways of study for advising purposes (e.g. foci, tracks, specializations), however these are not formally recognized and do not need to be reviewed under the procedures described here.*

## Approval Process

Following unit-level approval (see below), a Proposal to Substantially Revise an Academic or Research Endeavor must be submitted by the Dean's office of the program's home unit, or the Director if the program is not housed in a particular unit, to the Associate Provost for Teaching and Learning. Guidelines for substantial revision proposals are posted on the Faculty Senate Curricular Resources webpage ([https://www.uvm.edu/faculty\\_senate/curricular\\_resources](https://www.uvm.edu/faculty_senate/curricular_resources)). Proposals and memos should be submitted to the Associate Provost for Teaching and Learning for initial review. The Associate Provost's office will assign a tracking number and forward the proposal to the Faculty Senate office with a request for review and recommendation. Proposal abstracts/memos will be circulated for a comment period of 30 days prior to being discussed and voted on by the CAC. Full proposals will undergo review by a subcommittee of the CAC before being brought to the full committee for a vote; memos may undergo subcommittee review or be presented by the CAC Chair. Approved changes are shared with the Faculty Senate Executive Council, the Faculty Senate, and the Board of Trustees, but do not require further approval at these levels. The diagram below illustrates the approval process.



Prior to submitting a proposal or memo, substantial revisions to curricula must be reviewed and approved by all units involved in the program. The CAC recognizes that units differ in their structures, and thus in their internal approval processes. The list below is an example of a typical unit-level review process. It is assumed that a proposal submitted by a dean's or director's office has undergone the appropriate unit-level review and approval. Documentation should be included in the proposal.

- 1) Department
- 2) Unit(s) Curriculum Committee(s)
- 3) Unit Faculty
- 4) Dean(s)/Director(s)\*

*\*Changes to graduate programs must also be approved by the Graduate College Executive Committee.*

# Proposal to Substantially Revise an Existing Academic Program

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Substantial revisions to existing programs require a formal proposal (see the associated Substantial Revisions Definitions & Review Process document available [here](#) for details on what constitutes a substantial revision). “Academic program” includes majors, degrees, and graduate degree programs and certificates. 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. The proposal must include:

- 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. Rationale for the revision of an existing academic program**
  - A. Describe the rationale for the revision, including changes in philosophic goal statements.
  - B. List program level learning outcomes, noting any changes in the assessment plan form currently on file.
- III. Changes in the relationship of this proposed revision to current missions and long-range plans of:**
  - A. The University;
  - B. Participating college(s), school(s), department(s) and program(s).
- IV. Relationship of revisions to other academic programs currently being offered.**
- V. Provide evidence of communication with academic units likely to be involved in or affected by the revisions.**
  - A. Indicate the effect (cost, enrollment, etc.), the revised program will have on other academic units.
  - B. Faculty engaged in the substantial revision of a program must discuss the proposed revisions with each dean and chairperson/program director of an academic unit likely to be affected by the revisions. All units whose courses are an integral part of the 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 must approve proposals to substantially revise graduate programs before they come to the Faculty Senate Curricular Affairs Committee. After the proposal for substantial revision is approved by all affiliated academic programs/departments and Colleges/Schools, send the full proposal 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 approving the proposal to the Faculty Senate via the Associate Provost for Academic Affairs.

## **VI. Evidence of demand or need for revision**

- A. Explain education, personnel needs, and social needs that exist. Refer to specific authorities or studies consulted;
- B. Indicate how this revised program will meet local and regional needs;
- C. Discuss projections for continued need over the next five years.

## **VII. Indicate effects of revision on:**

### A. Students

- 1. Evidence of change in source of candidates;
- 2. Change in requirements for admission and retention;
- 3. Any change in selection process;
- 4. Financial support available through the department and college or other UVM sources;
- 5. Change in mechanism of advising;
- 6. Prospects for employment or opportunities for further education of graduates.

### B. Program of study

- 1. Programmatic Quality and Excellence
  - a. Describe the coherent body of knowledge and skills, and the specified set of learning outcomes, that the program seeks to foster.
  - b. Discuss progression of students through the curriculum, with attention to the developmental sequencing of courses and scaffolding of student knowledge and skills. Specifically address how the revised curriculum supports students' achievement of the learning outcomes listed above in Section II B.
  - c. Address both curriculum breadth and depth.
  - d. Describe the academic rigor of the program and practices that lead to high expectations for student learning.

2. Indicate all courses, classes, research or other scholarly activity, fieldwork, and independent study to be included in the revision.
  - a. list existing courses envisioned as part of the revised program;
  - b. list newly established courses required of the student as part of the revised 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. Submit representative samples of student's program of study or otherwise illustrate the selection of courses, course load and research or service time distribution.

C. Faculty changes

1. Describe any effects on and adjustment in present faculty teaching assignments or related responsibilities as result of proposed revision;
2. Describe any effects on and adjustment in present staff assignments as result of proposed revision;
3. List new positions to be added and qualifications to be met:
  - a. Director, if any;
  - b. Other positions; and
  - c. Indication of appointment prospects.
4. Interdepartmental and inter-institutional cooperation planned.

D. Exact wording of degree as it has been, and as it is being proposed.

**VIII. Resources to support revision**

- A. Library: indicate additional demands to be made with an estimate of dollar cost;
- B. Equipment needs and plans to meet them;
- C. Physical space needs and plans to meet them (classroom, conference space, laboratory, research/scholarship and field experience space, office space);
- D. Administrative needs and plans to meet them (personnel, office supplies, printing, etc.)

**IX. Cost estimate for the changes**

- A. First-year cost in addition to current budget;
- B. Total costs for first five years in addition to current budget;
- C. Anticipated non-University support, if any;
- D. Contingency plan if no new money is available.
- E. Proportion of salary of any faculty member who would contribute to program

**X. Schedule for enactment of revision**

- A. Proposed date revisions will go into effect;
- B. Indicate when the program will be offered (calendar year, academic year, summer, part-time).

**XI. Curriculum Assessment and Program Evaluation**

- A. Attach an updated assessment plan form, available [here](#). For assistance in revising an assessment plan, contact the Associate Provost for Academic Affairs.
- B. Identify the department or school under which this program will undergo APR.

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

- A. Department or program\*;
- B. School or college curriculum committee\*;
- C. School or college dean;
- D. Executive Committee, Graduate College;\*;
- E. Dean of Graduate College;\*;
- F. Curricular Affairs Committee;
- G. Faculty Senate;
- H. Provost;
- I. President;
- J. Trustees\*

\*when appropriate

**Abstract**

A brief abstract must accompany the proposal, including essential information from sections I, II, VI, VII, and X of the program proposal.

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.

# Proposal to Terminate an Academic Program

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A proposal to terminate an academic program may be initiated by a faculty committee, a department, a school, a college, or the Provost.

**No-Contest Termination Requests:** In the case where the request to terminate comes from the program itself (a “no-contest” termination) and where there are no implications for loss of faculty and/or staff, a request for termination can be made by the chair/program director in the form of a memo, accompanied by a support letter from the unit Dean. The request for termination memo should present the rationale for the request, a brief history of the program, the number of students currently enrolled in the program and a plan to facilitate their completion, and a record of the faculty vote on the termination proposal.

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**Contested Terminations:** All proposals for a contested program termination will be prepared using the format given below, explaining the reasons, and providing supporting evidence and rationale for the proposed termination. A program termination review will be conducted using this format as a guideline and adhering to the timeline presented below.

This format does not address the employment situation of the faculty involved in the program should it be terminated. That issue is addressed elsewhere in the contractual agreement covering the bargaining unit faculty.

## **The Operation of the Program During the Termination Review**

In many cases, suspending operation of the program or calling for a hiatus in admission to the program could be sufficiently damaging to the program that it would constitute a de facto termination, making the anticipated review by the Curricular Affairs Committee irrelevant. Consequently, *unless a hiatus in operation is explicitly acceptable to the program and the Provost*, the University will operate the program on a “business as usual” basis. Students in the program will be given the opportunity to complete the program in a reasonable time, regardless of the decision on termination.

## **Guidelines for Proposals to Terminate a Program (Contested Terminations)**

The proposal must include:

- I. An executive summary of the program’s position, problems, performance and prospects based on criteria adapted from the established process for academic program reviews:**
  - A. Contribution to mission and objectives
  - B. External demand and societal need

- C. Internal demand
- D. Quality
- E. Effectiveness
- F. Efficiency

The proposal to terminate must present an adequate argument that the program is deficient with respect to some of these criteria in order for a Review for Termination to be authorized. The proposal must specifically identify which criteria are deemed deficient.

## **II. Criteria**

Whenever appropriate, the initiator must present supporting evidence in the form of data provided by the University's Office of Institutional Research and any relevant ratings, rankings, accreditation reviews or "best practices" benchmark information from external sources. Citations of sources of all external evaluative data should be identified.

**For each category deemed to be problematic, the initiator must substantiate the problems and indicate why the problems cited are cause for termination.**

### **A. Contribution to Mission and Plans**

Is the program misaligned with or not expected to make sufficient contributions to Department, School or College, and University level missions, strategic priorities, and academic plans? Would another alignment be appropriate?

### **B. External Demand/Societal Needs**

Is the program deficient with respect to indicators of external demand for:

1. graduates with particular types of knowledge or skills required to make social institutions work?
2. persons who are informed and responsible citizens?

### **C. Internal Demand**

Is the program deficient with respect to trends in enrollments of students whose primary area of study is:

1. in the program?
2. elsewhere in the University?

### **D. Quality**

Does the program show weaknesses or downward trends with respect to:

1. recruitment or retention of qualified and productive faculty?
2. recruitment, retention or performance of good students?
3. external reputation as judged by external scholarly and professional groups?

### **E. Effectiveness**

What are the barriers and problems with respect to accomplishing the educational, research, and service purposes of the program, including where relevant:

1. collaboration with other programs within the University?

2. connections with institutions outside the University?
3. capacities to assess and use student outcomes for making improvements in curriculum design and delivery?

#### **F. Efficiency**

Is the program inefficient in deploying resources to accomplish its purposes and sustain viable operations based on trend analyses provided by the Office of Institutional Studies of data such as:

1. FTE students taught per FTE faculty;
2. headcount majors per FTE faculty;
3. student credit hours taught by full time versus part time faculty;
4. instructional costs per student credit hour;
5. sponsored research dollars per FTE faculty.

What are the opportunity costs and tradeoffs of continuing versus terminating the program?

1. Impact on enrolled students?
2. Impact on faculty, staff and administrative personnel?

### **III. Information gathering and deliberative steps**

Indicate specifications of the major information gathering and deliberative steps concerning the program's status that preceded the initiator's report proposing program termination. These specifications should identify the data analyzed, faculty committee analysis, feedback from advisory groups, discussions and votes taken in faculty meetings, and other evaluative process steps.

Explain communications and other actions that will be carried out to address concerns of affected student, faculty, staff and alumni constituencies if, based on the initiator's report, a formal program termination review subsequently is undertaken.

Describe major features of an orderly program phase-out plan based on the assumption that a termination review is conducted, and that program termination subsequently is approved.

#### **I. Dissemination of the Proposal**

If the Provost determines that a prima facie case has been made that warrants a termination review by the Curricular Affairs Committee, the Provost is responsible for forwarding the proposal to the Faculty Senate within 14 days of receipt.

The initiator(s) will include a one-page abstract with the proposal. The Faculty Senate Office will distribute the abstract to the following:

The Chair of the Curricular Affairs Committee  
The Senate Executive Council  
All Department Heads/Chairpersons  
All Academic Deans  
All Chairpersons of College/School Curriculum Committees  
Representatives of Appropriate Student Groups and other interested parties. Copies of the proposal may be studied online, at the Senate Office, and Bailey/Howe Library.

The Curricular Affairs Committee will review the proposal according to the guidelines presented above for proposal preparation guided by the following timetable.

## Timetable for Contested Termination Review

Days are counted from receipt of the proposal in the Provost's Office.

(Weekend days count, but holidays, summer and days in the December – January break do not count.)

1.	The Provost will evaluate the proposal. If the Provost determines that a <i>prima facie</i> case has been made for termination, the proposal will be forwarded to the Faculty Senate; if not, the Provost will advise the author(s) of the proposal of its rejection, with explanation, and copy the chair of the Curricular Affairs Committee.	Day 14
2.	The Senate office will immediately forward the proposal to the chair of the Curricular Affairs Committee (CAC).	Day 16
3.	The chair of CAC will appoint a subcommittee to conduct the review and will forward the full proposal to the program faculty and invite comments.	Week 3
4.	The subcommittee will undertake the following activities: (a) Set up on request a public forum to collect input from the University and public about the proposed termination. The forum will be announced by ..... and held by .....(The forum will be announced to the University by email, and, if appropriate, to the public by newspaper and other media. The proposal will be made available on a Senate web page, at the Senate office and in the Bailey/Howe library.) (b) Meet with the faculty of the program suggested for termination. (c) Meet with the dean(s) of the program suggested for termination.	Week 4 Week 7 Week 6 Week 6
5.	The subcommittee will make a recommendation to CAC to approve or reject the proposal. CAC will discuss the recommendation and vote to support or reject the proposal to terminate.	Week 9*
6.	CAC immediately reports its action to the Senate Executive Council, to the Provost (for information only), and to the director of the program under consideration.	3 days after #5
7.	The program may prepare a rebuttal to the CAC position, and submit it to the Executive Council.	2 weeks after #5
8.	The Executive Council may accept the CAC position or send the matter back to CAC for further discussion, with specific instructions about what aspects of the report require additional consideration and a deadline for the CAC response.	No later than next meeting of EC after receipt of #6 and #7.
9.	With Executive Council approval, the CAC report and program rebuttal (if available) are reported to the Faculty Senate.	At next meeting of the Senate.
10.	Unless the Senate overturns the decisions of CAC and Executive Council, the recommendation is officially forwarded to the President and Provost.	3 days later

\* Reported at the regularly scheduled CAC meeting after the 9-week mark.