



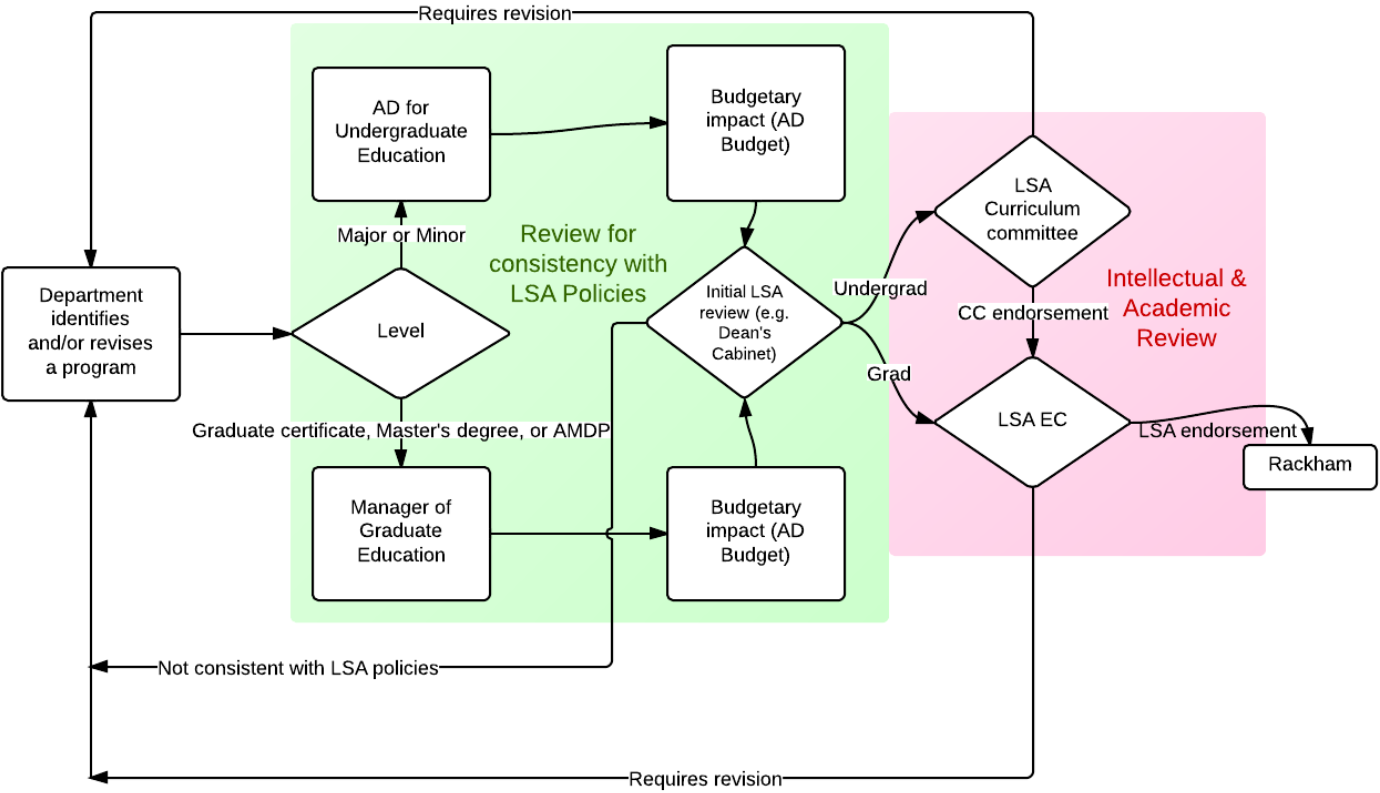
New Graduate Program Development-Process Overview

The College of LSA and Rackham work together to review proposals for new degree programs and graduate certificates. This document outlines the steps involved in submitting a proposal for review.

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Overall Proposal Review Steps	<ol style="list-style-type: none"> 1. Development of the Draft Proposal (consult with LSA and Rackham) 2. Unit (LSA) Review and Approval (via LSA Dean’s Cabinet and LSA Executive Committee) 3. Rackham Executive Board Review 4. Additional Review* (for new programs) 5. Activation <p>*Note: New degree levels or degrees in new fields must go through a more rigorous review process, i.e. approval from the Provost, Regents, and MASU. See Rackham’s “Stages of Proposal Development and New Program Activation.”</p>
LSA Review Process	
Submission of New Graduate Degree/Certificate Proposals	<ul style="list-style-type: none"> • Submit proposal for new graduate degree programs, including free-standing and embedded Master’s, AMDPs and graduate certificates to LSA Dean’s Office. • Non-LSA graduate certificates using LSA courses need a letter of support from the current department chair who can speak to whether the courses are offered with enough frequency to be included in a certificate, there is enough room in the course for additional students from the certificate, etc. • Non-LSA graduate certificates only incorporating LSA courses only need review by the Dean’s Cabinet prior to review by Rackham. No LSA Executive Committee review is needed.
LSA Review Process	<p>Dean’s Office process includes reviewing whether the proposal complies with LSA guidelines. If there are any questions, the Dean’s Office will contact the department for more information. Proposal reviews may take up to six months or more to complete.</p> <ul style="list-style-type: none"> • LSA Dean’s Office Review • LSA Executive Committee Review

<p>Post-Implementation</p>	<p>A review of the program will be submitted to the LSA Dean’s Office each year for three years after implementation. The report should include:</p> <ul style="list-style-type: none"> • An executive summary of the program including the number of applications, admitted students, and matriculated students including demographic data • Information on the placement of graduates • Overall administration of the program should also be discussed
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New Degree Program Review Process Flow Chart



Note: “Rackham” review includes evaluation by the Rackham Deans, by the Rackham Executive Board, and, in the case of new degree programs, review by the Michigan Association of State Universities (MASU), which meets only twice annually. Units proposing new graduate programs should allow sufficient time for all of these review steps.

LSA New Degree Program Proposal Process

Departments interested in submitting a proposal for an Accelerated Master's Degree Program (AMDP), new Master's degree, or new graduate certificate program should review the information below. Accelerated Master's Programs and Graduate Certificates typically do not require approval from the Provost, Regents, or the Michigan Association of State Universities (MASU). However, degree programs in new fields will need a more rigorous review process, including submission by MASU, which meets four times per year.

Steps in New Degree Review Process

Proposal reviews may take from one semester to an academic year to complete. Time for questions and related responses, plus time for review by various bodies within LSA and Rackham require advanced planning. Please allow plenty of time for your proposal to undergo review.

Programs in LSA must first submit a proposal to the LSA Dean's Office for a preliminary review. During this phase, there may be some questions asked of you to clarify points in the proposal. The Dean's Office will review the proposal for budgetary impacts and to make sure it complies with LSA policies. The LSA Executive Committee will be the ultimate authority to review the proposal on behalf of the College. Once that is complete, the proposal will go to Rackham for review.

Content for New Degree Proposals

The following information is adapted from Rackham's website, [Content of Proposals for New Programs](#), which should be your guide for writing the proposal. Proposals for all new programs, including dual degrees, certificates of graduate study, and concurrent undergraduate/graduate degree programs/ or AMDPs, should provide the following information.

LSA-specific requirements are outlined later in the document for various types of programs. All programs should include how the new program benefits the student.

Objectives and Justification

- Explain how the program complements and is defined in relation with other Rackham degree programs, and why a new program is needed rather than modifying an existing program.
- Discuss relative features and strengths of the proposed program in the context of similar programs at peer universities, and with similar programs at other Michigan universities.
- Show evidence of the need for the program, explaining how graduates will contribute to research, education, public service, or the private sector, and the anticipated demand and career paths of the graduates.
- Show evidence of the demand for the program and prospects of job availability.
- Discuss possible impacts or overlaps the program may have on other U-M programs and the career opportunities for graduates of those programs.

Curriculum and Requirements

Rackham Graduate School Academic Policies stipulate minimal coursework and other requirements for Ph.D. degrees, master's degrees, dual degrees, certificates, and sequential, concurrent and accelerated undergraduate/graduate degrees. Proposals should include a comprehensive description of the curriculum and requirements, including:

- Proposals for master's programs should list required courses and credit hours, stipulating the minimum number of required credit hours, and include distribution requirements and electives. Proposals should include a model term-by-term course sequence. Faculty occasionally designate areas of concentration within a master's program. There are two ways to do this:
 - A *plan* is a distinct and formal area of concentration that appears on both the diploma and the transcript. The proposal should discuss each plan within the program, including courses, credit hours and other requirements.
 - Alternatively, a sub-plan is a more flexible and less formal designation of a cluster of courses, and possible additional requirements, which appears only on the transcript. The proposal should discuss each sub-plan, including courses, credit hours, and other requirements.
- Proposals for Ph.D. programs should include requirements for achieving candidacy, including a list of required courses and credit hours, distribution and cognate requirements, electives, and any additional requirements for the acquisition or demonstration of competencies or skills such as language or research methods. Any requirement during candidacy, such as seminars accompanying dissertation research and writing, should also be discussed.
- A model term-by-term program of study, including the expected time to degree completion and, for Ph.D. programs, expected time to candidacy.
- A discussion of formal requirements. For Ph.D. programs this includes assessments such as written or oral exams, portfolios, or papers, and expectations for the dissertation. For all degree programs, this includes other requirements such as theses, capstone projects, or internships, fieldwork, practicums or other experience. This discussion should compare the proposed requirements with those of peer programs.
- Any requirements mandated by an accrediting agency.
- Proposals for Ph.D. programs that include a stand-alone master's degree should include a separate discussion of the requirements for this degree as part of the proposal. Ph.D. programs that do not include a stand-alone master's should provide for a master's option for successful pre-candidates who leave the program without completing the doctorate.

Faculty Resources

Proposals must provide evidence of sufficient faculty with records of research and graduate teaching, including:

- Names, rank and tenure status of faculty who have agreed to serve as regular participants in the new program.
- Evidence of the commitment by core faculty to provide leadership, to ensure that planned required courses are taught regularly, and to devote time to mentoring and advising.
- Evidence of funding sufficient to support the faculty time for upholding this commitment.

- Ph.D. program proposals should include short CVs of participating faculty.

Program Implementation

Proposals should discuss:

- How the program chair will be selected, how the appointment will be made, and faculty available to provide future leadership.
- The formation, composition and duties of the faculty program committee.
- How faculty will be assigned teaching, advising, and other administrative responsibilities.
- How administrative support will be provided, including support for student services.
- How faculty will assess program goals, outcomes and quality.

Admissions and Enrollment Planning

Proposals should discuss:

- Enrollment targets, anticipated application and admissions activity, and desired steady-state cohort size.
- Application requirements, including credentials incoming students are required or expected to have, and the admissions review and decision-making process.
- Whether enrollments are expected to be incremental to those in other programs, or if these are expected to have an impact on enrollments in these programs.
- Measures that actively support the successful recruitment of a diverse pool of graduate students, including students traditionally underrepresented in the program or field.

Advising, Mentoring and the Student Community

Proposals should discuss how the program will support a climate for student success, including:

- Plans for academic advising, mentoring, annual reviews, and other steps to support degree completion and professional and career preparation.
- Steps for building and maintaining an inclusive academic community among students and faculty.
- Measures for ensuring the successful degree completion of students traditionally underrepresented in the program or field.

Programs that seek to help students acquire advanced skills and experience that prepares them for professional employment should also address:

- Steps taken to ensure that the program is aligned with the needs of employers (for programs aimed at helping students to improve their employment prospects).
- Plans for career advising, including contacts with potential employers.

Finances, Space and Equipment

Proposals should outline funding arrangements to support a program of high quality. Rackham approval does not convey or imply funding for any costs associated with starting or maintaining a new program.

Proposals should provide detailed information about:

- Start-up or bridging costs.
- Sources for supporting a five-year full-funding model for Ph.D. programs and any funding for a master's program, as well as anticipated needs and sources of additional funding for dissertation or thesis research required for students to meet program requirements.
- Administrative funding and other program costs.
- Specialized equipment or other resources for teaching or research.
- Space for program administration and operations.
- Firm commitments from the units that will provide resources to meet transition and ongoing program costs.

LSA Graduate Certificates

The following Rackham rules apply:

- Certificate programs must require at least 9 hours of coursework plus a related experience equal to a three credit course or an additional three credit hours of coursework up to a maximum of 19 credit hours. The equivalent three-credit experience could be an internship, research, practicum, or project.
- Only *graduate level* courses may be used to meet certificate requirements; no transfer credit or undergraduate courses may be applied. All credits must be completed on the home campus, i.e., the campus on which the degree program is administered.
- Not more than one-sixth of the credits required for a master's degree may be double-counted with a certificate.
- Not more than half of the credits necessary for a certificate that requires 10 or more credits of coursework may be double-counted with a master's. If a certificate requires 9 credits of coursework, only 3 credits can be double-counted. Double-counted credits may not be used to fulfill requirements of other degrees or certificates.
- The student must have a minimum cumulative grade point average of B (3.0 on a 4.0 point scale) in courses for the certificate program. Only courses eligible for Rackham credit may be used to meet certificate requirements.

In addition, please note the following LSA policies related to graduate certificates:

- If approved, the certificate program implies no specific commitment of additional funding or other resources from LSA in support of this program. In general, LSA expects that courses that satisfy the certificate program are to be drawn from existing graduate courses that are currently and regularly offered. Additional funding for a director, staff, or space should not be part of the proposed certificate request.
- All courses that satisfy the certificate program must otherwise meet the normal guidelines for graduate teaching within the unit, including standard faculty teaching loads, standard unit rules for team-teaching, etc.
- LSA reserves the right to withdraw its approval any time after it has been in operation at least five years.

LSA Accelerated Master's Degree Program (AMDP)

Please see Rackham's website called "[Guidelines for Proposing, Revising, and Suspending Graduate Degree and Certificate Programs](#)" for new proposal content. Below are some specific points to keep in mind for AMDPs in LSA.

Eligibility

- Students wishing to enroll in an AMDP must show sufficient progress toward completion of their undergraduate degree by the 2nd term of their junior year in order to apply for an AMDP. An AMDP applicant will typically have earned at least 90 credits toward an undergraduate degree (this total includes allowable Advanced Placement (AP) and transfer credit) and will be sufficiently advanced to complete the major as well as all general college requirements by the end of their junior year. A minimum grade point average may be required by each AMDP program.
- Each department has the flexibility to institute additional eligibility requirements for admission to their AMDP, within the constraints set forth by the College guidelines.

Application Process

Requirements and deadlines are established by the department or program. Applicants submit their application and, if admitted, respond to the offer of admission no later than the second semester of their junior year.

Applications typically include:

- a statement of purpose
- a preliminary program proposal for coursework
- two letters of recommendation (one should be from the Director of Honors, the Residential College Director, or the student's Academic Advisor)
- a current LSA transcript
- International applicants are required to submit financial resource information.
- GRE scores or other requirements may be specified by the prospective AMDP department.

Students accepted to an AMDP submit a plan for completing the undergraduate requirements and enrolling in the initial set of required graduate courses in the first term of their senior year. Students admitted to the AMDP should be held to the same academic standards as other graduate students in the department.

See below for the "AMDP Application Process Step by Step" on page 11 of this document.

Curriculum

A list of required and core courses should be included with a brief description and number of credit hours. Additionally, the year by year course sequence should be outlined. Please include samples of various student pathways through the curriculum, including for transfer students.

Academic Advising, Mentoring and Career Assistance

AMDP students will need program information and guidance. In the first graduate term, an AMDP student should be assigned an adviser in the graduate department for assistance in planning a program of study to meet the requirements for the master's degree. The plan submitted by the student should be approved by the AMDP department before the end of the first graduate term. Until the conferral of the undergraduate degree the academic progress of an AMDP student is monitored by LSA Student Academic Advising in conjunction with the AMDP department. After the conferral of the undergraduate degree, a student's degree progress is monitored by a graduate advisor in the AMDP department.

If research is part of the experience, include how the research will benefit the student, how it will be planned, how the student will find a research advisor, and if applicable, how the thesis will be evaluated. Please identify the process in which a new advisor is chosen if needed, as well as the options for a student to change fields if they so desire.

Advising should also be available to students who are seeking employment as well as considering doctoral programs. Access to the department's job seeking resources should be available to AMDP students. Students may also take advantage of UM's Career Center, which offer services for graduate students.

Enrollment

AMDP students do not dual register in undergraduate and graduate careers. After admission to the AMDP, students may take graduate courses that count toward the master's degree, while still taking courses to complete the bachelor's degree. Students will normally remain in the undergraduate career until the completion of their senior year. Students in the undergraduate career are assessed the undergraduate tuition rate. The first term of the 5th year of the AMDP is identified as the first graduate term for tuition assessment. Thus, AMDP students are changed from the undergraduate career to the graduate career in the 1st term of their 5th year and are then assessed the regular graduate tuition rate. Once students have moved to the graduate career, they may not move back to the undergraduate career. Students must be registered a minimum of two terms in the AMDP graduate career with no other, concurrent UM registration.

AMDP students must pay the graduate tuition rate if any undergraduate degree is conferred or if they are granted any graduate aid (assistantships or graduate fellowships) prior to the 5th year of the program.

Double-counting and Transfer of Credit

- LSA's minimum requirement for a bachelor's degree is 120 credit hours. This minimum will apply to the bachelor's degree component of an AMDP.
- The minimum requirement for the master's degree is 24 credit hours. Individual departments may require additional credit hours.
- Each AMDP will determine the number of credit hours of prior approved course work that can be double counted, subject to the maximum of 9 credit hours.
- In general, only courses numbered 500 and above are counted towards the master's degree component of the AMDP.

- Required undergraduate courses cannot be double counted, but courses elected to meet technical or free elective bachelor requirements may be double counted.
- LSA-AMDP students enrolled in an LSA-AMDP must complete a minimum of two full terms, paying full tuition, with no other UM concurrent registration.

Eligibility for Appointments as GSIs, GSAs or GSRAs

Students must have completed 120 undergraduate credits to be eligible for research or teaching assistantships. Advanced placement and transfer units may be counted towards the 120 credits, subject to university policies.

Students who receive appointments as a GSI, GSA or GSRA prior to the first term of their 5th year will be moved to the graduate career and assessed the applicable graduate tuition rate for the term in which they hold the assistantship appointment. Students with these appointments enroll at the graduate tuition rate and are eligible for GradCare health insurance. Once students are moved to the graduate career they may not be moved back to the undergraduate career, even if they no longer hold an assistantship. If the student receives a graduate award (an assistantship or fellowship) while still eligible for undergraduate financial aid, the undergraduate aid will be recalculated.

Financial Aid

Currently, LSA undergraduate students are eligible for financial aid only if they are enrolled in the undergraduate career. Dual enrollment in both the undergraduate and a graduate career is possible at the UM; but when a student enrolls in the graduate career they become ineligible for undergraduate financial aid and must pay graduate tuition, even if they remain enrolled in the UG career as well.

AMDP students would pay graduate tuition and be ineligible for OFA financial aid in the 5th year of the program.

Eligibility for Other Benefits

AMDP students are covered by the guarantee of housing for undergraduates. Upon conversion to the graduate career, students are eligible for graduate student housing, and for graduate financial support.

AMDP Application Process Step by Step For Students and the Department

Step	Process	Responsibility
1.	Submit to the prospective graduate department the necessary application materials (for example): <ul style="list-style-type: none"> - application for admission to AMDP - statement of purpose - preliminary program proposal - two letters of recommendation (one from Honors Director, RC Director or SAA Advisor) - a current UM transcript - GRE scores or other requirements specified by the prospective department. 	Student
2.	Submit a completed AMDP 'course transfer form' with the AMDP application materials, indicating which courses will be transferred from the student's undergraduate to graduate career and/or be double counted.	Student
3.	Create an application record for an admitted AMDP applicant. Post admission decision.	Department/SAA
4.	Respond to the offer of admission no later than the second term of junior year. If accepting the AMDP offer of admission, international students should talk with the International Center about extending their immigration status to accommodate the change in educational program.	Student
5.	Obtain and record the student's response to the offer of admission.	Department
6.	Submit completed and approved application for admission to the AMDP program to the appropriate admitting office (Rackham or LSA, depending on the final AMDP program design) no later than the second term of junior year.	Department
7.	Process completed AMDP applications and AMDP course transfers in the M-Pathways student system.	Registrar
8.	Submit the AMDP proposal during the first term after admission to the AMDP.	Student
9.	Monitor academic progress of AMDP students who have not completed their undergraduate degree.	SAA in conjunction with graduate department
10.	Monitor academic progress of AMDP students upon completion of the undergraduate degree.	Graduate Department
11.	Apply separately for each degree to be conferred by university deadlines. The master's degree may be conferred simultaneously with, or after, the bachelor's degree.	Student

