

Program Development Handbook

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Introduction to Program Development

This Handbook has been developed by the Study Abroad Office, University Counsel, and the Study Abroad Advisory Committee to direct the process of developing new study abroad programs at The University of Pittsburgh. The University of Pittsburgh proudly fosters the development of international education, encouraging faculty to lead and design programs according to their interest and expertise. However, in order for new study abroad programs to run efficiently and effectively, adherence to academic and administrative guidelines is imperative. The guidelines in this Handbook provide the protocol that must be followed to ensure the program's compliance with University policies and procedures.

Section I introduces faculty to the process by which new study abroad programs are approved. Beginning with an explanation of the Study Abroad Advisory Committee and institutional goals, faculty members are introduced to the responsibilities of all parties involved in the development of a new study abroad program. They are also informed of the timeline for approval of new programs, as well as the new program proposal. Finally, all essential administrative details prior to the implementation of the program are outlined.

Section II is a worksheet that directs faculty through all facets of a study abroad program, from finances to organizational to academic expectations. This section also guides faculty members through the procedures of developing overseas programs comparable in academic quality to courses taught on a Pitt campus. Further, it introduces faculty to a number of University policies to which the program and faculty must adhere.

Finally, Section III provides important, detailed information referred to in the prior sections of the Handbook, from University policies to sample sections of a new program proposal.

Should you have any questions while reviewing the information in this Handbook, please contact the Oakland Study Abroad Office at 412-648-7413 or email abroad@pitt.edu. Please note all references to SAO in this document refer not only to the SAO in Oakland, but also to the respective international program officer on your campus. Faculty at regional campuses should consult with their international programs officer:

Pittsburgh

Dr. Annagene Yucas
Director, Study Abroad Office
412-648-7419
yucas@pitt.edu

Bradford

Dr. Isabelle Champlin
Director of International Studies
814-362-7623
IGC@pitt.edu

Greensburg

Dr. Pilar Herr
Director of Int'l Studies
724-836-7028
pmh3@pitt.edu

Johnstown

Dr. Reinhard Heinisch
Professor of Political Science
814-269-2977 (Johnstown)
412-361-6781 (Pittsburgh)
heinisch@pitt.edu

Titusville

Dr. Linda Winkler
Vice President for Academic Affairs
Associate Professor of Anthropology
814-827-4436
lawupt@pitt.edu

We at all the Study Abroad Offices look forward to assisting you in the development of high quality study abroad programs.

Sincerely,

Annagene Yucas
Director, Study Abroad Office
University Center for International Studies

I. University of Pittsburgh Guidelines for Developing New Study Abroad Programs

A. Introduction to the Study Abroad Advisory Committee

The Study Abroad Advisory Committee (SAAC) reviews faculty initiated proposals for new and modified University-sponsored study abroad programs and, if appropriate, recommends those programs for endorsement by relevant Deans and the Director of the University Center for International Studies (UCIS) before forwarding them to the Provost for approval. The SAAC takes as its mission the review of proposals for study abroad programs from the perspective of:

1. The fit with the institutional and programmatic goals noted below;
2. The appropriateness of the curricula to the benefits and limitations of study abroad experience, including arrangements for language training;
3. The appropriateness of travel and housing arrangements;
4. The health, safety and security concerns in a study abroad context;
5. The cost and other management concerns related to a positive study abroad experience;
6. The potential for sustainability and continuity of programs after they are established.

Prior to the submission of a new program proposal, all new academic courses proposed for use on a study abroad must go through the usual process for the development and approval of new courses in the schools in which they will be offered. While it is sometimes appropriate to design a new study abroad program using special topics numbers for courses, this should only be used for the first two years of the program. All new courses should be approved through the usual departmental and school procedures.

B. Institutional Goals for New Study Abroad Programs

New programs should be developed in response to the following institutional and programmatic objectives:

1. Develop overseas opportunities in a broader range of disciplines and geographical areas, including developing countries and non-European sites;
2. Develop programs which have curricular links with existing on-campus University of Pittsburgh academic programs. These programs should complement and strengthen the existing academic programs;
3. Hold program costs to an amount comparable to tuition, room and board in residence so all students can afford to participate;
4. Develop overseas opportunities that attract the diverse ethnic communities and underrepresented groups at the University of Pittsburgh and its regional campuses.

C. Initiation of Study Abroad Programs

1. Faculty Responsibility

Any faculty member may propose a new summer or semester study abroad program. A faculty member or a team of faculty members must be willing to invest a significant amount of time in developing a program. The faculty member should be very familiar with the area in which the program is to run and should already have some contacts there. It is an advantage if the faculty member has research interests in the area. The SAO on the Oakland campus has syllabi, related program material, and student evaluations from previous programs (Pitt and non-Pitt), which may be of use in assessing student perceptions of what has been successful in study abroad programming. Please contact the SAO Program Manager to view previous program materials.

a. Responsibilities of the Proposing Faculty Prior to the Program

- Contact SAO to discuss objectives of the proposed program and determine feasibility. SAO has a great deal of expertise in the development of key components in a new study abroad program. Also, if you have a specific idea about developing a study abroad program but have no contact overseas, SAO may be able to suggest potential agencies or institutions that can assist you;

- Contact potential host country collaborators to determine interest and willingness to provide assistance. You may already have a contact with an individual or institution overseas that could host the program, provide administrative support, provide or assist with housing and with curriculum development. Establish as clearly as possible the expectations of the two organizations, i.e. the University of Pittsburgh and the host institution. Remember that language differences may obscure meanings on occasion. Important: put it all in writing and label it “proposal”;
- Discuss plans with the department chairperson to gain departmental support. It may be impossible to proceed without support and interest from your department. You will need to document this support in the program proposal;
- Confirm resources with their departmental chair and/or dean. This includes permission to participate in a study abroad program as well as faculty replacement costs.
- Decide if the proposed course will be a free-standing course(s) that comprises a program or will it be an optional IFTA (Integrated Field Trip Abroad) attached to an existing Spring term course;
 - If the proposed course(s) is already a departmental offering, your department chairperson must notify SAO in writing that the department has agreed to offer the course abroad;
 - If a new course will be offered abroad, a detailed syllabus must undergo the usual approval process in the school in which it will be offered. The course may be approved as a Special Topics Course for the first two years that it is offered;
- Develop a program proposal in conjunction with SAO and home department on your campus, and then present the written proposal (see Study Abroad Proposal, pg. 5, and a sample proposal, Appendix 1) to SAAC. Faculty should contact SAO when ready to submit;
- SAO will conduct a preliminary review of budget, health and safety issues, and overall compliance with new program criteria. It is the responsibility of the Oakland SAO to approve all program budgets. Then, a complete copy of the proposal and all supporting documentation should be sent electronically to the Chair of SAAC. SAAC will review all proposals and request further clarification and information if needed. SAAC will then make a recommendation to the appropriate dean. With the dean’s approval, the proposal will be forwarded to the Office of General Counsel and then the Provost’s office for final approval;
- Once approved, develop a promotional plan in collaboration with SAO or international programs staff on your campus and promote the program to potential students (see timeline), making sure that students complete the Student Data Page and Program application prior to the deadline. These documents are available at: www.abroad.pitt.edu/appsandforms/index.html;
- Meet with SAO staff or international programs staff on your campus shortly after the application deadline to discuss applications and accept students (students should be accepted to the program no later than 14 days after the deadline has passed);
- Staff at SAO will conduct the contract and registration orientation for Pitt-Developed and IFTA programs. Faculty should encourage students to return contracts (or waiver and release forms for IFTA programs) and registration material to SAO promptly;
- Attend a Best Practices Workshop that pertains to health, safety and security issues. This workshop is held every spring and trains faculty and staff on the responsibilities relative to the health, safety, and security of our students. A crisis management plan is described, and case studies of actual emergency situations from Pitt-developed programs are discussed. Faculty must attend the Best Practices Workshop every 2 years to account for changes in policy and trends in international programming;
- Faculty and a representative of SAO will conduct the pre-departure country/program-specific orientation (s) after students have completed their contract and registration orientation.

b. Responsibilities of the Proposing Faculty During the Program

- Assure the academic and extracurricular quality of the program;
- Oversee the arrangements for health, safety, and security of the participants;
- Communicate on a regular/as needed basis with SAO;
- Recognize and address the varying needs of students who may range from experienced to inexperienced travelers;
- Avoid all situations that would

- jeopardize the well being of the participants; and
- Expose the University to liability (for the full policy and procedure, refer to University Policy/Procedure 07-06-06: Faculty and Staff Indemnification or contact the Office of General Counsel, telephone 412-624-5674, www.bc.pitt.edu/policies/procedure/07/07-06-06.html);
- Assure that there is a cell or satellite phone-accessible representative of the University on site at all times to deal with emergencies;
- Have a list of phone numbers you can call at the main campus in an emergency and give your numbers to SAO in the event SAO needs to reach you
- Coordinate a back-up to serve as group leader in the event you are unable

c. *Responsibilities of the Proposing Faculty after the Program Concludes*

- Conduct student evaluations either through on-line or pen and paper means. A sample online program evaluation is available at www.surveymonkey.com/s.aspx?sm=cK8qOXXNgrWeGBLaygJ0tg_3d_3d. A sample written program evaluation is available at www.abroad.pitt.edu/appsandforms/index.html. All students who participate on Pitt-Developed or IFTA programs must complete a program evaluation. Staff will customize program evaluations to suit the needs of the specific program;
- Provide an accurate and thorough program evaluation report outlining the provider services, the site, and the program's strengths and weaknesses, to be submitted to SAO after the program's completion (see Appendix 2 Sample Faculty Report). The report should address any successes and/or problems of the program and make recommendations for future programs utilizing the model, site, or agency. Each year SAAC must be notified if the program is to run again, and if there are any changes in curriculum, cost, etc. This process is called a Program Update and is similar to SAO proposal process, addressing any facet of the program that has changed;
- Clear any travel advances within two weeks of completion of the program or a faculty's return to the United States.

2. Departmental Responsibility

New programs should be based within departments, which will assume responsibility for maintaining them over time. There should be more than one faculty member from host departments who are willing to work with the program in order to facilitate sustainability and continuity of the program.

If a program is established as a joint venture of more than one department, the departments involved share responsibility for the program. The details of any such arrangements should be put in writing and approved by the relevant departmental chairs.

The faculty member initiating and providing a program should keep the department chair informed of all phases of program development.

3. Conflict of Interest

Faculty members should carefully consider any potential conflicts of interest while they work to create a new (or revision of an existing) program. Some of the ethical practices underscored in the Code of Ethics from the FORUM on Education Abroad are:

- "Individuals should not accept gifts, services or other favors under circumstances from which it might be inferred that such actions were intended to influence or impair the performance of their duties or their ability to exercise objectivity in their professional responsibilities.
- Institutions and individuals should guard against allowing gifts, gratuities, or compensation of any kind to improperly influence decision-making or create the appearance thereof."

For a complete list of the issues regarding conflict of interest in study abroad program planning, please refer to the "Code of Ethics for Education Abroad" published by the FORUM on Education Abroad in 2008. Copies are available in the Study Abroad Office.

Faculty should also review the University of Pittsburgh's conflict of interest policies available by following the links below:

<http://www.bc.pitt.edu/policies/policy/11/11-01-03.html>

<http://www.bc.pitt.edu/policies/policy/07/07-05-02.html>

<http://www.bc.pitt.edu/policies/policy/07/07-05-03.html>

D. The Study Abroad Program Proposal

The Study Abroad Program Proposal should be developed in conjunction with a faculty's home department and SAO. Faculty members are encouraged to partner with a host institution if possible and/or appropriate. It is not unusual to take up to two years to develop a new program proposal. Proposals for new study abroad programs should have the following components:

1. Routing Form

The Study Abroad Program Proposal Routing Form will function as the cover sheet for the program proposal (Print Appendix 3). This Routing Form will accompany your proposal through the approval process and signatures must be obtained in the order that they appear. The Routing Form and proposal follows the below route on its way from inception to approval:

- SAO approves the budget and other administrative and logistical details;
- Department Chair approves curriculum;
- SAAC approves program and sends it to the appropriate Dean;
- The appropriate Dean approves the program and the document is sent to the OGC ;
- The Provost considers and approves the program.

2. Introduction

Treat this section as the executive summary of the document. This should be no more than two paragraphs and serves to introduce the program and its main points to the reviewer. Briefly discuss the following:

- Program in the context of the subject matter studied;
- Site details and its suitability;
- Goals / objectives of the program;
- Faculty leading the program;
- Price and general dates for the program.

3. Rationale

The rationale for the program should address the institutional and programmatic objectives. It should answer the following questions:

- Does the program complement existing study abroad programs? How does it expand the range of settings and the disciplines included in our study abroad offerings?
- Does it complement on-campus coursework in the department(s) that hosts the program?
- Does participation in the program affect the student's course load upon returning to campus?
- Is the program designed for majors or non-majors?
- Are there programs abroad associated with other providers to which our students have access that could be used instead? If so, are our students likely to attend those programs?
- In the case of a joint venture between departments, is there rationale for such a joint effort?
- Does this program enhance the accessibility of study abroad opportunities for students from groups and disciplines historically underrepresented in study abroad?

4. Program Description/Curriculum

Discussion of curricula for new programs should address issues of concern in the development of any new course or program. The pedagogical merits of the program should be discussed and the specific course content should be provided. Proposals that use existing courses, as well as those that are proposing new courses, should include syllabi. New courses must be proposed and approved in compliance with the usual procedures established in the schools in which they will be offered. As with all new programs and courses, the host department should review proposals and assess the extent to which they meet departmental goals and standards.

5. Syllabi

All syllabi should be attached to the program proposal. Course syllabi should be full descriptions of the course or courses, as if it/they were being offered on campus. Be sure to indicate how extracurricular activities will be interwoven into the formal academic component. Please see the sample syllabus (Appendix 4). Syllabi should include the following information:

- Name of the program
- Course number, title and number of credit units
- Faculty name
- Discipline (i.e. ENGR, ANTH, HIST, etc)
- Semester and year it will be offered
- Prerequisites for the course
- Course description
- Learning objectives
- Assessment of the course's learning objectives
- Methods of evaluation
- Contact hours and a breakdown of how these hours will be completed (minimum of 42 contact hours for a 3-credit course)
- A full agenda and/or itinerary for the out-of-classroom components of the course

6. Site

The specific site for the proposed program should be discussed. This discussion should address institutional and programmatic objectives. It should also include a description of the host institution or agency, including a detailed report of any site visits taken in conjunction with program development. In addition, the following should be considered:

- How was the site chosen? What travel documents will be required to get to and study at the site?
- Does the site offer opportunities not available on the home campus?
- How will the program's design allow it to take advantage of the site?
- Are there institutions or local programs that the Pitt program can take advantage of?
- What was learned from any site visits?
- What are the living arrangements? Are background checks performed on home stay families?
- What are the health, safety and security issues and plans to help ensure the well being of the students?
- What is the crime rate like at the location compared to other areas of the country?
- Are there smoke detectors or other fire safety devices present?

7. Health, Safety and Security

If not explicitly and thoroughly discussed in the assessment of the site, provide accurate and complete information about safety and security of students while overseas. Such information should include:

- Access to medical facilities and consideration of medical evacuation procedures;
- Access to mental health support/facilities;

- Whether and what type of pre-trip medical screening would be required;
- Assisting students with arrangements for transporting or accessing prescription medications;
- Security of housing – 24-hour attendant? Dorms with RA? Electronic locking or cameras
- 24-hour emergency contact information (through phone contact with faculty and/or TA);
- Availability of comprehensive medical coverage for students through the program and included in the budget. For Pitt-Developed programs, insurance must be included in the program budget.
- Special safety requirements or restrictions for extra-curricular activities;
- Knowing how student discipline is to be administered and by whom;
- How will students be transported? If not by public transportation, how has the transportation company been reviewed for its safety record?
- Acknowledgement of familiarity with the University’s travel warning policy at <http://www.abroad.pitt.edu/travelwarning.html>

8. Budget

The proposal should contain a detailed budget that adequately anticipates the costs of the program, (see Appendix 5). The program should, if possible, cost about the same as the combined charges for tuition, room, and board on the home Pitt campus for the same amount of credits over the same amount of time. The program must pay for itself, i.e., enough students must participate at a fee that is high enough to generate monies to cover all items in the budget. The Oakland SAO provides assistance in exploring budgetary options and models, and in developing a realistic budget.

Preparers should bear in mind that scholarships are available on a competitive basis to offset the cost of some of the programs. Students should visit www.abroad.pitt.edu/scholarships/finaid/scholarships.html for more information and requirements.

9. Faculty Qualifications

The preparer should attach the complete CVs of any participating faculty. It should also include a discussion of the faculty member's familiarity with the foreign site and any experience s/he has in leading groups or traveling abroad.

10. Indication of Departmental Support

The proposal should include a written statement of departmental support signed by the department chair (see Appendix 6), support from partner departments, UCIS Centers, etc.

11. Worksheet for New Study Abroad Programs

Use the attached Worksheet, explained in Section II of this handbook (see page 9), which is designed to facilitate program development and programmatic changes for all new programs and program updates.

E. Timeline for the Development of New Study Abroad Programs

The following actions must be carried out in a timely fashion in order to develop a successful program proposal. The process varies somewhat for summer and semester-long programs.

1. Contact SAO to discuss objectives of the proposed program and determine feasibility (2 years prior to the proposed start date).

If you have no contact overseas, SAO may be able to suggest potential agencies or institutions that can assist you.

2. Contact potential host country collaborators (2 years prior to proposed start date).

3. Discuss your plans with your chair to acquire departmental support. It is also important at this time to discuss salary requirements and allocations of course sections (1-1.5 years prior).
4. Acquire mandatory signatures 1 and 2 on the Study Abroad Program Proposal Routing Form (1 year prior).
5. Present a written proposal to SAAC (1-1.5 years prior). Deadlines:
 - a. Summer programs: proposals for summer programs are due to SAO by **April 1** of the prior academic year.
 - b. Fall and spring term programs: proposals for academic year programs should be submitted by **March 1** for fall term programs and April 1 for spring term programs.
6. Develop a promotional plan in collaboration with SAO as soon as the program is approved. A staff member from SAO on your campus will assist with the following:
 - a. Crafting and distributing promotional materials, including flyers, brochures, and webpage(s) (1 year prior). Active faculty recruitment is essential;
 - b. Student recruitment through classroom visits, workshops, and mailings (1 year prior);
 - c. Coordination of informational meetings (8 months prior);
 - d. Designing, writing, and distribution of inquiry packets (1 year prior) and acceptance packets (2-3 months prior);
 - e. Arranging for travel, including negotiating airfare and special travel arrangements, help with student registration, and phone contact with students (varies per program).
7. Attend SAO's Best Practices Workshop for faculty and administrative staff (2 months prior).
8. Conduct Pre-Departure Orientation for students (varies per program).
9. Follow-up: A complete report should be written and submitted to SAO after the program's completion and evaluations should be collected from all students who participated.

II. University of Pittsburgh Worksheet for New Study Abroad Programs

A. Introduction

The following checklist will assist schools, departments, researchers and professors in their development of study abroad programs. This checklist must be completed (please type directly into the document where possible) and returned with the program proposal. Several responsibility centers provided input to this document, but the worksheet is not meant to be a substitute for specific or unusual questions that should be directed to offices in Appendix 7. Further, the form is not meant to replace the Office of the Provost's Guidelines for Review of Academic Planning Proposals and Off-Campus Programs (Appendix 8).

The Worksheet for the Application Process for New Study Abroad Programs is to be completed jointly by the faculty coordinator and the SAO coordinator. Once you have completed this form, it should be attached to the Study Abroad Proposal and submitted along with the Faculty-Developed Study Abroad Program Proposal Routing Form (Appendix 3) in accordance with University of Pittsburgh Procedure 02-01-05.

Faculty Coordinator:

Name _____

Campus Address _____

Campus Phone _____

Alternative Phone _____

E-mail _____

In addition to the primary faculty member, is there a second University Representative accompanying and/or joining the program on site?

Name _____

Campus Address _____

Campus Phone _____

Alternative Phone _____

E-mail _____

Study Abroad Coordinator:

Name _____

B. Academic Issues

It is imperative that your program has the general approval of the Dean of your school in consultation with the Office of the Provost before the routing process begins. This is due to the large number of University resources involved in making overseas programs work safely and effectively.

1. Have you determined whether other schools or departments at the University of Pittsburgh are operating in the country in which you desire to operate? **YES**____ **NO**____ **N/A**____
(For a program list, see www.ucis.pitt.edu/main/agreement_list.html)
2. If yes, have you consulted with those schools or departments? **YES**____ **NO**____ **N/A**____

3. Have you consulted your School's accreditation guidelines to see if they might impact your program or whether your program may affect accreditation? **YES**___ **NO**___ **N/A**___

4. Does the program involve the export of any goods, technologies, information or otherwise covered items overseas? See: www.pitt.edu/~provost/memo102604.html. **YES**___ **NO**___ **N/A**___

If yes, have you determined whether export licenses must be obtained? **YES**___ **NO**___ **N/A**___

C. Organizational Issues

1. Have you considered the conflict of interest issues that can be found at: www.pitt.edu/HOME/PP/policies/11/11-01-03.html? **YES**___ **NO**___

2. Have you read the University's Purchasing Code of Ethics found at www.pitt.edu/HOME/PP/policies/05/05-02-03.html? **YES**___ **NO**___

3. Have you read the Forum on Education Abroad's Code of Ethics and understand the issues contained therein? **YES**___ **NO**___

D. Collaborating Entity

1. Is the University collaborating with another entity to plan or coordinate this program? **YES**___ **NO**___

If so, what type of entity is involved? (check all that apply)

Academic Institutions:

_____ subsidiary or affiliated corporation of the home campus

_____ separate American educational institution

_____ foreign institution

Third Party Providers:

_____ tour operator or travel agent

_____ educational consortium

_____ trade or professional association

_____ service provider

_____ other (please specify) _____

Academic Institution

Name _____

Address _____

Phone Number _____

Website _____

Contact person _____

Phone number _____

E-mail address _____

Third Party Provider

Name _____

Address _____

Phone number _____

Website _____

Contact person _____

Phone number _____

E-mail address _____

2. Have the faculty coordinator and the study abroad coordinator screened this entity to ensure suitability for the program activities? **YES**____ **NO**_____

If so, explain this process _____

If so, have the faculty coordinator and the study abroad coordinator:

	YES	NO *
Documented the screening process?		
Reviewed background checks for on-site staff?		
Contacted references of entity or past participants?		
Obtained Proof of Insurance?		
Requested information about the number and types of accidents or injuries within the last 5 years?		
Researched whether there are existing claims or lawsuits involving this entity?		
Ensured the provider is appropriately licensed and accredited in the host country		

* Explanation required _____

3. Does the University have a written agreement with this collaborating entity? **YES**____ **NO**_____

Written Agreement will be completed upon acceptance of the program _____

If so, does/will the agreement:

	YES	NO
Define responsibilities of the parties?		
Define the parties' financial obligations?		
Include an indemnification provision in favor of the University?		
Include a choice-of-law and forum selection clause?		
Require the provider to evidence insurance coverages acceptable to the Office of Risk Management?		

4. a) Has the agreement been reviewed by the Office of General Counsel? **YES**____ **NO**_____

b) Who will sign the agreement? _____

Has that person been delegated signature authority in writing **YES**____ **NO**_____

Who delegated the signature authority? _____

5. Does the proposed arrangement establish policies and procedures to: (check all that apply)

_____ include personal and premises safety issues in orientations for faculty/staff and students?

- _____ help ensure safety during program activities (such as field trips, driving, sports and recreation)?
- _____ promptly respond to injuries, investigate what caused the occurrence, and take corrective action?
- _____ ensure appropriate incident reporting to the University U.S. campus?
- _____ respond to natural disasters, political unrest, and other types of emergencies?
- _____ explore availability of medical treatment facilities and counseling resources that accept the student health insurance required of the program?
- _____ address who will register the group with the U.S. Embassy or local consulate?

6. Does the collaborating entity own or lease classroom, housing and other facilities?
OWN_____ **LEASE**_____

If leasing, has the lease contract been reviewed by the Office of General Counsel and Property Management?
YES_____ **NO**_____

7. Does the collaborating entity provide the necessary insurance coverage required in the agreement?
YES_____ **NO**_____

If so, have the details of the coverage been provided to the University's Risk Management office?
YES_____ **NO**_____

If no, has this been discussed with the University's Risk Management office? **YES**_____ **NO**_____

E. Orientation

1. Have you completed Best Practices Workshop, the orientation for faculty and staff coordinators of study abroad programs within the past 2 years? **YES**_____ **NO**_____

If no, please contact SAO to participate in this orientation.

2. Does the mandatory student orientation include the following issues? (check all that apply)

- _____ required participation forms, including Statement of Responsibility, waivers and health insurance forms, medical treatment authorization form, parental consent form (if student is under 18 years old)
- _____ description of the institutional polices/procedures that apply overseas
- _____ cost of trip (meals included? extra field trips included? transportation included?)
- _____ review of local customs, cultural differences, religious observations, gestures, mannerisms, dress
- _____ description of institutional resources and support systems (e.g. counseling center) that are/are not, replicated overseas
- _____ insurance--both health and students' personal property
- _____ passport, visa and immunization requirements
- _____ crime, terrorism, civil unrest and similar information concerning the site (including U.S. Department of State consular information sheets), <http://www.state.gov/travelandbusiness/>
- _____ review of local disease information, <http://wwwn.cdc.gov/travel/default.aspx>
- _____ approved and restricted program activities
- _____ disaster and emergency action plan
- _____ incident reporting information for accidents, theft, assaults, harassment, problems with faculty, staff, host families, or others
- _____ cancellation policies (who decides when to cancel, what criteria are used, what is the University's liability if a student refuses to leave the venue)
- _____ alcohol and drug use policies
- _____ general behavioral responsibilities
- _____ where the student can receive information on recommended immunizations

F. Other Issues

- 1. Do you have a plan to deal with U.S. Department of State travel warnings, evacuation notices, and other emergencies? **YES**_____ **NO**_____
- 2. Have you checked with the Office of Risk Management to determine whether your activities will be covered by University insurance policies? **YES**_____ **NO**_____
- 3. Do you plan to retain local counsel? **YES**_____ **NO**_____

If yes, are you aware that local counsel must be obtained with the assistance of the Office of General Counsel? See, www.pitt.edu/HOME/PP/policies/01/01-05-01.html. **YES**_____ **NO**_____

- 4. Who is the “back-up” person at your department to serve in your place in the event you are unavailable for consultation or decision-making?

Name: _____

Address: _____

Telephone: _____

Email address: _____

G. Emergency Information

- 1. In the event of an emergency, do the on-site personnel know who to contact on the University home campus to report an emergency? **YES**_____ **NO**_____

If so, who? _____

- 2. In the event of an emergency, do the on-site personnel have an emergency contact person in the U.S. to call for each participant and faculty member? **YES**_____ **NO**_____

- 3. Will you (the faculty coordinator) be accompanying the students on the entire trip? **YES**_____ **NO**_____

If not, why not? _____

- 4. Who is the alternate coordinator should you become ill or have to return home?

Name: _____

Campus Address: _____

Campus Phone: _____

Alternative Phone: _____

E-mail: _____

Printed Name of Faculty Member Responsible for Program

Signature Date

Printed Name of the Oakland Study Abroad Office Director

Signature Date

Appendix 1: SAMPLE PROPOSAL

Name of the Program

Submitted to the Study Abroad Advisory Committee, University of Pittsburgh
Submitted by Proposing Faculty Member, Departmental Partners

Introduction

A brief introduction to the program is usually two paragraphs in length. The first paragraph provides background of the country / theme of the program, why it is an important new offering for Pitt students, and how they will benefit from participating on it. The second paragraph delves more deeply into the academics and site, why both are pertinent to the area, and whether or not this type of program is duplicable on campus. It also offers an introduction to the lead faculty member as well as academic and logistical partners, both on the University of Pittsburgh's campus and abroad.

Rationale

- Usually in bullets, each part of the rationale expresses why the particular program is unique. For instance, a program in Abroadistan may be one of the only offerings in that particular country.
- A program may be geared toward a particular group of students, whether it is specific majors, those interested in a specific theme such as global health or language, or simply those interested in a particular area of the world (many of these are coupled with UCIS certificates in the pertinent area).
- The faculty member may be one of the leading experts in the material and have extensive contacts in country through which students can gain first-hand, rather than classroom experience.
- For longer programs with more than one course, present a rationale for each and why each course is integral to the program.
- Does the program have any other features that make it unique?

Program Description/Curriculum

Purpose

This is the section whereby faculty should answer the "Why?"-type question. Why is this program interesting, novel, and important? Some examples of purpose include studying material in its native environment (such as the rainforest), learning language in-country, because there are very few or no other offerings in the host country / city, etc.

Objectives

The program objectives, i.e. learning objectives, should be specified in a complete syllabus and attached to the proposal. Proposals that do not include complete syllabi previously reviewed and approved by the relevant departmental chair will not be reviewed by SAAC.

Assessment

Methods of assessment of each learning objective should also be specified in the attached syllabus. Regular course evaluations will be administered, as well as program evaluation.

Pre-Requisite Course

Any pre-requisites should be identified here.

Orientation

An outline of the Orientation program should be included here. The general procedure is to run at least two orientations, one which outlines the Waiver and Release / Study Abroad Contract, course registration, and health, safety, and security details, and a second that delves deeply into pertinent information about the host country. Some

faculty members choose to present even more material about the host country and program and choose to do a third, and even fourth orientation as part of the pre-departure program.

Weekly / Program Schedule

The weekly / program schedule should be incorporated into the syllabus and included with the proposal. This should include a schedule of classes, number of hours spent in each class, any mandatory excursions/field trips, and a total number of contact hours for each course. Do not include travel time to/from excursion sites as part of the contact hours for a course.

Study Site

This section should include a detailed introduction to the country and why the curriculum/program is relevant to this particular area of the world, country, or city. In subsections, you will identify all of the relevant housing, medical, emergency facilities, academic and logistical partners.

City

For each of the cities visited, list the hotel/hostel/university campus in which the students will be staying. Give a description of the area and the amenities that the hospital provides in brief. Provide details on how many students will stay in each room, whether the faculty will also be living in the same location or if they will be housed elsewhere.

The housing list should be equipped with the following:

- List in bullets all of the amenities such as linens, 24 hours access, front desk personnel, etc.

Local Programs and Institutions

Any partner programs, organizations and institutions should be listed here. Provide a detailed description of facilities used for lectures, guest lectures, and anticipated excursions. Also note logistical partners, should there be any, and each of their roles with regards to administration of the program.

List each program, organization, and institution separately and identify, through bullets or in text, their role in the program, any contact people, and if the University of Pittsburgh has prior arrangements with the particular entity.

Health and Safety

Provide a detailed description of the Health, Safety, and Security issues on the program.

Budget

Attach the budget.

Qualifications of the Faculty

Attach CV for lead and other faculty / assistants.

Also provide a brief written background about the experience of the faculty member in the subject matter taught, the country visited, and any study abroad programs previously led.

Indication of Departmental Support

Attached are letters of support from the following people:

Name
Title

Appendix 2: FACULTY REPORT TEMPLATE

ON-SITE FACULTY PROGRAM REPORT FOR PITT-DEVELOPED PROGRAMS

Your assessment of the program will be shared with the Study Abroad Advisory Committee and will serve as the program's written record. This record will be instrumental in planning subsequent programs and will be included in the Program Faculty Handbook. Please submit this report within three weeks of your return to the United States.

Program: _____ **Term:** _____

Please address all of the following in your report

Academics and Curriculum:

- Rigor of course requirements
- Assignments
- Basis of grading
- Contact hours
- Location of classrooms/accessibility
- Instructor for each course
- Course-related fieldtrips
- Syllabi (attach to this report)

Housing and Meals:

- Housing options
- Coordinator of accommodations
- Meal options
- Location of housing/accessibility

Student Life:

- On-site orientation
- Discretionary fund use (attach receipts)
- Included cultural activities/field trips
- Optional ("extra") trips/activities
- Group dynamics
- Costs students did not anticipate
- Opportunities for host culture integration

Health and Safety:

- Behavioral and/or health and safety issues which needed to be addressed
- Crime Statistics (incidents wherein students were victims or perpetrators of crime.)

Emergency Report(s) (if applicable):

- Attach any completed reports and logs

On-site Support Services (if applicable):

- *Contact information for on-site organization(s)*
- *Services provided for the program and their quality*
- *Interaction of Pitt faculty with on-site organization(s)*

Conclusion:

- Strengths of the program
- Areas for improvement
- Budget – unanticipated cost

Appendix 3: STUDY ABROAD PROGRAM PROPOSAL ROUTING FORM



University of Pittsburgh

Study Abroad Program Proposal Routing Form

CITY AND COUNTRY OF FOREIGN SITE: _____

DATE: _____ STATUS: _____ New Program _____ Existing Program

FACULTY MEMBER INITIATOR: _____

RESPONSIBILITY CENTER: _____

DEPARTMENT: _____

AUTHORIZATION - (REQUIRED)

SAO:

_____ Date: _____

Department Chair:

_____ Date: _____

_____ Date: _____

Study Abroad Advisory Committee:

_____ Date: _____

Dean/ UCIS Director:

_____ Date: _____

_____ Date: _____

University Counsel:

_____ Date: _____

Provost and/or Senior Vice Chancellor for Health Sciences:

_____ Date: _____

Study Abroad Program Proposal Routing Form

I. PROGRAM SPONSORS AND PARTICIPANTS:

Include unit name, Faculty initiator or project contacts, address, phone, fax, e-mail. List as many units as applicable.

A. University of Pittsburgh

--

B. Participating Third Party Provider (If any)

--

Study Abroad Program Proposal Routing Form

II. SYNOPSIS OF PROJECT (LIMIT OF 50 WORDS)

Appendix 4: SAMPLE SYLLABUS

University of Pittsburgh Course Syllabus

Discipline: (i.e. HIST, CGS, ENGLIT – if multiple, write MULTIPLE)

Semester and Year:

Course Number and Title:

Faculty Name:

Prerequisite: List any pre-requisites for the course

Course Description

Provide a detailed course description similar to those of Pitt's campus. Provide a two-paragraph overview of the course/program that recaps its highlights, method of instruction/assessment, and the goals/objectives. All of these will be elaborated upon in the coming sections.

Learning Objectives

In the text, provide a thorough elaboration of the learning objectives for the program. Objectives will certainly include that which is gained through academic coursework. However, personal, professional, and social objectives may also be listed and explored here.

Academic Assessment

Provide a full and complete outline of how each class / program will be assessed. For example, faculty may choose to run a course / program where students must take two exams (a mid-term and final) and write a 15 page paper on a topic of their choice. Alternatively, students may be asked to write a thorough and reflective journal, shorter papers, and a final exam. The combination is up to the preference and judgment of the proposing faculty member (s), but must be written in this section.

Methods of Evaluation

Similar to the section above, outline the methods for evaluation. If different methods have different weights, indicate the percent, such as:

Students will be evaluated on the following criteria:

12-15 Page paper	40%
Daily journal	20%
Class participation	20%

Field Component

Identify the dates of the program (when students leave the U.S. and when they return/the program ends). As thoroughly as possible, identify the daily / weekly activities. As mentioned in the sample proposal, this includes a count of all hours spent in class, any excursions in conjunction with the program, any guest lectures attended by the participants, etc. If students take more than one class, provide a breakdown of all contact hours for each course. A minimum of 42 contact hours is required for a 3-unit course.

Appendix 5: SAMPLE BUDGET

Budgets for study abroad programs are broken into three distinct components: group costs, per-student costs, and additional costs. “Group Costs” and “Per-Student Costs” are added together to create a “Program Fee” which is billed through Pitt. “Additional Costs” are items for which a student must budget but are not included in the program fee (these may or may not be billed through Pitt).

Examples of items included in “Group Benefits”:

- Faculty member(s) salary and fringe benefits (normal study abroad rates at the University of Pittsburgh are \$1000.00/credit for salary)
- Faculty member(s) room and board
- Faculty member(s) airfare
- Assistant(s) salary and fringe
- Assistant(s) room and board
- Assistant(s) airfare
- Discretionary fund
- Program materials (books, mandatory supplies, etc)
- Guest lecture costs

The cost of everything on this list is added together to create one lump sum. Although paid to different entities in a variety of ways, the total lump sum is split between the number of students in the program. See the budget on the following page for a visual representation.

Examples of items included in “Per Student Costs”:

- Student housing
- Student meals (although this is not mandatory and can be considered an additional expense if desired)
- Excursion costs
- Transportation costs
- Health insurance costs
- Fees associated with courses/lectures through a foreign University

These items are added directly meaning that each student, regardless of how many participate, pay the same price for these things. Usually, these are negotiated with third-party providers or by the faculty directly (occasionally, when faculty members are highly familiar with a particular location, they already have a hotel / hostel in mind).

Examples of items included in “Additional Costs”:

- International airfare
- Passport fee
- Meals and transportation (if not included in “Per-Student Costs”)
- Administrative fee (\$350.00 mandatory University of Pittsburgh fee paid by all students who study abroad)
- Application Fee (usually \$50.00)
- Housing deposits (if required and not included in “Per-Student Costs”)
- Mobile phone plans (if required and not included in “Per-Student Costs”)
- Personal expenses

The following is a visual example of a program budget:

Pitt in Abroadistan Budget					
Group Costs		Per student cost		Additional Fees	
Faculty salary (2 courses)	\$6,000.00	Food & housing	\$510.00	Administrative fee	350
Fringe on \$6000 of salary (35%)	2,100.00	Airport transfers	\$100.00	Application fee	50
Faculty airfare	1,000.00	Academics fee	\$1,200.00	Housing deposit	150
Faculty meals	1,000.00	Field trips	\$50.00	Airfare to Abroadistan	1500
Faculty housing	2,000.00	Abroadistan excursion	\$750.00	Mobile phone	100
Discretionary fund	500.00	HTH Insurance	\$83.00	Personal expenses	2000
TA salary-coordination	2,000.00				
TA fringe	700.00				
TA airfare	1,000.00				
TA meals	1,000.00				
TA housing	2,000.00				
Total:	19,300.00	Total:	\$4,000.00	Total:	4150
group cost with 21 students	\$919.05	group cost + per student:	\$4,919.05	program fee+additional:	\$9,069.05
group cost with 22 students	\$877.27	group cost + per student:	\$4,877.27	program fee+additional:	\$9,027.27
group cost with 23 students	\$839.13	group cost + per student:	\$4,839.13	program fee+additional:	\$8,989.13
group cost with 24 students	\$804.17	group cost + per student:	\$4,804.17	program fee+additional:	\$8,954.17
group cost with 25 students	\$772.00	group cost + per student:	\$4,772.00	program fee+additional:	\$8,922.00

This budget reflects a situation where one faculty member (teaching two courses) and one teaching assistant lead the program. All of the items noted as possibilities above are listed herein. SAO staff will assist in crafting the budget. For this particular program, it would be feasible to charge \$4950+ additional expenses and set the minimum number of students at 21. Thus, if 21 students do not apply for the program, it is either canceled or altered so as to not be over-budget.

Appendix 6: SAMPLE STATEMENT OF DEPARTMENTAL SUPPORT

October 24, 2007

Chair of SAAC
Title
Address 1
Department
University of Pittsburgh
Pittsburgh, PA 15260

Dear Chair of SAAC,

Please consider this letter evidence that I have reviewed and approve the program and corresponding syllabus for _____(name of program) to begin in (month and year of inaugural program).

Also, with the support of (and additional partners and support – please obtain letters from these partners as well), I am happy to fully endorse this proposal as it (explain why it is pertinent for your department / school / Pitt). We (proposing Department) fully support _____ (On-site Faculty Director) and will strive to make this program a sustainable international offering for students at the University of Pittsburgh.

My thanks to you and the Study Abroad Advisory Committee for your consideration of this proposal.

Sincerely,
Department Chair



University of Pittsburgh

Third-Party Provider Service Agreement Routing Form

Submit this form, completed except for the authorization section below, to the University Center for International Studies (UCIS), 4400 Wesley W. Posvar Hall, at the earliest date possible, in order that UCIS may facilitate preliminary review of this agreement in relation to other international obligations of the University.

CITY AND COUNTRY OF FOREIGN SITE: _____

DATE: _____ STATUS: ___ New ___ Renewal ___ Revised Renewal

FACULTY MEMBER INITIATOR: _____

RESPONSIBILITY CENTER: _____

DEPARTMENT: _____

AUTHORIZATION - (REQUIRED)

SAO: _____ Date: _____

_____ Date: _____

Study Abroad Advisory Committee: _____ Date: _____

UCIS: _____ Date: _____

_____ Date: _____

University Counsel: _____ Date: _____

Provost and/or Senior Vice Chancellor for Health Sciences: _____ Date: _____

*** SAAC review required only for third party provider agreements with an academic dimension, not for exclusively support and logistical services (e.g. housing, transport, etc).**

FINAL REPOSITORY: The fully approved and executed routing form and finalized international agreement must be submitted to UCIS, which will hold the documents on file and maintain a central repository of information regarding the University's international commitments and opportunities. An additional copy must be submitted to SAO.

Third-Party Provider Service Agreement Routing Form

I. PARTIES TO THE AGREEMENT:

Include unit name, Faculty initiator or project contacts, address, phone, fax, e-mail. List as many units as applicable.

A. University of Pittsburgh

--

B. Participating Third Party Provider

--

Third-Party Provider Service Agreement Routing Form

II. SYNOPSIS OF PROJECT (LIMIT OF 50 WORDS):

Appendix 8: DEPARTMENTAL CONTACT INFORMATION

Department	Telephone Number
Facilities Management (contracts with architects; building and utility issues)	412-624-9500
General Accounting	412-624-6290
Internal Audit	412-624-4246
Office of Finance (banking, finance, funding issues)	412-624-6620
Office of General Counsel (contracts, retention of counsel, don't know where to start)	412-624-5674
Office of Human Resources (employee and benefit issues)	412-624-8160
Office of International Services (immigration and visa issues)	412-624-7120
Office of Risk Management (insurance and risk assessment)	412-624-0621
Property Management (leasing issues)	412-624-9900
Provost's Office (academic programming)	412-624-4222
Purchasing	412-624-6648
Tax Office	412-624-6395
Travel Office (ticketing, travel FAQs)	412-624-4433
UCIS (general information about existing Pitt activities in the host country)	412-648-7390

Appendix 9: GUIDELINES FOR REVIEW OF ACADEMIC PLANNING PROPOSALS, BACKGROUND INFORMATION

Academic Planning Proposals and University Planning: An Overview

The primary purpose of this document is to describe the processes for the review and evaluation of academic planning proposals within the context of the current planning and budgeting system. In 1992, the Planning and Budgeting System (PBS) was established to combine within a single process all:

- long-range planning and budgeting;
- operational plan and budget creation;
- budget modifications and augmentations;
- facilities management and development; and
- evaluation of University programs.

PBS provides collegial structures for appropriate participation by administrators, faculty, staff, and students at each level of decision making. The PBS process facilitates the instructional, research, and service activities of the University by ensuring full access to relevant information and providing a rational, clear, and consistent framework for planning and budgeting decisions.

The PBS process recognizes that changes in academic programs must occur in one of two ways. First, units can identify new academic programs by altering their specific mission and manage change through their long-range planning process. Second, a unit can change in response to unforeseen external or internal environmental conditions in a way that is consistent with the established mission and long-range planning goals of the University and the unit.

Academic Proposals Arising from the Long-Range Planning Process

Whenever possible, proposals for new academic programs should arise within the context of long-range planning discussions. The foundation of long-range planning is the unit's mission. The mission provides a point of reference for all planning and budgeting activities and ensures a consistent and clear purpose throughout the unit. The mission communicates the self-concept of the unit and promotes commitment and support.

When a unit alters its mission, the need to alter the unit's programs may arise. The planning proposals arising from such a discussion must carefully articulate how such changes are necessary to support the new mission. These discussions and ensuing program proposal development must take place in open, participatory forums within the unit. Academic program proposals must also be consistent with the goals articulated in the unit's long-range plan. Goals provide the context for setting operational objectives by establishing priorities relative to performance, personnel, capital, and financial measures. Proposals must reflect and be consistent with the stated priorities of a unit, recognizing that a unit's goals are fully integrated and that pursuit of any specific goal may have implications for others.

All planning proposals must be reviewed by the appropriate academic unit(s) and academic responsibility center(s) as well as by the responsibility center Planning and Budgeting Committee (PBC) and relevant departmental PBC. A recommendation from these bodies for approving the planning proposal should accompany any submission to the Provost for review.

Academic Proposals Arising from Outside the Planning Process

Unavoidable or expected events may require or make desirable programmatic changes that require budget augmentation or reallocation. Changes in the external or internal operating environment may mandate program changes or create special program opportunities that long-range planning efforts could not predict. Often, the nature of the change, apparent time constraints, or the overall impact of resource utilization require that such proposals be acted upon outside the planning and budgeting discussions detailed above. While it is not the intent of the Planning and Budgeting System to inhibit necessary change, planning proposals arising out of unforeseen circumstances must still be justified relative to the stated mission and goals of the University, the responsibility center, and affected departments.

Proposals arising from outside the normal planning process must still undergo review by the appropriate academic unit(s) and academic responsibility center(s) as well as by unit and responsibility center PBCs. Budget modifications within a department or responsibility center not requiring augmentation or significant reallocation of resources are an expected occurrence throughout the year. Unit heads will regularly account for such modifications to the appropriate PBC. Proposals requiring budget augmentation or significant reallocation of resources, however, will proceed through the same review process as those arising directly from the long-range planning process.

Review Beyond the Academic Responsibility Centers

All proposals involving fundamental changes in academic programs will be reviewed by the University Council on Graduate Studies and the Provost's Advisory Committee on Undergraduate Programs, as deemed appropriate by the Provost. The University Planning and Budgeting Committee (UPBC), as advisor to the Chancellor in all planning and budgeting matters, will also review and make recommendations on any proposal involving fundamental changes in a unit --including the establishment, merging or termination of departments or centers, or significant alteration of the unit mission-- or significant additional expenditures from University funds. Other proposals shall be reported to the UPBC, but will ordinarily be viewed as routine management adjustments within the current fiscal year.

Regardless of the origin of an academic planning proposal, a formal document typically need not be submitted for review and approval through this procedure for sponsored research programs. Proposal review and approval is required if the proposal requires the establishment of a new University center or institute at the responsibility center level or requires the commitment of University resources (funds, personnel, equipment, space) beyond those currently assigned to the requesting unit.

Authority for Approving Academic Planning Proposals

Wherever a planning change originates, the responsibility center head is generally responsible for developing and submitting the formal planning proposal for review. The proposal must be reviewed by the responsibility center Planning and Budgeting Committee before being submitted to the Provost for review. The following are the general policy guidelines for review and approval of planning proposals.

Proposals Requiring Approval by the Secretary of Education. The University operates under a universal charter granted by the General Assembly of the Commonwealth of Pennsylvania. As a state-related university and a member of the Commonwealth System of Higher Education, the University operates with an understanding of the role it is expected to play in serving the needs of the state. Therefore, while the University is independent with respect to its mission and programs, the State Board of Education is authorized to adopt policies under which the Secretary of Education shall approve or disapprove any proposals establishing or terminating campuses, or changing the fundamental level of education offered by an existing campus.

Proposals Requiring Approval by the Board of Trustees. Approval by the University's Board of Trustees is required for any proposal requiring the approval of the Secretary of Education, as well as any proposal establishing, merging, or terminating an existing school, University center, or regional campus, or establishing or terminating a broad degree type within an academic responsibility center.

Proposals Requiring Approval by the Chancellor. Approval by the Chancellor is required for proposals requiring approval by the Board of Trustees, as well as any proposal which:

- significantly changes the mission of a school, center or regional campus;
- establishes, merges, or terminates an academic department, institute, or center;
- establishes, reorganizes, or terminates an administrative unit at the Director level;
- or significantly alters resource allocations among responsibility centers.

Proposals Requiring Approval of the Provost. Approval by the Provost is required for any proposal which:

- establishes or terminates a degree program within a degree type, an academic major, a certificate program, a minor, or area of concentration;
- modifies significantly the established goals or reorganizes a school, center, or regional campus;

- alters significantly the distribution of resources of a school, center, or regional campus, or among departments;
- modifies the objectives or programs of a school, center, or regional campus, particularly when the modification requires additional expenditure of University funds or reallocation of current resources among established objectives; or
- alters the name of a unit or degree program.

PREPARATION OF ACADEMIC PLANNING PROPOSALS

Academic planning proposals must include information sufficient to permit a thorough review and analysis of the proposed change(s). In general, planning proposals fall into two distinct categories: (A) proposals for new or expanded programs and (B) proposals for program termination. The following guidelines represent the minimal information requirements for the review and analysis. Initiators of planning proposals are encouraged to provide any additional information which would facilitate decision-making. If a program termination proposal includes termination of faculty, Policy (02-02-09) and Procedure (02-02-09), Termination Due to Reorganization or Termination of Academic Programs, must be followed.

1A. Proposals for New or Substantially Modified Majors, Degree Programs, Academic Departments or Schools must include as a minimum:

- (1) The names of:
 - (a) the individual initiating the proposal;
 - (b) the responsibility center wherein the change is to occur;
 - (c) the program to be developed or expanded;
 - (d) the department affected by the proposed change(s); and
 - (e) the date of the proposal.
- (2) The rationale for the proposed new or expanded program, specifically explaining either the relation of the proposed change(s) to the current mission and goals articulated in the long-range plans of the University, the responsibility center, and/or the department, or the external and internal environmental influences or trends justifying the proposed change(s) if the change is not a specific part of current long-range plan.
- (3) A detailed description of the proposed new or expanded program, its specific components, and a detailed chronology of steps to be taken to implement the change over time. Items listed under #9 should be included for a new major, expanded degree program, or a new degree program.
- (4) The short- and long-term effects that the proposed change(s) will have on other University programs. This should include an analysis of the impact that the proposed change(s) will have on programs and services such as increased or decreased demands for courses, loss or addition of students, the need for additional student aid, Library, or computing resources, etc. An analysis of the impact on space resources, including office, laboratory, and classroom space, must be included.
- (5) A description of a quantitative and qualitative evaluation procedure to assess the attainment of the objectives of the proposed change(s) including outcome criteria and a time frame for completion.
- (6) A detailed analysis of the impact of the proposed change(s) on staff and faculty personnel for the first three years of its operation, including information about the hiring of new staff and faculty and/or reassignments of existing personnel.
- (7) A three-year budget showing the impact of the proposed change(s) on the budget of the units affected by the change, including:
 - (a) A budget for each of the affected budget units.
 - (b) Sources of funding available to support proposed expanded or new programs.
 - (c) A summary of financial increases, savings, or reallocations anticipated as a result of the proposed change(s).
 - (d) Non-financial requirements or savings in areas such as space, facilities, or equipment that are anticipated as a result of the proposed change(s).
- (8) A list of the faculty groups and relevant administrators who were consulted, and a summary of their comments on the proposed change(s), including a statement from the Planning and Budgeting committees of the relevant department (if applicable) and responsibility center.
- (9) Additional information which should be included in item #3 when dealing with new or expanded educational programs.
 - (a) Requirements for admission to the program, and a projection of the availability of qualified students for

the program.

(b) Rationale for and description of the proposed curriculum, including special characteristics of the program, type and level of instruction, new courses to be developed or syllabi of existing courses, sequencing of courses, areas of specialization, comprehensive examination sample questions, likely thesis/dissertation topics, multi-disciplinary aspects if any, and other requirements for completing a degree or certificate in the program.

(c) Availability and qualification of faculty to support the program. Additionally, for a new or expanded research master's or Ph.D. degree program the following should be supplied: examples of ongoing research and mentoring, evidence of investigators/co-investigators on grants or non-grant research proposals, faculty resumes including citations of articles by faculty in peer-reviewed/competitive journals over the last five years, and when relevant, evidence of interdisciplinary research/teaching collaboration.

(d) Impact on students enrolled in existing programs. If students will be transferred to new programs, how will their prior work be credited?

(e) Tuition and student support.

(f) Projected enrollments, student credit hours, and degrees to be granted over each of the first five years of the program.

(g) Documented employment opportunities for graduates of the program.

(h) Student and faculty affirmative action plans for the new or expanded programs.

(i) The aspirations of excellence for the program, and a discussion of how this would be achieved and measured.

1B. Proposals for Termination of Majors, Degree Programs, Academic Departments or Schools. When the proposed termination involves programs or departments within a given responsibility center, the head of that center is to prepare the planning proposal. If this termination proposal includes termination of faculty, Policy (02-02-09) and Procedure (02-02-09), Termination Due to Reorganization or Termination of Academic Programs, must be followed. As a minimum, the planning proposal for terminating programs must include:

(1) The names of:

- (a) the individual initiating the proposal;
- (b) the responsibility center wherein the change is to occur;
- (c) the program or unit to be terminated;
- (d) the department affected by the change; and
- (e) the date of the proposal.

(2) The rationale for the proposed change(s), specifically explaining either its relation to the current mission and goals articulated in the long-range plans of the University, the responsibility center, and/or the department, or the external and internal environmental influences or trends justifying the change if not a specific part of current long-range plans.

(3) A detailed description of the proposed change(s), its specific components, and a detailed chronology of steps to be taken to implement the change over time. For termination of educational programs, items listed under #8 below should be included, when appropriate.

(4) The effects that the proposed change(s) will have on other University programs in both the short- and long-term. This should include an analysis of the impact that the proposed change(s) will have on other academic programs or service units of the University, such as increased or decreased demand for courses, loss or addition of students, and effect on student aid. An analysis of the impact on space resources, including office laboratory and classroom space, must be included.

(5) A detailed analysis of the impact of the proposed change(s) on staff and faculty personnel over the period required to implement the change including information about affirmative action, reassignments, retirements, or terminations of existing faculty and staff.

(6) A budget presenting the anticipated effects of the proposed change(s) on the budget(s) of the unit(s) affected by the change. This should include:

- (a) A projected budget for each of the affected units during the phase-out period.
- (b) A summary of financial savings anticipated as a result of the proposed change(s).
- (c) Non-financial savings in areas such as space, facilities, or equipment that are anticipated as a result of the proposed change(s).

(7) A list of the faculty groups and relevant administrators who were consulted, and a summary of their comments on the proposed change(s), including a statement from the Planning and Budgeting committees of the relevant department (if applicable) and responsibility center.

(8) Additional information which should be included in item #3 above when dealing with termination of an

educational program.

(a) Projected changes in enrollments, student credit hour production, and number of degrees or certificates to be granted over the period required to implement the termination.

(b) Description of how students and applicants for admission have been informed of the proposed termination.

(c) If students will be transferred to existing programs, a detailed statement of how their work in the program will be credited and how they will be informed of this.

(d) If students are expected to complete their degrees in the terminated department, an inventory of the academic needs of each student and a plan for meeting these needs. Academic needs include, but are not limited to, courses, advisors, and financial aid.

2A. Proposals for New Certificate Programs, Areas of Concentration, or Minors must include at least the following:

- (1) The names of:
 - (a) the individual initiating the proposal;
 - (b) the responsibility center wherein the change is to occur;
 - (c) the programs to be developed;
 - (d) the department affected by the change; and
 - (e) the date of the proposal.
- (2) A description of the academic requirements of the new program, a comparison with requirements of similar programs offered by the unit, and a discussion of new courses, internships, research experiences, etc., which must be introduced to offer the program.
- (3) The effects, if any, that the proposed program will have on other units of the University.
- (4) A discussion of the budget impact of the program, including both new income and new costs.
- (5) A list of faculty groups and administrators that have been consulted and a summary of their comments on the proposed certificate program.

In addition, proposals for new certificate programs must include:

(6) The rationale for the proposed new certificate program, specifically explaining either the relation of the proposed change(s) to the current mission and goals articulated in the long-range plans of the University, the responsibility center, and/or the department, or the external and internal environmental influences or trends justifying the proposed change(s), if the change is not a specific part of the current long-range plan.

(7) Projected enrollments, student credit hours, and certificates awarded.

(8) A description of an evaluation procedure to assess attainment of the objectives of the proposed certificate program.

2B. Proposals for Termination of Certificate Programs, Areas of Concentration, or Minors. As a minimum, the planning proposal for termination must include:

- (1) The names of:
 - (a) the individual initiating the proposal;
 - (b) the responsibility center wherein the change is to occur;
 - (c) the program or unit to be terminated;
 - (d) the department affected by the change; and
 - (e) the date of the proposal.
- (2) The rationale for the proposed termination of the program, specifically explaining either the relation of the proposed change(s) to the current mission and goals articulated in the long-range plans of the University, the responsibility center, and/or the department, or the external and internal environmental influences or trends justifying the proposed change(s) if not a specific part of current long-range plan of the University.
- (3) Description of how students and applicants for admission will be informed of the termination.
- (4) A list of faculty groups and administrators who have been consulted, and a summary of their comments on the termination.
- (5) A plan for enabling students enrolled in certificate programs to complete their programs.

Academic Program Evaluation

Program evaluation is a critical and essential aspect of the planning process; it assesses the quality and effectiveness

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of academic programs, the extent to which planned activities have contributed to the achievement of specified objectives, goals, mission, and the cost effectiveness of those activities. Evaluation provides guidance for the continuous review, adjustment, coordination, and prioritization of institutional plans and budgets.

Three different formal processes of academic program evaluation may be distinguished: annual assessment of program performance; progress evaluation of newly instituted programs; and long-term evaluation of academic programs. The first is described in Planning and Budgeting System, issued October, 1992. The last is described in Guidelines for Conducting the Evaluation of Academic Programs, last issued December, 1992. The second, which involves the review of newly initiated programs, is described below.

Normally, from three to five years after a new major or a new degree program has been approved, the program will be reviewed by either the University Council on Graduate Study or the Provost's Advisory Committee on Undergraduate Programs to determine whether or not the program is meeting the objectives described in the proposal for its initiation, particularly, whether it is of the quality intended and whether it is adhering to the proposed budget in terms of expenditures and income. These procedures apply to any new graduate degree or any new undergraduate major. The Provost may exempt programs from this review process.

After notification by the chair of PACUP or UCGS that the program should be reviewed, the following information is to be submitted in a succinct report not exceeding twenty pages in length:

1. A discussion of whether the goals and expectations of the department and school as set out in the original proposal have been attained. This should include as much factual information as possible.
2. A description of issues raised during the approval process of the program.
3. Data on enrollments, student credit hours and degrees granted in each year, comparing with projections made in proposal.
4. An assessment of the curriculum, particularly new courses if changes in the curriculum were described in the proposal.
5. A description of any new faculty or administrators recruited or assigned to the program.
6. A statement about the success at placement of graduates, success at meeting affirmative action goals, quality of admitted students.
7. An analysis of the cost of the program and of additional income generated by the program.

Appendix 10: FINANCIAL ANALYSIS GUIDELINES FOR NEW ACADEMIC PROGRAMS
An Addendum to the Guidelines for the Review of Academic Planning Proposals

I. General

A. Revenue and expenditure projections should be provided for at least three years. These projections should not include increases in revenue due to planned increases in tuition or increases in expenditures resulting from inflation or planned salary increases.

B. Include the cost of any resources directed from other programs (e.g., the salary of a faculty member who is teaching in an existing program but whose time will now be allocated to the proposed program).

C. When calculating projections, distinguish between regular operating costs and one-time start-up costs.

II. Direct Revenues

A. Tuition - based upon a responsibility center's expected tuition rate times the projected number of net new students enrolled at the university. Projected FTE should take into account any expected decline in FTE from other programs resulting from students "shifting" into the new program. (Student enrollment is categorized according to full-time versus part-time status and in-state versus out-of-state residency.)

B. Program Specific Fees - exclude general student fees

C. Other Revenue Sources

1. Endowment funds

a. Discretionary

b. Program specific

2. Sponsored Research (government or private)

3. UPMC Funds

4. Gift Funds - include only gifts specifically designated for the new program

III. Direct Expenditures

A. Accreditation Costs

B. Additional Faculty

1. Projected salary (salaries) is (are) based upon:

a. full-time versus part-time position(s)

b. required academic credentials

c. current market conditions

2. Review the impact of the new program on other programs and/or schools (i.e., will additional faculty be required to teach core classes?)

C. Additional Staff Members - (secretaries, etc.)

D. New Graduate Student Employees

E. Fringe Benefits - based on the appropriate rate for each employee's classification

F. Association Fees/Dues

G. Travel Costs

H. Development Costs (e.g., workshops, seminars, continuing education)

I. Library Requirements

J. Computer Hardware/Software Requirements

K. Furniture

L. Equipment/Laboratory Supplies

M. Miscellaneous Supplies (e.g., postage, photocopying)

N. Other Operational Costs - (e.g., laundry)

1. Consider whether costs will increase proportionally as enrollment increases.

O. Financial Aid

1. Will additional University funds be required?

2. For financial aid pertaining to graduate students only:

a. Although the fringe benefit rate charged for graduate students is 34% of stipends, the actual cost of benefits for these students is about 118.76% of stipends. The actual cost of the benefits should be considered in the analysis.

P. Services for employment and graduate study opportunities

Q. Additional costs for recruiting students

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- R. Costs associated with internships or fieldwork sites
- S. Costs associated with sponsored research - the indirect cost rate and its ability to cover actual indirect costs should be discussed in the commentary to the financial analysis.

IV. Other Resource Requirements

- A. Capital Requirements
 - 1. Renovations
 - a. Time period for completion
 - 2. Additional classroom space
 - 3. Capital equipment
 - 4. Available revenues to fund the capital requirements (e.g., discretionary endowment funds)
- B. General Administration
 - 1. Although general University overhead cannot be specifically calculated for a new program, any foreseen incremental administrative costs should be identified (i.e., any significant increase in demand for central services, such as computing and information services, library, or academic affairs).
 - 2. The general administrative rate allocable to Instructional programs is 7-8% of Modified Total Direct Cost.
- C. Facilities Related Costs
 - 1. Contact the Office of Space Accounting to obtain costs for the square footage proposed by the new program.
- D. UPMC Cross Allocations
 - 1. Usage of such facilities as the WPIC Library, Scaife Hall Space, Creative Services, etc., should be noted as this will change the annual cross allocation fee.

Appendix 11: INTERNATIONAL INTER-INSTITUTIONAL ACADEMIC AGREEMENTS

University of Pittsburgh Policy 02-01-05

I. SCOPE

This policy governs the review and approval processes in connection with any agreement entered into, by or on behalf of the University, 1) between the University of Pittsburgh and one or more foreign governments and/or universities or other organizations domiciled outside the United States, regarding the use of this University's faculty, student, library, or other research or instructional resources, or 2) that commits the University of Pittsburgh to the deployment of faculty, student, library, or other research or instructional resources outside of the United States.

Agreements governed by this procedure include, but are not limited to, friendship agreements and memoranda of understanding (with or without financial obligations); program-specific linkages with or without financial obligations (e.g., a library access or exchange program, an internship, a language program, a training program, a field research program); and institutional linkages that commit the University to broad-based programs and/or exchanges with associated financial obligations (e.g., faculty and student exchanges, joint research projects).

II. POLICY

Any agreement under the scope of this policy, prior to being executed in accordance with the University of Pittsburgh BYLAWS, must be reviewed and approved by each Dean, Director, and/or Department Chair through whose units such proposed agreements arise; and by any other university official having jurisdiction over the resources involved, if any. This review and approval process must be accomplished, for each agreement, through the execution of the International Agreement Routing Form, the completion of which will be facilitated by and coordinated with the University Center for International Studies (UCIS). See Procedure 02-01-05, International Inter-institutional Academic Agreements.

UCIS in addition to facilitating the review of proposed agreements in the context of existing international obligations of the University, is responsible for maintaining a file of fully executed copies of all agreements entered into in accordance with this policy, and for maintaining a comprehensive database of all agreements entered into at any time, whether or not currently operative, which would now fall under the scope of this policy.

III. REFERENCES

Procedure 02-01-05, International Inter-institutional Academic Agreements
FORM 0194 PITT 5026, International Agreement Routing Form

University of Pittsburgh of the Commonwealth System of Higher Education - BYLAWS, Article IV, "Execution of Instruments," adopted by the Board of Trustees, January 14, 1969, as amended

Policy 01-03-03, Execution of Instruments

Policy 01-05-01, Legal Services

**Appendix 12: LIST OF LINKS FOR DOCUMENTS / SITES / PROTOCOLS REFERENCED IN THE
PITT-DEVELOPMENT PROGRAM HANDBOOK**

- Liability issues: University Policy and University Procedure 07-06-06 (p. 4)
www.bc.pitt.edu/policies/procedure/07/07-06-06.html
- Study Abroad Office Student Data Page: www.abroad.pitt.edu/appsandforms/index.html
- University of Pittsburgh-Developed Study Abroad Program Application:
www.abroad.pitt.edu/appsandforms/index.html
- Sample Student Evaluation: A sample online program evaluation is available at
www.surveymonkey.com/s.aspx?sm=cK8qOXXNgrWeGBLaygJ0tg_3d_3d . A sample written evaluation is
available at: www.abroad.pitt.edu/appsandforms/index.html.
- Contracts Health, Safety and Security meeting, www.abroad.pitt.edu/process/contract.html
- Study Abroad Scholarship Program, www.abroad.pitt.edu/scholarships/inaid/scholarships.html
- Guidelines for Review of Academic Planning Proposals, www.pitt.edu/~jd11/proposal-guidelines.htm (old, p.
13)
- Financial Analysis Guidelines for New Academic Programs (old, p. 13)
<http://www.pitt.edu/~jd11/proposalguidelines.htm#FINANCIAL%20ANALYSIS%20GUIDELINES>
- International Inter-institutional Academic Agreement, University of Pittsburgh Policy 02-01-05 (UCIS
International Agreement Routing Form 02-01-05) www.bc.pitt.edu/policies/procedure/02/02-01-05.html
- Routing FORM 0194 PITT 5026, Procedure 02-01-05 (5/04)
www.ucis.pitt.edu/main/resources/private/routing_form.pdf THESE ARE ALL OTHER ROUTING FORMS.
We will need to figure out which to use, if any, if the routing form attached can be implemented, or if we should
just use one of the ones above.
- Institutions with whom the University of Pittsburgh has existing agreements:
www.ucis.pitt.edu/main/agreement_list.html
- Federal Government Regulatory Alert: The Export of University Goods, Technologies, Information (p. 34-35),
www.provost.pitt.edu/memo/10-26-2004.html
- Conflict of interest issues: <http://www.pitt.edu/HOME/PP/policies/11/11-01-03.html>
- Purchasing Code of Ethics: <http://www.pitt.edu/HOME/PP/policies/05/05-02-03.html>
- Office of Purchasing Contracted Services Agreement, www.bc.pitt.edu/purchasing/forms.html