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I. GENERAL PROCEDURES AND DIRECTIONS

Introduction

All curricular actions originate in the academic department. After approval by the department, approval by the unit (College or School) curricular committee is required. The final step is approval by a University-wide committee or council that has been charged by the Faculty Senate with the governance and coordination of curriculum. At UNCG, three committees fulfill this charge: the Undergraduate Curriculum Committee (UCC); the Graduate Studies Committee (GSC); and the General Education Council (and its subcommittees on Writing and Speaking). Faculty Senate policy regarding the responsibilities and membership of these committees is found in Section III.

Actions requiring approval by UCC and GSC:
> New/amended courses;
> New or revised programs (majors, concentrations, minors);
> Routine course changes;
> Discontinuation/moratorium of a course, program, or degree.

100-400 level course proposals for the actions above must be submitted to the UCC;
600 level and above must be submitted to the GSC; 500 level proposals for the actions above must be approved by both GSC and UCC.

General Education Approval Process

A. All **new course proposals** requesting GEC category designation or general education markers:
1. Must be approved by the UCC before they can be reviewed by the General Education Council.
2. WI and SI markers must be approved by the appropriate Committee before being forwarded to the General Education Council. See section VI.C.
3. Submissions must include the appropriate form in the Curriculum Guide with an explanation of how the course meets general education learning goals for the GEC category or marker(s) requested. Attach an updated syllabus in the current syllabus format outlined in the *Curriculum Guide.*

B. Requests for new GEC category designations or general education markers for **existing courses**:
1. WI and SI markers must be approved by the appropriate Committee before being forwarded to the General Education Council. See General Education By-Laws, section VI.C (approved by the Faculty Senate 3/5/08).
2. Requests for GEC category designation and GL/GN markers for existing courses will be forwarded by the Office of Undergraduate Education directly to the General Education Council for review.

C. Requests for new WI/SI markers for **existing courses**:
1. Action items related to WI/SI markers for courses already approved by UCC will be forwarded by the Office of Undergraduate Education directly to the Program Assistant in the Communication Across the Curriculum Office for distribution to the WI/SI Committees for their review and approval.
2. The Writing Intensive and Speaking Intensive Committees will act on requests for marker approval by recommending (a) that it be approved or (b) that it not be approved, or (c) by requesting more information on the course from the sponsoring department.

3. Where the Committee approves with modification, the chair of the Committee shall be responsible for the requisite contact with the originating academic unit.
4. WI/SI Committee chairs will forward Committee recommendations to the General Education Council.
5. All writing intensive and speaking intensive markers must be approved by the Gen Ed Council before the course is taught. No course may receive a WI or SI marker retroactively after the last deadline for marker approval in the semester before the course is taught.
6. The chair of the General Education Council will report final marker approval to the Registrar's Office.

PLEASE NOTE*:*
It is the department/program's responsibility to review its curriculum and to submit to the appropriate curriculum committee all requests or revisions and new/amended course proposals. Revisions and courses submitted only on raw catalog copy to the editors of the *Undergraduate/Graduate School Bulletins* **do not constitute official curriculum revision requests and will not be included in the** *Bulletins* **until approved by UCC and/or GSC.**

CONTACT AND SUBMISSION INFORMATION

Graduate Studies Committee
http://www.uncg.edu/grs/faculty/gsc_committee.html
Tel: 334 - 4034
Send documents to:
GSC, 241 Mossman, Campus
Submit: Twelve (12) double sided copies of proposals, including original signature pages, for 500-700 level courses. Check the GSC website for meeting dates and submission deadlines. Proposals received after the stated deadline will be considered at the next scheduled meeting.

Undergraduate Curriculum Committee
http://provost.uncg.edu/Underedu/Curriculum_Committee
Tel: 334 - 5393
Send documents to:
UCC, c/o Associate Provost for Undergraduate Education, ATTN: UCC Secretary, 132B McIver Building, Campus
Submit: One (1) single-sided copy of proposals, including original signature pages, for 100-400 level courses. Check the UCC website for meeting dates and submission deadlines.
Proposals received after the stated deadline will be considered at the next scheduled meeting.

General Education Council
http://provost.uncg.edu/Underedu/General_Education/
Tel: 334 - 5393
Send documents to:
Gen Ed Council, c/o Associate Provost for Undergraduate Education, ATTN: Gen Ed Council Secretary, 132A McIver Building, Campus
Submit: One (1) single-sided copy of proposals, including original signature pages, for a GEC designation or a Global Marker or WI/SI markers to be granted to an existing course or a new course recently approved by UCC.

IMPORTANT SUBMISSION DEADLINES

BULLETIN DEADLINE:
Deadline for underline submission of all curriculum changes [course prefix revisions or new course prefixes; new/amended courses; new or revised programs (majors, concentrations, minors); and routine course changes] *to be included in the Bulletin* for the following academic year:

> **GSC – February 3, 2009**
> **UCC – February 12, 2009**
> **GEN ED COUNCIL – March 5, 2009**

PLEASE NOTE: New or substantially revised degree programs, concentrations, and minors may not be offered until published in the *Bulletins* as required by SACS-COC, the regional accrediting body for UNCG.

ADVISING SCHEDULE AND ELECTRONIC SCHEDULE DEADLINES:
The published deadlines for new course approvals are in place to facilitate advising/registration schedules. In order to best utilize the advising process, students and advisors must know the availability and schedule of courses in advance, especially in the cases of General Education Courses and markers for those courses. With the exception of new or substantially revised degree programs, which must appear in the *Bulletins* before being offered or required, curricular changes approved after the deadlines stated above can still be posted on the electronic schedule. For example, courses approved in April can appear electronically for the fall semester. Departments should understand, however, that several weeks may be required for the Registrar to post these late-approved courses online, and that late changes will not be available prior to general advising/registration schedules.

DEADLINES FOR SUBMISSION OF FORMS TO UCC, GSC, OR GEN ED COUNCIL:
Submission of materials well ahead of the meeting date is essential to allow time for compilation of the agenda and review of the materials by committee members. Please see the website for each committee (on the previous page) where meeting dates and submission deadlines can be found.

UNIT-LEVEL CURRICULUM COMMITTEE CONTACT INFORMATION

Approval of the unit-level committee is required before submission to UCC, GSC, or GEN ED COUNCIL.

College of Arts and Sciences
Curriculum and Teaching Committee
Contact Info: 105 Foust Building, Phone: 334-5241

Bryan School of Business and Economics
Undergraduate Program Committee Curriculum Subcommittee
Contact Info: 434 Bryan Building, Phone: 334-4987

School of Education
Curriculum Committee
Contact Info: 325 Curry Building, Phone: 334-3406

School of Health and Human Performance
HHP Curriculum Committee
Contact Info: 401C HHP Building, Phone: 334-5744

School of Human Environmental Sciences
HES Curriculum Committee
Contact Info: 235 Stone Building, Phone: 256-0363

School of Music
Curriculum Committee
Contact Info: 220 Music Building, Phone: 334-3644

School of Nursing
Curriculum Committee
Contact Info: Rm. 421 Moore Nursing Building, Phone: 334-5170

Teachers Academy
Contact Info: Rm. 318 Curry Building, Phone: 334-3412

PROCEDURES FOR SUBMISSION OF PROPOSALS

Timetable--It is recommended that course planning be started at least one full semester before the proposed first offering of a course, in order to afford enough time for administrative actions. Please specify course type/instructional delivery mode on new or amended course proposal forms:

Course Types

ACT	Activity (physical activity, exercise courses)
CDR	CD-Rom
CLN	Clinical
COL	Colloquium
CON	Conversational Language Course
CTV	Cable TV
DIS	Dissertation
DSC	Discussion
DVD	Digital Video Disk
ENS	Ensemble
IND	Independent Study
INT	Internship
LAB	Laboratory
LEC	Lecture
LEL	Lecture & Lab
PRC	Practicum
PRF	Performance
RES	Research
SAB	Study Abroad Course
SEM	Seminar
STL	Studio and Lecture
STO	Studio/Other (used primarily for Dance courses)
STT	Student Teaching
STU	Studio
SVL	Service-Learning
THS	Thesis
TUT	Tutorial
VCF	Video Conference
VCR	Videotape
WEB	*Web-based *Course is taught via the Internet*
WLB	*Web and lab *Course is taught via the Internet and has a lab component*
WLC	*Web and lecture *Course is taught via face-to-face lecture and over the Internet*
WLL	*Web, lecture, and lab *Course requirements include face-to-face lectures, lab sessions, and an Internet component*
WLS	*Web, lecture, and studio *Used primarily for Dance courses*

WTX   *Web with on-campus tests and examinations *Used primarily for Math courses*
OTH   Other

*Web interaction involves more than the placement of the course syllabus on the instructor's Web site. The course is defined as asynchronous instruction where the instructor and student are separated by time and space. Interaction in these courses is primarily through discussion forums, blogs, e-mail, and chat room discussions.

Which form should you use?

New or Amended Course Proposal **(Form A)**
    Also see "General Guidelines for Completing Form A" and "Standard Course Syllabus Format."
UNCG Course Consultation Form **(Form B)**
Request for General Education Core Designation **(Form C)**
Request for Writing Intensive (WI) Marker **(Form C)**
Request for Speaking Intensive (SI) Marker **(Form C)**
Request for Global or Global Non-Western Marker **(Form C)**
Routine Course Change Request Form **(Form D)**
UNCG Experimental Course Proposal (**Form E**)
Concentration or Minor Proposal **(Form F)**
Program Revision **(Form G)**
Request for Service-Learning Course Designation/Approval Form **(Form H)**
Special Curriculum Option (Plan II) (**Form I**)
Post-Baccalaureate or Post-Master's Certificate Proposal **(Form J)**
Request for Discontinuation/Moratorium of a Degree Program **(Form K)**

Teacher Education Courses – The Teachers Academy, designed to strengthen a university-wide approach to the education of teachers and other public school personnel, is responsible for coordinating and ensuring the quality of all academic programs leading to licensure of public school personnel. The Teachers Academy reviews policies and program developments (i.e., new/revised courses, new/revised programs, new/revised policies and procedures) initiated by the College, the Schools, or the Teachers Academy itself.

The Teachers Academy Executive Committee or its designated ad hoc committee is the review agency for the teacher education program. New or amended course proposals for professional education courses must be reviewed by the Executive Committee and approved by the Council of Program Coordinators **prior to** consideration by UCC or GSC.

New or amended course proposals for non-professional education courses that affect a teacher education program may not require a comprehensive review by the Teachers Academy. The Executive Committee, however, should receive a course matrix and/or a narrative explanation demonstrating how the new or revised course continues to meet the appropriate guidelines and competencies. The key principle here is that program faculty are responsible for ensuring and documenting that changes in their programs do not violate the licensure guidelines and competencies for which the program is approved. Questions concerning documentation should be directed to the Associate Dean for Teacher Education and Director of the Teachers Academy.

Distance Learning Courses--Courses designed for distance learning must be approved and modified according to the same procedures required for on-campus courses. See the UNCG Distance Education Policy.

Notification of committee actions:

GSC: Actions and minutes of GSC meetings will be posted within one week following each meeting on the GSC web page http://www.uncg.edu/grs/faculty/gsc_committee.html. When necessary, actions will be communicated to departments by memorandum.

UCC: Actions and minutes of UCC meetings will be posted within ten working days following each meeting on the UCC web page http://provost.uncg.edu/Underedu/Curriculum_Committee/ When necessary, actions will be communicated to departments by memorandum.

GEC: Actions and minutes of GEC meetings will be posted within ten working days following each meeting on the GEC web page http://provost.uncg.edu/Underedu/General_Education/. When necessary, actions will be communicated to departments by memorandum.

II. FORMS AND INSTRUCTIONS

FORM A
NEW OR AMENDED COURSE PROPOSAL

Consult the *Curriculum Guide* for Instructions. Each course proposal submitted to the UCC or GSC must include this form as a cover sheet. Submit one (1) single-sided copy of each proposal for an undergraduate course and twelve (12) double-sided copies for a graduate course. If you plan to request General Education markers or a GEC category designation you should attach Form C when you submit the proposal to the Office of Undergraduate Education. *Note that all new or amended courses must be approved by UCC before they can be reviewed for General Education markers or GEC category designations.* The following items must be included in all UNCG course proposals. Please examine the proposal and check each item below to indicate that it is included. Each item should be numbered and in correct order.

( ) 1. Course identification:
     a. Course prefix, number, title_____
     b. _____ New course (**Consult Registrar's Office for available number)**
            _____ Amended course
     c. Department offering the course
     d. Contact person

( ) 2. Rationale for the course or course amendment (include relationship to curriculum of the program)
( ) 3. Specify grading method--letter grade or satisfactory/unsatisfactory
( ) 4. Can course be repeated for credit? Yes __ No __   If yes, indicate specifics.
( ) 5. Specify Credit (use Course Credit Structure Guide)
( ) 6. Prerequisites and/or co-requisites (use specific course numbers)
( ) 7. Catalog description, not to exceed 30 words
( ) 8. Date for first offering of the course/effective date of change
( ) 9. Frequency of offering: fall, spring, and/or summer
( ) 10. Consultation with other departments (use Course Consultation Form)
( ) 11. Will this course satisfy requirements for any teacher education program? Yes __ No __
        If yes, refer to the Teachers Academy.
( ) 12. NEW UNDERGRADUATE COURSE ONLY: Are you requesting a General Education Core or Marker designation? Yes __ No __   If so, attach the appropriate Gen Ed form (C, D, E, or F), and the UCC Secretary will forward your proposal to the Gen Ed Council after UCC approves it as a course. IF YOU WISH TO APPLY FOR A GEC CORE OR MARKER DESIGNATION FOR AN ALREADY-EXISTING COURSE, DO NOT USE THIS FORM – SEE FORM C.
( ) 13. Course Syllabus. **Please use the format in the *Curriculum Guide*.**
( ) 14. Differentiation of requirements for undergraduate and graduate students-**500-level courses only.**
This proposal is approved for consideration by the Undergraduate Curriculum Committee and/or the Graduate Studies Committee.

Signature: _____   Date: _____
             (Department Head/Dean)

Please follow the routing shown on the next page.

Flow Sheet for Curricular Requests (Form A)

1. _____ _____ _____
    Course Number   Contact Person   Telephone

2. _____ _____
    Date   Chair, Department Curriculum Committee (if applicable)

3. _____ _____
    Date   Chair, Academic Unit (College/School Curriculum Committee)

4. _____ _____
    Date   Chair, The Teachers Academy (if applicable)

   APPROVAL BY GSC OR UCC

_____ _____

DATE APPROVED Chair, Graduate Studies Committee

_____ _____

DATE APPROVED Chair, Undergraduate Curriculum Committee

UNCG: UCC/GSC: - Revised 2008

GUIDELINES FOR COMPLETING FORM A (New or Amended Course Proposal)

To submit a <u>new or amended course</u>, complete Form A. Provide all the required information on an attached sheet, and obtain all required signatures before submitting the course to the UCC or GSC for approval. If you plan to request General Education markers or a GEC category designation for undergraduate courses you should attach Form C when you submit the proposal to the Office of Undergraduate Education. *Note that all new or amended courses must be approved by UCC before they can be reviewed for General Education markers or GEC category designation.*

Course Amendments Requiring Form A -The following changes are considered amendments to existing courses and need to be submitted to the UCC/GSC for approval using Form A.

- Raising or lowering semester credit
- Changing a course number two or more levels
- Substantive change in course description
- Revision of student learning outcomes

Required Course--If a new or existing course is to be required for any program, a statement indicating how the credits received for this course affect the total hours for a) graduation, b) the major concentration, where appropriate, and c) free electives should be attached to the proposal.

These General Guidelines explain the various categories of the New or Amended Course Proposal (Form A). Additional guidelines for proposals for internship/practicum courses are found in this Guide.

1. <u>Course</u> <u>Identification</u>:
   a) *Course Number and Level*: Course levels reviewed by the UCC are 100, 200, 300, 400, and 500. Courses at the 500-level are reviewed first by the GSC. Courses at the 600-level and above are reviewed <u>only</u> by the GSC. When a course has been deleted (inactivated) the University Registrar places a moratorium on the use of the number for five years before it may be used again. When renumbering or requesting new course numbers, the Registrar's Office must be consulted prior to submission to UCC or GSC. Departments should notify other departments (that recommend or require their students to enroll in the courses) of deleted courses.
   Course Title: The title should be limited to six words or fewer and should clearly reflect the content of the course. Care should be taken not to use technical terms that may not be clear to students or other non-specialists. The UCC or GSC may recommend changes in course titles. Note that Banner allows only 30 characters (including spaces) so be mindful of how your title may be abbreviated for the academic transcript and the schedule of courses.
   b) Self-explanatory
   c) Self-explanatory
2. <u>Rationale</u>: The rationale for the course or amendment should indicate the relationship to the curriculum of the Department/College/School submitting the course. Failure to include this item may result in a delay in consideration of the proposal by the UCC/GSC.
3. <u>Grading</u> <u>Method</u>: Specify letter grade or satisfactory/unsatisfactory or pass/not pass.
4. <u>Repeat</u> <u>for</u> <u>Credit</u>:   Indicate restrictions, for example, When topic varies; May be repeated once; May be repeated for a total of x-number of hours; etc. The description should make it clear that the content will be radically different from one offering to the next.
5. <u>Specify</u> <u>Credit</u>: See "Course Credit Structure Guide" in this Guide. List semester hours credit, lecture or seminar contact hours and/or lab or studio hours.

6. Prerequisites: State clearly, with appropriate sequence indicated (i.e., give specific course numbers, and/or "permission of instructor").
7. Catalog Description: The catalog description must be limited to 30 words or fewer and should communicate clearly to students the basic content of the course. The UCC/GSC may request that this be rewritten or incorporate minor revisions. Prerequisites and other qualifiers are not included in the limitation of 30 words or fewer.
8. Self-explanatory
9. Self-explanatory
10. Consultations: See UNCG Course Consultation Form in this Guide. Consultations serve the purposes of providing information as courtesy and avoiding course duplication. Please note whether reservations/suggestions from consultations were addressed. Please attach all course consultation forms; if the consulting department did not return the form, this should be noted on the form. You may also attach email correspondence as evidence of consultations.
11. Teacher Education Program: See "Teacher Education Courses."
12. Self-explanatory
13. Course Syllabus: Use the standard format as a foundation for the course syllabus unless this is a course for an NCATE accredited program, including all teacher education courses reviewed by the Teacher's Academy. For these courses, use the NCATE syllabus format. Plain and consistent language should be used throughout. Avoid jargon specific to the discipline. The scope of intended objectives and content selection should be consistent with the credit hours to be given, the length of the term of instruction, the evaluation methods, and student learning outcomes.
14. Differentiation of Requirements for Undergraduate and Graduate Students - **500-level Courses Only**: Syllabi for 500-level courses must distinguish clearly between learning outcomes and assignments intended for undergraduate students and those intended for graduate students. Graduate students should undertake deeper and more complex work than undergraduate students even when shared course content justifies teaching both populations together. (See "SACS Principles of Accreditation" in this Guide)

PLEASE NOTE: Student Contract/Agency Agreement: See "Additional Guidelines for Preparing Proposals for Internships/Practicum Courses" in this *Guide*.

COMMENT: The following documents are included in this Guide, and may be helpful in preparation of the course syllabus:

"UNCG Vision for Teaching and Learning"
"Seven Principles for Good Practice in Undergraduate Education"
"Guidelines for Good Practice in Graduate Education"

See Section I of this Guide for detailed information on where and how to submit proposals for curricular changes.

ADDITIONAL GUIDELINES FOR PREPARING PROPOSALS
FOR INTERNSHIP/PRACTICUM COURSES

INTERNSHIP: Any career-related, supervised learning experience of limited duration in which an individual takes on a responsible role in a setting outside the traditional university environment. The setting may be a non-profit organization, a government office, or a private/public, for-profit business. An internship may last for a month, several months, or a year; be paid or voluntary; be taken for academic credit or not; be full-time or part-time.

INTERNSHIP/PRACTICUM COURSE: A structured, supervised internship activity related to a student's academic program that provides academic credit. An internship course has specific learning objectives, requires specific projects or assignments, includes supervision by both the employer and a faculty supervisor, and includes periodic and/or a final evaluation of the student and a grade determined by the faculty supervisor with input from the on-site supervisor.

References below are to items on Form A. Where specific instructions are not noted here, the general guidelines for any course proposal apply.

2. Rationale for the course
    Describe how the internship or practicum will extend the student's education through practical experience in a field of study and/or enhance her/his career after graduation.
    Provide a list of possible internship sites. (Please consider the full range of potential sites, including businesses, government agencies, cultural/recreational organizations, religious organizations, civic organizations.)

3. Specific grading method
    In addition to indicating whether the course is letter grade or pass/fail, indicate here how the grade will be determined by the supervising faculty member. What components will it be based on: a paper, a portfolio, a report from the workplace supervisor, performance in a seminar component?

4. Specify credit
    Credit for an internship/practicum should be indicated by three digits which show:
    Credit hours for the course: hours lecture per week (or 0 if none): hours in the field per week
    For example:
    1-3:0:3-9   The course can be taken for 1-3 hours credit: there are no lecture hours: hours in the field per week depends on the number of credit hours designated.
    6:1:15   The course carries 6 hours credit: there is one on-campus class or meeting per week: there are 15 hours in the field per week.
    If the internship/practicum does not last an entire semester, the hours should be adjusted accordingly. Add a sentence explaining your proposed credit numbers.

7. Catalog description
    For the student's information, include information about the campus component (seminar, meetings with faculty coordinator).

13. Course syllabus
   Follow the topics of the Form A format, although a few topics (e.g., teaching strategies, required texts, topical outline) may not be applicable.
   Be sure to include the following:
   Student expectations and assignments: role in arranging the internship, work hours, reading or bibliography assignments, oral or written reports, portfolios, and/or work assessments.

   Topics for internship/practicum *seminars* or meetings with faculty

PLEASE NOTE: Student Contract/ Agency Agreement--Internships and practica are covered by specific University policies. Please see the information at:
http://provost.uncg.edu/publications/academic/agreements.asp

COURSE CONSULTATION
May also be used for consultation regarding a new degree, major, minor, concentration or certificate
(If form used for consultation of a curriculum, insert name of curriculum where course is requested)

To: _____
Date: _____
From: _____

Course Identification (3 letters + 3 digits):_____Credit: _____
Course Title: _____

New ( ) or Amended ( ) Course Proposal

This form serves the purposes of providing information as courtesy and avoiding course duplication. Please take this opportunity to review the enclosed course description and outline and to comment upon it in view of your department's course offerings. *Failure to respond within 14 days of the above date will be interpreted as your unit's support of the proposal*

Have **no reservations** concerning this course:

Have **the following reservations/suggestions** concerning this course:

Person completing this form:
Name, Title, Department (please print or type):
_____

Signed: _____Date: _____

The originating department is required to provide the UCC and/or GSC evidence that it has consulted with other interested units concerning the aims and content of the proposed new course. Please attach this cover sheet to a copy of the descriptive material prepared for the UCC/GSC when it is forwarded to the selected units. A copy of the completed cover sheet will be attached to the material to be forwarded to the UCC/GSC; use the original cover sheet if no response is received.

Response from originating department:

☐**Form not returned by consulting department within 14 days**

Approved by UCC 4/91
Amended 2008

FORM C
Request for General Education Categories and Markers
(Approved by General Education Council 3/08)

Use this form to request a GEC category designation or any General Education marker. Send this form and the attachments required to: Associate Provost for Undergraduate Education, 132A McIver Building.

1. Department: _____Phone: _____

2. Name and email of person initiating request:

_____

3. Course number and title:

_____

4. Is this an already existing course? Yes____ No ____
       a. Check any markers previously approved for this course:
       WI____   SI____   GL____   GN____

       b. Check any GEC category designation <u>previously approved</u> for this course:
           ( ) Fine Arts (GFA)
           ( ) Historical Perspectives (GHP)
           ( ) Literature (GLT)
           ( ) Mathematics (GMT)
           ( ) Natural Sciences (GNS)
           ( ) Philosophical, Religious, and Ethical Principles (GPR)
           ( ) Reasoning and Discourse (GRD)
           ( ) Social and Behavioral Sciences (GSB)

5. Is this a new or substantially revised course? Yes____ No ____(*Note: all new or amended courses must be approved by UCC **before** they can be reviewed for General Education markers or GEC category designation.*)

6. Check the marker(s) you are currently seeking for this course: (*Note: a course may carry multiple general education markers. A course may carry only **one** global marker.*)
       WI____   SI____   GL____   GN____
           ( ) WI credit is sought for
               __ the course as approved when taught by
               Instructor name: _____

               __ all times the course is offered according to the guidelines submitted by these
               Instructors or others: _____

( ) SI credit is sought for:
    ___ the course as approved when taught by
    Instructor name: _____

    ___ all times the course is offered as proposed.

7. Check the GEC category designation you are <u>currently requesting</u>: (*Note: a course may be designated in only **one** GEC category.*)
    ( ) Fine Arts (GFA)
    ( ) Historical Perspectives (GHP)
    ( ) Literature (GLT)
    ( ) Mathematics (GMT)
    ( ) Natural Sciences (GNS)
    ( ) Philosophical, Religious, and Ethical Principles (GPR)
    ( ) Reasoning and Discourse (GRD)
    ( ) Social and Behavioral Sciences (GSB)

8. Name(s) of instructor(s) who regularly teach the course:
_____

_____

9. **Please attach**:
( ) An explanation (limit 250 words each) of how the course addresses the learning goals for the General Education Program and satisfies the guidelines for **each** of the **<u>markers</u>** you are requesting. If you are requesting more than one marker you must submit a 250 word explanation for **each** marker requested. *See the guidelines for completing Form C.*

( ) An explanation (limit 250 words) of how the course addresses the learning goals for the General Education Program and satisfies the guidelines for credit in the **<u>GEC category designation</u>**. *See the guidelines for completing Form C.*

( ) Course Syllabus. **Note: syllabus must be updated to meet the current syllabus format in the *Curriculum Guide***. If you are submitting Form A to UCC for approval of a new or amended course, one syllabus is sufficient. Be sure that the syllabus explicitly shows how the course learning goals, assignments, and methods of evaluation relate to general education learning outcomes.

For WI requests, attach to Form C full explanation of how the course addresses WI Guidelines A-F below:
    A. Indicate the range of writing assignments you will use (i.e., their *types* and *approximate number and length).*
    B. Explain the ways in which those assignments will both help students improve their writing and promote learning of class material.

C. Describe ways in which you will provide coaching for students, including guidance in the required revision of at least one substantial paper or other major writing assignment.
D. Explain how assessment of quality and improvement in students' writing will be included in the final grade.
E. Because of the personal attention and guidance that students will receive, class size should not exceed **25**. In exceptional cases where this must be exceeded, specify what additional resources (e.g. reduced teaching load, graduate teaching assistant) will ensure that students receive the attention needed for a WI course.
F. If WI credit is sought *all times the course is offered as proposed,* explain what will be done to ensure appropriate faculty preparation to maintain the integrity of the course.

For SI requests, attach to Form C an explanation (limit 250 words) of how the course satisfies the SI marker guidelines that *address points A-D below*.

A. Attach a proposed syllabus with at least one specific focused learning objective tied to oral communication competency. The syllabus should also reflect instruction time for developing oral competency prior to speaking opportunities, and the grading distribution should reflect graded oral assignments (beyond regular class participation grades).

B. What types of oral communication assignments and activities will you use? Describe in detail the type of assignments (e.g., individual presentation, small group project, small group presentation, counseling interview, debate) you will use. How will these activities both help students improve their oral communication competency <u>and</u> promote learning of class material?

C. How will you assess oral communication competency? What are the methods you will use and how will they impact upon the final grade? Please include a rubric or other device that you will use to assess oral communication competency. See the CAC website for examples.

D. How will you provide instruction, constructive feedback, and opportunities for improvement? Be specific.

E. Because of the personal attention and guidance that students will receive, class size should not exceed 25. In exceptional cases where this must be exceeded, specify what additional resources (e.g., reduced teaching load, graduate teaching assistant) will ensure that students receive the attention needed in a Speaking Intensive course.

Flow Sheet for Curricular Requests (Form C)

1. _____   _____   _____
   Course Number   Contact Person   Telephone

2. _____   _____
   Date   Department Head

3. _____   _____
   Date Approved   Chair, Unit Curriculum Committee

4. _____   _____
   Date Approved   Chair, Undergraduate Curriculum Committee (if applicable) *All new or amended courses must be approved by UCC* **before** *they can be reviewed for General Education markers or GEC category designations.*

---

5. Approved__Denied__Date_____

(If denied, please explain denial on reverse)_____
                                        Chair, Writing Intensive Subcommittee (if applicable)

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6. Approved__Denied__Date_____

(If denied, please explain denial on reverse)_____
                                        Chair, Speaking Intensive Subcommittee (if applicable)

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7. Approved__Denied__Date_____

(If denied, please explain denial on reverse)_____
                                        Chair, General Education Council

FORM D
ROUTINE COURSE CHANGE REQUEST
Use this form only for revisions to existing courses.

This proposal is for consideration by the Graduate Studies Committee (GSC) and the Undergraduate Curriculum Committee (UCC). **This form and a memo explaining the change(s) requested must be submitted by FEBRUARY 3, 2009 (GSC) or FEBRUARY 12, 2009 (UCC), otherwise revisions will not appear in the 2009-2010 *Bulletins*. One copy with original signature of a routine change request is required.**

Departments are responsible for submitting requests for course revisions to GSC (500-700 level) and/or UCC (100-400 level). Routine change requests for 500-level courses will be forwarded to the UCC after review by the GSC. **NOTE:** Revisions to courses/curricula submitted to The Graduate School or the Registrar on returned catalog copy do NOT constitute an official request for routine course changes. **All routine course change requests should be copied to the appropriate College or School curriculum committee.**

Department/Program: _____Date: _____

Submitted by: _____Phone:_____

The following course revisions require submission of routine change requests:
- Changing the prefix of a course (e.g. changing a MGT course to an MBA course)
- Changing the course prefix used by a program or department
- Adding, revising, or deleting a repeat-for-credit notation
- Changing a course number by no more than one level (if change is from 500 level to 400 level, GSC must approve first). **If change is to a 500-level course, then address differences for undergraduate and graduate level requirements.**
- Revising a course title
- Revising course lecture/lab hour distribution without changing the credit (credit changes require submission of an Amended Course Proposal)
- Revising or deleting or adding a course prerequisite or co requisite
- Revising a course description (not to exceed 30 words)
- Changing the semester in which a course is offered
- Deleting a course from the UNCG curriculum: to remove a course from a major program requirement, use Form G, Program Revision Form
- Restoring a course within three years of its prior deletion; if requesting General Education core categories or markers (including WI/SI), the course must be approved by the current General Education Council
- Changing the grading method of a course (e.g. from P/NP to letter grade)
- Cross-listing courses
- Separating course lecture and lab

The following changes are NOT considered routine and require submission of an Amended Course Proposal:

- Raising or lowering course semester credit hours
- Changing a course number two or more levels
- Substantive Changes in course description

Please attach a memo describing in detail the routine changes you are requesting. Your attached information should include the following; indicate "NA" if not applicable.

( ) 1.   Course number and title of all courses that are to be revised
( ) 2.   Type of change requested (change of course number; change of prerequisite; etc.)
( ) 3.   Current course information
( ) 4.   Requested change(s) to course information
( ) 5.   Exact catalog text for course (text that will appear in catalog)
( ) 6.   Rationale
( ) 7.   Effective date for **(Changes are NOT retroactive to preceding semester *or Bulletin*)**

Approved by _____   Date _____
                (Department Head/Director of Graduate Study)

PLEASE NOTE: Curriculum revisions to degree programs require submission of a Program Revision Form found in this Guide (see Index). New concentrations for existing majors or new minors and requests for second academic concentrations require submission of a Major Concentration, Second Academic Concentration, or Minor Proposal Form.

ROUTINE COURSE CHANGE INSTRUCTIONS (Form D)

Definition of a Routine Change: The following list includes the most common routine course changes. These changes require submission of routine change requests:

- Changing the prefix of a course (e.g. changing a MGT course to an MBA course)
- Changing the course prefix used by a program or a department
- Changing a course number by no more than one level (if the change is 500 level to 400 level, GSC must approve first) The Registrar's office must be consulted about the numbers currently available for the course/department/program proposed.
- Revising a course title
- Revising course lecture/lab hour distribution without changing the semester credit (credit changes require submission of an Amended Course Proposal)
- Revising or deleting or adding a course prerequisite or co-requisite or other enrollment restriction
- Minor changes in wording of description, not substantive changes
- Revising a course description (minor wording, not substantive nature of course)
- Changing the semester in which a course is offered
- Deleting a course from the UNCG curriculum: to remove a course from a major program requirement, use Form G, Program Revision Form
- Restoring a course within three years of its prior deletion; if requesting General Education core categories or markers (including WI/SI), the course must be approved by the current General Education Council
- Changing the grading method of a course (e.g. from P/NP to letter grade)
- Cross-listing courses
- Separating course lecture and lab

The following changes are **NOT** considered routine and require submission of an Amended Course Proposal (Form A):

- Raising or lowering semester course credit
- Changing a course number two or more levels
- Revising student learning outcomes
- Revising course description that substantively changes nature of the course

SPECIAL NOTES:

Revision of degree requirements: Curriculum revisions to undergraduate and graduate degree programs require submission of a Program Revision Form (Form G).

New/second academic concentrations or minors for existing majors require submission of a Concentrations/Minor Proposal Form (Form F).

Transfer credit: UCC has no jurisdiction over such issues as limitation of transfer credit accepted toward the undergraduate degree. Such issues must be approved by the Faculty Enrollment Management Committee. For graduate degrees, GSC has jurisdiction over such issues.

PROCEDURE FOR SUBMITTING ROUTINE COURSE CHANGE REQUESTS

Procedure is identical for that of all other course or program changes: See Section I of this *Guide* for details on where, to whom, and by when the document must be submitted. If the routine change will have an effect on other departments/schools, the department head requesting the change should consult with the departments/schools affected, using the UNCG Course Consultation Form. In some schools, the procedure for making a routine change requires consultation with the relevant curriculum and teacher education committees. **One copy of routine course change requests should be submitted to the UCC or GSC and be copied to the appropriate College or School curriculum committee.** Only routine changes approved by the appropriate committees will be accepted by the Registrar and included in the *Bulletins*. Note: Departments must specify when change is to become effective (semester and year). Routine changes are not retroactive to the preceding semester or *Bulletin*.

FORM E
UNCG EXPERIMENTAL COURSE PROPOSAL

Experimental courses are regular academic credit courses offered through established academic programs to UNCG students. Undergraduate level courses may use any number from 100 to 499 not currently in use (please contact Registrar's Office for available course numbers); graduate level courses must use course numbers 589 or 711. Undergraduate experimental courses may be offered ONLY ONCE without further consultation and approval. Graduate experimental courses require approval of the Curriculum Subcommittee Chair. **An undergraduate Experimental Course can neither carry General Education Category Core nor Marker Credit nor be listed as a major or minor requirement.** Experimental Courses are published in the *Undergraduate Bulletin* in the year in which they are offered for historical purposes.

Please use a separate form for each experimental course proposal. All information provided on this form must be typed. Send one copy of undergraduate proposals to Associate Provost for Undergraduate Education, graduate proposals to the Graduate School.

Department: _____   Contact Person: _____

Phone: _____   Date: _____

Semester/Year of Course Offering: Fall _____   Spring _____   Summer_____

Approvals: Please sign and date below and forward this form to the next appropriate reviewing authority.

Department Head: _____Date:_____

College/School Dean: _____Date:_____

Graduate Studies Curriculum Committee Chair: _____Date: _____

Undergraduate Curriculum Committee Chair: _____Date:_____

••

Dept. Abbreviation: _____ Course Number: _____ Credit Hours: _____

Course Title: _____

Grading Format: S/U _____   Letter Grades _____

Course Prerequisites and Description: Method of Instruction:
A.   Prerequisites: Lecture   _____
                                                                     Seminar   _____
B.   Description: (Limit to 30 words or fewer)   Laboratory   _____
                                                                     Activity   _____
                                                                     See complete list of course types on p. 7

Please attach course outline.

_____

Has this course been offered in a previous semester (i.e., with the same course number, title, credit hours, prerequisites and description)?
       Yes ____   No ___   If "Yes", during which semester and year was it offered? _____

Do you plan to submit a proposal making this a permanent course to be included in the UNCG bulletin?
       Yes ____   No ____   If "Yes", when will the proposal be submitted? _____

Will this course fulfill requirements for any graduate degree or certificate program?
       Yes ____   No ____   If "Yes", which degree or certification program? _____

Will this course require special resources (i.e., computers)? _____
       Yes ____   No ____   If "Yes", what special resources will be required? _____

If course number 589, please attach information on differentiations of requirements for undergraduate and graduate students.

EXPERIMENTAL COURSES

Experimental courses are regular academic credit courses offered through established academic programs to UNCG students. Such courses are usually offered to accommodate the expertise of a visiting faculty member or to allow a member of the faculty to test a course within the UNCG academic community. **AN UNDERGRADUATE EXPERIMENTAL COURSE CAN NEITHER CARRY GENERAL EDUCATION CATEGORY CORE NOR MARKER CREDIT NOR BE LISTED AS A MAJOR OR MINOR REQUIREMENT.** Experimental Courses are published in the *Undergraduate Bulletin* in the year in which they are offered for historical purposes.

Undergraduate Courses

The UCC has granted authority to the College of Arts and Sciences and the professional schools to offer experimental courses at the 400-level or below. Any number in the 100-499 range that has not been used in the past five years with that prefix may be used for an undergraduate experimental course. Please contact the Registrar's Office for available course numbers.

An experimental course may be offered only once without the approval of the Undergraduate Curriculum Committee. The course may be repeated one additional time with the approval of the chair of the UCC. Departments/Schools are restricted to offering no more than three experimental courses per semester.

Before an experimental course is offered, submit a copy of the UNCG Experimental Course Proposal form, with appropriate approval signatures, and a course syllabus, to the UCC. (See Section I for procedures, addresses, number of copies, etc.) Experimental courses appear in the *Undergraduate Bulletin* with the designation Experimental Course as a part of the title and in the online *Schedule of Courses* as Exp Crs: title.

Graduate Courses

The GSC permits experimental courses at the 500- and 700-level with the following stipulations:

1. An experimental course may be offered twice with the approval of the chair of the Curriculum Committee of the Graduate Studies Committee. Approval is required for each offering.

2. The number for 500-level experimental courses shall be 589; the number for 700-level experimental courses shall be 711.

3. Departments may offer no more than two experimental courses per semester (or two over the 12 weeks of summer session) and must number the course 589A and 589B or 711A and 711B.

4. For each offering of the course, an information copy of the course outline and the appropriate UNCG Experimental Course Proposal form must be submitted to the Graduate School and mustcarry the endorsement of the department head, the academic dean, and the chair of the Curriculum Committee of the Graduate Studies Committee.

FORM F
CONCENTRATIONS, SECOND ACADEMIC CONCENTRATIONS (SAC),
OR MINOR PROPOSAL GUIDELINES

A concentration is a formalized curricular sequence approved by the UCC or GSC to achieve a specific goal within a major. These goals may be externally controlled in order to achieve certification or accreditation or be internally controlled in order to define more closely a curricular package or make an area of study more visible and salable.

Second academic concentrations proposed by departments must be approved by UCC before they can be printed in the *Bulletins* or be offered to students. Interdisciplinary second academic concentrations should be developed with participation of faculty from the departments involved and show approval by the Teachers Academy (if applicable).

A minor is a formalized curricular sequence taken by a student outside his/her major area of study and consisting of a minimum of 15 hours of study. Minors must be approved by UCC or GSC before they can be printed in the *Bulletin* or be offered to students. NOTE: At the graduate level, only doctoral minors are offered with official codes.

    A.   Concentration/SAC Title: _____
              or
              Minor Title: _____

    B.   Applicable Major: _____

    C.   Department: _____

    D.   The following information must be included in all proposals. Please examine the proposal and check each item here to indicate that it is included. Each item should be numbered and in correct order. **One copy of this form must be included with each proposal when it is submitted.**

( ) 1. Requested action (new, delete, moratorium); changes to specific courses must be submitted on separate Routine Change Form
( ) 2. Rationale
( ) 3. Educational objectives
( ) 4. For whom planned
( ) 5. Program description
( ) 6. Requirements
( ) 7. Catalog text (include complete concentration/minor requirements as they are to be published in catalog)
( ) 8. Implementation date
( ) 9. Consultation with other departments

Signature: _____Date: _____
                        (Department Head/Dean)

<u>Please follow the routing shown on the next page.</u>

Flow Sheet for Curricular Requests (Form F)

1. _____   _____   _____
     Date   Contact Person   Telephone

2. _____   _____
     Date   Chair, Department Curriculum Committee (if applicable)

3. _____   _____
     Date   Chair, Academic Unit (College/School Curriculum Committee)

4. _____   _____
     Date   Chair, The Teachers Academy (if applicable)

5. _____   _____
     Date   Chair, Graduate Studies Committee

6. _____   _____
     Date   Chair, Undergraduate Curriculum Committee

FORM G
PROGRAM REVISION

Please use this form to submit requests for revisions to existing undergraduate or graduate degree programs (see details below). **Use Routine Course Change form for revisions to existing courses; do not include individual course revisions on this form**. Program revisions that will impact students using earlier Bulletins for their degree requirements must be noted (see #11 below **This form should be used to request the following types of curriculum revisions:**
- Revising the name of a degree program, major, concentration or minor
- Revising the admission criteria for a major/minor/concentration
- Revising the criteria for progression in a major/minor/concentration
- Revising the GPA requirements for a major/minor/concentration
- Revising the number of hours required for a major or one of its concentrations/minors
- Adding or deleting required courses for a major and/or related areas without exceeding credit limits or guidelines
- Revising course requirements for existing minors and concentrations
- Specifying courses required by a program for GEC/Marker credit
- Distance education degree program offered 50 percent or more off-campus or via online delivery

NOTE: Revisions to specific courses must be submitted on a separate Routine Change Form.
Submit one (1) copy of undergraduate requests to: Office of Undergraduate Education, 132B McIver Building, to the attention of the Secretary, Undergraduate Curriculum Committee, no later than 15 days prior to the next UCC meeting. Submit twelve (12) copies of graduate requests to: The Graduate School, 241 Mossman Building, to the attention of the Secretary, Graduate Studies Committee, no later than the appropriate Curriculum Subcommittee deadline.
Please note:
- Use the **Form F** to submit requests for new concentrations or minors within existing undergraduate majors.
- Use the **Form D** to request revisions to specific course information (course number, credit, titles, descriptions, prerequisites, deletions, etc.)

REQUEST FOR UNDERGRADUATE/GRADUATE PROGRAM REVISION

Department/Program_____

Submitted by _____Date _____
     Your attached information should include the following; indicate "NA" if not applicable.
    (   ) 1. Current name of major/program/concentration/minor
    (   ) 2. Effective date of revision
    (   ) 3. Rationale for revision
    (   ) 4. New name of major/program/concentration/minor
    (   ) 5. Number of hours required for major or program (Specify current as well as new requirements if hour requirements are being revised.)
    (   ) 6. New or revised admission, progression, or GPA requirements

    (   ) 7. Courses to be added to and/or deleted from major or related-area requirements, or from

concentrations/minors (List all required courses)

( ) 8. Include copy of memo notifying all departments that may be affected by this change; and Bulletin copy indicating editing changes should also be included (for example, because this is a required or elective course in a program offered by the department)

( ) 9. Changes in or additions to specified course requirements for GEC category or marker credit (undergraduate courses only)

( ) 10. Catalog text (include all program requirements as they are to be published in Bulletin)

( ) 11. Retroactive revisions to programs for students using previous Bulletins *(list year, revision, and rationale; for example, "these program revisions are retroactive for students entering UNCG Fall 2006").*

Signature: _____ Date: _____
                (Department Head/Dean)

<u>Please follow the routing shown on the next page.</u>

Flow Sheet for Curricular Requests (Form G)

1. _____   _____   _____
     Date   Contact Person   Telephone

2. _____   _____
      Date   Chair, Department Curriculum Committee (if applicable)

3. _____   _____
      Date   Chair, Academic Unit (College/School Curriculum Committee)

4. _____   _____
      Date   Chair, The Teachers Academy (if applicable)

5. _____   _____
      Date   Chair, Graduate Studies Committee

6. _____   _____
      Date   Chair, Undergraduate Curriculum Committee

FORM H
REQUEST FOR SERVICE-LEARNING COURSE

Request For Service-Learning Course Designation

This form is to be completed by an instructor planning to teach a course or a section of a course using service-learning. **Course numbers through the 400-level are submitted to UCC; 500-level courses must be approved by both UCC and GSC; 600-level and above are approved by GSC.** Send the completed form **by e-mail** to chhamilt@uncg.edu.   New courses requesting SVL designation must be approved by the UCC or GSC prior to review by Service Learning Committee. Existing courses may be sent directly to the Service Learning Committee for review.

PART I

Department_____Phone:_____

Name of person completing request: _____

Course Number and title: _____

SVL credit is sought for:
☐ the course as approved when taught by instructor_____
                                                             (Last Name, First Name)
☐ all times the course is offered as proposed

If SVL credit is sought all times course is offered as proposed, explain what will be done to ensure appropriate faculty preparation to maintain the integrity of the course.

On average, students will be engaged in their service _____ hours per semester.

PART II

Attach to the form:
1) a brief description of the kinds of assignments to be used
2) examples of community sites
3) proposed service activities
4) strategies for integrating service and classroom work

PART III

Acknowledge by checking that this proposed course will meet each of the service-learning criteria:

☐ Students in the class provide a <u>needed</u> service to individuals, organizations, schools, or other entities in the community.

☐ The service experience relates to the subject matter of the course.

☐ Critical considerations of the ethical dimensions of community engagement are demonstrated.

☐ The course requires reflective strategies and other appropriate assignments for the student to integrate the service with the classroom instruction.

☐ Academic credit is given for the completion of required class assignments as detailed on the class syllabus and not for the service alone.

☐ The service opportunities aim at the development of responsible community citizenship.

☐ The class offers a way to learn from other class members (e.g. through reflection sessions) as well as from the instructor.

☐ Course options ensure that no student is required to participate in a placement that creates a religious, political, and/or moral conflict for the student.

☐ Faculty member will assess how community needs were met as a result of student participation.

PART IV

Attach a syllabus that follows the UNCG "Standard Course Syllabus Format" (See Table of Contents).
This may also be found at the following link:
http://provost.uncg.edu/publications/academic/curriculum.asp

Definition of Academic Service-Learning
Service-Learning links community action and academic study so that each strengthens the other. Students, faculty, and community partners collaborate to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills and develop civic literacy. Service-Learning encourages critical consideration of the ethical dimensions of community engagement.

SERVICE-LEARNING APPROVAL FORM
(print and mail)

I. Department

   Course number and title_____

   Department/Program_____

   Submitted By:_____**Date:**_____

Approvals: Please sign and date below and forward this form to the next appropriate reviewing authority.

Department Head: _____Date:_____

College/School Dean: _____Date:_____

Graduate Studies Curriculum Committee Chair: _____Date: _____

Undergraduate Curriculum Committee Chair:_____Date:_____

Send to the Office of Leadership and Service-Learning, 216 EUC (attention Cathy Hamilton)

II.   Service-Learning Designation Committee

   Comments:

Chair_____**Date approved**_____
        Service-Learning Committee

SERVICE-LEARNING COURSE GUIDELINES

Service-Learning Course Proposal Review Process
A student's work outside the classroom in a designated site should strive to meet a fifteen to twenty hour commitment per semester to receive a service-learning course designation.

Steps to receive approval for Service-Learning (SVL) Course Designation: (Form H.)
1. Submit a proposal to the proposing faculty member's Department Chair/Head.

2. With the prior approval of said Department Chair/Head, submit all parts of the course proposal form; **Request for Service-Learning Course Designation by e-mail** to chhamilt@uncg.edu. and **The Service-Learning Approval Form.** Because the Service-Learning Approval Form requires the signature of the Department Head/Chair, you must send it **by campus mail** to the Office of Leadership and Service-Learning, 216 EUC (attention Cathy Hamilton). The Office of Leadership and Service-Learning (OLSL) will verify that the submission is complete when all materials have been received by both e-mail and campus mail. If not, the submission will be sent back to the faculty member requesting corrections or additional material within five days.
   Make sure you:
   a) complete **in full** the Request for Service-Learning Course Designation form and Approval form.
   b) attach all needed materials (there are four requests under category II).
   c) complete checklist for service-learning criteria (category III).
   d) attach a copy of the syllabus.

3. From the OLSL, a complete submission will be sent **by campus mail and by e-mail** to the SVL Course Approval Committee Chair, who will forward the proposal to two members of the SVL Committee.
   a) If both members are not in agreement to approve the course syllabus, a third member will read as tie-breaker.
   b) If the syllabus requires major changes, it will be tabled. Detailed feedback will be provided by one committee member to the faculty member to ensure future course approval.
   c) If the syllabus requires minor changes, it will be approved pending those changes.

4. Faculty will be notified of approval or request for revisions. Any syllabus that does not meet the SVL Course criteria will not receive the SVL designation in the Schedule of Courses.

5. New courses requesting SVL designation must be approved by the UCC or GSC prior to review by Service Learning Committee. Existing courses may be sent directly to the Service Learning Committee for review. (Course numbers through the 400-level are submitted to UCC; 500-level courses must be approved by both UCC and GSC; 600-level courses and above are approved by GSC).

FORM I
SPECIAL CURRICULUM OPTION (PLAN II)
Proposal Procedures and Format

<u>Timetable</u>
Developing a program is a time-consuming process, often taking one year from initial intent to final approval. Students must file a Statement of Intent to pursue Plan II in the Office of Student Academic Services prior to registering for their last 45 hours.

<u>Procedures</u>
Step one: Consult with Director of Student Academic Services (SAS), who is the facilitator of all Plan II programs and a member of all Plan II committees, regarding general requirements and procedures. His/her role is to ensure that all general university requirements and minimum admission requirements for the desired departmental programs are met. File a Statement of Intent to pursue a Plan II program, with a copy of your Unofficial Advising Record attached to the Statement, in the Office of Student Academic Services.

Step two: Select a faculty advisor with expertise in one of the areas covered in your Plan II program. If the advisor is a member of the faculty of the College of Arts and Sciences, consult the Associate Dean of the College regarding the appropriateness of a self-designed Plan II program. Otherwise, ask the faculty member to serve as your advisor and chair of your Plan II committee.

Step three: With your advisor, select another appropriate member of the faculty to serve on the committee.

Step four: With your committee (the faculty members and Director of SAS), develop an initial proposal. Use "Plan II — Format" to develop proposal. Have all committee members sign your proposal.

Step five: Your advisor sends the proposal to the Director of SAS for review of courses and requirements. Following verification of courses and requirements, the proposal is forwarded to the Associate Provost for Undergraduate Education, who places the proposal on the agenda of the Undergraduate Curriculum Committee (UCC) for approval. With the signature of the Chair of the UCC, the proposal has final approval. The Chair of the UCC will forward the proposal to the Office of Student Academic Services.

<u>Summary</u>
Initial proposal developed and approved by: Student, faculty advisor, additional committee member, Director of Student Academic Services. **Final proposal approved by: The Undergraduate Curriculum Committee.**

<u>Appeals</u> If your proposal is rejected, the Director of Student Academic Services will consult with your committee regarding the reasons for rejection. If recommendations of the UCC are met, UCC approval is granted formally by the signature of the Chair of the UCC. If concerns raised cannot be corrected, the advisor may consult the UCC Chair, who appoints a special three-person subcommittee of the UCC (including one person who had previously rejected the proposal) to review the proposal and present the proposal to the UCC for a final decision.

<u>Modifications</u>
Following final approval, minor modifications (such as, course substitutions, deletions of courses, etc.) in your program may be made if approved by both your faculty advisor and the Director of Student Academic Services. Other modifications require the full procedure indicated above.

STATEMENT OF INTENT

Plan II Course of Study

Name of Student: _____

I intend to develop a Plan II program in an interdisciplinary field of study. The proposed title is:

_____

Degree: _____

I have previously consulted with the appropriate departments involved, but I am unable to pursue my chosen field of study through an existing major. I have at least 45 hours remaining prior to completion of a degree.

I understand that:
- a) My program must meet
  - ✧ a minimum of 122 semester hours
  - ✧ General Education Requirements;
- b) Plan II is not merely a double major in two fields;
- c) Plan II is not considered an acceptable way to avoid department, school, or College requirements, and no proposed program that is identical to an existing program with the exception of such requirements will be accepted;
- d) it is my responsibility to locate an advisor who has expertise in the interdisciplinary field I wish to study and is willing to serve as my Mentor/Advisor; and,
- e) my proposed program must be fully approved in order to pursue degree.

Student: _____
                           Signature of Student

_____   _____
Student ID# (**not** Social Security #)   Date

Plan II Committee: _____ _____
                                        Chair of Plan II Committee: Date

                                        _____ _____
                                        Second Member for Committee   Date

PLAN II PROPOSAL FORMAT

A. Title of Proposed Major

B. Description of the Proposed Major with rationale.

C. Analysis of why existing majors will not satisfy your educational needs.

D. State your plans after graduation.

E. Course listing: (It is the student's responsibility to consult with departments regarding the availability of courses during the semester desired.)
   1. List each course above 100 level for your Plan II major (Department, Course Number, Course Title, Hours of Credit). You must have a minimum of 24 semester hours of courses above the 100 level.
   2. List catalog year you intend to follow for the General Education requirements by category. Include completed courses. You must fulfill remaining requirements.
   3. List number of free elective credits remaining to meet total of at least 122 hours.
   4. List courses numbered 300 and above in your entire coursework. You must have a minimum total of 36 semester hours.

F. Identification: Include your name and Student ID# (not your Social Security #) on a cover sheet and at the top of each page of proposal.

G. Approval: Type name of each committee member (see below) and your name with a line above for each signature and the date signed.

Advisor/Committee Chair: _____   _____
                                                                                                                                    Date

Related Area Faculty: _____   _____
                                                                                                                                Date
Director of Student
Academic Services: _____   _____
                                                                                                                                Date

Student: _____   _____
                                                                                                                        Date

UCC Chair: _____   _____
                                                                                                                                Date

FORM J
POST-BACCALAUREATE OR POST-MASTER'S CERTIFICATE PROPOSAL

A Post-Baccalaureate or Post-Master's Certificate is a formalized curricular sequence approved by the GSC. The goals of the program may be externally controlled in order to achieve certification or accreditation or be internally controlled to define more closely a curricular package. Policy guidelines for certificate programs can be found in Section II of this Guide. Please submit 25 copies of the proposal to the GSC.

A. Post-Baccalaureate   OR   Post-Master's

B. Certificate Title: _____

C. Department: _____

D. The following information must be included in all proposals. Please examine the proposal and check each item here to indicate that it is included. Each item should be numbered and in correct order. **One copy of this form must be included with each proposal when it is submitted.**

( ) 1. Rationale
( ) 2. Educational objectives
( ) 3. For whom planned
( ) 4. Admission requirements (A rationale should be provided if no admissions test is required.)
( ) 5. Program description
( ) 6. Program requirements, including number of semester hours required
( ) 7. Catalog text
( ) 8. Implementation date
( ) 9. Consultation with other departments

Signature: _____   Date: _____
                    (Department Head/Dean)

Please follow the routing shown on the next page.

Flow Sheet for Certificate Requests (Form J)

1. _____   _____   _____
       Date   Contact Person   Telephone

2. _____   _____
       Date   Chair, Department Curriculum Committee (if applicable)

3. _____   _____
       Date   Chair, Academic Unit (College/School Curriculum Committee)

4. _____   _____
       Date   Chair, The Teachers Academy (if applicable)

5. _____   _____
       Date   Chair, Graduate Studies Committee

FORM K
REQUEST FOR DISCONTINUATION OF A DEGREE PROGRAM

The discontinuation of a program requires the same procedure as that outlined for planning and establishing a new degree program. After approved by the department and unit curriculum committees and the dean of the academic unit, the proposal must be approved by Teachers Academy if licensure is involved. After those signatures are affixed, the proposal must be approved by the Undergraduate Curriculum Committee or Graduate Studies Council, as appropriate. Finally, the form, accompanied by a cover memo, should be forwarded to the Provost, 201 Mossman Building, The Provost's Office will forward the request to UNC General Administration for approval by the Board of Governors. After approval by the UNC General Administration, a letter will be sent to the campus, and copied to the department. Note that curricular changes are not effective until they appear in the Undergraduate Bulletin or The Graduate School Bulletin.

CIP Code_____

Name of Program _____

Degree Awarded_____

Level (check one)   Undergraduate _____   Graduate_____

Teacher Licensure Included in Program (check one) No_____ Yes_____ Licensure Awarded: _____

(Department must consult with Teachers Academy prior to requesting discontinuation of a program that includes licensure – signature required below.)

Department_____

Academic Unit _____

Submitted by (please print) _____

Contact Information: Tel _____ E-mail _____

Rationale: (Attach 1-2 page document explaining the reason for discontinuation of the program. Include information on numbers of students currently enrolled in the program and plans for completion of the program by those students.)

Required Approval Signatures

_____ Date _____

Head/Chair of Department: please sign & print name

_____ Date _____

Dean of Academic Unit: please sign & print name

_____ Date _____

Chair, The Teachers Academy (if applicable): please sign & print name

_____ Date_____

Chair, UCC or GSC: please sign & print name

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III. UNCG AND AGENCY POLICIES RELATED TO CURRICULUM DEVELOPMENT

STANDARD COURSE SYLLABUS FORMAT

Syllabi in this format are appropriate for distribution to students. The instructor may choose to add additional items. **NOTE: Syllabi for 500-level courses must distinguish clearly between learning outcomes and assignments intended for undergraduate students and those intended for graduate students. Graduate students should undertake deeper and more complex work than undergraduate students even when shared course content justifies teaching both populations together.**

COURSE NUMBER:

COURSE TITLE:

CREDITS:

PREREQUISITES/COREQUISITES:

FOR WHOM PLANNED: Indicate program and descriptive information such as level or required or elective course in the undergraduate program or core, support, specialty, or required or elective course in the _____ concentration at the graduate level.

INSTRUCTOR INFORMATION: Office numbers, office hours, phone numbers, and e-mail addresses should be listed.

CATALOG DESCRIPTION: The catalog description must be limited to 30 words or fewer and should communicate clearly to students the basic content of the course. Prerequisites and other qualifiers are not included in the limitation of 30 words or fewer.

STUDENT LEARNING OUTCOMES: These must be stated as specific *measurable* skills, knowledge, or understanding that students will be able to demonstrate after successful completion of the course. (NOTE: Gaining "understanding" is not itself a student learning outcome; it is the demonstration of understanding that counts.) Verbs from different levels of learning must be used to illustrate a progression of student learning in the proposed course. Each learning outcome should be developed with one verb indicating the highest level of expected performance. The recommended language for stating learning outcomes is: "Upon successful completion of this course students will be able to …"

Bloom's taxonomy is one suggestion for developing student learning outcomes. This link (http://www.nwlink.com/~donclark/hrd/bloom.html) describes different learning levels for all three domains (cognitive--knowledge, affective—attitude, psychomotor—skills) in Bloom's taxonomy. Each course proposal should select the domain(s) that is (are) most relevant to the course. An excellent site for affective activities is http://www.olemiss.edu/depts/educ_school2/docs/stai_manual/manual9.htm. There are many other relevant links to these three domains.

Bloom's Taxonomy provides verbs that are useful for articulating student learning outcomes in each of the three domains. The examples below are organized in distinct levels listed from the simplest behavior to the most complex.

Cognitive: Mental Skills (*Knowledge*)

Knowledge: defines, describes, identifies, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states

Comprehension: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates

Application: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses

Analysis: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates

Synthesis: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

Evaluation: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports

Affective: Growth in Feelings or Emotional Areas (*Attitude*)

Receiving phenomena: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses

Responding to phenomena: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes

Valuing: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works

Organization: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes

Internalizing values: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies

Psychomotor: Manual or Physical Skills (*Skills*)

Perception: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects

Set: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers

Guided response: copies, traces, follows, react, reproduce, responds

Mechanism: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches

Complex overt response: Verbs are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.

Adaptation: adapts, alters, changes, rearranges, reorganizes, revises, varies

Origination: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:
Identify specific instructional methods and types of activities and assignments to be used by the teacher to facilitate student achievement of the stated learning outcomes - e.g., lectures; demonstrations; study of written, audio/visual, or other materials; in-class discussions; one-on-one conferences; group work; student presentations; electronic chat activities. Explicitly tying specific instructional methods and/or assignments to specific student learning outcomes will help students to know what skills, knowledge, or understanding they are expected to work on gaining in and through each of the activities of the course. It will also help them to understand what evidence of their achievement you will be examining in evaluating their work.

EVALUATION AND GRADING: Explain the standards on the basis of which students' in-class work and assignments will be evaluated, and show the relationship between each individually graded assignment and the calculation of the midterm and final grade for the course. Since all work undertaken by students in a course should provide an opportunity for them to demonstrate their achievement of one or more of the stated learning outcomes, both in-class and out-of-class assignment prompts and grading standards should be explicitly linked to and conceptually consistent with the learning outcomes.

REQUIRED TEXTS/READINGS/REFERENCES: Use full citations. Bibliographies should be current. Briefly justify the use of items published more than five years ago.

TOPICAL OUTLINE/CALENDAR: The course outline should contain sufficient daily/weekly detail to permit assessment of agreement between actual content and stated objectives and catalog description.

ACADEMIC INTEGRITY POLICY: Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to UNCG *Undergraduate Bulletin/Graduate Bulletin.*

ATTENDANCE POLICY: Faculty expectations for course attendance should be documented in the syllabus.

FINAL EXAMINATION: Final examinations may be required at the discretion of faculty and must be scheduled in the course syllabus. Exceptions hold for seniors in the Honors Program.

ADDITIONAL REQUIREMENTS: A few examples of these requirements are: preparation for class, absence policy, and late work penalty.

COURSE SYLLABUS FORMAT AS REQUIRED BY NCATE (Teacher Education only)

1. **Course Prefix and Number:**
2. **Course Title:**
3. **Credits:**
4. **Course Prerequisites/Co requisites:**
5. **For Whom Planned:** Indicate program and descriptive information such as level or required or elective course in the undergraduate program or core, support, specialty, or required or elective course in the _____concentration at the graduate level.
6. **Instructor Information:** List office number, office hours, phone number, and email address.
7. **Course Purpose/Catalog Description:**
8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*
9. **Course Goals and/or Objectives/Student Learning Outcomes:** Instructor's statement of learning outcomes OR goals/objectives from state or national professional standards (please identify the organization, e.g. DPI, CEC, etc.). Proposals for graduate level courses (500 level and above) should include clear behavioral objects as well as what is required from professional organizations.
10. **Teaching Strategies:** For example, lecture, class discussion, group work, conferences, student presentations, electronic chat room, etc.
11. **Evaluation Methods and Guidelines for Assignments:** Statement of how students will be evaluated in the course and/or list of course requirements
12. **Required Text(s)/Readings/References:** Use full citations
13. **Topical Outline:** This might also be your calendar. The course outline should contain sufficient detail to permit assessment of agreement between actual content and stated objectives and catalog description.
14. **Other Information:** Any other items you normally include on your course syllabus such as Academic Integrity Policy, Attendance Policy, Additional Requirements, etc.
15. **Recommended Text(s) and/or Readings:** A bibliography or list of references highlighting recent scholarship (pedagogy and research) in the subject area
16. **Alignment with State and National Standards:** Attach a matrix aligning the course goals/objectives with INTASC and/or NBPTS, DPI guidelines or competencies, standards of your professional organization (CEC, NCTM, NCTE, NCSS, NASD, etc.). See the CUI 553 matrix as an example. **If these were included as part of the course goals/objectives listed #9, you do not have to repeat them in a matrix.**

UNCG COURSE CREDIT STRUCTURE GUIDE
FOR STANDARD COURSES THAT MEET WEEKLY

Course credit should be structured as follows, with minor exceptions, **for standard courses that are based on lecture/laboratory/studio/practice situations and that meet weekly**. This structure is based on UNC General Administration policy regarding acceptable course credit structure, course contact hours, and their relationship to earned FTEs. This structure is not intended for internships or practicum situations that may require very different arrangements.

Departments should avoid designing courses that require substantially fewer than the suggested contact hours per week or that greatly exceed that required number of contact hours. A rationale must be offered if the credit structure either exceeds or requires fewer than the required contact hours.

1 semester credit hour = 50 contact minutes of lecture **or** 150 contact minutes of laboratory/studio/practice per week.

Examples of acceptable credit structures that meet all contact hour requirements:

(1:1)   course that carries 1 hour of credit and that meets for 50 minutes of lecture per week

(1:0:3)   course that carries 1 hour of credit and that meets for 150 minutes of lab per week, but does not meet for any lecture hours

(2:2)   course that carries 2 hours of credit and that meets for 100 minutes of lecture per week

(2:1:3)   course that carries 2 hours of credit and that meets for 100 minutes of lecture and 150 minutes of lab per week

(2:0:6)   course that carries 2 hours of credit and that meets for 5 hours of lab per week

(3:3)   course that carries 3 hours of credit and that meets for 150 minutes of lecture per week

(3:1:6)   course that carries 3 hours credit and that meets for 50 minutes of lecture and 300 minutes (5 hours) of lab per week

(3:2:3)   course that carries 3 hours of credit and that meets for 100 minutes of lecture and 150 minutes of lab per week

(4:4)   course that carries 4 hours of credit and that meets for 200 minutes of lecture per week

(4:1:9)   course that carries 4 hours of credit and that meets for 50 minutes of lecture and 450 minutes (7.5 hours) of lab per week

(4:2:6)   course that carries 4 hours of credit and that meets for 100 minutes of lecture and 5 hours of lab per week

(4:3:3)   course that carries 4 hours of credit and that meets for 150 minutes of lecture and 150 minutes of lab per week

Examples of credit structures that are acceptable but that slightly exceed the mandatory number of contact hours:

(1:0:4)   course that carries 1 hour of credit and that meets for 200 minutes of lab/studio/practice per week but does not meet for any lecture hours; exceeds the actual contact hour requirement by 1 hour

(3:2:4)   course that carries 3 hours of credit and that meets for 100 minutes of lecture and 200 minutes of lab/studio/practice per week; exceeds the actual contact hour requirement by 1 lab hour

Example of credit structure that substantially exceeds the mandatory number of contact hours and should have the semester credit hours or contact hours adjusted:

(3:3:3)   course that carries 3 hours of credit and that meets for 150 minutes of lecture AND 150 minutes of lab/studio/practice per week; exceeds the actual contact hour requirement by 3

hours of lab time; course credit should be adjusted to 4 hours of credit per semester or lecture hours reduced to 100 minutes per week.

Examples of credit structures that may be unacceptable because they require substantially FEWER than the mandatory number of contact hours:

(1:0:1)   course that carries 1 hour of credit and meets for only 50 minutes of lab/studio/practice per week; minimum number of lab/studio/practice hours must be 3 if no lecture hours are attached to course

(3:1:2)   course that carries 3 hours of credit and meets for 50 minutes of lecture and 100 minutes of lab/studio/practice per week; lecture time needs to be increased to 100 minutes and lab time to 150 minutes; or if lecture time remains 50 minutes, lab time needs to be increased to 5 hours; or semester course credit should be reduced to 2 hours.

Quick contact hour guide:
100 minutes = 1 hr 40 mins
150 minutes = 2.5 hrs
200 minutes = 3 hrs 20 mins
300 minutes = 5 hrs

PLANNING AND ESTABLISHING NEW DEGREE PROGRAMS

An academic degree program is a program in a discipline that leads to a UNCG degree in that distinct specialty area. UNCG offers degrees at the bachelor's, master's, specialist, and doctoral levels. New undergraduate and graduate level degree programs require approval by the Board of Governors (BOG) of the University of North Carolina upon recommendation of the General Administration. The UNC/BOG approved new guidelines in 2001, published in Administrative Memo 406. For Administrative Memorandum 406, with Appendices A, B, C, D, go to the "Policies and Publications" section of the Provost's web page.

New degree programs should be closely related to the mission of UNCG and the goals of the current strategic plan of the university. An academic department identifying a potential area in which to develop a new degree program should work with the Dean to ensure that the program is tied to a strategic direction in the Plan and the language of the Plan expanded to reflect this possible effort. In the event that a new **graduate** program is proposed by more than one department, a multidisciplinary advisory board comprised of representatives of each department should be established to manage the curricular and administrative functions associated with designing the program, proposing it to department chairs/heads, the dean(s), and upper administrator at UNCG, and preparing "Intent to Plan" and "Request Authorization to Establish" documents. Additional copies of the required signature page can be attached as needed. (Approved by the Graduate Studies Committee on 02/17/06)

There are specific steps that must be followed in the planning stage before UNCG can make a formal proposal to the UNC General Administration that a new degree program be established. The steps for a

program at the baccalaureate, master's, or specialist level are outlined below (for doctoral programs, see separate list which follows):

Steps for a program at the baccalaureate, master's, or specialist level:

1. Department proposes a new program to the Dean.
2. Dean discusses proposal with Provost and, when appropriate, with the Dean of the Graduate School. Development of the program is integrated in the current strategic plan of the University.
3. Eighteen months to two years before the program is projected to be first offered, Dean instructs department to complete Appendix A of Administrative Memorandum 406, "Notification of Intent to Plan a New Baccalaureate, Master's, or C.A.S. Program." This form requires a description of the program and information on its relevance to the mission, expected demand, and similar programs in the state.
4. Department seeks approval of the "Notification of Intent to Plan" form by the department, unit curriculum committees and the Dean. Approval by the Dean of the Graduate School is required for graduate degrees. Approval of the GSC or the UCC is also required. Following approval by GSC or UCC, the proposal goes to the Provost (Graduate proposals will be forwarded by the GSC secretary
5. Six months to one year after the "Notification of Intent to Plan" has been acknowledged by UNC-GA, the institution submits a proposal which follows Appendix C of Administrative Memorandum 406, "Request for Authorization to Establish a New Degree Program."
6. The "Request for Authorization to Establish" document must be approved by the department and unit curriculum committee and by the Dean.
7. The "Request for Authorization to Establish" document must then be sent to the Graduate Studies Committee, the Undergraduate Curriculum Committee, and the Teacher's Academy, as appropriate, for approval.
8. Once the "Request for Authorization to Establish" document has received all necessary campus approval, it should be sent to the Provost. (Graduate proposals will be forwarded to the Provost by the Committee's secretary.) The Office of the Provost will submit it to the UNC-GA. It is the responsibility of the academic Dean to ensure that the Request has all the required parts, including the Executive Summary and copies of faculty bios and that the budget section has been reviewed by David Vaughan in the Office of the Provost.
9. Approval by the Board of Governors, if granted, may take up to six months. If the new program is not approved, the revised proposal must be reviewed again by the Graduate Studies Committee before it can be re-submitted to the Office of the Provost.
10. Final Program details and requirements for *Undergraduate /Graduate School Bulletin* degree audits should be provided to the Undergraduate Curriculum Committee/Graduate Studies Committee. Although new program proposals require some information about courses, new course proposals will be reviewed separately, and should be submitted to the GSC after the program is approved by the UNC General Administration. See Table of Contents of the *Curriculum Guide* for detailed information on new course proposals.

Steps for a Program at the doctoral level:
The procedures for requesting approval to plan a new doctoral degree program are more stringent. Proposals to plan doctoral programs are received by the UNC General Administration only once a year. Unlike degree programs at other levels, where only notification of the intent to plan is necessary, an institution must be authorized by the Board of Governors to plan a doctoral program before it can submit a proposal to establish. The outline for a new doctoral program is as follows:

1. Department proposes a new program to the Dean.
2. Dean discusses proposal with Provost and with the Dean of the Graduate School. Development of the program is integrated in the current strategic plan of the University
3. Department prepares Appendix B of Administrative Memorandum 406, "Request for Authorization to Plan a New Doctoral or First Professional Degree Program" and submits it to the departmental and unit curriculum committees for approval.
4. The "Request to Plan" document goes to the Graduate Studies Committee for approval.
5. When approved by the GSC, the GSC secretary forwards the "Request to Plan" document to the Provost. The Office of the Provost submits it to the UNC General Administration (UNC-GA).
6. Six months to one year after the "Request to Plan" has been acknowledged by UNC-GA, the institution submits a proposal which follows Appendix C of Administrative Memorandum 406, "Request for Authorization to Establish a New Degree Program."
7. The "Request for Authorization to Establish" document must be approved by the department and unit curriculum committee and by the Dean.
8. The "Request for Authorization to Establish" document must then be sent to the Graduate Studies Committee for approval.
9. Once the "Request for Authorization to Establish" document has received all necessary campus approval, it should be sent to the Provost. The Office of the Provost will submit it to the UNC-GA.
10. Approval by the Board of Governors, if granted, may take up to six months. If the new program is not approved, the revised proposal must be reviewed again by the Graduate Studies Committee before it can be re-submitted to the Office of the Provost.
11. Final program details and requirements for the *Graduate School Bulletin* degree audits should be submitted to the Graduate Studies Committee. Although new program proposals require some information about courses, new course proposals will be reviewed separately, and should be submitted to the GSC after the program is approved by UNC General Administration.

DISCONTINUATION OF DEGREE PROGRAMS

The discontinuation of a program requires the same procedure as that outlined for planning and establishing a new degree program. The dean, Provost, and appropriate curriculum committees must discuss the proposed discontinuation. Provisions must be made for students currently enrolled in the program. Once the Provost has approved discontinuation of the program, the Chancellor notifies the Senior Vice President of the UNC system. If approved by the Board of Governors, the program is removed from the Academic Program Inventory. As with establishing a program, the discontinuation process may take a year or more to complete.

POST-BACCALAUREATE AND POST-MASTER'S CERTIFICATE PROGRAM POLICY GUIDELINES

I. **ADMISSION STANDARDS FOR POST-BACCALAUREATE CERTIFICATES**
   The locus of control for establishing admissions standards will be placed with the sponsoring academic unit, subject to the following guidelines:
   - A.   Candidates must have completed at least a baccalaureate degree in a pre-specified (listed) field(s). In most instances, the degree should be related to the certificate program.
   - B.   Exceptions to the admissions standards listed in the Bulletin must be approved by both The Graduate School and the admitting academic unit.
   - C.   Sponsoring academic units are encouraged (but not required) to require that post-baccalaureate certificate applicants take the appropriate graduate admissions exam. A rationale should be provided if no admissions test is required.

II. **ADMISSIONS STANDARDS FOR POST-MASTER'S CERTIFICATES**
   The locus of control for establishing admissions standards will be placed with the sponsoring academic unit, subject to the following guidelines:
   - A.   Candidates must have completed at least a master's degree in a pre-specified (listed) field(s). In most instances, the degree should be related to the certificate program.
   - B.   Exceptions to the admissions standards listed in the Bulletin must be approved by both The Graduate School and the admitting academic unit.

III. **CURRICULUM REQUIREMENTS**
   All post-baccalaureate and post-master's certificate programs must adhere to the following guidelines:
   - A.   In general, certificate programs should be between 12-18 semester hours at the 500-level or above with at least half of this course work at the 600-level or above.
   - B.   Certificate programs that exceed 30 semester hours will only be approved under unusual circumstances.
   - C.   The course work comprising the certificate program must be an integrated and organized sequence of study.
   - D.   With the exception of internship, practicum, independent projects or clinical work, all courses will be letter graded.
   - E.   Students must maintain a minimum grade point average of 3.0 in all certificate course work.
   - F.   Only three semester hours of "C" or "C+" will count toward the certificate.
   - G.   A maximum of three semester hours of failed course work may be repeated.
   - H.   A maximum of three semester hours of independent study may be applied to the minimum number of semester hours required for completion of the certificate.
   - I.   A maximum of three semester hours of transfer credit will be accepted toward the certificate.
   - J.   Normally, semester hours from a prior baccalaureate or master's degree may not apply toward the certificate. A maximum of three semester hours may be waived by the admitting academic unit. If more than three semester hours of course work is found to duplicate existing course work in the certificate program, then the student must take additional course work with the approval of the certificate advisor.

K. A student may apply course work from a post-baccalaureate certificate program and a portion of course work from a post-master's certificate program toward a graduate degree at UNCG with the approval of the department offering the degree.

IV. **ADMINISTRATION OF CERTIFICATE PROGRAMS**
   A. The program, wherever it may be administratively housed, must be clearly identified and labeled as a certificate program. The intent of the program must be specified in the institution's literature.
   B. A faculty director will be appointed for each certificate program. The director will be responsible for certifying the successful completion of the program's academic requirements. The Graduate School will arrange for recording the completed certificate on the students' transcripts.
   C. All certificate must seek consultation from "related" programs, department, Schools, Colleges, and must be approved the unit's appropriate curriculum committee(s), the Dean and the GSC.
   D. Admission of student into certificate programs will be on a post-baccalaureate classified basis.

DISCONTINUATION OF CERTIFICATE PROGRAMS

To discontinue a certificate program, the academic unit submits a request (including a rationale) to their unit curriculum committee and the Graduate Studies Committee. Provisions must be made for students currently enrolled in the program.

DEVELOPMENT OF NEW CONCENTRATIONS OR MINORS UNDER EXISTING DEGREE PROGRAMS

Addition of new concentrations or minors (see definitions below) to existing degree programs does not require UNC BOG or GA approval. Proposals for new concentrations in graduate degree programs are submitted to the GSC using the form entitled "Concentration or Minor Proposal Guidelines" found in Section II. Use the same form to submit proposals for undergraduate concentrations or minors to the UCC.

REVISIONS IN CURRENTLY OFFERED DEGREE PROGRAMS

Revisions in currently offered degree programs do not require approval by the UNC Board of Governors or General Administration. Proposals for revisions in undergraduate and graduate degree programs (except for the addition of new concentrations) are submitted to the UCC or GSC using the Program Revision Form, Form J, found in Section II.

REVISIONS IN CURRENTLY OFFERED DEGREE PROGRAMS

Revisions in currently offered degree programs do not require approval by the UNC Board of Governors or General Administration. Proposals for revisions in undergraduate and graduate degree programs (except for the addition of new concentrations) are submitted to the UCC or GSC using the Program Revision Form, in this Guide.

TERMINOLOGY FOR AREAS OF EMPHASIS IN UNDERGRADUATE CURRICULA

Major: A field of study in which a student specializes and receives a degree.

Concentration: A formalized curricular sequence to achieve a specific goal within a major. These goals may be externally controlled in order to achieve certification or accreditation or be internally controlled in order to define more closely a curricular package or make an area of study more visible and salable. Concentrations require UCC approval before they can be printed in the *Undergraduate Bulletin* or offered to students.

Option: A course of study within a concentration or major that allows greater specialization. When these packages lead to teacher licensure, they must be reviewed by the Teachers Academy and the UCC; otherwise, they are under departmental control through academic advising. An option does not appear in the *Undergraduate Bulletin* or on the student's transcript.

TERMINOLOGY FOR AREAS OF EMPHASIS IN GRADUATE CURRICULA

Major: A field of study in which a student specializes and receives a degree.

Concentration: A formalized curricular sequence to achieve a specific goal within a major. These goals may be externally controlled in order to achieve certification or accreditation or be internally controlled in order to define more closely a curricular package or make an area of study more visible and salable. Concentrations require GSC approval before they can be printed in the *Graduate Bulletin* or offered to students.

Minor: A minor is a formalized curricular sequence taken by a doctoral student outside his/her major area of study and consisting of 15 hours of study. No minors are offered at the master's or specialist level. Doctoral minors must be approved by GSC before they can be printed in the *Graduate Bulletin* or offered to students.

SPECIAL CURRICULUM OPTION (PLAN II)

For undergraduate students whose needs are not met by the formal majors and degrees offered at UNCG, a special curriculum option—called Plan II—allows students to design their own course of study in consultation with appropriate faculty. Students must meet the minimum admission requirements for the primary departmental programs included in the Plan II. The Plan II program <u>must</u> be fully approved by the faculty, the Director of Student Academic Services, and the UCC in order for a degree to be awarded. Additional information and proposal guidelines are provided in this Guide (see Table of Contents).

EFFECTIVE DATE OF PROGRAM CHANGES

Curriculum Committee approval of revisions to courses, majors, minors, concentrations, etc. occur throughout the year. These revisions, however, are not effective until they appear in the *Undergraduate Bulletin* or *The Graduate School Bulletin*. Thus, the time between approval of changes by the UCC or the GSC and the implementation of those changes can be as long as a year.

**CHANGING THE NAME OR DEGREE TITLE OF AN EXISTING DEGREE PROGRAM,
THE NAME OF THE DEPARTMENT, AND/OR A COURSE PREFIX**

Changing the Title of an Existing Degree Program
1. Requests to change the title of an existing degree program must be approved at the Unit level and accompanied by an explanation of the reason for the proposed change.
2. After approval at the Unit level, such requests should be forwarded to UCC (for undergraduate programs) or to GSC (for graduate programs) for tentative approval.
3. Changes in degree program titles also require approval of the Provost and the Chancellor, and should be forwarded to the Provost at the same time it is forwarded to UCC/GSC.
4. After approval by the Chancellor, the Provost sends notification of the degree program title change to UNC General Administration; the official change in title on the UNCG Academic Program Inventory is forwarded to the Provost after approval by UNC GA/BOG.
5. Changing a degree title does not initiate course prefix changes; a separate routine change request must be submitted to UCC and/or GSC for prefix revisions.
6. Revised degree program titles are effective for the following Fall semester.

Changing the Name of an Academic Department
1. Requests to change the name of a department must be approved by the Dean of the academic Unit.
2. After approval by the Dean, the request for departmental name change is sent to the Provost for approval by the Provost and the Chancellor.
3. No approval by UCC/GSC is required if the departmental name change is not to be reflected in the name of degrees or course prefixes.

Changing a Course Prefix
1. Changing an existing course prefix is considered a routine change and must be approved by UCC and/or GSC.
2. Departments should consult with the University Registrar's Office before submitting a prefix change request in order to select a prefix code that has not been previously used, is not currently in use, and that reflects the course content.
3. Prefix changes are effective only for the following Fall semester.

AREA OF STUDY CODE (AOS)

The Area of Study Code (AOS) is a code unique to UNCG and serves as an internal mechanism to determine what information appears on students' official academic transcripts as well as on the advising records used to track students through their academic programs. AOS codes identify specific majors, concentrations, second majors, minors, post-baccalaureate and post-master's programs, and teacher licensure areas at the undergraduate and graduate levels. **A program must have received official approval from UNC General Administration and/or Undergraduate Curriculum Committee (UCC) or the Graduate Studies Committee (GSC) in order to be assigned an AOS code.** See below for further details. Included in the AOS code are a brief description of the program, the college or school and the department to which it belongs, the degree (if any) attached to the program, the major code, and any teacher licensure associated with the program.

Examples of AOS Codes

AOS Code	*Description*	*School*	*Dept*	*Deg*	*Major*	*Licensure*
U157	English-High School Teaching	AS	ENG	BA	ENGL	Standard Professional
G610	Nursing	NU	NUR	MSN	NURS	
G879	Post-Bacc Cert. Geog Info Sci	AS	GEO	Cert	GEOG	

Responsibility for Maintaining AOS Codes

Changes in AOS Codes may take place only after approval of departmental requests has been received from Undergraduate Curriculum Committee (UCC) or the Graduate Studies Committee (GSC). The actual AOS code structure is determined by the University Registrar's Office, which maintains the AOS code tables in the Banner Student System.

Creation of New AOS Codes

Academic departments* wishing to create new concentrations, minors, or other programs which will be attached to existing degree programs must submit such requests on a Concentration/Second Academic Concentration/Minor Proposal Form to the Undergraduate Curriculum Committee (UCC) or the Graduate Studies Committee (GSC). The AOS code table will be adjusted accordingly once notification of approval of the new program(s) is received from UCC or GSC. Departments wishing to create new degree programs must complete the process of approval of a new degree, as described in this Guide (see Index).

Inactivation of Existing AOS Codes

Academic departments* desiring to discontinue (inactivate) concentrations, minors, or other programs attached to existing degree programs must submit such requests on a Program Revision Form to the Undergraduate Curriculum Committee (UCC) or the Graduate Studies Committee (GSC). The AOS code table will be adjusted accordingly once notification of approval of the request is received from UCC or GSC. Departments wishing to discontinue degree programs must first receive approval from UNC Board of Governors (see Form K).

Other offices (Graduate School, SAS, Teachers Academy, etc.) who determine a need for revising AOS codes in a program(s) should communicate with the academic department concerned in order to secure the necessary approval for modification of the AOS codes.

Questions about AOS codes should be directed to the University Registrar's Office, 180 Mossman, 334-4051.

UNCG FACULTY SENATE POLICY: CURRICULUM REVIEW AGENCIES

Undergraduate Curriculum Committee: Regulations and Procedures

Functions--The Undergraduate Curriculum Committee shall be the agency of the Faculty Senate responsible for reviewing the undergraduate curriculum, making policy recommendations to the Faculty Senate on curricular matters, and performing such other duties as approved by the Faculty Senate, including the following:

A. To review and approve all proposals for new courses; existing courses in which substantial changes have been made; new majors, programs, concentrations, and degrees which have been approved by the College Council or the curriculum committees of the various schools; the discontinuation of courses and programs; and routine changes as previously approved by the Provost's Office. When the Provost gives preliminary consideration to a plan to establish or discontinue one or more undergraduate degree programs, for example, during the early stages of the University's strategic planning process, the Provost will consult with the committee; the committee will make recommendations to the Provost regarding the general advisability of pursuing such a plan;

B. To review and approve student proposals under Plan II (Specially Designed Programs of Study);

C. To take up for study or action matters referred by the Faculty Senate and General Faculty or any other matters deemed important to the work of the Committee.

Reservations

A. The Office of the Provost shall have the responsibility for reviewing and approving changes in undergraduate courses when these changes involve such matters as course titles, course level and editorial changes in course description submitted for clarification. It will be the responsibility of the Office of the Provost to report at each meeting of the Committee those routine course changes which the Office has approved.

B. In general, the tasks and responsibilities connected with curriculum changes and not expressly covered in these regulations are reserved to the departments, College, and schools or to other specified agencies. Examples are:

1. Changes in the content or teaching method of established courses growing out of the desire of the Faculty to experiment or out of the natural development of the discipline in question; or

2. The arrangement of courses in the major sequence.

C. Before they are reviewed by the Committee, all proposals involving teacher education shall have been approved by the Teachers Academy.

D. All courses and routine changes at the 500-level shall have received the approval of the Graduate Studies Committee before they are reviewed by the Committee.

Right of Appeal--The Committee shall grant the privilege of appeal of its decisions in accordance with the following procedure:

A. At a meeting of the Committee subsequent to the one at which such a proposal was rejected, the sponsor or sponsors of the proposal in question shall appear before the Committee to appeal. If from the discussion it appears that the issue cannot be settled by further negotiation, and if the

rejected proposal has received at least 3 affirmative votes, the Chair of the Committee shall forward the request to the Faculty Senate for appeal.

  B. Upon the Senate's agreeing to hear the appeal, the sponsor or sponsors of the proposal that has been rejected shall represent the affirmative before the Faculty Senate and support motions for the adoption of the proposal. The Chair of the Committee, or members designated by the Committee shall represent the decision of the Committee.

Note: This appeals procedure defines the role of the Committee; it does not preclude or supersede any appeals or review procedure established by the Faculty Senate.

Composition--The Undergraduate Curriculum Committee shall consist of 10 faculty members (1 elected representative from each of the 6 Schools and the Library and 3 elected representatives from the College), plus one Senator, *Ex officio*, and non-voting members, as appointed by the Provost.

Election and Term of Office--Members are elected by appropriate units and shall serve for three years.

Officers and their Duties

  A. The Committee shall elect annually a Chair-Elect at the first regularly scheduled meeting during the Fall Semester. The Chair-Elect shall assist the Chair in preparing the agenda and shall automatically become Chair after the last regularly scheduled meeting of the following Spring Semester. The Office of the Provost will provide a secretary for the Committee.

  B. The Chair shall notify the members of the Committee of the time and place of meetings, distribute the material pertinent to the deliberations of the Committee, and preside during regular and special meetings.

  C. In cooperation with the secretary, the Chair shall forward the minutes of the Committee's meetings to the Faculty Senate for its information.

  D. The Chair may appoint subcommittees to review and evaluate any matters pertinent to the work of the Committee as a whole: for example, to study new degree proposals, new course proposals, student proposals for study under Plan II (Specially Designed Programs of Study), or to examine the overall curricula of the University.

  E. The Chair shall submit to the Faculty Senate an annual report on the Committee's actions and recommendations.

  F. The Secretary shall prepare minutes of the proceedings of the Committee and arrange with the Provost's Office and distribute them to the members of the Committee; the Chancellor, the Provost, the Associate Provost for Research and the Dean of the Graduate School; the Chair of the Faculty Senate; the Dean and Department Heads of the College of Arts and Sciences; the Deans, Department Heads, and Division Chairs of the professional schools; the Director of Student Academic Services; the Registrar, and the Director of Admissions.

Submission Process–One (1) copy of all proposals must be submitted to the Office of the Provost 15 days prior to the meeting in which consideration is requested. The original copy and Form A will be forwarded within 24 hours to the Chair of the Committee for inclusion on the agenda. All relevant material will be distributed to the membership by the Provost's Office at least 1 week prior to the Committee's meetings. A full description of procedures can be found in this *Curriculum Guide* available at:

  http://provost.uncg.edu/publications/academic/curriculum.asp

Meetings
    A. The Committee shall convene at regularly scheduled meetings to conduct business. These meetings shall be announced so that those who have business before the Committee may plan to be present.
    B. The Chair may call special meetings when the volume of business before the Committee cannot be transacted in a reasonable period or when matters of unusual urgency come before the Committee.
    C. A quorum shall consist of fifty percent of the elected members.
NOTE: In general, the UCC meets the first Friday of each month. Meeting schedules for the year are announced each August.

General Education Council: Regulations and Procedures

Functions--The Council is charged with:
    A. ongoing review and maintenance of the General Education goals,
    B. assessment of student achievement of those goals,
    C. oversight of the General Education requirements, and
    D. approval of requests for GEC markers and designations. The Council shall establish an effective structure for marker and designation approvals that may include the establishment of *ad hoc* committees or the involvement of faculty consultants as needed.

Reservations
    A. All new or amended courses shall have received the approval of the Undergraduate Curriculum Committee before they are reviewed by the General Education Council.
    B. WI and SI markers will be approved by the appropriate Committee before being reviewed by the General Education Council.
    C. The College Additional Requirements (CAR) are administered by the College after general education core designations have been approved by the General Education Council. The College is responsible for assessment of student achievement of CAR goals.

Composition--The Council shall be composed of twelve voting members, six faculty members from the College and one from each of the six professional schools, one *ex officio* member from the Library, and additional ex officio members as needed. The Chair will be the seventh member from the College and will vote only in the case of a tie. (See Officers and their Duties, section VIII.)
    A. The Provost shall appoint the members of the Council on the recommendations of the Deans. The Provost shall consult with the Deans to ensure that all eight GEC areas are represented by appointees with demonstrated expertise in the area he or she represents, normally including having taught a GEC course in that area prior to appointment.
    B. *Ex officio* members will be appointed by the Provost as needed.
    C. Initially, members will be appointed either to three-year or to two-year terms. Three members from the College and three members from the professional schools shall be appointed to initial three-year terms, with the remaining appointments being for two-year terms. Thereafter, all appointments will be for three-year terms.
    D. If any member of the Council shall resign in mid-term, then the Provost, at the recommendation of the appropriate Dean, shall appoint a qualified replacement to serve the remainder of the member's term.

E. Council members serve a maximum of two consecutive three-year terms.

F. A student representative will be recommended by the SGA and appointed by the Provost as a non-voting *ex officio* member.

G. An administrative assistant in the Office of the Provost shall serve as the secretary for the Council. The secretary shall prepare minutes of the proceedings of the Council and distribute them to the members of the Council, the Chancellor, the Provost, the Dean and department heads of the College of Arts and Sciences, the deans, department heads and division chairs in each of the professional schools, and all undergraduate program directors. In addition, the secretary will arrange to have the Committee's agenda and minutes placed on the electronic bulletin board system.

Organizational Structure

A. The Council will report directly to the Faculty Senate, and will be coordinated through the Office of Undergraduate Education.

B. The Writing Intensive and Speaking Intensive Committees shall continue, and will be supervised by the Council.

Writing Intensive and Speaking Intensive Committees:

1. Membership: Appointment to the Writing Intensive and Speaking Intensive Committees will be made by the chair of the General Education Council, in consultation with faculty representatives

2. WI/SI Committee chairs are elected by the respective Committees.

3. Chairs of the WI and SI Committees each designate a Committee member to serve as ex officio member of the General Education Council.

4. Committee Duties: evaluate and approve requests for writing intensive and speaking intensive markers, work with the Council in assessment of student learning outcomes related to speaking and writing, advise the General Education Council on issues related to writing and speaking goals of the general education program.

Voting Procedures

A. Two-thirds of the voting members of the Council shall constitute a quorum.

B. The chair of the Council will not be a voting member of the Council except in the case of tie votes.

Course Approval Procedures:

A. All **new course proposals** requesting GEC category designation or general education markers:

1. Must be approved by the UCC before they can be reviewed by the General Education Council.

2. All new or amended courses must be approved by UCC **before** they can be reviewed for General Education markers or GEC category designations.

3. WI and SI markers must be approved by the appropriate Committee before being forwarded to the General Education Council. See General Education Council By-Laws, section VI.C (approved by Faculty Senate 3/5/08).

4. Submissions must include the appropriate form in the Curriculum Guide with an explanation of how the course meets general education learning goals for the GEC category or marker(s) requested. Attach an updated syllabus in the current syllabus format outlined in the *Curriculum Guide.*

B. Requests for new GEC category designations or general education markers for **existing courses**:
    1. WI and SI markers must be approved by the appropriate Committee before being forwarded to the General Education Council. See section VI.C.
    2. Requests for GEC category designation and GL/GN markers for existing courses will be forwarded by the Office of Undergraduate Education directly to the General Education Council for review.

C. Requests for new WI/SI markers for **existing courses**:
    1. Action items related to WI/SI markers for courses already approved by UCC will be forwarded by the Office of Undergraduate Education directly to the Program Assistant in the Communication Across the Curriculum Office for distribution to the WI/SI Committees for their review and approval.
    2. The Writing Intensive and Speaking Intensive Committees will act on requests for marker approval by recommending (a) that it be approved or (b) that it not be approved, or (c) by requesting more information on the course from the sponsoring department.
    3. Where the Committee approves with modification, the chair of the Committee shall be responsible for the requisite contact with the originating academic unit.
    4. WI/SI Committee chairs will forward Committee recommendations to the General Education Council.
    5. All writing intensive and speaking intensive markers must be approved by the Gen Ed Council before the course is taught. No course may receive a WI or SI marker retroactively after the last deadline for marker approval in the semester before the course is taught.
    6. The chair of the General Education Council will report final marker approval to the Registrar's Office.

Right of Appeal: The General Education Council shall grant the privilege of appeal of its decisions in accordance with the following procedure:
    A. At a meeting of the Council subsequent to the one at which such a proposal was rejected, but within six months of the Council's decision, the sponsor or sponsors of the proposal in question shall appear before the Council to appeal. If from the discussion it appears that the issue cannot be settled by further negotiation, and if the rejected proposal has received at least 3 affirmative votes, the chair of the Council shall forward the request to the Faculty Senate for appeal.
    B. Upon the Senate's agreeing to hear the appeal, the sponsor or sponsors of the proposal that has been rejected shall represent the affirmative before the Faculty Senate and support motions for the adoption of the proposal. The chair of the Council, or members designated by the Council shall represent the decision of the Council.
Note: This appeals procedure defines the role of the Council; it does not preclude or supersede any appeals or review procedure established by the Faculty Senate.

Officers and Their Duties
    A. The chair of the Council will be the seventh member from the College and will not be a voting member of the Council except in the case of tie votes.
    B. The chair of the Council is elected annually in February by the voting members of the Council to serve a one-year term and may be re-elected for a maximum of three consecutive terms.
    C. The chair shall notify the members of the Committee of the time and place of meetings, develop

the agenda, distribute the material pertinent to the deliberations of the Committee, and preside during regular and special meetings.

    D. In cooperation with the secretary, the chair shall forward the minutes of the Committee's meetings to the Faculty Senate for its information.

    E. The chair, in consultation with the Associate Provost for Undergraduate Education, may appoint ad hoc subcommittees to review and evaluate any matters pertinent to the work of the Committee as a whole: for example, to study new course proposals, to review existing courses in the general education program, or to evaluate assessment data.

    F. The chair may call special meetings when the volume of business before the Committee cannot be transacted in a reasonable period or when matters of unusual urgency come before the Committee.

    G. The chair shall submit to the Faculty Senate an annual report on the Committee's actions and recommendations

    H. The chair shall submit other reports to the Provost as needed.

    I. The Provost will support a course release for the chair of the General Education Council.

Meetings of the Committee

    A. The Council shall convene at regularly scheduled intervals to conduct business. The agenda for these meetings shall be placed on the electronic bulletin board system at least five working days prior to the meeting so that those who have business before the Council can plan to attend.

    B. All meetings of the Committee shall be open to any member of the campus community.

    C. Speaking privileges at meetings are specifically granted to any member of the Council and to others at the discretion of the chair.

The Graduate Studies Committee

Functions--The Graduate Studies Committee is an agency of the Senate which serves as the representative body of the Graduate Faculty on all aspects of graduate education. Its basic duties and responsibilities are as follows:

    A. Establish the criteria for the selection and review of members of the graduate faculty.

    B. Review all proposals for new courses, revised courses, and modifications to current courses and take one of the following actions: approve, disapprove, or approve with modifications. Review and act on all proposals for new graduate programs or major modifications to existing programs including the discontinuation of graduate programs. When the Provost gives the preliminary consideration to a plan to establish or discontinue one or more graduate degree programs, for example, during the early stages of the University's strategic planning process, the Provost will consult with the committee; the committee will make recommendations to the Provost regarding the general advisability of pursuing such a plan.

    C. Review, formulate, and approve policies and regulations related to graduate education, admission, retention, and graduation policies.

    D. Hear student appeals related to Graduate School policies and regulations.

    E. Call to the attention of the Graduate Faculty and the administration issues of concern relating to graduate education.

    F. Act on matters of graduate education referred to the Committee by the Faculty Senate, Dean of the Graduate School, Graduate Faculty, and the Graduate Students Association.

G.   Report to the University administrators, academic heads, graduate program directors, and the Faculty Senate on all actions taken regarding graduate education policies and programs.

H.   Advise the Faculty Senate on matters relating to graduate education.

Composition--The Graduate Studies Committee shall consist of 18 members. Nine of these shall be full members of the Graduate Faculty and represent the professional schools and the College of Arts and Sciences. One representative shall be elected by the faculties of each of the following: the School of Business and Economics, the School of Education, the School of Health and Human Performance, the School of Human Environmental Sciences, the School of Music, and the School of Nursing. The College of Arts and Sciences shall elect three representatives with one each from the areas of the humanities, science and mathematics, and social and behavioral sciences. Each full member shall be elected for staggered three-year terms in accordance with "The Constitution of the Faculty."

To achieve programmatic balance, four additional full members of the Graduate Faculty shall be appointed by the Chair, in consultation with the Dean of the Graduate School, to serve one-year terms. In addition, the Faculty Senate will appoint a member of the Graduate Faculty to the Graduate Studies Committee in order to serve as a linkage between the two groups on issues of mutual concern. Whether elected or appointed, all faculty members will have voting rights on all matters coming before the Committee.

The Graduate School will be represented by two ex-officio members with voting privileges: the Dean of the Graduate School and the Associate Dean of the Graduate School. Two student representatives, with vote on all issues except academic appeals, will be elected by the Graduate Students Association.

Organizational Structure--The Graduate Studies Committee shall operate through Curriculum, Policies and Procedures, and Student Affairs Subcommittees. The composition and charge of each of the subcommittees are as follows:

A. Curriculum Subcommittee: This Subcommittee will consist of one representative from each of the professional schools, and at least one representative from the College of Arts and Sciences. The Associate Dean of the Graduate School will serve as an ex-officio member of the Subcommittee, with vote. The Subcommittee will be responsible for reviewing and approving all new/amended course proposals, proposals for Authorization to Plan new graduate programs, and modifications of existing programs (including the discontinuance of graduate programs).

B. Policies and Procedures Subcommittee: This Subcommittee shall consist of at least three faculty representatives and the Associate Dean of the Graduate School as an ex-officio member. The Subcommittee shall (1) solicit proposed policies and procedures changes from the Graduate Faculty, University administrators, Dean and Associate Dean of the Graduate School, and the Graduate Students Association, (2) present proposed policies and procedures to academic administrators for comment, (3) discuss policies and procedures, and, if appropriate, (4) draft and submit a statement of recommended changes (as a discussion item) for presentation to the Graduate Studies Committee. In addition, the Policies and Procedures Subcommittee will annually review the Graduate School policies and procedures and provide feedback to the Graduate Studies Committee on an as-needed basis.

C. Student Affairs Subcommittee: This Subcommittee shall consist of at least three faculty

representatives and the Dean and Associate Dean of the Graduate School as ex-officio members. The Subcommittee shall be responsible for hearing student appeals related to Graduate School policies and practices, as well as dealing with any other matters related to the overall quality of a graduate student's learning experience.

Appointment to the subcommittees will be made by the Chair of the Graduate Studies Committee, in consultation with faculty representatives. Once constituted, the subcommittees shall elect their own chairs and establish a meeting schedule, as required, to discharge their responsibilities. Student members are invited, but not required, to serve on the Curriculum and Policies and Procedures Subcommittees.

Voting Procedures
   A. A quorum shall consist of a majority of voting members.
   B. Any action of the Committee may be approved by a simple majority of those present.
   C. Action items related to curriculum will be forwarded to the Curriculum Subcommittee for their review and approval and to the full Committee as information. However, the full Committee reserves the right to reverse the Subcommittee's decision by majority vote. Where the Subcommittee approves with modification, the chair of the Subcommittee shall be responsible for the requisite contact with the originating academic unit. The full Committee will continue to approve Authorizations to Establish new graduate programs.
   D. Action items related to graduate study policies and procedures will be forwarded to the Policies and Procedures Subcommittee for study. If a new policy/procedure, or a change in an existing policy/procedure, appears to be needed, a draft of the changes will be forwarded to all academic heads and graduate program directors for their review and comment. Upon review of the comments, the Subcommittee's final recommendation will first be placed on the agenda of the full Committee as a "discussion item." Action on the recommendations will take place no sooner than the next regularly scheduled meeting of the Committee.
   E. Any member of the Graduate Faculty may appeal a curriculum or policy decision made by the Committee by advising the Chair, in writing, within 30 days of the meeting where the decision is made. Upon receipt of any appeals notice, the Chair of the Graduate Studies Committee will investigate the appeal and may appoint an ad hoc subcommittee to consider the appeal. This ad hoc Appeals Subcommittee will consist of two faculty representatives from the Graduate Studies Committee and four graduate program directors who are not members of the Graduate Studies Committee. The Appeals Subcommittee may seek information from other faculty members or administrators as the need arises. Each member of the Appeals Subcommittee will have one vote with decisions requiring a simple majority. The recommendation of the Appeals Subcommittee to either uphold or overturn the decision will be forwarded to the Graduate Studies Committee for further consideration.

Changes in the Committee's Policies and Practices

    A.   Suggestions for changes in the Committee's policies and practices may originate with any member of the Graduate Faculty and must be submitted in writing to the Chair of the Graduate Studies Committee.

    B.   Once submitted, suggested changes will be considered according to procedures outlined in Paragraph IV, Section D above.

    C.   Upon approval by the Committee, any changes approved by the Committee will be forwarded to the Faculty Senate as an information item.

Officers of the Committee

    A. The officers of the Graduate Studies Committee shall consist of a chair and a chair-elect.

    B. The elected members of the Graduate Studies Committee shall select the chair-elect annually at the first regularly scheduled meeting of the fall semester.

    C. The chair will identify with the Dean of the Graduate School potential appointed members, establish the time and place of meetings, prepare agendas for meetings, coordinate the distribution of material that are pertinent to the deliberations of the Committee and preside during regular and special meetings.

    D. The chair shall submit an annual report to the Faculty Senate on the Committee's actions and recommendations.

    E. The chair, in consultation with the Dean of the Graduate School, may appoint ad hoc subcommittees to deal with matters beyond the scope of standing subcommittees.

    F. The chair-elect will preside at any meetings that the chair is unable to attend, as well as take on any special projects that may be assigned by the chair.

    G. An administrative assistant in the Graduate School shall serve as the secretary for the committee. The secretary shall prepare minutes of the proceedings of the Committee and distribute them to the members of the Committee, the Chancellor, the Provost, the Dean and department heads of the College of Arts and Sciences, the deans, department heads and division chairs in each of the professional schools, and all graduate program directors. In addition, the secretary will arrange to have the Committee's agenda and minutes placed on the electronic bulletin board system.

Meetings of the Committee

    A. The Committee shall convene at regularly scheduled intervals to conduct business. The agenda for these meetings shall be placed on the electronic bulletin board system at least five working days prior to the meeting so that those who have business before the Committee can plan to attend.

    B. By a majority vote of the Committee, the chair may call special meetings where the volume of business before the Committee cannot be transacted in a reasonable period or when matters of unusual urgency arise.

    C. Committee meetings shall be conducted according to the most recent edition of *Robert's Rules of Order*.

    D. All meetings of the Committee shall be open to any member of the campus community.

    E. Speaking privileges at meetings are specifically granted to any member of the Graduate Faculty and to others at the discretion of the chair.

UNCG DISTANCE EDUCATION POLICY
Approved by the UNCG Faculty Senate, January 12, 2000

Distance education is any instructional activity characterized by a separation in time or place between the student and instructor or providing institution for all or part of the period of study. It may require that faculty travel to outlying sites or that educational materials travel by some method of distance communication, or both. Operationally, a distance education course or program at UNCG is one that is designed to be offered or is offered to students at sites away from the UNCG campus. The fact that the course or program may also be accessed from on-campus sites will not exclude the course or program from this operational definition. However, as far as is consistent with the UNC-General Administration policy, courses taught off-campus in clinical, technical, or international settings as a part of what would normally be classified as an on-campus degree program are not considered distance education courses. The creation and delivery of distance education programs raises new questions about ownership, compensation, control, evaluation, and quality, as well as other rights and responsibilities that may not be adequately addressed by existing policies. The purpose of this policy is to address these issues:

1. All current policies that apply to on-campus or "traditional" education will apply in the domain of distance education unless otherwise specified below.

2. UNCG is responsible for the technological delivery of courses. Courses must be delivered by reliable methods, and the institution must provide technical, academic, clerical, and instructional design support services to faculty and students as appropriate.

3. Student services and instructional materials essential to distance education must be made available and accessible to all students and at all sites.

4. UNCG will train faculty, staff, and students in the use of information technology and distance delivery media as appropriate.

5. Decisions to offer courses or programs through distance education will reflect student needs and availability of resources. If a degree program is designed to be offered entirely by distance education, the enrolled student must be able to satisfy all requirements of that degree program.

6. The academic unit (the department or school if it is not departmentalized) providing distance education will be responsible for maintaining the same high standards for all courses, regardless of delivery method, and for ensuring that distance education instruction is comparable in quality and content to the corresponding traditional on-campus instruction. Academic units offering distance education courses will regularly assess the methods by which they are delivered and their content.

7. The academic unit offering distance education will approve the curriculum and will develop and implement fair policies regarding faculty workload and staff support. New courses, whatever their planned mode of delivery, must be approved by the Undergraduate Curriculum Committee or the Graduate Studies Committee, as appropriate. A faculty member must

receive approval from his or her department head to offer a distance education course.

8. When full-time faculty offer distance education courses during fall or spring semester, they will do so as part of their regularly compensated responsibilities to UNCG, except in rare instances which require the approval of the Provost.

9. Policies for faculty evaluation should include appropriate recognition of teaching, service, and scholarly or creative activities related to distance education programs or courses.

10. Faculty who teach through distance education technologies are responsible for acquiring sufficient technical skills to present their subject matter and related material effectively, and, as necessary, for consulting with technical support personnel.

11. Faculty are responsible for informing students about technical skill prerequisites and require hardware, software, and supplementary materials necessary for course participation in the catalogue description or syllabus.

12. Faculty who offer distance education should be available to interact individually with their students in person or via email or telephone.

13. The Academic Integrity Policy applies to courses taught traditionally and through distance education.

14. All courses in the *Undergraduate* and *Graduate Bulletins* may be offered by distance education if feasible. The UNCG Semester Schedule of Classes must indicate which sections of courses will be delivered by distance education, but these courses will not be distinguished on transcripts from sections of these courses delivered in more traditional ways.

15. Credit hours granted for courses delivered through distance education will be the equivalent to the credit hours for the same courses delivered traditionally.

16. Student participation in distance education is likely to be recorded in various ways and media, and student participants may be required to post materials electronically. Students should be informed in the syllabus (a) that their participation will be recorded and (b) of the circumstances under which others may have access to those recordings and their postings. Additionally, recordings and postings should be destroyed when they are no longer needed.

17. As a general rule, the creator(s) of distance education materials used at UNCG own the copyright to those materials and retain right of use. However, given the nature of distance education, the creator(s) of these materials and UNCG may find it desirable to enter into written agreements to protect the interests of all parties involved.

S*pecial Note Regarding Approval of Distance Delivered Programs*:
Even if a degree program has been approved previously for on-campus instruction, additional approval from the UNC General Administration is required if a department wishes to offer that program at a distance. UNC-GA requires that distance education programs be authorized by the Senior Vice President for Academic Affairs via submission of "Appendix F: Notification of Intent to Plan a New Distance Degree Program" and "Appendix G: Request for Authorization to Establish a New Distance Degree Program." Both documents in turn require review and approval of the appropriate campus committees and authorities.

"Degree-related distance education program" denotes "... a sequence of courses or a course of study whereby at least 50% of the formal educational requirements, including residency requirements, necessary to qualify for a degree or certificate is offered off-campus (or offered in online delivery format)."

General Education Program

The UNCG General Education Program, approved by the UNCG Faculty Senate in March 2000, is effective for new undergraduates entering UNCG in Fall 2001 and thereafter. The Speaking Intensive (SI) General Education Marker requirement became effective Fall 2002.

Philosophy of UNCG's General Education Program

The faculty and staff of The University of North Carolina at Greensboro are dedicated to student learning and believe that the best evidence of this commitment is the caliber of UNCG graduates. A UNCG graduate should combine specialized education in a major with the skills, knowledge, and understanding necessary to be a lifelong learner, an ethical and independent decision maker, a critical and creative thinker, a clear and effective communicator, and a responsible citizen.

The character and abilities of an educated person are the product not solely of a specific battery of courses but of an entire process of education. The mandate to foster the knowledge, character, and sensibility of a university-educated person belongs to the entire university, not to a single department or unit. To the extent possible, learning in the General Education Core should provide foundations and alternative perspectives for the more specialized knowledge gained in the major, while learning in the major should build upon and extend the work that is done in general education courses.

Student Learning Goals
Proficiencies

A university education should result in the student's ability to gather, comprehend, and evaluate information and to communicate this knowledge. Because such skills are important to lifelong learning and participation in a modern society, graduates should demonstrate the following proficiencies:

- ability to write and speak clearly, coherently, and effectively as well as to adapt modes of communication to one's audience
- ability to interpret academic writing and discourse in a variety of disciplines
- ability to interpret numerical data and perform basic computation
- ability to locate, analyze, synthesize, and evaluate information
- ability to utilize appropriate technologies

Knowledge and Understanding

A university education should also result in knowledge and understanding of a wide range of important subject matter and ways of thinking and knowing. Such knowledge and understanding are necessary for a person to be a lifelong learner, an independent decision-maker, a critical and creative thinker, and a responsible and participating citizen. Students should acquire broad knowledge and understanding of the following:

- scientific principles and their use in scientific inquiry
- mathematical principles and their use in solving problems
- historical, cultural, and philosophical traditions that have shaped our diverse society
- significant elements of the world's diversity of cultural and national experiences, and interconnections among them
- the aims and methods of intellectual, spiritual, literary, and artistic expression
- the importance that abstract ideas and artistic expression have in the process of self-understanding and in the shaping of society
- the individual, society, and interactions between them

Habits of Mind and Attributes of Character

In addition to specified proficiencies and areas of knowledge and understanding, the university-educated person should possess certain habits of mind and attributes of character. These qualities are the consequence of a total educational experience rather than any segment of it.

- Sensitivity to social and cultural differences
- Sensitivity and attentiveness to the ethical dimensions of any problem or experience
- A disposition to weigh opposing viewpoints in the balance of reason and to develop an informed perspective
- A disposition to continue learning and to welcome new knowledge and insight (intellectual curiosity)
- Openness to the value of new social, cultural, or aesthetic forms (flexibility of mind and sensibility)
- An appreciation for the broader social, intellectual, and historical contexts of individual events and situations
- Recognition of social and intellectual responsibility

To ensure that students attain these Student Learning Goals by graduation, UNCG requires that they complete the General Education Core (GEC) requirements listed below. Other requirements and opportunities in the major program, the minor program (if any), and the total undergraduate experience build on the foundation of the GEC and contribute to the attainment of these goals. Students are thus given the opportunity to work toward each goal not just in one course, but in a series of courses and learning experiences encountered from the freshman through the senior year. Alternative ways to demonstrate competencies will be available to students with documented disabilities.

GENERAL EDUCATION GUIDELINES FOR CATEGORIES

LITERATURE (GLT)

I. Student Learning Goals - At the completion of this course, the student will be able to:
- Identify and understand varied characteristics of literature
- Apply techniques of literary analysis to texts
- Use literary study to develop skills in careful reading and clear writing
Demonstrate understanding of the diverse social and historical contexts in which literary texts have been written and interpreted

II. General Expectations
- Courses will be broad and foundational in nature; they will not assume extensive previous knowledge
- Courses will be broad and foundational in nature; they will not assume extensive previous knowledge
- Courses will satisfy most (if not all) of these guidelines

FINE ARTS (GFA)

I. Student Learning Goals - At the end of this course, the student will be able to:
- Describe certain aims and methods of artistic and intellectual expression through painting, sculpture, drama, dance, cinema or music

- Demonstrate a basic understanding of art works as an expression of the values of a culture at various periods in history
- Demonstrate understanding of and sensitivity toward some cultural traditions that have shaped our diverse society
- Demonstrate understanding of the importance of artistic expression in the process of self-understanding
- Evaluate information and interpret writing about a particular art form or movement
- Write clearly , coherently and effectively about a subject in the arts
- Continue learning about the arts, welcoming new knowledge and insight

II. General Expectations
- Courses should be broad and foundational, and should not require previous knowledge of the   subject
- Courses will satisfy most, if not all, of the Student Learning Goals.

PHILOSOPHICAL, RELIGIOUS, AND ETHICAL PRINCIPLES (GPR)

I. Student Learning Goals - At the completion of this course, the student will be able to:
- Identify and describe philosophical, religious, and/or ethical traditions that have shaped societies in the past or the present
- Compare and contrast the assumptions, modes of thought, attendant beliefs or practices of two or more traditions or diverse voices in a tradition
- Discuss the possible and/or actual effects of assumptions, modes of thought, attendant beliefs or practices upon social and personal behavior

II. General Expectations
- Courses should be both foundational and broad
- Courses should examine two or more traditions or a diversity of voices within a tradition and their effects upon behavior, with attention to the development of the student learning goals listed above.

HISTORICAL PERSPECTIVES (GHP)

I. Student Learning Goals - At the completion of this course, the student will be able to:
- Demonstrate a general knowledge and appreciation of historical events, social structures, economics, political ideologies and systems, belief systems, or cultural expressions
- Demonstrate an understanding of some of the diverse historical events, forces and/or contexts in the ancient and modern world
- Analytically and critically evaluate historical evidence and divergent interpretations
- Communicate historical ideas clearly

II. General Expectations
- Courses should be foundational; where possible, they should cover broad chronological periods, topics, or themes
- Upper-level courses (300 level and above) should be included only if periods or themes are not otherwise included in more foundational courses
- Courses should have subject matter that is historical in nature and be taught with a historical focus

SOCIAL AND BEHAVIORAL SCIENCES (GSB)

I. Student Learning Goals - At the completion of this course, the student will be able to:
- Describe the methodology and theoretical framework used to study the interrelationship between the individual and society
- Present a more informed understanding of the broader social or intellectual contexts of individual events or situations
- Interpret writing and discourse related to the social and behavioral sciences
- Analyze, synthesize, and evaluate information from the viewpoint of the social and behavioral sciences.
- Continue to gain new knowledge and insight from the perspective of this course

II. General Expectations
- To enhance students' understanding of the behavior of individuals, groups, and organization
- To enhance students' understanding of methods of studying social behavior and institutions
- To enhance students' understanding of the conceptual framework of the social and behavioral sciences

MATHEMATICS (GMT)

I. Student Learning Goals - At the completion of this course, the student will be able to:
- Organize and perform computations on data
- Analyze, synthesize, evaluate decisions based on empirical data
- Use appropriate computational tools
- Appropriately use mathematical principles to model and solve empirical problems
- Reason with and manipulate concepts within a mathematical system

II. General Expectations
- Because the appropriate use of mathematical analysis is fundamental to further learning in the natural and social sciences, business and economics, courses must focus on fundamental mathematical concepts
- These fundamental mathematical concepts include those used in algebra, trigonometry, calculus and in the theory and practice of probability and statistics

NATURAL SCIENCES (GNS)

I. Student Learning Goals - At the completions of this course, the student will be able to:
- Demonstrate understanding by using scientific principles in scientific inquiry
- Distinguish primary research from secondary reports
- Demonstrate understanding of the aims, methods, and limits to interpretation of the primary literature
- Analyze and evaluate empirical information
- Use appropriate technologies to perform computations
- Appreciate intellectual curiosity and continued learning
- Communicate clearly, coherently and effectively about scientific problems

II. General Expectations
- Courses should introduce students to concepts from the study of the physical and biological aspects of the universe
- Courses should help students understand scientific disciplines at a broad, fundamental level
- Courses should teach a characteristic way of reasoning through observation and the construction and testing of generalizations
- Courses should also teach an appreciation for the existence of cause-and effect relationships and a recognition that all human activity is carried out in the context of natural conditions

REASONING AND DISCOURSE (GRD)
I. Student Learning Goals - At the completion of this course, the student will be able to:
- Interpret and evaluate written and/or oral arguments
- Locate and evaluate relevant information
- Construct and communicate cogent arguments
II. General Expectations
- The content of the course should be foundational
- The skills taught should be applicable to a range of intellectual discourse

GLOBAL PERSPECTIVES (GL)
I. Student Learning Goals - At the completion of this course, the student will be able to:
- Demonstrate an understanding of the interconnections among regions of the world in such aspects as colonial and neocolonial relationships, human rights, discourses of justice, cultural and aesthetic developments, technology, ecology, or epistemology
- Locate, interpret, and evaluate information on diverse global cultures
- Demonstrate sensitivity to cultural differences on a global scale
II. General Expectations
- The "GL" marker indicates broad global perspectives on cultures, nations, or sub-nationalities in regions of the work other than Great Britain or North America (with the exception of indigenous peoples)
- A specific course should focus on the social, literary, cultural, historical, geographic, economic, religious, artistic, or political conditions of peoples in regions other than Great Britain or North America (with the exception of indigenous peoples)
- Curricular issues include matters of cultural, social, political, economic, or historical change, for example, human diversity, identity, interdependence, human rights, justice, political systems, ecology, technology, material culture, or post-colonial developments
- The term "global" carries with it an emphasis on the inter-connections between regions, whether conceived in terms of colonial and neocolonial relationships, human rights, discourses of justice, cultural and aesthetic developments, technology, ecology, or epistemology.

GLOBAL PERSPECTIVES/NONWESTERN (GN)

I. Student Learning Goals - At the completion of this course, the student will be able to:
- Demonstrate an understanding of the interconnections among regions of the world, including regions other than North America, Great Britain, and continental Europe, in such aspects as colonial and neocolonial relationships, human rights, discourses of justice, cultural and aesthetic developments, technology, ecology, or epistemology
- Locate, interpret, and evaluate information on diverse global cultures
- Demonstrate sensitivity to cultural differences on a global scale

II. General Expectations
- The "GN" marker indicates a subset of Global Perspectives courses (see above) which focuses on cultures, nations, or sub-nationalities in Eurasia, the Caribbean, Central and Latin America, East Asia, the Middle East, North Africa, Sub-Saharan Africa, South Asia and the Pacific Islands, and indigenous people around the world
- A specific course should focus on the social, literary, cultural, historical, geographic, economic, artistic, or political conditions of peoples outside the Anglo and Anglo-American context, and of peoples of diasporic and indigenous groups
- Curricular issues include matters of cultural, social, political, economic, or historical change, for example, human diversity, identity, interdependence, human rights, justice, political systems, ecology, technology, material culture, or post-colonial developments

The term "global" carries with it an emphasis on the inter-connections between regions, whether conceived in terms of colonial and neocolonial relationships, human rights, discourses of justice, cultural and aesthetic developments, technology, ecology, or epistemology

WRITING INTENSIVE (WI)

I. Student Learning Goals – At the completion of this course, the student will be able to:
- Demonstrate the ability to write clearly, coherently and effectively about a particular discipline
- Adapt modes of communication to the audience
- Incorporate constructive feedback from readers to improve the written work

II General Expectations
- A **writing-intensive** course has a special responsibility for improving students' ability to write in the context of learning about a particular discipline. It treats **writing** as a means of learning as well as a skill to be learned. A writing intensive course does not necessarily require lengthy research papers. **Intensive** refers to the integration of writing into the course rather than to the sheer amount of writing involved.
- The course makes substantial and continuous use of writing as a way of engaging students with important questions and problems of a particular subject. Students may become familiar with the material of the course through a variety of writing assignments throughout the semester, including both formal (graded) and informal (ungraded) work. The work required should be selected to be appropriate to the subject being taught.

- One important aim of a writing-intensive course is to show students how to use drafts of a paper to shape its form and content, incorporating comments and ideas from readers. Every writing-intensive course must include guided revision as a requirement. A proposed course in which students will have an "opportunity" to revise papers, or in which papers "may be resubmitted" for a higher grade, will not meet this requirement. Rather, *each proposed course must include at least one substantive assignment in which all students submit at least one draft for comments from the instructor and then revise the draft* to take account of those comments. The instructor not only assigns and evaluates writing but also provides instruction and coaching as students write. In particular, he or she comments on the students' control over the subject matter, as well as on clarity, organization, correctness, and effectiveness of expression. Grades for writing assignments reflect an assessment of both quality and improvement in students' writing. The aim of the course is to use writing as a tool for learning about the subject matter and to introduce ways of writing within the discipline, rather than to provide formal instruction in basic writing skills. Students can be referred to the Writing Center for consultation as they revise drafts of a paper.
- Because of the personal attention and guidance that students will receive, class size should not exceed 25 unless additional resources (teaching assistants, release from other duties, etc.) are made available to the instructor.

SPEAKING INTENIVE (SI)

I. Student Learning Goals - At the completion of this course, the student will be able to:
- Speak clearly, coherently, and effectively as well as to adapt modes of communication to the audience.

II. General Expectations

1. A Speaking-Intensive course has two goals:
   - to enhance subject area learning through active engagement in oral communication
   - to improve a student's ability in oral communication.
2. A Speaking-Intensive course treats speaking as a means of learning via one of a variety of oral contexts, including interpersonal communication, small group communication, and public communication (presentational speaking). The choice of oral context should be appropriate to the learning outcomes of the specific discipline.
3. A Speaking-Intensive course recognizes process and product by including both formal (graded) and informal (ungraded) assignments/learning activities.
4. A Speaking-Intensive course includes:
   - instructing students in effective oral communication
   - giving students informed feedback
   - providing opportunities for students to apply what they have learned to subsequent oral communication activities.
5. Assessment activities should be appropriate to each assignment and could include a variety of methods and products, emphasizing both quality and development of students' skills. Students should be informed of the assessment criteria.

6. Assessment of oral communication should be sensitive to the effects of relevant physical, linguistic, and psychological disabilities on the assessment of competence (e.g., with appropriate aids in signal reception, a person with a hearing impairment can be a competent communication partner).
7. Students will receive personal attention and guidance in a Speaking-Intensive course; therefore, class size should be limited to 22-25 students unless additional resources (teaching assistants, release from other duties, etc.) are made available to the instructor.

SACS PRINCIPLES OF ACCREDITATION
WITH IMPLICATIONS FOR CURRICULUM DEVELOPMENT

Note: The Principles of Accreditation of the Southern Association of Colleges and Schools are periodically revised. In order to assure access to the most current requirements, please view these on the SACS-COC website at http://www.sacscoc.org/principles.asp

SEVEN PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION

Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and The Johnston Foundation.

1.   **Good Practice Encourages Student-Faculty Contact**
      Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2.   **Good Practice Encourages Cooperation Among Students**
      Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3.   **Good Practice Encourages Active Learning**
      Learning is not a spectator sport. Students do not learn much just sitting in class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4.   **Good Practice Gives Prompt Feedback**
      Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5.   **Good Practice Emphasizes Time on Task**
      Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for

students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. **Good Practice Communicates High Expectations**
    Expect more and you will get it. High expectations are important for everyone--for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. **Good Practice Respects Diverse Talents and Ways of Learning**
    There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

GUIDELINES FOR GOOD PRACTICE IN GRADUATE EDUCATION
(Approved by the UNCG Graduate Studies Committee on January 25, 1999)

It is essential that <u>graduate students</u>:
- Conduct themselves in a mature, professional, and civil manner in all interactions with faculty and staff.
- Recognize that the faculty advisor provides the intellectual and instructional environment in which the student conducts research, and may, through access to teaching and research funds, also provide the student with financial support.
- Recognize that faculty have broad discretion to allocate their own time and other resources in ways which are academically productive.
- Recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's research. Careful, well-conceived research reflects favorably on the student, the faculty advisor, and the University.
- Exercise the highest integrity in taking examinations and in collecting, analyzing, and presenting research data.
- Acknowledge the contributions of the faculty advisor and other members of the research team to the student's work in all publications and conference presentations.
- Maintain the confidentiality of the faculty advisor's professional activities and research prior to presentation or publication, in accordance with existing practices and policies of the discipline.
- Take primary responsibility to inform themselves of regulations and policies governing their graduate studies.

It is also imperative that <u>faculty</u>:
- Interact with students in a professional and civil manner in accordance with University policies governing nondiscrimination and sexual harassment.
- Impartially evaluate student performance regardless of religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation.
- Serve on graduate student committees without regard to the race, gender, sexual orientation, or national origin of the graduate student candidate.

- Prevent personal rivalries with colleagues from interfering with their duties as graduate advisors, committee members, or colleagues.
- Excuse themselves from serving on graduate committees when there is an amorous, familial, or other relationship between the faculty member and the student that could result in a conflict of interest.
- Acknowledge student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents.
- Not impede a graduate student's progress toward the degree in order to benefit from the student's proficiency as a teaching or research assistant.
- Create in the classroom, lab, or studio supervisory relations with students that stimulate and encourage students to learn creatively and independently.
- Have a clear understanding with graduate students about their specific research responsibilities, including time lines for completion of research and the thesis or dissertation.
- Provide verbal or written comments and evaluation of students' work in a timely manner.
- Discuss laboratory, studio, or departmental authorship policy with graduate students in   advance of entering into collaborative projects.
- Refrain from requesting students to do personal work (mowing lawns, baby-sitting, typing papers, etc.) without appropriate compensation.
- Familiarize themselves with policies that affect their graduate students.

Graduate education is structured around the transmission of knowledge at the highest level. In many cases, graduate students depend on faculty advisors to assist them in identifying and gaining access to financial and/or intellectual resources which support their graduate programs. In some academic units, the student's specific advisor may change during the course of the student's program. The role of advising may also change and become a mentoring relationship. The reward of finding a faculty mentor implies that the student has achieved a level of excellence and sophistication in the field, or exhibits sufficient promise to merit the more intensive interest, instruction, and counsel of faculty.

To this end, it is important that <u>graduate students</u>:
- Devote an appropriate amount of time and energy toward achieving academic excellence and earning the advanced degree.
- Be aware of time constraints and other demands imposed on faculty members and program staff.
- Take the initiative in asking questions that promote understanding of the academic subjects and advance the field.
- Communicate regularly with faculty advisors, especially in matters related to research and progress within the graduate programs.

<u>**Faculty advisors, on the other hand, should**</u>:
- Provide clear maps of the requirements each student must meet, including course work, languages, research tools, examinations, and thesis or dissertation, and delineating the amount of time expected to complete each step.
- Evaluate student progress and performance in regular and informative ways consistent with the practice of the field.
- Help students develop artistic, interpretive, writing, verbal, and quantitative skills, when appropriate, in accordance with the expectations of the discipline.

- Assist graduate students to develop grant-writing skills, where appropriate.
- Take reasonable measures to ensure that each graduate student initiates thesis or dissertation research in a timely fashion.
- When appropriate, encourage graduate students to participate in professional meetings or perform or display their work in public settings.
- Stimulate in each graduate student an appreciation of teaching.
- Create an ethos of collegiality so that learning takes place within a community of scholars.
- Prepare students to be competitive for employment that includes portraying a realistic view of the field and the market at any given time and making use of professional contacts for the benefit of their students, as appropriate.

In academic units, faculty advisors support the academic promise of graduate students in their program. In some cases, academic advisors are assigned to entering graduate students to assist them in academic advising and other matters. In other cases, students select faculty advisors in accordance with disciplinary interest or research expertise. Advising is manifold in its scope and breadth and may be accomplished in many ways. A student's academic performance and a faculty member's scholarly interests may coincide during the course of instruction and research. As the faculty-graduate student relationship matures and intensifies, direct collaborations may evolve which entail the sharing of authorship or rights to intellectual property developed in research or other creative or artistic activity. Such collaborations are encouraged and are a desired outcome of the mentoring process.

UNCG BASIC TECHNOLOGY COMPETENCIES - Revised 2005

1. Computer Operation
1.1 start up and shut down computer system and peripherals
1.2 identify and use icons, windows, menus
1.3 point and click, drag using mouse
1.4 start an application and create a document
1.5 name, save, retrieve, revise, close a document
1.6 use printing options
1.7 insert and eject floppy disk and CD-ROM
1.8 initialize (format), name/rename floppy and hard disks
1.9 copy document from hard drive to floppy disk and vice versa
1.10 use a search/find function to locate files
1.11 create and name/rename directories/folders
1.12 save, open, place documents inside directories/folders
1.13 open and work with more than one application at a time
1.14 understand terms such as document, application, K (kilobyte), hierarchical
    file system, directory, operating system, system software, RAM, printer
1.15 determine storage capacity of floppy disk, hard disk, zip disk, CDROM
1.16 know how to contact help desk and technical support services
2. Setup, Maintenance, and Troubleshooting
2.1 connect peripheral devices to computer
2.2 protect and care for floppy disks
2.3 make backup copies of key applications and documents

2.4 use self-help resources to diagnose and correct common hardware/ printing problems

2.5 install, uninstall and upgrade a basic application

2.6 deal with viruses (protect, respond to detection, recover from)

2.7 install ink cartridge in printer

3. Word Processing

3.1 enter and edit text and copy and move a block of text

3.2 change text format and style, set margins, line spacing, tabs

3.3 check spelling, grammar, word usage

3.4 create a header or footer

3.5 insert date, time, page number

3.6 insert tables into document

3.7 insert image or file into document

3.8 know terms such as cursor, format, font, style, point size, header, footer, spell check

4. Spreadsheet/Graphing

4.1 interpret and communicate information in an existing spreadsheet

4.2 enter data in an existing spreadsheet

4.3 create a spreadsheet with rows, columns headings

4.4 modify a spreadsheet by labeling a new column and adding records

4.5 create a chart (graph)

4.5 know terms such as spreadsheet, cell, data entry bar, formula, function

5. Library Research

5.1 construct a search strategy using syntax appropriate to database

5.2 search for a book, periodical, or other library holding using the on-line catalog

5.3 search for a journal article using on-line databases

6. Networking

6.1 log onto campus network from different sites

6.2 activate UNCG accounts

6.3 change passwords

6.4 use UNCGenie to access and maintain student information

6.5 know terms such as local area network, wide area network, access rights, security passwords,
    file server, network zone, Novell network, and user context

7. Telecommunication

7.1 use electronic mail (compose, send, forward, read, respond, save, print)

7.2 download and read attachments

7.3 upload a file and send as electronic mail, i.e., send attachments

7.4 use an e-mail list, listserve, discussion group

7.5 create and use group addresses for electronic mail

7.6 know terms such as telecommunications, direct access, dial-in-access, modem, baud rate

8. Internet

8.1 connect to the Internet

8.2 access and use resources on the Internet

8.3 use a search engine to locate resources on the Internet

8.4 install/modify browser plugins (e.g., Real Player, Acrobat Reader)

8.5 demonstrate knowledge of Copyright and Fair Use Guidelines by explaining selection and use of
    Internet resources in content projects/assignments.

8.6 know terms such as telecommunications, direct access, dial-in-access, modem, baud rate, Internet, World Wide Web, plugins

9. Media Communications (including Image and Audio Processing)
9.1 produce print-based products (e.g., newsletters, brochures, posters)
9.2 produce electronic slides/overheads
9.3 use painting and drawing tools
9.4 know terms such as painting tool, drawing tool, compression

10. Multimedia Integration
10.1 plan/produce a multimedia presentation, e.g., PowerPoint
10.2 plan/produce a hypermedia presentation, e.g., a web page with links
10.3 use a file compression utility, e.g., WinZip
10.4 select and use simple animations
10.5 know terms such as media, multimedia, hypermedia, clip media

11. Ethical Use of Technology
11.1 model ethical behavior relating to security, privacy, passwords, and personal information, and recognize possible consequences of misuse.
11.2 demonstrate knowledge of responsible, safe and ethical use of networked digital information
11.3 adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations

12. Course Management System (Blackboard)
12.1 log in to Blackboard
12.2 read announcements and access course content
12.3 post and read discussion board messages, and participate in the Virtual Classroom
12.4 take online quizzes and view grades in gradebook

 NOTES