2013~2014 Curriculum Guide

August 2013

This publication is available at
http://undergraduate.uncg.edu/curriculumguide/
For more information, call 334~5393.

I. GENERAL PROCEDURES AND DIRECTIONS

Overview

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 one exception is the Joint School of Nanoscience and Nanoengineering (JSNN), where the department approval also serves as the unit approval. The next 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 (GEC)

Actions requiring approval by UCC and GSC:

Routine course changes;
Program Revisions;
New/amended courses;
New or revised programs (degree majors, concentrations, minors, licensure, certificates);
New distance education programs (50% or more offered online or off-campus);
Moratorium of courses or programs (degree majors, concentrations, minors, certificates);
Discontinuation of courses;
Discontinuation of programs (degree majors, concentrations, minors, licensures, certificates);
Discontinuation of distance education programs or sites.

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.**

CONTACT AND SUBMISSION INFORMATION

Proposals and revisions will not be reviewed without the original signature page with all appropriate signatures.

Graduate Studies Committee
gsc@uncg.edu
Tel: 334 - 4034
Email one (1) Word file (docx) of the original form and supporting documents with a scanned signature page. Check the GSC website for meeting dates and submission deadlines. Proposals received after the stated deadline will be considered at the next scheduled meeting.
Notification of committee actions: Actions and minutes of GSC meetings will be posted within one week following each meeting on the GSC web page: **grs.uncg.edu/faculty/gsc**
When necessary, actions will be communicated to departments.

Undergraduate Curriculum Committee
underged@uncg.edu
Tel: 334 - 5393
 Email Word or PDF documents as an attachment to: underged@uncg.edu. All signature sheets must be sent by campus mail or scanned and submitted with documents. Check the UCC website for meeting dates and submission deadlines. Proposals received after the stated deadline will be considered at the next scheduled meeting.
Notification of committee actions: Actions and minutes of UCC meetings will be posted within one week following each meeting on the UCC web page:
http://undergraduate.uncg.edu/colleagues/ucc.php
When necessary, actions will be communicated to departments by memorandum.

General Education Council http://undergraduate.uncg.edu/colleagues/gened.php
Tel: 334-5425
Email Word or PDF documents as an attachment to: underged@uncg.edu. All signature sheets must be sent by campus mail or scanned and submitted with documents. Check the General Education Council website for meeting dates and submission deadlines. Proposals received after the stated deadline will be considered at the next scheduled meeting.
Notification of committee actions: Actions and minutes of GEC meetings will be posted within ten working days following each meeting on the GEC web page
http://undergraduate.uncg.edu/colleagues/gened.php
When necessary, actions will be communicated to departments by memorandum.

External Reporting and SACSCOC Liaison
Office of Assessment and Accreditation
http://assessment.uncg.edu
Tel: 334-5535 / 334-5975
Email: jepettaz@uncg.edu / bstookey@uncg.edu

IMPORTANT SUBMISSION DEADLINES

BULLETIN DEADLINE:
Deadline for **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 6, 2014
UCC – March 14, 2014

PLEASE NOTE:
Allow additional time for new programs, discontinuations, and program changes requiring approval beyond UNCG's internal curriculum committee process prior to implementation.   Refer to *External Reporting Chart* or contact the Office of Assessment and Accreditation for more information.

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 the late-approved courses online, and that the 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

Joint School of Nanoscience and Nanoengineering
2907 East Lee Street
Greensboro, NC 27401, Phone 285-2800

School of Education
Curriculum Committee
Contact Info: 321 School of Education Building, Phone: 334-3445

Questions concerning new or amended courses, programs, or policies that have anything to do with teacher licensure should be directed to the Associate Dean for Student Services and Academic Affairs in the School of Education
Contact info: 321 School of Education Building, Phone 334-3445

School of Health and Human Sciences
Curriculum Committee
Contact Info: 227 Stone Building, Phone: 256-0218

School of Music, Theatre and Dance
Curriculum Committee
Contact Info: 220 Music Building, Phone 334-3638

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

PROCEDURES FOR SUBMISSION OF PROPOSALS

Timetable: It is recommended that course planning be started at least one year before the proposed first offering of a course, in order to afford enough time for administrative actions.

Course Types: Please specify course type/instructional delivery mode on new or amended course proposal forms.

ACT[1]	Activity (physical activity, exercise courses)		WEB[1]	Web-based *100% of course instruction is taught online*
CLN	Clinical			
CPJ	Company Project		WLB[1]	Web and lab~*50% of course instruction is taught online and ~50% is a lab component*
COL	Colloquium			
CON	Conversational Language Course		WLC[2]	Web and lecture~*Course is taught via face-to-face lecture and online*
DIS[1]	Dissertation			
DSC	Discussion			
ENS[1]	Ensemble		WLL[2]	Web, lecture, and lab~ *C o u r s e requirements include face-to-face lectures, lab sessions, and an Internet component*
IND[1]	Independent Study			
INT[2]	Internship			
LAB[1]	Laboratory			
LEC	Lecture			
LEL[2]	Lecture & Lab		WLS[2]	Web, lecture, and studio ~ U s e d *primarily for Dance courses*
LPF[2]	Lecture with Practicum/Field Experience			
PRC	Practicum		WTX[3]	Web with on-campus tests and examinations~*Used primarily for Math courses*
PRW	Practicum, Some Web			
PRF[1]	Performance			
RES[1]	Research		WVC[2]	Web with on-campus video conference
SAB[1]	Study Abroad Course			
SEM	Seminar			
STL[2]	Studio and Lecture			
STO[1]	Studio/Other (used primarily for Dance courses)			
STT	Student Teaching			[1] Will not be assigned to a general purpose classroom.
STU[1]	Studio			[2] No more than fifty percent (50%) of instruction will be assigned to general purpose classroom.
THS[1]	Thesis			
TUT	Tutorial			[3] General purpose classrooms assigned based on department request for specific dates.
VCF[1]	Video Conference			

*Please Note: Web interaction involves more than the placement of the course syllabus on the instructor's Web site or the use of Blackboard. The course is defined synchronous or 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.

Teacher Education Courses
The Associate Dean for Student Services and Academic Affairs in the School of Education (or designee) is responsible for coordinating and ensuring the quality of all academic programs leading to licensure of public school personnel. While 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, the Associate Dean will review new/revised courses, new/revised programs, new/revised policies and procedures initiated by any unit as part of the regular curriculum review process prior to consideration by UCC or GSC. Questions concerning new or amended courses, programs, or policies that have anything to do with teacher licensure should be directed to the Associate Dean for Student Services and Academic Affairs in the School of Education.

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

II. PROCEDURES THAT REQUIRE EXTERNAL NOTIFICATION OR APPROVAL:

New Degree Programs
New Certificate and Licensure Programs
Dual Degree Programs
Joint Degree Programs
Initiating Online Programs
Initiating Off-Campus Programs or Sites
Discontinuations

ADVERTISING GUIDELINES FOR NEW PROGRAMS

The Office of Assessment and Accreditation will work with departments to determine the appropriate timing and wording for new program advertising. Program titles used in advertisements or on departmental websites are to match the titles that are approved and published in the *Bulletins*.

Programs that require **authorization or approval** by either UNC General Administration or the Board of Governors must be obtained prior to implementation or advertisement of the program.

Programs that require **SACSCOC notification or SACSCOC approval** prior to implementation will use wording that indicates that the program is "pending SACSCOC approval" in any communication, announcement, advertisement, or website after authorization has been received by UNC GA and prior to receiving the official letter from SACSCOC.

Please note that any reference to SACSCOC accreditation on any published material (paper or electronic) must use the following wording:

The University of North Carolina at Greensboro is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, master's, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4007, or call 404-679-4500 for questions about the accreditation of The University of North Carolina at Greensboro.

The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard. All other inquiries, such as admission requirements, financial aid, educational programs, etc., should be made directly to The University of North Carolina at Greensboro, 336-334-5000.

EXTERNAL REPORTING CHART

ACTION	UNCG Forms	UNC GA	SACS COC*	OTHER
New Program Development				
New Degree Programs	Appendix A Appendix C	YES	Significant Departures	NC DPI (licensure)
New Certificate Programs	Form J	YES	Notification	DOE (Gainful Employment)
New Joint or Dual Degree Programs	**Appendix A Appendix C Contract**	**YES**	**YES**	
Online Programs				
Offering 50% or more of program online	Appendix F Appendix G	YES	No	
Offering certificates online	Form J	YES	No	DOE (Gainful Employment)
Off-Campus Locations**				
Initiating off-campus site ** 25-49% of credential	Notify Office Assessment & Accreditation	No	Letter of Notification before 25%	
Initiating off-campus site ** > 50% of degree	Appendix F Appendix G	YES	Prospectus	US DOE & Homeland Security
Adding programs at an already approved off-campus site **	Appendix F Appendix G	YES	No	Homeland Security
Discontinuations				
Discontinuation of a Degree Program	Form K	YES	YES Teach-Out Plan	
Discontinuation of a Certificate Program	Form K	YES	YES Teach-Out Plan	DOE (Gainful Employment)
Closing an off-campus site **	Appendix I Teach-Out Plan	YES	YES Teach-Out Plan	DOE Homeland Security
Discontinuation of a program at an off-campus site **	Notify Office Assessment & Accreditation Appendix I	YES	YES Teach-Out Plan	Homeland Security
Other				
Teacher licensure programs	Form J	YES	No	NC DPI
Change of Degree or Certificate Name	Form L	YES	NO	DOE (Gainful Employment)
Credit hour changes of 25% or more	Form G	No	Yes	

*http://policy.uncg.edu/substantive_change_compliance/

** University Registrar's Office and Office of Assessment and Accreditation track all off-campus instruction.

For questions or more information, contact the Office of Assessment and Accreditation.

ACADEMIC PROGRAM PLANNING QUESTIONNAIRE

To be filled out and submitted to the Office of Assessment and Accreditation during the planning stage for any of the following initiatives:

- ‣ All new degree programs
- ‣ All new certificate programs
- ‣ All off-campus activity (courses, programs and/or sites)
- ‣ Any new programs or changes to existing programs or courses that result in 50% or more of program credits being available online
- ‣ Any new programs or changes to existing programs that result in instruction being provided through contractual agreement, consortium, or as a dual or joint degree.

Feedback will be provided regarding what types of external reporting activities are anticipated and an estimate for the time needed to complete the process.

Date: _____

Department: _____

Program name: _____

Type of program proposed:
_____ bachelor's
_____ master's / specialist
_____ doctorate
_____ post-baccalaureate certificate
_____ post-master's certificate
_____ licensure program
_____ other (2+, degree completion, professional, etc.), please describe:

Proposed implementation date (semester/year): _____

Contact Person: _____

Email: _____

Phone: _____

1) Courses that are significant departures from programs already approved as part of the UNCG curriculum are those that require new faculty, new courses, new library or other learning resources, new facilities, or new resources. In your opinion, is this a significant departure from programs already approved as part of the UNCG curriculum?
Yes_____ No____

If no, provide the name(s) of any closely related programs:

_____

2) What will be the total number of credit hours required to complete this program? _____

3) If the proposed program is a certificate program, do you want students in your program to be eligible for financial aid (Gainful Employment)?
   Yes _____ No_____

4) Will any of the courses required for completing this program be offered at an off-campus location? Yes_____   No_____

   If yes,
   a) Do you anticipate offering 25% or more of your program at this off-campus location?
      Yes_____   No_____
   b) Do you anticipate offering 50% or more of your program at this off-campus location?
      Yes_____   No_____
   c) Provide name of site and complete street address:

   _____

   _____

5) Will any of the courses required for completing this program be offered online?
   Yes_____ No_____

   If yes,

   a) Indicate the percentage program that will be available online?

   _____less than 50%

   _____50% or more

6) Will any other educational institution be involved in this program?
   Yes_____ No_____

7) Will program or courses offered include a contractual agreement or consortium?

Mail or email the completed questionnaire to:
Office of Assessment and Accreditation
356 McIver Building
bstookey@uncg.edu
334-5975

You should receive a response within five business days.

PROCEDURE FOR ESTABLISHING A NEW DEGREE PROGRAM

Step 1:   Preliminary Planning
1)   Propose new academic degree program to College/School Dean
2)   Graduate Program: Provide abstract to Dean of The Graduate School
3)   Submit Academic Program Planning Questionnaire to Office of Assessment and Accreditation to initiate process.

Step 2:   Request Authorization to Plan – UNCG Approval Process

☐   Read Process for Determining Priority of Proposed Programs
     http://undergraduate.uncg.edu/curriculumguide/forms/Prioritization%20Instructions%20for%20Academic%20Program%20Proposals.pdf

☐   Complete Request for Authorization to Plan a New Degree Program (Appendix A)

☐   Graduate Programs: Submit Appendix A to Dean of The Graduate School

☐   Obtain approval signatures for Appendix A in the following order:
     1) Department Curriculum Committee (if applicable)
     2) College or School Curriculum Committee
     3) Associate Dean for Academic and Student Affairs, School of Education (licensure programs)
     4) Dean of College or School
     5) Undergraduate Curriculum Committee (UCC) or Graduate Studies Committee (GSC)

Step 3:   Process for Determining Priority of Proposed Programs

1)   The UNCG Prioritization Committee evaluates all approved programs using the UNCG Evaluation Rubric to establish a priority ranking.
2)   Chancellor informs UNC GA of UNCG's three highest new program priorities.
3)   Chancellor signs the Appendix A prior to submitting to UNC GA.

Step 4:   Request Authorization to Plan – General Administration Approval Process

1)   The Office of Assessment and Accreditation facilitates submission of Appendix A to UNC GA.
2)   UNC GA follows Process for Planning and Establishment of New (Baccalaureate, Masters, or Doctoral) Degree Programs.
3)   UNCG GA invites those approved to plan (Appendix A) to submit a Request for Authorization to Establish a New Degree Program (Appendix C) within four months.

Step 5:   Request Authorization to Establish – UNCG Approval Process

☐   Complete Request for Authorization to Establish a New Degree Program (Appendix C)

☐   Submit completed Appendix C to Director of Academic Resources (Provost's Office)

☐   Graduate Programs: Submit Appendix C to Dean of The Graduate School

☐   Obtain approval signatures for Appendix C in the following order:
     1) Department Curriculum Committee (if applicable)
     2) College or School Curriculum Committee
     3) Associate Dean for Academic and Student Affairs, School of Education (licensure programs)
     4) Dean of College or School
     5) Undergraduate Curriculum Committee (UCC) or Graduate Studies Committee (GSC)

Step 5:   Request Authorization to Establish – General Administration Approval Process

1)   The Office of Assessment and Accreditation facilitates submission of Appendix C to GA.
2)   UNC GA follows *Process for Planning and Establishment of New (Baccalaureate, Masters, or Doctoral) Degree Programs.*
3)   The Board of Governors sends official letter to campus authorizing approved programs.

Step 6:   SACSCOC Approval

Programs that are significantly different (new financial resources, facilities, courses, faculty, library/learning resources) from those already offered by UNCG will require SACSCOC approval in addition to Board of Governors approval. The Office of Assessment and Accreditation will work with the department to submit a prospectus to SACSCOC.

Please refer to *Advertising Guidelines for New Programs* for timing and wording.

DUAL DEGREE PROGRAMS

A dual degree program is a program of study involving two academic units at UNCG, or UNCG and another institution. A formal agreement is used that will result in a student receiving two separate degrees. The process described below is for degree programs that have already been approved by the UNC Board of Governors.

Step 1:   Preliminary Planning
1)   Propose dual degree program to College/School Dean
2)   Graduate Program: Provide abstract to Dean of The Graduate School
3)   Submit Academic Program Planning Questionnaire to Office of Assessment and Accreditation to initiate process.

Step 2:   UNCG Approval Process
1)   A proposal and agreement is developed using the Collaborative Arrangement Template (Form N) in consultation with the University Registrar, SACSCOC Liaison, and
2)   Graduate Programs: Submit proposal and agreement to Dean of The Graduate School
3)   Who should sign the final agreement?

Step3:   UNCG Approval Process
1)   The Office of Assessment and Accreditation facilitates the submission of the letter of notification and the final signed copy of the agreement to SACSCOC at least six months prior to beginning date of agreement.
2)   Written acceptance of the dual degree notification and agreement must be received from SACSCOC before the implementation of the provisions within the agreement.

JOINT DEGREE PROGRAMS

Joint degree programs result in the award of one degree involving two or more institutions. Joint programs must follow UNCG's internal approval process, UNC Board of Governors approval process, and receive written approval by SACSCOC in accordance with SACSCOC's *Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.*

Step 1:   Preliminary Planning
1) Propose joint degree program to College/School Dean
2) Graduate Program: Provide abstract to Dean of The Graduate School
3) Submit Academic Program Planning Questionnaire to Office of Assessment and Accreditation to initiate process.

Step 2:   UNCG Approval Process
1) A proposal and agreement is developed using the Collaborative Arrangement Template (Form N) in consultation with the University Registrar, SACSCOC Liaison, and
2) Graduate Programs: Submit proposal and agreement to Dean of The Graduate School
3) Obtain approval signatures for proposal using Signature Sheet for Curricular Requests in the following order:
4) Department Curriculum Committee (if applicable)
5) College or School Curriculum Committee
6) Associate Dean for Academic and Student Affairs, School of Education (licensure programs)
7) Dean of College or School
8) Undergraduate Curriculum Committee (UCC) or Graduate Studies Committee (GSC)

Step 3:   General Administration Approval Process
After the Chancellor has reviewed and approved the proposal and agreement, the Office of Assessment and Accreditation will facilitate the submission to UNC General Administration for presentation to the Board of Governors for their approval.

Step 4:   SACSCOC Approval Process
1) SACSCOC is to be notified at least six months in advance of the proposed implementation.
2) Following UNC Board of Governors' approval, the signed agreement and all documentation that may be required by SACSCOC is submitted by the Office of Assessment and Accreditation to SACSCOC.
3) Provisions contained within the agreement cannot be implemented until written approval has been received by SACSCOC.

PROCEDURE FOR ESTABLISHING CERTIFICATE OR LICENSURE PROGRAMS
Applies to all modes of delivery: on-campus, online, or off-campus
Each mode of delivery requires a separate submission to UNC GA

Step 1: Preliminary Planning

☐ Submit proposal for initiating a certificate or licensure program to the Dean of College or School (for each mode of delivery offered, a separate submission indicating the mode of delivery is required by UNC General Administration).

☐ Contact Division of Continual Learning if online course development will be needed (315-7044).

☐ Submit *Academic Program Planning Questionnaire* to the Office of Assessment and Accreditation. Please note that certificate programs may require SACSCOC approval or notification.

☐ Contact the Graduate School at 334-5596 for information about Gainful Employment reporting requirements, a U. S Department of Education requirement to be able to offer financial aid for certificate programs.

Step 2: Authorization to Establish

☐ Complete Certificate or Licensure Program Proposal (Form J) for each mode of delivery that will be offered (on-campus, online, off-campus).

☐ Obtain signatures in the following order:
  1. Department Curriculum Committee, if applicable
  2. College or School Curriculum Committee
  3. Associate Dean for Academic and Student Affairs in the School of Education, if applicable
  4. Graduate Studies Committee (GSC)

☐ The Office of Assessment and Accreditation facilitates submission of request to UNC General Administration.

Step 3: SACSCOC Approval or Notification (Certificate Programs Only)

SACSCOC *approval* is required for the following circumstances:
▸ Offering 50% or more credit hours at a new off-campus location.
▸ Certificate is not derived from an already approved program and is significantly different from other approved programs.

SACSCOC *notification* prior to implementation is required for the following circumstances:
▸ Offering financial aid (Gainful Employment)
  http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html).
  ▸ Offering 25-49% of credit hours for certificate at a new off-campus location.

Please refer to *Advertising Guidelines for New Programs*.

PROCEDURE FOR OFFERING DEGREE PROGRAMS ONLINE
(50% or more of credits towards degree or concentration will be available online)

Step 1: Preliminary Planning
Please note: Online programs at the undergraduate level can only be offered as degree completion programs.

☐ Submit proposal for creating online version of an existing program to Dean of College or School (completely new degree programs also complete process to have program placed on General Administration's Academic Program Inventory (see *Process for Establishing a New Academic Degree Program*).

☐ Contact Division of Continual Learning if online course development is needed (315-7044).

☐ Submit *Academic Program Planning Questionnaire* to Office of Assessment and Accreditation

Step 2: Notification of Intent to Plan

☐ Complete *Notification of Intent to Plan a New Distance Learning Degree Program* (Appendix F).

☐ Obtain approval signatures in the following order:
  1.   Department Curriculum Committee (if applicable)
  2.   College or School Curriculum Committee
  3.   Associate Dean for Academic and Student Affairs in the School of Education, if applicable
  4.   Dean of College or School
  5.   Undergraduate Curriculum (UCC) or Graduate Studies Committee (GSC)

☐ Appendix F is posted for public viewing on UNC General Administration's Distance Learning Program Planning website for at least four weeks prior to submitting *Request for Authorization to Establish a New Distance Learning Degree Program* (Appendix G) http://www.northcarolina.edu/acadplan/appf_list.php

Step 3: Request for Authorization to Establish an Online Program

☐ Complete *Request for Authorization to Establish a New Distance Learning Degree Program* (Appendix G).

☐ Submit completed Appendix G to Director of Academic Resources (4-5494).

☐ Graduate programs: Submit Appendix G to Dean of The Graduate School.

☐ Obtain approval signatures in the following order:
  1.   Department Curriculum Committee (if applicable)
  2.   College or School Curriculum Committee
  3.   Associate Dean for Academic and Student Affairs in the School of Education, if applicable
  4.   Dean of College or School
  5.   Undergraduate Curriculum (UCC) or Graduate Studies Committee (GSC)

☐ Office of Assessment and Accreditation facilitates obtaining the Provost's authorization and submission of Appendix G to UNC General Administration.

SACSCOC
UNCG has been approved by the Commission on Colleges to offer online distance learning.

Please refer to *Advertising Guidelines for New Programs*.

PROCEDURES FOR OFFERING COURSES OR PROGRAMS AT OFF-CAMPUS SITES

Due to the complex reporting requirements for initiating and discontinuing off-campus programs and sites, as well as emergency notification issues, the Office of Assessment and Accreditation and the University Registrar's Office must be aware of all off-campus instruction. To simplify the process, there are two initial steps to follow for all off-campus activity.

Step 1: Contact the Office of Assessment and Accreditation for all off-campus course offerings. Individual guidance will be provided based on the following list of off-campus activity options.

Off-campus activity options
1. Offering any course at an off-campus site
2. Initiating new program at new site
3. Expanding a new program at an existing site
4. Relocating an existing program from one site to a new location within the same county
5. Relocating an existing program from one site to a new location, not in the same county
6. Discontinuing a program at an off-campus site
7. Discontinuing a program at an off-campus site that hosts multiple programs
8. Closing an off-campus site

Step 2: Include the complete off-campus address for the course section in Banner.

UNC General Administration and SACSCOC have reporting requirements that are triggered by percentages of credit hours offered at an off-campus location for any program (includes certificates). Off-campus locations offering 50% of credit hours for a program have to be listed on UNCG's Participation Agreement with the US Department of Education in order to be eligible to offer financial aid.

The percentages fall into three categories, based on the number of credit hours available at the off-campus location:
- 0-24% - no reporting required;
- 25-49% - notification required;
- 50-100% - approval required.

For example, offering four courses that are three credit hours each for a 30-hour master's program translates to 12/30 or 40% of credit hours offered for the master's degree. Certificate programs can reach their reporting threshold by offering just one course at an off-campus location in the instance of a 12-hour certificate ($3/12 = 25\%$). Notification or approvals are to occur before reaching the percentage of credit hours offered at an off-campus site.

PROCEDURE FOR DISCONTINUATIONS

Please note that UNCG's internal curriculum process for discontinuation ensures that the request is complete and appropriate. Depending on the type of program, external authorization from the UNC Board of Governors and approval by SACSCOC may be required. Any questions about the external approval process for the discontinuation of a program should be directed to the Office of Assessment and Accreditation.

Step 1:   Complete the applicable discontinuation document from the following choices:
a) Degree, Certificate, and Licensure Programs: Complete *Request for Discontinuation of a Program* (Form K)
b) Concentrations, Second Academic Concentrations, Second major Option, and Minors: Complete *Addition and Discontinuation of Concentrations, Second Major Option, and/or Minors* (Form F)
c) Off-campus or online programs and sites: Complete *Distance Education Degree Program Online or Site Discontinuation Form* (Appendix I)

Step 2:   Obtain approval signatures in the following order:
a) Department Head or Chair
b) Associate Dean for Academic and Student Affairs in the School of Education, if applicable (licensure programs)
c) Dean of College or School
d) Undergraduate Curriculum (UCC) or Graduate Studies Committee (GSC)

Step 3:   The Office of Assessment and Accreditation facilitates the process for any external authorization or approvals, as required.

UNC GENERAL ADMINISTRATION PROCESS FOR NEW DEGREES

Process for Planning and Establishment of New Baccalaureate Degree Program:

Appendix A – Request for Authorization to Plan a New Degree Program
Appendix C – Request for Authorization to Establish a New Degree Program

Appendix A Review	Appendix A submitted to GA *GA acknowledges receipt within 48 hrs.*	*Within four weeks*	GA responds with approval to move forward with request *or* GA responds with questions; campus replies *within four weeks*	GA approves and invites submission of Appendix C	Campus submits Appendix C *within four months*

Appendix C Review	Appendix C submitted to GA *GA acknowledges receipt within 48 hrs.*	*Within four weeks*	GA responds that proposal is complete *or* GA requests information; campus replies *within four weeks*	Completed Appendix C is posted to Academic Planning Website for *four weeks* for system-wide review and comments	GA reviews comments received	*Within two weeks*	GA is prepared to make recommendation to EPPP Committee *or* Campus notified of any remaining issues; campus replies *within four weeks*	GA makes recommendation to EPPP Committee

BOG Action	Upon GA recommendation degree program brought to next EPPP Committee meeting	Upon EPPP Committee approval degree program brought to next BOG meeting	BOG acts on EPPP Committee recommendation

☐

Process for Planning and Establishment of New Masters Degree Program:

Appendix A – Request for Authorization to Plan a New Degree Program
Appendix C – Request for Authorization to Establish a New Degree Program

Appendix A Review	Appendix A submitted to GA *GA acknowledges receipt within 48 hrs.*	*Within four weeks*	GA responds with approval to move forward with request *or* GA responds with questions; campus replies *within four weeks*	GA approves and invites submission of Appendix C	Campus submits Appendix C *within four months*

Appendix C Review	Appendix C submitted to GA *GA acknowledges receipt within 48 hrs.*	*Within four weeks*	GA responds that proposal is complete *or* GA requests information; campus replies *within four weeks*	Completed Appendix C is forwarded to the UNC Graduate Council for a *four-week* review period. Graduate Deans submit their campus comments to GA for information and consideration	GA reviews comments received	*Within two weeks*	GA is prepared to make recommendation to EPPP Committee *or* Campus notified of any remaining issues; campus replies *within four weeks*	GA makes recommendation to EPPP Committee

BOG Action	Upon GA recommendation degree program brought to next EPPP Committee meeting	Upon EPPP Committee approval degree program brought to next BOG meeting	BOG acts on EPPP Committee recommendation

UNC GENERAL ADMINISTRATION PROCESS FOR NEW DEGREES

Process for Planning and Establishment of New Doctoral Degree Program:

Appendix A – Request for Authorization to Plan a New Degree Program
Appendix C – Request for Authorization to Establish a New Degree Program

Appendix A Review	Appendix A submitted to GA GA acknowledges receipt within 48 hrs.	Within six weeks	GA responds that proposal is complete or GA requests information; campus replies within four weeks	Completed Appendix A is forwarded to the UNC Graduate Council for review and discussion/vote at the next quarterly Graduate Council meeting	Within two weeks	If Council vote is positive and key decision-making criteria are met, GA will authorize permission to plan new doctoral program or If Council vote is positive and key decision-making criteria are not clearly met, GA will forward recommendation to EPPP Committee for consideration and vote or If Council vote is negative, campus may revise and re-submit Appendix A; Campus re-submits within four weeks	GA/EPPP approves and invites submission of Appendix C	Campus submits Appendix C within four months

Appendix C Review	Appendix C submitted to GA GA acknowledges receipt within 48 hrs.	Within six weeks	GA responds that proposal is complete or GA requests information; campus replies within four weeks	Completed Appendix C is forwarded by GA to selected external reviewers	Within ten weeks	External reviews sent to campus / campus notified whether reviews will be sent to Graduate Council Subcommittee	Within two weeks Within four weeks	GA is prepared to make recommendation to EPPP Committee or If utilized, Graduate Council Subcommittee will respond to GA	GA makes recommendation to EPPP Committee

BOG Action	Upon GA recommendation degree program brought to next EPPP Committee meeting	Upon EPPP Committee approval degree program brought to next BOG meeting	BOG acts on EPPP Committee recommendation

APPENDIX A

UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO PLAN
A NEW DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity to follow do not guarantee that authorization to establish will be granted.

Date: _____

Constituent Institution:

_____

CIP Discipline Specialty Title:

_____

CIP Discipline Specialty Number: _____ Level: B _____ M _____ 1st Prof _____ D _____

Exact Title of the Proposed Program:

_____

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): _____

Does the proposed program constitute a substantive change as defined by SACS?   Yes _____ No _____

> The current SACS Substantive Change Policy Statement may be viewed at:
> *http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf*

If yes, please briefly explain.

Proposed date to establish degree: *Month* _____ *Year* _____

1. Describe the proposed new degree program. The description should include:

   a. a brief description of the program and a statement of educational objectives

   b. the relationship of the proposed new program to the institutional mission

   c. the relationship of the proposed new program to existing programs at the institution and to the institution's strategic plan

   d. special features or conditions that make the institution a desirable, unique, or cost-effective place to initiate such a degree program

2. Provide documentation of student demand and evidence of the proposed program's responsiveness to the needs of the region, state, or nation.

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[1]This Appendix A supersedes the preceding Appendix A entitled, "Notification of Intent to Plan a New Baccalaureate or Master's Program," adopted May 6, 2009.

3. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

4. Are there plans to offer all or a portion of this program to students off-campus or online? If so,

   a. Briefly describe these plans, including sites and method(s) of delivering   instruction.

   b. Indicate any similar programs being offered off-campus or online in North Carolina

      by other institutions (public or private).

   c. What is the estimated percentage of courses in the degree program that will be offered/available off-campus or online: _____

   d. Estimate the number of off-campus or online students that would be enrolled in the first   and fourth years of the program:

      First Year Full-Time _____ Part-Time _____

      Fourth Year Full-Time _____ Part-Time _____

Note: If a degree program has not been approved by the Board of Governors, its approval for alternative, online,
or distance delivery is conditioned upon BOG program approval. (400.1.1[R])

5. Estimate the total number of students that would be enrolled in the program during the <u>first</u> year of operation: *Full-Time _____ Part-Time _____*

   Estimate the total number of students that would be enrolled in the program during the <u>fourth</u> year of operation: *Full-Time _____ Part-Time _____*

6. Will the proposed program require development of any new courses: Yes _____ No_____
   If yes, briefly explain.

7. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, and state the source of the new funding and resources required.)

   a. New Faculty: Yes_____ No _____

   b. Additional Library Resources: Yes _____ No _____

   c. Additional Facilities and Equipment: Yes _____ No _____

   d. Additional Other Program Support: Yes _____ No _____
       (for example, additional administrative staff, new Master's program graduate student assistantships, etc.)

8. For graduate programs only:

   a. Does the campus plan to seek approval for a tuition differential or program specific fee for this new graduate program?   Yes _____ No _____

   b. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.

9.   For doctoral programs only:

   a.   Describe the research and scholarly infrastructure in place (including faculty) to support   the proposed program.

   b.   Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.

   c.   State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

10.   List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor _____   **Date**_____

APPENDIX C

UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO ESTABLISH
A NEW DEGREE PROGRAM

INSTRUCTIONS: *Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required. Please submit* one *hard copy and an electronic copy of the proposal to the Office of the Senior Vice President of Academic Affairs at UNC General Administration.*

Date: _____

Constituent Institution:
_____

CIP Discipline Specialty Title:
_____

CIP Discipline Specialty Number: _____ Level: B _____ M _____ 1st Prof _____ D _____

Exact Title of the Proposed Degree:
_____

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): _____

Does the proposed program constitute a substantive change as defined by SACS?   Yes _____ No _____

> The current SACS Substantive Change Policy Statement may be viewed at:
> *http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf*

If yes, please briefly explain.
Proposed date to establish degree program: *Month* _____ *Year* _____

Are there plans to offer all or a portion of this program to
students off-campus or online?   Yes _____ No _____

If yes, complete the form to be used to request establishment of a distance education program and submit it along with this request.

Note: If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery must wait until BOG program approval is received. (400.1.1[R], page 3)

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²This Appendix C supersedes the preceding Appendix C entitled, "Request for Authorization to Establish a New Degree Program," adopted May 6, 2009.

I.   DESCRIPTION OF THE PROGRAM

A.   Describe the proposed degree program (i.e., its nature, scope, and intended audience).

B.   List the educational objectives of the program.

C.   Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of:

1.   Courses

2.   Faculty

3.   Facilities, and

4.   Other resources

D.   Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have or will be taken to actively pursue those opportunities where appropriate and advantageous.

II.   JUSTIFICATION FOR THE PROGRAM - NARRATIVE STATEMENT

A.   Describe the proposed program as it relates to:

1.   Institutional mission

2.   Strategic plan

3.   Responsiveness to local, regional, or statewide needs

4.   Student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution

5.   Employment opportunities.   Document need for proposed degree recipients in the region, the state, or nationally

B.   Discuss potential program duplication, program competitiveness, and opportunities for collaboration in the delivery of the program

1.   Identify similar programs offered by public and private universities elsewhere in North Carolina. Indicate how the proposed new degree program differs from other programs like it within UNC. If the program duplicates other UNC programs, explain:

a.   Why the proposed program is necessary or justified, and

b.   How all or portions of the curriculum might be offered collaboratively with another UNC institution.

2.   If the program is a graduate or first professional degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

C.   Enrollment (baccalaureate programs should include only upper division majors, that is, juniors and seniors).

<u>Headcount enrollment</u>

Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

Institution: _____

Program Title: _____

	(year)	(year)	(year)	(year)
Enrollment				
Degrees-awarded				

Please indicate the anticipated first year and fourth year steady-state enrollment (head count) for the proposed program.

Year 1:   Full Time _____   Part-time _____   Total _____

Year 4:   Full-time _____   Part-time _____   Total _____

III.   PROGRAM REQUIREMENTS AND CURRICULUM

A.   Program Planning

1.   List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.
2.   List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

B.   Admission. List the following:

1.   Admissions requirements for proposed program (indicate minimum requirements and general requirements).
2.   Documents to be submitted for admission (listing or attach sample).

C.   Degree requirements. List the following:

1.   Total hours required. State requirements for Major, Minor, General Education, etc.
2.   Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

For graduate programs only, please also list the following:

3.   Proportion of courses open only to graduate students to be required in program
4.   Grades required
5.   Amount of transfer credit accepted
6.   Language and/or research requirements
7.   Any time limits for completion

D.   For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

IV.   FACULTY

A.   (For undergraduate and Master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. For Master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

B.   (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

C.   Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

D.   Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

V.   LIBRARY

A.   Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

B.   State how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

C.   Discuss the use of other institutional libraries.

VI.   FACILITIES AND EQUIPMENT

A.   Describe facilities available for the proposed program.

B.   Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

C.   Describe information technology and services available for the proposed program

D.   Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

VII.   ADMINISTRATION

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include organizational chart showing the "location" of the proposed new program.

VIII.   ACCREDITATION AND LICENSURE

A.   Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

B.   If the new degree program meets the SACS definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACS on time?

C.   If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam.

IX.   SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

X.   ADDITIONAL INFORMATION

Include any additional information deemed pertinent to the review of this new degree program proposal.

XI. BUDGET

Based upon your responses in previous sections, provide estimates of the <u>incremental</u> continuing and onetime costs required to implement the proposed program.

A. Estimates should be provided for the <u>first</u> and <u>fourth</u> years of the program in the following broad categories and be inclusive of applicable employee fringe benefit costs:

    1. New Faculty and Instructional Support Staff (including Library)

    2. New Non-Academic Administrative Support Positions

    3. Recurring Operational Expenses (e.g., supplies, materials, telephone, travel, insurance, library or software subscriptions, equipment maintenance, etc.)

    4. One-time expenses for facilities renovations or additions, equipment purchases, library materials, etc.

B. Based on the campus' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), will the campus:

    1. Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

    2. Require differential tuition supplements or program-specific fees? If so, please elaborate.

        a. State the amount of tuition differential or program-specific fees that will be requested.

        b. Describe specifically how the campus will spend the revenues generated.

        c. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

C. If additional enrollment increase funding or other state appropriations elaborated above are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Please elaborate.

XII. EVALUATION PLANS

All new degree program proposals must include an evaluation plan which includes:

A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).

C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

XIII. REPORTING REQUIREMENTS

Institutions will be expected to report on new program productivity as a part of the biennial low productivity program review process.

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____**Date:**_____

Appendix F
The University of North Carolina
Notification of Intent to Plan a New Distance Education Degree Program

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a distance education degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. This notification and planning activity to follow do not guarantee that authorization to establish will be granted.

Date:_____

Constituent Institution:
_____

CIP Discipline Specialty Title:
_____

CIP Discipline Specialty Number: _____ Level: B _____ M _____ I _____ D _____

Exact Title of the Proposed Program:
_____

Degree Abbreviation: _____ Proposed Date of Initiation: *month* _____*year* _____

Will this program be completely individual access (e.g., online, videocassette, etc.)? Y __ N_____

If "yes," primary mode of delivery:
_____

If "no," list proposed sites (use additional lines as needed):

(city)	*(county)*	*(state)*
(city)	*(county)*	*(state)*
(city)	*(county)*	*(state)*

If cohort-based, length of time to complete the sequence (e.g., 18 mos., 2 years):
_____

Substantive change must be reported to the Commission on Colleges of SACS using either the Procedure 1 (report and approval) or Procedure 2 (report) protocol. Which one will apply may depend on the current programs already approved by the Commission on Colleges for the campus.

Site-based (where instructor is present):
Is the institution initiating instruction where student may earn more than 25% and less 50% of credits toward a degree at an off-campus site? (Procedure 2) Yes _____ No _____

Is the institution initiating an (additional) off-campus site at which students may earn 50% or more of an educational program? (Procedure 1) Yes ____ No _____

Is the institution adding significantly different degree programs at a currently approved site?

(Procedure 2) Yes _____ No _____

Distance learning (where instructor and student are geographically separated):
Is the institution offering its first credit courses via technology-based instruction by which students can obtain at least 25% of credits toward a degree program? (Procedure 2) Yes _____ No _____

Is the institution expanding a previously reported program from less than 50% of credits to 50% or more of a degree program? (Procedure 2) Yes _____ No _____

Is the institution adding a significantly different program from previously reported programs offered via technology-based instruction? (Procedure 2) Yes   No _____

If this action constitutes a substantive change, by what date should SACS be notified? _____

1.   Briefly describe the proposed program and intended audience.

2.   Describe the proposed instructional delivery systems (e.g., on-site instruction, interactive video, Internet, etc., including combinations of these).

3.   Describe need for the program (referencing results of surveys or special studies). If site- based, is any other institution (public or private) offering a similar program in the location(s)? If online, are any other UNC institutions offering a similar online program?

4.   Briefly describe the arrangements for facilities for off-campus programs.

5.   Projected total annual enrollment: Years 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Name, title, telephone, and e-mail of contact person to respond to questions:

_____

This intent to plan a new distance education degree program (or program site) has been reviewed and approved by the appropriate campus committees and authorities.

Chief Academic Officer**:** _____

Appendix G
The University of North Carolina

Request for Authorization to Establish a New Distance Education Degree Program or Site
(Through which 50% or more of a Degree Program is Provided)

INSTRUCTIONS: Fill in the appropriate blanks and expand the electronic version of this form as required to include other more extensive information. Please submit <u>three</u> copies of the proposal to General Administration. As of January 1, 2010 submission of proposals will be electronic.

Date:_____

CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number: _____ Level: B_____ M_____ I_____ D _____

Exact Title of the Proposed Program:
_____

Degree Abbreviation:_____ Proposed Date of Initiation: *month* _____ *year* _____

Will this program be completely individual access (*e.g.*, online, videocassette)? Yes _____ No_____

If "yes," primary mode of delivery: _____

If "no," list proposed sites (use additional lines as needed):

(1)_____   _____   _____
(city)   *(state)*   *(county)*

_____
(street address)

(2)_____   _____   _____
(city)   *(state)*   *(county)*

_____
(street address)

If cohort-based, length of time to complete the program (e.g., 18 mos., 2 years) _____

List any other UNC institutions that offer similar programs in the same location (if requesting a site-based program) or a similar program online or by individual access (if requesting an individual access program):

For the following question, please consult *"Guidelines for Alternative, Online, or Distance Education Delivery of approved Degree Programs" from the UNC Policy Manual available on the UNC GA Academic Planning website.*

Which SACS COC substantive change procedure applies? (SACS policy on substantive change: http://www.sacscoc.org/pdf/081705/Substantive%20change%20policy.pdf)

One ____ (prior authorization from SAC; both Appendix F and G should be submitted to COC of SACS by the institution, if applicable)

Two ____ (prior notification to SACS; Appendix F should be submitted to COC of SACS by the institution, if applicable)

Based on the SACS policy on substantive change, by what date should the campus be notified by UNC-GA of authorization to establish? _____

The following items conform to the information required for SACS Substantive Change Procedure One.

1.   Abstract (limit to one page or less)

     Describe the proposed change; its location; initial date of implementation; projected number of students; description of primary target audience; projected life of the program (single cohort [indicate number of years] or ongoing; and instructional delivery methods.

2.   Background information
     Provide a clear statement of the nature and purpose of the change in the context of the institution's mission, goals, and strategic plan; evidence of the legal authority for the change *(to be provided by UNC General Administration in authorization letter)*.

3.   Assessment of need and program planning/approval
     Discuss the rationale for the change, including intended audience and an assessment of need (*include results of surveys or special studies)*, evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.

Provide projected annual headcount enrollment:
          Individual access: Years 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
          Site 1:   Years 1_____2_____3_____4_____5_____
          Site 2:   Years 1_____2_____3_____4_____5_____

Projected total SCHs (all sites):

Year 1	Student Credit Hours		
Program Category	**UG**	**Master's**	**Doctoral**
Category I			
Category II			
Category III			
Category IV			

Year 2	Student Credit Hours		
Program Category	**UG**	**Master's**	**Doctoral**
Category I			
Category II			
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	**UG**	**Master's**	**Doctoral**
Category I			
Category II			
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	**UG**	**Master's**	**Doctoral**
Category I			
Category II			
Category III			
Category IV			

4.   Description of the substantive change (as required by SACS) Discuss the rationale
     Provide a description of the proposed change, including description of the proposed program, specific outcomes and learning objectives and curriculum and schedule of proposed course offering.

Describe and provide rationale for any differences in admission, curriculum, or graduation requirements for students enrolled online or at the new site(s), or any special arrangements for grading, transcripts, or transfer policies.

Describe administrative oversight to ensure the quality of the program or services to be offered.

5.   Faculty and support staff

Please Provide:
Number of faculty expected to deliver instruction:
full-time faculty _____ part-time faculty _____

A complete roster (using the SACS "Roster of Instructional Staff" form) of those faculty employed to teach in the program, including a description of those faculty members' academic qualifications and course load in the   proposed program, as well as course work taught in other programs currently offered;

Evidence that adequate number of faculty members are assigned to support the program;

Impact of the initiative on faculty workload; and

Number and responsibilities of support staff (e.g., program coordinator).

Describe means by which the institution will provide support services for students enrolled at the site(s) or online (e.g., admissions, skills assessment, course registration, academic advising, counseling, etc.).

6.   Library and learning resources

Describe library and information resources to support the program, including staffing and services in place to support the initiative.

Describe cooperative agreements with other institutions and include a copy of such agreements in the appendix.

Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty.

7.   Physical resources

Describe physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.

For off-campus facilities

Name of the agency or organization that is providing the space.

Rental, lease, or other arrangements involved in obtaining use of this space including rates.

Describe any agreements or understandings with the organization providing the space.

8.   Financial support

Describe financial resources to support the change, including the budget for the first year of the proposed program. Include projected revenues (including tuition and fees receipts, state appropriations based on projected SCHs, grants, etc.) and expenditures, as well as amount of resources going to institutions or organizations for contractual or support services.

Student credit hours (SCHs) delivered to non-North Carolina residents receiving instruction outside the boundaries of North Carolina are not eligible for State-provided enrollment funding and these SCHs should not be reported on the funding matrix. The institution must set the rate charged for these SCHs at a level sufficient to

cover the cost of instruction, which should be at least double the official in-state tuition rate. Indicate the average number of SCHs per semester that will be delivered to non-NC residents receiving instruction outside the boundaries of NC and the tuition that will be charged per-SCH for this instruction:

SCHs per semester delivered to non-NC residents receiving the instruction outside of NC boundaries:_____

Per-SCH charge, tuition and fees, for this out-of-state instruction to non-NC residents:_____

If a site-based degree program is to be offered out of state, a more detailed justification is required. Please provide the rationale for offer the program out-of-state and the how resources will be secured to support the program, and indicate whether any State-supported resources will be used in the program.

9.   Evaluation and assessment

Describe the means used by the institution to monitor and ensure the quality of the degree program and off- campus site(s).

Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations.

In accordance with accreditation requirements, the institution will ensure that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

10.   Attachments

Attachments may include items such as (1) vitae of key faculty; (2) selected letters of support; (3) copies of library and other cooperative agreements, etc.

Name, title, telephone, and e-mail of contact person to respond to questions:

_____

This request to establish a new distance education degree program (or program site) has been reviewed and approved by the appropriate campus committees and authorities.

Chief Academic Officer _____

Appendix I

The University of North Carolina

Distance Education Degree Program Online or Site Discontinuation Form

Date:_____

Constituent Institution:

_____

CIP Discipline Specialty Title:

_____

CIP Discipline Specialty Number: _____ Level: B _____ M _____ I _____ D _____

Title of Authorized Program: _____ Degree Abbreviation:_____

Date of Authorization: month _____ year_____ Date of Initiation: month _____ year _____

Date of Proposed Discontinuation: month _____ year _____

Is this program (or any course sections of the program) offered through individual access (e.g., online, videocassette)?   Y_____N _____

If "yes," primary mode of delivery:

_____

List all site-based locations originally authorized. Add lines as needed:

(1)

_____
(city)   *(county)*   *(state)*
(2)

_____
(city)   *(county)*   *(state)*
(3)

_____
(city)   *(county)*   *(state)*

Is the entire authorized distance education degree program to be discontinued at the date given above?

Yes _____ No _____

If "no," indicate below those portions of the program that are to be discontinued:

Individual or online access portion of the program: Yes _____ Not Applicable _____

Site-based locations to be discontinued: Yes _____ Not Applicable _____

Sites to be discontinued:

(1)

_____
   (city)   *(county)*   *(state)*

(2)

_____
   (city)   *(county)*   *(state)*

(3)

_____
   (city)   *(county)*   *(state)*

Consequences of Discontinuation

How many faculty members will be reassigned?

How many staff will be reassigned?

How many EPA non-faculty will be reassigned?

How many faculty, staff, or EPA non-faculty will be discontinued?

Amount of funds reallocated for each discontinuation.

Amount of funds reduced for each discontinuation.

Name, title, telephone, and e-mail of contact person for this notification of discontinuation:

_____

Chief Academic Officer_____

ONLINE PROGRAM OR SITE DISCONTINUATION
TEACH-OUT PLAN

Title of Authorized Program: _____

Effective closure date (UNC General Administration approval / no new students admitted*): _____

Briefly explain why the program is being discontinued:

An explanation of how affected parties (students, faculty, staff) were / will be informed of the closure:

An explanation of how students were / will be counseled on completing their programs of study with minimal disruption:

Describe any additional costs to students and how students were notified about them:

Describe how faculty and staff were / will be redeployed or helped to find new employment:

Include signed copies of teach-out agreements with other institutions, if applicable.

The program cannot be discontinued until UNCG receives a letter from SACSCOC approving the Teach-Out Plan.

EXTERNAL APPROVAL PROCESS

The University of North Carolina at Greensboro will follow all external notification or approval requirements set forth in the *UNC Policy Manual* and the *SACSCOC Substantive Change Policy* before implementing new programs or substantive changes.

http://www.northcarolina.edu/policy/index.php?tag=400.1.12[R]
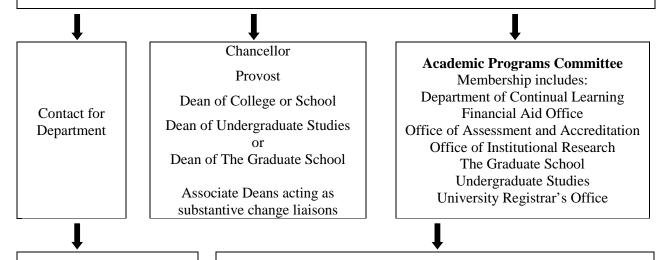http://www.sacscoc.org/SubstantiveChange.asp

---

The Office of Assessment and Accreditation will:
Facilitate all external reporting requirements for UNC GA and SACSCOC.
Maintain correspondence record and track all external reporting activities.
Notifies International Programs for all approved off-campus sites.
Distributes all relevant correspondence to and from UNC GA and SACSCOC as follows:

Contact for Department

Chancellor

Provost

Dean of College or School

Dean of Undergraduate Studies
or
Dean of The Graduate School

Associate Deans acting as substantive change liaisons

Academic Programs Committee
Membership includes:
Department of Continual Learning
Financial Aid Office
Office of Assessment and Accreditation
Office of Institutional Research
The Graduate School
Undergraduate Studies
University Registrar's Office

Department will:
Submit related course proposals and routine change requests through curriculum approved channels.
Contact Division of Continual Learning (DCL), for instructions on scheduling DL courses, if applicable.
Follow *Advertising Guidelines for New Programs.*

University Registrar's Office following all external approvals will:
Add information to *The Undergraduate Bulletin,* if applicable.
Modify SCT Banner Curriculum for all programs.
Direct any necessary changes to current student and applicant records.
Notify Academic Programs Committee (includes DCL, FAO, US, GRS) of any new AOS codes.

The Graduate School following all external approvals will:
Add information to *Graduate Bulletin*, if applicable.
Update graduation audit.
Request any new AOS codes from URO.

Financial Aid Office will:
Submit Revised Program Participation Agreement for Title IV Eligibility following all external approvals.
Follow up on requests from the U.S. Department of Education.

III. FORMS AND INSTRUCTIONS

Which form should you use?

o New or Amended Course Proposal **(Form A)**
o Course/Program Consultation **(Form B)**
o Routine Course Change Request **(Form D)**
o Experimental Course Proposal (**Form E)**
o Addition or Discontinuation of Concentrations, Second Major Option, and/or Minors **(Form F)**
o Program Revision **(Form G)**
o Request for General Education Program category and marker designation **(General Education Form)**
o Request for Writing Intensive (WI) Marker **(Communication Across the Curriculum Form)**
o Request for Speaking Intensive (SI) Marker **(Communication Across the Curriculum Form)**
o Request for Service-Learning Course Designation**(Form H)**
o Special Curriculum Option (Plan II) (**Form I)**
o Certificate or Licensure Program Proposal **(Form J)**
o Request for Discontinuation of a Program **(Form K)**
o Request for Title Change or CIP (Classification of Instructional Program) Code of an Existing Degree Program **(Form L)**
o Request for Moratorium of a Program (**Form M**)
o Request for Contractual Agreement (**Form N**)

UNC GA Forms (See Section II. Procedures that Require External Notification or Approval)

o Request for Authorization to Plan a new Degree Program (**Appendix A**)
o Request for Authorization to Establish a New Degree Program (**Appendix C**)
o Notification of Intent to Plan a new Distance Education Degree Program (**Appendix F**)
o Request for Authorization to Establish a New Distance Education Degree Program of Site Through which 50% or more of a Degree Program is Provided (**Appendix G**)
o Distance Education Degree Program Online or Site Discontinuation Form **(Appendix I)** Also required, Online Program or Site Discontinuation Teach-out Plan

Course Prefix and Number _____

Department_____

CIP Code_____

FORM A
NEW OR AMENDED COURSE PROPOSAL

Consult the *Curriculum Guide* for Instructions.

( ) 1. Course identification:

    a. Course prefix, number, title   _____

    b. ____New course (**Consult Registrar's Office for available number)** ____Amended course

    c. All Possible Course Types   _____

( ) 2. Rationale for the course or course amendment (*Provide a complete explanation for the requested change, including how this change supports the mission of the unit and/or the University.*)

( ) 3. Specify grading method: letter grade _____   or satisfactory/unsatisfactory _____

( ) 4. Can course be repeated for credit? Yes ___No___   if yes, indicate specifics, including number of hours for which a course can be repeated: _____

( ) 5. Specify Credit (must match credit on Course Syllabus, Credit Structure Guide):

( ) 6. Prerequisites (use specific course numbers): _____

( ) 7. Corequisites (use specific course numbers): _____

( ) 8. Registration Restrictions (e.g., major/concentration/minor; classification; level; campus; college): _____

( ) 9. Bulletin description (not to exceed 30 words):

( ) 10. Mode of Delivery: Face to Face on campus___   Face to Face off campus site ___

    Interactive Real Time   Video___   online internet (synchronous or asynchronous)____

    Storage Device or Non-Web Media _____   (See complete list of course types on p. 6)

( ) 11. Is this course intended to be part of an online program? If so, what is the name of the program?

( ) 12. Will this course be taught at an off-campus location? If so, what is the complete address of the location (number, street, city, county, state)? _____

( ) 13. Requested date for first offering of the course:

( ) 14. Attach Course Consultations, Form B, for other departments consulted

( ) 15. Will this course satisfy requirements for any teacher education program? _____Yes _____No

    If yes, refer to the Associate Dean for Student Services and Academic Affairs in the School of Education.

( ) 16. Course Syllabus. **Please use the appropriate course syllabus format in the *Curriculum Guide***

( ) 17. Differentiation of requirements for undergraduate and graduate students-**500-level courses only.**

( ) 18. General Education-**NEW UNDERGRADUATE COURSE ONLY**: Are you requesting a General
    Education Core or Marker designation? Yes__No___**if so, attach the General Education Form
  or the Communication Across the Curriculum Form**. IF YOU WISH TO APPLY FOR A
  GEC CORE OR MARKER DESIGNATION FOR AN ALREADY-EXISTING COURSE, DO NOT USE
  THIS FORM See General Education Form.

*http://www.northcarolina.edu/ira/ir/analytics/enrdeg.htm

*http://nces.ed.gov/ipeds/cipcode/crosswalk.aspx?y=55

_____

Attach completed Signature Sheet for Curricular Requests

Please circle the Applicable Form or Appendix Letter

UNCG Curricular Requests (UNCG Forms A, F, G, J, N) Request to Plan and Establish New Programs and New Distance Education Programs

(UNC General Administration Appendices A, C, F, G)
See separate signature sheets for General Education requests and Forms B, D, E, H, I, K, L, M, Curricular requests will not be considered without the appropriate signed signature sheet

Program Name: _____**OR**

Course Prefix, Number, Title: _____

1. _____ _____ _____ _____
   Date   Contact Person   Email Address   Telephone number

2. _____ _____
   Date   Dean of Academic Unit: please sign & print name

3. _____ _____
   Date   Chair, Department Curriculum Committee (if applicable) or Department Head

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

5. _____ _____
   Date   Associate Dean for Academic and Student Affairs in the School of Education
                          (if applicable for teacher licensure)

APPROVAL BY GSC OR UCC
The requested action has been approved through UNCG's internal curricular processes. The academic program is found to be within the scope of the mission of The University of North Carolina at Greensboro.

_____   _____
DATE APPROVED   **Chair, Graduate Studies Committee**

_____   _____
DATE APPROVED   **Chair, Undergraduate Curriculum Committee**

UNCG: UCC/GSC: - Revised 2013

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

To submit a ***new or amended course proposal***, complete Form A and submit electronically as a word document, including original signature page to GSC(gsc@uncg.edu) (500-700 level) and/or to UCC (underged@uncg.edu) (100-500 level). If you plan to request General Education markers or a GEC category designation you should attach the General Education Form or communication Across the Curriculum Form when you submit the proposal to the Office of Undergraduate Studies. Provide the following information for each item below in the space provided. Proposals with incomplete information or missing signatures will be returned.

Note that all new or amended courses must be approved by Schools/College Curriculum Committee/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 Schools/College Curriculum Committee/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, except for General Education recertification review for existing courses.
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. Course Identification:
a) *Course Prefix and Number*: Course levels reviewed by the UCC are 100, 200, 300, 400, and 500. Courses at the 500-level are reviewed first by the GSC, then by the UCC. Courses at the 600-level and above are reviewed only by the GSC. Courses at the 500 level can be taken by both undergraduates and graduates and may not be restricted to either. 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 Schools/College curriculum committee/UCC or GSC.
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) *Course Type:* Please refer to the list in the *Curriculum Guide* or contact the Registrar's Office.
2. Rationale: 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. Grading Method: Specify letter grade or satisfactory/unsatisfactory or pass/not pass.
4. Repeat for Credit: **Specify a limit to the number of hours for which a course can be repeated**. 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. Specify Credit: See "Course Credit Structure Guide" in this Guide.
List semester hours credit, lecture or seminar contact hours and/or lab or studio hours.

6. /7. Prerequisites/Corequisites: State clearly, with appropriate sequence indicated (i.e., give specific course numbers; indicate "permission of instructor" if this is the only way a student can enroll in the course). If you are requesting separate prerequisites and corequisites for this course, please clearly differentiate. If a course can serve as either, list "prerequisite or corequisite," but note that Banner can check for only one (prerequisite is preferable).

8. Registration Restriction: Use this item to indicate when certain populations are to be included or excluded from enrollment. Banner-enforced categories for restrictions include: major, concentration, minor, student classification, student level, degree, program, campus, college, student attribute, and student cohort.

9. Course Description: The Bulletin 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.

10. Options for Mode of Delivery: (a) face-to-face on campus, (b) face-to-face off campus site, (c) online Internet (synchronous or asynchronous), (d) videoconferencing

11. Self –explanatory

12. Self – explanatory

13. Self - explanatory

14. Consultations: See Form B, UNCG Course Consultation 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.

15. Teacher Education Program: See "Teacher Education Courses."

16. 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 Associate Dean in the School of Education. 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. For General Education Courses, be sure that the syllabus, clearly and in sufficient detail to evaluate its content, shows how the course learning goals, methods of evaluation, and -- most importantly -- student assignments advance achievement of the broad General Education Learning Goals and the GEC Student Learning Outcomes identified for your category or marker as described in the Curriculum Guide. Be sure that graded student work engages all the GEC/Marker Student Learning Outcomes, that the bulk of student work is devoted to General Education, and that the course as a whole matches the general description and expectations given for your category or marker.

17. 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: **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

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. There are some circumstances under which individuals who participate in "for-profit" private sector internships or training programs may do so without compensation.   This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program. The following criteria must be applied when making this determination:

- The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;

  - The internship experience is for the benefit of the intern;

  - The intern does not displace regular employees, but works under close supervision of existing staff;

- The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;

  - The intern is not necessarily entitled to a job at the conclusion of the internship; and

- The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

  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. <u>Specific</u> <u>grading</u> <u>method:</u> 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?

5. <u>Specify</u> <u>credit:</u> 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.

9. <u>Course</u> <u>description:</u> For the student's information, include information about the campus component (seminar, meetings with faculty coordinator).

15. <u>Course</u> <u>syllabus:</u> Follow the topics of the standard syllabus 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

FORM B COURSE/PROGRAM CONSULTATION
May be used for consultation regarding a new course, degree, major, minor, concentration or certificate

To:_____Date:_____

From:_____

Course Prefix/Number/Title:_____Credit: OR_____
Program Title:_____

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

Have **no reservations**.

Have **the following reservations/suggestions**:

Name, Title, Department of person completing this form (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 or program. 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 2009

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

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 Bulletin proofs 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.

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 a current or creating a new course prefix used by a program or department. Consult
    Office of the Registrar for appropriate prefix.
• Adding, revising, or deleting a repeat-for-credit notation (indicate specific number of hours for which
    a course can be repeated)
• 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, deleting or adding a course prerequisite or corequisite
• Revising a course description (not to exceed 30 words)
• Frequency of offering (semester in which course is offered)
• Deleting a course from the UNCG curriculum (*To remove a course from a 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 or Communication Across the Curriculum committee.)
• Changing the grading method of a course (e.g. from P/NP to letter grade)
• Cross-listing courses (*Signatures from all departments are required.*) Cross-listed courses are
    identical in every detail except for course prefix and possible course number.
• Declaring course equivalencies. (*These courses are not cross-listed with each other and students*
    should not receive credit for both.)
• Separating course lecture and lab into two separate courses.

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

• *Change of CIP code
• Raising or lowering course semester credit hours
• Changing a course number two or more levels
• Substantial changes in course description
• Revising Student Learning Outcomes in ways that change the purpose or substance of the course.
    General Education courses undergoing recertification do not require submission of Form D to UCC.

Describe in detail below the routine changes you are requesting. Put "NA" if not applicable.
( ) 1. Course number and title for all courses that are to be revised
( ) 2. Type(s) of change(s) requested (change of course number; change of prerequisite; etc.)
( ) 3. Current course information
( ) 4. Requested change(s) to course information
( ) 5. Exact Bulletin text for course (text that will appear in Bulletin)
( ) 6. Rationale (*Provide a complete explanation for the requested change, including how this change supports the mission of the unit and/or the University.)*

Course Prefix, Number and Title: _____

Submitted by: _____ Email:_____ Phone: _____

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

PLEASE NOTE: Curriculum revisions to degree programs require submission of a Form (G) Program Revision found in this Guide. New concentrations for existing majors or new minors and requests for second academic concentrations require submission of a Form (F) Addition or Discontinuation of Concentrations, Second Major Option and/or Minors.

*http://www.northcarolina.edu/ira/ir/analytics/enrdeg.htm

*http://nces.ed.gov/ipeds/cipcode/crosswalk.aspx?y=55

FORM E
UNCG EXPERIMENTAL COURSE PROPOSAL

Experimental courses are regular academic credit courses offered through established academic programs to UNCG students. Please use a separate form for each experimental course proposal.

• Undergraduate level courses may use any number from 100 to 499 not currently in use (please contact Registrar's Office for available course numbers). An Experimental Course can neither carry General Education Category Core nor Marker Credit nor be listed as a major or minor requirement.
Routine change requests for 500-level courses will be forwarded to the UCC after review by the GSC. Undergraduate experimental courses may be offered ONLY ONCE without further consultation and approval.
Department/School may offer no more than three undergraduate experimental courses per semester.

• Graduate level courses must use 589 for courses open to both undergraduates and graduates and 711 for courses open to graduate students only. Graduate experimental courses require approval of the Curriculum Subcommittee Chair. Departments may offer no more than two graduate experimental courses per semester. When using the same number, courses should be numbered 589A and 589B or 711A and 711B.

•••

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

Department: _____ *CIP code: _____ Date: _____

Semester/Year of Course Offering: Fall_____ Spring_____ Summer_____

Department Head: _____ Date: _____

College/School Dean: _____ Date: _____

GSC Curriculum Subcommittee Chair: _____ Date: _____

UCC Chair: _____ Date: _____

•••

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

Course Title:_____

Grading Format: S/U   Letter Grades

Course Prerequisites: _____

Course Description: (Limit to 30 words or fewer)

Mode of Delivery: Face to Face on campus___   Face to Face off campus site ___

Interactive Real Time Video___   online internet (synchronous or asynchronous____

Storage Device or Non-Web Media _____   (See complete list of course types on p. 6)

Please answer the following questions and attach a course syllabus

Has this course been offered in a previous semester (i.e., with the same course number, title, credit hours, prerequisites and/or 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? _____

If requesting a 589 course, please address the differentiation of requirements for undergraduate and graduate students. The syllabus should also demonstrate separate learning outcomes for each, including evaluation and grading.

Contact Person: _____   E-mail:_____   Phone: _____

*http://www.northcarolina.edu/ira/ir/analytics/enrdeg.htm
*http://nces.ed.gov/ipeds/cipcode/crosswalk.aspx?y=55

FORM F
ADDITION or DISCONTINUATION OF CONCENTRATIONS, SECOND MAJOR OPTION,
AND/OR MINORS

   A concentration is a formalized curricular sequence approved by the UCC or GSC to achieve a specific goal *within* a major.
   A second academic concentration is a requirement for undergraduate programs that lead to teaching licensure.
   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.

A.   Concentration/SAC Title: _____Or

      Minor Title: _____ _____

      _____

B.   Applicable Major: _____

            • Has major been approved for online delivery? _____Yes   _____No

C.   Department: _____

D.   *CIP Code: _____

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

( ) 1.   Requested action (new, discontinuation, change in mode of delivery); changes to specific courses must
          be submitted on separate Routine Change Form: _____

If the requested action is new, submit the following information:

( ) 2.   Rationale (Provide a complete explanation for the requested change, including how this change
          supports the mission of the unit and/or the University.):
( ) 3.   Student learning outcomes (SLOs): _____
( ) 4.   For whom planned:_____
( ) 5.   Program description: _____
( ) 6.   Mode of Delivery: _____
( ) 6.   Requirements:_____
( ) 7.   Number of hours: _____
( ) 8.   Bulletin text (include complete concentration/minor requirements as they are to be published in
            Bulletin):

( ) 9.   Implementation date: _____
( ) 10.   Consultation with other departments (attach Form B Course/Program Consultation)

If the requested action is a discontinuation, submit the following information:

( ) 2.   Does the discontinuation of the concentration/second major/minor involve the discontinuation of an off-site location or online delivery? Provide complete address (number, street, city, county, state) if off-site location:

( ) 3.   Explain why the concentration/second major/minor is being discontinued.

( ) 4.   Explain how affected parties (students, faculty, and staff) will be informed of the closure.

( ) 5.   Describe steps to be taken to allow students enrolled (current, incoming, and 2+ if applicable) in the program to complete their course of study.

( ) 6.   Describe any additional costs to students and how students will be notified about them.

( ) 7.   Describe how faculty and staff will be redeployed or helped to find new employment.

( ) 8.   Term of proposed discontinuation: _____

The CIP code approved by UNC General Administration can be found at the following website:
http://www.northcarolina.edu/ira/ir/analytics/enrdeg.htm

Attach completed Signature Sheet for Curricular Requests

PROGRAM REVISION

This form should be used to request the following types of undergraduate or graduate degree or certificate curriculum revisions:

• Revising the name of a concentration or minor
• Revising the admission criteria for a major/minor/concentration
• Revising the criteria for progression in a major/minor/concentration
• Revising the graduation requirements for a major/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/certificates
• 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

Please note: Use Form D Routine Course Change Request for revisions to existing courses (course number, credit, titles, descriptions, prerequisites, deletions, etc.); use Form F Concentrations, Second Major Option, and/or Minors Guidelines for new concentrations or minors within existing majors.

_____

REQUEST FOR UNDERGRADUATE/GRADUATE PROGRAM REVISION

Department/Program:_____   *CIP code:_____

Submitted by: _____

Complete the following and indicate "NA" if not applicable.

( ) 1. Current title of major/program/concentration/minor: _____

( ) 2. Effective date of revision: _____

( ) 3. Rationale for revision (Provide a complete explanation for the requested change, including how this change supports the mission of the unit and/or the University. Additionally, please include rationale for certificate length if changing number of credit hours, including references to external professional standards, accreditation requirements, etc.)

( ) 4. New name of concentration/minor: _____

( ) 5. Number of hours required for degree or certificate program (Specify current as well as new requirements, include rationale if hour requirements are being revised, and indicate if the change in credit hours is $\geq 25\%$):

( ) 6. Student Learning Outcomes for the program:

( ) 7. New or revised admission, progression, or GPA requirements:

( ) 8. Courses to be added to and/or deleted from major or related area requirements, or from concentrations/minors (List all required courses)

( ) 9.	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) OR submit Form B Course/Program Consultation.

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

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

( )12.	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 the previous fall because…")*. Retroactive revisions that may not be approved include increasing the overall required hours for a degree and adding new courses to major and/or related area requirements. In this case, departments may choose to substitute new courses for courses that are no longer offered, providing the student has sufficient time to complete them without extending length of time toward degree completion.

The CIP code approved by UNC General Administration can be found at the following website:
	http://www.northcarolina.edu/ira/ir/analytics/enrdeg.htm

	Attach completed Signature Sheet for Curricular Requests

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. New courses requesting SVL designation must first be approved by the UCC or GSC. Applications for existing courses may be sent directly by e-mail to Kristin Moretto, Ph.D., Assistant Director for Service-Learning, at knmorett@uncg.edu

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
5) opportunities for student leadership development

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).

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
(Please 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: _____
                                   signature   *name - printed*

College/School Dean: _____   _____Date: _____
                                      signature   *name - printed*

Send to the Office of Leadership and Service-Learning, 217 EUC

II.   Service-Learning Designation Committee

Comments:

Chair Service-Learning Committee:_____

Date approved: _____

SERVICE-LEARNING COURSE GUIDELINES

Service-Learning Course Proposal Review Process
To receive a service-learning designation, a student's work outside the classroom at a designated site should meet the following service hour requirements:
- 8 hours per semester for a 1 credit course
- 15-16 hours per semester for a 2 credit course
- 20-25 hours per semester for a 3 credit course

Steps to receive approval for Service-Learning (SVL) Course Designation: (Form H.)
1. Develop syllabus and complete Form H. Please visit the OLSL website (http://olsl.uncg.edu/) or make an appointment to speak with Kristin Moretto, Ph.D., Assistant Director for Service-Learning (256-1085, knmorett@uncg.edu), if you would like assistance or additional resources to prepare your service- learning course.

2. Submit a proposal to the proposing faculty member's Department Chair/Head.

3. 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 knmorett@uncg.edu and **The Service-Learning Approval Form.** Because the Service-Learning Approval Form requires the signature of the Department Head/Chair and the Dean of the College or School, you must send it **by campus mail** to the Office of Leadership and Service-Learning, 217 EUC. 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 materials.

   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 five requests under category II).
   c) complete checklist for service-learning criteria (category III).
   d) attach a copy of the syllabus.

4. From the OLSL, a complete submission will be sent by e-mail to the SVL Course Approval Committee Chair, who will forward the proposal to members of the SVL Committee.
   a) The course will be approved or the instructor will be asked to incorporate changes necessary to meet the standards for UNCG service-learning curricula. If the syllabus requires changes or additions, detailed feedback will be provided by the committee to the faculty member to ensure future course approval.

5. 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. OLSL will notify the Registrar's Office of approved courses.

6. New courses requesting SVL designation must also be approved by the UCC or GSC. Existing courses may be sent directly to the Service-Learning Committee for review.

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

Timetable
Developing a program is a time-consuming process, often taking at least 6 months from initial intent to final approval. Students must file a Statement of Intent to pursue Plan II with the Director of the Students First Office prior to registering for their last 45 hours.

Procedures
Step one: Consult with the Director of the Students First Office, 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 transcript attached to the Statement. All documents should be filed with the Students First Office, 061 McIver Building.

Step two: In consultation with the Director of the Students First Office, 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: In consultation with your faculty advisor and the Director of the Students First Office, select another appropriate member of the faculty to serve on the committee.

Step four: With your committee (the faculty members and the Director of the Students First Office), develop an initial proposal and drafted Graduation Plan. Use the *Plan II Proposal Format* to develop the proposal. Have all committee members sign your proposal.

Step five: Your faculty advisor will send the proposal to the Director of the Students First Office for a final review of courses and requirements. Following verification of courses and requirements, the proposal is forwarded to the Dean of Undergraduate Studies, who places the proposal on the agenda of the Undergraduate Curriculum Committee (UCC) for final 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 the Dean of Undergraduate Studies and the Students First Office.

Summary
Initial proposal developed and approved by student, faculty advisor, additional faculty committee member, Director of the Students First Office, and the Dean of Undergraduate Studies.

Final proposal approved by the Undergraduate Curriculum Committee (UCC).

Appeals
If your proposal is rejected by the UCC, the Director of the Students First Office will consult with your committee regarding the reasons for rejection. If the concerns/recommendations raised by the UCC cannot be addressed, the faculty advisor may consult the UCC Chair, who will appoint 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.

If concerns/recommendations made by the UCC are addressed, UCC approval is granted formally by the signature of the Chair of the UCC.

Modifications
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 the Students First Office. 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 (e.g. BA, BS, BFA, etc): _____

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:

- My program must meet a minimum of 122 semester hours
- My program must meet all requirements of the General Education Curriculum (GEC)
- Plan II is not merely a double major in two fields
- 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
- It is my responsibility to locate a faculty advisor who has expertise in the interdisciplinary field I wish to study and is willing to serve as my Mentor/Advisor
- My proposed program must be fully approved by the Undergraduate Curriculum Committee in order to pursue a Plan II degree.

Student Signature: _____

Student ID #: _____   Date: _____

Plan II Committee Initial Approval:

Faculty Advisor/Chair Signature: _____ Date: _____

Related Area Faculty Signature: _____ Date: _____

SFO Director Signature: _____ Date: _____

PLAN II PROPOSAL FORMAT

A.   Title of Proposed Major

B.   Description of the Proposed Major with rationale (approximately 300 words).

C.   Analysis of why existing majors will not satisfy your educational needs (approximately 300 words).

D.   State your plans after graduation (approximately 150 words).

E.   Use the *Graduation Plan/Course Listing Template* to list all completed and anticipated courses that will be part of the Plan II Degree. **NOTE: Student must consult with all academic departments regarding course availability/offerings during each future term.**

    1. List Bulletin year you intend to follow for the General Education requirements by category.

    2. 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.

    3. List all completed GEC categories and the corresponding courses.

    4. List of outstanding GEC requirements and the corresponding courses you anticipate taking to complete those requirements. You must fulfill remaining requirements.

    5. List any free elective credits remaining to meet total of at least 122 hours.

    6. 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.

Student Signature: _____   Date: _____

Faculty Advisor/Chair Signature: _____   Date: _____

Related Area Faculty Signature: _____   Date: _____

SFO Director Signature: _____   Date: _____

UCC Chair Signature: _____   Date: _____

Plan II Graduation Plan Template

Student Name: _____ Student ID #: _____

Fall _____			Spring _____			Summer _____		
Course	GEC*	S.H.*	Course	GEC	S.H.	Course	GEC	S.H.
						(Session 1)		
						(Session 1)		
						(Session 1)		
						(Session 2)		
						(Session 2)		
						(Session 2)		

Total SH: _____   **Total SH:** _____   **Total SH:**_____

Fall _____			Spring _____			Summer _____		
Course	GEC	S.H.	Course	GEC	S.H.	Course	GEC	S.H.
						(Session 1)		
						(Session 1)		
						(Session 1)		
						(Session 2)		
						(Session 2)		
						(Session 2)		

Total SH: _____   **Total SH:** _____   **Total SH:**_____

Fall _____			Spring _____			Summer _____		
Course	GEC	S.H.	Course	GEC	S.H.	Course	GEC	S.H.
						(Session 1)		
						(Session 1)		
						(Session 1)		
						(Session 2)		
						(Session 2)		
						(Session 2)		

Total SH: _____   **Total SH:** _____   **Total SH:**_____

Fall _____			Spring _____			Summer _____		
Course	GEC	S.H.	Course	GEC	S.H.	Course	GEC	S.H.
						(Session 1)		
						(Session 1)		
						(Session 1)		
						(Session 2)		
						(Session 2)		
						(Session 2)		

Total SH: _____   **Total SH:** _____   **Total SH:**_____

NOTE: If your PLAN II Curriculum requires more than 1 page of the Plan II Graduation Plan Template, additional copies may be made and attached to this sheet.

Plan II Course Listing Template

Student Name: _____ Student ID #: _____

DEPT	COURSE #	CRSE TITLE	HRS	GEC	300-LEVEL	ELECTIVE	TERM/YR
TOTAL HRS FOR PLAN II PROGRAM							

NOTE: If your PLAN II Curriculum requires more than 1 page of the <u>Plan II Course Listing Template</u>, additional copies may be made and attached to this sheet.

FORM J

CERTIFICATE OR LICENSURE PROGRAM PROPOSAL

Refer to *Procedure for Establishing Certificate or Licensure Programs* for important information.

1. **Program Title**:_____

2. **Department**:_____

3. **Degree program that this certificate is derived from**:_____

4. **Required Credit Hours**:_____

5. **Level:**
    _____PB Post-Baccalaureate Certificate
    _____LP Post-Baccalaureate Licensure
    _____PM Post-Master Certificate

6. ***CIP Code**:_____

7. **Specialty Code**:_____(If you know the specialty code, then please replace "000" with the correct value. Otherwise, please leave "000" as the default value.)

8. **Certificate Program only: Do you plan to pursue and comply with Gainful Employment regulations for student financial aid eligibility? Yes____No____**
http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html

9. **Requested Start Term**: _____

10. **Mode of Delivery (check all that apply):**
    Face to Face on campus___
    Face to Face off campus site ___
    Interactive Real Time Video___
    Online internet (synchronous or asynchronous____
    Storage Device or Non-Web Media _____

11. **Site Choices:**
    _____UNCG campus
    _____Other (provide name and complete address)

_____

| Street Address | City | County | State | Zip |

_____

| Street Address | City | County | State | Zip |

_____

| Street Address | City | County | State | Zip |

_____

12. Rationale for Offering Program (Provide a complete explanation for the requested change, including how this change supports the mission of the unit and/or the University. Additionally, please include rationale for program length/ number of credit hours, including references to external professional standards, accreditation requirements, etc., if applicable):

13. Student Learning Objectives (SLOs), including rationale:

14. For Whom Planned:

15. Admission Requirements: (Please provide an explanation if no admissions test is required.):

16. Program Description:

17. Program Requirements:

18. Bulletin Text:

19. Consultation with other departments (Attach consultation forms):

20. The proposed certificate or licensure program is a:
    _____ brand new program.
    _____ new mode of delivery that is offered in addition to an existing program.
    _____ new mode of delivery that replaces an existing program.

If replacing, how will students enrolled (current, incoming, and 2+ if applicable) be allowed to complete their course of study?

Refer to CIP Code document for more information:

http://www.northcarolina.edu/ira/ir/analytics/enrdeg.htm
http://nces.ed.gov/ipeds/cipcode/crosswalk.aspx?y=55

Attach completed Signature Sheet for Curricular Requests

FORM K
REQUEST FOR DISCONTINUATION OF A PROGRAM

Once the request is approved by UCC or GSC, the Office of Assessment and Accreditation (OAA) will forward the request to UNC General Administration for approval by the Board of Governors and to SACSCOC. After approval by the UNC General Administration and SACSCOC, a letter will be sent to the campus, and OAA will send copy to the department.

CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number: _____ Level: B   M   I   D

Title of Authorized Program _____

Teacher Licensure Included in Program (check one)   No __   Yes __

Licensure Awarded: _____   (Department must consult with Associate Dean for Student Services and Academic Affairs in the School of Education prior to requesting discontinuation of a program that includes licensure – signature required.)

Date of Proposed Discontinuation: term_____year _____

Does the discontinuation of the program involve the discontinuation of an off-site or online delivery of the program? Off-site _____Online _____

If the program to be discontinued is offered at off-campus sites, please list them.

_____
Street Address   City   County   State   Zip

_____
Street Address   City   County   State   Zip

_____
Street Address   City   County   State   Zip

- Explain why the program is being discontinued.

- If the program addresses high priority needs, how will those needs be addressed by other programs?

- Describe steps to be taken to allow students (current, incoming, 2+ if applicable) enrolled in the program to complete their courses of study.

Consequences of Discontinuation (for UNC General Administration)

- How many faculty members will be reassigned?

- How many staff will be reassigned?

- How many EPA non-faculty will be reassigned?

- How many faculty, staff or EPA non-faculty will be discontinued?

- How much funding is to be reallocated based on this discontinuation?

   Teach-out Plan
- Explain how affected parties (students, faculty, and staff) will be informed of the closure.

- Describe steps to be taken to allow students enrolled (current, incoming, and 2+ if applicable) in the program to complete their course of study.

- Describe any additional costs to students and how students will be notified about them.

- Describe how faculty and staff will be redeployed or helped to find new employment.

   Name, title, telephone, and e-mail of contact person for this notification of discontinuation:

   _____

The CIP code approved by UNC General Administration can be found at the following website: http://www.northcarolina.edu/ira/ir/analytics/enrdeg.htm

Complete and attach Required Approval Signatures on the following page

Required Approval Signatures
(Form K and Form M)

Date
Head/Chair of Department: please sign & print name

Date
Dean of Academic Unit: please sign & print name

Date
The Associate Dean for Student Services and Academic Affairs in the School of Education
(if applicable): please sign & print name

The requested action has been approved through UNCG's internal curricular processes. The academic program is found to be within the scope of the mission of The University of North Carolina at Greensboro.

Date
Chair, UCC or GSC: please sign & print name

Date
Signature of Chancellor or Designee

FORM L
REQUEST FOR TITLE CHANGE OR CIP CODE CHANGE
FOR AN EXISTING DEGREE PROGRAM OR CERTIFICATE

- CIP Codes are assigned to majors only. All concentrations under the major will be affected. This form is not intended for changes to concentrations.
- Once approved by UCC or GSC, the Office of Assessment and Accreditation will facilitate the request being sent to General Administration for their approval.
- After approval by the UNC General Administration, a letter will be sent to the campus and copied to the department.

*Current CIP Code: _____

*Proposed CIP Code:_____

*Current Title:_____

Proposed Title:_____

Degree Awarded:_____

List all concentrations related to the major:

Teacher Licensure Included in Program (check one)   No_____Yes _____

Licensure Awarded:_____

(Department must consult with the Associate Dean for Academic and Student Affairs in the School of Education prior to requesting change of degree designation of a program that includes licensure – signature required.)

      Department:_____

      Academic Unit:_____

      Submitted by (please print):_____

      Contact Information: _____

      Telephone:_____

      E-Mail:_____

Rationale: Provide a complete explanation for the requested change, including how this change supports the mission of the unit and/or the University.

*http://www.northcarolina.edu/ira/ir/analytics/enrdeg.htm

*http://nces.ed.gov/ipeds/cipcode/crosswalk.aspx?y=55

Required Approval Signatures
(FORM L)

Date _____

Head/Chair of Department: please sign & print name

Date _____

Dean of Academic Unit: please sign & print name

Date _____

Associate Dean for Student Services and Academic Affairs in the School of Education (if applicable): please sign & print name

The requested action has been approved through UNCG's internal curricular processes. The academic program is found to be within the scope of the mission of The University of North Carolina at Greensboro.

Date_____

Chair, UCC or GSC: please sign & print name

FORM M
REQUEST FOR MORATORIUM OF A PROGRAM

Form M must be completed for any program that chooses to suspend admission to a program. A moratorium at UNCG is a temporary suspension of admitting students into a program for no longer than two years (SACSCOC guidelines). Moratorium requests are to specify the beginning and end dates. The moratorium will be released and students admitted back into the program if discontinuation paperwork is not received by the moratorium's end date.

*CIP Code: _____

CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number: Level: B   M   I   D

Title of Authorized Program _____

Teacher Licensure Included in Program (check one) No____Yes____

Licensure Awarded:

(Department must consult with Associate Dean for Student Services and Academic Affairs in the School of Education prior to requesting moratorium of a program that includes licensure – signature required.)

Start of moratorium: Term: _____month: _____ year: ____

End date (not to exceed two years):   Term:_____month: _____ year: ____

Does the moratorium of the program involve an off-site or online delivery of the program?

        Off-site_____   Online _____

If the program to be placed on moratorium is offered at off-campus sites, please list them.

_____
(Street address)   (City)   (County)   (State)

_____
(Street address)   (City)   (County)   (State)

Explain why the program is being placed on moratorium.

Are there any students currently enrolled in the program? No_____   Yes _____
If yes, how many? _____

Describe steps to be taken to allow students (current, incoming, and 2+, if applicable) enrolled in the program to complete their course of study.

Describe any additional costs to students as a result of the moratorium, and how students will be notified about them.

Will any faculty members be reassigned due to this moratorium? No___ Yes ___ How many? ____

Explain how affected parties (students, faculty, and staff) will be informed of the moratorium.

The CIP code approved by UNC General Administration can be found at the following website: http://www.northcarolina.edu/ira/ir/analytics/enrdeg.htm

Name, title, telephone, and e-mail of contact person for this notification of moratorium:

_____

SIGNATURE SHEET FOR CURRICULAR REQUESTS

Please circle the Applicable Form or Appendix Letter
UNCG Curricular Requests (UNCG Forms A, F, G, J)
UNC General Administration Requests (Appendices A, C, F, G, I)

See separate signature sheets for General Education requests and Forms B, D, E, H, I, K, L, M

Curricular requests will not be considered without the appropriate signed signature sheet

Program Title: _____
OR
Course Prefix, Number, Title: _____

1. _____   _____
   Contact Person   email address____   Telephone

2. _____   _____
   Date   Dean of Academic Unit: please sign & print name

3. _____   _____
   Date   Chair, Department Curriculum Committee (if applicable) or Department Head

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

5. _____   _____
   Date   Associate Dean for Academic and Student Affairs in the School of Education
                              (if applicable for teacher licensure)

APPROVAL BY GSC OR UCC

The requested action has been approved through UNCG's internal curricular processes. The academic program is found to be within the scope of the mission of The University of North Carolina at Greensboro.

_____   _____
DATE APPROVED   **Chair, Graduate Studies Committee**

_____   _____
DATE APPROVED   **Chair, Undergraduate Curriculum Committee**

UNCG: UCC/GSC: - Revised 2013

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Form N

IV. GENERAL EDUCATION

General Education Program
Request for Category Designation or Global Perspectives Marker Credit

Use this form to request or recertify a General Education Program Category Designation or Global or Global Non-Western course marker. For advice about developing a successful General Education Program course request and model syllabi, consult the General Education Council's webpage (http://undergraduate.uncg.edu/colleagues/gened.php).

Submit the completed form as a Word file or PDF to the Office of Undergraduate Studies at underged@uncg.edu. **NOTE**: **All signature sheets must be signed by the appropriate persons and submitted with documents.** The General Education Council considers requests for category and marker designations that accompany new or amended course proposals only after those proposals have been approved by the Undergraduate Curriculum Committee (UCC). Check the General Education Council Web site for meeting dates and submission deadlines.

To be approved for General Education Program credit, a course must meet the following criteria*:
1. Be at the 100, 200, or 300 level
2. Be open to all undergraduate students regardless of major
3. Be a standard course offering (not a special topics course or an experimental course)
4. Clearly provide opportunities for student to achieve the General Education Program learning goals linked to the category designation or marker requested

   (*Approved by the UNCG Faculty Senate February, 2012)

Note – Courses seeking GL or GN markers are exempt from criteria 1 and 2 above.

Basic Course Information

1. Course Prefix, Number, and Title:

2. Department: _____ Telephone: _____

3. Name & e-mail address of the person initiating this request: _____

2. Is enrollment in this course open to all undergraduate students, regardless of majors? ☐Yes ☐No

3. Please indicate the level of this course   ☐ 100   ☐ 200   ☐ 300

6. Please indicate any pre- or co- requisite course requirements for this course
   ☐ 0   ☐ 1   ☐ 2 or more (see #2 above)

7. If this course has a pre- or co- requisite course(s), please indicate the course prefix, number, and title, and include the General Education Program category designation for these courses. <u>Note</u>: any prerequisite(s) for a course seeking a GEC category designation must themselves carry a GEC category designation in order to meet criterion #2 above.

General Education Program Category Designations and Markers

8.   Please check the General Education Program Category Designation or Marker you are requesting for this course. *A course may carry only one General Education category designation.* If the course you are submitting has been previously approved for a category, that designation will be removed and replaced by the designation you are currently requesting, if this proposal is approved.

Category Designations (check ONE):

☐ Fine Arts (GFA) ☐ Natural Sciences (GNS)

☐ Historical Perspectives (GHP) ☐ Philosophical, Religious, and Ethical Principles (GPR)

☐ Literature (GLT) ☐ Reasoning and Discourse (GRD)

☐ Mathematics (GMT) ☐ Social and Behavioral Sciences (GSB)

Markers. A course may carry only one of the Global markers (GL or GN). *A course need not carry a category designation to carry a global perspectives marker.*

☐ Global (GL) ☐ Global Non-Western (GN)

9. For the category designation or marker requested, please check the specific element(s) of the appropriate General Education Program Learning Goals that students will achieve in this course. Note that the course must address at least one element from each of the General Education Program Learning Goals linked to the category designation or marker requested. These are listed below and in the *Curriculum Guide*.

GL LG1, LG3, LG4, and LG5 GN LG1, LG3, LG4, and LG5

GFA LG1, LG3, and LG5 GNS LG1, LG2, and LG5

GHP LG1 and LG3 GPR LG1, LG3, and LG5

GRD LG1 GLT LG1 and LG3

GMT LG1 and LG2 GSB LG1 and LG4

LG1. *Foundational Skills*
☐ Think critically ☐ Develop appropriate fundamental skills in quantitative literacy
☐ Communicate effectively ☐ Develop appropriate fundamental skills in information literacy

LG2. *The Physical and Natural World*
☐ Understand fundamental principles of mathematics and recognize its relevance in the world
☐ Understand fundamental principles of science and recognize its relevance in the world

LG3. *Knowledge of Human Histories, Cultures, and the Self*
☐ Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of ☐ the humanities, ☐ religions, ☐ languages, ☐ histories, and ☐ the arts.

LG4. *Knowledge of Social and Human Behavior*
☐ Describe and explain findings derived from the application of fundamental principles of empirical scientific inquiry to illuminate and analyze social ☐ and human ☐ conditions.

LG5. *Personal, Civic, and Professional Development*
Develop a capacity in global society for ☐ active citizenship, ☐ personal growth, ☐ ethics, ☐ Lifelong learning, and ☐ social responsibility; ☐ engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.

Course Syllabus and Explanation of the Course's General Education Content

10.　Attach a course syllabus using the **Standard Syllabus Format** found in the Curriculum Guide: http://undergraduate.uncg.edu/curriculumguide/. Requests that include a syllabus which does not conform to the Standard Syllabus Format will be returned without review. Be sure that the category-specific Student Learning Outcomes are clearly stated verbatim on the syllabus. The syllabus must demonstrate how the course-specific learning objectives, methods of evaluation, and, most importantly, the graded student course work provide students with opportunities to achieve the General Education Program category- or marker-specific Student Learning Outcomes.

11.　Summarize in a statement of no more than one page (single-spaced, 12 point font) why the course, including the graded student work that appears on the syllabus, is appropriate for the General Education Program category or marker designation requested. This statement should make it clear that the course is open to and appropriate for all undergraduate students regardless of major. The statement should also explain how the course provides opportunities for students to achieve the relevant General Education Program learning goals from the perspective of the discipline in which the course is grounded. It must also be clear from the syllabus or from this statement how the course will allow students to achieve the General Education Program category- or marker-specific Student Learning Outcomes as they appear on the General Education Council website: http://undergraduate.uncg.edu/colleagues/gened.php

SIGNATURE SHEET FOR GENERAL EDUCATION PROGRAM CATEGORY DESIGNATION OR GLOBAL PERSPECTIVES MARKER REQUESTS

Please have the following signature sheet signed and mailed to Office of Undergraduate Studies, 132A McIver Bldg. You may also scan this signature sheet and e-mail it to underged@uncg.edu.

1. _____ _____ _____
   Course Number   *Contact Person*   Telephone

2. _____ _____
   Date   *Department Head*

3. _____ _____
   Date Approved   *Chair, Unit Curriculum Committee*

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

General Education Council Use Only

4. Does the course meet General Education accessibility standards ☐ Yes ☐ No
Comments:

5. Does student work in the course adequately engage the General Education Program Learning Goals required for its category? ☐ Yes ☐ No
Comments:

6. Does student work in the course adequately engage the GEC Category/Marker Student Learning Outcomes and does the course meet general expectations for the category or marker? ☐ Yes ☐ No
Comments:

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7. _____Approved _____Denied

(If denied, please explain denial on separate page)

_____

                                    Chair, General Education Council
                                    Date _____

Rev. 6/2013

Communication Across the Curriculum Form:
Request for Writing or Speaking Intensive Marker Credit

Basic Course Information

1. Course Number and Title:_____

2. Department:_____ Phone: _____

3. Name and email of person initiating request: _____

NOTE: This form is used for Writing Intensive and Speaking Intensive marker requests only. For all other requests for General Education categories designations or markers use the GEC Request for General Education Core or Marker Credit form. **If this is a New or Amended course being submitted to the UCC, please do not submit this form until UCC approval is granted.**

Writing Intensive Marker Request

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:
_____

Materials to be attached:

1. *Syllabus:* Attach a syllabus following the standard format in the *Curriculum Guide*.
   The syllabus should reflect the means for developing writing competencies (class discussions or individual conferences with students), the grading distribution for writing assignments (beyond regular class participation grades), and student learning outcomes pertaining to writing (see the "Guidelines for a Writing-Intensive Course).

2. *Explanations:* Attach explanations how the course addresses WI Guidelines A-G below.

3. *Signature sheet:* Found at the end of this form

A. Indicate the range of writing assignments you will use (i.e., their types and approximate number and length). Intensive refers to the integration of writing into the course rather than to the sheer amount of writing involved. Students may become familiar with the material of the course through a *variety* of writing assignments throughout the semester, which should include both formal (graded) and informal (ungraded) work.

B. Explain the ways in which those assignments will both help students improve their writing and promote learning of class material. 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 makes substantial and continuous use of writing as a way of engaging students with important questions and problems of a particular subject.
Note: The two SLOs shown on the WI Guidelines website *must* appear on your syllabus.

C. Indicate how this course will 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. 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. Providing students an "opportunity" to revise papers, or in which papers "may be resubmitted" for a higher grade, does not meet the guided revision requirement.

D. Describe ways in which you will provide coaching and instruction for students. In particular, teachers will comment on the students' control over the subject matter and disciplinary conventions, as well as on clarity, organization, correctness, and effectiveness of expression.
Note: Information on how you will be providing coaching and instruction on writing skills *must* appear on your syllabus. Instructors are encouraged to devote some class time to writing instruction and they are strongly urged to consider conferencing with individual students to review feedback on the writing assignments.

E. Explain how the assessment of quality and improvement in students' writing will be included in the final grade. Because the ability to write progresses over time, grades for writing assignments should reflect an assessment of both quality and improvement in students' writing.

F. 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.

G. 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.

Speaking Intensive Marker Request

SI 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:_____

Materials to be attached:

1. *Syllabus*: Attach a syllabus following the standard format in the *Curriculum Guide*. The syllabus should also reflect instruction time for developing oral competency prior to speaking opportunities, the grading distribution for oral assignments (beyond regular class participation grades), and oral communication learning outcomes.
2. *Explanation:* Attach an explanation (limit 250 words) of how the course satisfies the SI marker Guidelines A-G below.
3. *Signature sheet:* Found at the end of this form

A. What types of public, interpersonal, and/or group communication assignments and activities will you use? Describe in detail each assignment and activity (e.g., individual presentation, small group project, small group presentation, counseling interview, debate) you will use.

B. How will these assignments and activities both help students improve their oral communication competency and promote learning of class material?

C. How will you provide public, interpersonal and/or group communication instruction? Please be specific.

D. How will you provide constructive feedback, and opportunities for improvement? Please be specific. .

E. 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 for each major assignment or activity. See the CAC website for examples.

F. 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.

G. If SI 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.

Signature Sheet for WI and SI Requests

Please have the following signature sheet signed and mailed to the Communication Across the Curriculum Office, 3211 MHRA. You may also scan this signature sheet and e-mail it to Helen Horton (hjhorton@uncg.edu) or Roy Schwartzman (rjschwar@uncg.edu).

1.   _____   _____   _____
     Course Number   Contact Person   Telephone

2.   _____   _____
     Date   Department Head

3.   _____   _____
     Date Approved   Chair, Unit Curriculum Committee

Guidelines for a Writing-Intensive Course
(Revised September 2012)

In keeping with UNCG's ongoing commitment to "infuse critical thinking, communication, and information literacy throughout the undergraduate curriculum," the following Guidelines provide assistance for UNCG departments, programs, and faculty members who seek a Writing-Intensive (WI) marker for specific courses. The WI marker signifies that a course clearly fosters students' abilities to write clearly, coherently, and effectively as well as to adapt modes of communication to one's audience.

The term "Intensive" does not necessarily mean "a lot of writing." It means that students should experience distinct *kinds* of writing and distinct *contexts* for writing during class and in homework assignments. Writing assignments should be appropriate to the subject being taught, and there should be informal/ungraded and formal/graded writing assignments in every WI course. It is up to teachers to determine the length of assignments, and not all WI courses must include a research paper. What is important is that students regularly use writing to formulate, analyze, interpret, evaluate, process content, and engage with multiple perspectives on important questions and problems related to a particular subject or field of work.

A key aim in any WI course is for students to learn to use *multiple drafts* of a paper to investigate and organize ideas, consider diverse points of view, and apply feedback from other readers in shaping the form and content of a final draft. Strong writing is understood to be the consequence of thoughtful *re-writing*. Therefore, a course that provides students merely with "an opportunity" to revise papers, or in which papers "may be resubmitted" for a higher grade, <u>does not qualify as a WI course</u>. The course <u>must</u> include at least one substantive assignment in which all students submit at least one draft for comments from the teacher and then revise the draft to take account of those comments. Grades for revised writing assignments should reflect an assessment of both *quality* and *improvement* in students' writing.

A second key aim in any WI course is for students to receive instruction in writing processes and hands-on coaching in learning to write. This means that *some* class time must be spent working on writing as distinct from working on the primary subject matter of the course. In working on writing, teachers address issues of clarity, organization, and effectiveness of written expression. Because of the personal attention and guidance that students will receive in WI courses, class size should not exceed 25 unless additional resources (teaching assistants, release from other duties, etc.) are available to the instructor. Students looking for feedback on a writing project during any stage of the writing process can find a trained, engaged reader at University Writing Center.

Finally, for a course to be assigned the WI marker, the following two student learning outcomes (SLOs) <u>must</u> be included on the course syllabus as among those students will strive to achieve, and for which the teacher will provide instruction and assessment:

<u>WI SLO 1</u>:   Students will be able to recognize and write in genres appropriate to the discipline(s) of the primary subject matter of the course.

<u>WI SLO 2</u>:   Students will be able to use informal and formal approaches to writing and multiple drafts to deepen their mastery of the subject.

These guidelines are adapted from the College Composition Board *Guidelines for a Writing Intensive Course* by the General Education Core Writing Intensive Committee. April 2000

Guidelines for a Speaking-Intensive Course

The following Guidelines provide a broad definition of the SI marker courses that will be offered to satisfy the General Education Core Requirement. Effective Fall 2002, students will be required to complete two speaking-intensive courses, one of which must be a requirement of the major, regardless of the prefix. The purpose of the Guidelines is to ensure that these courses will help each student develop the "ability to...speak clearly, coherently, and effectively, as well as to adapt modes of communication to one's audience."

1. A Speaking-Intensive course has two goals:
   a. to enhance subject area learning through active engagement in oral communication
   b. 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:
   a. instructing students in effective oral communication
   b. giving students informed feedback
   c. 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. Because of the personal attention and guidance that students will receive in a Speaking- Intensive course, 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. (NOTE: This cap was raised to 30 **temporarily** for AY 2009-10 because of the state budget crisis).

Guidelines for Requesting General Education Markers and Category Designation:

General Education proposals should explicitly show how the course is designed to achieve the learning goals of the General Education Program **and** the learning outcomes of the GEC category or marker requested. Be sure that the syllabus explicitly shows how the course learning goals, assignments, and methods of evaluation relate to general education learning outcomes.

<u>General Education Program Student Learning Outcomes:</u>

LG1. Foundational Skills**:** Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies. [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN]

LG2. The Physical and Natural World: Understand fundamental principles of mathematics and science, and recognize their relevance in the world. [GMT, GNS]

LG3*. Knowledge of Human Histories, Cultures, and the Self: Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts. . [GLT, GFA, GPR, GHP, GSB, GN, GL]

LG4*. **Knowledge of Social and Human Behavior**. Describe and explain findings derived from the application of fundamental principles of empirical scientific inquiry to illuminate and analyze social and human conditions. [GSB, GL, GN]

LG5*. Personal, Civic, and Professional Development: *Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.* [GFA, GPR, GNS, GSB, GL, GN]

GEC Category and Marker Student Learning Outcomes See General Education Council website:
http://undergraduate.uncg.edu/colleagues/gened.php

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 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 Undergraduate Studies 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 Studies.
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.
       Chairs of the WI and SI Committees each designate a Committee member to serve as ex officio member of the General Education Council.
   3. 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 student learning outcomes 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 Studies 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, 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.

V. 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 …" **For General Education courses, be sure that the syllabus explicitly shows how the course student learning outcomes, assignments, and methods of evaluation relate to general education program student learning outcomes and GEC category and marker student learning outcomes.**

Refer to Bloom's taxonomy 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 reflect the domain(s) of learning that is (are) most relevant to the course. Bloom's Taxonomy is a useful tool for developing measureable learning objectives and has been updated since its inception in 1956. A recent version revises Bloom's with applications for learning in a new technological era (see Bloom's Digital Taxonomy by Andrew Churches for objectives related to collaboration and current online technologies. A helpful overview of the differences between Bloom's Taxonomy (1956) and Anderson and Krahwohl's Revised Taxonomy (2000) may be found at: http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm. For a quick reference, see the examples of verbs useful for articulating student learning outcomes based on Bloom's Taxonomy at the end of this Standard Syllabus.

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. For General Education courses, b**e sure that the syllabus explicitly shows how the course student learning outcomes, assignments, and methods of evaluation relate to general education program student learning outcomes and GEC category and marker student learning outcomes. See General Education Program student learning outcomes and GEC category and marker learning outcomes.**

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. For General Education courses, **be sure that the syllabus explicitly shows how the course learning goals, assignments, and methods of evaluation relate to general education program learning goals and GEC category and marker student learning outcomes. See General Education Program learning goals and GEC category and marker 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. The semester has 14 weeks of instruction and an additional week for final exams.

ACADEMIC INTEGRITY POLICY: Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: http://sa.uncg.edu/handbook/academic-integrity-policy/

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. Please state whether or not a final exam is required.   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.

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, reproduces, selects, states

Comprehension: 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

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

1. **Course Prefix and Number:**
2. **Course Title:**
3. **Credits:**
4. **Course Prerequisites/Corequisites:**
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. **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 Policy Manual section 400.1.6, which states that all UNC campuses must ensure that every course offered for academic credit adheres to the standard of a minimum of 750 scheduled minutes of instructional time or the equivalent per credit hour. 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.

International Affairs Office, U.S. Department of Education has the following guidelines:
- One lecture or seminar credit hour represents 1 hour per week of scheduled class/seminar time and 2 hours of student preparation time. Most lecture and seminar courses are awarded 3 credit hours.
- One laboratory credit hour represents 1 hour per week of lecture or discussion time plus 1-2 hours per week of scheduled supervised or independent laboratory work, and 2 hours of student preparation time. Most laboratory courses are awar4ded up to 4 credit hours
- One practice credit hour (supervised clinical rounds, visual or performing art studio, supervised student teaching, field work, etc.) represents 3-4 hours per week of supervised and/or independent practice

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 50 minutes of lecture and 1 50 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

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.

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.

PLANNING AND ESTABLISHING NEW DEGREE PROGRAMS
See Section II. PROCEDURES REQUIRING EXTERNAL NOTIFICATION OR APPROVAL for both UNCG's internal procedure and UNC General Administration's approval process for planning and establishing new degree programs.

DISCONTINUATION OF DEGREE PROGRAMS
The discontinuation of a degree program (see Form K Request for Discontinuation of a Program in Section III) 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. Once approved by the Board of Governors, SACSCOC is to be notified and a Teach-out Plan approved before the program may be officially discontinued. As with establishing a program, the discontinuation process may take a year or more to complete.

MORATORIUM OF DEGREE PROGRAMS
To request a moratorium for a degree program, the academic unit submits Form M Request for Moratorium of a Program found in Section III through the appropriate curriculum committees. Moratoriums can be for up to two years maximum. A decision to readmit students or discontinue the program is to be made prior to the moratorium's end date. Provisions must be made for students currently enrolled in the program.

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.
L. Certificate curriculum, including the capstone, must be completed within five (5) academic years, from the date the first courses carrying graduate degree credit applicable to the student's program are begun. If study for the program extends beyond three (3) years, the student may need to meet new requirements.

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.

GAINFUL EMPLOYMENT

The Department of Education has instituted guidelines for adding "new Gainful Employment programs" for Title IV financial aid eligibility review. In order for students enrolled in a certificate program to qualify for Title IV financial aid, the department must first seek and secure approval as a Gainful Employment Program. The first step in the approval process is to provide a "Notice of Intent" which is sent forward for Department of Education approval by our Financial Aid Officer. A complete Notice of intent package provides descriptive information on the processes used to determine the need for the program and developing the program content; describes the process used to evaluate if the resulting content is appropriate to meet the need; clearly identifies the external parties involved in the development, review, or approval of the program, and what their review disclosed, and actions taken in response.

Notice of Intent must describe:
- How the institution determined the need for the program (market analysis)
- How the program was designed to meet market needs
- Any wage analysis conducted
- How the program was reviewed or approved by, or developed in conjunction with business advisory committees, program integrity boards, regulatory agencies, or businesses that would likely employ graduates of the program
- Date of the first day of class
- Date requesting to begin Title IV disbursements to students
  Detailed information on Gainful Employment is available at
  http://ifap.ed.gov/GainfulEmploymentInfo/index.html

DISCONTINUATION OF CERTIFICATE PROGRAMS

To discontinue a certificate program, the academic unit submits Form K Request for Discontinuation of a Program found in Section III to their unit curriculum committee and the Graduate Studies Committee. The program is not officially discontinued until the certificate is removed from UNC General Administration's certificate inventory and SACSCOC has been notified and approves a Teach-Out Plan for the certificate program. Provisions must be made for students currently enrolled in the program.

MORATORIUM OF CERTIFICATE PROGRAMS

To request a moratorium for a certificate program, the academic unit submits Form M Request for Moratorium of a Program found in Section III to their curriculum committee and the Graduate Studies Committee; Moratoriums can be for a maximum of two years. A decision to readmit students or discontinue the program is to be made prior to the moratorium's end date. 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 or minors are submitted to the UCC or GSC using Form F Addition, Discontinuation, of Concentrations, Second Major Options and Minors found in Section III.

ESTABLISHMENT OF ONLINE PROGRAMS

The process to establish an online program depends on whether the program is a brand new degree program, an addition to or replacement of an existing degree program, or a concentration within an existing degree program. Brand new degree programs offering 50% or more of the new program online will go through two processes simultaneously (procedure to establish a new degree program and procedure for offering degree programs online). Adding or transitioning to 50% or more of an existing degree programs online follows just the procedure for offering degree programs online. To offer a concentration online, the existing degree program has either gone through the online approval process, or will go through the process for offering degree programs online. More information and detailed procedures can be 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 Form G Program Revision found in Section III. Please note that altering significantly the length of a program (25% or more) is considered a substantive change requiring SACSCOC approval.

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 Associate Dean for Academic and Student Affairs in the School of Education 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 (See Form I in the Curriculum Guide) —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 Associate Director of Undergraduate Student Excellence, 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 changes are effective fall of the following academic year.

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

Changing the Degree Title or CIP code of an Existing Degree Program (See FORM L)

1. Requests to change the title, or CIP code of an existing degree program should be submitted using Request for Title Change or CIP Code Change for an Existing Degree Program (Form L) with an explanation of the reason for the proposed change.
2. Following the appropriate approvals, the Office of Assessment and Accreditation facilitates sending the request by the Chancellor (or designee) to UNC General Administration for approval. If approved, the change is made on the official Academic Program Inventory and a letter is sent to the Provost effective for the following fall semester.
3. 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.

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 and should be submitted in the form of a memo and include an explanation for the proposed change.
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. After approval by the Provost and the Chancellor, the department sends notification to both the UCC and the GSC to be included as an informational item in the minutes and to Business Affairs for administrative purposes.
4. Changing the name of a department does not initiate course prefix changes or degree name changes. A separate routine change request must be submitted to UCC and/or GSC for prefix revisions. For degree name changes, Form L *Request for Title Change or CIP Code Change for an Existing Degree Program* must be submitted to UCC and/or GSC and then sent to UNC General Administration for approval.

Changing a Course Prefix (See FORM D)

1. Changing an existing course prefix or establishing a new 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 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 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) and SACSCOC.

Other offices (Graduate School, Associate Dean for Academic and Student Affairs in the School of Education, 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.

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. 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.

B. Before they are reviewed by the Committee, all proposals involving teacher education shall have been approved by the Associate Dean for Student Services and Academic Affairs in the School of Education.

C. 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 ten (10) faculty members (1 elected representative from each School and the Library, and 3 elected representatives from the College), plus one Senator. *Ex officio* and nonvoting members: the Director of the Office of Assessment and Accreditation and those 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 Undergraduate Studies 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 post the minutes of the Committee's meetings to the Undergraduate Curriculum Committee website for 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 post them within 5 working days to the UCC website.
	Submission Process–Submit all proposals, including signature sheets, as an Email Word **document attachment to:** underged@uncg.edu**.** Signature sheet must be included with the proposal at the time it is submitted. All relevant material will be distributed to the membership electronically by the Office of Undergraduate Studies 5 days prior to the Committee's meetings. A full description of procedures can be found in this *Curriculum Guide* available at: http://undergraduate.uncg.edu/curriculumguide/

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.

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 Sciences; the School of Music, Theatre and Dance; the Joint School of Nanoscience and Nanoengineering 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. The University Registrar and the Director of Assessment and Accreditation, and a representative from University Libraries will serve as non-voting, ex-officio members. Two student representatives, will 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.

Approved by the Graduate Studies Committee on 12/1/95; revised by the Graduate Studies Committee on 12/09/11.

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)."

ACCREDITATION

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
http://www.sacscoc.org/

The University of North Carolina at Greensboro is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, master's, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of The University of North Carolina at Greensboro.

The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard. All other inquiries, such as admission requirements, financial aid, educational programs, etc., should be made directly to The University of North Carolina at Greensboro, 336-334-5000.

The agreed upon standards for assessing the quality of education can be found in *The Principles of Accreditation: Foundations for Quality Enhancement.* In order to assure access to the most current requirements, please view these on the SACSCOC website at http://www.sacscoc.org/principles.asp.

All substantive changes that involve UNCG are reported to the Commission on Colleges according to the *Policy on Substantive Change* (http://www.sacscoc.org/SubstantiveChange.asp)

UNCG's Substantive Change Compliance Policy describes the methods that UNCG will take to ensure that UNCG provides timely and accurate reporting. (http://policy.uncg.edu/substantive_change_compliance/)

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.

Faculty advisors, on the other hand, should:
- 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.