THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

Curriculum Guide
2015 - 2016

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CURRICULUM GUIDE

SECTION I

GENERAL PROCEDURES AND DIRECTIONS

CURRICULUM REVIEW PROCESS
OVERVIEW

All curricular actions originate with the faculty. 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, 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
- New/amended courses
- Discontinuation of courses
- Program revisions
- Program title or CIP code changes
- New or revised programs (degree majors, concentrations, minors, licensure, certificates)
- New distance education programs (50% or more offered online or off-campus)
- Moratorium of programs (degree majors, concentrations, minors, certificates)
- 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 UCC and GSC.

Actions requiring approval by GEC*:
- Request for Writing Intensive (WI) and Speaking-Intensive (SI) markers
- Requests for General Education markers (GMT, GNS, GLT, GFA, GPR, GHP, GN, GRD, GSB, GL)

*Refer to Section IV - *General Education* of the *Curriculum Guide* for more information.

Some initiatives require additional external authorization following UNCG's curriculum review process by one or more of the following: UNC General Administration (UNC-GA), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the US Department of Education (DoED). See *External Reporting Chart* in Section III of the *Curriculum Guide* for more information.

SUBMISSION DEADLINES

Submission of materials well ahead of the UCC, GSC, or GEC meeting dates 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 (following page) where meeting dates and submission deadlines can be found. It is recommended that course planning be started at least one year before the proposed first offering of a course to allow ample time for the review process.

Advising Schedule and Electronic Schedule Deadlines:
The published deadlines above 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.

External Authorization following UCC and GEC
Allow additional time for new programs, discontinuations, and program changes requiring UNC General Administration and/or SACSCOC authorization. Refer to *External Reporting Chart* or contact the Office of Assessment and Accreditation for more information.

The following are the absolute deadlines for curriculum change requests to be **received** by the Undergraduate Curriculum Committee (UCC) and the Graduate Studies Committee (GSC).

2016-2017 Undergraduate and Graduate Bulletins	**February 5, 2016**
Spring 2016 Course Scheduling	September 18, 2015
Summer 2016 Course Scheduling	September 18, 2015
Fall 2016 Course Scheduling	February 5, 2016
2017-2018 Undergraduate and Graduate Bulletins	**February 3, 2017**
Spring 2017 Course Scheduling	September 23, 2016
Summer 2017 Course Scheduling	September 23, 2016
Fall 2017 Course Scheduling	February 3, 2017

Please note that new or substantially revised degree programs, must appear in the *Undergraduate Bulletin* or *Graduate Bulletin* before being offered or required. These types of revisions are only approved to begin in fall semesters.

CONTACT AND SUBMISSION INFORMATION

To be reviewed, proposals and revisions <u>must include signature page</u> complete with all appropriate signatures.

Undergraduate Curriculum Committee (UCC)
underged@uncg.edu
Tel: 334-5425
Email Word or PDF documents as an attachment including the completed and scanned signature page(s) to: underged@uncg.edu. 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://utlc.uncg.edu/ucc
When necessary, actions will be communicated to departments.

Graduate Studies Committee (GSC)
gsc@uncg.edu
Tel: 334 - 5596
Email one (1) PDF 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:
Minutes of GSC meetings will be posted upon approval at the following GSC meeting:
grs.uncg.edu/faculty/gsc
When necessary, actions will be communicated to departments.

General Education Council (GEC)
gened@uncg.eduTel: 334-5425
Email Word or PDF documents as an attachment including the completed and scanned signature page(s) to: gened@uncg.edu. . Check the GEC 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://utlc.uncg.edu/genedu
When necessary, actions will be communicated to departments.

External Reporting (UNC General Administration and SACSCOC)
Office of Assessment and Accreditation
http://assessment.uncg.edu/
Tel: 334-5535 / 334-5975
Email: jepettaz@uncg.edu / bstookey@uncg.edu
http://assessment.uncg.edu/
Departments are kept informed at each step of the external reporting process.

UNIT-LEVEL CURRICULUM COMMITTEE CONTACT INFORMATION

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

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
Contact Info: 421 Bryan Building, Phone: 334-4987

Joint School of Nanoscience and Nanoengineering
Department of Nanoscience
2907 East Gateway City Blvd., Greensboro, NC 27401, Phone 285-2820

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

Teacher licensure questions regarding courses, programs, or policies should be directed to the associate dean for Academic Affairs and Student Services in the School of Education
Contact info: 321 School of Education Building, Phone 334-3445

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

School of Music, Theatre and Dance
Curriculum Committee (Associate Dean)
Contact Info: 220 Music Building, Phone 334-3644

School of Nursing
Curriculum Committee (Chair)
Contact Info: Rm. 213 Moore Nursing Building, Phone: 256-1024

SCHEDULE / COURSE TYPES
INSTRUCTIONAL FORMAT DEFINITIONS

Code	Description	Instructional Format Definition
ACT	Physical Activity	A course requiring students to participate in physical training, physical conditioning, or other physical exercise activities, sports, or games.
CLN	Clinical	A course requiring medical- or healthcare-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on or simulated environment.
COL	Colloquia	A course requiring students to participate in an unstructured or informal meeting for the exchange of views on a specific topic with an expert or qualified representative of the field or discipline.
DSC	Recitation	A course requiring the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline led by a teaching assistant or instructor under the guidance of a permanent faculty member, which often supplements or expands upon the content of a related or co-requisite course.
DTS	Dissertation or Thesis	Dissertation or Thesis
ENS	Recital, Performance, or Ensemble	A course requiring recital-, performance-, or ensemble-focused experiential work, where students practice in group settings or rehearse and ultimately perform works of music, dance, or theatre for a jury or audience.
IND	Individual Study	A course requiring students to participate in individualized, independent, directed, or guided studies under the supervision of an expert or qualified representative of the field or discipline that cannot be otherwise classified as Internship, Field Experience, Cooperative Education, Practicum, Recital, Performance, or Ensemble.
INI	Internship, Field Experience, or Cooperative Education (no organized meetings)	A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity. Does not include organized course meetings.
INT	Internship, Field Experience, or Cooperative Education (includes organized meetings)	A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity. Includes organized course meetings with instructor.
LAB	Lab	A course requiring scientific- or research-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment, typically held in 210 designated spaces.
LEC	Lecture	A course requiring the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline led by an expert or qualified representative of the field or discipline.
LEL	Lecture and Lab	A course that requires the combined attributes of a Lecture course and a Lab course.

PRC	Practicum (includes organized meetings)	A course requiring students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline. Includes organized course meetings with instructor.
PRF	Recital, Performance, or Ensemble	A course requiring recital-, performance-, or ensemble-focused experiential work, where students practice or rehearse during individual lessons in works of music, dance, or theatre.
PRI	Practicum (no organized meetings)	A course requiring students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline. Does not include organized course meetings.
SAB	Study Abroad	A course (primarily face to face) that is taught by a school, not in the United States, that a UNCG student is taking as part of an international learning experience approved by the International Programs Office and where UNCG awards academic credit.
SEM	Seminar	A course requiring students to participate in structured conversation or debate focused on assigned readings, current or historical events, or shared experiences led by an expert or qualified representative of the field or discipline.
STT	Student Teaching	A course requiring students to instruct or teach at an entity external to the institution, generally as part of the culminating curriculum of a teacher education or certification program.
STU	Studio	A course requiring visual- or aesthetic-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment.
UX	Administrative	For administrative use only. Placeholder or other administrative courses used to generate registration activity for a student for billing or other administrative purposes.
WEB	Web course, fully online	A course delivered in a fully online setting. While web-based, may in other aspects resemble lecture, lab, seminar, clinical, or other organized course instructional formats.
WLC	Lecture with web components	A hybrid course with both online and face-to-face components requiring regular organized course meetings. No more than 50% classroom space will be assigned to web hybrid courses.
WLL	Lecture and Lab with web components	A hybrid course with both online and face-to-face components requiring regular organized classroom and lab-based meetings. No more than 50% classroom space will be assigned to web hybrid courses.

These refined codes adhere to the UNC-GA Instructional Format Definitions.
Additional local codes are listed which are needed for administrative or reporting needs.

TEACHER EDUCATION COURSES

The associate dean for Academic Affairs and Student Services 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 Academic Affairs and Student Services in the School of Education.

DISTANCE LEARNING COURSES

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

ACADEMIC SERVICE-LEARNING COURSES

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.

GUIDE FOR CURRICULAR COURSE AND PROGRAM CHANGES

New or Amended Course Proposal
- *Form A* (UNCG) *New or Amended Course Proposal*
- *Form B* (UNCG) *Course/Program Consultation* for other departments consulted
- *Signature Sheet for New or Amended Course Proposal*

Routine Course Change Request
- *Form D* (UNCG) *Routine Course Change Request*

Experimental Course Proposal
- *Form E* (UNCG) *UNCG Experimental Course Proposal*

Request for Service Learning Course
- *Form H* (UNCG) *Request for Service-Learning Course*

Request for Category Designation or Global Perspectives Marker
- *Request for Category Designation or Global Perspectives Marker Form* (UNCG)
- Request for the WI or SI marker (if sought)
  - *WI Proposal Form* (UNCG)
  - *SI Proposal Form* (UNCG)
- Signature Sheet
  - *Signature Sheet for Category Designation and Global Perspective Marker Requests* (UNCG)
  - *Signature Sheet for Writing Intensive or Speaking Intensive Marker Requests* (UNCG)

New Concentrations, Second Academic Concentrations, and Minors; and New Mode of Delivery for Concentrations where degree major has UNC GA approval
- *Form F* (UNCG) *New Concentrations, Second Academic Concentrations, and Minors*
- *Form D* (UNCG) *Routine Corse Change Request* (for changes to specific courses
- *Form B* (UNCG) *Course/Program Consultation* for other departments consulted
- *List of Distance Education Courses* (if request if for a new mode of delivery)
- *Signature Sheet for Curricular Requests*

Program Revision
- *Form G* (UNCG) *Program Revision*
- *Form B* (UNCG) *Course/Program Consultation* for other departments consulted
- *Signature Sheet for Curricular Requests*

Special Curriculum Option
- *Form I* (UNCG) *Special Curriculum Option (Plan II)*

Certificate or Licensure Program Proposal
- *Form J* (UNCG) *Certificate or Licensure Program Proposal*
- *Form B* (UNCG) *Course/Program Consultation* for other departments consulted
- *List of Distance Education Courses* (if request if for a new mode of delivery)
- *Signature Sheet for Curricular Requests*

Request for Program Title or CIP Code Changes
- *Form L* (UNCG) *Request for Program Title or CIP Code Changes*
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Initiating or Releasing Program Moratoriums
- *Form M* (UNCG) *Initiating or Releasing Program Moratoriums*

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- *Appendix C* (UNC GA) *Request for Authorization to Establish a New Degree Program*
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Distance Education Programs
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  - *Signature Sheet for Curricular Requests*
  - *Appendix G* (UNC GA) *Request for Authorization to Establish a New Distance Education Program or Site*
  - *List of Distance Education Courses* (UNC GA)
- Discontinuation of Distance Education Degree Program Online or Site Discontinuation
  - *Appendix I* (UNC GA) *Distance Education Degree Program Online or Site Discontinuation Form*
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THE UNIVERSITY *of* NORTH CAROLINA

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CURRICULUM GUIDE

SECTION II
UNCG FORMS AND INSTRUCTIONS

SECTION II FORMS
UNCG FORMS

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Form B	24	Course/Program Consultation
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Form F	30	New Concentrations, Second Academic Concentrations, and Minors
Form G	31	Program Revision
Form H	33	Request for Service-Learning Course
Form I	37	Special Curriculum Option (Plan II)
Form J	43	Certificate or Licensure Program Proposal
Form L	46	Request for Program Title or CIP Code Change
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DE Courses	49	List of Distance Education Courses (for Form F and Form J)
Signature Sheet	50	Signature Sheet for Curricular Requests for UNCG Forms F,G,J,L and UNC GA Appendices A,C,F,G,I

FORM A
NEW OR AMENDED COURSE PROPOSAL

Consult the *Guidelines for Completing Form* A in *Curriculum Guide* for instructions.

Please Note: If you want to apply for a General Education Curriculum core or marker designation **for an existing course that is not being amended, do not use this form**. Please see *General Education Forms*.

Course Prefix and Number: _____

Course Title: _____

Department: _____

Contact Person: _____ **Email:** _____

Date: _____

Instructions:
  For **new courses**, please address each item.
  For **amended courses**, please check all applicable boxes.

☐ **1)** **Course Information**

  a) Course CIP Code: _____

  CIP Code Selector (IPEDS)

  b) ☐ New Course *(Consult Registrar's Office for available number)*
      ☐ Amended Course

  c) Course Type:
      ☐ Laboratory   ☐ Web-based 100% of course instruction is taught online.
      ☐ Lecture   ☐ Web and lab (50% of course online 50% lab)
      ☐ Seminar   ☐ Web and lecture (no more than 50% classroom)
      ☐ Studio   ☐ Other see *Schedule/Course Types*; _____

  d) Mode of Delivery:
      Check all that apply.
      ☐ Face-to-Face on campus   ☐ Face-to-Face off-campus site
      ☐ Online internet   ☐ synchronous   ☐ asynchronous
      ☐ Interactive Real Time   ☐ Video
      ☐ Storage Device or Non-Web Media

☐ **2)** **Specify grading method:**   ☐ Letter grade   ☐ Satisfactory/unsatisfactory   ☐ Pass/not pass

☐ **3)** **Can course be repeated for credit?** ☐ Yes   ☐ No
      If yes, indicate specifics, including number of hours for which a course can be repeated:

☐ **4)** **Specify credit:** *(UNCG Course Credit Structure Guide)*

☐ **5)** **Prerequisites** (use specific course numbers):

☐ **6)** **Corequisites** (use specific course numbers):

☐ **7)** **Registration restrictions** (e.g., major/concentration/minor; classification; level; campus; college):

☐ **8)   Bulletin text description** (concise, 30 words or less):

☐ **9)   Is this course intended to be part of the general education program?** ☐ Yes   ☐ No

☐ **10) Is this course intended to be part of an online program?** ☐ Yes   ☐ No

If yes, what is the name of the program? _____

☐ **11) Will this course be taught at an off-campus location?** ☐ Yes   ☐ No

☐ **12) Proposed effective date** (semester/year): _____

☐ **13) Attach** *Form B: Course/Program Consultation* **for other departments consulted.**

☐ **14) Rationale for the course or course amendment:** For information purposes provide a brief explanation for the requested action (i.e. ensure the curriculum is current and up-to-date, promote new learning, utilize faculty expertise, respond to external review and/or program assessment, etc.) Please limit your response to 100 words.

☐ **15) Essential Course Information**
Student learning outcomes: Provide Student Learning Outcomes associated with this course. Courses intended for inclusion in the general education program *must* include the appropriate student learning outcomes. 500 level courses that are intended for both undergraduate and graduate students *must* differentiate the outcomes.

Basic texts: _____

Principal topics covered: _____

Description of the types of activities and assignments to be used to facilitate student achievement of the stated learning outcomes.

If applicable:

1. 500 level courses that are intended for both undergraduate and graduate students *must* differentiate the requirements.

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2. General education courses *must* link activities and assignments to the achievement of student learning outcome.

Basis for determining the final grade. See undergraduate and graduate bulletins grading policy. 500 level courses that are intended for both undergraduate and graduate students *must* differentiate evaluation and grading.

☐ **16) Attach completed** *Signature Sheet for New or Amended Course Proposal (included with Form A)*

SIGNATURE SHEET
FOR NEW OR AMENDED COURSE PROPOSAL

Requests will not be considered without the appropriate signatures.

Department:	
Course Title:	
Course Prefix and Number:	
Contact Person:	

Please Complete and Sign in the Following Order

1	**Department Curriculum Committee**

For new or amended course proposals attach a brief (100 word) summary of the committee's deliberations.

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

2	**College/School Curriculum Committee**

For new or amended course proposals attach a brief (100 word) summary of the committee's deliberations.

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

3	**Teacher Licensure Courses**

Associate Dean for Academic Affairs and Student Services in the School of Education   Date

Approval by UCC and/or GSC
The requested action has been approved through UNCG's internal curricular processes. This change 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**

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 General Education Curriculum category designation for new courses, attach the applicable General Education Form with the proposal. 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 General Education Curriculum 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.
- Change of course CIP Code
- Raising or lowering semester credit
- Changing a course number two or more levels
- Substantial changes in course description
- Revision of student learning outcomes in ways that change the purpose or substance of the course, except for General Education recertification review for existing courses.

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.

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 (30 characters) 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: 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.

1. Course Information:
   a) *Course CIP Code:* Used to assist in identifying appropriate faculty qualifications to the specific course.
   b) New Course / Amended Course (check applicable proposal)
   c) *Schedule/Course Type:* Please refer to the list in the *Curriculum Guide* or contact the Registrar's Office.
   d) Options for Mode of Delivery: face-to-face on campus, face-to-face off-campus site, interactive real time, video, online Internet (synchronous or asynchronous), and storage device or non-web media.

2. Grading Method: Specify letter grade or satisfactory/unsatisfactory or pass/not pass.

3. 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.

4. Specify Credit: See "*Course Credit Structure Guide*" in this Guide. List semester credit hours, lecture or seminar contact hours and/or lab or studio hours.

5/6. Prerequisites/Corequisites: It is the department's responsibility to ensure alignment of individual course prerequisites and overall program requirements. 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). When a specific letter grade is not provided as a prerequisite restriction to a course, this translates into a D- or better in Banner.

7. 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.

8. Bulletin Text Description: The bulletin description should 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.

9-12   Self–explanatory

13. Consultations: See *"Form B, UNCG Course/Program Consultation"* in the *Curriculum 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.

14. 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.

    Teacher Education Program: See "*Teacher Education Courses*" in Section I of the *Curriculum Guide*.

15. Essential Course Information:

    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.

Please note: Student Contract/Agency Agreement: See "*Additional Guidelines for Preparing Proposals for Internships/Practicum Courses*" in Section II of the *Curriculum Guide*.

ADDITIONAL GUIDELINES FOR PREPARING PROPOSALS FOR
INTERNSHIP/PRACTICUM COURSES

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. Departments are encouraged to make students aware that a second internship experience is not guaranteed.

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: New or Amended Course Proposal.* Where specific instructions are not noted here, the general guidelines for any course proposal apply.

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

4. Specify credit: Credit for an internship/practicum should be indicated by three digits which show: Credit hours for the course: hours lecture per week (or 0 if none): hours in the field per week

   For example:
   1-3:0:3-9   The course can be taken for 1-3 hours credit: there are no lecture hours: hours in the field per week depends on the number of credit hours designated.
   6:1:15   The course carries 6 hours credit: there is one on-campus class or meeting per week: there are 15 hours in the field per week.

8. Bulletin text description: For the student's information, include information about the campus component (seminar, meetings with faculty coordinator).

14. 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.)

15. Essential Course Information:

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

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 as well as discontinuations or moratoria that could impact other units. 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.

To: _____ **Date:** _____

From: _____

Course Prefix/Number/Title: _____ **Credit:** _____
or
Program Title: _____

This form serves the purposes of providing information as a courtesy and avoiding duplication. Please take this opportunity to review the enclosed description from Form A 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.

Consultation Response
☐ **Have no reservations.**
☐ **Have the following reservations/suggestions:**
Name of person completing this form: _____
Department: _____
_____   _____
Signature   Date

Response from Originating Department
☐ **Response from originating department:**
☐ **Form not returned by consulting department within 14 days.**

FORM D
ROUTINE COURSE CHANGE REQUEST

Use this form only for minor revisions to existing courses

***Please 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.

- Routine change requests for 500-level courses are to be submitted and reviewed by both the Undergraduate Curriculum Committee (UCC) and the Graduate Studies Committee (GSC).

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

‣ Change of course 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, except for General Education recertification review for existing courses.

Department:

Contact Person: **Email:**

Date:

Describe in detail below the routine changes you are requesting.
Please indicate each change with an "(X)".

☐   **1. Course number and title for all courses that are to be revised:**

☐   **2. Type(s) of change(s) (include complete information for each change requested):**

( )   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 student learning outcomes and 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:

( )   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.)*:

( )   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.

( )   Change in mode of delivery. (If there is no change, go directly to #3.)
Indicate if the request is to add, change, or remove a mode of delivery.
Use list of [course type codes](#) (WEB, WLC, LEC…) located in the [Curriculum Guide](#).

Course Type:

Provide the full street address for off-campus delivery:

☐   Programs that offer 50% or more of the credits for the program through distance education must be authorized by UNC General Administration. Please confirm by checking this box that this mode of delivery request does not exceed the 49% credit hours threshold for either online or off-campus delivery for unauthorized programs (verify via the Registrar's Office at courses.uncg.edu – please allow for a one week turn around for this request).

☐   Essential Course Information related to change in mode of delivery (e.g. if moving from Lecture (LEC) to web-based (WEB) indicate how the content delivery will change to accommodate the new mode of delivery).

> If applicable, 500-level courses that are intended for both undergraduate and graduate students **must** differentiate the requirements.

> If applicable, General education courses **must** link activities and assignments to the achievement of student learning outcome.

Student learning outcomes: Provide Student Learning Outcomes associated with this course. Courses intended for inclusion in the general education program **must** include the appropriate student learning outcomes. 500-level courses that are intended for both undergraduate and graduate students **must** differentiate the outcomes.

Basic texts:

Principal topics covered:

Description of the types of activities and assignments to be used to facilitate student achievement of the stated learning outcomes.

Basis for determining the final grade. See undergraduate and graduate bulletins grading policy. 500-level courses that are intended for both undergraduate and graduate students **must** differentiate evaluation and grading.

☐   **3. Proposed effective date:**

☐ **4. Current Bulletin text:**

☐ **5. Requested change(s) to course information:**

☐ **6. New Bulletin text for course** (title, prerequisites, corequisite, credit structure, and complete course description (concise, 30 words or less)):

☐ **7. Rationale:** Provide a complete explanation for the requested change, including how this change supports the mission of the program.

☐ **8.** Only the department head / director of Graduate Study signature is required prior to submitting to the UCC and/or GSC (submit to both for 500-level courses). Send a copy to College/School curriculum committee.

Approved by: _____ **Date:** _____
  Department Head / Director of Graduate Study

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 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.

Department: _____   *CIP Code: _____

Contact Person: _____

Date: _____   Email: _____   Phone: _____

Semester/Year of Course Offering: ☐ Fall   ☐ Spring   ☐ Summer   Year: _____
  * CIP Code Selector (IPEDS): *https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55*

Department Abbreviation: _____   Course Number: _____   Credit Hours: _____

Course Title: _____

Grading Format: ☐ S/U   ☐ Letter Grades

Course Prerequisites: _____

Course Description (concise, 30 words or less):

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
  ☐ Other (See complete list of course types in Section I of the *Curriculum Guide*):

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? _____

Provide Essential Course Information
Student learning outcomes: Courses intended for inclusion in the general education program *must* include the appropriate student learning outcomes. 500 level courses that are intended for both undergraduate and graduate students *must* differentiate the outcomes.

Basic texts: _____

Principal topics covered: _____

Description of the types of activities and assignments to be used to facilitate student achievement of the stated learning outcomes.

_____

If applicable:

1. 500 level courses that are intended for both undergraduate and graduate students *must* differentiate the requirements.

2. General education courses *must* link activities and assignments to the achievement of student learning outcome.

Basis for determining the final grade. See undergraduate and graduate bulletins grading policy. 500 level courses that are intended for both undergraduate and graduate students *must* differentiate evaluation and grading.

_____

<div align="center">

Approvals

</div>

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

_____   _____
Department Head   Date:

_____   _____
Associate Dean for College/School   Date:

_____   _____
GSC Curriculum Subcommittee Chair   Date:

_____   _____
UCC Chair   Date:

FORM F
NEW CONCENTRATIONS, SECOND ACADEMIC CONCENTRATIONS, AND MINORS
(Also used for adding new mode of delivery for concentrations where degree major has UNC GA approval.)

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 (SAC) 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.

Department: _____

Contact Person: _____

Email: _____   Phone: _____

Date: _____
☐ Concentration Title: _____
 and/or
☐ Minor Title: _____

Applicable Major: _____   *CIP Code: _____

Has the major been previously approved for online delivery?   ☐ Yes ☐ No

　　*Approved CIP Codes for degree majors can be found on the *UNC-GA Program and Degree Finder*.

***Please note*:** Changes to specific courses must be submitted on separate *Routine Course Change Request* form.

The following information must be included in all proposals. Each item should be numbered and in correct order. Please use checkbox to indicate that all information is included.

☐　**1. Rationale** (Provide a complete explanation for the requested change, including how this change supports the mission of the unit and/or the university.):

☐　**2. Student learning outcomes (SLOs):**

☐　**3. For whom planned:**

☐　**4. Program description:**

☐　**5. Requirements:**

☐　**6. Number of hours:**

☐　**7 Mode of Delivery:**　☐ on campus　☐ off-campus (include complete street address)
　　　　　　　　　　　　☐ online: (☐ synchronous　☐ asynchronous　☐ both)
　　　　　　　　　　　　☐ hybrid (please check all the applicable modes above)

☐　**8. Bulletin text** (include complete concentration/minor requirements as they are to be published in the bulletin):

☐　**9. Proposed implementation date:**

☐　**10. Consultation with other departments** (attach *Form B Course/Program Consultation*).

☐　**11. If request is for a new mode of delivery attach** *List of Distance Education Courses*

☐　**12. Attach completed** *Signature Sheet for Curricular Requests***.**

FORM G
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 (Use Form L for degree/certificates title changes.)
- 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 General Education Curriculum /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: New Concentrations, Second Academic Concentrations, and Minors* for new concentrations or minors within existing majors.

Department: _____

Contact Person: _____

Email: _____ **Phone:** _____

Date: _____

Program: _____

*CIP Code: _____

   **Approved CIP Codes for degree majors can be found on the UNC-GA Program and Degree Finder.*

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

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

( )   **2. Proposed implementation date** (semester/year)**:** _____

( )   **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 ≥25% ☐ Yes ☐ No ☐ NA:

( )   **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** *Form B Course/Program Consultation* or 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).

( )　**10. Changes in or additions to specified course requirements for General Education Curriculum category or marker credit** (undergraduate courses only):

( )　**11. Bulletin text** (include all program requirements as they are to be published in the bulletin):

( )　**12. Retroactive revisions to programs for students using previous bulletins** *(list year (2 year limit), 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.

☐　**Attach completed** *Signature Sheet for Curricular Requests***.**

For a few academic departments, the University's software systems (CAPP/Degree Works) are unable to accurately audit portions of the degree program requirements. In such cases, the University Registrar's Office will notify the department, which will be called upon to assist with the manual degree clearance process.

FORM H
REQUEST FOR SERVICE-LEARNING COURSE DESIGNATION

Request for Service-Learning Course Designation (SVL)
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 email to Cathy H. Hamilton, Ph.D., director for the Office of Leadership and Service-Learning, at chhamilt@uncg.edu .

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.

PART I

Department: _____ Phone: _____

Name of person completing request: _____

Course number and title: _____

Is this a new or existing course? _____
(New courses requesting SVL designation must first be approved by the UCC or GSC.)

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 course objectives

5) opportunities for student leadership development

Student learning outcomes: Provide Student Learning Outcomes associated with this course. Courses intended for inclusion in the general education program with a SVL marker *must* include the appropriate student learning outcomes. At least one of the student learning outcomes needs to reflect academic enhancement, personal growth or civic learning through community engagement. Academic 500 level courses that are intended for both undergraduate and graduate students *must* differentiate the outcomes.

Description of the types of activities and assignments to be used to facilitate student achievement of the stated learning outcomes.

1. 500 level courses that are intended for both undergraduate and graduate students *must* differentiate the requirements.

2. General education courses *must* link activities and assignments to the achievement of student learning outcomes.

3. Service-Learning designated courses *must* link required community engagement to the achievement of selected learning outcomes (academic enhancement, personal growth or civic learning).

PART III

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

☐ Students in the class provide a <u>community identified</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 learning resulting through 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.

SERVICE-LEARNING APPROVAL FORM

Please scan and email this approval form with your *Request for Service-Learning Course* to
Cathy H. Hamilton, Ph.D., director for the Office of Leadership and Service-Learning (chhamilt@uncg.edu)

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*

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. If you would like assistance or additional resources to prepare your service-learning course, please make an appointment to speak with Cathy H. Hamilton, director for the Office of Leadership and Service-Learning (256-0539, chhamilt@uncg.edu). Additional resources are available on the OLSL website: http://olsl.uncg.edu/service-learning/.

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 email** to chhamilt@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, please scan and send with course proposal form, or 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 email 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 Part II).
    c) complete checklist for service-learning criteria (Part III).
    d) attach a copy of the syllabus.

4. From the OLSL, a complete submission will be sent by email to the SVL Course Approval Committee. 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* (Form I) 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* (Form I) 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 director of the Students First Office will place the proposal on the agenda of the Undergraduate Curriculum Committee (UCC) for final approval. The chair of the UCC will forward the proposal to the Students First Office for record keeping.

Summary

Initial proposal developed and approved by student, faculty advisor, additional faculty committee member, and the director of the Students First Office.

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
- 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 *Plan II Graduation Plan/Course Listing Template* (Form I) 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 General Education Curriculum categories and the corresponding courses.

         4. List of outstanding General Education Curriculum 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 (Form I), 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 Plan II Course Listing Template (Form I), additional copies may be made and attached to this sheet.

FORM J
CERTIFICATE OR LICENSURE PROGRAM PROPOSAL

Contact Information

Department:

Contact Person:

Email: **Phone:**

Date:

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

1. **Program Title**:

2. **Degree program that certificate is derived from**:

3. **Required Credit Hours**:

4. **Level:**
   - ☐ PB Post-Baccalaureate Certificate
   - ☐ LP Licensure Program (post-baccalaureate)
   - ☐ PM Post-Master's Certificate

5. ***CIP Code**:   **Specialty Code**:   000
   (If you know the specialty code, then please replace "000" with the correct value. Otherwise, please leave "000" as the default value.)
   *Approved CIP Codes for UNCG can be found on the UNC-GA Program and Degree Finder

6. **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/indexV2.html

7. **Requested Start Term**:

8. **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.

9. **Student Learning Objectives (SLOs), including rationale**:

10. **For Whom Planned**:

11. **Admission Requirements:** (Provide an explanation if no admissions test is required.):

12. **Program Description**:

13. **Program Requirements**:

14. **Bulletin Text**:

15. **Consultation with other departments** (Attach *Form B: Course/Program Consultations*)

16. **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?

17. **Mode(s) of Delivery** (check all that apply)**:**
    ☐ Face-to-Face at UNCG
    ☐ Face-to-Face at off-campus site (☐ new site   or   ☐ SACSCOC approved site)
    Provide site name and complete street address:

    ☐ Interactive Real Time   ☐ Video
    ☐ Online internet   (☐ synchronous   or   ☐ asynchronous)
    ☐ Storage Device or Non-Web Media

18. **If request is for a new mode of delivery attach** *List of Distance Education Courses.*

19. **Attach completed** *Signature Sheet for Curricular Requests.*

PROCEDURE FOR ESTABLISHING CERTIFICATE OR LICENSURE PROGRAMS

Applies to all modes of delivery: on-campus, online, or off-campus
Each mode of delivery is submitted as a separate request to UNC General Administration

Step 1: Preliminary Planning

1. Submit *Form J: Certificate or Licensure Program Proposal* to the dean of College or School.
2. Contact Division of Continual Learning if online course development will be needed (315-7044).
3. Submit *Academic Program Planning Questionnaire* (APPQ) to the Office of Assessment and Accreditation. Please note that certificate programs may require SACSCOC approval or notification.
4. Consult with director of Office of Financial Aid for program's financial aid eligibility.
5. For information regarding Gainful Employment reporting requirements (certificate programs only), contact the Graduate School at 334-5596.

Step 2: Authorization to Establish

1. Follow UNCG's curriculum review process which includes obtaining the following signatures.

    Dean of Academic Unit

    Department Curriculum Committee, if applicable

    College or School Curriculum Committee

    Associate dean for Academic Affairs and Student Services in the School of Education, if applicable

    Graduate Studies Committee (GSC)

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

Step 3: SACSCOC Approval or Notification

SACSCOC approval or notification for certificate programs is required for:
- Offering 25-49% of credit hours for certificate at a new off-campus location.
- 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.
- Offering financial aid (Gainful Employment)
  http://www.ifap.ed.gov/GainfulEmploymentInfo/indexV2.html

Please refer to *Advertising Guidelines for New Programs.*

FORM L
REQUEST FOR PROGRAM TITLE OR CIP CODE CHANGE
(For existing degree programs or certificates.)

Please Note:
  ‣ Change request can be for a CIP Code or a title, but not both. Requests for both indicate potential for a new degree.
  ‣ Requests for CIP Code changes are for degree majors only. Concentrations associated with the major will be included in the change.
  ‣ Title and CIP Code changes require UNC General Administration authorization following UCC or GSC approval.

Department:

Contact Person:

Email: **Phone:**

Date:

☐ Current Title:

☐ **Proposed Title:**

☐ Degree Designation:

☐ List all the concentrations related to the degree major:

☐ *Current CIP Code: ***Proposed CIP Code:**

  *GA approved CIP Codes for programs can be found on UNC-GA's Program and Degree Finder.
  *CIP Code Selector (IPEDS): https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

☐ Is teacher licensure involved in this request?   Yes ☐   No ☐
  If yes, what type of licensure?

  Department must consult with the associate dean for Academic and Student Affairs in the School of Education prior to requesting changes that include teacher licensure – signature required.

☐ Proposed Effective Date:

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

☐ **Attach completed** *Signature Sheet for Curricular Requests.*

FORM M
INITIATING OR RELEASING PROGRAM MORATORIUMS

Form M is used to <u>temporarily suspend admission to a program</u> for a period of no more than four years. This form is also used to release a program from a moratorium.

Department:

Contact Person:

Email: **Phone:**

Date:

Program Title:

Type of Program: ☐ Degree Major   ☐ Concentration   ☐ Minor   ☐ Certificate

Degree Designation: ***CIP Code:**

  *GA approved CIP Codes for programs can be found on <u>UNC-GA's Program and Degree Finder.</u>

Important: A decision to <u>release</u> the moratorium <u>or to discontinue</u> the program must be made prior to the four year limit.

Moratorium Start Date: Term: Year:

Moratorium Expiration Date:
(four years from start date)   Term: Year:

Moratorium Release Date: Term: **(Fall only)**   Year:

If requesting a release of the moratorium, please provide a rationale:

For Initiating Moratorium Only

1) Rationale for initiating moratorium (please provide a complete explanation):

2) Are any students currently enrolled in the program?   Yes ☐   No ☐

   If yes, provide complete answers to the following items:

   a) How many students?

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

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

3) Will any faculty members be reassigned due to this moratorium?   Yes ☐   No ☐
   If yes, please describe:

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

5) Is teacher licensure involved in this request?   Yes ☐   No ☐

   If yes, what type of licensure? _____
   Department must consult with the associate dean for Academic Affairs and Student Services in the School of Education prior to requesting changes that include teacher licensure – signature required.

6) Mode(s) of Delivery (check all that apply):   ☐ online   ☐ UNCG campus   ☐ off-campus site
   For off-campus, please provide complete address for each site:

   _____

   _____

SIGNATURES FOR FORM M

_____   _____
Dean of Academic Unit   Date

_____   _____
Department Head or Chair   Date

_____   _____
Associate Dean for Academic Affairs and Student Services in the School of Education   Date
(If applicable for teacher licensure)

Approval by UCC and/or GSC
The requested action has been approved through UNCG's internal curricular processes. This change 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**

LIST OF DISTANCE EDUCATION COURSES

Please list all of the existing courses that will be offered as part of the proposed distance education program. Include the mode(s) of delivery applicable for each course (see key below). Subsequent changes to the mode of delivery for courses are made by using *Form D: Routine Course Change Request* for existing courses and *Form A: New and Amended Courses* for brand new courses. **Courses requiring changes other than just the mode of delivery must still go through the normal curriculum review process for Form A or Form D.**

Course #	Course Title	Mode of Delivery Code(s)

Course Code Key

Code	Description	General Classroom Assignment
WEB	100% online	None
WLL	Hybrid online and face-to-face requiring regular organized classroom and lab-based meetings:	No more than 50%
WLC	Hybrid online and face-to-face requiring regular organized course meetings.	No more than 50%
OFF	Off campus (*"OFF" is for administrative purposes, it is not an official Banner code.*)	Off-campus site

SIGNATURE SHEET
FOR CURRICULAR REQUESTS

Requests will not be considered without the appropriate signatures.

Check applicable Form: F ☐   G ☐   J ☐   L ☐
or UNC GA Appendix: A ☐   C ☐   F ☐   G ☐   I ☐
Please Note: *This signature sheet is not for General Education requests or Forms A, B, D, E, H, I, M, & Appx. D*
See specific forms for their signature requirements.

Department:

Program Title:

Contact Person:

Date: **Email:**   **Phone:**

Please Sign and Print Name in the Following Order

1 _____   _____
   Dean of Academic Unit   *(dean or associate dean for Form G)*   Date

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

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

4 _____   _____
   Associate Dean for Academic Affairs and Student Services in the School of Education   Date
   (If applicable for teacher licensure)

Approval by UCC and/or GSC
The requested action has been approved through UNCG's internal curricular processes. This change 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**

CURRICULUM GUIDE

SECTION III

UNC GENERAL ADMINISTRATION POLICY APPENDICES AND INSTRUCTIONS

SECTION III FORMS
GENERAL ADMINISTRATION POLICY APPENDICES

Form	Page	Link to MS Word Version
APPQ	55	Academic Program Planning Questionnaire
Appendix A	60	Request for Authorization to Plan a New Degree Program
Appendix C	64	Request for Authorization to Establish a New Degree Program
Appendix D	71	Request for Authorization to Discontinue a Program (includes Cover Sheet and Teach Out Plan)
Appendix F	77	Notification of Intent to Plan a New Distance Education Program
Appendix G	79	Request for Authorization to Establish a New Distance Education Program or Site
Appendix I	73	Distance Education Degree Program Online or Site Discontinuation Form
DE Courses	83	List of Distance Education Courses (for Appendix G)

ADVERTISING GUIDELINES FOR NEW PROGRAMS

There may be limitations for advertising new programs that are going through the external authorization process. Contact the Office of Assessment and Accreditation for timing and guidance.

Programs that require **authorization or approval by either UNC General Administration or UNC Board of Governors** must obtain that authorization or approval 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 but prior to receiving the official letter from SACSCOC.

Program titles used in advertisements or on departmental websites are to match the titles that are approved and published in the bulletins.

SACSCOC ACCREDITATION WORDING

When referring to SACSCOC accreditation in any published material (paper or electronic) the following wording must be used:

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

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

ACTION	UNCG Forms	UNC GA	SACSCOC*	OTHER
New Program Development				
New Degree Programs	APPQ Appendix A & C	YES	Significant Departures	NC DPI (licensure)
New Certificate Programs	APPQ Form J	YES	Notification	DoED(Gainful Employment)
New Joint Degrees or other credentials	APPQ Appendix A & C Contract	YES	YES	
New Dual Degrees or other credentials	APPQ Contract	YES	YES	
New Teacher Licensure Programs	APPQ Form J	YES	No	NC DPI
Online Programs				
Offering 50% or more of program online	APPQ Appendix F & G	YES	No	
Offering certificates online	APPQ Form J	YES	No	DoED (Gainful Employment)
Off-Campus Locations**				
Initiating off-campus site ** 25-49% of credential	APPQ	No	Letter of Notification before 25%	
Initiating off-campus site ** > 50% of degree	APPQ Appendix F & G	YES	Prospectus	US DoED & Homeland Security
Adding programs at an already approved off-campus site **	APPQ Appendix F & G	YES	No	Homeland Security
Discontinuations				
Discontinuation of a Degree Program	Appendix D	YES	YES Teach-Out Plan	
Discontinuation of a Certificate Program	Appendix D	YES	YES Teach-Out Plan	DOE (Gainful Employment)
Closing an off-campus site **	Appendix I Teach-Out Plan	YES	YES Teach-Out Plan	US DOE Homeland Security
Discontinuation of a program at an off-campus site **	Notify OAA Appendix I	YES	Possibly Teach-Out Plan	Homeland Security
Other				
Change of CIP Code	Form L	YES	No	
Change of Degree or Certificate Name	Form L	YES	No	DoED (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.

OAA-Office of Assessment and Accreditation   Forms (UNCG)

APPQ-Academic Program Planning Questionnaire   Appendices (UNC General Administration's Policy)

ACADEMIC PROGRAM PLANNING QUESTIONNAIRE (APPQ)

Complete and send to the Office of Assessment and Accreditation during the planning stage for any of the following initiatives:
- All **off-campus** activity (courses, programs and/or sites)
- All **new degree** programs
- All **new certificate** programs
- Any **online** initiative resulting in 50% or more of program credits being available online
- Any **contractual agreements**, **consortia**, or **dual / joint** awards

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:

Proposed implementation date (semester/year):

Department:

Contact Person:

Email:

Phone:

Program name:

Type of program (please check all applicable boxes)**:**

☐ Bachelor's   ☐ Master's   ☐ Specialist   ☐ Doctorate

☐ Post-Baccalaureate Certificate   ☐ Post-Master's Certificate   ☐ Licensure Program

☐ Joint program   ☐ Dual program   ☐ Contractual Arrangement

☐ Other (2+, degree completion, professional, etc.), please describe:

1) Provide a brief description of what is being planned.

    _____

2) Programs that are significant departures from UNCG's approved curriculum generally have new faculty, new courses, new library or other learning resources, new facilities, or new resources involved. Would you consider this initiative a significant departure from what is currently offered?   ☐ Yes   ☐ No

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

    _____

3) Total number of credit hours required to complete this program? _____

4) For new certificate programs only: Are you planning on going through the gainful employment regulation process for financial aid eligibility (Gainful Employment)?   ☐ Yes   ☐ No

5) Will courses be taught at an off-campus location? ☐ Yes   ☐ No
   If yes,
   Do you anticipate offering 25% or more of your program at this off-campus location?   ☐ Yes ☐ No
   Do you anticipate offering 50% or more of your program at this off-campus location?   ☐ Yes ☐ No

   Provide name of site and complete street address:

   _____

6) Will this program be offered online?
   ☐ Not offered online
   ☐ Less than 50% of program
   ☐ More than 50% of program

7) Is there any other institution(s) involved in delivering this program? ☐ Yes   ☐ No
   Provide name(s) of institution(s):

   _____

8) Will there be any contract or formal agreement associated with this initiative?   ☐ Yes   ☐ No
   If yes, please describe the arrangement:

   _____

Mail or email the completed APPQ to:
Office of Assessment and Accreditation (OAA)
330 McIver Building
bstookey@uncg.edu   334-5975

Please contact OAA if you have not received a response within five business days.

PROCESSING NEW ACADEMIC PROGRAMS

Revised 10/31/2014

UNC General Administration allows each university to have up to five new academic program proposals under review by the Board of Governors at any one time. Each campus may also keep GA informed of two additional "developing priority programs" that the institution is considering for proposal. This list of seven new programs under consideration includes both undergraduate and graduate programs. It does not include existing programs that are moving into a distance format, nor does it include new certificates. When a program has been voted on by the Board of Governors, an additional proposal may be added to the campus's priorities.
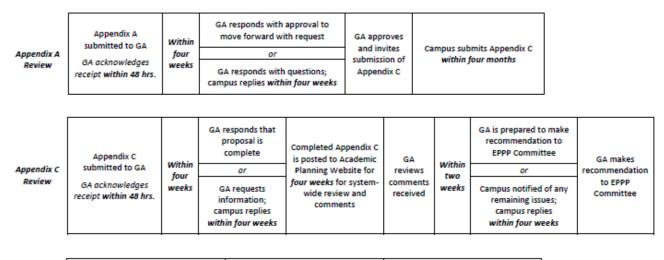
To define UNCG's new academic program proposal priorities, the following process will be followed:

1. Faculty develop a 3-5 page white paper that describes the program. The paper includes a description of the program with educational objectives, and an explanation of the relationship of the program to institutional mission and strategic plan. Demand for graduates, resource requirements and revenue generation should also be addressed, along with a discussion of how the program will be distinguished from other similar programs in the region and state. The paper should explain how and where the program will be delivered (i.e. face to face, online, at another campus, etc.), and whether it will be developed with another institution.

2. The dean of the unit reviews the paper and decides whether to present it to Academic Council.

3. The Provost and Academic Council review the paper and determine the priority of the program for UNCG.

4. If approved, the faculty are notified and told to complete an Academic Program Planning Questionnaire http://curriculumguide.uncg.edu/ to help identify any substantive change issues.

5. The faculty then follow the curriculum review process defined at UNCG, utilizing General Administration forms. Appendix A and Appendix C are completed and reviewed by the department-level curriculum committee. If the new program will also be offered as a distance program, Appendix F and Appendix G are also completed. Refer to the Curriculum Guide for a full description. http://curriculumguide.uncg.edu/

6. Upon approval by the department, the appendices are reviewed by the unit-level curriculum committees. For the Joint School of Nanoscience and Nanoengineering, the department-level review is also the unit-level review.

7. Upon approval by the unit, the appendices are reviewed by the university-wide curriculum committee appropriate for the program level.

8. When the program proposal has been approved by the committees, the Provost reviews the final documents and makes a recommendation to the Chancellor.

9. When the Chancellor has signed the appendices, they are submitted to UNC General Administration for their review process and consideration by the Board of Governors. (Refer to the Curriculum Guide for the full description of UNC GA's review process and timeline.) Upon approval by the Board of Governors, the program may be advertised and offered.

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

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 _____ Res. Doc. _____ Prof. Doc. _____

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/SubstantiveChange.pdf

If yes, please briefly explain.

Proposed date to enroll first students in degree program: *Month* _____ *Year* _____

1.   Provide a summary of the status of this proposal in your campus review processes.

    a.   List the campus bodies that reviewed and commented on this Appendix A proposal before submission to UNC General Administration.   What were their determinations? Include any votes, if applicable.

    b.   Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

2.   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; and

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

3.   Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Evidence of student demand should reflect likely applicant pools (local, regional, statewide, national, or global) and could include:

a.   Surveys of potential enrollees (such as students or alumni of feeder programs, community college enrollees, etc.).

b.   Enrollment data from existing minor, concentration or certificate programs on your campus.

c.   Enrollment data from similar programs in UNC, the state, or country.

4.   Provide evidence of societal demand and employability of graduates from as many of the following sources as feasible unless a good reason exists why such evidence cannot be obtained and similar evidence is presented from sources not listed here.

a.   Labor market information (www.ncworks.gov) – Current and projected industry and occupational data by region and statewide from the NC Department of Commerce. Available data include (but are not limited to):

(1)   Area, occupation, and industry profiles.

(2)   NC occupational and employment projections.

(3)   Job postings.

(4)   Economic and demographic indicators.

b.   National occupational and industry projections (http://www.bls.gov/data/) – National, regional and state outlook for occupations, also including wage data.

c.   Wages and employment of graduates in North Carolina – Percentage of graduates of UNC programs employed in North Carolina and wages paid to graduates of UNC programs employed in North Carolina.

d.   Wages and employment of graduates nationally when these data becomes available (see http://www.doleta.gov/performance/pfdocs/wris2_status_state_optin.pdf) – Wages paid to graduates of UNC programs employed nationally (North Carolina partnership in WRIS2 forthcoming).

e.   Job-posting analyses.

f.   Projections from professional associations or industry reports.

g.   Data concerning employment and wages for graduates of a particular program area from the UNC alumni survey when this survey and data become available.

5.   List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery.

   a.   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); describe what was learned in consultation with each program 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				

   b.   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.

   c.   Present evidence that establishment of this program would not create unnecessary program duplication.

6.   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], page 3)

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

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

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

9.   Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, 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.)

10.   Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should enrollment growth funding be unavailable? Letters of commitment should be provided.

11.   For graduate programs only:

        Does the program require a tuition differential or program specific fee in order to be implemented and sustained?

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

        b.   Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment should be provided.

12.   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.

13.   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 _____ Res. Doc. _____ Prof. Doc. _____

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/SubstantiveChange.pdf

If yes, please briefly explain.

Proposed date to enroll first students in degree program: Month _____ Year _____

Are there plans to offer 50% or more of program credit hours
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)

Provide a summary of the status of this proposal in your campus review processes.

a.   List the campus bodies that reviewed and commented on this Appendix C proposal before submission to UNC General Administration. What were there determinations? Include any votes, if applicable.

      b.   Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

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

II.   Justification for the Program – Narrative Statement

      A.   Describe the proposed program as it relates to:

           1.   Institutional mission

           2.   Strategic plan

           3.   Student demand. Provide any update to the documented evidence of student demand presented in Appendix A.

           4.   Societal demand and employability of graduates.   Provide any update to the documented evidence of societal demand and employment opportunities presented in Appendix A.

      B.   Provide any update to the discussion of similar degree programs and opportunities for collaboration presented in Appendix A. Discuss here the feasibility of a joint or collaborative degree program with one or more UNC institutions.

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

           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 an organizational chart showing the "location" of the proposed new program.

VIII.   Accreditation and Licensure

     A.   Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

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

     C.   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?

     D.   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

Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program. 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

     A.   Complete and insert the Excel budget template provided showing incremental continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.

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 enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Please elaborate and provide documentation of campus commitments where appropriate.

XII.	Evaluations 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.

XIV.	Attachments

Attach the final approved Appendix A as the first attachment following this document.

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

Chancellor: _____**Date**:_____

PROCEDURE FOR PROGRAM DISCONTINUATIONS

I. All programs that will be discontinued in their entirety (not just a mode of delivery) are to complete the *Cover Sheet to Appendix D* in addition to the *Appendix D Request for Authorization to Discontinue a Degree Program* and *Teach Out Plan*.

Program Types: degree majors, concentrations, second academic concentrations, 2Plus programs, minors, certificates, and licensure programs.

Discontinuation of a mode of distance education delivery (online or off-campus) while continuing the program through other modes of delivery fill out *Appendix I: Distance Education Degree Program Online or Site Discontinuation* (not Appendix D).

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

III. The Office of Assessment and Accreditation facilitates the process for obtaining external authorization or approvals, as required, upon approval of the UCC, GSC, and Chancellor. *Please note that teach-out plans and teach-out agreements must be approved by SACSCOC when the decision to close a program has been made and prior discontinuation of the program.*

COVER SHEET TO APPENDIX D
Program Discontinuations

Important: *Degree majors, certificates, and some graduate level concentrations require SACSCOC approval of a Teach-Out plan **prior** to implementing the discontinuation. SACSCOC is to be notified as soon as the decision to discontinue is made.*

Date: _____

Department: _____

Title of Program: _____

Proposed Closure Date: _____   **Term:** _____
(When no new students will be admitted into the program)

Please check the type of program being discontinued:

   ☐ Degree Major   ☐ 2Plus Program
   ☐ Concentration   ☐ Second Academic Concentration   ☐ Minor
   ☐ Certificate Program   ☐ Licensure Program

Program Location:

   ☐ Main Campus   ☐ Off-Campus*****   ☐ Online*****

*For online or off-campus programs that still offer another mode of delivery, replace Appendix D with *Appendix I: Distance Education Degree Program Online or Site Discontinuation Form.* If all modes of delivery are to be discontinued, then complete all (Cover Sheet to Appendix D, Appendix D, Teach-Out Plan, and Appendix I).

To prevent students from applying during discontinuation process, attach completed *Form M: Initiating or Releasing Program Moratoriums.*

Attach *Form B Course/Program Consultations* for other departments consulted.

CIP Code information for Appendix D can be found at http://www.northcarolina.edu/ira/ir/analytics/enrdeg.htm

Please Sign and Print Name

_____   _____
Dean of Academic Unit   Date

_____   _____
Department Head or Chair   Date

_____   _____
Associate Dean for Academic Affairs and Student Services in the School of Education *(If applicable for teacher licensure)*   Date

Approval by UCC and/or GSC
The requested action has been approved through UNCG's internal curricular processes. This change 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**

Appendix D
The University of North Carolina
Request for Authorization to Discontinue a Degree Program

Date: _____

Constituent Institution:

 The University of North Carolina at Greensboro _____

CIP Discipline Specialty Title:

_____

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

Title of Authorized Program: _____Degree Abbreviation:_____

Date of Proposed Discontinuation: month _____ year _____

Does the discontinuation of the program involve the discontinuation of an off-site or online delivery of the program? Program_____Site or Online

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

(1) _____

(city)   _(county)_   _(state)_
(2) _____

(city)   _(county)_   _(state)_
(3) _____

(city)   _(county)_   _(state)_

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 enrolled in the program to complete their courses of study.

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?

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

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

_____

Signature of Chancellor (or designee):_____

PROGRAM 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:

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

Explain how students will be counseled on completing their programs of study with minimal disruption:

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:

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

APPENDIX I

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 _____

(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 _____

PROCEDURE FOR OFFERING COURSES OR PROGRAMS AT OFF-CAMPUS SITES

Due to the complex external reporting requirements for initiating and discontinuing off-campus programs and sites (UNCG, UNC General Administration, SACSCOC, US Department of Education, and Homeland Security), 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.*** Individual guidance will be provided by completing the *Academic Program Planning Questionnaire* (APPQ) and sending it to the Office of Assessment and Accreditation for all off-campus activity:

▸ Offering a course at an off-campus site

▸ Initiating new program(s) at a site that is not approved by SACSCOC

▸ Offering new program(s) at an approved site

▸ Relocating an off-campus site to a new location

*Notify the Office of Assessment and Accreditation when courses or programs will no longer be offered at an off-campus location.

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

Preliminary Planning

Please note: Undergraduate programs can only be offered online as degree completion programs.

1. Submit proposal for creating online version of an existing program to dean of College or School (For online programs that are also a brand new degree, please see *Processing New Academic Degree Programs*).
2. Submit *Academic Program Planning Questionnaire* (APPQ) to Office of Assessment and Accreditation.
3. Contact Division of Continual Learning if online course development is needed (315-7044).

Notification of Intent to Plan and Request for Authorization to Establish an Online Program

1. Contact director of Academic Resources, Provost's Office (4-5494) for assistance with completing financial sections of forms.
2. Complete both *Appendix F: Notification of Intent to Plan a New Distance Learning Degree Program* and *Appendix G: Request for Authorization to Establish a New Distance Learning Degree Program.*
3. Complete the *List of Distance Education Courses*
4. Graduate programs: Submit Appendix G to dean of The Graduate School.
5. Obtain the following approval signatures:
    ‣ Dean of Academic Unit
    ‣ Department Curriculum Committee
    ‣ College or School Curriculum Committee
    ‣ Associate dean for Academic and Student Affairs in the School of Education, if applicable (education and degree licensure programs)
    ‣ Undergraduate Curriculum (UCC) or Graduate Studies Committee (GSC)
6. The Office of Assessment and Accreditation facilitates obtaining the provost's authorization and submits Appendix F to UNC General Administration for public viewing.
7. The Office of Assessment and Accreditation facilitates obtaining the provost's authorization and submits Appendix G to UNC General Administration four weeks after the electronic submission of Appendix F.

SACSCOC

UNCG has been approved by SACSCOC to offer online distance learning.

Please refer to Advertising Guidelines for New Programs.

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 three 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/SubstantiveChange.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. <u>Description of the substantive change (as required by SACS)</u> 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. <u>Faculty and support staff</u>

    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. <u>Library and learning resources</u>

    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. <u>Physical resources</u>

    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 _____

LIST OF DISTANCE EDUCATION COURSES

Please list all of the existing courses that will be offered as part of the proposed distance education program. Include the mode(s) of delivery applicable for each course (see key below). Subsequent changes to the mode of delivery for courses are made by using *Form D: Routine Course Change Request* for existing courses and *Form A: New and Amended Courses* for brand new courses. **Courses requiring changes other than just the mode of delivery must still go through the normal curriculum review process for Form A or Form D.**

Course #	Course Title	Mode of Delivery Code(s)

Course Code Key

Code	Description	General Classroom Assignment
WEB	100% online	None
WLL	Hybrid online and face-to-face requiring regular organized classroom and lab-based meetings:	No more than 50%
WLC	Hybrid online and face-to-face requiring regular organized course meetings.	No more than 50%
OFF	Off campus (*"OFF" is for administrative purposes, it is not an official Banner code.*)	Off-campus site

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.

https://www.northcarolina.edu/apps/policy/index.php?pg=toc&id=s272

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.
- Notify International Programs for all approved off-campus sites.
- Distribute all relevant correspondence to and from UNC GA and SACSCOC as follows:

Chancellor	**Academic Programs Committee**
Provost	Membership includes:
Dean	Department of Continual Learning (DCL)
Associate Dean	Financial Aid Office (FAO)
Department Chair	Office of Assessment and Accreditation (OAA)
	Office of Institutional Research (IRE)
	The Graduate School (GRS) (GSC Representative)
	University Teaching and Learning Commons (UTLC)
	(UCC Representative)
	University Registrar's Office (URO)

Departments 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, UTLC, GRS) of any new AOS codes.

The Graduate School following all external approvals will:
- Add information to the *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.

CURRICULUM GUIDE

SECTION IV

GENERAL EDUCATION

SECTION IV FORMS
GENERAL EDUCATION PROGRAM

Form	Page	Link to MS Word Version
General Education	88	Request for Category Designation or Global Perspectives Marker
Signature Sheet	91	Signature Sheet for Category Designation and Global Perspective Marker Requests
WI or SI Form	92	WI or SI Form: Request for Writing Intensive (WI) or Speaking Intensive (SI) Marker Credit
Signature Sheet	95	Signature Sheet for Writing Intensive or Speaking Intensive Marker Requests

GENERAL EDUCATION MISSION AND GOALS

The faculty and staff at the University of North Carolina at Greensboro embrace student learning as its highest priority. Our General Education Program provides students with the foundational knowledge, skills, and values necessary to be critical and creative thinkers, ethical decision-makers, effective communicators, and collaborative and engaged global citizens. The breadth of General Education empowers our students to thrive as life-long learners who lead personally fulfilling lives. The mandate to foster an educated person belongs to the entire university, not to a single department, unit, or co-curricular program. Thus, the General Education Program provides foundations and alternative perspectives for the more specialized knowledge gained in the major. Likewise, the major builds upon and integrates knowledge, skills, and attitudes learned General Education courses and the co-curriculum.

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[1]. **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, GL, GN]

LG4[1, 2]. **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.[1] **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]

Approved by Faculty Senate on April 1, 2009
Approved by the General Faculty on April 29, 2009
[1] The Faculty Senate, on April 7, 2010 approved the following changes: LG3 was divided into two goals and LG4 was renumbered to LG5
[2] The Faculty Senate, on April 18, 2012, approved the following change: GPR is no longer linked to LG4

**General Education Category and Marker Student Learning Outcomes are located on the
General Education Council website: http://utlc.uncg.edu/genedu**

General Education Program
Request for Category Designation or Global Perspectives Marker

Use this form to request a General Education Program Category Designation or Global (GL) or Global Non- Western (GN) course marker. Use the WI and SI Marker Request Form to request either the WI or SI marker. For advice about developing a successful General Education Program course request, consult the General Education Council's webpage (http://utlc.uncg.edu/genedu).

Submit the entire completed form as a Word file or PDF to the General Education Council (GEC) at gened@uncg.edu. **NOTE**: **All signature sheets must be signed by the appropriate persons and submitted together with all other documents.** Check the General Education Council webpage for meeting dates and submission deadlines.

To be approved for General Education Program categories, a course must meet the following criteria*:
1. Clearly address the specific Student Learning Outcomes for the General Education category designation requested (http://utlc.uncg.edu/genedu).
2. Be a standard course offering (not an experimental course).
3. Be open to all undergraduate students regardless of major.
4. Be at the 100, 200, or 300 level. Any pre- or co-requisite must carry a General Education category designation.

To be approved for the Global (GL) or Global Non-Western (GN) General Education marker designations, a course must meet the following criteria*:
1. Clearly address the specific Student Learning Outcomes for the General Education marker requested.
2. Be a standard course offering (not an experimental course).

To be approved for the Writing-Intensive (WI) or Speaking-Intensive (SI) General Education marker designations, a course must meet the following criteria*:
1. Clearly address the specific Student Learning Outcomes for the General Education marker requested.

(*Approved by the UNCG Faculty Senate December, 2013)

Basic Course Information

1. Course Prefix, Number, and Title: _____

    ☐   New General Education Course Proposal
    ☐   Recertification Course Proposal

2. Department: _____ Telephone: _____

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

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

5. Please indicate the level of this course   ☐ 100   ☐ 200   ☐ 300 ☐ 400

6. Please indicate any pre- or co- requisite course requirements for this course
    ☐ 0   ☐ 1   ☐ 2 or more (appropriate for GL, GN, WI, and SI only)

7. For courses seeking GEC category markers, if this course has a pre- or co-requisite course, please indicate the course prefix, number, and title, and include the General Education Program category designation for this course. <u>Note</u>: Any pre- or co-requisite for a course seeking a GEC category designation must itself carry a GEC category designation in order to meet criterion #4 above.

_____

8. Semester for which the category and/or marker is first being sought: _____

General Education Program Category Designations and Markers

9. 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 (check ONE). A course may carry <u>only one</u> of the Global markers (GL or GN). A course need not carry a category designation to carry a global perspectives marker. Use the **WI Proposal Form** and the **SI Proposal Form** (http://utlc.uncg.edu/genedu) to request either the WI or SI marker.

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

Explanation of the Course's General Education Content

10. Basic Texts:
   Principal topics covered:

11. Student Learning Outcomes: Courses intended for inclusion in the General Education Program ***must*** include the appropriate student learning outcomes on the course syllabus. Please state *verbatim* the relevant General Education category – or marker – specific Student Learning Outcomes for your course:

12. Rationale: Summarize in a statement of about half a page (single- spaced, 12 point font) why the course is appropriate for the General Education Program category or marker designation requested. In the statement, please demonstrate that the course is open to and appropriate for all undergraduate students regardless of major.

13. Assignments: General Education courses *must* link activities and assignments to the achievement of Student Learning Outcomes. Please link the primary course activities and assignments to the SLOs, and explain how the course activities and assignments will facilitate student achievement of the General Education Program category- or marker- specific Student Learning Outcomes.

14. Course assessment (Required only for Course Recertification): Please briefly provide evidence that the course has been successful in contributing to the General Education Program, and indicate any improvements made to the course. You may draw upon relevant course assessment results, category/marker assessment results, and/or Department/Program-level discussions or interventions. (Assessment results available at http://assessment.uncg.edu/academic/GenEd/ or via the Office of Assessment and Accreditation).

Rev. 10/12/2015

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

Please have the following signature sheet signed, scanned, and emailed to the General Education Council at <u>gened@uncg.edu</u>. Please ensure that the signature sheet is submitted together with the full GEC request.

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

2. _____   _____
   Date   *Department Head*

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

                       (Required only for a New Course Proposal)

General Education Council Use Only

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4. _____ Approved   _____ Denied

(If denied, please explain denial on separate page)   _____

                                                      Chair, General Education Council
                                                      Date_____

Rev. 10/12/2015

General Education Program
Request for Writing or Speaking Intensive Marker

Use this form to request ONLY either the WI or SI marker. Use the General Education Category and Marker Request Form to request a category designation or Global (GL) or Global Non-Western (GN) marker. For advice about developing a successful General Education Program course request and model syllabi, consult the General Education Council's webpage (http://utlc.uncg.edu/genedu).

Submit the entire completed form as a Word file or PDF to the General Education Council at gened@uncg.edu. **NOTE**: **All signature sheets must be signed by the appropriate persons and submitted together with all other documents.** The WI and SI Committees consider 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 webpage for meeting dates and submission deadlines.

To be approved for the Writing Intensive (WI) or Speaking Intensive (SI) General Education marker designations, courses must*:
1. Clearly address the specific Student Learning Outcomes for the General Education marker requested.

(*Approved by the UNCG Faculty Senate December, 2013)

Basic Course Information

1. Course Prefix, Number, and Title:

2. Department: Telephone:

3. Name & email address of the person initiating this request:

4. Semester for which the category and/or marker is first being sought:

5. Marker credit is being 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:

IF YOU ARE SEEKING A WRITING INTENSIVE (WI) MARKER

Please include the following in your proposal:

1. *Syllabus:* Attach a syllabus following the standard format in the most recent version of the UNCG *Curriculum Guide* (http://curriculumguide.uncg.edu). 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.

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

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.

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.
<u>Note</u>: 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.

<u>**IF YOU ARE SEEKING A SPEAKING INTENSIVE (SI) MARKER**</u>

Please include the following in your proposal:

1. *Syllabus:* Attach a syllabus following the standard format in the UNCG *Curriculum Guide* (http://curriculumguide.uncg.edu). 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. *Explanations:* Attach an explanation of how the course satisfies each of the SI Guidelines A-I below.

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. Intensive refers to the integration of speaking into the course rather than to the sheer amount of speeches involved. Students may become familiar with the material of the course through a variety of speaking

assignments throughout the semester, which should include both formal (graded) and informal (ungraded) work.

B. How will these assignments and activities help students improve their oral communication competency? A speaking-intensive course has a special responsibility for improving students' ability to communicate orally in the context of learning about a particular discipline. It treats speaking as a means of learning as well as competencies to be learned.

C. How will these assignments and activities promote learning of class material? A speaking-intensive course makes substantial and continuous use of speaking as a way of engaging students with important questions and problems of a particular subject.

D. How will you provide public, interpersonal and/or group communication instruction? In particular, SI faculty members will need to provide instruction for each oral communication competency that students are expected to display during the semester.
<u>Note</u>: Information on how and when you will be providing instruction on speaking competencies *must* appear on your syllabus. SI faculty members need to devote some class time to speaking instruction and they are strongly urged to consider conferencing with individual students to review feedback on speaking assignments.

E. How will you provide constructive feedback, and opportunities for improvement? In particular, SI faculty will comment on the students' control over the subject matter and disciplinary conventions, as well as on clarity, organization, correctness, and effectiveness of expression.
<u>Note</u>: Information on how and when you will be providing speaking opportunities *must* appear on your syllabus. SI faculty members need to devote some class time to speaking opportunities and they are strongly urged to consider conferencing with individual students to review feedback on speaking assignments.

F. How will you assess oral communication competency? Explain how the assessment of quality and improvement in students' speaking will be included in the final grade. Because the ability to speak progresses over time, grades for speaking assignments should reflect an assessment of both quality and improvement in students' speaking. What are the assessment methods you will use and how will they impact 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.

G. 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.

H. 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.

I. Syllabus must include the following SLO as typed. *Students will be able to speak in genres appropriate to the disciplines(s) of the primary subject matter of the course.*

SIGNATURE SHEET FOR GENERAL EDUCATION
WRITING INTENSIVE AND SPEAKING INTENSIVE MARKER REQUESTS

Please have the following signature sheet signed, scanned, and emailed to the General Education Council at gened@uncg.edu**. Please ensure that the signature sheet is submitted together with the full General Education marker request.**

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 General Education category designations.

WI and SI Committee Use Only

4. Does student work in the course adequately engage the WI or SI Marker Student Learning Outcomes and does the course meet general expectations for the category or marker?   Yes ☐   No ☐

Comments:

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5. _____ Approved   _____ Denied

(If denied, please explain denial on separate page)   _____
                                                                                  WI/SI Committee or General Education Council

                                                                                  Date_____

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rev. 1/9/15

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, does not qualify as a WI course. The course must 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.

General Education Category and Marker Student Learning Outcomes are located on the General Education Council website: http://utlc.uncg.edu/genedu

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.)

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 General Education 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.

Composition--The Council shall be composed of eleven (10) voting members, five faculty members from the College and one from each of the six professional schools, except the Joint School of Nanoscience and Nanoengineering at their request, one *ex officio* member from the University Libraries, the Director of Assessment and Accreditation, and additional *ex officio* members as needed. The Chair will be the sixth member from the College and will vote only in the case of a tie.
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 General Education course in that area prior to appointment.
B. *Ex officio* members will be appointed by the Provost as needed.
C. Members will be appointed to 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. If any member shall be unable to attend the majority of Council meetings in a given semester or year, a replacement for that member will be found by the member's Unit.
F. Council members serve a maximum of two consecutive three-year terms.
G. A student representative will be recommended by the SGA and appointed by the Provost as a non-voting *ex officio* member.
H. An administrative assistant in the University Teaching and Learning Commons shall serve as the secretary for the Council. The secretary shall prepare minutes of the proceedings of the Council and make both the agendas and minutes available electronically and publicly on the Council's website.

Organizational Structure

A. The Council will report directly to the Faculty Senate, and will be coordinated through the University Teaching and Learning Commons.
B. The Writing Intensive and Speaking Intensive Committees are 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 will be elected by the respective Committees. Chairs of the WI and SI Committees may serve as *ex officio* member of the General Education Council.
   3. Committee Duties: review 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.
C. Electronic voting may be used on an ad hoc basis. The method of electronic voting shall be determined by the Council.

Course Approval Procedures:

A. All **new course proposals** requesting General Education category designation or General Education markers:
    1. Must be approved by the UCC before they can be reviewed by the General Education Council.
    2. WI and SI markers must be approved by the appropriate Committee before being forwarded to the General Education Council for administrative disposition.
    3. 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 General Education category or marker(s) requested. Attach an updated syllabus in the current syllabus format outlined in the *Curriculum Guide.*
B. Requests for new General Education category designations or General Education markers for **existing courses**:
    1. Requests for General Education category designations and GL/GN markers for existing courses will be submitted directly to the Program Assistant for 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 submitted directly to the Program Assistant for the General Education Council 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 (a) recommending that it be approved, or (b) requesting more information on the course from the sponsoring department so that it can be revised until approval is granted.
    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 for administration disposition and will report final marker approval to the Registrar's Office.
    5. All writing-intensive and speaking-intensive markers must be approved by the appropriate Committee before the course is taught with the marker. 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.

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 a curricular decision was passed, 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.
    B. If from the discussion of the appeal it appears that the issue cannot be settled by further negotiation, and if the appeal receives at least 3 affirmative votes, the chair of the Council shall form an Ad Hoc Committee of undergraduate program directors or coordinators to consider the appeal and make a recommendation to the Council
    C. The recommendation of the Ad Hoc Committee shall be voted on at the meeting immediately following the submission of the Committee's recommendation. In the event of a tie vote, the chair

shall not exercise his or her vote but shall instead forward the Ad Hoc Committee's recommendation to the Faculty Senate.

    D. Upon the Senate's agreeing to discuss the recommendation, the sponsor or sponsors of the appeal shall represent the affirmative before the Faculty Senate and support motions for the adoption of the recommendation. 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 sixth 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 September 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. The chair, in consultation with the Council, 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.

E. 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.

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

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

H. 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.

SECTION V

ADDITIONAL INFORMATION AND GUIDELINES

UNCG'S VISION FOR TEACHING AND LEARNING

UNCG embraces student learning as its highest priority and provides exemplary learning environments. The university establishes a diverse community of learning in which individual differences are valued and interactions are encouraged in an atmosphere of mutual respect.

The faculty are committed to introducing students to the most important knowledge and research in their disciplines, fostering intellectual depth and breadth, and opening students to new possibilities for understanding themselves and the world. The faculty employ the growing body of knowledge about learning and work continually to evaluate and improve their teaching methods and materials. UNCG views learning as a shared responsibility, and accordingly,

- maintains clear, high and consistent learning goals,
- provides a variety of opportunities which foster intellectual growth,
- empowers individuals to take responsibility for their own learning,
- recognizes and supports diverse learning styles and levels of development,
- incorporates appropriate informational and instructional technologies,
- encourages the integration of knowledge across disciplines, and
- utilizes assessment, evaluation and feedback to improve teaching and learning.

UNCG expects all students to communicate clearly and to make effective use of technology appropriate to their studies. Students are encouraged to be actively engaged in their education. UNCG graduates should be ready to continue as lifelong learners and to face the challenges that will confront them as responsible citizens of the state, the nation, and the world.

-approved by the UNCG Faculty Senate
December 2, 1998

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 awarded 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 150 minutes of lab per week
(2:0:6)	course that carries 2 hours of credit and that meets for 5 hours of lab per week
(3:3)	course that carries 3 hours of credit and that meets for 150 minutes of lecture per week
(3:1:6)	course that carries 3 hours credit and that meets for 50 minutes of lecture and 300 minutes (5 hours) of lab per week
(3:2:3)	course that carries 3 hours of credit and that meets for 100 minutes of lecture and 150 minutes of lab per week
(4:4)	course that carries 4 hours of credit and that meets for 200 minutes of lecture per week
(4:1:9)	course that carries 4 hours of credit and that meets for 50 minutes of lecture and 450 minutes (7.5 hours) of lab per week
(4:2:6)	course that carries 4 hours of credit and that meets for 100 minutes of lecture and 5 hours of lab per week
(4:3:3)	course that carries 4 hours of credit and that meets for 150 minutes of lecture and 150 minutes of lab per week

Credit for an internship/practicum should be indicated by three digits that 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 depend on the number of credit hours designated.

6:1:15   The course carries 6 hours credit: there is one 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.

STANDARD COURSE SYLLABUS FORMAT

Syllabi in this format are appropriate for distribution to students. The instructor may choose to add additional items.

Please Note:
- Syllabi for 500-level courses must distinguish clearly between learning outcomes, assignments, and grading 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.
- 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 General Education Curriculum category and marker student learning outcomes.

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 email addresses should be listed.

BULLETIN DESCRIPTION: The bulletin description should 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 …"

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://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/ . 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, 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 General Education Curriculum category and marker student learning outcomes. See General Education Program learning goals and General Education Curriculum category and marker student 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 General Education Curriculum category and marker student learning outcomes. See General Education Program learning goals and General Education Curriculum category and marker student 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. Example: "Required text is a seminal work in the field."

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, technical skill prerequisites, required hardware/software, 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

SYLLABUS FORMAT FOR TEACHER EDUCATION COURSES

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/Bulletin 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.**

PLANNING AND ESTABLISHING NEW DEGREE PROGRAMS

Establishing a new degree requires UNC Board of Governor's authorization. Additionally, if the proposed program is significantly different than what UNCG is currently approved to offer, it will also require SACSCOC approval prior to implementation. Refer to Processing New Academic Programs found in *Section III* of the Curriculum Guide for detailed procedures.

DUAL DEGREE OR DUAL CREDENTIAL PROGRAMS

A dual degree or credential program is a program of study involving two academic units at UNCG, or UNCG and another institution that results in the awarding of two separate credentials (either degrees and/or certificates). A formal agreement is used to describe the arrangement. The approval process depends on the programs involved. Dual programs with another institution requires compliance with SACSCOC's *Agreements Involving Joint and Dual Academic Awards: Policy and Procedures, Policy Statement.*

JOINT DEGREE OR JOINT CREDENTIAL PROGRAMS

A joint degree or credential is a program of study involving two academic units at UNCG, or UNCG and another institution that results in the awarding of one single credential. A formal agreement is used to describe the arrangement. Joint programs with another institution require compliance with UNC General Administration policy and *SACSCOC's Agreements Involving Joint and Dual Academic Awards: Policy and Procedures, Policy Statement.*

DISCONTINUATION OF DEGREE PROGRAMS

Discontinuing a degree program requires authorization from the UNC Board of Governors and approval of a teach-out plan by SACSCOC following UNCG's curriculum review process. Refer to *Section III: UNCG General Administration Policy Appendices and Instructions* for procedures and approval process.

MORATORIUM OF DEGREE PROGRAMS

A moratorium can be used to temporarily stop admitting students into a degree program for up to four years. Provisions must be made for students currently enrolled in the program. To request or release a moratorium for a degree program, the academic unit submits *Form M: Initiating or Releasing Program Moratoriums* through the appropriate curriculum committees. A decision to readmit students or discontinue the program is to be made prior to the moratorium's end date. If no discontinuation paperwork has been received by the expiration date, the moratorium will automatically be released allowing students to apply to 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.   Admission 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. The grade earned must be a B (3.0) or better, but will not be counted in the GPA.

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 certificates must seek consultation from "related" programs, departments, Schools, Colleges, and must be approved by the unit's appropriate curriculum committee(s), the dean and the GSC.
   D.   Admission of students into certificate programs will be on a post-baccalaureate classified basis.

GAINFUL EMPLOYMENT FOR CERTIFICATE PROGRAMS

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; and 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 rule is available at:
http://www.ifap.ed.gov/GainfulEmploymentInfo/indexV2.html

DISCONTINUATION OF CERTIFICATE PROGRAMS

Discontinuing a certificate program requires action by UNC General Administration and approval of a teach-out plan by SACSCOC following UNCG's curriculum review process. Refer to *Section III: UNCG General Administration Policy Appendices and Instructions* for procedures and approval process.

MORATORIUM OF CERTIFICATE PROGRAMS

A moratorium can be used to temporarily stop admitting students into a certificate program for up to four 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. To request or release a moratorium, the academic unit submits *Form M: Initiating or Releasing Program Moratoriums* through the appropriate curriculum committees. If no discontinuation paperwork has been received by the expiration date, the moratorium will automatically be released allowing students to apply to the certificate program.

NON-DEGREE LICENSURE PROGRAMS

Licensure programs are a sequence of credit-bearing courses that prepare students for state licensure. Licensure programs do not constitute a full degree program. UNC General Administration requires that licensure programs be added and removed from GA's inventory similar to certificate programs. The same forms and procedures for certificate programs apply to licensure programs.

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: New Concentrations, Second Academic Concentrations, and Minors.*

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 program online follows only 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. Refer to *Section III: UNC General Administration Policy Appendices and Instructions* for procedures and approval process.

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 must be fully approved by the faculty, the director of Students First Office, and the UCC in order for a degree to be awarded. Additional information and proposal guidelines can be found in Section II of the Curriculum Guide.

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.* Altering significantly the length of a program (25% or more) is considered a substantive change requiring SACSCOC approval before implementation. Contact the Office of Assessment and Accreditation for more information. **Please note*: Significant and cumulative changes from what was originally approved may need new program approval from the UNC Board of Governors.

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.

Second Academic Concentration: A course of study within a concentration or major that allows greater specialization for education majors. 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.

Minor: A minor is a formalized curricular sequence taken by a student outside his or her major area of study. Programs that can be taken as minors are described following descriptions of the major and second major in the *Undergraduate Bulletin*. A minimum of 15 hours in a department is required to complete an area of study as a minor. Several areas of study can be taken only as minors.

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.

EFFECTIVE DATE OF PROGRAM CHANGES

Curriculum Committee approval of revisions to courses, majors, minors, concentrations, etc. occur throughout fall and spring semesters. Refer to UCC and GSC websites for meeting dates and deadlines. Please note that program revisions and new programs are effective fall of the following academic year.

CHANGING DEPARTMENT NAMES, PROGRAM TITLES, CIP CODES, AND COURSE PREFIX

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 that includes 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 and then to the Chancellor for approval.
3. Once approved 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 Program Title Change or CIP Code Change* must be submitted to UCC and/or GSC and then sent to UNC General Administration for approval.

Changing the 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 *Form L: Request for Program Title Change or CIP Code Change* 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.
4. To change a title of a concentration use *Form G: Program Revision.*

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 is not currently in use, has not been previously used, and that reflects the course content.
3. Prefix changes are effective only for the following fall semester (approval by February deadline).
4. Departments are strongly encouraged to obtain approval for any course prefix before early registration has begun for the affected courses.

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	Degree	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 that will be attached to existing degree programs must submit such requests on a *Form F: New Concentrations, Second Academic Concentrations, and Minors* 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 a new degree programs follow the new program process found in Section III (Appendix A and Appendix C).

Inactivation of Existing AOS Codes

Academic departments desiring to discontinue any program (degree, concentration, minors, certificate, or other programs) must submit such requests on an *Appendix D: Request for Authorization to Discontinue a Degree program* 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 and SACSCOC (see procedures in Section III, Appendix D)

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.

AGENCIES OF THE FACULTY SENATE RESPONSIBLE FOR
UNDERGRADUATE CURRICULUM AND GRADUATE EDUCATION
The Constitution of the General Faculty

Article II, Section 2 of the Bylaws of the Faculty Senate provides the charge and the membership for the Undergraduate Curriculum Committee and the Graduate Studies Committee

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 Section IV of the *Curriculum Guide* available at: http://curriculumguide.uncg.edu/.

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.

The Role of the Graduate Studies Committee

CHARGE, POLICIES, AND PRACTICES

I. Charge

I.a. The Graduate Studies Committee shall be an agency of the Senate that serves as the representative body of the Graduate Faculty on all aspects of graduate education and advises the Faculty Senate on matters relating to graduate education.

I.b. Its basic duties and responsibilities are as follows:

- Establish the criteria for the selection and review of members of the Graduate Faculty.
- Review all proposals for new courses, revised courses, and modifications to current courses taking one of the following actions: approve, disapprove, or approve with modification. 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 preliminary consideration to 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.
- Review, formulate, and approve policies and regulations related to graduate education, admission, retention, and graduation requirements and forward them to the Faculty Senate as an information item.
- Hear student appeals related to Graduate School policies and regulations.
- Call to the attention of the Graduate Faculty and the administration issues of concern relating to graduate education.
- Act on matters of graduate education referred to the committee by the Faculty Senate, Dean of The Graduate School, Graduate Faculty, or the Graduate Student Association.
- Report to the University administrators, academic heads, graduate program directors, and the Faculty Senate on all actions taken regarding graduate education policies and programs.

II. Membership

II.a. The Graduate Studies Committee shall consist of eighteen (18) voting members. All faculty shall be Members, Research Members or Academic Professional Members of the Graduate Faculty. Six (6) of these members shall be elected by the faculties of each of the following units (1 from each unit): the Bryan 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 & Nanoengineering; and the School of Nursing,. The College of Arts and Sciences shall elect three (3) representatives with one each from the areas of 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 (4) additional members of the Graduate Faculty shall be appointed by the Committee Chair, in consultation with the Dean of The Graduate School, to serve one-year terms. In addition, the Faculty Senate will appoint one (1) Senator to the Graduate Studies Committee. Four (4) other voting members of the committee include the Dean and Associate Dean of the Graduate School, and two student representatives elected by the Graduate Students Association with voting privileges on all issues except academic appeals. Three (3) ex-officio and non-voting members serve on the GSC: the Registrar, a representative of the Office of Assessment and Accreditation, and a representative from the University Libraries.

III. Organizational Structure

III.a. The Graduate Studies Committee shall operate through Curriculum, Policies and Procedures, and Student Affairs Subcommittees. The composition and charge of each subcommittee are as follows:

III.b. 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 the reviewing and approving of all new/amended course proposals, proposals for Authorization to Plan new graduate programs, modifications of existing programs (including the discontinuance of graduate programs).

III.c. Policies and Procedures 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 with votes. 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.

III.d. 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.

III.e. Appointment to the subcommittees will be made by the Chair of the Graduate Studies Committee, in consultation with the faculty representatives. Once constituted, the subcommittees shall select their own chair 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.

IV. Voting Procedures

IV.a. A quorum shall consist of a majority of voting members.

IV.b. Any action of the Committee may be approved by a simple majority of those present.

IV.c. All Authorization to Establish proposals for new graduate degree programs will be approved by the entire Graduate Studies Committee. 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.

IV.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.

IV.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 an 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.

V. Changes in the Committee's Policies and Practices

V.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.

V.b. Once submitted, suggested changes will be considered according to procedures outlined above in Section IV.d.

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

VI. Officers of the Committee

VI.a. The officers of the Graduate Studies Committee shall consist of a Chair and a Chair-elect.

VI.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.

VI.c. The Chair shall establish the time and place of meetings, prepare agendas for meetings, coordinate the distribution of materials that are pertinent to the deliberations of the Committee, and preside during the regular and special meetings.

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

VI.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.
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.

VI.f. An Administrative Assistant in The Graduate School shall serve as 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.

VII. Meetings of the Committee

VII.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.

VII.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.

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

VII.d. All meetings of the Committee shall be open to any member of the campus community.
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 and 11/16/12.

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 required 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 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)."
UNC Office of the President.

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/university-policies/substantive_change_compliance/