



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Curriculum Guide

2016 - 2017



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THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

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.

500 level course proposals for the actions above must be approved by both UCC and GSC.

600 level and above course proposals must be submitted to the GSC.

Actions requiring approval by GEC*:

- Request for Writing Intensive (WI) and Speaking-Intensive (SI) markers
- Requests for General Education categories and markers (GMT, GNS, GLT, GFA, GPR, GHP, GN, GRD, GSB, GL)

More information about the recertification process can be found at:

<http://utlc.uncg.edu/genedu/recertification>

*Refer to [Section IV - General Education](#) of the *Curriculum Guide* for more GEC 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). Refer to [External Reporting Chart](#) in 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 start at least one year before the proposed first offering of a course to allow ample time for the review process. 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).

Note: To ensure that changes are reflected in the course schedule prior to the advising/registration process, departments are advised to submit paperwork for changes as early as possible.

| | |
|---|-------------------------|
| 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 |

Undergraduate Admission Cycle

All program-related revisions that change or delete area of study codes (AOS / “U” codes) for spring, summer, and the following fall need to be received and implemented by Undergraduate Admissions before September 1, when the application cycle opens up for students. New programs that have completed the approval process can be added at any time.

Effective Semester for New Programs and Revisions

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.

Program revisions which impact student admissions or significantly alter requirements will be thoroughly evaluated and may/or may not be approved to be effective for the upcoming fall term based on timing relative to pivotal academic cycles. These types of program revisions include; a change to admissions requirements, program discontinuations and significant program changes which may negatively impact a student’s ability to continue in their chosen field of study. It is the responsibility of the department to develop, communicate and execute a teach-out plan for students who are enrolled in a program that will be discontinued.

CONTACT AND SUBMISSION INFORMATION

To be reviewed, proposals and revisions must include signature page 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 of UCC meetings will be posted within ten working days following each meeting on the UCC web page. Minutes of UCC meetings will be posted upon approval at the following UCC meeting.

<http://utlc.uncg.edu/ucc>

UCC decisions will be communicated to the originator by email. If you have not received a notification please follow up at underged@uncg.edu.

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

GSC decisions will be communicated to the originator by email. If you have not received a notification please follow up at gsc@uncg.edu.

General Education Council (GEC)

gened@uncg.edu

Tel: 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 of GEC meetings will be posted within ten working days following each meeting on the GEC web page. Minutes of GEC meetings will be posted upon approval at the following GEC meeting:

<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

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

College of Visual and Performing Arts
Curriculum Committee (Associate Dean)
Contact Info: 220 Music Building, Phone 334-3644

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 Gate 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 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. |

SCHEDULE / COURSE TYPES
INSTRUCTIONAL FORMAT DEFINITIONS (CONTINUED)

| Code | Description | Instructional Format Definition |
|-------------|--|--|
| 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.



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CURRICULUM GUIDE

SECTION II

UNCG FORMS AND INSTRUCTIONS

COURSE FORMS AND INFORMATION GUIDE

The forms used to propose new courses and make changes to existing courses can be found in the chart below or on the Curriculum Guide webpage: <http://curriculumguide.uncg.edu/>. The chart directs you to information found in this Curriculum Guide that may assist with filling out the forms and understanding the curriculum review process. Please use the contact information on page 7 if you need assistance.

| Forms for Courses | AKA* | Information, Guidelines, Resources, or Procedures | Section | Page |
|--|---------------------|--|---------|------|
| New or Amended Course Proposal | Form A | Guidelines for Completing Form A | II | 14 |
| | | Guidelines for Preparing Proposals for Internship/Practicum Courses | II | 16 |
| | | Schedule/Course Types and Instructional Format Definitions | I | 9 |
| | | Procedure for Offering Courses or Programs at Off-Campus Sites | III | 27 |
| | | UNCG Course Credit Structure Guide | V | 39 |
| | | Course Syllabus Template | V | 41 |
| | | Collaborative for Educator Preparation Course Syllabus Format | V | 43 |
| | | Bloom's Taxonomy | V | 46 |
| Course or Program Consultation | Form B | For changes that could affect other departments. Guidance in the form. | website | - |
| Routine Course Change Request | Form D | Guidance in the form | - | |
| | | Changing a Course Prefix | V | 51 |
| Experimental Course Proposal | Form E | (see resources for Form A) | - | |
| Request for Service-Learning Course Designation | Form H | Service-Learning Course Guidelines | II | 18 |
| Request for Category Designation or Global Perspectives Marker | Gen Ed Forms | Additional Gen Ed Resources http://utlc.uncg.edu/genedu | website | |
| Writing Intensive Proposal | WI | Guidelines for a Writing Intensive Course | IV | 32 |
| Speaking Intensive Proposal | SI | Guidelines for a Speaking Intensive Course | IV | 33 |

*AKA-Also Known As

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 the College or School Curriculum Committee and the 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 by both the GSC and 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 renumbering or requesting new course numbers, the Registrar’s Office must be consulted prior to submission to School/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 (graduate) or pass/not pass (undergraduate).
3. **Repeat for Credit:** Be clear if the course can be repeated for credit or not. Specify a limit to the number of times/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 for undergraduates and a C for graduate students 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 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, assignments, and grading scales 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 "[Guidelines for Preparing Proposals for Internships/Practicum Courses](#)" in the *Curriculum Guide*.

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: <https://provost.uncg.edu/policies-procedures-forms/elo-policy-model-agreements/>. 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

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.

PROCEDURE FOR ESTABLISHING CERTIFICATE OR LICENSURE PROGRAMS

Applies to all modes of delivery: on-campus, online, or off-campus

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

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)

UNC General Administration will pull the certificate information through the Student Data Mart and post it to the UNC GA Academic Program Inventory.

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](#).



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

CURRICULUM GUIDE

SECTION III

UNC GENERAL ADMINISTRATION POLICY APPENDICES AND INSTRUCTIONS

PROGRAM FORMS AND INFORMATION GUIDE

The forms to propose, change, and discontinue programs can be found in the chart below or on the Curriculum Guide webpage: <http://curriculumguide.uncg.edu/>. The chart directs you to information found in this Curriculum Guide that may assist you with filling out the forms and understanding the curriculum review process for the desired action. Please use the contact information on page 7 if you need assistance.

| Forms for Programs | AKA * | Information, Guidelines, Resources, or Procedures | Section | Page |
|--|--------|---|---------|----------|
| Academic Program Planning Questionnaire | APPQ | Complete for all new programs | - | - |
| Course or Program Consultation | Form B | Complete for any change that affects other programs. Guidance in form. | - | - |
| Program Revision | Form G | | - | - |
| Request for Title or CIP Code Change | Form L | Changing the Title or CIP Code | V | 51 |
| Request to Deliver an Existing Degree Program-New Delivery Mode or Site (+Budget Template) (Formerly known as Appendix F and G) | - | Procedure for Offering Degree Programs Online | III | 28 |
| | | UNC GA's Process to Request New Delivery Mode for Existing Degree Program | III | 28 |
| New Concentrations, Second Academic Concentrations, and Minors | Form F | Development of New Concentrations or Minors under Existing Degree | V | 47 |
| Certificate or Licensure Program Proposal | Form J | Procedure for Establishing Certificate or Licensure Programs | II | 19 |
| | | Certificate Policy Guidelines | V | 48 |
| | | Gainful Employment for Certificate Programs | V | 49 |
| Request to Plan a New Degree-Any Delivery Method (Formerly known as Appendix A) | - | Processing New Academic Programs | III | 24 |
| | | UNC GA Process for New Degrees | III | 25 26 |
| | | UNC GA's Academic Program Planning Resources | website | - |
| | | Procedure for Offering Courses or Programs at Off-Campus Sites | III | 27 |
| | | Advertising Guidelines for New Programs | III | 22 |
| Request to Establish a New Degree-Any Delivery Method (+ Budget Template) (Formerly known as Appendix C) | - | | | |
| Special Curriculum Option (Plan II) | Form I | A self-designed degree for student. Guidance in form. | website | 47 |
| Initiating or Releasing Program Moratoriums | Form M | Moratorium of Degree Programs | V | 47 |
| Request for Discontinuation of Concentrations, Certificates, and Minors | Form K | Discontinuation of Certificate Programs | V | 49 |
| Request to Discontinue a Degree Program, Site or Delivery Mode (Formerly known as Appendix D or I) | - | Procedure for Program Discontinuations | III | 27 |

*AKA-Also Known As

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 Req. Plan & Establish | YES | Significant Departures | NC DPI (licensure) Homeland Security |
| New Certificate Programs | APPQ Form J | YES | Notification | DoED (Gainful Employment) |
| New Joint Degrees or other credentials | APPQ Req. Plan & Establish 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 Request to Deliver | 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 | Yes | Letter of Notification before 25% | |
| Initiating off-campus site** > 50% of degree | APPQ Request to Deliver | YES | Prospectus | US DoED & Homeland Security |
| Adding programs at an already approved off- campus site ** | APPQ Request to Deliver | YES | No | Homeland Security |
| Discontinuations | | | | |
| Discontinuation of a Degree Program | Request to Discontinue | YES | YES Teach-Out Plan | |
| Discontinuation of a Certificate Program | Request to Discontinue | YES | YES Teach-Out Plan | DOE (Gainful Employment) |
| Closing an off-campus site ** | Req. to Discontinue Teach-Out Plan | YES | YES Teach-Out Plan | US DOE Homeland Security |
| Discontinuation of a program at an off-campus site ** | Notify OAA Req. to Discontinue | YES | Possibly Teach-Out Plan | Homeland Security |
| Other | | | | |
| Change of CIP Code | Form L | YES | No | DoED (Gainful Employment) |
| Change of Degree or Certificate Name | Form L | YES | No | DoED (Gainful Employment) |
| Credit hour changes of 25% or more | Form G Program Revision | No | Yes | |

* <https://policy.uncg.edu/university-policies/substantive-change-compliance/>

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

OAA-Office of Assessment and Accreditation

APPQ-Academic Program Planning Questionnaire

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. Request to Plan and Request to Establish a New Degree-Any Delivery Method are completed and reviewed by the department-level curriculum committee.
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 forms, 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:

| | | | | | | | | |
|------------------------------------|---|--|--|--|---|--|--|---|
| Request to Plan Review | Request to Plan submitted to GA <i>GA acknowledges receipt within 48 hrs.</i> | Within four weeks | GA responds with approval to move forward with request | GA approves and invites submission of Request to Establish | Campus submits Request to Establish within four months | | | |
| | or | | | | | | | |
| | GA responds with questions; campus replies within four weeks | | | | | | | |
| Request to Establish Review | Request to Establish submitted to GA <i>GA acknowledges receipt within 48 hrs.</i> | Within four weeks | GA responds that proposal is complete | GA reviews comments received | Within two weeks | Completed Request to Establish is posted to academic Planning Website for Four weeks for system-wide review and comments | GA is prepared to make recommendation to EPPP Committee | GA makes recommendation to EPPP Committee |
| | or | | GA requests information; campus replies within four weeks | | | or | Campus notified of any remaining issues; campus replies within four weeks | |
| | | | | | | | | |
| BOG Action | Upon GA recommendation degree program brought to next EPPP Committee meeting | Upon EPP Committee approval degree program brought to next BOG meeting | BOG acts on EPPP Committee recommendation | | | | | |

Process for Planning and Establishment of New Master's Degree Program:

| | | | | | | | | |
|------------------------------------|---|--|--|--|---|--|--|---|
| Request to Plan Review | Request to Plan submitted to GA <i>GA acknowledges receipt within 48 hrs.</i> | Within four weeks | GA responds with approval to move forward with request | GA approves and invites submission of Request to Establish | Campus submits Request to Establish within four months | | | |
| | or | | | | | | | |
| | GA responds with questions; campus replies within four weeks | | | | | | | |
| Request to Establish Review | Request to Establish submitted to GA <i>GA acknowledges receipt within 48 hrs.</i> | Within four weeks | GA responds that proposal is complete | GA reviews comments received | Within two weeks | Completed Request to Establish forwarded to the UNC Graduate Council for four-week review period. Graduate Deans submit campus comments to GA for information and consideration | GA is prepared to make recommendation to EPPP Committee | GA makes recommendation to EPPP Committee |
| | or | | GA requests information; campus replies within four weeks | | | or | Campus notified of any remaining issues; campus replies within four weeks | |
| | | | | | | | | |
| BOG Action | Upon GA recommendation degree program brought to next EPPP Committee meeting | Upon EPP Committee approval degree program brought to next BOG meeting | BOG acts on EPPP Committee recommendation | | | | | |

UNC GENERAL ADMINISTRATION PROCESS FOR NEW DEGREES

Process for Planning and Establishment of New Doctoral Degree Program:

| | | | | | | | |
|-------------------------------|-------------------------|--|---|-------------------------|---|---|---|
| Request to Plan Review | Within six weeks | GA responds that proposal is complete | Completed Request to Establish 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 | GA/EPPP approves and invites submission of Request to Establish | Campus submits Request to Establish within four months |
| | | 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 Request to Plan; Campus re-submits within four weeks | | |
| | | GA requests information; campus replies within four weeks | | | | | |

| | | | | | | | | |
|------------------------------------|-------------------------|--|--|-------------------------|---|--------------------------|---|---|
| Request to Establish Review | Within six weeks | GA responds that proposal is complete | Completed Request to Establish 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 | GA is prepared to make recommendation to EPPP Committee | GA makes recommendation to EPPP Committee |
| | | or | | | | or | | |
| | | GA requests information; campus replies within four weeks | | | | Within four weeks | If utilized, Graduate Subcommittee will respond to GA | |

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

PROCEDURE FOR PROGRAM DISCONTINUATIONS

- I. All degree major programs that will be discontinued in their entirety are to complete a [Request to Discontinue a Degree Program, Site or Delivery Mode](#).

Concentrations, second academic concentrations, 2Plus programs, minors, certificates, and licensure programs are to complete a [Form K: Request for Discontinuation of Concentrations, Certificates, and Minors](#).

Discontinuation of a mode of distance education delivery (online or off-campus) while continuing the program through other modes of delivery also fill out a [Request to Discontinue a Degree Program, Site or Delivery Mode](#).

Please note that a moratorium will automatically be applied to all UCC/GSC approved discontinuation requests unless other instructions are specified within the request.

- II. Obtain approval signatures in the following order:
1. Department head or chair
 2. College or School Curriculum Committee
 3. Associate dean for Academic Affairs and Student Services in the School of Education, if applicable (for licensure programs)
 4. Dean of College or School (*College/School may have different order for dean's review.*)
 5. 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 the Chancellor. *Please note that teach-out plans must be approved by SACSCOC when the decision to close a program has been made and prior to the discontinuation of the program.*

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 refer to [Processing New Academic Degree Programs](#)).
2. Submit [Academic Program Planning Questionnaire \(APPO\)](#) to Office of Assessment and Accreditation.
3. Contact Division of Continual Learning if online course development is needed (315-7044).

Request to Deliver an Existing Degree Program-New Delivery Mode or Site

1. Contact director of Academic Resources, Provost’s Office (4-5494) for assistance with completing [Budget Template](#), if needed.
2. Complete [Request to Deliver an Existing Degree Program-New Delivery Mode or Site](#).
3. 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)
4. The Office of Assessment and Accreditation facilitates obtaining the provost’s authorization and submits the approved form into UNC General Administration’s PREP System.

Process to Request New Delivery Mode for Existing Degree Program (any degree level):

| | | | | | |
|---|---|---------------------------------|--|--|--|
| <i>Request to Deliver Review</i> | Request to Deliver submitted to GA | <i>Within four weeks</i> | GA responds with approval to move forward with request | GA approves and posts Request to Deliver for system-wide review and comments for <i>thirty days</i> | If no comments are received, GA responds that proposal is complete and grants approval |
| | <i>GA acknowledges receipt within 48 hrs.</i> | | <i>or</i> | | <i>or</i> |
| | | | GA responds with questions; campus replies <i>within four weeks</i> | | GA requests information; campus replies <i>within four weeks</i> |

SACSCOC

UNCG has been approved by SACSCOC to offer online distance learning for all existing programs.

Please refer to [Advertising Guidelines for New Programs](#).

EXTERNAL APPROVAL NOTIFICATION 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.
- ▶ Distribute all relevant correspondence to and from UNC GA and SACSCOC as follows

Chancellor
Provost
Dean
Associate Dean
Department Chair

Academic Programs Committee
Membership includes:
Department of Continual Learning (DCL)
Financial Aid Office (FAO)
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)
International Programs Center (APC)

Departments will:

- ▶ Submit proposals through the established curriculum review process.
- ▶ 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.
- ▶ Update ApplyYourself application portal, if applicable.

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.



THE UNIVERSITY *of* NORTH CAROLINA
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CURRICULUM GUIDE

SECTION IV

GENERAL EDUCATION

GENERAL EDUCATION MISSION AND GOALS

The faculty and staff of The University of North Carolina at Greensboro embrace student learning as their 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 through the General Education Program.

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]

LG3¹. 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>

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 the 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.

Membership

Twelve (12) voting General Faculty members, six (6) from the College, one (1) from each of the other electoral divisions, excluding the JSNN (at their request). The Chair of the Council will be from the College and will vote only in the case of a tie. Ex-officio and non-voting members may be appointed by the Provost as needed.

- 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 of 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. A Program Specialist in the University Teaching and Learning Commons shall support the work of the Council. The Program Specialist 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* members 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. Seven 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, following the electronic voting guidelines used by Faculty Senate.

Course Approval Procedures:

- A. Requests for General Education category designation or General Education GL or GN markers:
 - 1. Proposals must adhere to the Request for Category Designation or Global Perspectives Marker form in the Curriculum Guide.
 - 2. Proposals must be submitted directly to the UTLC Program Specialist (gened@uncg.edu) for General Education Council review.
- B. Requests for Writing Intensive/Speaking Intensive markers:
 - 1. WI and SI markers must be approved by the appropriate WI or SI Committee before being forwarded to the General Education Council for administrative disposition.
 - 2. Proposals must be submitted directly to the UTLC Program Specialist (gened@uncg.edu) for distribution to the WI/SI Committees for review and approval.
 - 3. 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.
 - 4. Where a Committee approves a proposal with modification, the chair of the Committee shall be responsible for the requisite contact with the originating academic unit.
 - 5. WI/SI Committee chairs will forward Committee recommendations to the General Education Council for administrative disposition including reporting to the Registrar's Office.
 - 6. All writing-intensive and speaking-intensive markers must be approved by the appropriate Committee before the course is taught with the marker. No course or section of a course may receive a WI or SI marker retroactively after the last deadline for marker approval.

Right of Appeal: The General Education Council shall grant the privilege of appeal of its decisions in accordance with the following procedure:

- A. Within six months of the Council meeting at which the curricular decision was made, the sponsor or sponsors of the appeal shall notify the Council in writing of the appeal. Appeals must be submitted directly to the UTLC Program Specialist (gened@uncg.edu) and the Chair of the Council.
- B. The Chair will notify interested parties of the appeal.
- C. At a meeting of the Council soon after the appeal has been filed, the sponsor or sponsors of the appeal shall appear before the Council. Interested parties may also appear before the Council.
- D. 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.
- E. 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 should be elected annually in fall 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 Council of the time and place of meetings, develop the agenda, distribute the material pertinent to the deliberations of the Council, 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 Council 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 Council 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 Council'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 Council

- 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 Council shall be open to any member of the campus community.
- C. Speaking privileges at meetings are specifically granted to any member of the Council and to others at the discretion of the Chair.



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

CURRICULUM GUIDE

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.

COURSE SYLLABUS TEMPLATE

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 measurable 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 Krahwahl'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.



Collaborative for Educator Preparation
Course Syllabus Format
Revised March 2016

1. Course Prefix And Number
2. Course Title
3. Credits
4. Course Prerequisites/Corequisites
5. For whom the course is planned
 - Undergraduate major/concentration
 - Level (year in program)
 - Required or elective
 - Graduate major/concentration
 - Level (certificate, master's, post-master's, specialist, doctoral)
 - Required or elective
6. Instructor Information
 - Name
 - Office address
 - Office hours
 - Phone number
 - Email address
 - Other
7. Bulletin Description
8. Course Purpose
9. Course Delivery (Distance, Online, Campus)
10. Collaborative for Educator Preparation Conceptual Framework Mission Statement

The mission of professional education at The University of North Carolina at Greensboro is to ensure “Access to Opportunities through Teaching, Learning and Caring.” This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas leadership, professional knowledge, professional practice, educational environments, data-informed decision-making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

11. Course Goals
12. Student Learning Outcomes
Aligned with teaching strategies and assessments (#11 & #12)

13. Teaching Strategies
Aligned with courses goals, objectives and/or student learning outcomes
14. Evaluation Methods and Guidelines for Assignments
Aligned with courses goals, objectives and/or student learning outcomes
15. Topical Outline
This may also be a schedule (calendar) for the course. The course outline should demonstrate consistency of content, stated objectives and Bulletin description.
16. Required Text(s), Readings, References, Websites, Programs, and Other Resources Use full citations.
17. Suggested Text(s), Readings, References, Websites, Programs, and Other Resources Use full citations.
Include a list of references that highlight recent scholarship (pedagogy and research) and resources (such as technology) that provide support for students in this course.
18. Required Technology
19. Alignment with State and National Standards Include a table showing alignment of course goals/objectives with appropriate standards, including (as appropriate) CAEP Standard 1 (1.1-1.5), ISTE, InTASC, North Carolina professional teaching standards, program-specific national standards, and others.

| Student Learning Outcome | Student Assignment/Activity | State or National Standards |
|--------------------------|-----------------------------|-----------------------------|
| | | |
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| | | |
| | | |
| | | |

20. Student Support, such as technology support, information about student support services, etc.

Accessibility for Students with Disabilities

<http://ods.uncg.edu/especially-for-faculty/>

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, (336) 334-5440,

University Technology Support

6-TECH ITS Service Desk

(336) 256-TECH (336) 256-8324 Monday - Friday 7 AM - 10 PM Sunday 1 PM - 10 PM

[6-TECH Online](#), a web-based central access point for all of your technical needs! [6-TECH Online](#) will allow you to search for your own solutions from a global knowledge base, submit and view your own tickets, and more. These services available at all times.

21. Requirements set by instructor or program/department, such as attendance policy, participation requirements, etc.
22. UNCG Policies and Requirements, such as the UNCG Academic Integrity Policy, etc.

UNCG Plagiarism Policy

<http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/>

http://policy.uncg.edu/university-policies/acceptable_use/

UNCG Acceptable Use of Computing and Electronic Resources

http://policy.uncg.edu/university-policies/acceptable_use/

Ownership and Use Policy

<http://policy.uncg.edu/university-policies/copyright/>

Student Ethics Statement

<http://sa.uncg.edu/dean/academic-integrity/pledg/>

BLOOM'S TAXONOMY

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

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](#).

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.

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 Board of Governors or General Administration approval. Proposals for new concentrations or minors are submitted to the UCC or GSC using [Form F: New Concentrations, Second Academic Concentrations, and Minors](#).

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. The same forms and procedures for certificate programs apply to licensure programs.

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. 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. When a request to discontinue a program has been approved by the UCC or GSC, a moratorium will be placed to prohibit new students from applying unless other instructions are provided within the discontinuation request.

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 approval of a teach-out plan by SACSCOC following UNCG's curriculum review process. The certificate will be removed from UNC General Administration's Academic Programs Inventory. Refer Procedure for Program Discontinuations.

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.

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 approved program revisions and new programs are effective fall of the following academic year.

Program revisions which impact student admissions or significantly alter requirements will be thoroughly evaluated and may/or may not be approved to be effective for the upcoming fall term based on timing relative to pivotal academic cycles. These types of program revisions include; a change to admissions requirements, program discontinuations and significant program changes which may negatively impact a student's ability to continue in their chosen field of study. It is the responsibility of the department to develop, communicate and execute a teach-out plan for students who are enrolled in a program that will be discontinued.

RETROACTIVE PROGRAM CHANGES

Requesting a retroactive change implies that all proposed program revisions will be applied to present and past bulletin/catalog years. For example, if in fall 2016 a department requests revisions be made retroactive to fall 2014, any student on a major catalog year of fall 2014 forward will be impacted by these changes.

Retroactive changes should be beneficial to the student and cannot cause increased time to degree completion. 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.

Example: if a course is added as an option to a list of elective courses in a major, this is an appropriate time to request a retroactive change. Alternatively, if several courses are added as specifically required courses within a major, this is not an appropriate time to utilize the retroactive request.

Requesting a retroactive change via form G (Program Revision) does not initiate a change to a student's catalog year. (A student's catalog year dictates what requirements they will follow for their degree, major, concentration, and even minor). Please contact the University Registrar's office for additional information regarding this process.

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 for Routine Course Changes](#))

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

| <i>AOS Code</i> | <i>Description</i> | <i>School</i> | <i>Dept</i> | <i>Degree</i> | <i>Major</i> | <i>Licensure</i> |
|-----------------|-------------------------------|---------------|-------------|---------------|--------------|-----------------------|
| 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 program follow the Processing New Academic Programs.

Inactivation of Existing AOS Codes

Academic departments desiring to discontinue any program (degree, concentration, minors, certificate, or other programs) must submit such requests 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 Procedure for Program Discontinuations)

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 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, Vice Provost for Graduate Education, 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 College of Visual and Performing Arts; 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 Vice Provost for Graduate Education, 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 Vice Provost and Associate Vice Provost for Graduate Education, 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 Vice Provost for Graduate Education 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 Vice Provost and Associate Vice Provost for Graduate Education as ex-officio members with votes. The Subcommittee shall (1) solicit proposed policies and procedures changes from the Graduate Faculty, University administrators, Vice Provost and Associate Vice Provost for Graduate Education, 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 Vice Provost and Associate Vice Provost for Graduate Education 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 Vice Provost for Graduate Education, 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.

Special Note Regarding Approval of Distance Delivered Programs:

If an existing degree program has not received authorization from UNC General Administration to deliver the program online, the department will need to request authorization. Refer to the procedure for offering degree programs online found in [Section III](#) of the Curriculum Guide.

"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 SACSCOC's *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/