

# East Carolina University®



## Undergraduate Curriculum and Program Development Manual

2013-2014



**Undergraduate Curriculum and Program  
Development Manual  
2013-2014**

## TABLE OF CONTENTS

### Chapter One: Curriculum Development

Undergraduate Curriculum Development	1.1
University Curriculum Committee Course Submission Procedures	1.3
Undergraduate Curricular Actions Table	1.6
Undergraduate Curriculum Package Submission Helpful Hints and Checklist	1.7
University Curriculum Committee Course Proposal Form for Courses Numbered 0001 - 4999	1.8
Instructions for Completing the University Curriculum Committee's Course Proposal Form for Courses Numbered 0001 - 4999	1.14
Signature Form for UCC Curricular Changes	1.17
Guidelines for Developing and Revising Curricula	1.18
Guidelines for Writing Course Descriptions	1.20
Guidelines for Searching the Undergraduate Catalog for Affected Units	1.23
Guidelines for Preparing Marked Catalog Copy	1.26
Sample: Complex Memorandum of Request	1.29
Sample: Budgetary Memorandum of Request	1.32
Sample: Typical Course Proposal Form Depicting a New Course	1.33
Sample: Typical Course Proposal Form Depicting a Revision of an Existing Course	1.39
Sample: Complex Marked Catalog Copy	1.46

### Chapter Two: New Program Development

Undergraduate Program Development – Overview	2.1
Process for New Academic Program Development	2.6
Bachelor's Degree Process Checklists	2.10
Academic Program Development Timeline	2.13
Instructions for Completing Program Development Package	2.19
Request for Inclusion	2.20
Assessing Readiness to Offer New Degree Programs	2.24
On-Campus Budget Template	2.29
Letters of Support	2.39
Submission Procedure	2.39
Instructions: Phase I: Appendix A: Request for Authorization to Plan	2.40
Instructions: Phase II: Appendix C: Request for Authorization to Establish a New Degree Program	2.45
Instructions: Phase III: Curriculum Approval	2.53
Appendices	2.54
Glossary	2.60

# **Chapter One: Curriculum Development**

## UNDERGRADUATE CURRICULUM DEVELOPMENT

Curriculum development is both a faculty privilege and responsibility. Proposals for new courses and programs and revision of existing courses and programs originate within the various schools and departments and within interdepartmental committees, are approved by the unit faculty in accordance with unit code provisions, and are submitted for review and approval by committees at various levels of university governance. This part of the manual explains the steps in the review and approval process for undergraduate curriculum matters.

### Role of the Liaison

Each college/school/department has an appointed liaison. This individual is to be an independent and unbiased facilitator of the curriculum process. Duties may include development, organization, and submission of the curriculum proposal package. The liaison is not an additional step in the curriculum approval process but a person who works with faculty to facilitate the smooth processing of curricular matters. The UCC chair will notify liaisons when packages are received in the UCC mailbox if submitted by faculty other than the liaison.

### Overview of the Curricular Process

With the liaison as a resource, the faculty prepares a package of materials necessary for curricular actions. These materials, which are explained in more detail in sections of this part of the UCC manual, include:

- an explanatory memorandum;
- course proposal form(s), when new courses are proposed or existing courses are revised;
- marked catalog copy that reflects changes to the proposing unit's curriculum;
- a budgetary memorandum from the unit chair or dean;
- e-mail verification from Diane Coltraine ([coltrainem@ecu.edu](mailto:coltrainem@ecu.edu)), Office of the Registrar, for new course number(s), if applicable;
- e-mail verification from Diane Coltraine ([coltrainem@ecu.edu](mailto:coltrainem@ecu.edu)), Office of the Registrar, for new prefixes, if applicable;
- notification to units that are directly or indirectly affected by the curriculum request;
- a signature form indicating all applicable approvals.

The general process for review and approval of curricular actions before curricular changes are included in the Undergraduate Catalog includes the following steps, which are explained in more detail in other sections of this part of the manual:

1. Submission to and approval by the unit curriculum committee, if applicable
2. Submission to and approval by the unit faculty
3. Submission to and approval by the college/school curriculum committee, as applicable
4. Submission to and approval by additional university committees responsible for course designations (e.g., Council for Teacher Education (CTE), Foundations Curriculum and Instructional Effectiveness (FCIE) committee, Service Learning Committee (SLC), Writing Across the Curriculum (WAC) committee)
5. Submission to and approval by the University Curriculum Committee (UCC)
  - Before 5:00 p.m., two weeks prior to the applicable UCC meeting, a complete curriculum package shall be submitted electronically to the UCC ([cucsubmissions@ecu.edu](mailto:cucsubmissions@ecu.edu)).
  - Faculty member(s) originating the proposal shall attend UCC meeting. Liaisons are strongly encouraged to attend the UCC meeting with proposing faculty.
6. Submission to and approval by the Educational Policies and Planning Committee (EPPC), if requesting approval of new certificates, concentrations, minors, and programs
7. Submission to and approval by the Faculty Senate
  - The UCC chair submits curricular actions approved by the committee to the Faculty Senate for approval.
8. Submission to and approval by the ECU chancellor

- The Faculty Senate submits Faculty Senate resolutions for curricular actions to the chancellor for final approval.
9. Updates to Banner and Acalog, the university's catalog management system, are not completed until final approval of the curricular actions have been approved by the chancellor.

## University Curriculum Committee Course Submission Procedures

The University Curriculum Committee meets approximately twelve times per academic year between the months of September and April. These meetings are generally limited to 2.5 hours. Packages are placed on the agenda in the order that packages are received COMPLETED. Packages may include multiple curricular actions proposed by an academic unit (for example, a package might include all of the following: addition of a new course, revision of an existing course, and changes to a program).

Materials for curricular actions must be sent to the UCC e-mail account ([cucsubmissions@ecu.edu](mailto:cucsubmissions@ecu.edu)). The entire package must be complete and received in the committee mailbox in order to be considered for agenda placement. The submission deadline is 5:00 p.m., two weeks prior to the scheduled committee meeting. The electronic files will be posted to the committee Web site for viewing by all interested parties. It is the responsibility of proposers submitting materials to the committee to ensure that the required files are received by the submission deadline. Faculty are asked to review the posted materials prior to the meeting and to use these documents when responding to UCC recommendations.

### Before Submitting to the UCC

Before the University Curriculum Committee will consider a curriculum revision package, the proposers must complete each of the following steps.

1. Secure approval of the department, school, and/or college curriculum committees as required by faculty unit code for the requested curriculum changes. The appropriate committee chairs must sign a signature form for new courses and changes being submitted (one form per curriculum package).
2. Secure approval from additional University committees for specific designations on new and revised courses as applicable. The signature of the chair of each applicable committee is required on the signature form if a new or revised course approved by UCC is to include specific designations (see Note below). Consider the meeting frequencies and approval processes of the following committees in planning submissions to the UCC.
  - a. The Foundations Curriculum and Instructional Effectiveness (FCIE) committee for foundations curriculum credit (FC), global diversity credit (GD), and domestic diversity credit (DD), if applicable
  - b. The Writing Across the Curriculum (WAC) committee for writing intensive credit (WI), if applicable
  - c. The Service Learning Committee (SLC) for service-learning credit (SL), if applicable
  - d. The Council for Teacher Education (CTE) if the curricular revision has any impact upon any course required for a teacher education program

**NOTE:** Courses may be brought to the UCC before specific designations are approved; however, the course proposal may not include designations for which the approval process has not been completed and for which committee chairs' signatures are not included on the signature form. Units may seek approval of designations *following* course approval by the UCC. Designations will not appear in the course catalog until approval has been obtained from the appropriate committee. To add a designation to an existing course, contact the appropriate committee. (If no other changes are required, the course does not need to be reviewed by the UCC to received designations.)

3. Secure e-mail verification from Diane Coltraine ([coltrainem@ecu.edu](mailto:coltrainem@ecu.edu)), Office of the Registrar, for new course numbers and/or proposed new prefixes. All e-mails must be included as part of the curriculum revision package submitted electronically to the UCC.

4. Notify units that could possibly be affected by the proposed curricular revision. Include in your package copies of notification and responses as necessary. (See instructions for completing the proposal form.)

## UCC Submission Process

The process for submitting curriculum revision packages to the UCC is as follows:

1. Prepare a complete curriculum revision package (described further in “Complete Curriculum Package”). Each electronic document should be prepared in Microsoft Word format (.doc). Required e-mail can be saved in Microsoft Outlook (.msg) or (.pdf) format. Do not send any part of the package until the package is fully completed.
2. Complete one signature form for the entire curriculum package, collecting all of the appropriate signatures (see previous section). Scan the completed signature form and submit this document with the curriculum package.
3. Attach all electronic items in the curriculum revision package to an e-mail and send to [cucsubmissions@ecu.edu](mailto:cucsubmissions@ecu.edu). Materials must be submitted electronically by 5:00 p.m. two weeks prior to the scheduled UCC meeting.
4. The proposer and UCC liaison will receive e-mail notification once the package has been placed on a meeting agenda. This e-mail will contain a link to the meeting agenda on the UCC Web site. The agenda will contain the date, time, and location of the UCC meeting and the linked documents for each proposal package. Proposers and liaisons should review these links prior to attending the UCC meeting.

**Warning:** Occasionally, electronic mail inexplicably disappears. It is the responsibility of the proposing unit to verify that the proposal has been received. Any questions should be directed to [cucsubmissions@ecu.edu](mailto:cucsubmissions@ecu.edu).

## Complete Curriculum Package

A complete curriculum package consists of a collection of electronic files. Each file should be in Microsoft Word format (.doc) except for e-mail messages, which can be in Microsoft Outlook (.msg) or (.pdf) format. Any electronic files not in these formats will be returned, delaying their consideration. Moreover, it is important that you turn off the track changes option in Microsoft Word. **Any Word file submitted with track changes turned on will be returned.** The files that comprise a complete curriculum package include the following as required (see curricular actions table for requirements):

1. **Explanatory Memorandum:** A separate Microsoft Word document containing a cover memorandum outlining the package that is being submitted.
2. **Budgetary Memorandum:** A separate Microsoft Word document, signed by the unit administrator (chair, dean, etc.) that addresses the budgetary and staff impact of the proposal.
3. **Course Proposal Form(s):** Separate Microsoft Word document(s) for each new or revised course proposal form.
4. **Marked Catalog Copy:** A separate Microsoft Word document containing all proposed changes to catalog copy for the submitting unit *only*, clearly illustrating the proposed curricula revisions to the existing catalog. Catalog copy includes both degree requirements and course descriptions. (See “Guidelines for Preparing Marked Catalog Copy” for complete instructions.)  
**Catalog revisions must be marked as follows. DO NOT USE TRACK CHANGES:**
  - Deletions should be identified with ~~red, strikethrough font~~
  - Additions should be identified with blue font
5. **Completed Signature Form:** A separate, scanned .pdf document containing all necessary signatures, including FCIE, WAC, SLC and CTE, if applicable.
6. **Supporting Documentation:** E-mails from the Office of the Registrar and affected units, if applicable. Failure to notify affected units a minimum of two weeks in advance may result in the UCC tabling the package until notifications are provided.

**NOTE:** Any curriculum package not adhering to these requirements will be returned, thus delaying its consideration by the UCC.

The **Curricular Actions Table** and **Undergraduate Curriculum Package Submission Helpful Hints and Checklist** provided on the following pages indicate which forms and procedures are required for various curricular actions that require UCC approval. See also **Guidelines for Developing and Revising Curricula**.

**UNDERGRADUATE CURRICULAR ACTIONS**

Actions that require University Curriculum Committee (UCC) approval and the required components. Please refer to the manual for additional information **before** submitting your package to the UCC mailbox ([uesubmissions@ecu.edu](mailto:uesubmissions@ecu.edu)). Prepared by the UCC, and approved by the UCC on 10-27-11.

Action	Consulted UCC Liaison	Explanatory Memorandum of Request	Budgetary Memorandum	Course Proposal Form	Marked Catalog Copy	Signature Form	E-mail from Registrar	Supporting Documentation Related to Affected Units	Appear Before Committee
New Course	X	X	X	X	X	X	X	Notifications to affected units (notifications); memoranda of support (MOS)	X
Revision of an Existing Course (Objectives, delivery, etc.)	X	X	X	X	X	X		Notifications and MOS	X
Course Description Change	X	X	X	X	X	X		Notifications	X
Course Number Change at Same Level with <b>(NO content change)</b>	X	X			X	X	X	Notifications	
Course Number Change to Different Level (e.g., 3000 to 4000 level)	X	X	X	X	X	X	X	Notifications and MOS	X
Credit Hour Change	X	X	X	X	X	X		Notifications	X
New Prefix (Entire course list)	X	X			X	X		Notifications; memorandum from the Office of Academic Program Planning and Development	X
Prefix Change Using Existing Prefix	X	X			X	X	X	Notifications	X
Prerequisite Change <b>(NO content change)</b>	X	X			X	X		Notifications	X
Title Change Only <b>(NO content change)</b>	X	X			X	X		Notifications	X
Deleting a Course	X	X			X	X		Notifications and responses	
Banking a Course	X	X			X	X		Notifications and responses	
Unbanking a Course	X	X	X	X	X	X		Notifications	X
New or revised degree programs, minors or certificates	X	X	X	X	X	X		Notifications and responses	X

**NOTE: Changes to 5000-level courses are submitted to the GCC.** Please make sure that any changes to undergraduate programs resulting from deleting, banking, or adding 5000-level courses (i.e. a 5000-level course listed as an undergraduate elective) are submitted to the UCC via memorandum, marked catalog copy, and signature form.

## Undergraduate Curriculum Package Submission Helpful Hints and Checklist

- All boxes of the course proposal form are filled in. Put “N/A” if the item is not applicable.
- Make sure to fill in both sides of the Method(s) of Delivery checkbox.
- The course justification should reference and draw on program assessment of the unit’s curriculum (as described in the *Instructions for Completing the University Curriculum Committee’s Course Proposal Form for Courses Numbered 0001 – 4999* section of this manual) and should specify that collective faculty were involved in the approval process. The course justification should refer to a program assessment of the unit’s curriculum and specify that unit faculty voted on and approved the curricular change(s).
- Ensure the course credit table includes the accurate number of hours and the total credit hours.
- Course description is brief and is the same in the course proposal form and marked catalog copy. (See **GUIDELINES FOR WRITING COURSE DESCRIPTIONS**)
- The generic course information is complete, appropriate, and includes the following:
  - Full bibliographic information for textbooks (indicated as required or optional) is provided in an appropriate style that is consistent throughout the entire submission (ISBN is required).
  - References generic “course management system,” where applicable, and not Blackboard or other specific software programs, which may change in future.
  - Objectives that are appropriate to the course level, student centered, and measurable, and do not duplicate other courses (especially graduate courses). The use of Bloom’s taxonomy is recommended in creating objectives. It is recommended that lists of objectives are formatted to begin with the tag phrase “Upon completion of this course, students will be able to:”
  - Outline of the course content is shown using topic areas or units, not “weeks.”
  - Grading information includes assignments, weighting of each assignment, and grading/evaluation system using +/- grading scale.

**NOTE:** *Exclude* information about instructors or dates of class activities.

- The marked catalog copy is complete, consistent with unit norms, consistent with course proposal documents, and error free. If in doubt, please verify copy with Diane Coltraine ([coltrainem@ecu.edu](mailto:coltrainem@ecu.edu)), Office of the Registrar.
- Correspondence with all affected units offering similar courses is included.
- Budgetary memorandum from the unit administrator is included if required.
- The signature form includes all required committee chair signatures for course designations as appropriate.
- The curriculum package is complete and follows UCC guidelines. If in doubt, please verify with Kimberly Nicholson ([nicholsonk@ecu.edu](mailto:nicholsonk@ecu.edu)), Office of Academic Program Planning and Development.
- All required documents have been submitted together to [cucsubmissions@ecu.edu](mailto:cucsubmissions@ecu.edu) at least two weeks prior to the scheduled UCC meeting at which the package will be considered.



# East Carolina University

## University Curriculum Committee Course Proposal Form for Courses Numbered 0001 – 4999

**Note: Before completing this form, please carefully read the accompanying instructions.**

Submission guidelines are posted to the UCC Web site: [www.ecu.edu/cs-acad/fsonline/cu/curriculum.cfm](http://www.ecu.edu/cs-acad/fsonline/cu/curriculum.cfm)

1. **Course Prefix and Number:**

2. **Date:**

3. **Requested Action (Check only one type):**

<input type="checkbox"/>	<b>New Course</b>
<input type="checkbox"/>	<b>Revision of Active Course</b>
<input type="checkbox"/>	<b>Unbanking and Revision of a Banked Course</b>
<input type="checkbox"/>	<b>Renumbering of Existing Course from #                      to #</b>

4. **Method(s) of Delivery (Check all boxes that apply for both current/proposed and expected future delivery methods within the next three years.):**

**Current or Proposed Delivery Method(s):**

**Expected Future Delivery Method(s):**

<input type="checkbox"/>	<b>On-campus (face-to-face)</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Distance Course (face-to-face off campus)</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Online (delivery of 50% or more of the instruction is offered online)</b>	<input type="checkbox"/>

5. **Justification for new course, revision, unbanking, or renumbering (Explain why your unit wishes to offer the course, identify the gap, describe how the course responds to the assessment of student learning, and identify who was involved in the assessment of the program. Indicate that faculty voted on and approved the curricular changes.):**

**6. Course description exactly as it should appear in the next catalog:**

**7. If this is a course revision, briefly describe the requested change:**

**8. Identify if the new/revised course will be a required and/or elective course in one of the degrees/minors/certificates offered by your unit.**

Is this course required (yes/no)?

Is this course an elective (yes/no)?

**9. If writing intensive (WI) credit is requested, the Writing Across the Curriculum (WAC) Committee must approve WI credit prior to consideration by the UCC.**

Has this course been approved for WI credit (yes/no/NA)?

If Yes, will all sections be WI (yes/no/NA)?

**10. If service-learning (SL) credit is requested, the Service Learning Committee (SLC) must approve SL credit prior to consideration by the UCC.**

Has this course been approved for SL credit (yes/no/NA)?

If Yes, will all sections be SL (yes/no/NA)?

**11. If foundations curriculum (FC) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) Committee must approve FC credit prior to consideration by the UCC.**

If FC credit has been approved by the FCIE committee, then check the appropriate box (check at most one):

English (EN)

Humanities (HU)

Fine Arts (FA)

Health (HL)

Science (SC)

Social Science (SO)

Mathematics (MA)

Exercise (EX)

**12. If global diversity (GD) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) committee must approve GD credit prior to consideration by the UCC.**

Has this course been approved for GD credit (yes/no/NA)?

**13. If domestic diversity (DD) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) committee must approve DD credit prior to consideration by the UCC.**

Has this course been approved for DD credit (yes/no/NA)?

**14. Approval by the Council for Teacher Education (required for courses affecting teacher education programs):**

Not Applicable

Applicable (CTE has given their approval)

**15. Course Credit:**

<b>Lecture Hours</b>		Per Week	<b><u>or</u></b>		Per Term	=	Credit Hours		<b>s.h.</b>
<b>Lab</b>		Per Week	<b><u>or</u></b>		Per Term	=	Credit Hours		<b>s.h.</b>
<b>Studio</b>		Per Week	<b><u>or</u></b>		Per Term	=	Credit Hours		<b>s.h.</b>
<b>Practicum</b>		Per Week	<b><u>or</u></b>		Per Term	=	Credit Hours		<b>s.h.</b>
<b>Internship</b>		Per Week	<b><u>or</u></b>		Per Term	=	Credit Hours		<b>s.h.</b>
<b>Other</b> (e.g., independent study):									<b>s.h.</b>
<b>Total Credit Hours</b>									<b>s.h.</b>

**16. Anticipated yearly student enrollment:**

**17. Affected Degrees or Academic Programs:**

<b>Degree(s)/Course(s)</b>	<b>Change in Degree Hours</b>

**18. Overlapping or Duplication with Affected Units or Programs:**

Not Applicable

Applicable (Notification and/or Response from Units Attached)

**19. Instructional Format(s):**

<input type="checkbox"/>	Lecture	<input type="checkbox"/>	Technology-mediated
<input type="checkbox"/>	Lab	<input type="checkbox"/>	Seminar
<input type="checkbox"/>	Studio	<input type="checkbox"/>	Clinical
<input type="checkbox"/>	Practicum	<input type="checkbox"/>	Colloquium
<input type="checkbox"/>	Internship	<input type="checkbox"/>	Other (describe below):
<input type="checkbox"/>	Student Teaching	<input type="checkbox"/>	

**20. Statements of Support:**

Please attach a memorandum, signed by the unit administrator, which addresses the budgetary and personnel impact of this proposal.

<input type="checkbox"/>	Current personnel is adequate
<input type="checkbox"/>	Additional personnel are needed (describe needs below):

<input type="checkbox"/>	Current facilities are adequate
<input type="checkbox"/>	Additional facilities are needed (describe needs below):

<input type="checkbox"/>	Initial library resources are adequate
<input type="checkbox"/>	Initial resources are needed (give a brief explanation and estimate for cost of acquisition of required resources below):

<input type="checkbox"/>	Unit computer resources are adequate
<input type="checkbox"/>	Additional unit computer resources are needed (give a brief explanation and an estimate for the cost of acquisition below):

	<b>ITCS Resources are not needed</b>	
	<b>The following ITCS resources are needed (put a check beside each need):</b>	
		<b>Mainframe computer system</b>
		<b>Statistical services</b>
		<b>Network connections</b>
		<b>Computer lab for students</b>
<b>Describe any computer or networking requirements of this program that are not currently fully supported for existing programs (Includes use of classroom, laboratory, or other facilities that are not currently used in the capacity being requested).</b>		
	<i>Approval from the Director of ITCS attached</i>	

**21. Course Syllabus Information:**

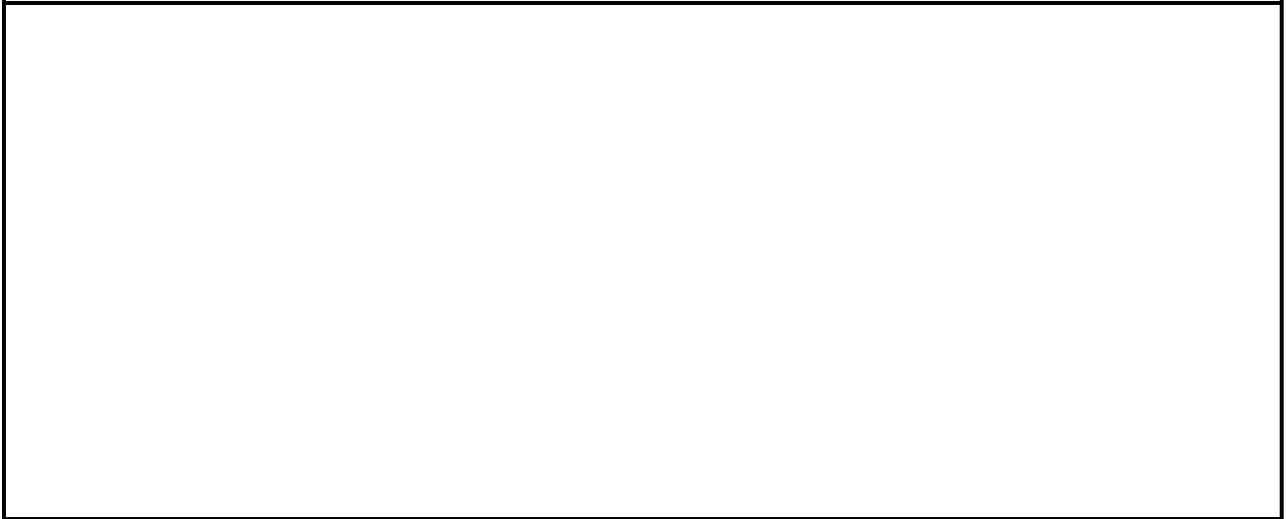
- a. Textbook(s) and/or readings: author(s), name, publication date, publisher, and city/state/country. Indicate whether text is required or optional. Include ISBN.**

- b. Course objectives for the course (student – centered, behavioral focus)**

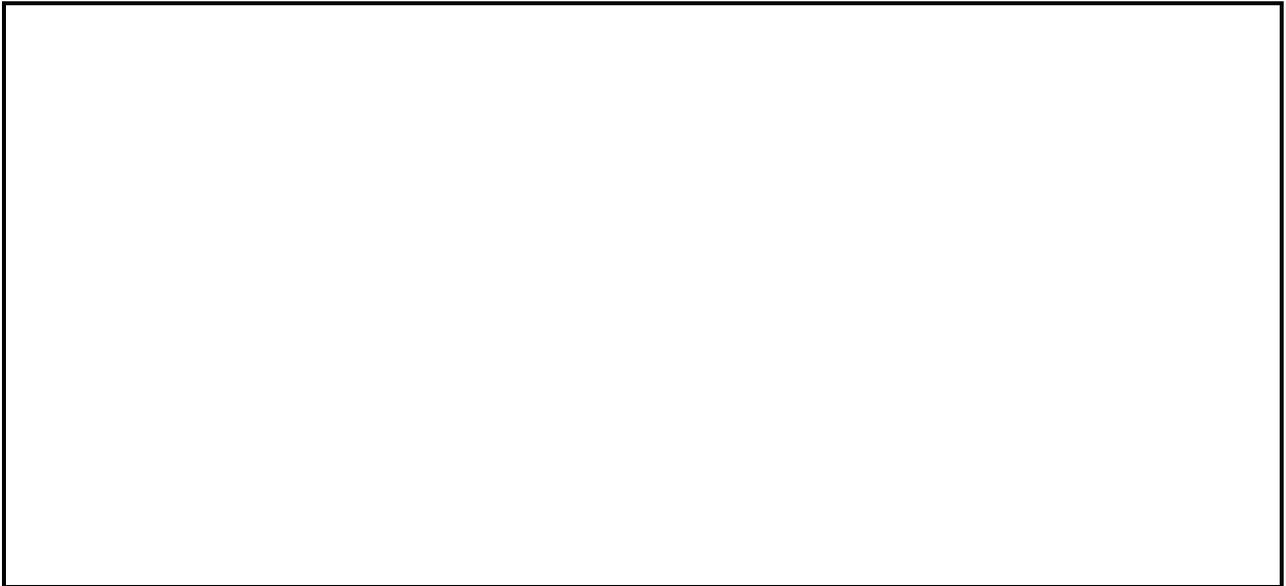
Upon completion of this course, students will be able to:

-

**c. Course topic outline**



**d. List of course assignments, weighting of each assignment, and the grading/evaluation system for determining the course grade.**



**NOTE:** Beginning in fall of 2012, grading scales should reflect the implementation of the “+/-” grading scale adopted by the faculty.

## Instructions for Completing the University Curriculum Committee's Course Proposal Form for Courses Numbered 0001 – 4999

### Important:

- Use this form *only* for courses numbered between 0001 and 4999. Courses numbered 5000 and above should be submitted to the Graduate Curriculum Committee (GCC).
- Specific guidelines for submitting curriculum revision packages can be found at: <http://www.ecu.edu/cs-acad/fsonline/cu/curriculum.cfm>.

### General Instructions:

- Each box on the form must be completed.
- To type in a box, put your cursor in the box, left-click once with the mouse, and type.
- Save the form as a Microsoft Word document, and submit electronically according to the instructions for submitting curriculum packages found at: [www.ecu.edu/cs-acad/fsonline/cu/curriculum.cfm](http://www.ecu.edu/cs-acad/fsonline/cu/curriculum.cfm).

### Instructions for Each Item on Course Proposal Form:

The instructions numbered below refer to each numbered box on the UCC Course Proposal Form. Please complete the form in its entirety according to the following directions.

1. **Course Prefix and Number.** List the prefix and course number for the course, (e.g., MATH 4331 or EXSS 4807).
2. **Date.** Type in the date the form was completed in the format: mm/dd/20yy
3. **Requested Action.** Put an “X” in the appropriate box. Remember that if you are requesting approval for a new course, before choosing the course number you must first obtain e-mail verification from Diane Coltraine ([coltrainem@ecu.edu](mailto:coltrainem@ecu.edu)), Office of the Registrar granting approval for the number you desire. If you are renumbering a course, type in the old and new numbers in the appropriate boxes. Otherwise, leave those two boxes blank. Forward the registrar's e-mail verification to the UCC mailbox as part of your curriculum package.
4. **Method(s) of delivery.** Check all boxes that apply for both current/proposed and expected future delivery methods (within the next three years). If a course is offered by section in more than one method, check all that apply. Put an “X” in the appropriate boxes representing the following categories: on-campus (face-to-face), distance (face-to-face off campus), or online (delivery of 50% or more of the instruction is offered online).
5. **Justification for new course, revision, unbanking, or renumbering.** Type in the reason (a) why your unit wishes to offer this course, (b) identify a gap, (c) describe how the course responds to the assessment of student learning, and (d) identify who was involved in the assessment of the program. Be specific.

*Examples for (a):*

- Provide information that the course is required to meet standards of a specific accrediting agency.
- Response to programmatic review.

*Example for (b):*

- A national report about skills that graduates with a particular degree need for the workplace. This would be considered an evidence-based reason to propose a new course.

*Example for (c):*

- Cite specific results from unit assessment of program curriculum and/or student learning outcomes that led to development of the proposed course.

*Examples for (d):*

- Specify that unit faculty reviewed and approved adding or revising the course.
- Cite the accrediting agency that recommended the new course or revisions to an existing course.

The justification must identify the gap and indicate how the course responds to the assessment of student learning in the academic program. Cite specific outcomes of unit assessment of student progress, unit self-assessment, and evidence of student learning which led to the development of the course. If course is recommended to meet the standards of certain accrediting agencies, provide documentation as part of the curriculum package. The course justification should refer to a program assessment of the unit's curriculum and **specify that faculty voted on and approved the curricular change(s)**.

6. **Course description exactly as it should appear in the next catalog.** Type in the course description as it should appear in the catalog. Include the course prefix, number, title, s. h. credit, and description in the correct order. When applicable, also include service-learning and writing intensive credit, semester(s) offering, foundations curriculum credit, global diversity and domestic diversity credit, formerly or same as statement(s), lecture/lab/practicum hours, credit statements ("may not count toward" or "for a maximum of"), prerequisites/corequisites, etc. Please use correct punctuation to prevent clerical errors from appearing in the final version of the catalog. Here is an example:

ITAL 2200 - Italian Literature

3 SL\* WI F, S, SS FC:HU GD Formerly ITAL 1200 Same as FORL 2200

May not be used to satisfy a language requirement. P: ITAL 2201. Selected works in Italian literature.

7. **If this is a course revision, briefly describe the requested change.** If the requested action is the revision of an existing course, briefly describe the change(s).
8. **Identify if the new/revised course will be a required and/or elective course in one of the degrees/minors/certificates offered by your unit** by typing "yes" or "no" in each box.
9. **If writing intensive (WI) credit is requested, the Writing Across the Curriculum (WAC) Committee must approve WI credit prior to consideration by the UCC.** Identify if this course is seeking WI credit by typing "yes" or "no" in the first box. If Yes, identify if all sections of this course will be offered as WI by typing "yes" or "no" in the second box. If only selected sections will be writing intensive, the catalog description should read (WI\*).
10. **If service-learning (SL) credit is requested, the Service Learning Committee (SLC) must approve SL credit prior to consideration by the UCC.** Identify if this course is seeking SL credit by typing "yes" or "no" in the first box. If Yes, identify if all sections of this course will be offered as SL by typing "yes" or "no" in the second box. If only selected sections will be service-learning, the catalog description should read (SL\*).
11. **If foundations curriculum (FC) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) Committee must approve FC credit prior to consideration by the UCC.** If FC credit has been approved by the FCIE, then put an "X" in the appropriate box (check at most one).
12. **If global diversity (GD) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) Committee must approve GD credit prior to consideration by the UCC.** If GD credit has been approved by the FCIE, then put an "X" in the box.
13. **If domestic diversity (DD) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) Committee must approve DD credit prior to consideration by the UCC.** If DD credit has been approved by the FCIE, then put an "X" in the box.
14. **Approval by the Council for Teacher Education (required for courses affecting teacher education programs).** Does the proposed curriculum revision have any effect on course(s) required for teacher education? If so, approval for the change must be obtained by the Council for Teacher Education (CTE) prior to consideration by the UCC. Type an "X" in the appropriate box. Information regarding CTE can be accessed in Microsoft Outlook, Public Folders, Council for Teacher Education.

15. **Course Credit.** Identify the number of contact hours and semester hours and place those figures in the appropriate boxes. Compute the total number of semester hours and type that figure in the appropriate box.
16. **Anticipated yearly student enrollment.** Type in the estimated annual student enrollment for the proposed course.
17. **Affected Degrees or Academic Programs.** Type in the appropriate box the degree(s) and or course(s) at both the undergraduate and graduate levels, if any, for which this course is required or is a prerequisite. Include any changes in credit hours required for degree. To obtain a list of references for where a course is listed in a degree or as a prerequisite for another course, search the current edition of the undergraduate catalog. *For instructions on how to conduct a search using Acalog, the university's catalog management system, refer to Guidelines for Searching the Undergraduate Catalog for Affected Units.*
18. **Overlapping or Duplication with Affected Units or Programs.** If there is any overlap or duplication of the proposed course with existing ECU courses, the proposing unit must contact the affected units/programs and forward their responses electronically to the UCC. Type an "X" in the appropriate box. The UCC does not require that you obtain APPROVAL from other units/programs, just that you NOTIFY them a minimum of two weeks in advance and obtain a response or your proposal may be tabled. If your proposal overlaps with an existing course/program that you did not identify, your proposal will be tabled until a written response is received from the affected unit.
19. **Instructional Format(s).** Type an "X" in the appropriate box.
20. **Statements of Support.** A memorandum, signed by the unit administrator (chair, dean, etc.), must be attached that addresses the budgetary and personnel impact of the curriculum proposal. Type an "X" in the appropriate box in each of the five sections.
21. **Course information (previously course syllabus).** Complete the course information section. Do not include instructor names, policies, or other instructor-specific information (e.g., academic dishonesty policies, etc.).



**Signature Form for UCC Curricular Changes**

**Course(s), Program(s), and/or Degree(s) under Revision:**

**Originating Unit:**

**Originating College/School:**

	Date	Name	Signature
<b>Unit Chair</b>			
<b>College/School Curriculum Committee Chair <i>(if applicable)</i></b>			
<b>College Dean</b>			
<b>WAC Committee Chair <i>(for WI credit if applicable)</i></b>			
<b>FCIE Committee Chair <i>(for FC, GD and DD credit if applicable)</i></b>			
<b>SLC Chair <i>(for SL credit if applicable)</i></b>			
<b>CTE Chair <i>(for actions affecting teacher education)</i></b>			
<b>University Curriculum Committee Chair</b>			

*Faculty Senate Resolution #09-44, November 2009; revised April 2013*

## GUIDELINES FOR DEVELOPING AND REVISING CURRICULA

### Establishing a New Prefix Area

The academic unit proposing the prefix should submit a request to the Office of the Registrar via e-mail to [coltrainem@ecu.edu](mailto:coltrainem@ecu.edu). The university program specialist will advise the unit of the decision regarding the establishment of a new prefix. The unit then submits its requests for new courses using the prefix or for changing the prefix of existing courses to the appropriate curriculum committee(s).

### Proposing a New Course

New courses should be submitted on the appropriate University Curriculum Committee (UCC) course proposal form. Course proposal forms are located on the UCC Web site. Older forms found on other Web sites should not be used. The form contains instructions for completion and specifies attachments that are to be submitted with the proposal. All applicable sections of the form should be completed. See “Guidelines for Writing Course Descriptions” for explicit information on writing course descriptions. Please note that there are various individuals and Web sites with whom it may be necessary to consult while preparing a course proposal form.

### Cross-Listing New or Revised Courses

Cross-listed courses are the same courses offered in more than one unit under different prefixes. The courses may or may not have the same number. These courses appear in the catalog with a “Same as ABCD 12345” statement. The request should be submitted with a letter of support from each of the units involved in offering the course. When submitting a request for new cross-listed courses, each unit must complete a course proposal form along with the request for cross listing the course. When a proposal includes a revision to a course that is cross-listed with another unit, documentation of communication between the units should be included as part of the curriculum revision package.

### Revising Existing Course Numbers, Credit Hours, Titles, Prefixes

The methods for revising an existing course vary, and are listed below. Each of the following changes requires at a minimum (1) a memorandum of request, (2) marked catalog copy, (3) notification of affected units if applicable, and (4) a completed signature form. Some changes require a course proposal form. (See curricular actions table.)

**Course Number Change at Same Level:** Submit by memorandum if there is no course content or course-level change. Course numbers must be cleared with Diane Coltraine ([coltrainem@ecu.edu](mailto:coltrainem@ecu.edu)), Office of the Registrar. Submit a copy of the registrar’s e-mail along with your memorandum. If the renumbering is not to occur until a later semester, please indicate the semester in which the new number is applicable. (e.g., a course that appears as a degree requirement is renumbered during the fall semester. The unit wants to continue to use the old number through the spring semester and summer session, since the degree description in the catalog lists the old number. The new number should appear in the next catalog along with revised degree description.)

**Course Number Change to Different Level:** Submit a course proposal form if the course number is changing levels (e.g., 1000 to 2000 level). If the course impacts another course or degree program outside the unit, that unit head should be advised and a memorandum of support should be attached to the request submitted to the UCC. If the renumbering is not to occur until a later semester, please indicate the semester in which the new number is applicable.

**Credit Hour Change:** Submit a course proposal form with any required attachments.

**Prefix Change:** Submit by memorandum. Provide old and new prefix, number, title, and s.h. credit. Include documentation that Diane Coltraine ([coltrainem@ecu.edu](mailto:coltrainem@ecu.edu)), Office of the Registrar, approved the prefix.

**Prerequisite Change:** Submit by memorandum if there is no other course content change (content change requires course proposal form).

**Title Change:** Submit by memorandum if there is no course content change.

### **Deleting a Course**

Submit a memorandum that includes the course prefix, number, and full title. To obtain a list of degrees or courses in which the course being deleted is required as a prerequisite, search the current edition of the undergraduate catalog. *For instructions on how to conduct a search using Acalog, the university's catalog management system, refer to Guidelines for Searching the Undergraduate Catalog for Affected Units.* Include a list of those degrees and courses in the memorandum. If the course being deleted is included in a degree or as a prerequisite in another discipline, notify the respective unit(s) of your action and submit a copy of each notification to the committee in addition to any response received from that unit. The deletion of a course does not require an appearance before the UCC.

### **Removal of Previously Deleted 5000-level Courses from the Undergraduate Catalog**

Changes to 5000-level courses are approved by the GCC. If a 5000-level course deleted from the graduate catalog appears in the undergraduate catalog, submit a memorandum of request to the UCC with marked catalog copy to have the 5000-level course removed from the undergraduate catalog. Faculty are not required to attend a UCC meeting to present this action.

### **Banking or Unbanking a Course**

Prior to submission, search the current undergraduate catalog for other areas and units that could possibly be impacted by the proposed banking.

**Banking:** If the course being banked is included in a degree or as a prerequisite in another discipline, notify the respective unit of your action and submit a copy of that notification to the committee along with any response received from that unit. Submit a memorandum of request, marked catalog copy, a copy of notification to affected units, and a completed UCC signature form. Provide the explanation of why your unit is banking the course in the memorandum. An appearance before the committee is not required for this request.

**Unbanking:** Submit a memorandum of request, course proposal form, marked catalog copy, and a completed UCC signature form. There is a place on the course proposal form to indicate unbanking.

### **Revising Degree Requirements (no new or revised courses)**

All proposed revisions to degree requirements, including concentration areas and options, minors, and degree program admission requirements, originate in the academic unit by the faculty. Revisions are processed through the academic unit curriculum committee, the appropriate college or school curriculum committee, the Service Learning Committee, the Writing Across the Curriculum committee, Foundations Curriculum and Instructional Effectiveness Committee, and/or the Council for Teacher Education as necessary.

Revisions to undergraduate programs are submitted via e-mail to the University Curriculum Committee (UCC) for approval, and are subject to the approval of the Faculty Senate and the chancellor.

The electronic submission should include the following:

- Memorandum of Request
- Budgetary memorandum (if applicable)
- Marked catalog copy
- E-mail messages from affected departments (if applicable)
- Completed signature form

Faculty are required to attend a UCC meeting to present these actions and liaisons are encouraged to attend.

## GUIDELINES FOR WRITING COURSE DESCRIPTIONS

Course descriptions should be developed in the following order and inserted in the appropriate area of the course proposal form based on this guide. Course descriptions cannot be changed without approval of the UCC. Most course descriptions require three tiers of information.

### Tier One

1. **Prefix:** Always include the prefix of the course.
2. **Number:** Include the course number as approved by the Office of the Registrar.
3. **Title:** The course title should reflect the overall intent of the course. Insert a hyphen between the course number and the title. If a course and associated lab are being developed, include a separate number and title for each. The Office of the Registrar abbreviates course titles on transcripts that are more than thirty characters.

*Example:* BIOL 4000 – Bioinformatics

BIOL 4001 – Bioinformatics Laboratory

### Tier Two

1. **Semester Hour Credit:** Indicate the number of s.h. credit for the course by inserting the Arabic numeral on the second line.

*Example:* BIOL 4000 – Bioinformatics

3

BIOL 4001 – Bioinformatics Laboratory  
0

2. **Service-Learning Credit:** Use SL to indicate that all sections of the courses will be taught as service-learning and SL\* to indicate that some of the sections will be taught as service-learning. However, it is important to note that before a course is listed as service-learning in the undergraduate catalog, it must be approved as such by the Service Learning Committee (SLC).

*Example:* BIOL 4000 – Bioinformatics

3 SL\*

3. **Writing Intensive Credit:** Use WI to indicate that all sections of the courses will be taught as writing intensive and WI\* to indicate that some of the sections will be taught as writing intensive. However, it is important to note that before a course is listed as writing intensive in the undergraduate catalog, it must be approved as such by the Writing Across the Curriculum (WAC) Committee.

*Example:* BIOL 4000 – Bioinformatics

3 SL\* WI

4. **Semesters:** The semesters during which a course will be offered may be included using the following key. This information is optional and may be updated on a yearly basis, prior to catalog publication.

F=Fall Semester

S=Spring

SS=Summer Session

*Example:* BIOL 4000 – Bioinformatics

3 SL\* WI F, S, SS

5. **Foundations Curriculum Credit:** If the course counts in more than one area (i.e., logic for humanities or mathematics), use both codes (e.g., FC: HU or FC: MA).

FC:EN English	FC:HL Health	FC:SC Science
FC:EX Exercise and Sport Science	FC:HU Humanities	FC:SO Social Sciences
FC:FA Fine Arts	FC:MA Mathematics	

*Example:* BIOL 4000 – Bioinformatics  
3 SL\* WI F, S, SS FC:SC

6. **Global Diversity Credit:** Use GD to indicate that the course will have global diversity credit. It is important to note that before a course is listed as global diversity in the undergraduate catalog, it must be approved as such by the Foundations Curriculum and Instructional Effectiveness (FCIE) Committee.

*Example:* BIOL 4000 – Bioinformatics  
3 SL\* WI F, S, SS FC:SC GD

7. **Domestic Diversity Credit:** Use DD to indicate that the course will have domestic diversity credit. It is important to note that before a course is listed as domestic diversity in the undergraduate catalog, it must be approved as such by the Foundations Curriculum and Instructional Effectiveness (FCIE) Committee.

*Example:* BIOL 4000 – Bioinformatics  
3 SL\* WI F, S, SS FC:SC DD

8. **Formerly:** If a course is being renumbered, include the previous course prefix and number.

*Example:* BIOL 4000 – Bioinformatics  
3 SL\* WI F, S, SS FC:SC DD Formerly BIOL 3050

9. **Same As:** If a course is cross-listed in the catalog under another prefix, include the prefix and number of the other course.

*Example:* BIOL 4000 – Bioinformatics  
3 SL\* WI F, S, SS FC:SC DD Formerly BIOL 3050 Same as BIOC 4000

### Tier Three

1. **Other Information:** There is a vast amount of information that might be included at this point in the course. Not all of the following items will appear in the course description; however, if more than one of the areas below is to be included in the course description, they should appear in the following order:

- 2 lab hours per week. (This wording may be used for lab, field placement and internship hours.)
- Not open to CHEM majors or minors. (Use prefix for appropriate major or minor if the prefix clearly indicates the title of the major degree program or minor.)
- Conferences with program director may be required.
- May be repeated for maximum of 6 s.h. (This means that a 3 s.h. course may be taken twice for credit; if the course is repeated beyond this, then no credit will be given.)
- May be repeated for maximum of 6 s.h. with change of topic. (This means that the maximum of 6 s.h. will be given only with a change of topic.)
- May count toward either the SOCI major or minor or foundations curriculum social sciences requirement. (May use prefix for minor if the prefix clearly indicates the title of the minor.)
- May not count toward foundations curriculum humanities requirement. (Insert appropriate foundations curriculum area from the above list.)

- May not count toward BIOL major or minor. (Use prefix for appropriate major or minor if the prefix clearly indicates the title of the major degree program or minor.)
- May receive credit for only one of MATH 1065, 1066.
- Students normally expected to provide personal transportation to field site.
- No previous knowledge of French required.
- Taught in German.

If there is information to be entered in this field that is not covered above, please submit concise wording at this point.

- 2. Prerequisites and Corequisites:** List prerequisites in alphanumeric order. Abbreviations to indicate course prerequisites, corequisites, etc., should be indicated in the following order:

- P:** = Prerequisites
- RP:** = Recommended Prerequisites
- P/C:** = Prerequisites or Corequisites
- RP/C:** = Recommended Prerequisites or Corequisites
- C:** = Corequisites
- RC:** = Recommended Corequisites

Pre/corequisites should be listed, as applicable, in alphanumeric order by prefix and number. The semicolon between prerequisites indicates “and,” unless followed by the word “or.” When granting consent by the departmental chairperson, use the abbreviation *chair*.

- 3. Content Description:** The course title should not be repeated as opening words of description. Use only one space between punctuation and the next word. Please do not begin the description with “This course....” If a course contains material that is not discipline-specific, the description should indicate how the course differs from other offerings. Course descriptions should be succinct, yet descriptive, and not merely consist of lists of topics.

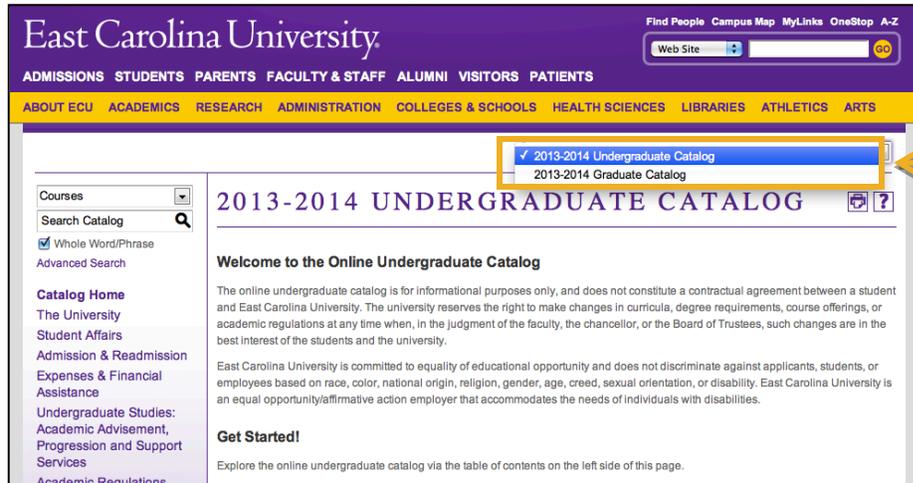
**Example:** BIOL 4000 – Bioinformatics

3 SL\* WI F, S, SS FC: SC DD Formerly BIOL 3050 Same as BIOC 4000

May be repeated for a maximum of 6 s.h. with change of topic. P: Course in biochemistry or consent of instructor; BIOL 2900; C: BIOL 4001. Bioinformatic skills necessary for routine molecular sequence analyses using computational programs.

## Guidelines for Searching the Undergraduate Catalog for Affected Units

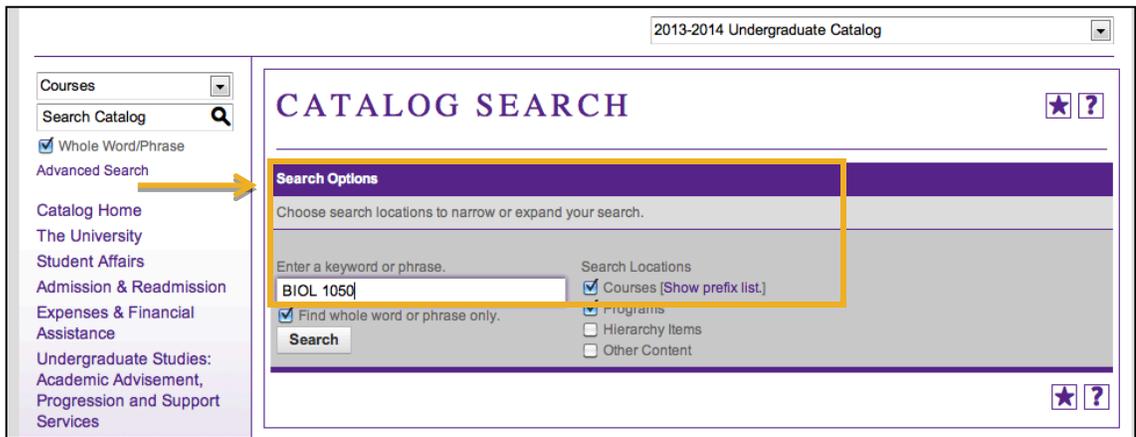
1. Go to <http://www.ecu.edu/registrar/catalog.cfm>.
2. Select the current catalog from the drop down list located at the top of the right side of the page.



3. The **Search Catalog** feature is at the top of the left side of the page.



4. Click on the **Advanced Search** link. This feature allows catalog locations to be narrowed or expanded for search purposes.
5. To search for affected units, do the following:
  - a. Enter a course prefix and number in the box beneath “Enter a keyword or phrase.”
  - b. Select the box beside “Find whole word or phrase only”.
  - c. Select both “Courses” and “Programs”.
  - d. Click on *Search*.



6. Catalog search results are listed in three tables. To utilize the results found in the tables, do the following:
- Ignore the **first table**. The information in this table is too expansive and will not give you the information that you need to identify affected units.
  - Click on each course listed in the **second table**. A course description pop-up window will appear. To close the pop-up window, click again on the purple course title.
  - Click on each program listed in the **third table**. To go back to the Search Results press Alt and the leftwards arrow (Alt ←).

**Search Results** [Modify search options.] Sorting: Alphabetical | Ranked

**Courses - Prefix/Code Matches**

Results for course prefix "BIOL" and/or course code "1050"

**Best Match:** [BIOL 1050 - General Biology](#)

ANTH 1050 - Global Understanding

COMM 1050 - Global Understanding through Intercultural Communication

FREN 1050 - Introduction to French Lyric Literature

GERM 1050 - Introduction to German Lyric Literature

Page: 1 | 2 | 3 | 4 | 5 | 6 | 7 ... Forward 6 -> 35

**Courses - Keyword/Phrase Matches**

Results for phrase "BIOL 1050".

[BIOL 1050 - General Biology](#)

BIOL 1051 - General Biology Laboratory

BIOL 2110 - Fundamentals of Microbiology and Laboratory

BIOL 2130 - Survey of Human Physiology and Anatomy

BIOL 3070 - Survey of Plants and Fungi

Page: 1 | 2 | 3

**Programs - Keyword/Phrase Matches**

Results for phrase "BIOL 1050".

Middle Grades Education, BS

Physical Education, BS

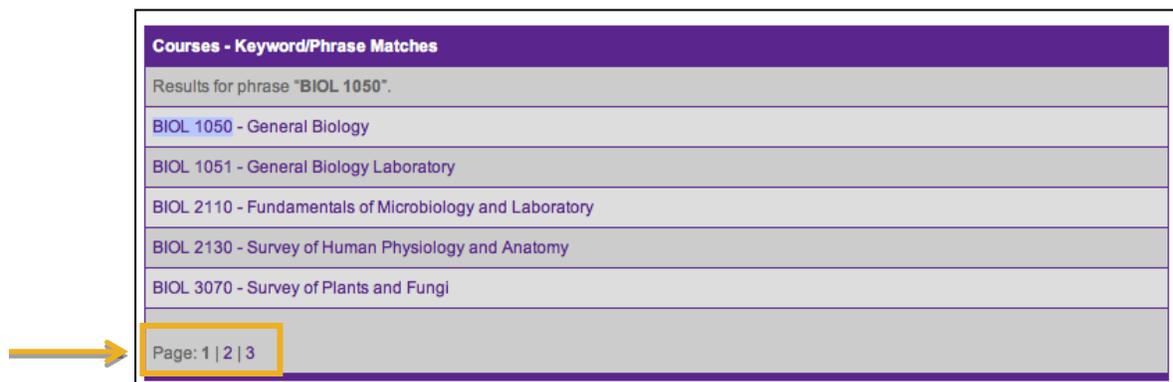
Sports Studies, BS

Speech and Hearing Sciences, BS

Athletic Training, BS

Page: 1 | 2 | 3

- Catalog search results are displayed in groups of ten courses or ten programs with extra results being available via pagination links below each result list. To navigate among different pages of results, simply click on the page number to view.



- If you have questions about these instructions and/or would like to receive assistance in searching for affected units, please contact the Office of the Registrar ([coltrainem@ecu.edu](mailto:coltrainem@ecu.edu) or 252-328-1425).

## GUIDELINES FOR PREPARING MARKED CATALOG COPY

Marked catalog copy must be submitted to the UCC for all curricular actions that will result in changes to the undergraduate catalog.

To create marked catalog copy:

- The university's catalogs are located at <http://www.ecu.edu/registrar/catalog.cfm>. Select the current edition of the undergraduate catalog from the drop down list located at the top right side of the page.
- To **revise a program**, locate the text that needs revising in the catalog.
  - Program text may be located by going to Catalog Home (the table of contents is listed on the left side of page under Catalog Home).
  - Click on "Academic Programs". Scroll down the page until the college and department appears. Click on the appropriate department.
  - Click on the program to be revised. With your cursor (left click on mouse), highlight the text that needs to be revised. Include enough text to enable UCC members to clearly identify the selected catalog text that you are revising. With a right click, "copy" the text. Open a Microsoft Word file and then paste (right click on mouse) the selected text.
  - All blue underlined text (hyperlinks) appearing within this file will need to be changed to black before making revisions to the text. To do so, highlight the text, change the font color to black, and then remove the underlining.
  - To delete existing text, highlight the text and then ~~strike-through using a red font~~ (toolbar, format, font, click on "strike-through" and use the drop menu to change the font color to red).
  - To add new text, use a **blue font** (toolbar, format, font, use the drop menu to change the font color to blue) to type in the new text. There is no longer a need to underline the blue text.
  - Copy the URL found at the top of the catalog page and then paste it at the top of the file that contains your catalog revisions. If you are revising multiple catalog pages, clearly identify each page with a separate URL.

Note: Program requirements can also be accessed by navigating to the Catalog Home table of contents (left side of the page) and clicking on "Graduate Degree Programs". Please experiment with both methods of accessing program requirements to determine the one that works best for you.

### *Example of a Revised Program:*

#### **Art Minor**

---

Minimum requirement for the art minor is **30 s.h.** of credit as follows:

##### **1. Core - 18 s.h.**

---

Students may take their choice of two courses from ART 1015, ART 1025, and ART 1030.

ART 1005 - Design I

ART 1015 - Design II

~~ART 1016 - Design III~~

ART 1020 - Drawing

**ART 1025 - Digital Design**

ART 1030 - Figure Drawing

ART 1905 - The Dimensions of Art

## Choose 3 s.h. from:

---

ART 1906 - Art History Survey

ART 1907 - Art History Survey

## 2. Electives - 12 s.h.

---

Choose 6 s.h. art surveys

Choose 6 s.h. art electives

- To **revise a course description**, locate the text that needs revising in the catalog.
  - Course description text may be located by going to Catalog Home (the table of contents is listed on the left side of the page under Catalog Home).
  - Click on "Academic Programs". Scroll down the page until the college and department appears. Click on the appropriate department.
  - Scroll down to "Courses". Click on the course to be revised. The click enables a course pop-up box (to disable the pop-up box, click again on the course title). With your cursor (left click on mouse), highlight the entire course description to be revised. With a right click, "copy" the text. Open a Microsoft Word file and then paste (right click on mouse) the selected text.
  - All blue underlined text (hyperlinks) appearing within this file will need to be changed to black before making revisions to the text. To do so, highlight the blue underlined text, change the font color to black, and then remove the underlining.
  - To delete existing text within the course description, highlight the text and then strike-through using a red font (toolbar, format, font, click on "strike-through" and use the drop menu to change the font color to red).
  - To add new text to a course description, use a blue font (toolbar, format, font, use the drop menu to change the font color to blue) to type in the new text. There is no longer a need to underline the blue text.
  - Copy the URL found at the top of the catalog page and then paste it at the top of the file that contains your catalog revisions. If you are revising multiple catalog pages, clearly identify each page with a separate URL.

Note: If you are revising courses and program requirements, using the "Academic Programs" link to access courses will be more convenient (both courses and degree requirements are listed together on the same page). You may also access courses by going to Catalog Home and clicking on "Courses". Click on the arrow down function located to the right of "All prefixes..." Select the correct prefix and then click on "filter" to create a list of all courses by the selected prefix. Please experiment with both methods of accessing course descriptions to determine the one that works best for you.

### *Example of a Revised Course Description:*

RCLS 2000 - [Foundations of Recreation, Parks, and Tourism Studies](#) ~~Leisure Services~~

---

3 F,S,SS

Social, cultural, historical, psychological, environmental, and economic foundations of the

recreation, parks, and tourism professions. Issues related to healthy living for diverse populations. ~~Issues related to healthy living for diverse populations.~~

- To **insert a new course** into a list of revised courses, copy and paste the course description from box 6 of the UCC Course Proposal Form into the prepared catalog copy (see above for directions).
  - Highlight the text for the new course and then change the font (toolbar, format, font, use the drop menu to change the font color) to blue.
  - There is no longer a need to underline the blue text.
  - Please make sure the new course is inserted into the correct numeric order.

*Example of a New Course Inserted Into a List of Revised Courses:*

RCLS 2400 - ~~Adventure-Based Program Leadership~~ **Facilitation and Leadership of Adventure-Based Programs**

---

3 ~~F,S~~

~~10 clock hours of lab.~~ **Adventure program facilitation for diverse groups. Includes adventure-based games, ground-based initiatives, and adventure elements. Theory, practice, and delivery of adventure programs.**

RCLS 3003 - Recreation and Event Programming

---

3 **F,S**

P: Declared RT or RPM major or minor; C: RCLS 3004. P/C: RCLS 2000 or RCLS 2601. Comprehensive, recreational program planning, implementation, and evaluation.

RCLS 3131 - ~~Inclusive~~ **Recreation for Diverse Populations**

---

3 F

~~Background~~ **Exploration and understanding of inclusive recreation, the planning and delivery provision of inclusive recreation services for all people.**

Also, please note the following:

- You need only copy and paste the courses that are being revised. Please make sure you paste them in the correct numeric order.
- **The UCC will not consider marked catalog copy that has been revised using “track changes”.**

If you have questions regarding the university’s academic catalogs, or the creation of marked catalog copy, please contact Diane Coltraine in the Office of the Registrar (252-328-1425 or [coltraine@ecu.edu](mailto:coltraine@ecu.edu)).

Sample complex memorandum of request from the package presented by the Department of Recreation and Leisure Studies at the 03-22-12 UCC meeting (<http://www.ecu.edu/cs-acad/ucc/03-22-12-UCC-agenda.cfm>).



**Recreation and Leisure Studies: Live Well**

*RCLS educates tomorrow's leaders in parks, recreation, tourism, and recreational therapy as well as provides scholarship and leadership to the region, state, and nation.*

February 23, 2012

TO: University Curriculum Committee

FROM: Cheryl A. Stevens, Professor, RCLS Curriculum Committee Chair

RE: RCLS Curriculum Package

RCLS requests approval for the following curriculum changes:

- (1) **Catalog Revisions RCLS**  
Following internal and external review of the RPM degree, faculty discussion, and meetings with HHP Advising, the RPM faculty approved the following changes to the B. S. in Recreation and Park Management Pre-Amble, RPM Minor, and RCLS courses (7 items):
  - 1.1 **Modification of Admission Requirements (Pre-Amble):**  
Faculty voted to admit students with 30 s.h. completed (at ECU or transfer institution). This will facilitate students' ability to sequence the required course work to complete degree requirements in a timely manner. The former requirement (that students be within 10 s.h. of completing their foundations curriculum) has kept students from starting their RPM degree requirements within a time frame that facilitates graduation in 4 years.
  - 1.2 **Modification of Application Requirements (Pre-Amble):**  
Students will now be admitted to the degree after meeting with an adviser in the College of HHP advising center. Following admission, the student is required to schedule a meeting with his or her RPM faculty mentor. Students will still be required to successfully complete Math 1065 or 1066, have a 2.0, and complete an application to the major. This revised procedure makes it possible to admit qualified students in a timely manner while ensuring that they follow up by meeting with their RPM Mentor. This change will allow the RPM faculty to continue to take an active role in student majors' professional development.
  - 1.3 **Remove Statement from Pre-Amble:**  
A statement that indicated students could not take courses at the 3000-level prior to admission to the major or minor was deleted because several RCLS courses are open to non-majors/minors. Also, a number of courses do not have pre-requisites and are attractive electives for students in other degree programs (e.g., geography and planning).
  - 1.4 **Remove Statement from Pre-Amble:**  
A statement about students seeking to enroll in additional courses following receipt of a "D or F" was deleted because it is not necessary. The 2.0 requirement, and re-taking course requirement, already stated in the catalog, accommodates degree program needs.

1.5 Revise Minor in Recreation and Park Management:

Following discussion, the RPM faculty agreed to modify the minor to provide more direction for students. The new structure will help students select the courses that are most suited to their interests. It will also ensure that students take courses at varied levels (i.e., 2000, 3000 and 4000) as the progress through their minor. RPM faculty agreed that this change will facilitate students acquiring knowledge, skills, and abilities consistent with learning outcomes that would be expected for a student earning an RPM minor.

1.6 Remove RCLS 5101 from the BS degree restricted electives and the undergraduate catalog course list. The course will remain active in the graduate catalog:

The department no longer has the resources to teach this course. A certificate that required the course has already been deleted from the graduate course catalog. This course was removed from the restricted electives list for the concentrations in: Commercial Recreation and Tourism; Outdoor Recreation; and, Community and Non-Profit Recreation.

1.7 Other Changes/Edits to B.S. RPM Degree Requirements

- Remove RCLS 4111 from Outdoor Recreation restricted electives list (this is an error in the catalog since the course is required as a cognate)
- Faculty voted to add RCLS 4800 (new course) to restricted elective list for the Commercial Recreation and Outdoor Recreation concentrations
- Faculty voted to add RCLS 4170 to restricted elective list for the Community and Non-Profit Recreation concentration
- Remove (F,S) designation from RCLS 2600 since the course is not taught regularly

(2) New Course: RCLS 4800. Great Smoky Mountains Outdoor Field Experience

This course has been taught for many years under "special topics" and RCLS wants to provide a permanent course number for it. While the course is an elective at present it fills every year with students from Recreation and Park Management and students from other majors.

(3) Course Revisions

To respond to the results of student-learning outcome needs assessment, accreditation standards, and recommendations from internal and external reviews, and faculty discussions, the faculty voted to revise the following courses:

- RCLS 2000
- RCLS 2400
- RCLS 3003
- RCLS 3004
- RCLS 3131
- RCLS 3300
- RCLS 4002
- RCLS 4111
- RCLS 4120
- RCLS 4122
- RCLS 4990

Specific justifications are included on each course proposal form (item 5), and item 7 on the course proposal form describes what was revised in each course.

Attachments:

RCLS 4800 New Course Proposal

RCLS 2000 Revision

RCLS 2400 Revision

RCLS 3003 Revision

RCLS 3004 Revision

RCLS 3131 Revision

RCLS 3300 Revision

RCLS 4002 Revision

RCLS 4111 Revision

RCLS 4120 Revision

RCLS 4122 Revision

RCLS 4990 Revision

RCLS Catalog Copy

Registrar Approval for RCLS 4800 New Course Number

Service Learning Committee Approval Memo for RCLS 3004

Writing Intensive continuation for RCLS 4990

RCLS Chair's Budget Memo

Notice to Others

Sample budgetary memorandum of request from the package presented by the Department of Recreation and Leisure Studies at the 03-22-12 UCC meeting (<http://www.ecu.edu/cs-acad/ucc/03-22-12-UCC-agenda.cfm>).



**Recreation and Leisure Studies: Live Well**

*RCLS educates tomorrow's leaders in parks, recreation, tourism, and recreational therapy as well as provides scholarship and leadership to the region, state, and nation.*

TO: East Carolina University Curriculum Committee  
FROM: Dr. Deb Jordan, Professor and Department Chair  
Recreation and Leisure Studies  
DATE: February 3, 2012  
RE: RCLS Curriculum Package Budget Support Memo

A handwritten signature in black ink that reads 'Debra J. Jordan'.

I have reviewed and understand the proposed changes to the RCLS curriculum and support the proposal in its entirety. The budget repercussions are nil as the one new course being proposed simply will provide a designated course number and title for a currently taught course.

All other changes are modifications necessary to update the curriculum, and none of them will require additional resources.

Please let me know if you have questions or need additional information.

Sample of a new course proposal form depicting a new course, modeled from the package presented by the Department of Recreation and Leisure Studies at the 03-22-12 UCC meeting (<http://www.ecu.edu/cs-acad/ucc/03-22-12-UCC-agenda.cfm>).



**University Curriculum Committee Course Proposal Form  
for Courses Numbered 0001 – 4999**

**Note: Before completing this form, please carefully read the accompanying instructions.**

Submission guidelines are posted to the UCC Web site: [www.ecu.edu/cs-acad/fsonline/cu/curriculum.cfm](http://www.ecu.edu/cs-acad/fsonline/cu/curriculum.cfm)

1. **Course Prefix and Number:**

**RCLS 4800**

2. **Date:**

**1/20/2012**

3. **Requested Action (Check only one type):**

<input checked="" type="checkbox"/>	<b>New Course</b>
<input type="checkbox"/>	<b>Revision of Active Course</b>
<input type="checkbox"/>	<b>Unbanking and Revision of a Banked Course</b>
<input type="checkbox"/>	<b>Renumbering of Existing Course from #                      to #</b>

4. **Method(s) of Delivery (Check all boxes that apply for both current/proposed and expected future delivery methods within the next three years.):**

**Current or Proposed Delivery Method(s):**

**Expected Future Delivery Method(s):**

<input checked="" type="checkbox"/>	<b>On-campus (face-to-face)</b>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<b>Distance Course (face-to-face off campus)</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Online (delivery of 50% or more of the instruction is offered online)</b>	<input type="checkbox"/>

5. **Justification for new course, revision, unbanking, or renumbering (Explain why your unit wishes to offer the course, identify the gap, describe how the course responds to the assessment of student learning, and identify who was involved in the assessment of the program. Indicate that faculty voted on and approved the curricular changes.):**

The new course provides a permanent number for a course that has been taught for many years, with full enrollment, as a special topics course. This elective offers a unique and valuable learning experience for RPM majors, minors, and others (including students from a variety of disciplines). The RCLS faculty voted to approve RCLS 4800, Great Smoky Mountains Outdoor Field Experience, as a new course.

6. Course description exactly as it should appear in the next catalog:

RCLS 4800 - Great Smoky Mountains Outdoor Field Experience  
3 S  
Resource management, outdoor programming, administration, and tourism content presented at a consortium. Field trip and additional fees required.

7. If this is a course revision, briefly describe the requested change:

8. Identify if the new/revised course will be a required and/or elective course in one of the degrees/minors/certificates offered by your unit.

Is this course required (yes/no)?

Is this course an elective (yes/no)?

9. If writing intensive (WI) credit is requested, the Writing Across the Curriculum (WAC) Committee must approve WI credit prior to consideration by the UCC.

Has this course been approved for WI credit (yes/no/NA)?

If Yes, will all sections be WI (yes/no/NA)?

10. If service-learning (SL) credit is requested, the Service Learning Committee (SLC) must approve SL credit prior to consideration by the UCC.

Has this course been approved for SL credit (yes/no/NA)?

If Yes, will all sections be SL (yes/no/NA)?

11. If foundations curriculum (FC) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) Committee must approve FC credit prior to consideration by the UCC.

If FC credit has been approved by the FCIE committee, then check the appropriate box (check at most one):

English (EN)

Humanities (HU)

Fine Arts (FA)

Health (HL)

Science (SC)

Social Science (SO)

Mathematics (MA)

Exercise (EX)

12. If global diversity (GD) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) committee must approve GD credit prior to consideration by the UCC.

Has this course been approved for GD credit (yes/no/NA)?

13. If domestic diversity (DD) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) committee must approve DD credit prior to consideration by the UCC.

Has this course been approved for DD credit (yes/no/NA)?

14. Approval by the Council for Teacher Education (required for courses affecting teacher education programs):

<input checked="" type="checkbox"/>	Not Applicable
<input type="checkbox"/>	Applicable (CTE has given their approval)

15. Course Credit:

Lecture Hours		Per Week	<u>or</u>	<b>8</b>	Per Term	=	Credit Hours	<b>1</b>	<b>s.h.</b>
Lab		Per Week	<u>or</u>		Per Term	=	Credit Hours		<b>s.h.</b>
Studio		Per Week	<u>or</u>		Per Term	=	Credit Hours		<b>s.h.</b>
Practicum		Per Week	<u>or</u>		Per Term	=	Credit Hours		<b>s.h.</b>
Internship		Per Week	<u>or</u>		Per Term	=	Credit Hours		<b>s.h.</b>
Other (e.g., independent study): <b>Field experience 40 hours</b>								<b>2</b>	<b>s.h.</b>
<b>Total Credit Hours</b>								<b>3</b>	<b>s.h.</b>

Anticipated yearly student enrollment:

16. Affected Degrees or Academic Programs:

Degree(s)/Course(s)	Change in Degree Hours
<b>BS in Recreation and Park Management</b>	<b>NA</b>
<b>Recreation and Park Management Minor</b>	<b>NA</b>

17. Overlapping or Duplication with Affected Units or Programs:

<input checked="" type="checkbox"/>	Not Applicable
<input type="checkbox"/>	Applicable (Notification and/or Response from Units Attached)

**18. Instructional Format(s):**

<input checked="" type="checkbox"/>	Lecture	<input type="checkbox"/>	Technology-mediated
<input type="checkbox"/>	Lab	<input type="checkbox"/>	Seminar
<input type="checkbox"/>	Studio	<input type="checkbox"/>	Clinical
<input type="checkbox"/>	Practicum	<input type="checkbox"/>	Colloquium
<input type="checkbox"/>	Internship	<input checked="" type="checkbox"/>	Other (describe below):
<input type="checkbox"/>	Student Teaching		<b>Field experience</b>

**19. Statements of Support:**

Please attach a memorandum, signed by the unit administrator, which addresses the budgetary and personnel impact of this proposal.

<input checked="" type="checkbox"/>	Current personnel is adequate
<input type="checkbox"/>	Additional personnel are needed (describe needs below):

<input checked="" type="checkbox"/>	Current facilities are adequate
<input type="checkbox"/>	Additional facilities are needed (describe needs below):

<input checked="" type="checkbox"/>	Initial library resources are adequate
<input type="checkbox"/>	Initial resources are needed (give a brief explanation and estimate for cost of acquisition of required resources below):

<input checked="" type="checkbox"/>	Unit computer resources are adequate
<input type="checkbox"/>	Additional unit computer resources are needed (give a brief explanation and an estimate for the cost of acquisition below):

<input checked="" type="checkbox"/>	ITCS Resources are not needed
<input type="checkbox"/>	The following ITCS resources are needed (put a check beside each need):
	<input type="checkbox"/> Mainframe computer system
	<input type="checkbox"/> Statistical services

		<b>Network connections</b>
		<b>Computer lab for students</b>
	<p><b>Describe any computer or networking requirements of this program that are not currently fully supported for existing programs</b> (Includes use of classroom, laboratory, or other facilities that are not currently used in the capacity being requested).</p>	
	<i>Approval from the Director of ITCS attached</i>	

**20. Course Information:**

**a. Textbook(s) and/or readings: author(s), name, publication date, publisher, and city/state/country. Indicate required or optional. Include ISBN.**

There is no required text for this course. Required readings are presented on-site, at the consortium, and identified through independent student research. Readings are distributed to students via hard copy and/or through ECU's course management system.

**b. Course objectives for the course (student – centered, behavioral focus)**

**Upon completion of this course, students will be able to:**

- Apply solutions to real-world outdoor recreation, park, and tourism management problems.
- Describe relationships between tourism, park visitation, and natural resource management.
- Describe the ways and means of governmental agency interaction in outdoor recreation settings.
- Explain how research and development assists management agencies in their programs.
- Interact with natural resource managers from multiple sectors.
- Identify career opportunities within selected state, federal, and commercial agencies.

**c. Course topic outline**

Topics vary each year, and students choose tracts to attend based on their interest areas. Representatives from the National Park Service, U.S. Forest Service, other resource management agencies, and the public and private sector will deliver workshops related to:

- Outdoor recreation
- Resource management and conflicts
- Relationships/partnerships between tourism, park visitation and natural resource management
- Cultural and heritage-based tourism
- Government agency interactions
- Private sector interactions/partnerships
- Research and development (conduct and applications of)
- Career opportunities
- Future management issues and challenges

**d. List of course assignments, weighting of each assignment, and grading/evaluation system for determining a grade.**

Attendance and participation	20%
Personal objectives	5%
Field experience engagement and professionalism	30%
Field experience engagement reporting	25%
<u>Final journal</u>	<u>20%</u>
TOTAL	100%

- **Attendance and Participation:** Participation in all aspects of the course including: attending on-campus class meetings, serving on pre-trip committee(s) including attending meetings as established by your individual committee members and providing weekly reports on committee activities, and attending the post-trip wrap up meeting.
- **Personal Objectives:** Each student will develop and meet a minimum of five measurable goals/objectives for the course experience. Each student’s goals/objectives will be tailored to their individual needs.
- **Field Experience Engagement and Professionalism:** Attend all scheduled field experience activities, presentations, and field tours. Students will adhere to the policy guidelines established by the program hosts and faculty.
- **Field Experience Engagement Reporting:** Students will record their personal thoughts about the field experiences in a journal on a daily basis.
- **Final Journal:** Students will maintain daily journals while on-site at the field experience. At the end of the semester, students will revise and elaborate on their daily journals to compile a final journal that is turned in at the field experience wrap-up meeting. The final journal will illustrate how the student met their personal objectives.

**Grading Plan**

A	=	93 % and above
A-	=	90 – 92 %
B+	=	87 – 89 %
B	=	83 – 86 %
B-	=	80 – 82 %
C+	=	77 – 79 %
C	=	73 – 76 %
C-	=	70 – 72 %
D+	=	67 – 69 %
D	=	63 – 66 %
D-	=	60 – 62 %
F	=	below 60 %

Sample of a typical course proposal form depicting a revised course, modeled from the package presented by the Department of Recreation and Leisure Studies at the 03-22-12 UCC meeting (<http://www.ecu.edu/cs-acad/ucc/03-22-12-UCC-agenda.cfm>).



**University Curriculum Committee Course Proposal Form  
for Courses Numbered 0001 – 4999**

**Note: Before completing this form, please carefully read the accompanying instructions.**

Submission guidelines are posted to the UCC Web site: [www.ecu.edu/cs-acad/fsonline/cu/curriculum.cfm](http://www.ecu.edu/cs-acad/fsonline/cu/curriculum.cfm)

1. **Course Prefix and Number:**

RCLS 3004

2. **Date:**

1/10/2012

3. **Requested Action (Check only one type):**

<input type="checkbox"/>	<b>New Course</b>
<input checked="" type="checkbox"/>	<b>Revision of Active Course</b>
<input type="checkbox"/>	<b>Unbanking and Revision of a Banked Course</b>
<input type="checkbox"/>	<b>Renumbering of Existing Course from # to #</b>

4. **Method(s) of Delivery (Check all boxes that apply for both current/proposed and expected future delivery methods within the next three years.):**

**Current or Proposed Delivery Method(s):**

**Expected Future Delivery Method(s):**

<input checked="" type="checkbox"/>	<b>On-campus (face-to-face)</b>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<b>Distance Course (face-to-face off campus)</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Online (delivery of 50% or more of the instruction is offered online)</b>	<input type="checkbox"/>

5. **Justification for new course, revision, unbanking, or renumbering (Explain why your unit wishes to offer the course, identify the gap, describe how the course responds to the assessment of student learning, and identify who was involved in the assessment of the program. Indicate that faculty voted on and approved the curricular changes.):**

Following assessment of student abilities to design recreation programs, a comprehensive curriculum self-study, and faculty discussion, some learning outcomes/assignments, and student achievement of them, were found to be deficient. In order to fulfill department requirements and accreditation standards, faculty voted to approve modifications to this course.

6. Course description exactly as it should appear in the next catalog:

**RCLS 3004 - Recreation Programming Experience**  
1 SL\* F, S  
P: Declared RT or RPM major or minor; P/C: RCLS 2000 or 2601; C: RCLS 3003. Comprehensive program planning, implementation and evaluation.

7. If this is a course revision, briefly describe the requested change:

The course title was updated to reflect current professional terminology. The course objectives, content and assignments were modified to reflect current professional practice and accreditation standards. Service-learning designation was requested and received.

8. Identify if the new/revised course will be a required and/or elective course in one of the degrees/minors/certificates offered by your unit.

Is this course required (yes/no)?

YES

Is this course an elective (yes/no)?

NO

9. If writing intensive (WI) credit is requested, the Writing Across the Curriculum (WAC) Committee must approve WI credit prior to consideration by the UCC.

Has this course been approved for WI credit (yes/no/NA)?

NA

If Yes, will all sections be WI (yes/no/NA)?

NA

10. If service-learning (SL) credit is requested, the Service Learning Committee (SLC) must approve SL credit prior to consideration by the UCC.

Has this course been approved for SL credit (yes/no/NA)?

YES

If Yes, will all sections be SL (yes/no/NA)?

YES

11. If foundations curriculum (FC) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) Committee must approve FC credit prior to consideration by the UCC.

If FC credit has been approved by the FCIE committee, then check the appropriate box (check at most one):

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

English (EN)

Humanities (HU)

Fine Arts (FA)

Health (HL)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Science (SC)

Social Science (SO)

Mathematics (MA)

Exercise (EX)

12. If global diversity (GD) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) committee must approve GD credit prior to consideration by the UCC.

Has this course been approved for GD credit (yes/no/NA)?

13. If domestic diversity (DD) credit is requested, the Foundations Curriculum and Instructional Effectiveness (FCIE) committee must approve DD credit prior to consideration by the UCC.

Has this course been approved for DD credit (yes/no/NA)?

14. Approval by the Council for Teacher Education (required for courses affecting teacher education programs):

<b>X</b>	Not Applicable
<input type="checkbox"/>	Applicable (CTE has given their approval)

15. Course Credit:

<b>Lecture Hours</b>		Per Week	<u>or</u>		Per Term	=	Credit Hours		<b>s.h.</b>
<b>Lab</b>	<b>2</b>	Per Week	<u>or</u>		Per Term	=	Credit Hours	<b>1</b>	<b>s.h.</b>
<b>Studio</b>		Per Week	<u>or</u>		Per Term	=	Credit Hours		<b>s.h.</b>
<b>Practicum</b>		Per Week	<u>or</u>		Per Term	=	Credit Hours		<b>s.h.</b>
<b>Internship</b>		Per Week	<u>or</u>		Per Term	=	Credit Hours		<b>s.h.</b>
<b>Other</b> (e.g., independent study):									<b>s.h.</b>
<b>Total Credit Hours</b>								<b>1</b>	<b>s.h.</b>

16. Anticipated yearly student enrollment:

<b>120</b>
------------

17. Affected Degrees or Academic Programs:

Degree(s)/Course(s)	Change in Degree Hours
<b>BS in Recreational Therapy</b>	<b>NA</b>
<b>Recreational Therapy Minor</b>	<b>NA</b>
<b>BS in Recreation and Park Management</b>	<b>NA</b>
<b>Recreation and Park Management Minor</b>	<b>NA</b>

18. Overlapping or Duplication with Affected Units or Programs:

<b>X</b>	Not Applicable
<input type="checkbox"/>	Applicable (Notification and/or Response from Units Attached)

**19. Instructional Format(s):**

<input type="checkbox"/>	Lecture	<input type="checkbox"/>	Technology-mediated
<input checked="" type="checkbox"/>	Lab	<input type="checkbox"/>	Seminar
<input type="checkbox"/>	Studio	<input type="checkbox"/>	Clinical
<input type="checkbox"/>	Practicum	<input type="checkbox"/>	Colloquium
<input type="checkbox"/>	Internship	<input type="checkbox"/>	Other (describe below):
<input type="checkbox"/>	Student Teaching		

**20. Statements of Support:**

Please attach a memorandum, signed by the unit administrator, which addresses the budgetary and personnel impact of this proposal.

<input checked="" type="checkbox"/>	Current personnel is adequate
<input type="checkbox"/>	Additional personnel are needed (describe needs below):
<input checked="" type="checkbox"/>	Current facilities are adequate
<input type="checkbox"/>	Additional facilities are needed (describe needs below):
<input checked="" type="checkbox"/>	Initial library resources are adequate
<input type="checkbox"/>	Initial resources are needed (give a brief explanation and estimate for cost of acquisition of required resources below):
<input checked="" type="checkbox"/>	Unit computer resources are adequate
<input type="checkbox"/>	Additional unit computer resources are needed (give a brief explanation and an estimate for the cost of acquisition below):
<input checked="" type="checkbox"/>	ITCS Resources are not needed
<input type="checkbox"/>	The following ITCS resources are needed (put a check beside each need):
<input type="checkbox"/>	Mainframe computer system
<input type="checkbox"/>	Statistical services

		<b>Network connections</b>
		<b>Computer lab for students</b>
	<b>Describe any computer or networking requirements of this program that are not currently fully supported for existing programs</b> (Includes use of classroom, laboratory, or other facilities that are not currently used in the capacity being requested).	
	<i>Approval from the Director of ITCS attached</i>	

**21. Course Information:**

- a. Textbook(s) and/or readings: author(s), name, publication date, publisher, and city/state/country. Indicate required or optional. Include ISBN.**

Required:

Stevens, C. (2008). *Service learning for health, physical education, and recreation: A step-by-step guide*. Champaign, IL: Human Kinetics. ISBN: 9780736060226

- b. Course objectives for the course (student – centered, behavioral focus)**

**Upon completion of this course, students will be able to:**

- Identify diverse community, institutional, natural, and human services resources when planning the recreational experience.
- Facilitate recreation programs that are appropriate to recreational lifestyles for individual development throughout the human life span.
- Facilitate participant involvement.
- Analyze programs, services, and resources in relationship to participation requirements.
- Conduct needs assessment for recreational programs.
- Compile a recreation program budget.
- Utilize risk assessment to identify and manage potential risks for participants within the program.
- Plan, implement and evaluate a recreational program.
- Demonstrate leadership of recreation program activities and events.

- c. Course topic outline**

- I. Recreation activity facilitation and processing**
- II. Service-Learning Project**
  - a. Step 1: Launching the Project
    - i. Orientation to the project
    - ii. Contracting with the client
    - iii. Building relationships with the clients
    - iv. Students complete weekly journals/blogging
  - b. Step 2: Building an Effective Team
    - i. Establish positive group dynamics

- ii. Communication and conflict resolution skills
- iii. Students complete weekly journals/blogging
- c. Step 3: Planning the Project
  - i. Write goals and objectives
  - ii. Determine tasks, action plans and timelines
  - iii. Students complete weekly journals/blogging
- d. Step 4: Implementing the Project
  - i. Apply group process skills to implement project
  - ii. Deliver quality customer service
  - iii. Evaluate the project
  - iv. Students complete weekly journals/blogging
- e. Step 5: Finishing the Project
  - i. Celebrate accomplishments
  - ii. Summarize evaluation results
  - iii. Prepare reports and records for future students
  - iv. Deliver final presentation

**d. List of course assignments, weighting of each assignment, and grading/evaluation system for determining a grade.**

<u>Assignments</u>	<u>Percentage</u>
Activity Facilitation & Processing	20%
Reflective Paper-Activity Facilitation	10%
Service Learning Project	60%
<ul style="list-style-type: none"> <li>• Program Proposal</li> <li>• Population/Consumers Paper</li> <li>• Complete a minimum of 15 service hours</li> <li>• Weekly journals/blogging</li> <li>• Final Presentation</li> </ul>	
Service Learning Project Peer Evaluations	10%
	<b>100%</b>

**Grading Plan**

A	=	93 % and above
A-	=	90 – 92 %
B+	=	87 – 89 %
B	=	83 – 86 %
B-	=	80 – 82 %
C+	=	77 – 79 %
C	=	73 – 76 %
C-	=	70 – 72 %
D+	=	67 – 69 %
D	=	63 – 66 %
D-	=	60 – 62 %
F	=	below 60 %

**Description of Assignments:**

Activity Facilitation and Processing: Students will facilitate and process recreational activities

Reflective Paper-Activity Facilitation: Students will reflect on feedback received about their activity facilitation and processing in order to identify their strengths and areas for future development

Service-Learning Project: Working in groups, students will prepare a recreation program proposal. Following instructor approval, students will implement and evaluate the program. A minimum of 15 service hours are required from each student. All students will write reflection journals throughout the project and deliver a final presentation about the project.

Student journal reflections will follow a semi-structured format to ensure that students consider all dynamics of what is being learned during the project experience. At minimum, each student journal will respond to three questions:

- ✓ What? (Describe what happened during your service-learning experiences this week; consider what you did, what your classmates did, what and happened during interactions with the clients and others)
- ✓ So What? (Describe what effect these events had on you or others) and the benefits the experience has for the community partners.)
- ✓ Now What? (Based on your responses to questions 1 & 2, discuss how you can use this knowledge during the rest of the project and in the future beyond this course)
- ✓ In addition, students will be asked to respond to one or more structured questions each week. For example, “What did this week’s experience teach you about program planning?”

“How does the concept of diversity relate to your experience with the clients this week?”

“What benefits are you getting from the service-learning experience?”

“What benefits do you believe the community partners are receiving from the service-learning project?”

Sample of complex marked catalog copy from the package presented by the Department of Recreation and Leisure Studies at the 03-22-12 UCC meeting (<http://www.ecu.edu/cs-acad/ucc/03-22-12-UCC-agenda.cfm>).

Insert catalog page URL here.

## Recreation and Park Management, BS

---

The Recreation and Park Management (RPM) program is accredited by the Council on Accreditation for Recreation, Parks, Tourism, and Related Professions. Students ~~wishing who want~~ to declare a major in recreation and park management at the time of entrance into the degree need to ~~have completed 30 s.h. of coursework at ECU or in transfer credits~~; possess a minimum overall GPA of 2.0; ~~have no more than 10 s.h. of foundations curriculum remaining~~ have completed MATH 1065 or MATH 1066 or higher-level MATH for which MATH 1065 is a prerequisite; ; have completed a brief, written application (available at [www.ecu.edu/rcls](http://www.ecu.edu/rcls)); and have met with ~~an adviser in the College of Health and Human Performance Advising Center (located in the Belk Annex)~~. Following admission, the student is required to schedule a meeting with his or her RPM faculty mentor. ~~a RPM faculty member. RCLS courses at the 3000 level and above cannot be taken before admission to the major or minor; they may be taken by consent of the instructor, when appropriate.~~ Students majoring in recreation and park management must maintain a minimum cumulative 2.0 GPA and a minimum cumulative 2.0 overall GPA in all core and cognate courses to remain in good standing. Majors must earn a minimum grade of C (2.0) in all required core and cognate RCLS prefix courses. If a non-RCLS prefix course is approved as a substitution for a required core or cognate RCLS prefix course, a minimum grade of C (2.0) must be earned. Students dropping below the required 2.0 GPA will not be allowed to enroll in any additional RCLS prefix courses. If a student receives a grade lower than a C (2.0) in a required core or cognate RCLS prefix course, the student can re-take it without meeting the 2.0 GPA requirements. ~~If a student seeks to enroll in additional required RCLS courses while re-taking a course in which they made a D or F, they must appeal their enrollment to the RCLS department chair within two weeks of the posting of final course grades.~~ Students graduating from the RPM program are eligible to sit for the national examination to become a Certified Park and Recreation Professional (CPRP) and thereby acquire this valuable credential for professional advancement. The minimum degree requirement is **123 s.h.** of credit as follows:

### 1. Foundations curriculum requirements including those listed below - 42 s.h.

---

(For information about courses that carry foundations curriculum credit see *Liberal Arts Foundations Curriculum*)

- BIOL 1050 - General Biology and
- BIOL 1051 - General Biology Laboratory
- or
- BIOL 1060 - Environmental Biology
- or
- BIOL 1100 - Principles of Biology and Laboratory I and
- BIOL 1101 - Principles of Biology and Laboratory I
- or
- BIOL 1200 - Principles of Biology and Laboratory II and
- BIOL 1201 - Principles of Biology and Laboratory II

ECON 2113 - Principles of Microeconomics

MATH 1065 - College Algebra or  
MATH 1066 - Applied Mathematics for Decision Making

PHIL 2274 - Business Ethics or  
PHIL 2275 - Professional Ethics

PSYC 1000 - Introductory Psychology  
SOC 2110 - Introduction to Sociology

## 2. Common core - 41 s.h.

---

RCLS 2000 - Foundations of Recreation, Parks, and Tourism Studies ~~Introduction to Leisure Services~~

~~RCLS 3003—Recreation and Event Planning~~

RCLS 3003 - Recreation and Event Programming

RCLS 3004 - Recreation Programming Experience

RCLS 3131- ~~Inclusive~~ Recreation for Diverse Populations

RCLS 4000 - Research Methods and Techniques

RCLS 4002 - ~~Administration of~~ Recreation, Parks, and Tourism Administration ~~Leisure Services~~

RCLS 4004 - Philosophical and Theoretical Issues in Leisure

RCLS 4120 - ~~Leisure Services~~ Recreation, Parks, and Tourism Marketing

RCLS 4122 - Case Studies in ~~Leisure~~ Recreation, Parks, and Tourism Management

RCLS 4901 - Recreation and Park Management Internship Pre-Placement Seminar

RCLS 4990 - Recreation ~~and Park Management~~ Internship

RCLS 5111 - Recreational Facilities Management

## 3. Concentration area - 33-34 s.h.

---

(Choose one.)

### **Commercial Recreation and Tourism:**

---

#### **Cognates - 21 s.h.**

---

ACCT 2101 - Survey of Financial and Managerial Accounting or

ACCT 2401 - Financial Accounting

FINA 2244 - Legal Environment of Business

ITEC 3290 - Technical Writing

MGMT 3202 - Fundamentals of Management

MIS 2223 - Introduction to Computers

RCLS 3120 - Commercial Recreation and Tourism

RCLS 4121 - Tourism Planning and Development

## Restricted Electives

---

(Choose 12 s.h. from the following.)

- ACCT 2521 - Managerial Accounting
- ECON 2113 - Principles of Microeconomics
- FINA 3004 - Survey of Financial Management or
- FINA 3724 - Financial Management
- GEOG 2019 - Geography of Recreation
- GEOG 4335 - Geography of Tourism
- HLTH 2125 - Safety Education and First Aid
- HLTH 2126 - Safety Education and First Aid
- HMGT 1350 - Introduction to Hospitality Management
- HMGT 3200 - Dimensions of Tourism
- HMGT 4200 - Travel and Tourism Management
- MATH 2283 - Statistics for Business
- MGMT 4262 - Small Business Management
- MKTG 3832 - Marketing Management
- RCLS 2400 - ~~Adventure-Based Program Leadership~~ ~~Facilitation and Leadership of Adventure~~  
~~Based Programs~~
- RCLS 2600 - Outdoor Recreation Activities
- RCLS 2601 - Leisure in Society
- RCLS 3104 - Public and Non-Profit Recreation
- RCLS 4111 - Recreation and Park Planning
- RCLS 4800 - Great Smoky Mountains Outdoor Field Experience
- RCLS 5100 - Aquatic Facility Management

## Outdoor Recreation:

---

### Cognates - 22 s.h.

---

- ACCT 2101 - Survey of Financial and Managerial Accounting or
- ACCT 2401 - Financial Accounting
- ITEC 3290 - Technical Writing
- MGMT 3202 - Fundamentals of Management
- RCLS 3104 - Public and Non-Profit Recreation
- RCLS 3300 - Outdoor ~~Recreation~~ Programming
- RCLS 3301 - Recreational Interpretation of Cultural and Natural Resources
- RCLS 4111 - ~~Recreation and Park Planning~~ ~~Design of Parks and Recreation Facilities~~

## Restricted Electives

---

(Choose 12 s.h. from the following.)

- BIOL 3230 - Field Botany
- BIOL 3231 - Field Botany
- BIOL 3240 - Field Zoology
- BIOL 3241 - Field Zoology
- BIOL 3660 - Introduction to Marine Biology
- BIOL 3661 - Introduction to Marine Biology Laboratory
- COAS 2025 - Survey of Coastal and Marine Resources
- HLTH 2125 - Safety Education and First Aid

HLTH 2126 - Safety Education and First Aid  
PLAN 3020 - Environmental Planning  
RCLS 2400 - [Adventure-Based Program Leadership](#) ~~Facilitation and Leadership of Adventure  
Based Programs~~  
RCLS 2600 - Outdoor Recreation Activities  
RCLS 2601 - Leisure in Society  
RCLS 3120 - Commercial Recreation and Tourism  
RCLS 4121 - Tourism Planning and Development  
[RCLS 4800 - Great Smoky Mountains Outdoor Field Experience](#)  
RCLS 5100 - Aquatic Facility Management

## **Community and Nonprofit Recreation:**

---

### **Cognates - 22 s.h.**

---

ACCT 2101 - Survey of Financial and Managerial Accounting or  
ACCT 2401 - Financial Accounting

FINA 2244 - Legal Environment of Business  
ITEC 3290 - Technical Writing  
MGMT 3202 - Fundamentals of Management  
RCLS 3104 - Public and Non-Profit Recreation  
RCLS 3300 - Outdoor [Recreation](#) Programming  
RCLS 4111 - [Recreation and Park Planning](#) ~~Design of Parks and Recreation Facilities~~

### **Restricted Electives**

---

(Choose 12 s.h. from the following.)

HLTH 2125 - Safety Education and First Aid  
HLTH 2126 - Safety Education and First Aid  
RCLS 2400 - [Adventure-Based Program Leadership](#) ~~Facilitation and Leadership of Adventure-  
Based Programs~~  
RCLS 2600 - Outdoor Recreation Activities  
RCLS 2601 - Leisure in Society  
RCLS 3120 - Commercial Recreation and Tourism  
RCLS 4121 - Tourism Planning and Development  
[RCLS 4170 - Youth Development Organizations and Services](#)  
RCLS 5100 - Aquatic Facility Management  
~~RCLS 5101—Waterfront Facilities Operation~~  
Business administration minor courses (ECON 2113 may count toward FC:SO requirement)  
Exercise and sport science minor courses (BIOL 1050, BIOL 1051, BIOL 2130, BIOL 2131 may  
count toward FC:SC requirement)

## **Recreational Sports Leadership:**

---

### **Cognates - 21 s.h.**

---

EXSS 3300 - Applied Sports Psychology

EXSS 3301 - Physical Education and Sport in Modern Society  
RCLS 3104 - Public and Non-Profit Recreation  
RCLS 3120 - Commercial Recreation and Tourism  
RCLS 3500 - Recreation Leadership and Group Process  
RCLS 3501 - Recreation Leadership and Group Process Lab  
RCLS 4130 - Recreational Sport Programming  
RCLS 4170 - Youth Development Organizations and Services

### Restricted Electives

---

(Choose 12 s.h. from the following.)

CDFR 2000 - Child Development I: Prenatal Through Early Childhood  
CDFR 2001 - Child Development II: Middle Childhood Through Young Adulthood  
EXSS 3600 - Coaching Theories  
GERO 2400 - Introduction to Gerontology  
HLTH 2125 - Safety Education and First Aid  
HLTH 2126 - Safety Education and First Aid  
RCLS 2400 - ~~Adventure-Based Program Leadership~~ ~~Facilitation and Leadership of Adventure-Based Programs~~  
RCLS 2600 - Outdoor Recreation Activities  
RCLS 2601 - Leisure in Society  
RCLS 3300 - Outdoor ~~Recreation~~ Programming  
SOC 3220 - Sociology of Deviant Behavior  
SOC 4350 - Social Change  
Other EXSS courses approved by advisor  
Courses from the Business Administration minor

## 4. Electives to complete requirements for graduation.

---

Insert catalog page URL here.

### RCLS: Recreation and Leisure Studies

RCLS 2000 - ~~Foundations of Recreation, Parks, and Tourism Studies~~ ~~Leisure Services~~

3 F,S,SS

Social, cultural, historical, psychological, environmental, and economic foundations of the recreation, parks, and tourism professions. Issues related to healthy living for diverse populations. ~~Introduces profession of recreation and contemporary leisure services.~~

RCLS 2400 - ~~Adventure-Based Program Leadership~~ ~~Facilitation and Leadership of Adventure-Based Programs~~

3 F,S

~~10 clock hours of lab.~~ Adventure program facilitation for diverse groups. Includes adventure-based

games, ground-based initiatives, and adventure elements. ~~Theory, practice, and delivery of adventure programs.~~

RCLS 3003 - Recreation and Event Programming

3 F,S

P: Declared RT or RPM major or minor; P/C: RCLS 2000 or RCLS 2601. Comprehensive, recreational program planning, implementation, and evaluation.

RCLS 3004 - Recreation Programming Experience

1 SL\* F,S

P: Declared RT or RPM major or minor; P/C: RCLS 2000 or RCLS 2601; C: RCLS 3003. Comprehensive program planning, implementation and evaluation.

RCLS 3131 – ~~Inclusive~~ Recreation for Diverse Populations

3 F

~~Background~~ Exploration and understanding of ~~inclusive recreation~~, the planning, and ~~delivery~~ provision of inclusive recreation services for all people.

RCLS 3300 - Outdoor Recreation Programming

3 S

Principles and practices of leadership and management in outdoor recreation programs. Weekend field trip and additional fees required. ~~History of outdoor programming techniques for planning, developing, and administering outdoor programs.~~

RCLS 4002 – ~~Administration of~~ Recreation, Parks, and Tourism Administration ~~Leisure Services~~

3 S

P: RCLS 3003, RCLS 3004. Personnel management, finance, partnerships, budgeting, marketing, and legal issues in recreation, parks and tourism professions. ~~Role and scope of administrative processes and practices in leisure service agencies.~~

RCLS 4111 - Recreation and Park Planning ~~Design of Parks and Recreation Facilities~~

4 F S

P: RCLS 3003, RCLS 3004 ~~RCLS 3104 or 3120~~ or consent of instructor. Preparation of a comprehensive recreation and park master plan including population analysis, needs assessment, evaluation, and recommendations. ~~Includes completing an inventory of existing recreation and park opportunities, comparison to existing standards, population analysis, needs assessment, evaluation, executive report and action plan which is presented to community or county park board or elected officials.~~

RCLS 4120 – ~~Leisure Services~~ Recreation, Parks, and Tourism Marketing

3 S

P: RCLS 3003, RCLS 3004 ~~RCLS 3003, 3004~~; or consent of instructor. Developing effective marketing plans for recreation, parks and tourism settings using market analysis, target marketing, and effective communication strategies. ~~Marketing process and skills needed to develop marketing plans.~~

RCLS 4122 - Case Studies in ~~Leisure~~ Recreation, Parks, and Tourism Management

3 F

P: RCLS 3003, RCLS 3004 ~~RCLS 3104 or 3120~~ ; or consent of instructor. ~~Applies~~ Application of

management ~~concepts-principles~~, process and techniques to contemporary issues in ~~leisure~~ service delivery systems. ~~Case studies, research, and student projects.~~

#### RCLS 4800 - Great Smoky Mountains Outdoor Field Experience

3 S

Resource management, outdoor programming, administration, and tourism content presented at a consortium. Field trip and additional fees required.

#### RCLS 4990 - Recreation and Park Management Internship

12 W I F, S, SS

P: ~~Senior-standing D~~Declared RPM major; RCLS 4901; minimum cumulative 2.0 GPA; minimum grade of C (2.0) in all required RCLS courses; successful completion of all other degree requirements and current certification in first aid and CPR. In-depth, 480 hours of practical ~~work~~ experience with approved professional recreation, parks, or tourism agency or business. Direct supervision by ~~of~~ approved full-time professional.

#### ~~RCLS 5101—Waterfront Facility Operations~~

~~3~~

~~Principles and practices of waterfront facility management, maintenance, and operations.~~

## **Chapter Two: Academic Program Development**

## UNDERGRADUATE PROGRAM DEVELOPMENT - OVERVIEW

The first five pages of this chapter provide a brief overview of undergraduate program development at ECU. A detailed description of the ECU and UNC General Administration (hereafter UNC-GA) processes follows, with instructions beginning on page 2.6.

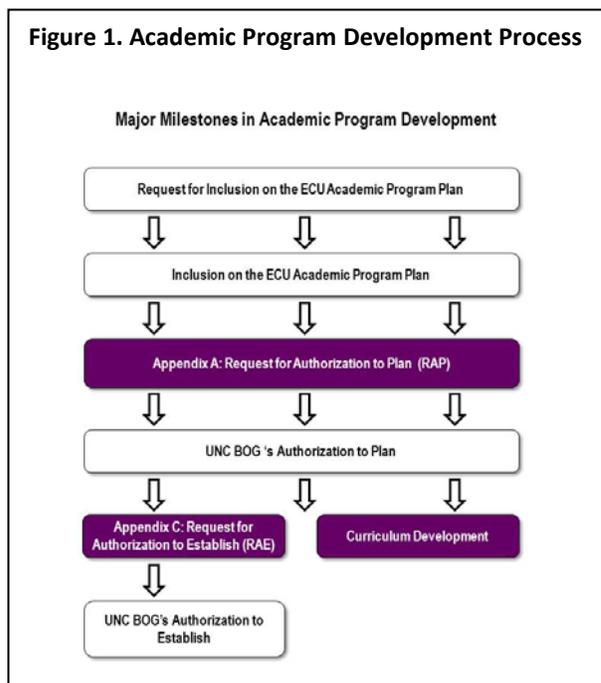
Program development at ECU, like curriculum development, is a faculty responsibility. Program development includes:

- Developing new academic degree programs
- Requesting degree title changes
- Moving or discontinuing programs
- Submitting notification of departmental certificate additions, title changes, or deletions

At each of the constituent institutions of the University of North Carolina, development of academic degree programs and certificates is governed by the policies and procedures of the UNC-GA, as detailed in the [UNC Policy Manual, Chapter 400](#). New program proposals approved through the ECU on-campus process move forward to UNC-GA based on ECU priorities set by the chancellor.

At ECU, the **Office of Academic Program Planning and Development (OAPPD)** facilitates university-wide undergraduate (and graduate) degree program development and refinement in the divisions of academic affairs, research and graduate studies, and health sciences. The office assures that new and revised academic programs are in compliance with the rules and regulations of East Carolina University (ECU), the University of North Carolina (UNC), Southern Association of Colleges and Schools (SACS), and the state legislature. OAPPD supports all phases of the program development process, including an annual training workshop for **faculty program planners (hereafter planners)**. The coordinator facilitates movement of proposals from initiation through final program approval. The office also supports curriculum development (presented in chapter one of this manual), and ensures that departmental web content is consistent with curriculum committee actions and the university catalogs. Consultation with OAPPD is highly recommended when considering program development. Instructions, useful tools, and up-to-date documents are maintained on the [OAPPD Web site](http://www.ecu.edu/cs-acad/acadprograms/programdev.cfm), ([www.ecu.edu/cs-acad/acadprograms/programdev.cfm](http://www.ecu.edu/cs-acad/acadprograms/programdev.cfm)).

The ECU academic program development process follows the guidelines established in the *ECU Faculty Manual*, Part VI, Section VII. These guidelines are a subset of the policies and procedures established by UNC-GA. Figure 1 outlines major milestones in the process. Each step is explained in detail later in this chapter. Additional resources are available on the [OAPPD Web site](#) and staff are available to guide you through the process.



This chapter deals primarily with *new* academic degree programs and certificates. For changes to *existing* programs and certificates, please contact OAPPD and speak with a staff member (see Appendix 5 for contact information), or consult the OAPPD Web site under the menu heading ‘Curriculum Development.’

#### Proposals for Off-Campus or Distance Education Programs

New academic programs must be approved for on-campus delivery before being considered in other formats. Academic units planning to offer 50% or more of a degree program off-campus (defined in UNC-GA Policy Manual 400.1.1.2[G] as including face-to-face, electronically mediated [online], or a combination of methodologies) should contact the Office of Continuing Studies. The Office of Continuing Studies processes the paperwork needed for submission of alternate delivery proposals to UNC-GA. See Appendix 5 for contact information.

#### Proposals for Dual Degrees, Joint Degrees, or Consortial Agreements

Units planning a dual degree, joint degree, or consortial degree agreement should contact OAPPD for further guidance. This office oversees all academic agreements with other institutions. See *Glossary* for definitions of these degree types.

### **Roles in Academic Program Development**

Planners are encouraged to seek out on-campus resources who have extensive experience in navigating the program development process. This begins with colleagues with similar interests and progresses across campus as draft proposals are completed.

#### Within the college/school/department

The *department chair* will be crucial in supporting any new program proposal and should be involved before any formal planning begins. As a proposal comes together, the chair will be instrumental in providing data, seeking resources, consulting with the dean, and providing support for the proposal. Many department chairs write or co-write program proposals.

A college/school/department *budget officer* may be available to assist with completion of the budget template required for the process. The on-campus template is provided on the [OAPPD Web site](#).

The *college/school dean* will help determine whether there is adequate support, both tangible and intangible, to sustain a new program. The dean’s support is crucial in providing any new program with sufficient funding for start-up, faculty allocations, physical space, and other critical needs. In addition, the dean will be asked to approve program proposals by providing a letter of support.

*Unit and college/school curriculum committees and voting faculty* also are involved in program development. It is within this environment that a proposal package gains early support and approval. (See Phase I, Step 3. It is beyond the purview of this manual to estimate the amount of time needed to accomplish this step, as each unit has its own schedule; however, planners should account for summer months, semester breaks, holidays, etc.)

### Within the university

The *Office of Academic Program Planning and Development* serves as a resource for program planners. Led by the interim director for academic program planning and development, the unit facilitates the development process from start to finish.

The *Office of Continuing Studies* also serves as a resource for planners. A coordinator works closely with planners who anticipate offering degrees off-campus or online. Much of the paperwork for accomplishing off-campus/DE program planning is completed within that office. See Appendix 5 for contact information.

The *Academic Program Development Collaborative Team*, generally known as the Collaborative Team, or APDCT, is an advisory body to the Academic Council (described in this section). It collaborates with units to strengthen program proposals and informs the Educational Policies and Planning Committee (EPPC) of its recommendations to the Academic Council concerning bachelor's programs under consideration. The team has a broad representation across the university campus and offers a rich cross-section of information and ideas to assist planners. The team's agenda is set by the coordinator for academic program development. The Collaborative Team meets on the first and third Fridays of each month year-round as needed. Final drafts of agenda items should be submitted at least two weeks before the meeting is scheduled.

The *Council for Teacher Education (CTE)* is the policy making body that oversees all initial and advanced teacher education programs at ECU. The council is responsible for quality assurance, compliance, licensure requirements, and program approval from the NC Department of Public Instruction (NC DPI). The director of teacher education is the designee of the dean of the College of Education responsible for the oversight of teacher education programs and is accountable to the dean for all recommendations relating to such programs. The director should be contacted for any proposals involving teacher education and/or teacher licensure areas. CTE meets the 2<sup>nd</sup> Monday of every month beginning in September and ending in May if Commencement falls after the 2<sup>nd</sup> Monday; if not, the last meeting is in April. The CTE curriculum committee typically meets one week prior to the full CTE depending on committee members' schedules each year. Contact the chair of CTE for dates and times of CTE CC meetings.

The *Office of Space Planning*, within the *Office of Institutional Planning, Assessment, and Research (IPAR)*, receives notification from planners regarding campus space planning needs, including the proposed year of program establishment. While the office *will not guarantee* space for proposed programs, they will acknowledge the request via e-mail; this acknowledgment is submitted as a part of the on-campus program proposal package.

The *University Curriculum Committee (UCC)* is composed of elected faculty members, voting ex-officio members appointed by senior leadership of the university, and a student representing the Student Government Association. The committee reviews proposals for new undergraduate degree programs in addition to reviewing undergraduate curriculum matters. The committee reports all recommendations to the Faculty Senate and to the EPPC as applicable. Typically, the committee meets on the second and fourth Thursdays of the month, September through April. Planners are responsible for submitting proposal packages and requesting placement on the desired UCC agenda. Agenda items are due at least

two weeks before meeting dates, which are posted on the [UCC Web site](#). Due to the volume of work, submission deadlines are strictly enforced.

In addition to many other duties, the *Educational Policies and Planning Committee (EPPC)* reviews information concerning proposals for all new certificates, concentrations, minors, degree programs, and academic policies. EPPC recommendations are forwarded to the Faculty Senate. EPPC acts upon:

- Appendix A: Request for Authorization to Plan a New Degree Program (Phase I)
- Appendix C: Request for Authorization to Establish a New Degree Program (Phase II)
- Request for authorization to establish new certificates, concentrations, and minors (curriculum) *not previously requested in Phases I or II*

The *Faculty Senate* is the legislative, advisory, and primary faculty governance body representing all faculty of East Carolina University. The Faculty Senate reviews and votes on the recommendations of the EPPC as a part of the academic program development process.

The *vice chancellor* in charge of the division in which the proposed program will be housed will review proposal packages as they move through the development process. Upon acknowledgment that the vice chancellor has received a package, planners may continue to the next step unless a specific hold is requested from the vice chancellor.

The *Academic Council* is composed of the provost and senior vice chancellor for academic affairs, the vice chancellor for health sciences, and the interim vice chancellor for research and graduate studies. The Academic Council makes recommendations to the chancellor on numerous issues, including approval of program proposals.

### **Criteria for Reviewing a New Academic Degree Proposal**

Program proposals are reviewed by the campus community in the Request for Inclusion process and by various teams and committees in all stages of academic program development, according to a standard set of criteria:

- Societal need
- Current teaching mission congruency
- Faculty research and creative productivity
- Service activity
- Financial resources

These review criteria are defined as follows:

**Societal need:** The proposal must include a recent needs assessment identifying needs that can be satisfied by meeting the educational objectives of the proposed program. This should include both student demand and documented future employment projections. The applicant pool and enrollment projections should indicate sufficient interest in the program.

**Current teaching mission congruency:** The proposed program must be appropriately linked to the strategic plan of the university, college, and unit, with clear indication of how the new program will meet

the objectives of the strategic plans. The document should describe how the proposed program will positively and/or negatively impact existing programs.

**Faculty research and creative productivity:** A sufficient number of senior faculty with appropriate expertise in the proposed program discipline/area should be available in the unit.

**Service activity:** When appropriate, service activities and collaborative endeavors with external agencies should be described, particularly in the area of economic development in the eastern region of the state.

**Financial resources:** The unit's ability to support the proposed program fiscally must be addressed, including the availability of instructional/research facilities, personnel, student support, collaboration with other units, and the distribution of existing resources as well as options/opportunities for external funding.

Assessment using the criteria above indicates if the unit is ready to move forward through the campus process to plan and establish the proposed program.

## PROCESS FOR NEW ACADEMIC PROGRAM DEVELOPMENT

There are four distinct stages of academic program development at ECU (listed in order):

- (1) Preliminary: Request for Inclusion on the ECU Academic Program Plan (on campus)
- (2) Phase I: Appendix A: Request for Authorization to Plan a New Degree Program (submitted to UNC-GA)
- (3) Phase II: Appendix C: Request for Authorization to Establish a New Degree Program (submitted to UNC-GA)
- (4) Phase III: Curriculum Approval (on campus)

Stages 1 and 4 are on-campus processes only. Stages 2 and 3 involve UNC-GA/Board of Governors (BOG) approval. Each stage and the required documentation are described in the coming pages. After the preliminary Request for Inclusion stage, the development process is referred to in terms of “phases” (see 2-4 above).

Phases I through III have formal process checklists to track progress of a program proposal and to assist planners in reaching important milestones. Process checklists can be found on the [OAPPD Web site](http://www.ecu.edu/cs-acad/acadprograms/programdev.cfm), at [www.ecu.edu/cs-acad/acadprograms/programdev.cfm](http://www.ecu.edu/cs-acad/acadprograms/programdev.cfm), by choosing *Approval Process Checklists* under the appropriate degree designation. The checklists are in MS Word format and can be downloaded to an individual computer. Samples of the checklists for a bachelor’s degree are included later in this chapter (Figures 3-5). Planners may find it helpful to print out the process checklists at the beginning of the development cycle.

Although use of the checklists is not mandatory, they are very useful tools to:

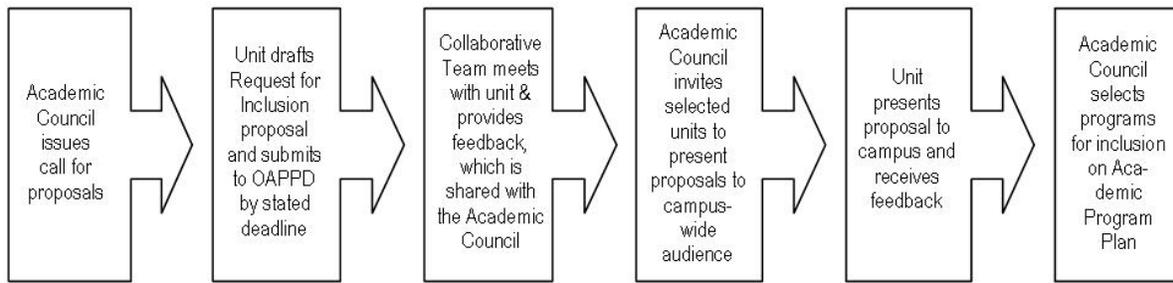
- Determine order of progression and track a proposal through the approval process
- Determine the approximate amount of time needed from one step to the next
- Anticipate potential scheduling issues (such as committee breaks over summer)
- Locate appropriate committee minutes (by date) and approvals, as needed
- Begin a search for historical data
- Report proposal progress across campus

### **Request for Inclusion on the Academic Program Plan**

ECU maintains a five-year long-range plan (Academic Program Plan), updated biennially, to guide the university’s program development process on a continual basis. Proposed programs are added to the Academic Program Plan through the Request for Inclusion process (Figure 2). The process is activated by the Academic Council and provides a framework to facilitate careful program planning. In the summer of even-numbered years, a call is issued to the academic deans for new degree program proposals. Academic units are asked to provide information about proposed programs in the context of the university’s strategic directions.

Proposals for new programs begin with faculty in individual units. When the Request for Inclusion process is active, forms and instructions are available to planners in the Request for Inclusion section of the [OAPPD Web site](http://www.ecu.edu/cs-acad/acadprograms/programdev.cfm) under Academic Program Plan and Request for Inclusion.

**Figure 2. Request for Inclusion Process Steps**



Submissions are reviewed by OAPPD and the **Collaborative Team**. (See *Glossary* for additional information regarding OAPPD and the Collaborative Team.)

When all Request for Inclusion proposals have been presented to the Collaborative Team and pertinent information has been shared, the Academic Council selects proposals for further consideration and presentation in a campus-wide meeting. Presentations typically occur in the latter half of March; deans, directors, chairs, relevant Faculty Senate committees, and all university faculty and staff are invited to attend. Evaluation criteria and forms are provided to attendees for feedback. The Academic Council reviews this feedback and determines which new degree proposals will be (1) added, (2) carried over, or (3) removed from the Academic Program Plan. Decisions are generally announced in late April or early May. When a new five-year plan is approved by the Academic Council, notification is sent by OAPPD to UNC-GA.

A list of documents and instructions for completion are included in this chapter beginning on page 2.19. Questions can be directed to the coordinator for academic program development. See Appendix 5 for contact information.

**TIP:** The Request for Inclusion Process addresses *high-level programming* needs, but does *not* include *curriculum* development. Curriculum development occurs *only* after a proposal is accepted for inclusion on the ECU Academic Program Plan and program requirements are fully developed through Phases I and II described in the following pages. The curriculum development process is described in chapter one of this manual.

## Phase I: Appendix A: Request for Authorization to Plan a New Degree Program

All programs should be housed within an academic unit; however, some may be housed in less traditional venues, such as the Office of Undergraduate Studies. The academic “home” for the program is the unit that will manage the program’s budget and assessments, approve curriculum, and make personnel decisions.

After a program has been added to the ECU Academic Program Plan through the Request for Inclusion process, planners develop proposals for on-campus review, with an ultimate goal of submission to UNC-GA and the BOG for authorization to plan and then to establish the new program. Once preliminary documents are written, additional resources are available through OAPPD and subsequent on-campus committees. A list of Phase I documents and instructions for completion can be found beginning on page 2.40.

On-campus committees review program proposal packages with the intent of strengthening each proposal before it is submitted to UNC-GA. Committee members represent broad cross-sections of the university community and can help identify opportunities and challenges as program planners refine their documents through each developmental step.

A robust proposal package considers many implications of new academic programs, including (but not limited to):

- Societal need for the program, including both student demand and future employment projections
- Alignment with ECU and UNC strategic initiatives and outcomes
- Faculty workload, resources, research, and creative productivity
- Service to ECU and its communities
- Fiscal impact on the university, as well as individual colleges, schools, and departments
- Impact on other units with regard to transfer of students, sharing of resources, degree succession, etc.

Planners are responsible for moving proposal packages forward, including contacting various committees to be placed on meeting agendas. Appendix 4 (page 2.58) provides a calendar key and contacts for committees involved in the program development process. OAPPD will monitor these processes carefully and apprise faculty of upcoming and completed milestones.

**TIP:** Process checklists are available to assist planners in carefully monitoring forward progression of the proposal. Each phase of the process has its own checklist, which is degree-level specific. Checklists are included beginning on page 2.10 (Figures 3-5). Checklists also can be downloaded in MS Word format from the [OAPPD Web site](http://www.ecu.edu/cs-acad/acadprograms/programdev.cfm), [www.ecu.edu/cs-acad/acadprograms/programdev.cfm](http://www.ecu.edu/cs-acad/acadprograms/programdev.cfm). Before beginning this section of the manual, it may be helpful to print out the process checklists for a bachelor’s degree. The instructions that follow will reference the various phases and steps of academic program development as detailed on these process checklists.

## Phase II: Appendix C: Request for Authorization to Establish a New Degree Program

**In Phase II, submission of Appendix C to UNC-GA must take place within four months of receiving authorization to plan from the UNC Board of Governors.** This is a UNC-GA mandated deadline enacted in 2012.

Phase II requires a level of *new* data for completion, including documented exploration of collaborative opportunities with other public and/or private institutions, including, but not limited to, other UNC constituent institutions. Planners should work continuously during this time of data collection and document preparation to meet the four-month deadline.

A list of required documents for program development and instructions are provided in this chapter beginning on page 2.45. On-campus committees again review proposals to offer recommendations before submission to UNC-GA.

## Phase III: Curriculum Approval

Phase III is the final stage before establishing a new degree program. Unlike program development, which requires UNC BOG approval, curriculum is approved at the campus level.

Under new guidelines in the *ECU Faculty Manual*, Part VI Section VII, planners may begin work on curriculum approval (Phase III) simultaneously with the latter stages of Phase I and any stage of Phase II. This provides a somewhat expedited schedule of steps to provide faster establishment of high-priority programs.

Detailed instructions for completion of curriculum development can be found in chapter one of this manual. No further guidelines are offered here; however, it should be noted that **timing of curriculum approval is important. If a program is authorized for establishment by UNC-GA before Phase III is complete, a moratorium will be placed on enrolling students until a quality curriculum has been finalized. The process is complete when curriculum development materials have been approved by the chancellor.**

**Figure 3. Bachelor’s Degree Process Checklist – Phase I**

**New Bachelor’s Degree Approval Process Checklist  
Phase I – Request for Authorization to Plan (RAP)  
Version 2**

Proposed Degree \_\_\_\_\_ 20\_\_-20\_\_ Academic Program Plan

Planner \_\_\_\_\_ Phone \_\_\_\_-\_\_\_\_ Planner \_\_\_\_\_ Phone \_\_\_\_-\_\_\_\_

Action	Start	Approval
1. Unit <input type="checkbox"/> Prepares Appendix A: Request for Authorization to Plan (RAP) <input type="checkbox"/> Investigates collaborative opportunities with other UNC institutions and obtains documentation <input type="checkbox"/> Prepares Assessing Readiness to Offer a New Degree Program <input type="checkbox"/> Prepares On-Campus Budget Template <input type="checkbox"/> Obtains signed support letters from director/department chair and dean <input type="checkbox"/> Notifies campus space planning office and provides e-mail acknowledgment of notification		
2. Unit <input type="checkbox"/> Submits <i>all</i> documents (from Step 1 above) to Office of Academic Program Planning and Development (OAPPD) for review with Academic Program Development Collaborative Team (APDCT); unit presents and <input type="checkbox"/> Strengthens documents as desired		
3. Unit secures in-house approval of proposal in the following order:		
a. Curriculum committee of unit in which program is to be housed		
b. Chair/director of unit in which program is to be housed		
c. College curriculum committee (if any) of unit in which program is to be housed; TLA proposals to Council for Teacher Education (CTE)		
d. Dean of college in which program is to be housed		
4. Unit submits documents to appropriate vice-chancellor (for information only)		
5. Unit submits documents to University Curriculum Committee (UCC); unit presents <sup>1</sup>		
6. Unit submits documents to EPPC; unit presents <sup>2</sup>		
7. EPPC submits recommendations to Faculty Senate <sup>3</sup>		
8. OAPPD submits documents to Academic Council		
9. Chancellor approves/disapproves		
10. Unit collaborates with OAPPD to prepare approved RAP documents; OAPPD submits to chancellor and submits signed RAP to UNC-GA <sup>4</sup>		
11. Within four weeks a. UNC-GA responds with approval to move forward with request - OR - b. UNC-GA responds with questions; campus replies to questions <i>within four weeks</i>		
12. Upon approval of Appendix A, UNC-GA invites submission of Appendix C; campus submits <i>within four months</i>		

<sup>1</sup> The UCC presents a report of its minutes to the Faculty Senate. Planners may proceed to step 6 (EPPC) before this report is given; however, it is recommended that someone from the planning team attend the Faculty Senate meeting to answer any questions that may arise.

<sup>2</sup> Phase II may begin now. (Phase III may also begin if desired.)

<sup>3</sup> It is recommended that someone from the planning team attend the Faculty Senate meeting to answer any questions that may arise.

<sup>4</sup> In accordance with policy approved in 2012, UNC-GA will consider no more than three new academic program proposals active in the planning process at any one time by individual campuses. As proposals are approved by the Board of Governors, new proposals will become eligible for consideration.

**Figure 4. Bachelor’s Degree Process Checklist – Phase II**

**New Bachelor’s Degree Approval Process Checklist  
Phase II – Request for Authorization to Establish (RAE)  
Version 2**

Proposed Degree \_\_\_\_\_ 20\_\_-20\_\_ Academic Program Plan  
Planner \_\_\_\_\_ Phone \_\_\_\_-\_\_\_\_ Planner \_\_\_\_\_ Phone \_\_\_\_-\_\_\_\_\_

Action	Start	Approval
1. Unit <input type="checkbox"/> Prepares Appendix C: Request for Authorization to Establish (RAE) <input type="checkbox"/> Develops curriculum framework for proposed degree program <sup>1</sup> <input type="checkbox"/> Provides documentation of collaborative investigations with UNC or other institutions <input type="checkbox"/> Updates Assessing Readiness to Offer a New Degree Program <input type="checkbox"/> Updates On-Campus Budget Template <input type="checkbox"/> Obtains additional letters of support, as desired <input type="checkbox"/> Provides original e-mail acknowledgment of notification from campus space planning		
2. Unit <input type="checkbox"/> Submits <i>all</i> documents (from Step 1 above) to Office of Academic Program Planning and Development (OAPPD) for review with Academic Program Development Collaborative Team (APDCT); unit presents and <input type="checkbox"/> Strengthens documents as desired		
3. Unit secures approval of dean of college in which program is to be housed		
4. Unit submits documents to EPPC; unit presents		
5. EPPC submits recommendations to Faculty Senate <sup>2</sup>		
6. OAPPD submits documents to Academic Council		
7. Chancellor approves/disapproves		
8. Unit collaborates with OAPPD to prepare approved Appendix C (RAE) documents; OAPPD submits to chancellor and submits signed RAE to UNC-GA		
9. Within four weeks a. UNC-GA responds that proposal is complete - OR - b. UNC-GA requests information; campus replies <i>within four weeks</i>		
10. Completed Appendix C is posted to UNC-GA’s Academic Planning Website <i>for four weeks</i> for system-wide review and comments		
11. Within two weeks, UNC-GA reviews comments received and a. is prepared to make recommendation to EPPP Committee - OR - b. campus is notified of any remaining issues; campus replies <i>within four weeks</i>		
12. Upon UNC-GA recommendation, proposal brought to EPPP Committee and submitted to UNC Board of Governors for approval		
13. Campus notified of decision <sup>3</sup>		

<sup>1</sup> Curriculum framework, requested in Appendix A, includes conceptual information about entry requirements, courses, total semester hours, etc., but does not include actual course development (Phase III). It is strongly recommended that the potential for concentrations, certificates, and minors be considered at this time as well. Consideration at this stage will eliminate multiple appearances before committees and reduce significant time to establishment.

<sup>2</sup> It is recommended that someone from the planning team attend the Faculty Senate meeting to answer any questions that may arise.

<sup>3</sup> **Upon UNC-GA approval of Appendix C (RAE) and ECU campus approval of final curriculum, the degree program is established and the unit may recruit students. NOTE: If UNC Board of Governors authorization to establish is received before the curriculum approval process has been completed, a moratorium will be placed on degree implementation until a quality curriculum has been finalized.**

**Figure 5. Bachelor’s Degree Process Checklist – Phase III**

**New Bachelor’s Degree Approval Process Checklist**  
**Phase III – Curriculum Approval (May Begin *During* Phase II)**  
 Version 1

Proposed Degree \_\_\_\_\_ 20-\_\_-20\_\_ Academic Program Plan

Planner \_\_\_\_\_ Phone \_\_\_\_-\_\_\_\_ Planner \_\_\_\_\_ Phone \_\_\_\_-\_\_\_\_\_

Action	Start	Approval
1. Unit refines degree requirements from Appendix C and develops new course proposal forms		
2. Unit secures approval of requirements and courses in the following order:		
a. Curriculum committee of unit in which program is to be housed		
b. Foundations Curriculum and Instructional Effectiveness Committee (if requesting Liberal Arts Foundations Curriculum Credit)		
c. Writing Across the Curriculum Committee (if requesting Writing Intensive credit)		
d. University Service-Learning Committee (if requesting Service-Learning credit)		
e. Communicates with deans, chairs, or directors in units that may be directly or indirectly affected by curriculum		
f. Unit administrator in which course(s) is (are) to be housed		
g. College curriculum committee (if any) of unit in which course(s) is (are) to be housed; TLA proposals to Council for Teacher Education (CTE)		
3. Unit secures approval of dean of college in which program is to be housed		
4. Unit submits document(s) to University Curriculum Committee (UCC) <sup>1</sup> ; unit presents		
5. UCC reports minutes to Faculty Senate <sup>2</sup>		
6. Chancellor approves/disapproves Faculty Senate resolution		

<sup>1</sup> See ECU’s *Undergraduate Curriculum and Program Development Manual*, Chapter I, for UCC submission requirements.

<sup>2</sup> If a new concentration, certificate, or minor is identified that was not included in Phase II, Step 1, curriculum framework, submission and presentation to EPPC will be required.

## ACADEMIC PROGRAM DEVELOPMENT TIMELINE

Planners should allow ample time for review of proposals at all levels. The *ECU Faculty Manual*, Part VI, Section VII, provides a clear succession of on-campus approvals that must be secured to move a proposal forward; this manual is based on those guidelines. It should be understood, however, that full approval of programs within the University of North Carolina is governed by the policies and procedures of UNC General Administration and the UNC Board of Governors. OAPPD works closely with planners to ensure UNC-mandated guidelines and deadlines are communicated and can be met.

Individual proposal timelines may vary depending on a number of factors, including (but not limited to):

- Summer break, semester breaks, holidays, campus closures, etc.
- Unit's proactive efforts for inclusion on committee meeting agendas
- Adherence to deadlines for committee agenda items and attendance at meetings
- Length of time needed to draft and approve committee meeting minutes
- Condition of proposal package and actions required after committee review
- The chancellor's prioritization of proposals on the ECU Academic Program Plan
- Response timing of UNC General Administration and UNC Board of Governors

Sample timelines (Figures 6 and 7) illustrate the importance of meeting milestone dates in the development process. Failure to meet mandated dates on the timeline can have dramatic consequences with regard to submission of documents to UNC-GA and may cause proposals to be rejected.

### Academic Program Development Timeline



Request for Authorization to Establish (Phase II) **must be filed with UNC-GA within four months** of receiving UNC-GA authorization to plan (Phase I)

**Figure 6. Sample Timeline for New Academic Program Development: Early Fall Start**

**(Assumes Inclusion on the ECU Academic Program Plan)**

August 2013	September 2013	October 2013	November 2013
<b>Phase I, Step 1: Unit prepares Appendix A, documentation of collaborative investigation, Assessing Readiness, budget template, letters of support, and campus space planning memo</b>	<b>Phase I, Step 2:</b> Unit submits documents to APDCT through OAPPD; unit presents to APDCT and strengthens proposal	<b>Phase I, Step 3:</b> Unit seeks in-house approval of proposal: unit curriculum committee; department chair or school director; college curriculum committee - and CTE if applicable; college dean.  <b>Phase I, Step 4:</b> Unit submits documents to the appropriate VC (for information only)	<b>Phase I, Step 5:</b> Unit submits documents to University Curriculum Committee (UCC); unit presents proposal and responds to UCC concerns
December 2013	January 2014	February 2014	March 2014
<b>Phase I, Step 6:</b> Unit submits documents to EPPC and presents proposal	<b>Phase I, Step 7:</b> EPPC submits recommendations to Faculty Senate (FS); planner attends FS meeting (recommended)	<b>Phase I, Step 8:</b> OAPPD submits documents to Academic Council and awaits approval; Academic Council recommends to chancellor	<b>Phase I, Step 9:</b> Chancellor approves/disapproves
<b>Phase II, Step 1 may begin as desired (recommended): Unit prepares Appendix C (including curriculum framework) and updates all other documents</b>	--	<b>Phase II, Step 2:</b> Unit submits all documents to APDCT through OAPPD; unit presents to APDCT and strengthens proposal  <b>Phase II, Step 3:</b> Unit secures approval of college dean	--
April 2014	May 2014	June 2014	July 2014
--	--	--	--
August 2014	September 2014	October 2014	November 2014
<b>Phase I, Step 10:</b> Unit collaborates with OAPPD to prepare Phase I documents; OAPPD submits to chancellor for signature; OAPPD submits to UNC-GA (submission assumes top-3 priority on ECU Academic Program Plan)	<b>Phase I, Step 11:</b> <i>Within four weeks:</i> <b>(a)</b> UNC-GA responds with approval to move forward with request, <u>or</u> <b>(b)</b> UNC-GA responds with questions; campus replies to questions <i>within four weeks</i>	<b>Phase I, Step 12 (END):</b> Upon approval of Appendix A, UNC-GA invites submission of Appendix C; campus submits <i>within four months</i> (by February 2014)	
--	--	<b>Phase II, Step 4:</b> Unit submits documents to EPPC; unit presents	<b>Phase II, Step 5:</b> EPPC submits recommendations to Faculty Senate (FS); planner attends
		<b>Phase III, Step 1:</b> Unit refines degree requirements from Appendix C and develops new course proposal forms	<b>Phase III, Steps 2a-g:</b> Unit secures approval of requirements and courses

(continued)

**Figure 6. Sample Timeline: Early Fall Start (continued)**

December 2014	January 2015	February 2015	March 2015
<b>Phase II, Step 6:</b> OAPPD submits documents to Academic Council and awaits approval; Academic Council recommends to chancellor	<b>Phase II, Step 7:</b> Chancellor approves/disapproves	<b>Phase II, Step 8:</b> Unit collaborates with OAPPD to prepare approved Appendix C documents; OAPPD submits to chancellor and submits signed documents to UNC-GA	<b>Phase II, Step 9:</b> <i>Within four weeks, (a) UNC-GA responds that proposal is complete, <u>or</u> (b) UNC-GA requests information; campus replies within four weeks</i>
--	<b>Phase III, Step 3:</b> Unit secures approval of college dean	<b>Phase III, Step 4:</b> Unit submits documents to UCC; unit presents	<b>Phase III, Step 5:</b> UCC reports minutes to Faculty Senate
April 2015	May 2015	June 2015	July 2015
<b>Phase II, Step 10:</b> Completed Appendix C is posted to UNC-GA's Academic Planning Website <i>for four weeks</i> for system-wide review and comments	<b>Phase II, Step 11:</b> <i>Within two weeks</i> , UNC-GA reviews comments received and (a) is prepared to make recommendation to EPPP committee, <u>or</u> (b) campus is notified of any remaining issues; campus replies <i>within four weeks</i>	<b>Phase II, Step 12:</b> Upon UNC-GA recommendation, proposal brought to EPPP committee and submitted to UNC Board of Governors for approval	<b>Phase II, Step 13 (END):</b> <b>Campus notified of decision</b> <b>Enroll students Spring 2016</b>
<b>Phase III, Step 6 (END):</b> Chancellor approves/disapproves Faculty Senate resolution			

**Sample Timeline: Early Fall Start – Abbreviated Form**

Phase	Aug 2013	Sept 2013	Oct 2013	Nov 2013	Dec 2013	Jan 2014
I	Step 1: App A	Step 2: APDCT	Step 3: In-House Step 4: VC	Step 5: UCC	Step 6: EPPC	Step 7: Faculty Senate
II					Step 1: App C	--
Phase	Feb 2014	Mar 2014	Apr 2014	May 2014	Jun 2014	Jul 2014
I	Step 8: Acad Council	Step 9: Chancellor	--	--	--	--
II	Step 2: APDCT Step 3: Dean	--	--	--	--	--
Phase	Aug 2014	Sept 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015
I	Step 10: Submit App A to UNC-GA	Step 11: GA approves or asks questions	Step 12: Upon GA approval, GA invites App C (END)			
II	--	--	Step 4: EPPC	Step 5: Faculty Senate	Step 6: Academic Council	Step 7: Chancellor
III			Step 1: New Course Proposals	Step 2: In-House Approval	--	Step 3: Dean
Phase	Feb 2015	Mar 2015	Apr 2015	May 2015	Jun 2015	Jul 2015
II	Step 8: Submit App C to UNC-GA	Step 9: GA responds complete or asks questions	Step 10: App C posted to GA website for four weeks	Step 11: GA recommends to EPPP or notifies of remaining issues	Step 12: EPPP committee and Board of Governors	Step 13: Campus notified of decision (END)
III	Step 4: UCC	Step 5: Faculty Senate	Step 6: Chancellor (END)			

**Figure 7. Sample Timeline for New Academic Program Development: Late Fall Start**

**(Assumes Inclusion on the ECU Academic Program Plan)**

December 2013	January 2014	February 2014	March 2014
<b>Phase I, Step 1: Unit prepares Appendix A, documentation of collaborative investigation, Assessing Readiness, budget template, letters of support, and campus space planning memo</b>	<b>Phase I, Step 2:</b> Unit submits documents to APDCT through OAPPD; unit presents to APDCT and strengthens proposal	<b>Phase I, Step 3:</b> Unit seeks in-house approval of proposal: unit curriculum committee; department chair or school director; college curriculum committee - and CTE if applicable; college dean.  <b>Phase I, Step 4:</b> Unit submits documents to the appropriate VC (for information only)	<b>Phase I, Step 5:</b> Unit submits documents to University Curriculum Committee (UCC); unit presents proposal and responds to UCC concerns
April 2014	May 2014	June 2014	July 2014
<b>Phase I, Step 6:</b> Unit submits documents to EPPC and presents proposal	--	--	--
August 2014	September 2014	October 2014	November 2014
--	--	<b>Phase I, Step 7:</b> EPPC submits recommendations to Faculty Senate (FS); planner attends FS meeting (recommended)	<b>Phase I, Step 8:</b> OAPPD submits documents to Academic Council and awaits approval; Academic Council recommends to chancellor
December 2014	January 2015	February 2015	March 2015
<b>Phase I, Step 9:</b> Chancellor approves/disapproves	--	--	--
		<b>Phase II, Step 1 may begin as desired: Unit prepares Appendix C (including curriculum framework) and updates all other documents</b>	--
April 2015	May 2015	June 2015	July 2015
--	--	--	--
<b>Phase II, Step 2:</b> Unit submits all documents to APDCT through OAPPD; unit presents to APDCT and strengthens proposal	<b>Phase II, Step 3:</b> Unit secures approval of college dean	--	--
<b>Phase III, Step 1: Unit refines degree requirements from Appendix C and develops new course proposal forms</b>	--	--	--

(continued)

**Figure 7. Sample Timeline: Late Fall Start (continued)**

August 2015	September 2015	October 2015	November 2015
<p><b>Phase I, Step 10:</b> Unit collaborates with OAPPD to prepare Phase I documents; OAPPD submits to chancellor for signature; OAPPD submits to UNC-GA (submission assumes top-3 priority on ECU Academic Program Plan)</p>	<p><b>Phase I, Step 11:</b> <i>Within four weeks:</i>  <b>(a)</b> UNC-GA responds with approval to move forward with request, <i>or</i>  <b>(b)</b> UNC-GA responds with questions; campus replies to questions <i>within four weeks</i></p>	<p><b>Phase I, Step 12 (END):</b> Upon approval of Appendix A, UNC-GA invites submission of Appendix C; campus submits <i>within four months</i> (by February 2015)</p>	
--	--	<p><b>Phase II, Step 4:</b> Unit submits documents to EPPC; unit presents</p>	<p><b>Phase II, Step 5:</b> EPPC submits recommendations to Faculty Senate (FS); planner attends</p>
--	<p><b>Phase III, Steps 2a-g:</b> Unit secures approval of requirements and courses</p>	--	<p><b>Phase III, Step 3:</b> Unit secures approval of college dean</p>
December 2015	January 2016	February 2016	March 2016
<p><b>Phase II, Step 6:</b> OAPPD submits documents to Academic Council and awaits approval; Academic Council recommends to chancellor</p>	<p><b>Phase II, Step 7:</b> Chancellor approves/disapproves</p>	<p><b>Phase II, Step 8:</b> Unit collaborates with OAPPD to prepare approved Appendix C documents; OAPPD submits to chancellor and submits signed documents to UNC-GA</p>	<p><b>Phase II, Step 9:</b> <i>Within four weeks,</i> <b>(a)</b> UNC-GA responds that proposal is complete, <i>or</i> <b>(b)</b> UNC-GA requests information; campus replies <i>within four weeks</i></p>
<p><b>Phase III, Step 4:</b> Unit submits documents to UCC; unit presents</p>	<p><b>Phase III, Step 5:</b> UCC reports minutes to Faculty Senate</p>	<p><b>Phase III, Step 6 (END):</b> Chancellor approves/disapproves Faculty Senate resolution</p>	
April 2016	May 2016	June 2016	July 2016
<p><b>Phase II, Step 10:</b> Completed Appendix C is posted to UNC-GA's Academic Planning Website <i>for four weeks</i> for system-wide review and comments</p>	<p><b>Phase II, Step 11:</b> <i>Within two weeks,</i> UNC-GA reviews comments received and <b>(a)</b> is prepared to make recommendation to EPPP committee, <i>or</i> <b>(b)</b> campus is notified of any remaining issues; campus replies <i>within four weeks</i></p>	<p><b>Phase II, Step 12:</b> Upon UNC-GA recommendation, proposal brought to EPPP committee and submitted to UNC Board of Governors for approval</p>	<p><b>Phase II, Step 13 (END):</b> Campus notified of decision  <b>Enroll students Spring 2017</b></p>

**Figure 7. Sample Timeline: Late Fall Start (continued) – Abbreviated Form**

Phase	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014
I	Step 1: App A	Step 2: APDCT	Step 3: In-House Approval Step 4: VC	Step 5: UCC	Step 6: EPPC	--

Phase	Jun 2014	Jul 2014	Aug 2014	Sep 2014	Oct 2014	Nov 2014
I	--	--	--	--	Step 7: Faculty Senate	Step 8: Academic Council

Phase	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015
I	Step 9: Chancellor	--	--	--	--	--
II			Step 1: App C	--	Step 2: APDCT	Step 3: Dean
III					Step 1: New Course Proposals	--

Phase	Jun 2015	Jul 2015	Aug 2015	Sep 2015	Oct 2015	Nov 2015
I	--	--	Step 10: Submit App A to UNC-GA	Step 11: GA approves or asks questions	Step 12: Upon GA approval, GA invites App C (END)	
II	--	--	--	--	Step 4: EPPC	Step 5: Faculty Senate
III	--	--	--	Step 2: In-House Approval	--	Step 3: Dean

Phase	Dec 2015	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016
II	Step 6: Academic Council	Step 7: Chancellor	Step 8: Submit App C to UNC-GA	Step 9: GA responds complete or asks questions	Step 10: App C posted to GA website for four weeks	Step 11: GA recommends to EPPP or notifies of remaining issues
III	Step 4: UCC	Step 5: Faculty Senate	Step 6: Chancellor (END)			

Phase	Jun 2016	July 2016	Aug 2016	Sep 2016	Oct 2016	Nov 2016
II	Step 12: EPPP committee and Board of Governors	Step 13: Campus notified of decision (END) Enroll students Spring 2017				

# INSTRUCTIONS FOR COMPLETING PROGRAM DEVELOPMENT PACKAGE

## Tips and Helpful Hints

### New for 2013:

In summer 2012, a number of procedural changes were made to policies and procedures for academic program development at both ECU and UNC-GA. These changes were incorporated by the Faculty Senate into the *ECU Faculty Manual*. After one year of experience with the new guidelines, OAPPD can report that collaborative opportunities with other UNC institutions and budget neutrality continue to be priorities for UNC-GA and the UNC Board of Governors. Every effort should be made to explore the potential for sharing of faculty, courses/curriculum, space, students, etc.

OAPPD is available to answer questions as needed. See Appendix 5 for contact information.

**TIP: Appendix A: Request for Authorization to Plan** is very similar to ECU's Request for Inclusion document written in the preliminary stage of academic program development. Many line items can be copied and pasted from the Request for Inclusion to UNC Appendix A (Phase I) and/or Appendix C (Phase II); these are noted in the instructions that follow in this chapter.

**TIP:** The documents used to develop a program proposal are highly interrelated. Narratives, budget figures, and other related data should be in agreement among all documents. Differences across documents are the most common errors addressed by proposal reviewers. Remember to check all cross-references.

**For all documents**, use Times New Roman or other universal serif font for body text. A sans serif font (such as Arial) is acceptable for headings and subheadings. Body text should be 10- to 12-point size, and headings should generally be *no larger* than 12-14 points. Also, many find it helpful to present document questions/line items in **boldface**, with responses in regular font for clear delineation and a cleaner look.

The *East Carolina University Style Guide*, which begins on page 50 of [The University Image](#), also provides guidance on issues of capitalization, punctuation, and other writing style guidelines. Proposal reviewers typically critique submitted documents using these stylistic guidelines.

Additional tips and hints are included in context for the remainder of the chapter. They can be identified by their bordered type and shaded background.

**Instructions: Request for Inclusion  
of a Proposed Bachelor's, Master's, or Research/Professional Practice Doctoral Program**

Documents developed during the Request for Inclusion process remain on the ECU campus and are used for internal university purposes only; however, each of these documents can be used to construct additional documentation needed in the program development process after a proposal is accepted on the Academic Program Plan. Planners are encouraged to follow provided instructions carefully in order to expedite the planning and development processes.

Documents required in the Request for Inclusion process include:

1. Request for Inclusion of a Proposed Bachelor's, Master's, Research/Professional Practice Doctoral Program
2. Assessing Readiness to Offer a New Degree Program
3. Budget Template
4. Dean's Letter of Support

Detailed instructions for completing the required documents are available in the pages that follow. Procedural questions regarding how to complete the forms, explanation of form items, etc., should be directed to the coordinator for academic program development; see Appendix 5 for contact.

Items in green are added to assist you in completing the form. Downloadable, editable forms can be found on the [OAPPD Web site](http://www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm), [www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm](http://www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm).

## EAST CAROLINA UNIVERSITY

### REQUEST FOR INCLUSION OF A PROPOSED BACHELOR'S, MASTER'S, RESEARCH/PROFESSIONAL PRACTICE DOCTORAL PROGRAM ON THE 2014-2019 ACADEMIC PROGRAM PLAN

School/College: \_\_\_\_\_ Date: \_\_\_\_\_  
If interdisciplinary, list academic home unit Department: \_\_\_\_\_  
If interdisciplinary, list academic home unit

#### Program Identification:

CIP Discipline Specialty Title: \_\_\_\_\_ Select a CIP code here: <http://www.nces.ed.gov/pubs2002/cip2000/ciplist.asp>

CIP Discipline Specialty Code: Use 6-digit CIP \_\_\_\_\_ Level: B \_\_\_\_\_ M \_\_\_\_\_ D \_\_\_\_\_

Academic degree programs in the UNC constituent institutions are offered at the following levels:

*Bachelor's degrees* normally require four years of study beyond high school.

*Master's degrees* normally require one or two years of study beyond the bachelor's degree.

*Professional practice doctoral degrees* are offered in audiology (AuD), law (JD), dental medicine (DDS or DMD), education (EdD), medicine (MD), pharmacy (PharmD), physical therapy (DPT), veterinary medicine (DVM), etc. and are considered applied in nature. They normally require completion of a bachelor's and sometimes the master's degree as prerequisites and usually require three or four years of study beyond the bachelor's level.

*Research/scholarship doctoral degrees* (PhD, DMA, DrPH) normally require the completion of a bachelor's and sometimes the master's degree and usually require three or four years of study beyond the bachelor's or master's levels.

Exact Title of the Proposed Degree: \_\_\_\_\_ As it will appear on the UNC and ECU Academic Program Inventories (APIs), in the appropriate catalog, and printed elsewhere; omit degree level

Exact Degree Abbreviation (e.g., BS, BA, MA, MS, PhD) \_\_\_\_\_

If the degree abbreviation has not been used previously at ECU or in other UNC constituent institutions, supporting information may be needed to justify appropriateness of the abbreviation. This may be available through the American Council on Education and/or a professional/accrediting agency in the discipline. Check UNC academic program inventory with current types of degrees available at <http://www.northcarolina.edu/content.php/assessment/reports/publications/api.htm>.

#### Anticipated Submission Dates (Phases I through III of Academic Program Development):

If accepted on the ECU Academic Program Plan, planners complete or update additional paperwork for both the campus and UNC-GA. Please anticipate timing of proposal submission using the following guidelines.

On-campus review may begin at any time of year and generally takes one to two semesters to complete. The Collaborative Team meets year-round; however, faculty committees typically only meet during fall and spring semesters. *For programs added to the Academic Program Plan in spring 2013, the earliest date for submitting the Phase I Request for Authorization to Plan (RAP) to UNC-GA will be August 2014; however, document preparation may begin as early as July 1, 2013. (Note: All Phase I RAPs will be submitted to UNC-GA only in fall semester in order to ensure on-campus review and submission to UNC-GA of the Phase II Request for Authorization to Establish [RAE] within the GA-mandated four-month deadline.)*

#### Phase I

Approximate date for submitting Appendix A: Request for Authorization to Plan documents for on-campus review (semester and year): \_\_\_\_\_

Approximate date for submitting Appendix A to UNC-GA \_\_\_\_\_ Fall semester \_\_\_\_\_

#### Phase II

Work may begin on Phase II (and III, if desired) when Phase I has been submitted to the EPPC for on-campus approval in accordance with the ECU Faculty Manual. Phases II and III may be developed in tandem, if desired, using the curriculum framework started in Phase I and completed in Phase II.

Approximate date for filing Phase II *Appendix C: Request for Authorization to Establish* document with UNC-GA \_\_\_\_\_

Spring semester \_\_\_\_\_

Upon UNC-GA authorization to plan, the campus must submit the Request for Authorization to Establish (RAE) (Phase II) within four months; i.e. spring semester. (Example: Phase I RAP filed December 2014; authorization to plan received February 2015; RAE filed by June 2015)

Approximate date for development of curriculum (Phase III) \_\_\_\_\_

Proposed date to (establish) enroll students in the degree program (semester and year): \_\_\_\_\_

Units may not *promote* any degree program before it has been fully approved by UNC-GA. Planners should expect to enroll students no sooner than six to nine months after *submitting* Appendix C (Phase II) to UNC-GA.

Please see pages 2.10 – 2.12 in this manual for the undergraduate process checklists. Also see pages 2.14-2.18 (Figures 6 and 7) for sample timelines beginning in August and December 2013, respectively.

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

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

Include the nature and scope of the proposed program as well as its intended audience. Scope may include whether the program is expected to draw students from the state/region, or whether it will serve a national or international population. The description may include an introduction to the discipline and any recent changes in the field that have prompted the development of the program.

Objectives are presented in bulleted lists, using action verbs such as those found in Bloom's Taxonomy. There are two types of objectives to be included, and a separate list for each is recommended: (1) program objectives, and (2) student outcomes.

- (1) To develop overall program objectives, consider the need for the program and how it will benefit society. Include community partnerships and collaborative and other service activities that may be developed in conjunction with the program.
- (2) Develop objectives relevant to student outcomes (SLOs). As of summer 2013, SLOs will be posted to the ECU website upon establishment of the proposed program, as mandated by UNC General Administration.

b. the relationship of the proposed new program to the institutional mission and how the program fits into the institution's strategic directions

As of this writing (August 2013), the ECU Board of Trustees has approved a new university mission statement; however, the UNC Board of Governors will have final approval this fall. In addition, the University of North Carolina has replaced *UNC Tomorrow* with a new set of strategic directions titled *Our Time, Our Future: The UNC Compact with North Carolina*. Please consult the OAPPD website for the most recent status of the ECU mission. An abbreviated version of *Our Time, Our Future* can be seen in Appendix 1 (page 2.54). The full version can be viewed on the UNC website at [www.northcarolina.edu](http://www.northcarolina.edu).

c. the relationship of the proposed new program to other existing programs at the institution

Consider other ECU programs with which this program might collaborate; contact faculty from the department(s) and gain their support for the program. Also, if establishment of the proposed program will cause another ECU program to be discontinued or severely limited, discuss those implications here. (Remember to consider offsetting SCHs in the budget template if an existing program will be discontinued or limited.)

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

Building on "a.-c." above, consider the geographic region and socio-economic status of the citizenry of the region, as well as other ECU programs and collaborative endeavors with them. If the proposed program builds on an already-established program that enjoys a high profile or leadership position in the discipline (nationwide or worldwide), mention those positive features here, particularly if the established program will serve as a feeder for the proposed program.

2. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program.

Check UNC Web site for system programs: <http://www.northcarolina.edu/programs/index.php>. A listing of SACS accredited private institutions in NC is available at: <http://www.ncicu.org>. Planners often find it helpful to develop a table that clearly depicts other programs, with columns for

similarities/differences to the proposed program. Similarities/differences might include items such as prerequisites, delivery methods, number of credit hours for completion, intended audience, geographic location, etc.

In 2012, UNC-GA expanded its efforts to encourage collaboration among constituent institutions. Planners should begin now to consider other University of North Carolina programs, as well as other private institutions of higher education, and whether there may be collaborative opportunities if the proposal is accepted as part of the ECU five-year Academic Program Plan.

3. Estimate the number of students that would be enrolled in the program during the first year of operation.  
Full-time \_\_\_\_\_ Part-time \_\_\_\_\_

Check UNC Web site for similar system programs: <http://www.northcarolina.edu/programs/index.php>. Keep in mind the low-productivity guidelines when developing this section of the proposal; current guidelines can be found in Appendix 2 (page 2.56) of this manual.

4. Indicate the current and projected demand for graduates of the proposed new degree program. Provide documentation about the sources of data used to estimate demand figures.

Include state and national employment needs and cite sources of information.

5. If there are plans to offer the program *online or away from campus* during the first year of operation:
- briefly describe these plans, including potential sites and possible method(s) of delivering instruction
  - indicate any similar programs being offered off-campus or online in North Carolina by other institutions (public or private)

The UNC distance education inventory can be viewed at <http://www.northcarolina.edu/programs/distance.php>. Additional courses and programs offered through NC independent colleges and universities can be viewed at [http://www.ncicu.org/contact\\_us.html](http://www.ncicu.org/contact_us.html).

- c. estimate the number of students that would be enrolled in the program during the first year of operation:  
Full-time \_\_\_\_\_ Part-time \_\_\_\_\_

This includes only the estimated number of students who will participate in the program *online or away from campus* during the first year of operation, which may be different from the estimate in item 3 above.

6. Describe the procedures that will be used to plan the proposed program. List the names, titles, e-mail addresses, and telephone numbers of the person(s) responsible for planning the proposed program.

Include faculty committees and advisory groups involved in planning. If the program is multi/interdisciplinary, include faculty from all disciplines/units that will be involved in offering and/or supporting the program.

7. Describe the method of financing the proposed new program (e.g., potential sources of funding). Indicate the extent to which additional state funding may be required.

Please note that UNC General Administration will not provide additional funding for programs due to economic conditions. Funding new programs is the responsibility of the constituent institution requesting them.

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

A letter of support from the chair may substitute for an official signature here – upon original submission to OAPPD only. Each subsequent submission must be signed.

Dean: \_\_\_\_\_ Date: \_\_\_\_\_

A letter of support from the dean may substitute for an official signature here – upon original submission to OAPPD only. Each subsequent submission must be signed.

Request for Inclusion support materials can be found under the [Request for Inclusion section](#) of the OAPPD Web site at [www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm](http://www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm) when the process is active. Please contact the coordinator for academic program development with questions; see Appendix 5 (page 2.58) for contact.

## Instructions: Assessing Readiness to Offer a New Degree Program

Items in green are added to assist you in completing the form. Downloadable, editable forms can be found on the [OAPPD Web site](http://www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm), [www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm](http://www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm).

### ASSESSING READINESS TO OFFER A NEW DEGREE PROGRAM

Proposed Degree Title \_\_\_\_\_ Date \_\_\_\_\_

Change the date line each time the document is updated and submitted for campus review.

The information included in your drafted document will undoubtedly change over the length of the development process. Units should revise the document to reflect new information as it moves through the Request for Inclusion process – and also through Phases I and II of the academic program development process.

Assessing Readiness to Offer a New Degree Program is a supplemental campus-based document that will

- a) Inform the academic program development process and
- b) Illustrate the unit's readiness to offer the proposed degree program.

The proposing unit is expected to

- a) Submit the assessing readiness document with the proposed program's planning documents and
- b) Update the assessing readiness document as unit conditions change for submission with the proposed program's request for authorization to establish.

#### I. Assessing Need for the Program

##### A. Need for the Program

1. Provide detailed information regarding linkages to the university mission, vision, and strategic plan, and the impact of the proposed program on other unit programs.

As of this writing (August 2013), a new university mission statement has been approved by the ECU Board of Trustees, but is not yet approved by the UNC Board of Governors. Please consult the [OAPPD Web site](http://www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm) for the most up-to-date information. Where specific goals are included, it is important not only to state *which* goals the program hopes to satisfy, but also *how* the program will achieve those ends.

2. What is the societal need for the proposed program? Project the current and future need for graduates with this degree at the regional, state, and national levels.

Societal need can be established through a recent needs assessment that identifies social needs that can be satisfied by meeting the educational objectives of the proposed program. Planners also often cite local, state, and national statistics that indicate *employment* projections for program graduates in the coming years. (See *Request for Inclusion*, question 4.) The applicant pool and enrollment projections should indicate sufficient interest in the program.

3. What are the expected enrollment patterns for the proposed program over the next five years; what is the enrollment target within five years of establishment? What evidence is there that the proposed program and this unit can attract quality students?

See *Request for Inclusion*, questions 3 and 5. Also, planners should be mindful of low productivity standards as defined by UNC General Administration. See Appendix 2 (page 2.56) in this manual for current guidelines.

##### B. Comparison to Similar Programs in Other Universities

How common is this type of program nationally and what about the proposed program would enable it to particularly stand out from the others? What would it take to become a nationally recognized program in this area?

Planners can find information about other programs in North Carolina at the following sites:

[UNC Academic Program Inventory](http://www.northcarolina.edu/programs/index.php), [www.northcarolina.edu/programs/index.php](http://www.northcarolina.edu/programs/index.php)

[North Carolina Independent Colleges and Universities](http://ncicu.org/member.html), <http://ncicu.org/member.html>

Outside North Carolina, try [Peterson's College Search](http://www.petersons.com), <http://www.petersons.com>

### C. Accreditation Standards

Are there accreditation standards or requirements that will affect this program? If so, describe in detail how the proposed program will meet those standards or requirements.

It is understood that the Southern Association of Colleges and Schools (SACS) is the primary accrediting body of ECU. This question refers to any other discipline-specific accrediting body, including considerations for teacher licensure.

## II. Assessing Readiness of Current Faculty

A. Complete the Faculty Information Sheet (attached, with instructions for downloading from Sedona) for each individual who will serve as a core faculty member, actively involved in delivering the proposed program.

Please be aware that the physical formatting of Faculty Information Sheets downloaded from Sedona may require extensive editing. Multiple faculty sheets can create hundreds of pages of text. Take time to go through each page and make the following edits: reduce headers to maximum 12-point size, reduce text to 10- to 12-point size, adjust line endings, change fonts to match or complement the total proposal package, etc. Run spell-check once documents are in MS Word format. Ensure all Faculty Information Sheets have a consistent look and feel. These edits will reduce printing costs and create a more favorable impression of the package before review.

B. Provide a summary of faculty readiness in the unit to include the cumulative totals of the following:

1. Number of core faculty at each rank who will be actively engaged in this program
2. Number of core faculty with experience directing theses/dissertations
3. Number of scholarly and professional activities related to proposed degree (emphasis on past 5 years)
4. Number of publications related to proposed degree
5. Number of grants & contracts submitted and awarded related to proposed degree
6. Invited research presentations outside ECU
7. Patents/disclosures/copyrights
8. Participation in scholarly collaborations with other universities, laboratories, & centers
9. Service on related national/international boards or committees

Downloaded Faculty Information Sheets will provide needed information on individual contributions. Please provide only a cumulative total (number) beside each item in this section.

## III. Assessing Adequacy of Instructional/Research Facilities and Personnel to Support the Program

### A. Instructional and Research Facilities

1. Describe existing space and specialized equipment to be devoted to the proposed program within the context of the space and equipment currently assigned to the unit(s).

2. How will assignment of this space to the proposed program impact existing programs?

If space and/or equipment will be shared with other programs and/or departments, it is recommended that you secure a letter of support from any affected unit and include it with your proposal.

3. Describe additional facilities or specialized equipment that would be needed over the next five years.

Be sure that information provided here is consistent with information included in the budget template (budget pages 15 and 20). Document reviewers almost always question inconsistencies among documents.

4. Describe current holdings in library resources in the proposed program and projected library resources needed to support the proposed program.

Please provide specific library resource information that will be used for the proposed program. General information about Joyner and/or Laupus libraries is not adequate in this item.

5. Describe the adequacy of unit computer resources. If additional resources are needed, give a brief explanation and an estimate for the cost of acquisition. Include classroom, laboratory, and other facilities that are not currently used in the capacity being requested. (Collaborate with ITCS to determine feasibility of adding these resources, particularly in the areas of mainframe computer usage, networking requirements, statistical services, network connections, and student computer labs.)

Again, remember to account for this information in the budget template (budget pages 15 and 20). Double-check need for computers, additional labs, classrooms, etc.

6. Provide e-mail verification of consultation with the Office of Space Planning about the feasibility of new or additional space needs for the proposed program.

Please visit <http://www.ecu.edu/cs-acad/ipar/index.cfm>, click on Space Requests and then Submit New Program Space Notification. Complete the online form and submit IPAR's e-mail acknowledgment with your proposal package.

#### **B. Personnel**

1. What additional personnel would be needed to make the proposed program successful for growth and development over a five-year period?
  - a. Faculty
  - b. Post-doc associates
  - c. Research technicians
  - d. Graduate assistants
  - e. Other staff

A numeric total beside each bullet is sufficient for this item. Remember to carry identical numbers to your budget template.

2. What will be needed to recruit such individuals and what is the recruitment market like?

### **IV. Assessing Financial Resources to Support the Program**

The importance of this section cannot be overstated. If creative sources of funding are available, (including in-kind donations of money, property, or personal assistance that would be a cost to the program if not provided), it is beneficial to include them here. Steadily declining state funding, along with increasing competition for those funds, makes it important to show forethought about how a proposed program will survive with fewer resources. Also, include identified sources of grant funding that have contributed to similar ECU programs in the past, or those who have indicated an interest in making funds available.

#### **A. Existing Financial Resources**

Describe existing financial resources to be devoted to the proposed program.

These are most likely resources from the college in which the proposed program will be housed, although some external planning funds may have been secured. Talk with your college dean or other financial resource person about what may be available. Finally, if one or more other programs will be reduced or eliminated as this proposed degree is established, include funds made available from that source.

#### **B. Additional Financial Resources**

Describe what additional financial resources would be needed over the next five years and their proposed sources of funding.

This is a *long-range* proposal, and funding can change over the course of the campus approval process. If funds are unavailable in the short-term, consider extending the timeline to establish your program.

#### **C. New Financial Resources from Enrollment Growth Funds (if available)**

What new financial resources will come to the university based on the projected increase in enrollment?

Enrollment growth funds are available through the state of NC currently, but there is no guarantee of this funding in the future. Please consider this economic reality in the second question below.

#### **D. Student Contributions to Program Financing**

Will the program students contribute to the financing of the program through teaching, research, and clinical practice?

#### **E. Contingency Funding**

What are your plans for the program if the financial resources anticipated for the program (enrollment, external support, etc.) are 25% lower and 50% lower than expected?

It is important to answer this item thoughtfully and completely. Omit *promises* of funding which have not been realized; changing conditions can alter best-laid plans. It is also best *not* to suggest that the *only* recourse for lowered funding will result in discontinuation of the program; one or more contingency plans will strengthen your proposal.

## V. Assessing External Support and Collaboration

### A. Active Grants and Contracts

List active grants/contracts specifically related to the proposed program.

### B. Existing Collaborative Efforts

Describe existing collaborative efforts related to the proposed program with community or state agencies, other institutions of higher education, federal laboratories or agencies, national centers, or other external organizations.

*This question requests information about existing collaborative efforts; however, planners should be aware that UNC-GA now requires exploration of collaborative opportunities before submitting either Appendix A or Appendix C in the program development process.*

### C. External Funding

1. How do you plan to use external funding to support the proposed program? To what agencies or programs would proposals be submitted and with what timeframe?
2. What indications are there that the proposed program addresses significant problems of stated interest to funding agencies?
3. How well does the proposed program align with state and national initiatives as stated by the indicated governmental agencies?
4. How well does the proposed program align with state and national initiatives as stated by the indicated foundations or other non-governmental sources?
5. What kind of university investments will be needed to leverage external support and over what time period?

*Remember to include in this section any expected non-grant-funded donations or contributions from various sources, including any funded distinguished chair positions and/or professorships, products or services with specific value that would be a cost to the program if not donated, etc. Explain their purpose and value to the proposed program. Such donations indicate a collaborative spirit and level of confidence from external supporters interested in your program.*

## VI. Faculty Information Sheets

Provide a sheet for each faculty member who will be actively engaged in delivering the proposed program. To facilitate this process, the APD Faculty Information Template is available on the Sedona Web site. The report should be downloaded, saved as an MS Word file, and revised to include additional information requested below. (The publications query for the template is set for a five-year period. To extend that parameter, or for other Sedona questions, please contact your [college/school Sedona coordinator](#).)

*Note that the instructions above (and below) emphasize the most recent five-year period of a faculty member's career. While it may be tempting to download a great deal more, you are encouraged to limit these information sheets to only those items accomplished within that timeframe for the Request for Inclusion process. Later, depending on the degree level proposed, a full academic history may be requested. It may also be helpful to include only items that support the current proposal, although strong evidence of disciplinary leadership and career progression are definitely warranted. The "Assessing Readiness" document is for on-campus program approval only and will not be forwarded to UNC-GA. Exception: If faculty members have particularly distinguished accomplishments from an earlier time that play a major role in their qualifications to direct students in the proposed program, please include a select number of them in the information sheet.*

*Also, if existing ECU faculty from other departments or programs will participate in the proposed program, it is recommended that you secure a letter of support from the appropriate chairs/deans to indicate awareness/approval of this arrangement.*

**Faculty information sheets are to be updated at each step of the program planning process.**

1. Name
2. Rank
3. Degrees
4. Teaching Experience related to proposed degree (with emphasis on the past five years)
  - a. Overall nature of workload assignments (% teaching / % research / % service / administration / clinical practice)
  - b. Courses

- c. Graduate student supervisory experience (theses/dissertations)
- 5. Scholarly & Professional Activities related to proposed degree (with emphasis on the past five years)
  - a. Publications/Scholarly Activity related to proposed degree
  - b. Status of Grants & Contracts submitted related to proposed degree (including agency names, years of funding, collaborative partners)
  - c. Invited research presentations outside ECU
  - d. Patents / disclosures / copyrights
  - e. Participation in scholarly collaborations with other universities, laboratories, & centers
  - f. Service on related state / national / international boards or committees
- 6. Other

## Overview of the On-Campus Budget Template

An on-campus budget template must be submitted for all proposed ECU degree programs. This self-guided, macro-enabled, Microsoft Excel workbook allows planners to input financial figures and to see a *projected* financial impact on the unit and the university across a five-year period. Occasionally, existing resources may be sufficient; in such a case, written documents associated with program planning should detail how the program will operate without additional resources.

Planners may choose to complete the on-campus budget template themselves; or, assistance may be sought from the appropriate college/school budget officer. For those who wish to gather data in advance of completing the template, a brief survey of the template is recommended to determine what pieces of information may be needed.

While no standardized budget captures all intricacies of varied programs across campus, the budget template attempts to provide a *best estimate* of revenues and expenses, including some of the less visible costs and revenues that have been ignored historically. Some programs are more expensive than others. Regardless of the outcome, budget estimates should be an honest reflection of anticipated revenues and expenses. The budget template is for *on-campus* review purposes only. The program proposal – and a second budget proposal (UNC Appendix C: Request for Authorization to Establish) – will likely go through a number of revisions before documents are submitted to GA.

The budget template computes state revenue according to the state funding matrix, but there is no guarantee that a program will receive projected allocations, due to strategic or economic constraints, at or beyond the academic unit and the university. For purposes of this manual, example figures may be inserted on particular screens; these are examples *only* and are *not* suggestive of recommended amounts.

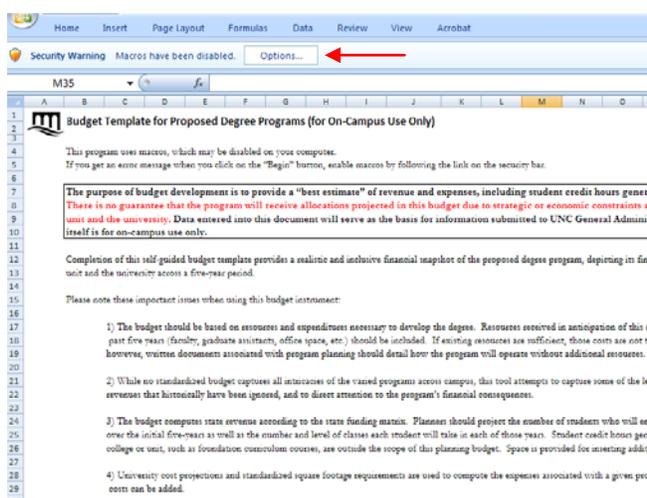
**TIP:** Items entered into the budget template should agree with the program proposal narratives. If changes are made to one, they should be carried to all others. For example, if a decision is made to seek two faculty members instead of one, that change should be captured in the narrative *and* in the budget template. Mismatched information is a frequent error in developing proposals.

### Budget Template Features

The budget template can be downloaded and saved to an individual computer. It can be found on the [OAPPD Web site](http://www.ecu.edu/cs-acad/acadprograms/programdev.cfm), [www.ecu.edu/cs-acad/acadprograms/programdev.cfm](http://www.ecu.edu/cs-acad/acadprograms/programdev.cfm), under the appropriate level of degree program being proposed (i.e., bachelor's, master's, doctoral). The template must be completed electronically.

Upon opening the budget template, there will be an instructions screen (Figure 8). Read through the screen to become familiar with the intent of the document.

Figure 8. Opening Screen of the On-Campus Budget Template



Macro features in the template workbook compute important information as individual figures are added to each screen. There is a security warning on the screen that indicates *macros have been disabled*. They need to be *enabled*. Click on *Options...* (see red arrow in Figure 8), and then in the Microsoft Office Security Options box that will appear on screen, click *enable this content*. The budget document can be saved and completed later; however, *be aware that you may need to enable macros each time the document is opened*.

Throughout the budget document, color is used to indicate specific actions, navigation, or informational sections of the template, as follows:

Blue = required information fields
Gray = navigation, such as “back,” “next,” or “optional: add supplemental info”
Green = revenue
Yellow = expenses

Also notice the tabs along the bottom of the screen (Figure 9) that indicate various pages of the workbook. These tabs can be clicked to move *quickly* from one screen of the document to another, and information can be added to any editable screen at any time. There are approximately 26 screens/pages in the budget template, some of which are generated automatically.

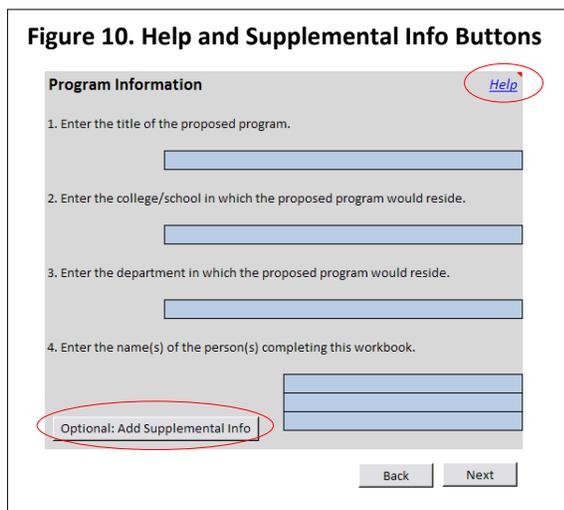
**Figure 9. Worksheet (Screen) Tabs for Quick Navigation through the Workbook**



**\*WARNING:** Do *not* attempt to change the tab names at the bottom of the screens. These names are tied to macros within the template and will cause the formulas to malfunction if the names are changed.

As you enter the budget template’s editable screens, you will see two more important features (Figure 10). At the top right of the editable, user-input boxes, a Help button appears. Context-sensitive help screens throughout the template provide useful information to assist in completing the document. Second, a button reading *Optional: Add Supplemental Info* appears in the opposite, bottom-left corner of the user-input box. Click this button to type explanatory notes about the information you have added to the screen; the Supplemental Explanation/Justification page will organize your notes under a sub-heading matching the budget screen from which you entered. For example, if you click the supplemental info button on the Grant Income screen, your explanatory notes will be captured under the Grant Income subhead on the Supplemental Explanation/Justification page.

**Figure 10. Help and Supplemental Info Buttons**



throughout the template provide useful information to assist in completing the document. Second, a button reading *Optional: Add Supplemental Info* appears in the opposite, bottom-left corner of the user-input box. Click this button to type explanatory notes about the information you have added to the screen; the Supplemental Explanation/Justification page will organize your notes under a sub-heading matching the budget screen from which you entered. For example, if you click the supplemental info button on the Grant Income screen, your explanatory notes will be captured under the Grant Income subhead on the Supplemental Explanation/Justification page.

🔗 **TIP:** If the *Optional: Add Supplemental Info* button is not working, determine whether information has been added to a user input box on the screen, but has not been “entered.” If so, the supplemental info button will be inactive. Press the Enter key and try again.

🔗 **TIP:** Help information will appear on the screen by mousing-over the Help link; the information disappears when the cursor is moved. To keep Help information on the screen indefinitely, click the Review tab in the menu bar (MS Excel 2007 and beyond) and then click the Show All Comments button (PC users), or Show All for Mac users. To close the Help screens, click the button again.

🖨️ **TIP:** If you choose to *print* the entire budget template at any time, remember to check the option to print *entire workbook* in the print dialog box. Otherwise, you may print only the *active* worksheet.

## Instructions: On-Campus Budget Template

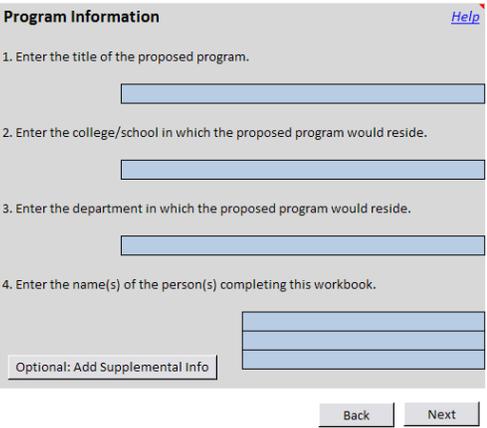
### Program Information

The screen entitled “Program Information” (Figure 11) is the first *editable* screen for the proposed budget.

Information should be entered as follows:

1. Enter the title of the proposed program as it will be listed on the ECU Academic Program Inventory, in catalog copy, in promotional materials, etc. The title should match the name entered on the Request for Inclusion document (or Appendix A: Request for Authorization to Plan), unless a conscious decision has been made during the approval process to change the proposed official degree title.
2. This is generally the college/school with which the program planner is affiliated.
3. Some programs are inter/multidisciplinary and more than one code unit may be involved. In such a case, one unit will be responsible as the “academic home” of the program. *The academic home unit will house the budget, be responsible for program assessment, approve curriculum, and make personnel decisions.* Only that unit’s name should be included on the Program Information screen.
4. Typically, line item 4 contains the name of the primary planners involved in program development. The college’s or school’s budget officer may also be included, as applicable. Each person listed should be able to explain the rationale for various entries in the completed budget template. If additional explanations or comments are needed for this screen, click the *Optional: Add Supplemental Info* button on the screen (Figure 10) and add comments to the Supplemental Explanation/Justification page.

**Figure 11. Program Information Screen**



The screenshot shows a web form titled "Program Information" with a "Help" link in the top right corner. The form contains four numbered instructions, each followed by a text input field:

1. Enter the title of the proposed program.
2. Enter the college/school in which the proposed program would reside.
3. Enter the department in which the proposed program would reside.
4. Enter the name(s) of the person(s) completing this workbook.

At the bottom left of the form is a button labeled "Optional: Add Supplemental Info". At the bottom right are two buttons labeled "Back" and "Next".

### State Funding Matrix

Beginning with the State Funding Matrix screen (Figure 12), results boxes on the right side of the screen are calculated automatically by embedded macros. The results boxes are protected and therefore not editable; however, they allow users to see overall cause and effect based on data input.

1. A single click in the user-input (blue) box for item 1 will cause a drop-down arrow/menu to appear. Make a selection.
2. The funding category is determined by the CIP code, which is chosen by planners. Clicking the link will take you to a list of CIP division codes and their corresponding discipline categories.

**Engineering and nursing programs only:** Due to a 2007 change in the funding formula, these are the only two disciplines recognized by the UNC Board of Governors as Category IV. CIP codes for Category IV may differ from those found in the [U.S. Department of Education National Center for Education Statistics](#) list. Do not be concerned if this is true; engineering and nursing belong to Category IV regardless of CIP code chosen for the proposal.

3. Project the number of students who will enroll in the program each year; number is cumulative from year to year. Remember to allow for attrition and graduation in your expected number of students.
4. From time to time, new programs are developed that cause students to transfer from an existing program into a new one. If such moves are anticipated, they should be captured in this item. The resulting calculations will appear under *non-incremental students* in the right-hand column.
5. This item is based on the number of *program courses* one student is likely to take in one year. Do *not* include foundation or other courses whose credit hours will be awarded to a unit other than the home unit of the proposed program. (Changes affect *state funding model* in the right-hand column; see Figure 12.)
6. For most programs, the average number of credit hours per course is three (3).

**Figure 12. State Funding Matrix Screen**

**State Funding Matrix** [Help](#)

1. Select the level of the proposed program's courses. Undergraduate

2. Select the funding category of the proposed program. II  
Click [here](#) to determine your funding category.

3. Enter the expected number of students to enroll in the proposed program each year.

Year 1	44
Year 2	82
Year 3	129
Year 4	178
Year 5	192

4. Out of the number of students entered in #3, enter the number of students that will come from existing university programs outside of the proposed program.

Year 1	14
Year 2	8
Year 3	3
Year 4	0
Year 5	0

5. Enter the average number of the proposed program's courses that one student enrolled in the program would take each year.

Year 1	2
Year 2	3
Year 3	11
Year 4	11
Year 5	11

6. Select the average number of credit hours per course in the proposed program. 3

Optional: Add Supplemental Info 3

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>Projected Revenues</b>					
State Funding Model	\$39,914.88	\$111,580.24	\$643,627.51	\$888,106.17	\$957,957.22
Non-Incremental Students	(\$12,700.19)	(\$10,885.88)	(\$14,968.08)	\$0.00	\$0.00

Back
Next

## Grant Income

Grant income is often a vital part of financing a degree program; it can also be difficult to predict. Nevertheless, it is important to investigate faculty's grant history, as well as similar programs at ECU and at other universities that may have received external grant funding from one or more agencies. Consider grant applications you plan to write (or have written), and then cite a dollar figure that you might reasonably hope to attain. Note that amounts added to grant income appear under projected revenues for this screen (Figure 13).

**Figure 13. Grant Income**

**Grant Income** [Help](#)

1. Enter the expected amount of awarded grant funding each year.

Year 1	\$2,800.00
Year 2	\$5,000.00
Year 3	\$5,000.00
Year 4	\$7,500.00
Year 5	\$7,500.00

Projected Revenues	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
State Funding Model	\$39,914.88	\$111,580.24	\$643,627.51	\$888,106.17	\$957,957.22
Non-Incremental Students	(\$12,700.19)	(\$10,885.88)	(\$14,968.08)	\$0.00	\$0.00
Grant Income	\$2,800.00	\$5,000.00	\$5,000.00	\$7,500.00	\$7,500.00

## Annual External Non-Grant Funding

Amounts on this screen should reflect *expected (annual)* non-grant-funded donations or contributions from various sources, including any funded distinguished chair positions and/or professorships, products or services with specific value that would be a cost to the program if not donated, etc.

## University-Committed Funds

Amounts entered here are funded outside the proposing unit/department and represent money committed to the program by the university (e.g. university funds for continuing faculty research, funds from the chancellor, provost, or dean, etc.). Amounts are given on a case-by-case basis, as available, and should not be included without a solid commitment. Documentation, such as a letter of support, would be helpful to include with the proposal package, although it is not required. Many proposals reflect a zero amount.

## Other Income

Unlike annual external funding, this screen reflects *one-time* contributions to a proposed program. Include any monetary assistance not previously noted in your proposal. Again, remember to explain this funding under the *Optional: Add Supplemental Info* button.

## Total Projected Revenues

This screen (Figure 14) sums all figures added to the workbook thus far. There are no editable fields on this screen.

**Figure 14. Total Projected Revenues**

TOTAL PROJECTED REVENUES					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>Projected Revenues</b>					
State Funding Model	\$39,914.88	\$111,580.24	\$643,627.51	\$888,106.17	\$957,957.22
Non-Incremental Students	(\$12,700.19)	(\$10,885.88)	(\$14,968.08)	\$0.00	\$0.00
Grant Income	\$2,800.00	\$5,000.00	\$5,000.00	\$7,500.00	\$7,500.00
External Funding	\$15,000.00	\$15,000.00	\$15,000.00	\$20,000.00	\$20,000.00
University Commitment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Projected Revenues</b>	<b>\$45,014.69</b>	<b>\$120,694.37</b>	<b>\$648,659.42</b>	<b>\$915,606.17</b>	<b>\$985,457.22</b>

## EPA Teaching & Non-Teaching Salaries

This screen (Figure 15) should include any new EPA teaching or non-teaching faculty needed for the proposed program. In some cases, faculty may have been hired in anticipation of, or to assist with development of, a new proposed program. If faculty have *already* been hired within the last five years for *this* program, include them in year 1 data and in subsequent years.

Note: New personnel are expected to be employed on a continuing basis after hire, therefore they should be carried forward from year to year. Example (Figure 15): One instructional faculty member will be hired in year 1, an additional instructional faculty member will be hired in year 3, and one EPA non-teaching faculty person will be hired in year 4. The first-hired instructional faculty member is carried from year 1 through year 5 (\$58,000 per year); the second-hired instructional faculty member is carried from year 3 through year 5 (\$58,000 per year); and the EPA non-teaching faculty person is carried in years 4 and 5 (\$44,000 per year). Salary figures should be *summed manually for each row* and entered under *Total Salaries*. See the Help for this screen for further details about position classifications.

**TIP:** Do not calculate planned salary increases. State salaries are controlled by the NC General Assembly, and yearly economic conditions are uncertain. Also, do not include benefits. Benefits will be calculated automatically based on the salary figure entered and will appear in the Proposed University Income Statement near the end of the template.

**Figure 15. EPA Teaching & Non-Teaching Salaries Screen**

**EPA Teaching & Non-Teaching Salaries** [Help](#)

1. For year 1, enter the number of EPAs hired in the last five years for this specific program as well as additional EPA hires proposed for year 1 and include all salaries. Each subsequent year should include the number and salaries of EPAs from the previous year plus additional EPAs to be hired for the given year.

	Number of Instructional Faculty	Number of All Other EPA	Total Salaries
Year 1	1	0	Year 1 \$58,000.00
Year 2	1	0	Year 2 \$58,000.00
Year 3	2	0	Year 3 \$116,000.00
Year 4	2	1	Year 4 \$160,000.00
Year 5	2	1	Year 5 \$160,000.00

Optional: Add Supplemental Info

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Projected Expenses					
Program Costs					
EPA Salaries	\$58,000.00	\$58,000.00	\$116,000.00	\$160,000.00	\$160,000.00

Back Next

## SPA & CSS Salaries

This screen follows the same protocol as the EPA screen. New hires should be listed in the appropriate year of the program and carried forward through subsequent years. Salaries should be summed manually and placed in the *Total Salaries* column. See the Help for this screen for further details about position classifications.

## Graduate Assistant Salaries

Graduate assistantships are provided to students enrolled in ECU graduate programs only. The amount listed on this screen should be zero for undergraduate proposals.

## Tuition Remissions

Tuition remissions are provided by the Graduate School to be applied to a graduate student's costs for tuition. No tuition remissions are available to undergraduate students; therefore, the amount for this screen should be zero.

Faculty Development/Travel

This screen captures expenses for faculty travel to conferences and other costs of continued licensing or training for the proposed program.

Startup Package

The purpose of a startup package (Figure 16) is to allow new faculty members to engage in research and to advance the proposed new program and the university. Funds are provided through the academic unit proposing the program and/or the Division of Research and Graduate Studies, as available.

**Figure 16. Startup Package Screen**

The screenshot shows a form titled "Startup Package" with a "Help" link. The instruction reads: "1. Enter the requested amount of startup funds for each year." Below this, there is a table for entering amounts for Year 1 through Year 5. A button labeled "Optional: Add Supplemental Info" is located below the form. To the right of the form is a table of "Projected Expenses" and "Program Costs" for Years 1 through 5. At the bottom of the table are "Back" and "Next" buttons.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>Projected Expenses</b>					
<b>Program Costs</b>					
EPA Salaries	\$58,000.00	\$58,000.00	\$116,000.00	\$160,000.00	\$160,000.00
SPA & CSS Salaries	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00
Graduate Assistant Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Tuition Remissions	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Faculty Dev/Travel	\$1,500.00	\$1,500.00	\$3,000.00	\$3,000.00	\$3,000.00
Startup Package	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00

Equipment & Technology

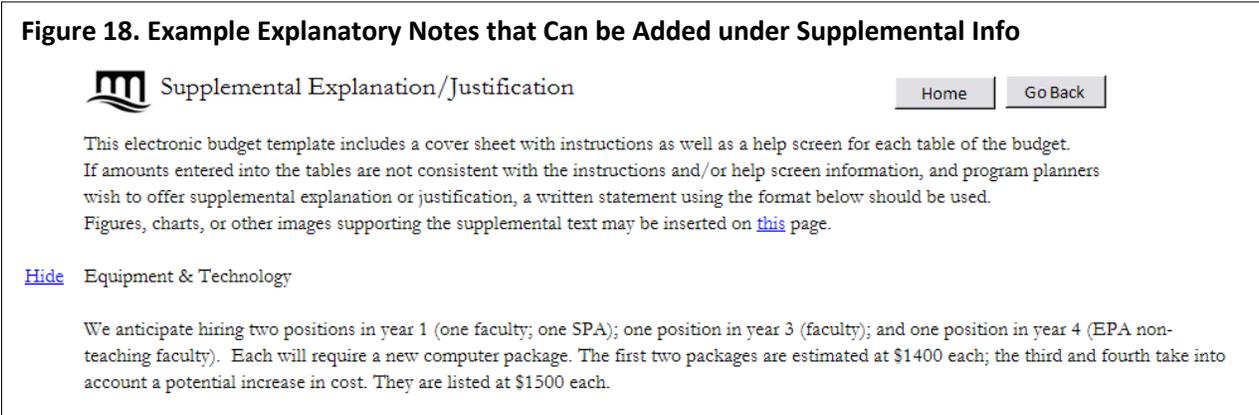
A number of items can be included on this screen. See the Help box (Figure 17) for specifics, or check the online template for potential updates. Include explanatory notes by clicking the *Optional: Add Supplemental Info* button, as practicable; an example has been added for this screen (Figure 18).

**Figure 17. Equipment & Technology Screen**

The screenshot shows a form titled "Equipment & Technology" with a "Help" link. The instruction reads: "1. Enter the amount of equipment expenses for each year." Below this, there is a table for entering amounts for Year 1 through Year 5. A button labeled "Optional: Add Supplemental Info" is located below the form. To the right of the form is a "Help" box containing text about equipment characteristics and definitions. Further to the right is a table of "Projected Expenses" for Years 2 through 5. At the bottom of the table are "Back" and "Next" buttons.

	YEAR 2	YEAR 3	YEAR 4	YEAR 5
EPA Salaries	\$58,000.00	\$116,000.00	\$160,000.00	\$160,000.00
SPA & CSS Salaries	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00
Graduate Assistant Salaries	\$0.00	\$0.00	\$0.00	\$0.00
Tuition Remissions	\$0.00	\$0.00	\$0.00	\$0.00
Faculty Dev/Travel	\$1,500.00	\$3,000.00	\$3,000.00	\$3,000.00
Startup Package	\$0.00	\$2,000.00	\$0.00	\$0.00

## Figure 18. Example Explanatory Notes that Can be Added under Supplemental Info



**Supplemental Explanation/Justification** Home Go Back

This electronic budget template includes a cover sheet with instructions as well as a help screen for each table of the budget. If amounts entered into the tables are not consistent with the instructions and/or help screen information, and program planners wish to offer supplemental explanation or justification, a written statement using the format below should be used. Figures, charts, or other images supporting the supplemental text may be inserted on [this](#) page.

[Hide](#) Equipment & Technology

We anticipate hiring two positions in year 1 (one faculty; one SPA); one position in year 3 (faculty); and one position in year 4 (EPA non-teaching faculty). Each will require a new computer package. The first two packages are estimated at \$1400 each; the third and fourth take into account a potential increase in cost. They are listed at \$1500 each.

### Supplies

Supplies are items used in day-to-day operations that will be consumed in less than one year. The cost per unit is generally less than \$500.

### Operating & Contracted Services

The items in this category are often neglected by proposal writers – and not every program needs them. Online Help provides up-to-date information on the types of expenses to include.

### Other Expenses

This screen should capture any remaining expenses that were not included previously, if any. Supplemental Info should be added to explain applicable items to proposal reviewers.

### Total Projected Expenses

This screen (Figure 19) sums all figures added to the expense side of the budget. There are no editable fields on this screen.

Overhead costs are calculated differently from the rest of the budget template. These are hidden costs not normally associated with program startup, but which are still a cost to the university.

Figure 19. Total Projected Expenses Screen

TOTAL PROJECTED EXPENSES					
Program Costs					
Projected Expenses	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>Program Costs</b>					
EPA Salaries	\$58,000.00	\$58,000.00	\$116,000.00	\$160,000.00	\$160,000.00
SPA & CSS Salaries	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00
Graduate Assistant Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Tuition Remissions	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Faculty Dev/Travel	\$1,500.00	\$1,500.00	\$3,000.00	\$3,000.00	\$3,000.00
Startup Package	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00
Equipment & Technology	\$2,800.00	\$0.00	\$1,500.00	\$1,500.00	\$0.00
Supplies	\$500.00	\$500.00	\$750.00	\$1,000.00	\$1,000.00
Operating & Contracted Svs	\$0.00	\$300.00	\$0.00	\$350.00	\$0.00
Other Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Projected Expenses</b>	<b>\$112,800.00</b>	<b>\$90,300.00</b>	<b>\$171,250.00</b>	<b>\$195,850.00</b>	<b>\$194,000.00</b>

Back Next

### Facilities

1. This entry (Figure 20) refers to *new* office space needed for the proposed program. Include space for new EPA teaching or non-teaching faculty, SPA personnel, or others who will be aligned with the proposed program. Do *not* include *existing* space associated with other programs or personnel.
2. Only *new* lab space requirements should be included in this item.

- Entries for face-to-face and online delivery of instruction should equal 100%. If not, the template will display an error message.

**Figure 20. Facilities Screen**

**Facilities** [Help](#)

1. Enter the number of new offices needed each year for the proposed program.

	# of Offices
Year 1	2
Year 2	2
Year 3	3
Year 4	4
Year 5	4

2. Enter the amount of lab space needed each year in square feet.

	Lab Space (sq ft)
Year 1	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0

3. Enter the total percentage of the program's courses that will be offered in the given instructional method.

Face to Face	80%
Online	20%
<b>TOTAL</b>	<b>100%</b>

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>Projected Expenses</b>					
<b>Overhead Costs</b>					
Facilities	\$5,896.80	\$5,896.80	\$8,845.20	\$11,793.60	\$11,793.60

Proposed Income Statement

This screen (Figure 21) shows all figures added to the budget template by the program planner through user input boxes, including both projected revenues and expenses.

**Figure 21. Proposed Income Statement Screen**

Proposed Income Statement

	Startup Period				Maturity
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Revenues</b>					
State Funding Model	\$39,914.88	\$111,580.24	\$643,627.51	\$888,106.17	\$957,957.22
Non-Incremental Students	-\$12,700.19	-\$10,885.88	-\$14,968.08	\$0.00	\$0.00
Grant Income	\$2,800.00	\$5,000.00	\$5,000.00	\$7,500.00	\$7,500.00
External Funding	\$15,000.00	\$15,000.00	\$15,000.00	\$20,000.00	\$20,000.00
University Commitment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Projected Revenues</b>	<b>\$45,014.69</b>	<b>\$120,694.37</b>	<b>\$648,659.42</b>	<b>\$915,606.17</b>	<b>\$985,457.22</b>
<b>Projected Expenses</b>					
<b>Program Costs</b>					
EPA Salaries	\$58,000.00	\$58,000.00	\$116,000.00	\$160,000.00	\$160,000.00
SPA & CSS Salaries	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00
Graduate Assistant Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Tuition Remissions	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Faculty Development/Travel	\$1,500.00	\$1,500.00	\$3,000.00	\$3,000.00	\$3,000.00
Startup Package	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00
Equipment & Technology	\$2,800.00	\$0.00	\$1,500.00	\$1,500.00	\$0.00
Supplies	\$500.00	\$500.00	\$750.00	\$1,000.00	\$1,000.00
Operating & Contract Services	\$0.00	\$300.00	\$0.00	\$350.00	\$0.00
Other Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Program Costs</b>	<b>\$112,800.00</b>	<b>\$90,300.00</b>	<b>\$171,250.00</b>	<b>\$195,850.00</b>	<b>\$194,000.00</b>
<b>Overhead Costs</b>					
Facilities	\$5,896.80	\$5,896.80	\$8,845.20	\$11,793.60	\$11,793.60
<b>Total Overhead Costs</b>	<b>\$5,896.80</b>	<b>\$5,896.80</b>	<b>\$8,845.20</b>	<b>\$11,793.60</b>	<b>\$11,793.60</b>
<b>Total Projected Expenses</b>	<b>\$118,696.80</b>	<b>\$96,196.80</b>	<b>\$180,095.20</b>	<b>\$207,643.60</b>	<b>\$205,793.60</b>
<b>Net</b>	<b>-\$73,682.11</b>	<b>\$24,497.57</b>	<b>\$468,564.22</b>	<b>\$707,962.57</b>	<b>\$779,663.62</b>
<b>Net 4 Year Startup Period</b>	<b>\$1,127,342.26</b>				

Proposed University  
Income Statement

Figure 22 shows hidden costs to the university that were calculated using embedded macros in the workbook. Amounts are based on the state funding model.

Other Program  
Information

This screen (Figure 23) is a brief recap of students and personnel added to the budget template, as well as a combined *net* amount from the previous two screens (Figures 21 and 22).

**Figure 22. Proposed University Income Statement Screen**

 Proposed University Income Statement

Projected Revenues	Startup Period				Maturity
	Year 1	Year 2	Year 3	Year 4	Year 5
Funding Model (Net)					
Other Academic	\$12,216.68	\$45,201.70	\$282,205.22	\$398,670.86	\$430,027.00
Library	\$3,124.25	\$11,559.71	\$72,170.10	\$101,954.59	\$109,973.49
General Institutional Support	\$14,709.54	\$54,425.31	\$339,790.42	\$480,021.39	\$517,775.88
<b>Total Projected Revenues</b>	<b>\$30,050.46</b>	<b>\$111,186.72</b>	<b>\$694,165.74</b>	<b>\$980,646.83</b>	<b>\$1,057,776.36</b>
Projected Expenses					
Direct Expenses					
EPA Benefits	\$16,536.80	\$16,536.80	\$33,073.60	\$46,809.00	\$46,809.00
SPA & CSS Benefits	\$11,162.00	\$11,162.00	\$11,162.00	\$11,162.00	\$11,162.00
Graduate Assistant Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Library	\$3,124.25	\$11,559.71	\$72,170.10	\$101,954.59	\$109,973.49
<b>Total Direct Expenses</b>	<b>\$30,823.05</b>	<b>\$39,258.51</b>	<b>\$116,405.70</b>	<b>\$159,925.59</b>	<b>\$167,944.49</b>
Indirect Expenses					
Classroom	\$1,364.69	\$5,049.35	\$31,524.29	\$44,534.32	\$48,037.02
Student Services (Non Living)	\$43,500.00	\$107,300.00	\$182,700.00	\$258,100.00	\$278,400.00
<b>Total Indirect Expenses</b>	<b>\$44,864.69</b>	<b>\$112,349.35</b>	<b>\$214,224.29</b>	<b>\$302,634.32</b>	<b>\$326,437.02</b>
<b>Total Projected Expenses</b>	<b>\$75,687.73</b>	<b>\$151,607.86</b>	<b>\$330,629.99</b>	<b>\$462,559.91</b>	<b>\$494,381.51</b>
<b>Net</b>	<b>-\$45,637.27</b>	<b>-\$40,421.14</b>	<b>\$363,535.74</b>	<b>\$518,086.93</b>	<b>\$563,394.85</b>
<b>Net 4 Year Startup Period</b>	<b>\$795,564.26</b>				

**Figure 23. Other Program Information Screen**

 Other Program Information

Students (Total)	Startup Period				Maturity
	Year 1	Year 2	Year 3	Year 4	Year 5
Incremental	44	82	129	178	192
Non-Incremental	14	8	3	0	0
<b>Personnel (Total)</b>					
Incremental EPA	1	1	2	3	3
Incremental SPA & CSS	1	1	1	1	1
Incremental Grad Assistants	0	0	0	0	0
<b>Net of Program &amp; University 4 Year Startup Periods</b>	<b>\$1,922,906.52</b>				

Academic Hierarchy:  
College / School  
Department  
Program

Workbook completed by:

Print Options  
[Print Income Statements](#)  
[Print Supplemental Justification](#)  
[Print Entire Workbook](#)

If you have included supplemental figures, [click here](#), set your print area, then print the page manually.

Completing the Budget  
Template

When satisfied that all appropriate data have been added, be sure to save the template document to your computer's hard drive, as well as to a back-up location. Include a version or date in the file name. A printed template is also a good idea.

The budget template can be opened and revised numerous times and should be updated throughout the program development process.

**TIP:** Select *entire workbook* in the print dialog box; otherwise, only the active worksheet will print.

## Letters of Support

Letters of support should be included from the proposing unit's director/department chair and dean and other UNC programs that may be affected by the proposed program. This should be done as early in the process as possible. As a proposal nears its conclusion in Phase II of the academic program development on-campus approval process, additional letters may be helpful from potential employers of graduates, as well as external organizations who are potential funding sources.

Ideally, a dean's letter of support will contain the following items, as applicable to the program proposal:

- Expressed support for proposal development
- Key points regarding need (societal, student, university) for the program
- The level of college/school support anticipated/allocated for program, faculty or other funding

After a proposal is included on the five-year ECU Academic Program Plan, the dean's letter will follow the proposal from start to finish and may need to be updated as the package nears its submission to UNC-GA. If the dean's letter is submitted during the Request for Inclusion stage, it may serve as a placeholder in lieu of having other proposal documents signed at *each* stage of revision; however, final drafts must be signed before campus-wide review.

## Submission Procedure

Submit these documents in your Request for Inclusion package:

1. Request for Inclusion of a Proposed Bachelor's, Master's, Research/Professional Practice Doctoral Program
2. Assessing Readiness to Offer a New Degree Program
3. Budget Template
4. Dean's Letter of Support

All documents must be submitted electronically in their original format (except .pdf for dean's letter of support) to the coordinator for academic program development by the stated deadline; see Appendix 5 for contact information. Review of proposals begins immediately thereafter. The coordinator encourages faculty to meet with OAPPD as an opportunity to gain initial feedback before sending documents forward to the Collaborative Team for review.

## INSTRUCTIONS: PHASE I. APPENDIX A: REQUEST FOR AUTHORIZATION TO PLAN

### Preparing for Phase I

Locate the bachelor's degree level on the [OAPPD Web site](http://www.ecu.edu/cs-acad/acadprograms/programdev.cfm), [www.ecu.edu/cs-acad/acadprograms/programdev.cfm](http://www.ecu.edu/cs-acad/acadprograms/programdev.cfm), and print or save the documents needed for program development.

The full complement of documents needed in Phase I includes:

1. Appendix A: Request for Authorization to Plan a New Degree Program (to be submitted to UNC-GA)
2. Assessing Readiness to Offer a New Degree Program
3. On-campus budget template
4. Letters of support
5. Campus space planning workflow notification
6. Committee forms (i.e. signatures), as requested

**TIP:** For *all* documents, please remember to use Times New Roman or other universal *serif* font for body text. A *sans serif* font (such as Arial) is acceptable for headings and subheadings. Body text should be 10- to 12-point size, and headings should generally be *no larger* than 12-14 points. Also, many find it helpful to present document questions/line items in **boldface**, with responses in regular font for clear delineation and a cleaner look.

The *East Carolina University Style Guide*, which begins on page 50 of [The University Image](#), also provides guidance on issues of capitalization, punctuation, and other writing style guidelines. Proposal reviewers typically critique submitted documents using these stylistic guidelines.

**TIP:** For ease of review, documents (Request for Authorization to Plan, Assessing Readiness) should be submitted in Microsoft Word format when possible. (In fact, this is often a requirement for committee review.) This allows reviewers to add comments electronically and return them to planners. *A word of caution: When documents are returned with comments, faculty planners should continue to use their own most recently submitted document version to make changes. This will eliminate the need to track changes or inspect the documents for markup. It will also ensure that there is one "official" version of the documents and that it belongs to the planner.* Once final versions are signed for submission to UNC-GA, they should be submitted as converted (or scanned) .pdf files. Please note that documents converted by the "save as" command have significantly smaller file sizes than those scanned; therefore, conversion is preferable to scanning, when possible.

**TIP:** Updated proposal documents should have new revision dates and/or numbers in the body of the documents and within the file name. This will help to ensure accuracy as documents move through the various stages of development.

**Instructions: Appendix A: Request for Authorization to Plan**

The UNC Policy Manual  
400.1.1.3[G]  
Adopted 05/23/12<sup>1</sup>

**APPENDIX A**  
**UNIVERSITY OF NORTH CAROLINA**  
**REQUEST FOR AUTHORIZATION TO PLAN**  
**A NEW DEGREE PROGRAM**

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

Date: \_\_\_\_\_

**Constituent Institution:** [East Carolina University](#)

CIP Discipline Specialty Title: [Select a CIP code here: http://www.nces.ed.gov/pubs2002/cip2000/ciplist.asp](http://www.nces.ed.gov/pubs2002/cip2000/ciplist.asp)

CIP Discipline Specialty Number: [Use 6-digit CIP](#) Level: B \_\_\_\_\_ M \_\_\_\_\_ 1<sup>st</sup> Prof \_\_\_\_\_ D \_\_\_\_\_

Exact Title of the Proposed Program:

[As it will appear on the Academic Program Inventory \(API\), in the catalog, and in promotional and other publications; omit degree level](#)

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): [As it will appear on the API and in the catalog](#)

If the degree abbreviation has not been used previously at ECU or in other UNC constituent institutions, a justification and statement of appropriateness for using the abbreviation must be provided from the American Council on Education and/or a professional/accrediting agency in the discipline. Check UNC Web site for academic program inventory:

<http://www.northcarolina.edu/content.php/assessment/reports/publications/api.htm>.

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

[See Appendix 3 to determine whether your program constitutes a substantive change.](#)

The current SACS Substantive Change Policy Statement may be viewed at:

<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>

If yes, please briefly explain.

Proposed date to establish degree: Month \_\_\_\_\_ Year \_\_\_\_\_

[Units may not promote any degree program before it is fully approved by UNC-GA. Planners should expect to enroll students no sooner than six to nine months after filing Appendix C \(Phase II\). Please consult with OAPPD to determine approximate timeline.](#)

[If the degree is to be offered through distance education \(DE\), contact the Office of Continuing Studies to complete the DE approval process; see Appendix 5 for contact information.](#)

[Draw information from your Request for Inclusion and Assessing Readiness to Offer a New Degree Program documents.](#)

[NOTE: The Assessing Readiness document does not go forward to UNC-GA; include information from that document where appropriate for Appendix A to strengthen your proposal.](#)

---

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

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

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

The description may include an introduction to the discipline and any recent changes in the field that have prompted the development of the program. Educational objectives focus on student learning outcomes and performance expectations after completion of the proposed degree. These are often provided in a bulleted list using active verbs such as those found in [Bloom's Taxonomy](#).

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

As of this writing (August 2013), a new ECU mission statement has been approved by the Board of Trustees; however, the statement is awaiting approval by the UNC Board of Governors. Please check the OAPPD Web site for the most recent information.

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

See comment in item "b" above.

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

Building on "a-c" above, consider the geographic region and socioeconomic status of the citizenry of the region, as well as other ECU programs and collaborative endeavors with them.

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

Response to this question should be twofold. First, provide evidence that students want or need the program based on some evidence. Evidence may include a needs survey conducted with former, current, or potential students. Student demand may also include evidence that other institutions within the state are accepting only a fraction of qualified applicants into existing similar programs. Other means of justification may be used as appropriate.

Second, identify state, regional, or national needs that are not being fulfilled, particularly where existing or projected jobs need qualified graduates. Many planners use these sources: Visit [OAPPD's Web site, Resource Links](#), [www.ecu.edu/cs-acad/acadprograms/resourcelinks.cfm](http://www.ecu.edu/cs-acad/acadprograms/resourcelinks.cfm) for enrollment data from UNC institutions, Bureau of Labor Statistics Occupational Outlook Handbook link, etc. These data points can serve as a point of departure to document student demand.

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

It is possible that collaborative arrangements currently exist within the unit proposing the new degree. In some cases, these current arrangements may pertain to a different degree level or a similar degree to that being proposed. If current collaborations exist, consider emphasizing outcomes from already-realized collaborations. Then, draw information from Request for Inclusion form, question 2. Expand response to include collaborative opportunities. Also visit [OAPPD's Web site, Resource Links](#), [www.ecu.edu/cs-acad/acadprograms/resourcelinks.cfm](http://www.ecu.edu/cs-acad/acadprograms/resourcelinks.cfm) to view UNC's academic program inventory of existing programs. A listing of SACS accredited private institutions in North Carolina is also available at the same web address, under [North Carolina Independent Colleges and Universities](#).

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

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

Draw information from the Request for Inclusion (RFI) form, question 5a. Please note that the RFI addresses only the first year of operation. The current question is not time-limited.

b. Indicate any similar programs being offered off-campus or online in North Carolina by other institutions (public or private).

Draw information from the RFI form, question 5b, or you may visit [OAPPD's Web site, Resource Links](#), [www.ecu.edu/cs-acad/acadprograms/resourcelinks.cfm](http://www.ecu.edu/cs-acad/acadprograms/resourcelinks.cfm) to view UNC's distance education inventory of existing programs. A listing of SACS accredited private institutions in North Carolina is also available at the same web address, under North Carolina Independent Colleges and Universities; they, too, have information about their distance education offerings on the site.

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

If more than 50% of the program will be delivered off-campus or online, it will be necessary to seek distance education approval through UNC-GA. Please contact the ECU Office of Continuing Studies for further information; see Appendix 5 for contact information.

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

*First Year Full-Time* \_\_\_\_\_ *Part-Time* \_\_\_\_\_

Draw information from RFI form, question 5c, for first year only.

*Fourth Year Full-Time* \_\_\_\_\_ *Part-Time* \_\_\_\_\_

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

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

Include both on-campus and off-campus/DE students in this response. Draw information from the RFI form, question 3. Carry this information to the on-campus budget template.

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

Carry this information to the on-campus budget template.

6. Will the proposed program require development of any new courses: Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, briefly explain.

Planners should begin to develop a curriculum framework for the program at this stage. This does not mean that courses or course proposals should be developed now; rather, a broad overview of the program should be developed that allows all campus reviewers to understand the concepts of the program. A curriculum framework may entail developing objectives and providing a list of anticipated new (and/or existing) courses that will meet those objectives. This framework will be refined in Phase II on Appendix C.

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

- a. New Faculty: Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, number of faculty and anticipated salary will be entered into the on-campus budget template. Remember to include a brief explanation and source of funding in this item.

- b. Additional Library Resources: Yes \_\_\_\_\_ No \_\_\_\_\_

Additional library resources include new journals or other discipline-specific materials not already available on campus. Only resources that are requested specifically for this proposal should be noted in this item. (Macros in the on-campus budget template account for library use by all ECU students and programs; university income statement, budget page 22.)

- c. Additional Facilities and Equipment: Yes \_\_\_\_\_ No \_\_\_\_\_

This item includes faculty or student offices, lab space, and specialized equipment beyond normal office computers and administrative items. If normal administrative start-up costs are excessive (greater than \$5000) then they may be included here, as well. Refer to page 20 of the on-campus budget template – and to page 15 as needed.

- d. Additional Other Program Support: Yes \_\_\_\_\_ No \_\_\_\_\_

(for example, additional administrative staff, new Master's program graduate student assistantships, etc.)

Refer to pages 9-18 of the on-campus budget template as needed.

8. For graduate programs only:

- a. Does the campus plan to seek approval for a tuition differential or program specific fee for this new graduate program? Yes \_\_\_\_\_ No \_\_\_\_\_  
Some programs require fees outside those normally assessed by the university; however, these funds must be approved by ECU and by the UNC Board of Governors.
- b. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.

9. For doctoral programs only:

- a. Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.  
Include current and planned research initiatives within the ECU department and discipline. Also include evidence that faculty have experience and expertise in directing student theses and dissertations. Finally, cite instances of discipline leadership and active participation in ECU and external professional groups and any other distinctions that may apply. (Refer to Assessing Readiness, Section II, as needed.)
- b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.  
Refer to pages 3-7 of the on-campus budget template for this item. CAUTION: Be aware that UNC-GA is explicitly requesting that campuses provide evidence that new programs can be sustained without additional UNC or enrollment growth funding. While enrollment growth dollars may still be available at the time of this writing, there are no guarantees that this will continue in the future.
- c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.  
Graduate assistant, teaching assistant, and research assistant funding is accessed through the department in which the program is housed. These funds are often provided by the Graduate School and by extramural grants. Planners should first consult with their home department and thereafter with the Graduate School to determine availability of funding.

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

Remember to include any inter-departmental planners as applicable. Also remember to include (in a separate list) non-ECU planners that are working with you as part of a collaborative arrangement or agreement.

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

**Chancellor** \_\_\_\_\_ **Date** \_\_\_\_\_

The Chancellor's signature is not needed until the on-campus approval process has been completed and Appendix A is ready to be submitted to UNC-GA. A letter of support from the dean of the college, which will accompany the proposal package at all times, will stand as temporary approval until that time. Once the on-campus approval process is completed, faculty planners will work with OAPPD to verify the final documents to be filed. OAPPD will deliver the documents to the chancellor and submit them to UNC-GA.

## **INSTRUCTIONS: PHASE II: APPENDIX C: REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM**

A proposal entering Phase II has made significant progress toward completion and is now working against a UNC-GA mandated deadline. Once authorization to plan (Phase I) has been received from UNC-GA, planners have four months to submit Appendix C: Request for Authorization to Establish a New Degree Program.

Step 1 in Phase II requires completion of Appendix C: Request for Authorization to Establish. Appendix C is an advanced document that requires a level of *new* data for completion, including exploration of collaborative opportunities with other public and/or private institutions. Planners should work continuously during this time of data collection and document preparation to meet the four-month deadline.

Several documents carry over from Phase I and may be completed through a simple update process. The full complement of documents needed in Phase II includes:

1. Appendix C: Request for Authorization to Establish a New Degree Program (new; with some redundant questions from Request for Inclusion and Phase I; to be submitted to UNC-GA)
2. Assessing Readiness to Offer a New Degree Program (updated)
3. On-campus budget template (updated)
4. Letters of support (acquire additional as desired)
5. Campus space planning workflow notification (send forward original acknowledgment)
6. Committee required documents, such as recommendation responses and signature forms (existing and/or new)

**TIP:** Approval of the dean of the college in which the program is to be housed is imperative to the success of the proposal. The dean provides a letter of support that serves as temporary administrative approval until proposal documents reach the chancellor's office. In addition, the dean works closely with department chairs and/or planners to determine what resources are available within the college to support the proposed program's needs. This may include physical space, administrative support, faculty lines, etc. Ideally, the type and level of support are included in the dean's letter of support that follows the package through the on-campus approval process.

**Instructions: Appendix C: Request for Authorization to Establish a New Degree Program**

The UNC Policy Manual  
400.1.1.5[G]  
Adopted 05/23/12<sup>1</sup>

**APPENDIX C**

**UNIVERSITY OF NORTH CAROLINA**

**REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM**

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

Remember to include an executive summary as instructed above. A letter of support from the dean of the proposed program's academic home unit will serve as temporary approval until all on-campus approvals have been completed; a final, approved package will be prepared by OAPPD and the chancellor's signature will be secured at that time.

Date: \_\_\_\_\_

Change the date line each time the document is updated and submitted for campus review. Include the word DRAFT until the final document is approved and ready to be submitted to UNC-GA.

**Constituent Institution:** East Carolina University

CIP Discipline Specialty Title: Select a CIP code here: <http://www.nces.ed.gov/pubs2002/cip2000/ciplist.asp>

CIP Discipline Specialty Number: Use 6-digit CIP Level: B \_\_\_\_\_ M \_\_\_\_\_ 1<sup>st</sup> Prof \_\_\_\_\_ D \_\_\_\_\_

Exact Title of the Proposed Degree:

As it will appear on the Academic Program Inventory (API), in the catalog, and in promotional and other publications; omit degree level

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): As it will appear on the API and in the catalog

If the degree abbreviation has not been used previously at ECU or in other UNC constituent institutions, a justification and statement of appropriateness for using the abbreviation must be provided from the American Council on Education and/or a professional/accrediting agency in the discipline. Check UNC Web site for academic program inventory:

<http://www.northcarolina.edu/content.php/assessment/reports/publications/api.htm>.

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

See Appendix 3 to determine whether your program constitutes a substantive change.

The current SACS Substantive Change Policy Statement may be viewed at:

<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>

If yes, please briefly explain.

Proposed date to establish degree program: Month \_\_\_\_\_ Year \_\_\_\_\_

Units may not *promote* any degree program before it has been fully approved by UNC-GA. Planners should expect to enroll students no sooner than six to nine months after *filing* Appendix C (Phase II). Please consult with OAPPD to determine approximate timeline.

<sup>1</sup>This appendix C supersedes the preceding Appendix C entitled, "Request for Authorization to Establish a New Degree Program," adopted May 6, 2009.

Are there plans to offer all or a portion of this program to students off-campus or online?

Yes \_\_\_\_\_ No \_\_\_\_\_

Draw information from your Request for Inclusion and Assessing Readiness to Offer a New Degree Program documents.

NOTE: The Assessing Readiness document does not go forward to UNC-GA, but may still provide extensive information to strengthen your proposal. Include information from that document where appropriate for Appendix C to strengthen your proposal.

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

If the degree is to be offered through distance education (DE), contact the Office of Continuing Studies to complete the DE approval process; see Appendix 5 for contact information.

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

## I. DESCRIPTION OF THE PROGRAM

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

Refer to Appendix A, #1a, and update information *as appropriate*. Caution: This question is slightly different in wording and scope.

- B. List the educational objectives of the program.

Copy information from Appendix A, #1a, and update as appropriate. Educational objectives focus on student learning outcomes and performance expectations after completion of the proposed degree. These are often provided in a bulleted list using active verbs such as those found in [Bloom's Taxonomy](#).

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

1. Courses
2. Faculty
3. Facilities, and
4. Other resources

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

Copy information from Appendix A, #3, and update as appropriate. UNC's academic program inventory can be viewed on OAPPD's Web site, under [Resource Links](#), [www.ecu.edu/cs-acad/acadprograms/resourcelinks.cfm](http://www.ecu.edu/cs-acad/acadprograms/resourcelinks.cfm). A listing of SACS accredited private institutions in North Carolina is also available at the same web address, under North Carolina Independent Colleges and Universities. For college/university programs outside North Carolina, please visit [www.petersons.com](http://www.petersons.com) for additional information. Other sites may be available through simple online search.

## II. JUSTIFICATION FOR THE PROGRAM - NARRATIVE STATEMENT

- A. Describe the proposed program as it relates to:

Include references, where appropriate, to: rural service areas, five areas of emphasis (teacher education; human health, including innovative medical technologies as well as treatment), fine and performing arts, economic development, and student leadership opportunities.

1. Institutional mission

Copy information from Appendix A, #1b, and update as appropriate.

2. Strategic plan

Copy information from Appendix A, #1c, and update as appropriate. Caution: The scope of the question is smaller in this document (Appendix C).

3. Responsiveness to local, regional, or statewide needs

Copy information from Appendix A, #2, and update as appropriate. Caution: This question and the two below (#4 and #5) were merged as a single question in Appendix A. Be sure to separate your responses here.

4. Student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution  
 See note in #3 above. Note: Pay careful attention to the definition of student demand in this question. The question of employability of program graduates should be addressed in #5 below.

5. Employment opportunities. Document needs for proposed degree recipients in the region, the state, or nationally  
 See note in #3 above.

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

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

- a) Why the proposed program is necessary or justified, and
- b) How all or portions of the curriculum might be offered collaboratively with another UNC institution.

Draw information and expand from Appendix A, #3, as appropriate. Item wording and structure are different; take care to address each piece as stated in this current document.

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

This item expands the geographic reach (of question #1 above) beyond North Carolina. Further, it requests information regarding potential licensure and accreditation. Reference your Assessing Readiness document, Part One, for previously completed information on accreditation standards.

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

**Headcount enrollment**

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

You may [search enrollment data by CIP code](http://fred.northcarolina.edu/pub/html/mapping.html) by visiting the OAPPD Web site, under Resource Links, UNC General Administration, <http://fred.northcarolina.edu/pub/html/mapping.html>.

Institution:

---

Program Title:

---

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

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

Year 1:                      Full-time \_\_\_\_\_      Part-time \_\_\_\_\_      Total \_\_\_\_\_  
Year 4:                      Full-time \_\_\_\_\_      Part-time \_\_\_\_\_      Total \_\_\_\_\_

### III. PROGRAM REQUIREMENTS AND CURRICULUM

#### A. Program Planning.

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.  
*You may be able to pull information from Section B above for this question, although this particular item specifically refers to programs regarded as high quality.*
2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.  
*This question may include, but not be limited to, institutions consulted about potential collaborative opportunities (Appendix C, Part I.D.).*

#### B. Admission. List the following:

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

#### C. Degree requirements. List the following:

1. Total hours required. State requirements for Major, Minor, General Education, etc.  
*You are encouraged to consider any potential certificates, minors, and concentrations as a part of this program development process. Addressing these potential programs now will eliminate the need to return to the EPPC at a later date.*
2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc).

*For an undergraduate proposal, you may skip to item D below.*

*For graduate programs only, please also list the following:*

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

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

*Please visit the official university catalogs for preliminary information. As of this writing (August 2013), publication of the new Acalog catalog management system is imminent. Please check the university Web site, Office of the Registrar, for the [official undergraduate catalog](#).*

#### **IV. FACULTY**

- A. (For undergraduate and Master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. For Master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.
- B. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.  
Faculty information may be provided from the Sedona documents provided early in the approval process. Be sure to provide complete information for each person's academic career, rather than a five-year history. Update information as needed to account for faculty changes that have occurred since the document was last edited.
- C. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.
- D. Explain how the program will affect activity, including course load, public service activity, and scholarly research.

#### **V. LIBRARY**

- A. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.  
*Draw information from Assessing Readiness, Section III, A.4.*
- B. State how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?  
*Draw information from Assessing Readiness, Section III, A.4.*
- C. Discuss the use of other institutional libraries.

#### **VI. FACILITIES AND EQUIPMENT**

- A. Describe facilities available for the proposed program.  
*Draw information from Assessing Readiness, Section III, A.1, and expand as needed. Note that the questions differ somewhat, and your response may need to be edited. (Also see question B below.)*
- B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.  
*Draw additional information from Assessing Readiness, Section III, A.2. Again, note that the questions differ somewhat, and your response may need to be edited.*
- C. Describe information technology and services available for the proposed program.  
*Draw information from Assessing Readiness, Section III, A.5. Note that the two questions are somewhat different and that question D below also addresses information from this bullet item.*
- D. Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

#### **VII. ADMINISTRATION**

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

## VIII. ACCREDITATION AND LICENSURE

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

Note: This item requests information for individual programs, not the university. ECU is accredited as an institution by SACS. Please include *program-specific* accreditation only.

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

If the proposed program constitutes a substantive change as defined by SACS (see first page of Appendix C, page 2.46), please confer with the Office of Academic Program Planning and Development regarding correspondence with SACS.

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

## IX. SUPPORTING FIELDS

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

If the proposal is multi- or interdisciplinary, discuss involvement of other departments and to what extent they must adjust faculty, facilities, budgets, etc. in order to support the proposal.

## X. ADDITIONAL INFORMATION

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

Add supporting material not included in other questions. Note: Please be aware that this should be information considered vital to a decision from UNC General Administration and the Board of Governors, not merely a recounting of material found elsewhere within the body of the proposal. Proposals should be as accurate and succinct as possible.

## XI. BUDGET

Based upon your responses in previous sections, provide estimates of the incremental continuing and one-time costs required to implement the proposed program.

Please refer to the on-campus budget template in order to complete this section.

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

1. New Faculty and Instructional Support Staff (including Library)
2. New Non-Academic Administrative Support Positions
3. Recurring Operational Expenses (e.g., supplies, materials, telephone, travel, insurance, library or software subscriptions, equipment maintenance, etc.)
4. One-time expenses for facilities renovations or additions, equipment purchases, library materials, etc.

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

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

Please cross-reference notes on Appendix A, #9B. Complete or expand as needed.

2. Require differential tuition supplements or program-specific fees? If so, please elaborate.
  - a. State the amount of tuition differential or program-specific fees that will be requested.
  - b. Describe specifically how the campus will spend the revenues generated.
  - c. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

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

Draw information provided on Assessing Readiness, IV.E., on page 2.26.

## **XII. EVALUATION PLANS**

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

- A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.
- B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).
- C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

## **XIII. REPORTING REQUIREMENTS**

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

The biennial review is initiated by UNC-GA and currently takes place in even-numbered years.

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

**Chancellor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

OAPPD will secure the chancellor's signature before submission to UNC-GA.

Units should ensure that OAPPD has final, approved versions of all documents after Phase II, Step 8. Please contact the coordinator for academic program development to discuss; see Appendix 5 for contact information.

### **INSTRUCTIONS: PHASE III: CURRICULUM APPROVAL**

Planners developed the conceptual curriculum framework for the proposed program in Phases I and II of the program development process. In Phase III, all remaining curriculum development is accomplished. Information on this phase of development is provided in chapter one of this manual.

**NOTE:** If UNC Board of Governors authorization to establish a new degree program is received *before* the ECU on-campus curriculum approval process (Phase III) has been completed, a moratorium will be placed on degree implementation until a quality curriculum has been finalized.

## APPENDIX 1

Excerpted from *Our Time Our Future: The UNC Compact with North Carolina; Strategic Directions 2013-2018*  
See full document at [www.northcarolina.edu/strategic\\_direction/STRATEGIC\\_DIRECTIONS\\_2013-2018.pdf](http://www.northcarolina.edu/strategic_direction/STRATEGIC_DIRECTIONS_2013-2018.pdf)

# THE FIVE GOALS

**M**indful of the many challenges facing North Carolina, the broad changes affecting higher education, and the University's historic commitment to serving all citizens of the state, the UNC Strategic Directions for 2013-2018 focus on five high-priority goals:

- 1 Setting degree attainment goals responsive to state needs;
- 2 Strengthening academic quality;
- 3 Serving the people of North Carolina;
- 4 Maximizing efficiencies; and
- 5 Ensuring an accessible and financially stable university.

Public higher education represents a significant state investment, and our citizens rightly expect a return. That is especially true during a time of constrained public resources and widespread economic challenges. The University must create real value, and all stakeholders — students, parents, faculty, citizens, and lawmakers — must be good stewards of the public trust.

Higher education is undergoing dramatic structural changes driven by economic and technological forces that extend far beyond North Carolina. These changes present both challenges and opportunities that must be met with a culture of evidence, data-driven analysis, and strategic thinking. The University must confidently embrace these changes if it is to sustain and strengthen what the citizens of North Carolina have built over the past two centuries.

In meeting the goals above, our approach has been to:

- Collect, analyze, and critique data from internal and external sources;
- Set aside preconceived notions and allow facts to drive the outcomes;
- Establish actionable strategies that are clear, measurable, and affordable; and
- Define sources and uses for all funds, creating clear accountability for strategic investments.

The plan that follows is faithful to this approach and to our longstanding commitment to North Carolina.

## UNC COMPACT: THE COMMITMENT TO NORTH CAROLINA

The University commits to the people of North Carolina:

### Academic excellence and the opportunity for success for all students

- We will admit and educate students who are academically prepared to succeed;
- We will equip students for lifelong learning by providing a high-quality, rigorous education to develop students with the knowledge, skills, and integrity needed to become engaged citizens;
- We will ensure that our graduates have engaged in core studies to master critical thinking, verbal and written communication, computational competence, a global awareness, and the ability to work collaboratively;
- We will be true to our core mission of teaching and offer multiple pathways for student learning;
- We will perform our duties and responsibilities with integrity and dedication to the highest ethical standards;
- We will support scholarly work that meets the highest intellectual standards; and
- We will value the talents and contributions of the University's faculty and staff, as well as their continued role in the shared governance of the constituent institutions and the University system.

### Value for students and for North Carolina

- We will maintain our commitment to low tuition and reasonable student fees;
- We will recruit and retain faculty and staff whose teaching and research are enriched through new technologies and classroom innovations;
- We will use every dollar efficiently and effectively by fostering shared services, greater collaboration, and interconnectivity that strengthens each campus and the system as a whole.

### Solutions to North Carolina's biggest challenges

- We will pursue and share knowledge and research that advance the state's economy and improve the quality of life for all North Carolinians;
- We will support and reward faculty who demonstrate an entrepreneurial spirit and seek new frontiers of knowledge, commercialize technology, and create opportunities for students;
- We will support faculty and other university researchers in tailoring research and knowledge in ways that advance the state's economy;
- We will nurture and protect the University's culture of inquiry, innovation, the free exchange of ideas, and commitment to academic freedom;
- We will rededicate ourselves to improving the health of all North Carolinians;
- We will engage businesses, nonprofits, state agencies, and others in a continuous effort to improve North Carolina's competitiveness;
- We will identify social, scientific, and economic trends that affect the state's well-being.

### Connection and engagement with North Carolina communities

- We will engage in outreach and development that nurtures the connections between the University and the people and communities of North Carolina
- We will promote diversity and maintain an environment that celebrates and values the many perspectives, cultures, and traditions of our state
- We will continue to make rich contributions to the cultural and artistic life of the state, and;
- We will devote the University's knowledge and talent to protect, preserve and promote the natural and cultural resources of North Carolina.

## APPENDIX 2

### LOW PRODUCTIVITY GUIDELINES AND CRITERIA

As defined by Dr. Suzanne Ortega's October 8, 2012, Memorandum  
On UNC Academic Degree Program Review (2012)

Program Level	Authorized to Enroll Students for at Least...	Low Productivity if Number of Degrees/Certificates Awarded in Last 2 Years Was...	Unless One of the Following Occurred in Most Recent Year	
			Enrollment* Exceeded	Degrees Awarded Exceeded
Bachelor's	8 years	19 or fewer	25 (*Upper Division)	10
Terminal Master's	6 years	15 or fewer	22	9
EdS and CAS	6 years	15 or fewer	9	9
Research Doctoral	10 years	5 or fewer	18	2
Professional Doctoral (Medicine, Dentistry, Veterinary Medicine, Law, or Pharmacy)	8 years	30 or fewer	30	15

ECU professional doctoral degrees currently include:

- Doctor of Audiology (AuD)
- Doctor of Dental Medicine (DMD)
- Doctor of Medicine (MD)
- Doctor of Nursing Practice (DNP)
- Doctor of Physical Therapy (DPT)

## APPENDIX 3

### Substantive Change

*In general*, most proposals submitted for consideration do *not* constitute a substantive change. UNC adheres to the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS) General Substantive Change Policy for Accredited Institutions. The UNC Policy Manual, chapter 400.1.1.1[G], C3, states:

*The General Substantive Change Policy...requires that the Commission receive prior notification one year in advance if an institution is planning to introduce a degree program at a more advanced level than previously authorized (e.g., a master's level institution planning its first degree program at the doctoral level).*

Note that the **more advanced level** relates to the *university*, not to a particular degree program. As a doctoral-level university, ECU already offers terminal degrees at the highest level; therefore, new degree programs meet this particular criterion and do *not* constitute a substantive change.

Additional criteria related to substantive change include, but may not be limited to:

- Adding a degree at the same level, but with a CIP division code not currently used by ECU/UNC
- Offering a joint degree with another university or through a consortial agreement
- Offering more than 50% of a proposed program on the campus of another institution
- Offering a program beyond the current scope and mission of ECU (even if within the same CIP division as a currently offered program)

To learn more, visit the [SACS Web site](#) at

<http://sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>. If questions remain after review of these documents, please confer with the Office of Academic Program Planning and Development, or the Office of Continuing Studies, with questions about whether a proposal constitutes a substantive change. Review for substantive change occurs at the university-wide level with the Academic Program Development Collaborative Team. See Appendix 5 for contact information.

## APPENDIX 4

### ACADEMIC PROGRAM DEVELOPMENT CALENDAR KEY 2013-2014

As you submit an agenda item to each of the committees involved in the program development process, you will be notified as to the meeting date/time and location of that committee's meeting at which you are to appear. (Please note that you do not appear before the Academic Council.) If you have a question about the processes of any of the committees to which you are submitting, please contact the individual listed in the appropriate "Contact/Submission" column, below.

<b>Abb.</b>	<b>Title</b>	<b>Meeting Frequency</b>	<b>Agenda Items Submitted</b>	<b>Contact/Submission</b>
<b>AC</b>	<b>Academic Council</b>	<b>Twice monthly</b>	<b>As Needed</b>	<b>Rita Reaves reavesr@ecu.edu</b>
<b>APDCT</b>	<b>Academic Program Development Collaborative Team</b>	<b>1st and 3rd Friday 10:00 am</b>	<b>2 Weeks Prior</b>	<b>Karen Summey summeyk@ecu.edu</b>
<b>CTE</b>	<b>Council for Teacher Education</b>	<b>2<sup>nd</sup> Monday 3:15 pm</b>	<b>2 Weeks Prior</b>	<b>Vivian Covington covingtonv@ecu.edu</b>
<b>EPPC</b>	<b>Educational Policies and Planning Committee</b>	<b>2nd Friday 1:00 pm</b>	<b>1 Week Prior</b>	<b>Check Faculty Senate website for chair and send material via e-mail</b>
<b>FCIE</b>	<b>Foundations Curriculum and Instructional Effectiveness Committee</b>	<b>3<sup>rd</sup> Monday 2:00 pm</b>	<b>As Directed</b>	<b>Check Faculty Senate website for chair and send material as directed</b>
<b>UCC</b>	<b>University Curriculum Committee</b>	<b>2<sup>nd</sup> and 4<sup>th</sup> Thursdays 2:00 pm</b>	<b>2 Weeks Prior</b>	<b>cucsubmissions@ecu.edu</b>
<b>US-LC</b>	<b>University Service-Learning Committee</b>		<b>As Directed</b>	<b>Check Faculty Senate website for chair and send material as directed</b>
<b>WAC</b>	<b>Writing Across the Curriculum Committee</b>	<b>2<sup>nd</sup> Monday 3:30 pm</b>	<b>As Directed</b>	<b>Check Faculty Senate website for chair and send material as directed</b>

*Committees regularly scheduled to meet during fall or spring break may choose an alternate meeting date.*

*In exceptional cases, committees will agree to hold additional meetings or extend submission deadlines. However, it is recommended that proposals be submitted as designated above.*

## APPENDIX 5

### List of Contacts

<b>Office of Academic Program Planning and Development</b>		
<b>Name, Position</b>	<b>E-mail/Phone</b>	<b>Activities</b>
Ms. Barbara Little, Executive Assistant, Office of Academic Program Planning and Development	<a href="mailto:littleb@ecu.edu">littleb@ecu.edu</a> 252-328-1610	Academic program reviews; non-academic program reviews; post-approval surveys; office administration
Ms. Kimberly Nicholson, Public Communications Specialist for Academic Programs (UCC & GCC)	<a href="mailto:nicholsonk@ecu.edu">nicholsonk@ecu.edu</a> 252-328-2623	University Curriculum Committee administrative; Graduate Curriculum Committee administrative; curriculum development process guidance; ECU curriculum content Web site review
Dr. Rita Reaves, Interim Director for Academic Program Planning and Development	<a href="mailto:reavesr@ecu.edu">reavesr@ecu.edu</a> 252-328-5358	Direction of Office of Academic Program Planning and Development; university bilateral agreements; joint or dual degrees; UNC General Administration inquiries; SACS inquiries; academic program assessment and evaluation
Ms. Karen Summey, Coordinator for Academic Program Development	<a href="mailto:summeyk@ecu.edu">summeyk@ecu.edu</a> 252-328-2344	Requests for inclusion; new academic program development (degree and certificate programs); approval process facilitation and guidance; changes to existing degrees and certificates; agenda placement for Academic Program Development Collaborative Team; ECU academic program inventory; program development chapter of graduate and undergraduate Curriculum and Program Development Manuals; program development chapter of UNC Policy Manual (400); SACS 3.4.11 program coordination; OAPPD Web site
<b>Additional, Related Departments</b>		
Ms. Jennifer Baysden, Office of Continuing Studies, Distance Education Coordinator	<a href="mailto:baysdenj@ecu.edu">baysdenj@ecu.edu</a> 252-328-9194	Distance education planning and establishment (UNC Appendix F, G, and I); ECU distance education program inventory
Ms. Diane Coltraine, Office of the Registrar, University Program Specialist, Official University Catalogs	<a href="mailto:coltrainem@ecu.edu">coltrainem@ecu.edu</a> 252-328-1425	Office university catalogs; Acalog (catalog management system); assignment of new course prefixes/numbers; reconciliation of university publications with official university catalogs
Dr. Vivian Covington, College of Education, Council for Teacher Education (CTE)	<a href="mailto:covingtonv@ecu.edu">covingtonv@ecu.edu</a> 252-328-2156	Teacher licensure areas

## GLOSSARY

**Academic Council** – Comprised of the provost and senior vice chancellor for Academic Affairs, the vice chancellor for health sciences, and the interim vice chancellor for research and graduate studies. The Academic Council meets twice monthly and makes recommendations to the chancellor on numerous issues, including approval of program proposals. No action is required from planners.

**Academic Program Development Collaborative Team** – Generally known as the Collaborative Team, or APDCT, this is an advisory body to the Academic Council. It collaborates with units to strengthen program proposals and informs the Educational Policies and Planning Committee (EPPC) of its recommendations to the Academic Council and the dean of the Graduate School concerning graduate programs under consideration. The team has a broad representation across the university campus and offers a rich cross-section of information and ideas to assist planners.

**Academic Program Inventory (API)** – At ECU, the API lists all degree and certificate programs offered by the university. The University of North Carolina also maintains an aggregated API for all constituent institutions throughout the state.

**Academic Program Plan** – The five-year, long-range plan of degree programs under development at ECU. A program is added to the plan through the Request for Inclusion process and may be removed from the plan in one of the following ways:

- The program has completed the development process and has been approved by UNC-GA
- The unit no longer wishes to pursue development and has asked the Academic Council for removal from the Plan
- The Academic Council makes a decision to remove a program due to incongruence with the five-year mission or priorities of the university

**Certificate** – There are two types of certificate programs: university certificates and departmental certificates. University certificates require UNC-GA approval; departmental certificates are considered a curriculum matter and are approved on campus. In general, a certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. Certificate programs are offered at the pre-baccalaureate, post-baccalaureate, and post-master's levels.

University certificate: UNC-GA has indicated that post-baccalaureate and post-master's certificates must require a specified number of hours (18 s.h. for post-baccalaureate and 24 s.h. for post-master's) to be reported to the Integrated Postsecondary Education Data System (IPEDS). Planners should be aware that not meeting these criteria may impact consideration of financial aid eligibility. Once a certificate is approved, ECU will submit it to the Department of Education to determine if the program is eligible for participation in the Title IV (financial aid) programs.

Departmental certificate: A departmental certificate requires a minimum of 9 s.h. Although not guaranteed, a graduate certificate may be used as evidence in support of a student's application for admission to a graduate degree program. The didactic material encompassed with a graduate certificate program may represent a more practice-oriented subset of an existing graduate discipline. For full details regarding [policies and procedures for graduate certificate programs](#), please visit the GCC Web site.

**CIP Code** – Classification of Instruction Programs; developed in 1980 (and revised in 1985, 1990, 2000, and 2010) by the National Center for Education Statistics, US Department of Education; [taxonomic coding scheme](#) offering generic categories of instructional programs for the purpose of organizing, collecting, and reporting on fields of study and program completions; federal government statistical standard

**Concentration** – A *concentration* is a course sequence that focuses on a particular area of study within the discipline of the degree program.

An *academic concentration* is a course sequence of 18 s.h. required for a teacher licensure area (TLA). These specific course clusters must meet licensure requirements of the State Board of Education, but do not lead to the conferral of a particular degree or a certificate of advanced study. The TLA may be at the entry or advanced level of teacher licensure.

**Consortial agreement** – an inter-institutional agreement that provides cooperative instruction and use of facilities and resources between and among two or more educational institutions. UNC-GA must approve, by formal agreement, participation of its constituent institutions in inter-institutional programs. In no case should any agreement be signed before this approval is sought or granted. Inter-institutional programs are developed through the normal on-campus approval process and are also subject to approval by the cooperative institution(s) and UNC-GA. *See also* joint degree program.

**Council for Teacher Education (CTE)** – the administrative policy making body that oversees all initial and advanced teacher education programs at East Carolina University. The Director of Teacher Education is the designee of the Dean of the College of Education responsible for the oversight of teacher education programs and is accountable to the Dean for all recommendations relating to such programs. The Director should be contacted for any proposals involving teacher education and/or teacher licensure areas.

**Degree program** – A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a particular level of instruction. All degree programs are categorized individually in the university's Academic Program Inventory at the twelve-digit CIP code level. As a general rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master's level program requires that at least one-half of the total hours be in the program area. Programs with fewer hours are designated a concentration within an existing degree program. Degree programs require the approval of the UNC-GA and the Board of Governors (BOG). Minors and concentrations receive final approval at the campus level.

### **Delivery method**

Distance education (DE) – for purposes of this manual and various documents required for program development: face-to-face delivery at an *off-campus* location or site

Face-to-face – synchronous, in-class, on-campus delivery

Online – synchronous or asynchronous delivery of instruction using technological tools, such as Skype, Centra, etc.

**Dual degree program** – program in which a student can enroll concurrently in two degree programs offered in two different academic units (e.g., mathematics and mathematics education). A limited number of student credit hours may be counted toward both degrees. Two degrees are awarded from two different disciplines, generally at the master’s degree level, however exceptions (e.g., MD/MBA) are possible. Only academic programs have the authority to propose and receive approval for new dual degree programs.

**Educational Policies and Planning Committee (EPPC)** reviews information concerning proposals for all new certificates, concentrations, minors, degree programs, and academic policies. The committee meets monthly, typically on the 2<sup>nd</sup> Friday of each month during the academic year. EPPC recommendations are forwarded to the Faculty Senate.

**Faculty Senate** is the legislative, advisory, and primary faculty governance body representing the general faculty of East Carolina University. The Faculty Senate reviews and votes on the recommendations of the EPPC as a part of the academic program development process. The Faculty Senate meets monthly on a variable schedule during the academic year. While there is no active presentation of proposal packages at the Faculty Senate, planners are encouraged to attend to answer questions as needed.

**Foundations Curriculum and Instructional Effectiveness Committee** – recommends policies to improve and advance faculty teaching and student learning. Among the committee’s responsibilities are assisting units to develop teaching evaluation instruments, recommending policies and programs to improve the teaching environment, providing a forum for faculty opinion on design or renovation or academic buildings, and making recommendations on proposed changes to foundation curriculum. The committee meets monthly and reports recommendations to the Faculty Senate.

**Interdisciplinary degree program** – awards a single degree for courses of study that involve work in multiple disciplines, but has chosen not to be identified with any specific academic unit.

**Joint degree program** – awards a single degree by two or more UNC constituent institutions, or a UNC institution and a non-UNC educational institution participating in a joint degree program (e.g., PhD in Technology Management with Indiana State University). Proposals must follow the regular institutional processes for the approval of new degree programs at each participating institution within UNC before being submitted to the Board of Governors for approval.

**Minor** – sub-field of study in which a student may enroll if already enrolled in a graduate (or undergraduate) program; diploma awarded along with major field of study; must consist of at least 24 s.h.

**Office of Academic Program Planning and Development (OAPPD)** – facilitates university-wide undergraduate and graduate degree program development and refinement in the academic affairs and health sciences divisions. The office assures that new and revised academic programs are in compliance with the rules and regulations of East Carolina University, the University of North Carolina, our regional accrediting body, and the state legislature. The office also supports curriculum development, produces all versions of the university’s undergraduate and graduate catalogs, and approves all text regarding academic degree requirements included in publications.

**Request for Inclusion** – process initiated by the Academic Council in which new proposed degree programs can be added to the ECU five-year Academic Program Plan.

**Teacher Licensure Areas (TLA)** – These are specific course clusters which meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or a certificate. These may be at the entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, the senior vice president for academic affairs of UNC-GA must be notified. A current inventory of teacher licensure programs provided by the State Board of Education is available from the North Carolina Department of Public Instruction.

**University Curriculum Committee (UCC)** – Composed of elected faculty members, as well as voting ex-officio members appointed by senior leadership of the university. A student represents the Student Government Association. The committee reviews proposals for new undergraduate degree programs in addition to reviewing undergraduate curriculum matters. The committee reports all recommendations to the Faculty Senate and to the Educational Policies and Planning Committee as applicable. Typically, the committee meets on the second and fourth Thursdays of the month, September through April. Planners are responsible for submitting proposal packages and requesting placement on the desired GCC agenda. Agenda items are due at least two weeks before meeting dates, which are posted on the UCC Web site. Due to the volume of work, submission deadlines are strictly enforced.

**UNC Board of Governors (BOG)** – the policy-making body legally charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Special members are non-voting members with varying terms. Such members are former chairs of the board, former governors, and the president of the UNC Association of Student Governments, or that student’s designee. Source: [www.northcarolina.edu/bog/index.htm](http://www.northcarolina.edu/bog/index.htm)

**UNC General Administration (UNC-GA)** – houses the offices of the President and other senior administrative officers of the multi-campus University of North Carolina. This core administrative staff is responsible for executing the policies of the UNC Board of Governors and providing University-wide leadership in the areas of academic affairs, business and financial management, long-range planning, student affairs, research, legal affairs, and government relations. UNC General Administration also has administrative oversight of a number of University affiliates, including UNC-TV, the North Carolina Arboretum, the NC State Education Assistance Authority, the NC State Approving Agency, the UNC Press, and the NC Center for International Understanding. Source: [www.northcarolina.edu/leadership/ga.htm](http://www.northcarolina.edu/leadership/ga.htm)

**Writing Across the Curriculum Committee** – promotes the University Writing Program and recommends policies and guidelines governing the development and offering of courses and seminars that are officially to be designated as writing-intensive courses. Major responsibilities include review and approval of proposals for writing-intensive courses, changes to course writing-intensive status, review of activities for the University Writing Program, and serving as a liaison between the University Writing Program and the Faculty Senate. The committee meets on the second Monday of each month.