

COMMITTEE: University Curriculum Committee

MEETING DATE: September 11, 2014

PERSONS PRESIDING: Lori Flint

REGULAR MEMBERS IN ATTENDANCE: Ken Anselmi, Lori Flint, Michael Dingfelder, Gail Ratcliff, Mark Richardson, Jean-Luc Scemama, Karen Vail-Smith

EX-OFFICIO MEMBERS IN ATTENDANCE: Josie Bowman, Erin Parrish, Rita Reaves, Michele Wallen

EXCUSED: None

ABSENT: Natalie Mizelle

SUPPORT: Kimberly Nicholson, IPAR Office of Academic Program Planning and Development

OTHERS IN ATTENDANCE:

Andrew Morehead, Chair of the Faculty

Lori Lee, Faculty Senate Office

Diane Coltraine, Office of the Registrar

Marc Setliff, Office of the Registrar

Karen Sumney, IPAR Office of Academic Program Planning and Development

Greg Harris, IPAR Institutional Research

ACTIONS OF MEETING

Agenda Item: I. Call to Order

(1.) Minutes

Discussion: The 04-10-14 and 04-24-14 UCC Minutes were approved electronically and sent to the Faculty Senate for agenda placement.

Action Taken: None.

(2.) Announcements:

Dr. Flint announced that the Chancellor has declared that the UCC does not need a representative for the University Studies program. She also announced that our UCC meetings should try to maintain a 2:00-4:30 PM time span for each meeting.

Discussion: N/A

Action Taken: N/A.

Agenda Item: II. Introductory Comments (Andrew Morehead, Chair of the Faculty)

Dr. Morehead explained the charge of the UCC and its relationship to the Faculty Senate. He stated that 5000-level courses are no longer among required classes at the undergraduate level, and that the UCC needs to come up with a process for dealing with 5000-level classes. Dr. Morehead also addressed the UCC business carried over from 2013-14 academic year and his suggestions to the committee for productivity and success including: reading the committee agendas in advance, staying on task, asking for help if needed, using subcommittees if needed, addressing long standing issues, and marking the most important items for Faculty Senate to review. Finally, he thanked the committee members for their commitment to the undergraduate curriculum and to their important participation in shared governance at ECU.

Agenda Item: III. Introduction of UCC Members

- (1) Dr. Morehead asked the individuals in the room to introduce themselves, identify their faculty or staff position, and then to clarify whether they are new or returning members of UCC, support staff, or visitors.

Discussion: As introductions were made, the new regular members (Ken Anselmi and Gail Ratcliff) and new ex-officio members (Michele Wallen and Erin Parrish) were welcomed to the committee.

Action Taken: Lori Lee distributed folders to each member in the room that contained information about the Faculty Senate, the UCC meeting dates for the year, the UCC charge and responsibilities, a copy of the 2013-14 UCC Annual Report, and a copy of the minutes from the 4/24/14 UCC Organizational meeting. Dr. Morehead briefly discussed the documents.

Agenda Item: IV. Election of UCC Officers

- (1) Chair

Discussion: Dr. Scemama nominated Dr. Lori Flint, and Professor Vail-Smith seconded.

Action Taken: Dr. Lori Flint was elected unanimously as Chair of UCC.

- (2) Vice Chair

Discussion: Professor Vail-Smith nominated Dr. Jean-Luc Scemama, and Dr. Dingfelder seconded.

Action Taken: Dr. Jean-Luc Scemama was elected unanimously as Vice Chair of UCC.

(3) Secretary

Discussion: Dr. Scemama nominated Dr. Mark Richardson, and Dr. Flint seconded.

Action Taken: Dr. Mark Richardson was elected unanimously as Secretary of UCC.

Agenda Item: V. Introduction of New UCC SharePoint Site (Kimberly Nicholson)

Ms. Nicholson reviewed the items from the Spring 2014 UCC organizational meeting and our goals for moving to SharePoint. She informed the committee that work was done over the summer on the materials, and she discussed what is now available on the SharePoint site, including checklists, forms, help tools, curricular action tables. She showed the committee how to submit a curriculum package and where the UCC curriculum manual is located (PDF is attached there). All the new forms developed are also found in the UCC curriculum manual. She added that there is even information on who should sign the signature page. She explains that the curricular actions table will provide the information the faculty needs to provide for each type of action; this will be particularly helpful for the liaisons. A watermark displayed on a page reveals that the item is waiting approval (the watermark is not removed until approved by the Chancellor). She explained that all the site pages are available for all official faculty to view and download but not to edit or modify. There are some restricted links that are only available to UCC members, support people, and Faculty Senate officers. UCC members can respond to packages on the discussion page, and they can respond and vote upon drafts of the UCC minutes. Additionally the UCC SharePoint site includes a survey link where faculty may provide feedback. There is a libraries folder that includes the UCC agenda files, and within the documents there are items underlined in blue that are documents with the agenda folders. There are archived UCC agendas, minutes, and annual reports from back to 2006, and also a section of UCC/GCC Curriculum Actions by Year which will makes it easier for faculty to find a previous action that can later be revised and brought forward again. Ms. Nicholson also discussed the sample planning timelines for helping faculty plan the steps needed to submit items that go to UCC and no other committee and the approximate time span needed. Ms. Nicholson further explained that there are help pages that have direct links to support personnel, and they are working on a web-based UCC curriculum manual that will have hyperlinks.

Ms. Nicholson thanked Susan McGee who had reviewed many of the new documents before they were completed and put on the SharePoint site. Additionally, she explained that there will be technology assistance to help faculty with any problems encountered

using SharePoint, and eventually the university will be using a newer version of SharePoint that may be friendlier to a variety of platforms. For faculty looking for the UCC SharePoint website, it will be easy to find via a link accessible from the UCC website on the Faculty Senate page.

Discussion: Dr. Reaves stated that these new checklists available through the SharePoint website will help make things easier and more efficient for the faculty. Professor Vail-Smith agreed with Dr. Reaves, stating that the information will answer many of faculty questions before they arrive at the UCC.

Action Taken: N/A

Agenda Item: VI. UCC Meeting Cycle

- (1) Dr. Flint described the process by which the UCC committee operates through submissions, posting on the agenda, distribution and review of submissions, UCC meeting presentations by faculty submitting packages and UCC discussion and recommendations, revision of package submission according to recommendations, completion of meeting minutes and approval by UCC members, and final forwarding of minutes approved by majority of UCC members to the Faculty Senate for approval.
- (2) Dr. Flint stated that the UCC wants the liaisons to be better informed so that they can aid the faculty-developing curriculum.
- (3) She explained that before each scheduled UCC meeting, she will give assignments of packages to each UCC member who should conduct a detailed review and prepare to discuss the packages assigned as well as other items on the agenda at the UCC meeting.
- (4) She stated that the *Agenda Discussion Page* on the UCC SharePoint could be used by the committee to post comments and help remind each member of things that need to be fixed. She encouraged the members to check the discussion posts before each meeting.
- (5) She encouraged members to look at the materials electronically, though if paper copies are brought then they can be recycled.
- (6) Dr. Flint explained the process that takes place at meetings: faculty members enter when called according to the agenda, they present their packages to the committee, the committee makes recommendations for revision and vote on each package signaling approval pursuant to corrections, and then the faculty submitting the package have five days to make revisions. The revision packages are submitted and reviewed electronically. She explained that the revisions have to be checked to see if they are complete and correct while the minutes are being prepared. Then the catalog copy must be revised and approved following the revisions to the package, and then the corrected catalog copy is attached to the minutes. The UCC members receive the UCC minutes via e-mail, respond with “approve,” “disapprove,” or “approve with the following revisions.” Once the majority of the UCC members approve the minutes, they are sent to the Faculty Senate for agenda placement, then Faculty Senate review and approval, and then to the Chancellor for approval.

- (7) Dr. Flint announced that the Faculty Senate now wants the Chair of the UCC to submit a summarized report of the minutes to the Faculty Senate that can be posted on the website.

Discussion: Dr. Reaves added that the new checklists on the SharePoint site would tell faculty what the next step is next in the process. If the package must be submitted to the EPPC, it will be put on the EPPC's next agenda automatically following the UCC approval.

Action Taken: N/A

Agenda Item: VII. UCC Revision Package Review Process

- (1) Ms. Nicholson explained the previous process of curriculum package revision review (from 2006 thru 2013)—how the Office of Academic Program Planning and Development would look over the revisions to make sure the revisions were made correctly.
- (2) Last year, the UCC officers took on the task of reviewing the package revisions because the IPAR office was missing a member.
- (3) Now Ms. Nicholson asked the UCC committee members if they would like IPAR Office of Academic Program Planning and Development to take on the review process again.

Discussion: The committee members unanimously smiled and enthusiastically agreed.

Action Taken: The UCC agreed for the IPAR Office of Academic Program Planning and Development to take on the revision process again.

Agenda Item: VIII. Revision of UCC Forms and Procedure Documents (Greg Harris IPAR Institutional Research, Mark Setliff from the Office of the Registrar)

- (1) Ms. Nicholson explained why the UCC Course Proposal form could be changed to better help the people that have to extract the information from the form. She said that revising the form the Office of Academic Program Planning and Development considered how the proposal form could be better organized to streamline the process of entering information into Banner.
- (2) Mark Setliff explained how the CIP code could be added to the course proposal form to make the process of entering data more efficient for his office.
- (3) Greg Harris explained how the improvements to the form would be easier for him to find information for the work of his office and when submitting mandatory reports to UNC-GA.
- (4) Ms. Nicholson discussed the proposed revisions to the Course Proposal form that included adding the Primary Associated 6 digit Classification of Instructional Programs

(CIP) codes. Dr. Reaves clarified that courses don't have CIP codes—just the programs do.

- (5) Ms. Nicholson also mentioned the revised forms could include the Primary Instructional Formats that are defined at the UNC-GA level. It was determined that using these Primary Instructional Formats would make the process of entering information into Banner much easier and avoid confusion.
- (6) Ms. Nicholson mentioned that Dr. Angela Thompson offered a suggested revision to the Course Proposal form—to move the course description to the first page right under the Course Prefix and Number to collect all the similar material together in one area. Dr. Flint and the rest of the committee agreed to this change.
- (7) She stated that on the new Course Proposal form, one can check any number of current or proposed course delivery methods.
- (8) She stated that the boxes on the form are specially formatted so that faculty cannot add incorrect information and there are fewer chances to make mistakes.

Discussion: Dr. Flint stated that including the CIP codes on the forms would make the entire process easier; however, she stated that the faculty need to know how to find their CIP code—perhaps a hyperlink could be made. Ms. Nicholson stated that there would be reference to a safe place where the CIP information can be found. Ms. Nicholson also stated that the suggested modifications to the Course Proposal form work better in Adobe than in Word—the boxes outline in red are required while other boxes are not always required. UCC committee members agreed that a fillable PDF (Adobe) form is better than using Word, which may not format correctly on all computers. Dr. Ratcliff asked about Item 5 of the form if there should be a box and date that lists when the department voted and approved the proposed course. The UCC committee then discussed where the check off box should be located, and finally agreed that it should be moved to the beginning of the document near where the date for when the Course Proposal began (before the course prefix and number).

Action Taken: Dr. Dingfelder asked about the using the Adobe software as he said you can fill out and print the form, but you cannot necessarily save the form. It was decided that the Course Proposal form can be in both Word and Adobe formats for now.

Motion to approve was made by Dr. Ratcliff and seconded by Dr. Dingfelder. The motion was approved (see embedded form below).

- (9) Revision of the Policies and Procedures for New Undergraduate Certificates

Discussion: Ms. Nicholson discussed how the Office of Academic Program Planning and Development worked with IPAR members regarding the policies and procedures for the new Undergraduate Certificates. Karen Summey spoke to the committee about program development and provided a document highlighting the changes. If the faculty use the new form, then all of the necessary information needed when reporting to UNC-GA will be recorded. If all the information can be collected with the development of the certificate, time can be saved. UCC members reviewed the changes that have been made and are shown as highlighted on the document (see proposed document in SharePoint). Dr. Flint emphasized that assessment and the course objectives must align, especially if

the data is going to be entered in TracDat and used to assess. She clarified that on the form, one must make a distinction between educational objectives (broad objective of the program) and student learning outcomes (what specific things can the students do). Dr. Scemama asked if we might take out the word “educational” and just refer to broad objectives. The committee agreed to “broad educational objective” of the program. Professor Vail-Smith stated that the faculty should list the student learning outcomes, estimate the number of certificates to be awarded, and provide specific information about the program to which the certificate is linked. Professor Vail-Smith asked Ms. Summey if the UCC committee would need to ask the faculty pursuing a Certificate if they need any additional monies. Dr. Reaves replied that the UCC could request that all other materials (like a budget memo) be included with the materials. Ms. Summey added that a budget memo and memorandum of request would be included as a part of the UCC package.

Action Taken: Dr. Scemama made the motion to approve the Undergraduate Certificate form, and Dr. Richardson seconded the motion. The motion was approved.

Agenda Item: IX. Old Business

- (1) Removal of 5000-level course previously deleted by GCC

Discussion: None.

Action Taken: Ms. Nicholson has already asked Diane Coltraine for list of the 5000-level courses to be removed.

- (2) Deletion or banking of courses not taught in more than 10 years

Discussion: None.

Action Taken: Ms. Nicholson has already asked for the list from Diane Coltraine of courses not taught in more than 10 years. She stated that once the minutes are approved by the Chancellor, and then she will put this item on our UCC agenda for discussion and action.

- (3) Deletion of courses that have been banked for more than 5 years

Discussion: None.

Action Taken: Ms. Nicholson has already asked for the list from Diane Coltraine of courses that have been banked for more than 5 years. She stated that once the minutes are approved by the Chancellor, and then she will put this item on our UCC agenda for discussion and action.

(4) Revise UCC charge to include “certificate programs”

Discussion: The UCC agreed to this revision. Dr. Reaves stated that this revision needs to proceed to the Committee on Committees for approval.

Action Taken: The request for the revision of the UCC charge to include “certificate programs” will be forwarded to the Committee on Committees for approval.

(5) Transfer of committee documents to SharePoint

Discussion: Ms. Nicholson stated that much of the transfer has been completed or is in process.

Action Taken: N/A

(6) Develop descriptions of committee officer responsibilities

Discussion: None.

Action Taken: This topic was postponed for discussion at a future meeting.

Agenda Item: X. New Business

(1) Upcoming UCC Liaison Orientation meeting

Discussion: Dr. Flint announced the upcoming UCC Liaison Orientation meeting on September 18, 2014 to be held in the Social Room of Mendenhall Student Center from 2:00-4:00PM. UCC members are encouraged to attend and liaisons from every unit have been invited.

Action Taken: N/A

(2) Curriculum and Program Development workshop

Discussion: Ms. Nicholson announced the upcoming Curriculum and Program Development workshop to be held on Tuesday, 30 September 2014 in the Great Rooms of Mendenhall Student Center from 2:00-5:00PM. UCC members are encouraged to attend, and volunteers are requested to serve as facilitators for breakout sessions with hands-on training.

Action Taken: N/A

(3) Diversity in the Curriculum committee

Discussion: Dr. Flint announced that she serves on a Diversity in the Curriculum committee, which seeks to foster more diversity in the undergraduate curriculum. She suggests that the UCC committee encourage faculty that bring their packages forward to the committee to consider seeking diversity credit when applicable. She also suggested that we remind liaisons to recommend diversity credit to faculty submitting packages. She explained that each program is required by the university to have both global and domestic diversity for at least one course. Ms. Nicholson stated that they could discuss diversity in the curriculum at the upcoming Curriculum and Program Development workshop so that faculty could work to foster this adoption of diversity.

Action Taken: N/A

(4) Change of UCC meeting location

Discussion: Dr. Flint reviewed how the topic of a change of meeting location arose. She stated that people from West campus were reluctant to serve on the UCC committee because of the distance from their campus, parking problems, and because it takes too much time away from their work. Thus the possibility came up of scheduling one meeting each semester on the West Campus-such as in Brody or in a more central location such as the Willis building. One member suggested that we could have one meeting that targeting packages from departments on the West campus that was schedule to meet there. Dr. Flint suggested that in the spring we might try to schedule a meeting at the Heart Institute on the West campus. Ms. Nicholson stated that Lori Lee told her that the Faculty Senate is open to the committee having a locked cabinet to keep power cords and other meeting materials in our meeting room, but first we must decide which room we will maintain for our regular meetings.

Action Taken: The committee will discuss this further at an upcoming meeting to decide on another meeting location for a few of our UCC meetings.

Curricular Actions Reviewed at This Meeting:

New Courses:	0
Revised/Renumbered/Unbanked Courses (includes title/prereq./prefix):	0
New Degrees/Programs:	0
New Minors	0
New Concentrations:	0
New Certificates:	0
Revised Existing Degrees/Concentrations/Departmental Text:	0
Deletion of Existing Degrees/Concentrations:	0
Revised Minors/Certificates:	0
Deletion of Existing Minors/Certificates:	0
Banked Courses:	0
Deletion of Existing /Banked Courses:	0

Curricular Actions Reviewed to Date (to include this meeting):

New Courses:	0
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Revised/Renumbered/Unbanked Courses (includes title/prereq./prefix):	0
New Degrees/Programs:	0
New Minors:	0
New Concentrations:	0
New Certificates:	0
Revised Existing Degrees/Concentrations/Departmental Text	0
Deletion of Existing Degrees/Concentrations:	0
Revised Minors/Certificates:	0
Deletion of Existing Minors/Certificates:	0
Banked Courses:	0
Deletion of Existing /Banked Courses:	0

NEXT MEETING: September 25, 2014

ITEMS TO BE DISCUSSED: See agenda.

ADJOURNMENT: The meeting was adjourned at 4:30PM.

Respectfully Submitted by
Mark D. Richardson

Secretary of the UCC



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

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

1. Date: Click here to enter text.

2. Date Faculty Voted and Approved Proposal: Click here to enter text.

3. Course Prefix and Number: Click here to enter text.

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

Click here to enter text.

5. Requested Action (Check only one type)

- Propose a New Undergraduate Course
- Revise the Content of an Undergraduate Course
- Unbank and Revise an Undergraduate Course
- Renumber an Undergraduate Course to a Different Level
From: Click here to enter text. To: Click here to enter text.

6. 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:

Expected Future Delivery:

Codes (from UNC-GA IRA/CDTF.IN017/7-13-12)

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | 01 Face-to-face (regular face-to-face meeting times and dedicated physical space at ECU) | <input type="checkbox"/> |
| <input type="checkbox"/> | 02 Interactive real-time video (live or interactive video conferences or the NC Research and Education Network) | <input type="checkbox"/> |
| <input type="checkbox"/> | 07 Face-to-face remote site (regular face-to-face meeting times and dedicated physical space at a physical space other than ECU) | <input type="checkbox"/> |
| <input type="checkbox"/> | 08 Internet or World Wide Web (does not have dedicated physical space and | <input type="checkbox"/> |

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meeting times except for testing and/or examination periods)

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | 09 Hybrid primarily Web (more than 50% of instruction is delivered through the internet or World Wide Web; meets face-to-face occasionally) | <input type="checkbox"/> |
| <input type="checkbox"/> | 10 Hybrid primarily face-to-face (more than 50% of instruction is delivered through face-to-face meetings; meets occasionally for instruction delivered through the internet or World Wide Web) | <input type="checkbox"/> |
| <input type="checkbox"/> | 11 Storage device or non-Web media (instruction delivered through content stored or broadcasted on devices including CD, DVD, disk or other storage device, videocassette, television, or other non-Web media) | <input type="checkbox"/> |

7. Justification for creating, revising, unbanking, or renumbering this undergraduate course to a different level.

Explain below 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.

[Click here to enter text.](#)

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

[Click here to enter text.](#)

9. 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 <input type="checkbox"/> | No <input type="checkbox"/> |
| Is this course an elective? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

10. 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 <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| If Yes, will all sections be WI? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |

11. 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 <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| If Yes, will all sections be SL? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |

12. 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"/> English (EN) | <input type="checkbox"/> Exercise (EX) | <input type="checkbox"/> Fine Arts (FA) | <input type="checkbox"/> Health (HL) |
| <input type="checkbox"/> Humanities (HU) | <input type="checkbox"/> Mathematics (MA) | <input type="checkbox"/> Science (SC) | <input type="checkbox"/> Social Science (SO) |

13. 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 N/A

14. 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 N/A

15. If course affects teacher education programs, the Council for Teacher Education (CTE) must approve the action prior to consideration by the UCC:

Not applicable CTE approved

16. Course Contact Hours:

Lecture	Click here to enter text.	Hours Per Week	<u>or</u>	Click here to enter text.	Hours Per Term
Lab	Click here to enter text.	Hours Per Week	<u>or</u>	Click here to enter text.	Hours Per Term
Studio	Click here to enter text.	Hours Per Week	<u>or</u>	Click here to enter text.	Hours Per Term
Practicum	Click here to enter text.	Hours Per Week	<u>or</u>	Click here to enter text.	Hours Per Term
Internship	Click here to enter text.	Hours Per Week	<u>or</u>	Click here to enter text.	Hours Per Term
Other	Click here to enter text.	Hours Per Week	<u>or</u>	Click here to enter text.	Hours Per Term

If "other", describe below:
Click here to enter text.

17. Anticipated yearly student enrollment: [Click here to enter text.](#)

18. Primary Associated 6 digit Classification of Instructional Programs (CIP) code: [Click here to enter text.](#)

19. Affected Degrees or Academic programs:

Degrees, certificates, or minors that list this course as required or elective in the undergraduate catalog

Degrees and certificates with a change in s.h. required for completion as a result of this proposal

[Click here to enter text.](#)

20. Overlap or Duplication with Affected Units or Programs:

Not applicable

Notification and Response from Affected Unit(s) Attached

21. Primary Instructional Formats (Codes from UNC-GA IRA/CDTF.IN017/7-13-12):

- 02 Lab (requires scientific- or research-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment, typically held in 210 designated spaces)
- 03 Studio (requires visual- or aesthetic-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment)
- 04 Lecture (requires the extended expression of thought supported by generally-accepted principles or theorems of a field or discipline led by an expert or qualified representative of the field or discipline)
- 05 Seminar (requires students to participate in structured conversation or debate focused on assigned readings, current or historical events, or shared experiences led by an expert or qualified representative of the field or discipline)
- 06 Student teaching (requires students to instruct or teach at an entity external to the institution, generally as part of the culminating curriculum of a teacher education or certification program)
- 07 Practicum (requires students to participate in an approved project or proposal that practically applies previously studies theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline)
- 08 Clinical (requires medical- or healthcare-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on or simulated environment)

- 09 Internship, field experience, or cooperative education (requires students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity)
- 11 Colloquia (requires students to participate in an unstructured or informal meeting for the exchange of views on a specific topic with an expert or qualified representative of the field or discipline)
- 13 Lecture and lab (requires the combined attributes of a lecture course and a lab course)
- 14 Recital, Performance, or Ensemble (requires recital-, performance-, or ensemble-focused experiential work, including individual lessons, where students practice or rehearse and ultimately perform works of music, dance, or theatre for a jury or audience)
- 15 Physical Activity (requires students to participate in physical training, physical conditioning, or other physical exercise activities, sports, or games)
- 16 individual Study (requires students to participate in individualized, independent, directed, or guided studies under the supervision of an expert or qualified representative of the field or discipline that cannot be otherwise classified as internship, field experience, cooperative education, practicum, recital, performance, or ensemble)
- 17 Recitation (requires the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline led by a teaching assistant or instructor under the guidance of a permanent faculty member, which often supplements or expands upon the content of a related or co-requisite course)

22. Please attach a memorandum, signed by the unit administrator, which addresses the budgetary and personnel impacts of this proposal, and complete the statements of support below.

If support is needed, describe in the blocks provided below and include estimates for computer resources and ITCS cost acquisitions

- Current personnel are adequate [Click here to enter text.](#)
- Additional personnel are needed
- Current facilities are adequate [Click here to enter text.](#)
- Additional facilities are needed
- Initial library resources are adequate [Click here to enter text.](#)
- Initial resources are needed
- Unit computer resources are adequate [Click here to enter text.](#)
- Additional unit computer resources are needed

- ITCS resources are not needed
- The following ITCS resources are needed.
 - Mainframe computer system
 - Statistical services
 - Network connections
 - Computer lab for students

A description of new computer and/or networking needs (e.g, classroom, laboratory, or other facilities) is provided below and an approval from the director of ITCS is attached.

[Click here to enter text.](#)

23. Course Syllabus Information:

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

[Click here to enter text.](#)

b. Course objectives for the course (student-centered, behavioral focused)

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

[Click here to enter text.](#)

c. Course topic outline

[Click here to enter text.](#)

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

[Click here to enter text.](#)

Policies and Procedures for New Undergraduate Certificate Programs

A. Introduction

Undergraduate certificate programs may be created within the structure of undergraduate academic units. Students may be awarded these certificates upon completion of a well-defined program of course work. The undergraduate certificate is not defined as a degree, rather, it is a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. However, the undergraduate certificate is not viewed as a guaranteed means of entry into a degree program. While the courses comprising an undergraduate certificate may be used as evidence in support of a student's application for admission to a degree program, the certificate itself is not considered to be a prerequisite. The didactic material encompassed within an undergraduate certificate program may represent a more practice-oriented subset of an existing undergraduate discipline. The title of any undergraduate certificate program should contain the words certificate or certification.

B. Process of Approval for New Undergraduate Certificate Programs

Proposals for new undergraduate certificate programs are created and submitted by constituent faculty for review by the University Curriculum Committee (UCC) and approval by the Faculty Senate. Each proposal must include a signed endorsement by all of the department chairperson(s) and dean(s) of the college or professional school(s) contributing to the organization and administration of the certificate. In the case of interdisciplinary certificate programs, the administrator ultimately responsible must be identified. New undergraduate certificate programs offered in collaboration with other universities must also be endorsed by the collaborating department(s) at the other institutions and must meet the requirements of the UNC General Administration (UNC GA). The Faculty Senate considers the merit of all undergraduate certificate proposals, and makes recommendations for approval/disapproval to the Academic Council. The certificate proposal will be submitted to the Educational Policies and Planning Committee (EPPC). Those approved by the EPPC, Faculty Senate, and Academic Council are then recommended to the chancellor for approval. The Office of the Chancellor will authorize notification of approved certificates to the UNC GA and the Southern Association of Colleges and Schools (SACS).

C. Criteria for Approval of Certificate Programs

Criteria for approval of new undergraduate certificate programs include the following:

1. The proposed sequence of course work must meet a clear and appropriate educational objective at the baccalaureate level.
2. The proposed program must achieve its educational objective/s (learning outcome/s) in a well-designed, cohesive, and timely manner.

3. A demonstrated need for the certificate must exist.
4. An appropriate number of credit hours must comprise the certificate program. The number of undergraduate credits may not be less than twelve semester hours or more than one-half of the semester hours necessary for a related undergraduate degree.

D. Policies Governing Certificate Admission Criteria and Subsequent Admission to Undergraduate Degree Programs

The certificate admissions criteria and policies governing the relation of certificates to undergraduate degree programs include the following:

1. Admission to ECU and enrollment in an academic program are required.
2. Each certificate program sets the minimum admissions requirements for the certificate (e.g., grade point average, minimum TOEFL scores, standardized test scores, work experience). All certificate candidates must be informed at the time of their acceptance that admission to and completion of a certificate program does not supersede the admission requirements to a degree program should they subsequently apply to an undergraduate degree program.
3. Each undergraduate program must decide which, if any, certificate courses can be counted toward the undergraduate degree. The certificate student must be informed at the time of admission into the certificate program how many semester hours can be applied toward an undergraduate degree.
4. Undergraduate students currently enrolled in an undergraduate degree program may simultaneously pursue an undergraduate certificate, if approved by their academic advisor or undergraduate program director and the certificate program director.
5. The certificate program director will note successful completion of a certificate program to the registrar to ensure notification on the student's transcript. The certificate will be awarded to a baccalaureate student upon completion of the degree program or to a post-baccalaureate student upon completion of the certificate hours.
6. Students pursuing an undergraduate certificate will be required to meet the academic retention requirements approved by the certificate program.

An undergraduate certificate student may enroll on either a part-time or a full-time basis, as determined by the certificate program director.

The rationale for requiring formal enrollment in undergraduate certificate programs is based on the need for proper allocation of instructional resources and the desire to afford the certificate students access to the desired undergraduate courses.

E. Certificate Program Review

All undergraduate certificate programs will be reviewed within the course of regular undergraduate program assessment and review.

F. Completion of the New Certificate Program Application Form

All new undergraduate certificate program proposal packages must include the completed certificate program application form included below in addition to documents required by the unit, college/school curriculum committee, UCC, Faculty Senate, EPPC, or other approving bodies.

New Undergraduate Certificate Program Application Form

For consideration by the Faculty Senate all proposals will be reviewed by the University Curriculum Committee and the Educational Policies and Planning Committee. Proposals for new undergraduate certificate programs must contain the following information:

1. Identify the broad educational objectives of the program.
2. List the student learning outcomes of the program.
3. A statement of the admission standards for the certificate program and a statement of the academic retention standards for the successful completion of the program.
4. A statement of the proposed course sequence associated with the certificate, including titles and course descriptions for both existing courses and any new courses that may be developed.
5. A statement of how the proposed course sequences associated with the certificate will meet the stated educational objectives.
6. A statement of the need for the proposed program and the basis for such a need supported by either externally or internally derived data.
7. A statement explaining how the certificate **program** will be delivered, resident on-campus and/or distance education (50% or more of the instruction is offered online).
8. A statement explaining the relationship of the certificate program with other programs offered at East Carolina University (ECU), including any existing “parent” degree(s) and respective CIP code(s) from which certificate courses are derived. If applicable, the statement should also describe how the certificate may affect other departments or units. Supporting documentation of consultations with affected units is required and should be attached to the proposal.
9. A description of the proposed certificate’s impact on campus resources.
10. Estimate the number of certificates to be awarded in the first five years.

Year 1	Year 2	Year 3	Year 4	Year 5

11. A statement of how the effectiveness of the certificate program will be evaluated. A quality enhancement plan addressing how the program will be further improved should then be developed.
12. The name, unit, rank, and department association of faculty associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the

program or participating in the design of the course sequence. These faculty members must be credentialed to teach the subject matter of the proposed certificate program.

13. The name and curriculum vita of the faculty member who will be designated as the coordinator of the program for purposes of communication with the university community.
14. A statement specifying what, if any, professional licenses for which the certificate qualifies.
15. The Classification of Instructional Program (CIP) title and six-digit code (descriptions available at: www.ecu.edu/cs-acad/acadprograms/programdev.cfm).
16. The number of credit hours required for a student to complete this certificate.
17. The minimum number of weeks required for a student to complete the certificate. Fall and spring semesters count as 15 weeks each and a regular summer term counts as 5 weeks. Prerequisites should be considered in determining this number.
18. A copy of the marked catalog copy submitted as a separate Word document.
19. Teacher certification programs only: A statement identifying if the unit does, or does not, intend to apply for financial aid consideration. If yes, the faculty planner should submit a completed worksheet developed by the Office of Student Financial Aid to apply for Title IV financial aid eligibility. Departments will also share responsibility for tracking gainful employment of certificate graduates.