

[Link to budget information for this new program.](#)

[Link to letter of support.](#)

The UNC Policy Manual
400.1.1.5[G]
Adopted 05/23/12¹

APPENDIX C
UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO ESTABLISH
A NEW DEGREE PROGRAM

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

Date: November 6, 2012;
Revised, February 27, 2013;
Revised, March 19, 2013

Constituent Institution: East Carolina University
CIP Discipline Specialty Title: General Studies
CIP Discipline Specialty Number: 24.0102 **Level:** B
Exact Title of the Proposed Degree: Bachelor of Science in University Studies
Exact Degree Abbreviation: BS

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

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: August Year: 2013*

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

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

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

¹This Appendix C supersedes the preceding Appendix C entitled, "Request for Authorization to Establish a New Degree Program," adopted May 6, 2009.

I. DESCRIPTION OF THE PROGRAM

- A. Describe the proposed degree program (nature, scope, and intended audience).

The bachelor of science in university studies (BSUS) is a university-wide program designed for students who seek a unique course of study outside traditional majors. This program offers the opportunity for students to develop an integrated, yet individualized, program of study that is personally interesting and professionally relevant within specific institutional guidelines. The BSUS degree is intended for students whose goals and interests for education are not met by current degree programs and offers avenues for academic innovation and accomplishment of 21st century educational goals.

The BSUS program supports the university's commitment to access by removing barriers to university completion for many students and enhances its ability to provide students with rich opportunities for meeting individual career or academic interests. Specifically, it addresses student success through increased retention and graduation rates, and provides a pathway for personal and professional development by allowing students to craft majors that better fit their intended skill sets. Completion of a degree program in an allotted time frame has become more critical due to the increasing costs of a college education. Currently, undergraduate students are subject to a 50% tuition surcharge once they have attempted 140 semester hours to complete a baccalaureate degree or more than 110% of the credit hours necessary to complete a five-year program.

The BSUS is not designed to bypass a requirement of an existing program. A Faculty Oversight Committee, representing a diverse group of faculty across the university, will be chosen to provide attention to the academic integrity of the courses chosen to comprise a thematic core. Care will be taken by the Faculty Oversight Committee that thematic cores are not designed and/or approved that in any way attempt to circumvent existing majors. The academic integrity of the program will be a function of the way in which the Committee provides oversight to the processes and policies that govern the development and implementation of the thematic cores. Examples of possible thematic cores are shown in Appendix B.

With guidance from the Faculty Oversight Committee, students seeking the BSUS degree will build a thematic core (an individualized major) for an efficient use of resources. A one-semester-hour gateway course will be developed for the program. This gateway course is intended to (1) acquaint students who choose this degree route to key concepts of an individualized major, (2) allow the self-reflection necessary to focus on this approach to academic study, (3) create a process for writing and review of the thematic core course of study with assistance and advice from faculty and academic advisors, and (4) provide a forum for students to discuss issues of common interest with regard to this academic pathway. Students will also be required to develop a career portfolio that demands research into the self-selected disciplines and the career options available. Requirements of the portfolio include personal self-reflection exercises around personal interests, personality type, values clarification, determination of skill sets, interviews with individuals in business, industry, government or educational career paths, job shadowing, and mock interviews. This course will also fulfill the educational objective of integrating coursework into a program that meets specific intellectual, career or academic interests and goals.

The objectives of the degree program are that students will:

- design an academic area of study not available through established majors;
- create (with the assistance of an advisor and upon approval by a faculty group) an integrated, “autobiographical,” coherent, synthesized degree program to meet specific intellectual, career or academic interests and goals;
- persist in their education, be retained in the university, and graduate in a more timely fashion when other options for degree completion are not available;
- identify and create a degree program in emerging disciplines or in disciplines where collaborative, integrated learning has not yet been fashioned.

During the 2008-2009 academic year, the university engaged in a year-long Strategic Enrollment Management Task Force (SEMTF) study to help direct East Carolina University (ECU) enrollment planning and student success. Four major issues were identified that impact ECU’s success including “Improving Student Retention and Graduation.” A key recommendation of the Task Force report, accepted by the ECU Board of Trustees in February 2009, was item 2.7.4.

Establish a degree in University Studies.

- B. List the educational objectives of the program.

By the time students complete the degree, they will demonstrate the ability to:

- communicate effectively, orally and in writing;
- think critically and apply analytical reasoning skills;
- analyze and solve complex problems;
- demonstrate teamwork skills;
- collaborate with others in diverse group settings;
- be innovative and creative;
- locate, organize and evaluate information from multiple sources; and
- demonstrate literacy in technology; and
- apply knowledge and skills to real-world settings through internships or other hands-on experiences

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

1. Courses

The BSUS will require two new courses:

- a one-semester-hour “gateway” course
- a three-semester-hour “capstone” course

The remainder of the degree requirements will capitalize on existing course offerings within the colleges and schools. Individual colleges, schools, and departments will retain all student credit hours for BSUS students, who will receive instruction with students from other majors.

2. Faculty

It is not anticipated that class sizes or faculty loads will increase appreciably. Academic units will profit from the enrollment of BSUS students in their courses due to the increase in productivity based on semester credit hours produced. The funds that follow credit hour production accrue back to the academic units offering individual courses. A Faculty Oversight Committee will be utilized to provide leadership and supervision for the BSUS degree. Faculty serving on this committee will be recommended by the dean of each college with approval by the Faculty Senate.

3. Facilities

Initially, three office spaces will be needed to accommodate the administration and academic advising for the BSUS (director, one advisor, and one support staff). The BSUS specific courses will utilize existing classroom space and work within the scheduling system. Therefore, no additional classroom space is required.

4. Other resources - None

- 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.

This degree program is among a number of programs in UNC institutions offering degree programs referred to as either general studies, interdisciplinary studies, or multidisciplinary studies. This degree program should prove advantageous to two particular student populations, i.e., community college transfers and military personnel. Letters of support from area community colleges with large transfer populations and from the Special Warfare Center and School at Ft. Bragg speak to the interest of potential students from these institutions and organizations. ECU is certainly open to any collaborative possibilities with other UNC institutions and/or with community colleges and military installations in eastern North Carolina. For instance, some thematic cores might not be possible at ECU without leveraging consortial agreements already in place; for example, a thematic core in German or gerontology. Our current students take courses in those disciplines through other universities.

II. JUSTIFICATION FOR THE PROGRAM - NARRATIVE STATEMENT

- A. Describe the proposed program as it relates to:

1. Institutional mission

The BSUS degree will assist ECU in meeting its mission statement, *“To serve as a national model for public service and regional transformation by... preparing our students to compete and succeed in the global economy and multicultural society.”* The program will provide additional graduates

who will enter the workforce in the region prepared for emerging academic and professional demands.

A workforce advisory committee has been appointed with members representing national corporations, small businesses, governmental agencies, health care providers, utilities providers, educational agencies, and not-for-profit organizations. The members of this group will serve as a “reality check” on the employability of students in the BSUS degree program, advise on emerging fields that established majors do not address, and assist in connecting students to mentorship opportunities (see Appendix A for a list of members).

2. Strategic plan

The 2013-18 UNC Strategic Directions plan calls for very specific actions for which the BSUS program can be a part of the attainment of system-wide goals. For example, Goal 1: Setting Degree Attainment Goals Responsive to State Needs speaks to increasing the percentage of state residents with a bachelor’s degree or higher by 6% by 2013 and for North Carolina to be by 2025 one of the top ten most educated states in the nation. Among the strategies for accomplishing this goal are “improving graduation and retention rates and time to graduation...” including re-enrolling those students who have completed some college but have not earned a degree (referred to as ‘part-way home’ students) and reaching out to active-duty military and veteran students. To reach these populations of students, a more targeted recruitment process, more flexible course delivery and supportive academic advising is critical.

Two of the four goals for the ECU strategic direction, Education for a New Century, are: (1) “We will make an East Carolina education accessible to prospective students and reach out to those who might otherwise be unable to achieve their educational potential;” and (2) “We are committed to increasing access to higher education for all students.” The BSUS proposal addresses these goals by providing options for students in choosing fields of study when current university majors are not accessible to them or not feasible to pursue in a timely fashion.

The document, ECU Strategic Action Plan (2010-13), includes two goal statements that center on related issues, access and success and persistence of students through the processes to completion. These two statements are: (1) “Cultivate a vibrant campus that ensures student access and success in undergraduate and graduate education;” and (2) “Pursue a more aggressive and integrated approach to increasing the number of students who persist through key academic thresholds.” The BSUS program addresses both of these goals through its structure and design. It minimizes obstacles for entry into an academic field of study through a degree program that provides non-traditional choices and options for completion of a degree program.

3. Responsiveness to local, regional, or statewide needs

In a survey conducted by Hart Research (January 20, 2010), entitled “*Raising the Bar: Employers’ Views On College Learning In The Wake Of The Economic Downturn*,” 302 employers indicated the skills and knowledge they wanted from college graduates. Results of the report, which was commissioned by the Association of American Colleges and Universities, indicated they value skills and abilities at least as much as specific major-related skills. Among the skills that they indicate as of increasing value are in the “intellectual and practical” realm:

- ability to communicate effectively, orally and in writing (89%);
- critical thinking and analytical reasoning skills (81%);
- ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences (79%)
- ability to analyze and solve complex problems (75%);
- ability to connect choices and actions to ethical decisions (75%)
- teamwork skills and the ability to collaborate with others in diverse group settings (70%);
- ability to be innovative and creative (70%);
- ability to locate, organize and evaluate information from multiple sources (68%); and
- ability to work with numbers and understand statistics (63%)

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

There are students in every university whose goals and interests for education may not be met for a number of reasons. Included in these reasons are:

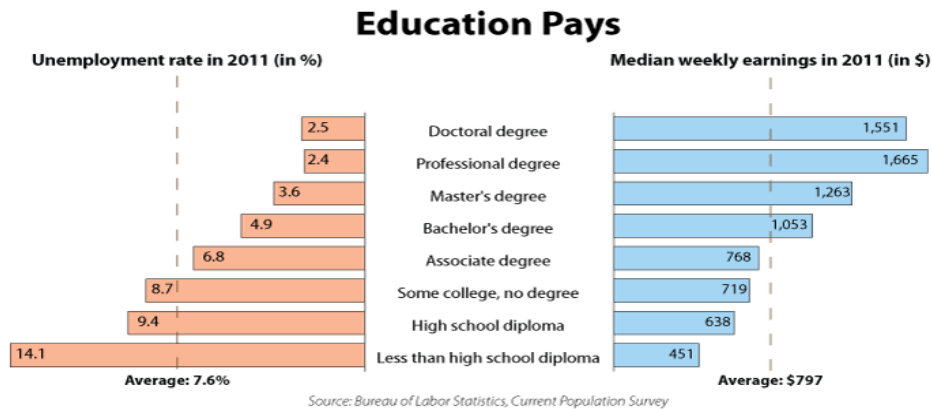
- Pre-existing degree programs offered by the university do not offer desired “major” or area of concentration. Emergent and/or unique academic/career paths are not covered by the current major/degree programs.
- Grade point average (GPA) requirements are inconsistent between desired major and major declaration requirements. In most of these cases, students do not have a GPA that meets the requirement for entry into the major or the entrance requirements change (often to a higher GPA requirement or a competitive GPA) as students are progressing toward the time to declare the major.
- Program requirements change over time. Students who return to the university after an absence face changes in either the required GPA to enter the major or in curriculum requirements of the major.

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

Of the 1712 jobs posted with the ECU Career Center for school year 2011-2012, 250 (15%) postings indicated “any major” reflecting that employers are willing to train potential employees. Based on this data, many

organizations at the regional, state and national level are prospective employers for students completing the proposed program.

The value of a college degree continues to rise; with regard to higher earnings and lower unemployment rates: According to the most recent data collected by the Bureau of Labor Statistics, a college education results in higher earnings and lower unemployment rates.



Note: Data are 2011 annual averages for persons age 25 and over. Earnings are for full-time wage and salary workers.
 Source: Bureau of Labor Statistics, Current Population Survey.

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:

The proposed BSUS degree is identified with a CIP Discipline Specialty Number of 24.0102. According to the UNC-GA website, one UNC university, Winston-Salem State University (WSSU), offers a program with a similar designation. WSSU's Bachelor of Interdisciplinary Studies (BIS) is targeted to the adult learner with at least two years of transferable credit. The purpose of the BIS degree is to provide a flexible degree program to help students advance or become more established in their careers. Degree completion requirements for the BIS are as follows:

- meet Winston-Salem State University's general education core requirements
- demonstrate basic computer literacy through appropriate courses taken as transfer or at WSSU, or through challenging the final exam for CSC 1306
- complete a Depth Study (or "concentration") of 36 semester hours (SH) with grades of C or above for the courses taken. At least 30 SH will be taken from one or more Academic Departments at Winston-Salem State University (WSSU)-or through approved transfer from other baccalaureate institutions-and of these 30 SH, at least 20 SH must be at the 3000-4000 level, with a minimum of 3 SH at the 4000 level. At least six (6) SH must be taken in courses designated as

"Interdisciplinary Studies," in addition to the 30 SH in the Depth Study.

- transfer or take a balance of elective or support courses to meet the total credit requirements
- maintain a minimum grade point average of 2.0 (C) for all WSSU courses taken
- meet upper division course requirements (20 SH for AAS graduates; 40 SH for others)
- complete a minimum of 30 semester hours of credit in WSSU courses
- complete a minimum total of 120 semester hours through transfer and WSSU courses for the degree, excluding remedial courses

The similarities between ECU's proposed BSUS degree and WSSU's BIS degree are that students are required to complete a computer literacy course, develop a depth of study, complete a minimum number of hours of coursework above 2999, maintain a 2.0 GPA, and complete a minimum of 120 semester hours for graduation.

The primary difference between the BSUS degree and BIS degree is that the BIS degree requires at least two years of transferable credit. The proposed BSUS degree allows a student to choose the degree after completing 30 semester hours (at ECU and/or any other accredited institution).

If the program duplicates other UNC programs, explain:

a. Why the proposed program is necessary or justified:

The proposed BSUS meets the needs of students whose goals and interests for education are not met by current degree programs. It provides a pathway for personal and professional development by allowing students to craft majors that better fit their intended skill sets. There is an increasing number of students, particularly those who have served in the military, who have attended various institutions and accumulate academic credits that cannot efficiently be applied to more traditional degree programs. Limitations on financial aid for these students prohibit many from completing the requirements for traditional programs. This program will ensure greater access and completion rates for students and provide them the opportunity to succeed in an increasingly competitive environment. It offers avenues for academic innovation and accomplishment of 21st century educational goals regardless of the age, ability or circumstances of students.

The BSUS degree is a unique and distinctive program due to its focus on leadership, a 48 semester-hour thematic core, computer literacy, and a capstone course that includes an internship, project, or research project under the guidance of a faculty mentor.

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

The BSUS degree encourages collaboration with UNC institutions with regard to the ability to utilize general education requirements, computer courses, and coursework that satisfies thematic core requirements. In addition there is the potential for additional collaboration with programs not offered at ECU.

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.

Not applicable

- 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.

Institution:

Winston Salem State University

Program Title: Bachelor of Interdisciplinary Studies (BIS)

Classification: 240102 General Studies

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009
Enrollment	86	111	128	138	147	147	135

	2007-2008	2008-2009	2009-2010	2010-2011
Degrees awarded	56	54	82	62

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

Year 1: Full Time 100 Part-time 25 Total 125

Year 4: Full-time 275 Part-time 75 Total 350

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.

The nature of the proposed program is very similar in concept to programs identified nationally as Individualized Major Programs (IMPs). IMPs are in place in a number of public and private institutions throughout the nation. IMPs began appearing in the 1960s and over 100 universities and colleges in the country now offer these majors. For the last four decades, many U.S. universities have offered undergraduate students the opportunity to design their own "individualized majors." Some universities have well-developed individualized major programs; others offer a degree option to students on an ad hoc basis.

Since 2009, an annual conference for participants from institutions with IMPs has been held. This conference has assembled individualized major faculty, advisors, and administrators to consider the lessons to be learned across the range of individualized major practices. In 2009, several institutions offering IMPs gathered at Indiana University for the first annual national meeting devoted to the topic of IMPs. Fourteen programs were represented by 29 representatives. The conference has been held yearly since spring 2009. At the 2011 conference, ECU presented its proposed BSUS degree model at the conference as a means of securing feedback and response from the representatives of the other institutions represented. Feedback from this group was instrumental in the revision of the original concept paper of the BSUS degree program. Among the key considerations for revision was the importance of having a "gateway" course. The other key discovery was that several programs, particularly the University of Oklahoma program, were created to serve a similar population as the ECU program. At the 2013 conference, ECU presented on the establishment of the BSUS Workforce Advisory Committee.

ECU has been represented at the 2011, 2012 and 2013 conferences where additional conversations and discussions occurred with conference attendees. The lessons learned at the 2012 conference that were incorporated into the final model included consideration of holistic thematic cores such as a combination of medicine/religion/cultures/sciences; curriculum ideas for gateway and capstone courses; the utilization of case studies to teach undergraduates about interdisciplinary content; and discussion of literature for interdisciplinary teaching and coursework. Participants at the 2011, 2012 and 2013 IMP conferences are noted below:

College/University	Conference Participants Individualized Major Programs		
	2011	2012	2013
Arkansas State University			X
Berry College		X	X
Boise State University			X
California College of the Arts	X	X	X
Carnegie Mellon University	X	X	
Drexel University	X	X	X
Duke University	X	X	X
East Carolina University	X	X	X
Georgia Institute of Technology	X	X	X
Indiana University- Bloomington	X	X	
Indiana University-Kokomo		X	
Indiana University – Purdue		X	
Ithaca College		X	X
James Madison University			X
Kennesaw State University			X
Metropolitan State College of Denver		X	X
New York University	X	X	
North Carolina A&T University	X	X	X
North Carolina State University	X	X	
North Dakota State University			X
NYU Gallatin School of Individualized Studies			X
Pennsylvania State University	X	X	
Rochester Institute of Tech.	X	X	
University of Alabama	X	X	
University of Baltimore			X
University of Connecticut	X	X	X
University of Iowa	X	X	
University of Louisville	X	X	
University of Massachusetts	X	X	X
University of Michigan	X	X	X
University of Minnesota	X		
University of Oklahoma	X	X	X
Vancouver Island University		X	
Virginia Tech			X

In addition to the IMP conference, ECU served as an institutional peer reviewer of the proposed bachelor of science in professional studies (BSPS) degree program disciplinary panel at Fayetteville State University. That dialogue helped to confirm the need for such programs and to provide direction for the BSUS proposal at ECU.

It is anticipated that the BSUS program will be an attractive program of study for a variety of special populations, including military and veteran students and those who are referred to as “part-way home” students (students with some college degree work, but who have not graduated). Both of these groups are specific targets in the UNC 2013-18 strategic plan.

In anticipation of such populations who might choose the BSUS degree path, preparations are being made to provide for online delivery of programs if the thematic core chosen by a student includes significant coursework available online (see letters of support for this program from the military, community colleges and industry leaders in Appendix B).

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.

Please see above.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).
 - Students may declare the BSUS after completion of 30 SH and must have a minimum 2.0 GPA.
 - Students must have the degree plan approved by the Faculty Oversight Committee prior to declaring.
2. Documents to be submitted for admission (listing or attach sample).

(See Appendix C for proposed application form)

B. Degree requirements. List the following:

Curriculum Area	Course	Semester Hours
Foundations curriculum	Choice within categories:	42
Gateway course	UNIV 2XXX	1
Technology-related course	Designated courses	3
Leadership Coursework	LDSP 1000 LDSP 4000	3 3
Capstone Course	UNIV 4XXX	3

Thematic Core (approved by FOC)	Current course offerings	48
Foreign language	None required	0
Minor	None required	0
Electives		14
Total semester hours required for BSUS degree		120

Additional requirements for a student to graduate with a BSUS degree:

- Complete a minimum of 120 SH (of which a minimum of 30 SH and at least one-half of the total hours required in the major discipline) must be completed through enrollment at ECU. One-half of the minimum semester hours required in the student's program must be earned through enrollment in a regionally-accredited senior college.
- Meet ECU's foundation curriculum core, writing intensive, cultural diversity, and global diversity requirements
- Have a minimum of a 2.0 cumulative GPA and a 2.0 GPA in the major requirements.
- Have a minimum of 30 SH in courses above 2999.

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.

The required courses for all students in the BSUS degree program are:

- LDSP 1000 Introduction to Leadership Studies
- LDSP 4000 Leadership Studies Capstone Seminar
- UNIV XXX Introduction to University Studies (numbering to be determined)
- UNIV XXX University Studies Capstone Experience (numbering to be determined)

A sample of some possible thematic core programs of study are provided in Appendix D. These are only samples of potential programs of study and should not be viewed as actual thematic core programs of study.

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.

Faculty in many disciplines will be teaching courses in the BSUS degree. Faculty will meet the SACS requirements for credentials in their prospective units.

- 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.

Not applicable.

- 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.

Faculty: Gateway Course: (to be taught by program director with faculty or adjunct faculty rank)
Capstone Course: (to be taught by program director with faculty or adjunct faculty rank with assistance from Faculty Fellows)
LDSP (leadership) 1000 and 4000: (use existing courses taught by existing faculty)

Faculty involvement is critical to ensure student and program success. Each year the University Studies program will provide for a course release and stipend for a select number of faculty members (see program budget) to be known as BSUS Faculty Fellows. The Fellows will work directly with students and advisors in the development of appropriate program plans. In addition the Fellows will interact regularly with the program director to build the program. The Faculty Fellow selection process will be a competitive process with Faculty Oversight Committee bearing responsibility for determining the qualifications and selection of Fellows.

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

Each program of study for the BSUS degree will be unique to the student. The program will be interdisciplinary, and students will receive instruction alongside students from other majors. There should be no additional burden on faculty workload.

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.

From the Joyner Library: Joyner Library has adequate resources to support the proposed BSUS degree. University procedures require an analysis of the adequacy of library resources when new courses, programs, and degrees are proposed. Any library-related needs are addressed at that time. Since the BSUS degree only requires one new course, a one-semester-hour gateway course, the program does not present any new library resource implications. If the BSUS degree program is successful in increasing student retention and graduation rates, the number of FTE students at ECU will increase, and this will have some service implications for

Joyner Library. Current budget and staffing levels are deemed sufficient to meet this projected increase.

- 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?

Not applicable.

- C. Discuss the use of other institutional libraries.

Due to the interdisciplinary nature of this degree students may choose to utilize other institutional libraries, but it is not a requirement.

VI. FACILITIES AND EQUIPMENT

- A. Describe facilities available for the proposed program.

The BSUS will not require dedicated instructional space for implementation. The program is interdisciplinary; therefore, all ECU instructional spaces are potential sites for coursework.

- 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.

BSUS students will attend classes with students from a host of other majors. It is not expected that the program will cause appreciable changes in classroom load in the near term. Even as the program grows over time it is anticipated that there will be minimal impact.

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

Initially, three office spaces with appropriate computer technology and telephones will be required. The need for additional office space for advisors will grow as the number of BSUS majors grows. Approximately one additional office space for an advisor would be needed for each additional 200 BSUS majors.

- D. Describe information technology and services available for the proposed program.

Because the BSUS will utilize existing classes, the program will utilize existing university lab facilities.

- E. 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.

The program will utilize existing information technology and services, both at the commencement of the program and during the next decade.

VII. ADMINISTRATION

- A. 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.

The Office of Undergraduate Studies in the Provost's Office will be the organizational and administrative home for the program during its implementation stage. The Office of Undergraduate Studies office has been chosen because it provides an academically-neutral environment for the development of the program and is built around a multitude of courses that may come from any one of the various colleges/schools offering undergraduate courses, including the professional schools and the Thomas Harriot College of Arts and Sciences. In addition, advising for students in this track will be a part of the institution's Advising Collaborative, housed in the Advising Center within the Office of Undergraduate Studies (see Appendix E for an organizational chart of where the program fits into the Division of Academic Affairs). Over time consideration will be given to its organizational location within an existing college or school or to remain housed in the divisional office of Academic Affairs.

The operating resources for the BSUS degree program will be supported by central resources of the Division of Academic Affairs. Any additional resources will be the result of reallocation of institutional resources that support retention/persistence efforts of undergraduate students. The personnel needed during the initial year of the degree program will include 1 FTE coordinator/director, 1 FTE academic advisor and 1 FTE administrative assistant.

The director of the program will supervise the BSUS academic advising staff, teach the BSUS gateway course, coordinate the Faculty Oversight Committee (see next paragraph), organize and oversee the BSUS capstone course, complete senior exit audits, and administer special projects/reports as needed. In addition, the director will advise up to 50 students in the program. The academic advisor will have an advising load of up to 200 students, assist in teaching the gateway courses, and support the director on special projects/reports.

Since this degree program is distinct among university degree programs in that content of the major will utilize existing university course offerings, only two new courses are to be added to support the BSUS degree program curriculum, a one-semester-hour “gateway” course and a three-semester-hour “capstone” course. The thematic core which serves as the “major” for the degree will be a course of study proposed by each individual student and will require faculty approval. The approval process for the thematic cores will be done through a process utilizing a Faculty Oversight Committee (FOC). The membership of this council will be made up of members of the faculty representing each of the colleges that provide undergraduate courses with the exception of the Harriot College of Arts and

Sciences, which is to be represented by two faculty members due to the breadth of curriculum programs in the College. The deans of the respective colleges will submit names of faculty for appointment as members of the FOC to the Faculty Senate for approval. Faculty members on the FOC will serve a designated term of service (3 years recommended for initial appointment) not to exceed a span of years to be decided among the Provost and the deans. A system decided upon by the Provost and the deans will provide for staggered terms on the FOC, thus providing for membership that includes members with prior service working with new members.

The approval process of the content in the thematic core as the “major” will require the student to submit a program plan to the FOC that meets the requirements of the BSUS program and demonstrates that the content will meet the learning objectives for BSUS students. Development of the thematic core will require consultation with:

- at least two faculty members representing the curriculum areas from which credit for the predominant number of courses is to be given;
- and an academic advisor.

The FOC will review the proposed thematic core and approve or disapprove the program of study. Upon approval, the student will declare a major in the BSUS degree program and proceed with the course of study. Any adjustments to the curriculum plan for a particular thematic core require the approval of the FOC.

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.

Not applicable.

- 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?

Not applicable.

- 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.

Not applicable.

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?

The BSUS is built upon individualized major programs; therefore, any subject-matter field may be considered necessary or valuable under an individually-defined thematic core. Any improvement or expansion will be accomplished through discipline-specific channels; however, no such improvements will be needed for the proposed program.

X. ADDITIONAL INFORMATION

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

None.

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.

- 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)
No cost for new faculty due to use of current faculty teaching existing courses used in student thematic cores. The BSUS program director will be expected to hold faculty or adjunct faculty rank.

Year 1

Director	85,000 + fringe benefits = \$108,892
1 Faculty Fellow	4,500 (benefits n.a.) = 4,500

Year 4 (assuming a 2% per year salary increase)

Director	90,203 + fringe benefits = \$115,240
4 Faculty Fellows	36,000 (benefits n.a.) = 36,000

2. New Non-Academic Administrative Support Positions:

Year 1

1 Academic Advisor	40,000 + fringe benefits = \$ 53,992
Adm. Asst.	32,500 + fringe benefits = 44,842

Year 4 (assuming a 2% per year salary increase)

3 Academic Advisors	
Advisor 1 (in 4 th year service)	42,448 + fringe benefits = \$56,979
Advisor 2 (in 3 rd year service)	41,666 + fringe benefits = 55,964
Advisor 3 (in 2 nd year service)	40,800 + fringe benefits = 54,968

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

Year 1:	\$6,500
Year 4:	\$10,000

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

Year 1:	\$7,500	(computers/printers/software)
Year 4:	\$2,500	(computer/printer/software)

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.

This option is unknown at this time due to the new UNC performance measures.

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

None anticipated.

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.

As noted earlier in the document, the operating resources for the BSUS degree program will be supported by central resources of the Office of Academic Affairs. Any additional resources will be the result of reallocation of institutional resources that support retention/persistence efforts of undergraduate students.

In addition, the program design and mission address issues related to increased access to and success in undergraduate education, the use of technology to deliver high quality learning opportunities, and focus on the 21st century workforce skills, and may, therefore, may an opportunity for public (and/or private) grant support.

Although grant funding is driven by many continuously evolving political and need factors, the table below contains an initial list of many current/recent grant opportunities that are being considered that could potentially support the BSUS degree program. To maximize competitiveness, a number of possible grant opportunities are listed in Appendix F. Many of these grants programs would benefit from (or require) partnerships with a local feeder school district, local feeder community college, the private sector, and/or community-based organizations. This list only includes direct Federal grants; it does not include Federal flow-through grants to the state, state grants, or corporate/private grants that may also serve as potential funding sources. It also includes non-federal grants.

XII. EVALUATION PLANS

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

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

BSUS Assessment:

Assessment of the BSUS program will utilize the Think/Value/Communicate/Lead (TVCL) framework developed by the ECU Title III Core Assessment Group. Each student will be responsible for mapping their individual plans of study against this framework.
Stated Goals:

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

- Think: integrate coursework into a program that meets specific intellectual, career or academic interests and goals;
- Think: identify and interpret information from multiple sources;
- Think: critically research, apply and analyze professional issues and concerns within designated area of study.
- Value: articulate a position that addresses Ethics, Diversity, Globalization, and/or the Environment
- Communicate: effectively in oral and written environments;

- Communicate: work collaboratively in local community groups or businesses identified in their designated area of study; and
- Lead: apply leadership strategies in varied contexts;

The student's plan and capstone deliverable will serve as the primary sources for assessment. The faculty mentors will be responsible for assessing the plan's effectiveness in addressing Goal one using a standardized rubric.

The independent evaluating committee will be responsible for assessing Goals 2-7 utilizing standardized rubrics:

Rubric 1:

Addresses Goal 1

On a scale of 1-3 (1= unacceptable, 2 = acceptable, 3 = outstanding) rate the plan's adequacy at addressing:

- Stated intellectual goal
- Stated career goal

Rubric 2:

Addressed Goals 2-7

On a scale of 1-3 (1= unacceptable, 2 = acceptable, 3 = outstanding) rate the deliverable's adequacy at addressing:

- Identifying appropriate data
- Interpreting data
- Utilizing multiple sources
- Critically researching issue
- Critically analyzing issue
- Articulating a value related issue
- Communicating orally
- Communicating in written form
- Collaboration
- Applying appropriate leadership strategy

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

The number of students enrolled in the BSUS program, number of graduates, and employment upon graduation will be tracked on a semester/yearly basis.

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

The program will be evaluated each semester and at the end of each academic year.

XIII. REPORTING REQUIREMENTS

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

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

Chancellor: _____ **Date:** _____

Appendix A

Members of the BSUS Workforce Advisory Committee

BSUS Workforce Advisory Committee

Phil Ahlschlager, Senior Vice President, Suddenlink Communications (Chairman-elect, Greenville-Pitt County Chamber of Commerce), Greenville, NC/
philip.ahlschlager@suddenlink.com; (252) 757-2201

Tony Cannon, General Manager, Greenville Utilities and Chairman, Chairman of the Board, Greenville-Pitt County Chamber of Commerce/cannonac@guc.com; (252) 551-1500

Emily Coffman, President, Faulkner & Associates, Greenville, NC/
emily@faulkneradvertising.com; 252-355-8181

Leo Corbin, Director of Human Resources, Attends Health Care, Greenville, NC/
lcorbin@attends.com; 252.830.7466

Kirk Dominick, Senior VP of Operations, Flanders Corp, Washington, NC/
kdominick@flanderscorp.com; 252-948-3094

Delilah Harris, Assistant Superintendent of Human Resources, Pitt County Schools/jacksond@pitt.k12.nc.us; 252-830-4212

Phil Hodges, CEO, Metrics, Inc., Greenville, NC/phil@metricsinc.com; 242.317.3801

Gordon Jethro, Area Executive, First Citizens Bank of Greenville/
gordonjethro@firstcitizens.com; 252-321-64319

Robert Moloney, VP, Corporate Operations, Affordable Care, Inc., Kinston, NC/
robert.moloney@affordablecare.com; 252.208.3222

Janet Mullaney, Chief Administrative Office, Vidant Health System, Greenville, NC/
janet.mullaney@vidanthealth.com; 252.847.6421

Mark Phillips, Executive Director, Eastern Region, NC Biotechnology Center/
Mark_Phillips@ncbiotech.org; 252-328-9982

Mike Taylor, Deputy County Manager/CIO, Pitt County Government/
mctaylor@pittcountync.gov; 252.902.3800

John Charles Thompson, Executive VP for Operations, BB&T, Wilson, NC/
JCThompson@BBandT.com; 252.246.3461

12.14.12

Appendix B

Letters of Support:
Fort Bragg Special Warfare Center,
Community College Partners, Industry Liaisons



DEPARTMENT OF THE ARMY
SPECIAL WARFARE EDUCATION GROUP (AIRBORNE)
UNITED STATES ARMY JOHN F. KENNEDY SPECIAL WARFARE CENTER AND SCHOOL
FORT BRAGG, NORTH CAROLINA 28310-9610

REPLY TO
ATTENTION OF

AOJK-EDG-ED

31 January 2012

Dr. Austin W. Bunch
Senior Associate Provost
East Carolina University
Greenville, NC 27858

Dear Dr. Bunch:

U.S. Army SOF (ARSOF) includes approximately 30,000 soldiers from the Active Army, National Guard, and Army Reserve who are organized into Special Forces, Ranger, and special operations aviation units, along with civil affairs units, military information support operations units, and special operations support units. ARSOF Headquarters and other resources, such as the John F. Kennedy Special Warfare Center and School, are located at Fort Bragg, NC. Five active Special Forces (SF) Groups (Airborne), consisting of about 1,400 soldiers each, are stationed at Fort Bragg and at Fort Lewis, WA, Fort Campbell, KY, and Fort Carson, CO.

Special Forces soldiers—also known as the Green Berets—are trained and educated in various skills, including foreign languages, which allow teams to operate independently throughout the world. In December 2005, the 528th Sustainment Brigade (Special Operations) (Airborne) was activated at Ft. Bragg, NC, to provide combat service support and medical support to Army special operations forces. An elite airborne light infantry unit specializing in direct action operations, the 75th Ranger Regiment is headquartered at Fort Benning, GA, and consists of three battalions. Army special operations aviation units, including the 160th Special Operations Aviation Regiment (Airborne), headquartered at Fort Campbell, KY, feature pilots trained to fly the most sophisticated Army rotary-wing aircraft in the harshest environments, day or night, and in adverse weather.

Some of the most frequently deployed SOF assets are civil affairs (CA) units, which provide experts in every area of civil government to help administer civilian affairs in operational theaters. The 95th Civil Affairs Brigade (Airborne) is the only active CA unit; all other CA units reside in the Reserves and are affiliated with conventional Army units. Psychological operations units disseminate information to large foreign audiences through mass media. The active duty 4th Psychological Operations (PSYOPS) Group (Airborne) is stationed at Fort Bragg, and two Army reserve PSYOPS groups work with conventional Army units.

At the end of the qualification course soldiers who voluntarily participate in the Fayetteville Tech Community College (FTCC) associates degree program, complete the required 17 hour residency and successfully complete the qualification course requirements will earn an Associate Degree in General Education with a concentration in Strategic Security Studies. After an extensive review of the Programs of Instruction from the CA, MISO and SF Qualification Courses and the creation of curriculum crosswalks for selected FTCC courses, FTCC has reviewed our petition for credit and approved at least 48 semester hours of credit for each of the three Special Operations Qualification Courses.

Over the past 36 months, the USAJFKSWCS Department of Education has surveyed all new students attending all three of the ARSOF Qualification Courses. Of the 3,000 ARSOF Enlisted Soldiers surveyed annually, only 3.5 percent had earned a college degree, while more than 60% had earned some college credit through attendance at one or more regionally accredited

educational institutions during their military careers. 40% of ARSOF Soldiers had earned nine or fewer college credits, while 60% had earned between 30 and 130 credit hours. The degree majors were spread across 22 majors and most of these Soldiers had no plan for completing their degree with any of their previously attended educational institutions.

A Bachelor of Science in University Studies as is being proposed at East Carolina University is a good match for our soldiers and would allow them to earn a degree that would help them be better Special Operators, while exposing them to important theory building and research.

There are many positives to our soldiers receiving a degree in University Studies. Specifically, these are:

- It would provide for the development of valuable leadership skills, cultural awareness, and communication proficiency;
- Critical thinking is definitely enhanced;
- Our soldiers will be able to experiment and "discover" in different fields at one time;
- Build self-discipline for their real world mission; and
- As a foundational degree at the undergraduate level, it can lead to advanced education and specialization in related and specialized fields.

We look forward to learning more about the implementation of this degree.

Sincerely,

///ORIGINAL SIGNED///

David. L. Brand
Deputy Director of Education, Special Warfare Education Group (Airborne)
United States Army John F. Kennedy Special Warfare Center and School
Ft. Bragg, North Carolina



PO Box 188, Kinston, NC 28502-0188 • Telephone 252.527.6223 • www.lenoircc.edu

OFFICE OF THE PRESIDENT

August 14, 2012

Dr. Austin Bunch
Senior Associate Provost
East Carolina University
Mail Stop 111, Spilman
Greenville, NC 27858

Dear Dr. Bunch,

Subject: Letter of Support for Bachelor of Science in University Studies (BSUS)

As President of Lenoir Community College, I am pleased to write this letter of support for your proposed Bachelor of Science in University Studies degree program. Community colleges in North Carolina recognize the need for well-rounded students who are prepared with the fundamental skills to meet the needs of today's workforce. For many students, choosing a career path is one of the most difficult parts of their college experience. This proposal will provide students with diverse career and post graduate opportunities through this alternative degree program.

The BSUS degree will provide students with more individualized opportunities to complete a degree in a way that takes advantage of a broad range of opportunities within the university. Your innovative proposal allows students to cross over the lines of traditional majors and recognizes alternative approaches to graduation. This degree offers students skills that are in demand and they can qualify for many different kinds of jobs. Today's employers value potential candidates who possess skills such as communication, analysis, problem-solving, and critical thinking. This program promises the opportunity for students to demonstrate skills needed for entry-level positions or the potential to continue their studies at the graduate level.

Lenoir Community College's transfer students will clearly have the opportunity to take advantage of this degree program that is sure to appeal to both traditional and non-traditional students. I look forward to working with East Carolina University in providing this opportunity for our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Brantley Briley", is written over a large, stylized flourish.

Brantley Briley, Ed.D.
President



August 1, 2012

Office of the President

Telephone 252.493.7220
Fax Number 252.321.4558
Courier Number 01-45-28

www.pittcc.edu

East Carolina University
Attn: Dr. Austin W. Bunch
Senior Associate Provost
ECU Mail Stop 111
Spilman 111
Greenville, NC 27858

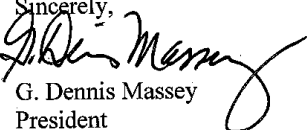
Dear Dr. Bunch:

Pitt Community College is writing this letter in support of East Carolina University's plan to have a Bachelor of Science in University Studies (BSUS) degree program. The Bachelor of Science in University Studies (BSUS) degree program is to be a university-wide program designed for students seeking a course of study that is personally interesting and professionally relevant outside of the traditional majors approach to successful degree completion.

We believe this type of approach to individualized programs of study will be of interest to students who transfer to ECU with an associate's degree. In particular, it may provide avenues of completion and focus for students transferring with an Associate in Applied Sciences rather than the more traditional AA and AS transfer degrees. As AAS degrees are focused on specific workforce needs, to provide these students a constructive way to further their education along similar fields will nourish leaders in those various fields, such as Health Sciences, or Industrial Technologies. Meanwhile, it will, of course, be a great option for students who begin their programs at ECU as well. Students will be allowed to clearly focus upon what they are most interested in, applying varied college credits towards individualized programs of study.

Pitt Community College's university transfer programs could provide a means of making students aware of the new BSUS degree program. Pitt Community College counselors and faculty advisors continually learn about new program options available to student who wish to transfer, and so this new program would be included in such materials.

We envision that this new program will foster additional opportunities for educational and professional exchanges in the existing excellent relationship between Pitt Community College and ECU.

Sincerely,

G. Dennis Massey
President



VIDANT HEALTH™

July 16, 2012

Dr. Austin W. Bunch,
Senior Associate Provost
ECU Mail Stop 111, Spilman
East Carolina University
Greenville, NC 27858

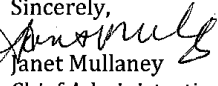
Re: Proposed Undergraduate Studies major

Dear Dr. Bunch:

Vidant Health employs over 11,000 employees with a wide range of skills and professions. Over the years, we have enjoyed an outstanding relationship with East Carolina University as a valued partner in preparing those employees for success in our health system. Therefore, we are encouraged to learn of the potential for a major for students in which individual study tracks have been developed.

It is my understanding that this program will attract students who seek a course of study that is personally interesting and professionally relevant outside of the traditional "majors" approach to successful degree completion. This program offers students the opportunity to develop an integrated, yet individualized program of study within specific guidelines that meets either future career or advanced study needs. This type of program screams innovation, and that is what we are looking for in our future work force. In addition to innovation as a key competency, we are also seeking individuals with creativity, problem-solving skills, analytical thinking, relationship-building, collaboration, communication (both oral and written) skills, and an understanding of leadership processes.

It is a pleasure to have been asked to serve on the Business/Industry Advisory Council for the proposed degree. I know my colleagues on the council join me in expressing appreciation for the potential students with this degree means to an educated workforce in our community and across our state and nation.

Sincerely,

Janet Mullaney
Chief Administrative Officer

2100 Stantonsburg Road
Greenville, NC 27834-2818
PO Box 6028
Greenville, NC 27835-6028
252.8474100
VidantHealth.com



July 23, 2012

Dr. Austin W. Bunch,
Senior Associate Provost
ECU Mail Stop 111, Spilman
East Carolina University
Greenville, NC 27858

Re: Proposed Undergraduate Studies major

Dear Dr. Bunch:

Attends Healthcare Products is a major employer in Pitt County with a variety of positions in our workforce. We are pleased to learn of the proposed Undergraduate Studies major at ECU that will allow students to develop individualized majors. This is an exciting approach to academic preparation. You have shared with us that among the major learning objectives in the proposed program are a number of key characteristics that employers seek in their workforce. These skills of problem-solving, analytical thinking, relationship-building, collaboration, and communication are of vital importance to us. I also know that you have included as a part of the major coursework in leadership studies. As the past chair of the leadership institute run by the Greenville-Pitt County Chamber of Commerce, I can attest on a first-hand basis to the importance of understanding and developing leadership skills.

Our industry is one, not unlike many others, in which we on-the-job training is critical in addition to whatever the area of study in the university might have been.

I am excited about the possibilities this major brings and look forward to its implementation.

Sincerely,

A handwritten signature in black ink, appearing to read "Leo Corbin".

Leo Corbin
Director Human Resources
Attends Healthcare Products, Inc.



July 10, 2012

Dr. Austin W. Bunch
Senior Associate Provost
ECU Mail Stop 111, Spilman
East Carolina University
Greenville, NC 27858

Re: Proposed Undergraduate Studies major

Dear Dr. Bunch:

Greenville Utilities employs a wide spectrum of professionals across a number of disciplines. We are encouraged to learn of the potential for a major for students in which individual study tracks have been developed. This kind of study is encouraging to me because it shows a number of key characteristics that we seek in our team of employees: skills in problem-solving, analytical thinking, relationship-building, collaboration, communication (both oral and written), and an understanding of leadership processes. These skills are as important to us in many of our positions as is the area of study for the undergraduate major. Like a number of businesses and industries, it is necessary and critical that we do in-house training to work in various roles in the utilities business.

I will also wear my Chamber of Commerce hat (I serve as the current chairman of the board of directors) in noting that the skills noted above are critical and common across a variety of business and organizations that are a part of the Chamber family. We applaud East Carolina University for taking this approach to helping prepare a talent pool among potential workforce members.

It is a pleasure to have been asked to serve on the Business/Industry Advisory Council for the proposed degree. I know my colleagues on the council join me in expressing appreciation for the potential students with this degree means to an educated workforce in our community and across our state and nation.

Sincerely,

A handwritten signature in black ink, appearing to read "Anthony Cannon".

Anthony C. Cannon
General Manager/Chief Executive Officer

P.O. Box 1847
Greenville, NC
27835-1847
252 551-1500
www.guc.com

Your Local
Advantage

Appendix C
BSUS Application for Admission Form

BSUS Admission Application		
Banner ID:		Pirate ID:
Last:	First:	Middle:
Campus Address:		
City:	State:	Zip:
Permanent Address:		
City:	State:	Zip:
Proposed Theme		
Title:		
Description:		
BSUS Advisor		
Advisor Name:		Email:
Faculty Mentors		
Faculty Name:		
Department:		
Campus Address:		
Phone:		Email:
Faculty Name:		
Department:		
Campus Address:		
Phone:		Email:
Capstone Intentions		
<input type="checkbox"/> Project	<input type="checkbox"/> Internship	<input type="checkbox"/> Thesis
Description:		
Courses in Plan of Study:		

Appendix D

DISCLAIMER: Based upon feedback from faculty and advisors who have worked closely with students, the following potential thematic cores were created as examples. These are not proposed plans of study, but represent potential paths student might choose to pursue in developing a thematic core. Each thematic core developed by students will require the approval of the Faculty Oversight Committee.

Samples of the 48 SHthematic cores

Sample Thematic Cores

Interdisciplinary across colleges: Social Media

Draft Author	Course Number	Course Title
Paul Schwager Karen Kus	ACCT 2101 COMM 2104 COMM 2210 COMM 3120 COMM 3172 FINA 2244 FINA 3004 LDVP 3403 MGMT 3202 MKTG 3832 MKTG 4732 MKTG 4972 MRKT 4975 PHIL 2274 OR 2275 PLAN 1900 SOC 4345	Survey of Financial and Managerial Accounting Public Relations and Corporate Writing W Writing for the Electronic Mass Media Public Relations Theory Media Effects Legal Environment of Business Survey of Financial Management Seminar in Leadership Development Fundamentals of Management Marketing Management Consumer Behavior Social Media Marketing Electronic Commerce Business Ethics/Professional Ethics Planning for the Human Environment Racial and Cultural Minorities

Interdisciplinary across colleges: Socially Responsible Leadership

Draft Author	Course Number	Course Title
Paul Schwager Karen Kus	ACCT 2101 COMM 3180 ECON 3750 ENGL 3880 FINA 2244 FINA 3004 LDVP 3403 MGMT 3202 MGMT 4342 MGMT 4242 MGMT 4343 MKTG 3832 POLS 3202 PHIL 2274 OR 2275 SOC 3400 SOC 4345	Survey of Financial and Managerial Accounting Intercultural Communication Economics of Poverty and Discrimination Writing for Business and Industry Legal Environment of Business Survey of Financial Management Seminar in Leadership Development Fundamentals of Management Organizational Change and Development Organizational Behavior Organizational Leaders and Leadership Marketing Management The American Executive Business Ethics/Professional Ethics Introduction to Gender and Society Racial and Cultural Minorities

Interdisciplinary across colleges: CDFR/Education (non-license):

Draft Author	Course Number	Course Title
Ginger Woodard Ellen Deters	Choose 48 SH from:	
	CDFR 1103	Marriage and Family Relations
	CDFR 2000	Child Development I
	CDFR 2001	Child Development II
	CDFR 3002	Child in the Family
	CDFR 3150	Intro Early Childhood Intervention
	CDFR 3215	The Family as Consumers
	CDFR 3306	Guiding Children's Behavior
	CDFR 4006	Families, Sexuality and Gender Roles
	CDFR 4303	Families and Cultural Diversity
	CDFR 4313	Trends and Issues in Family Studies
	CDFR 4390	Family Resource Management
	ELEM 2123 or SPED	Early Experiences teach.
	2123	
	EDUC 3200	Intro to Amer. Educat.
	ELEM 3235, 3236	Cur. & Inst. Elem. Ed.
	ELEM 3250	Language Arts
	ELEM 3275	Early and Elem. Curric.
	HLTH 3244	Hlth for Elem. School
	SCIE 3216	Science for Elem. Ed.
	SPED 2000	Intro. to Except. Child
	ART 3850	Art in Elem. School
	MATE 3050, 3051	Math P-2, Field Exper.
EXSS 3545	PE for Elem. Edu.	
PSYC 2201	Psychology of Childhood	
PSYC 4305	Educational Psychology	
MUSC 3018	Music for Elem. Teach.	
READ 3204	Fund. of Reading	
READ 3205, 3206	Diagnostic Read/Pract.	
READ 5317	Reading Jr./Sr.	

Interdisciplinary within a college: Global Technology Management

Draft Author	Course Number	Course Title
Leslie Pagliari Mary Gabrielsen College of Technology and Computer Science Note: These courses are offered on-line and core "pairs" well with a business minor.	ITEC 2000 or ITEC 3000 IDIS 2830 IDIS 2771 IDIS 3815 IDIS 3835 ITEC 3290 ITEC 3292 ITEC 3300 ITEC 3800 ITEC 4293 18 SH approved Electives	Computer App. or Internet Tools Tech. ERPP Systems for Distributors Intro to Distribution and Logistics Supply Chain Logistics Security/ Risk Analysis Technical Writing Industrial Safety Project Management Cost & Capital Analysis Industrial Supervision

Interdisciplinary within a college: Human Ecology

Draft Author	Course Number	Course Title
Ginger Woodard Ellen Deters	Choose 48 SH from: NUTR 1000 NUTR 1010 CDFR 1103 CDFR 2000 CDFR 2001 CDFR 2400 CDFR 3002 CDFR 3215 CDFR 4303 SOCW 1010 SOCW 2010 HMGT 1350 HMGT 1500 MRCH 1135 MRCH 2239 IDSN 1180 JUST 1000 JUST 3500	Contemporary Nutrition Cultural Foods Marriage and Family Relations Child Development I Child Development II Introduction to Gerontology Marriage and the Family The Family as Consumers Families and Cultural Diversity Intro. to Social Welfare Intro. to Social Practice Intro to Hospitality Management Multicultural Hospitality Management Principles of Merchandising Apparel and Human Behavior Interior Design Fundamentals Intro to Criminal Justice Principles of Criminal Law

Interdisciplinary across colleges: Intellectual Capital

Draft Author	Course Number	Course Title
Laurie Textor Jayne Geissler Paul Schwager	COMM 1001 COMM 2410 or 2420 COMM 3160 FINA 2244 MIS 2223 or ITEC 2000 PSYC 3241 Choose 15 SH from below: ACCT 2101 COMM 2104 COMM 3142 COMM 3153 COMM 4135 ETHN 2001 ETHN 3500 MGMT 3202 REHB 2003 SOCI 3289 SOCI 3400 SOCI 4320 SOCI 4322 SOCI 4337 SOCI 4345	Certificate in Business and Technical Writing (15 sh) Introduction to Communication Public Speaking Organizational Communication Theory Legal Environment in Business Introduction to Computer Personnel and Industrial Psychology Survey of Financial and Managerial Accounting Public Relations and Corporate Writing Small Group Communication Interpersonal Communication Gender and Communication Introduction to Ethnic Studies Selected Topics in Ethnic Studies Fundamentals of Management Alcohol Drug Abuse: Health and Social Problem Community Organization Introduction to Gender and Society Sociology of Law Law and Social Change Principles of Sociology Racial and Cultural Minorities

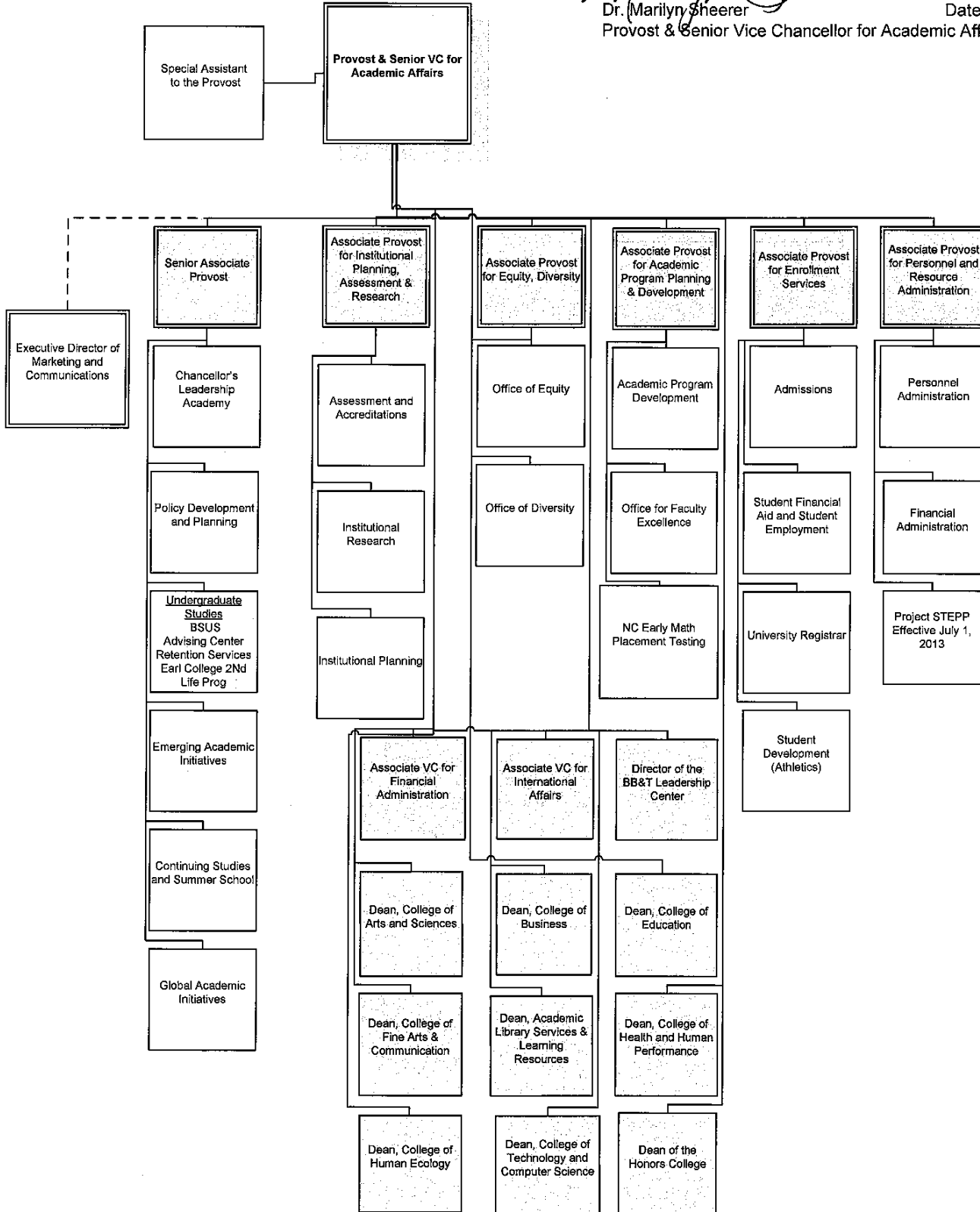
Appendix E

Organizational Chart

Division of Academic Affairs

Revised: March 19, 2013

Marilyn Sheerer 3/19/13
 Dr. Marilyn Sheerer Date:
 Provost & Senior Vice Chancellor for Academic Affairs



Appendix F
Possible Grants Support Programs

Grant Program	Purpose	Projected Date
Federal		
US Department of Education - TRIO: Student Support Services (SSS)	Provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. Also may provide grant aid to current SSS participants who are receiving Federal Pell grants. The goal is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next. Projects include: instruction in basic study skills; tutorial services; academic, financial, or personal counseling; assistance in securing admission and financial aid for enrollment in four-year institutions; assistance in securing admission and financial aid for enrollment in graduate and professional programs; guidance on career options; mentoring and special services for students with limited English proficiency (LEP); and college scholarships.	Fall 2014
US Department of Education - TRIO: Educational Opportunity Centers (EOC)	Provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. Projects include: academic advice, personal counseling, and career workshops; information on postsecondary education opportunities and	April 2015

Grant Program	Purpose	Projected Date
	<p>student financial assistance; help in completing applications for college admissions, testing, and financial aid; coordination with nearby postsecondary institutions; media activities designed to involve and acquaint the community with higher education opportunities; tutoring; mentoring; education or counseling services designed to improve the financial and economic literacy of students; and programs and activities previously mentioned that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students.</p>	
<p>US Department of Education - Strengthening Institutions Program (Title III)</p>	<p>Become self-sufficient and expand capacity to serve low-income students by providing funds to improve and strengthen academic quality, institutional management, and fiscal stability. Funds may be used for planning, faculty development, and establishing endowment funds. Also supported: administrative management, development and improvement of academic programs, joint use of instructional facilities, construction and maintenance, and student services.</p>	<p>July (annually)</p>
<p>US Department of Education - Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP)</p>	<p>Designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Six-year grants to partnerships provide services at high-poverty middle and high schools, serving an entire cohort of students beginning no later than the seventh grade and following the cohort through high school. Also provides college scholarships to low-income students.</p>	<p>June (annually)</p>

Grant Program	Purpose	Projected Date
National Science Foundation – Transforming Undergraduate Education in Science, Technology, Engineering, and Mathematics	To improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. Encourages projects that have the potential to transform undergraduate STEM education by bringing about widespread adoption of classroom practices that embody understanding of how students learn most effectively.	May (annually)
National Science Foundation – Research Experiences for Undergraduates	To involve students in meaningful ways in research programs based in a single discipline or academic department, or interdisciplinary or multi-department research opportunities with a coherent intellectual theme.	August (annually)
Non-Federal		
Educause	Next Generation Learning Challenges (NGLC) is a collaborative, multi-year initiative focused on identifying and scaling technology-enabled approaches to dramatically improve college readiness and completion, especially for low-income young adults. NGLC, therefore, addresses college readiness and completion as a continuum of interrelated issues spanning secondary and postsecondary education (grades 6-16).	Ongoing
Lumina	Lumina Foundation’s grantmaking is primarily proactive in nature. In other words, a large majority of their grants are awarded to partners solicited by the Foundation based on unique capacity or position to leverage large-scale systemic change. However, they have allocated a modest amount of grant monies for unsolicited inquiries in an effort to encourage innovative ideas that relate to: increasing awareness of the benefits of higher education;	Ongoing

Grant Program	Purpose	Projected Date
	improving student access to and preparedness for college; improving student success in college; and productivity across the higher education system.	

At the 2011 External Funding Conference hosted by the Grants Resource Center (GRC) of the American Association of State Colleges and Universities (AASCU), the speakers addressed current federal agencies' significant research and policy considerations. Speakers from the National Institutes of Health (NIH), National Science Foundation (NSF), Environmental Protection Agency (EPA) and the U.S. Departments of Education (ED), Energy (DOE), Labor (DoL) and Defense (DoD) gave overviews of each agency's current focus and emphasis in regard to future trends in funding and research. Each agency stressed a larger focus on K-12 and undergraduate education. Through innovative programs and research, federal funding will support activities designed to support the quality of, as well as address President Obama's policy proposals and actions to date on key higher education issues outlined in *The American Association of State Colleges and University's 2011 Public Policy Agenda*:

- College Affordability/Financial Aid
- College Access
- College Readiness
- University-based Research
- Fiscal Sustainability for Public Postsecondary Education
- Campus Modernization
- Teacher Preparation
- Supporting Two-Year Academic Programs

The BSUS degree program is strategically positioned to address these stated priorities in partnership with PK-12, community colleges, and business and industry. Specific examples are issues around diminishing Federal and state resources for financial aid and minimizing the number of students who will have reached the 140 semester-hours ceiling before the imposition of the tuition surcharge.