# Table of Contents

## Chapter One: Curriculum Development
- Overview of Graduate Curriculum Development ................................................................. 1.1
- Graduate Curriculum Committee Course Submission Procedures ............................................... 1.3
- Graduate Curricular Actions Table ............................................................................................. 1.5
- Instructions for Completing the Graduate Curriculum Committee’s Course Proposal Form for Courses Numbers 5000 and Higher ........................................................................................................... 1.6
- Graduate Curriculum Committee Course Proposal Form for courses Numbered 5000 and Higher .............................................................................................................................. 1.10
- Signature Form for GCC Curricular Changes .............................................................................. 1.14
- Guidelines for Developing and Revising Courses ...................................................................... 1.15
- Guidelines for Writing Course Descriptions .............................................................................. 1.17
- Guidelines for Searching the Graduate Catalog for Affected Units ........................................... 1.19
- Guidelines for Developing/Revising Degree Requirements and Preparing Marked Catalog Copy .............................................................................................................................. 1.22
- Sample: Typical Memorandum of Request .................................................................................. 1.26
- Sample: Typical Course Proposal Form Depicting a Course Revision ......................................... 1.28
- Sample: Typical Marked Catalog Copy ......................................................................................... 1.32
- Sample: Course Proposal Form Depicting a New Variable Credit Independent Study Course .... 1.36

## Chapter Two: New Program Development
- Graduate Program Development – Overview .............................................................................. 2.1
- Process for New Academic Program Development ................................................................. 2.6
  - Master’s Degree Process Checklists ......................................................................................... 2.10
  - Research/Professional Practice Doctoral Degree Process Checklists ....................................... 2.14
- Academic Program Development Timeline .............................................................................. 2.19
- Instructions for Completing Program Development Package ..................................................... 2.25
  - Request for Inclusion .............................................................................................................. 2.26
  - Assessing Readiness to Offer a New Degree Program ............................................................. 2.30
  - On-Campus Budget Template ................................................................................................. 2.34
  - Letters of Support and Submission Procedure ........................................................................ 2.44
  - Phase I: Appendix A: Request for Authorization to Plan ........................................................ 2.45
  - Phase II: Appendix C: Request for Authorization to Establish a New Degree Program ........ 2.50
  - Phase III: Curriculum Approval ............................................................................................. 2.58
- Appendices ................................................................................................................................. 2.59
- Glossary .................................................................................................................................... 2.65
Chapter One: Curriculum Development
OVERVIEW OF GRADUATE CURRICULUM DEVELOPMENT

Curriculum development is a faculty responsibility. Proposals for new courses and revision of existing courses originate within the various schools and departments and within interdepartmental committees, and are approved by the unit faculty in accordance with unit code provisions. After approval by the academic unit faculty, the curriculum package requires the approval of the college or school curriculum committee as appropriate prior to submission to the Graduate Curriculum Committee (GCC) for consideration. Changes to courses affecting any teacher education program require approval by the Council for Teacher Education (CTE), and courses requesting service-learning credit must secure approval by the Service Learning Committee (SLC).

Role of the Resource Person

Each college/school has an appointed resource person. This individual is an independent and unbiased facilitator of the curriculum process. This role may include guiding the development, organization, and submission of the curriculum proposal package. The resource person is not an additional step in the curriculum approval process.

Overview of the Curricular Revision Process

1. With guidance from the college/school resource person, the faculty member prepares a proposal package that includes:
   - Explanatory memorandum
   - Course proposal form(s)
   - Marked catalog copy
   - Copy of e-mail verification from Diane Coltraine (coltrainem@ecu.edu), Office of the Registrar, for new course number(s)
   - Copy of e-mail verification from Diane Coltraine (coltrainem@ecu.edu), Office of the Registrar, for new prefixes
   - Documentation that units directly or indirectly affected by the curriculum request have been notified
   - Completed signature form

2. Approval by the unit graduate faculty.

3. Approval of college/school curriculum committee as appropriate.

4. Approval of the CTE, if curriculum package includes revisions to any course that affects any teacher education program.

5. Approval of SLC, if curriculum package includes the development or revision of courses with the service-learning (SL) or (SL*) designation.

6. Two weeks prior to the requested GCC consideration, the curriculum planners submit the complete curriculum package (including a scanned copy of the completed signature form) to the GCC mailbox (gcc@ecu.edu).

7. Faculty member(s) submitting the proposal should attend the GCC meeting at which the proposal will be considered. Resource persons are expected to attend in order to aid in expediting the revision process.

8. Revisions requested by the GCC must be submitted within one week and approved before the proposal will be forwarded to the Graduate Council (GC). If recommended changes are sufficiently substantive, the GCC may request additional documentation and/or new approvals prior to forwarding the package to the Graduate Council.
9. The Graduate Council gives approval of all proposals, based on the recommendation of the GCC. Originating department maintains archived copies of all approved curricular materials. Signature forms are archived within the Office of Academic Program Planning and Development.

10. Units are required to submit requests for new certificates, concentrations, minors, and/or programs to the Educational Policies and Planning Committee (EPPC) following approval by the Graduate Council. Actions approved by the EPPC are forwarded to the chancellor for final approval.

11. Faculty may consult the GCC Web site to check the status of the minutes’ approval for the meeting at which their package was presented and will receive an e-mail notification once the minutes/curricular actions have been approved by the chancellor.

12. Updates to Banner and Acalog, the university’s catalog management system, are not completed until final approval of the curricular actions have been approved by the chancellor.
GRADUATE CURRICULUM COMMITTEE COURSE SUBMISSION PROCEDURES

The Graduate Curriculum Committee has an e-mail account (gcc@ecu.edu) to which all submissions of curriculum forms, proposals, and memoranda of request are made. Inquiries about the guidelines for submitting curriculum packages may also be sent to gcc@ecu.edu.

All materials for review and action by the committee must be sent to the committee chair at gcc@ecu.edu as e-mail attachments. The entire package must be complete before it can be considered by the committee. All materials for consideration must be received by 5:00 p.m., two weeks prior to the scheduled committee meeting. The electronic files will be posted to the committee Web site for review by all interested parties.

Before Submitting to the GCC:

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

1. Secure approval of the graduate faculty and/or college/school/department curriculum committee for the requested curriculum changes. The representative of the unit graduate faculty and/or the college/school/department curriculum committee chair must sign a signature form for changes being submitted (one form per curriculum package).

2. Secure approval from the Council for Teacher Education (CTE) if the curricular revision has any impact upon any course required for a teacher education program. A signature from the chair of CTE is required on the signature form.

3. Secure approval from the Service Learning Committee (SLC) if applicable.

4. Secure e-mail verification from Diane Coltraine (coltrainem@ecu.edu) for new course numbers.

5. Secure e-mail verification from Diane Coltraine coltrainem@ecu.edu) for proposed new prefixes.

6. Secure documentation of communication with possibly affected units.

The signature form and e-mails should be included as part of the curriculum revision package submitted electronically to the GCC.

GCC Submission Process:

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

1. Prepare a complete curriculum revision package (described below). Do not send any part of the package until it is fully completed.

2. Only one completed signature form and one comprehensive memorandum of request should be included in each curriculum package. The completed signature form should include all required signatures, be in a (.pdf) format, and must be submitted with the curriculum package electronically in order for the package to be considered for agenda placement.

3. Attach each electronic item in the curriculum revision package to one e-mail and send to: gcc@ecu.edu. Materials must be submitted electronically by 5:00 p.m., two weeks prior to the scheduled GCC meeting. A schedule of submission deadlines is available at www.ecu.edu/cs-acad/gcc/index.cfm.
4. The proposers and/or resource person will receive a notification e-mail once their package has been placed on a meeting agenda. This e-mail will contain a link to the meeting agenda on the GCC Web site at which their curriculum proposal package will be reviewed. The agenda will contain the date, time, and location of the GCC meeting and the linked documents for each proposal package. It is recommended that the proposers and/or resource person review these links prior to attending the scheduled GCC meeting.

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

**Complete Curriculum Package:**

A complete curriculum package consists of a collection of electronic files. E-mail communications should be in Microsoft Outlook (.msg) or (.pdf) format. The completed signature form should be scanned into a (.pdf) file. All other files should be in Microsoft Word format (.doc). Any electronic files not in these formats will be returned, delaying their consideration. Moreover, it is important that you turn off the track changes option in Microsoft Word. **Any Word file submitted with track changes turned on will be returned.** The required files that comprise a complete curriculum package are:

1. **Explanatory Memorandum:** A separate Microsoft Word document, addressed to the GCC chair, outlining the content and requested action regarding the package that is being submitted.

2. **Course Proposal Forms:** Separate Microsoft Word document(s) for each course proposal form. The course description and objectives cannot be changed without approval of the GCC.

3. **Marked Catalog Copy:** A separate Microsoft Word document containing marked catalog copy, clearly illustrating the proposed curricula revisions to the existing catalog. Marked catalog copy includes both degree requirements and course descriptions. **Catalog revisions must be marked as follows:**
   - Deletions should be identified with strikethrough using a red font
   - Additions should be identified with blue font

4. **Completed Signature Form:** A separate (.pdf) document containing all necessary signatures.

5. **Supporting Documentation:** E-mail from the Office of the Registrar, affected departments, etc. **The GCC does not require that you obtain APPROVAL from other units/programs, only that you NOTIFY them and REQUEST A RESPONSE within five working days.** Documentation of notification to the affected academic degree programs must be included with your curriculum submission. If your proposal overlaps with an existing course/program that you did not identify, your proposal can be tabled.

    **Any curriculum package not adhering to these requirements will be returned, thus delaying consideration by the GCC.**
# GRADUATE CURRICULAR ACTIONS

Actions needing Graduate Curriculum Committee (GCC) approval and the required components. Please refer to the GCC Web site for additional information before submitting your package to the GCC mailbox (gcc@ecu.edu). Approved by the GCC on 01-19-11.

<table>
<thead>
<tr>
<th>Action</th>
<th>Explanatory Memorandum of Request</th>
<th>Course Proposal Form</th>
<th>Marked Catalog Copy</th>
<th>Signature Form</th>
<th>Email from Registrar</th>
<th>Supporting Documentation Related to Affected Units</th>
<th>Appear Before Committee</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X - Notification</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Course Description Change</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X - Notification</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Course Number Change at Same Level</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X - Notification</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Course Number Change at Different Level</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X - Notification and memoranda of support</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Credit Hour Change</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X - Notification</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Objectives Change</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X - Notification</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Prefix Change</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X - Notification</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Prerequisite Change (NO CONTENT CHANGE)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X - Notification</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Title Change Only (NO CONTENT CHANGE)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X - Notification</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Deleting a Course</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X - Notification and any responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banking a Course</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X - Notification and any responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unbanking a Course</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTIONS FOR COMPLETING THE GRADUATE CURRICULUM COMMITTEE’S COURSE PROPOSAL FORM FOR COURSES NUMBERED 5000 AND HIGHER

Important:
- Use this form only for courses numbered 5000 and higher. Courses numbered between 1000 and 4999 should be submitted to the University Curriculum Committee.
- Specific guidelines for submitting curriculum revision packages can be found at: www.ecu.edu/cs-acad/gcc/index.cfm.

General Instructions:
- Each box on the form must be completed.
- To type in a box, position your cursor in the box, and click once (if using a Macintosh computer) or left-click once (if using a PC) with the mouse, and type.
- Save the form as a Microsoft Word document, and submit electronically according to the instructions for submitting curriculum packages found at: www.ecu.edu/cs-acad/gcc/index.cfm. Files that cannot be opened due to being saved in an inaccessible format will be returned.

Instructions for Each Item on Course Proposal Form:

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

1. List the prefix and course number for the course, (e.g., GEOG 6100 or EXSS 6345).

2. Type in the date the form was completed in the format: mm/dd/20yy

3. Put an “X” in the appropriate box. When requesting approval for a new course, an available course number must be chosen. E-mail verification from Diane Coltraine (coltrainem@ecu.edu), Office of the Registrar, confirming availability of the course number is required. If you are renumbering a course, type in the old and new numbers in the appropriate boxes. Otherwise, leave those two boxes blank. Forward the registrar’s e-mail verification to the GCC mailbox with your curriculum package. Identify if the new/revised course will be required in one of the degrees/minors/certificates offered by your unit by placing an “X” in the appropriate box.

4. Current/proposed and future method of delivery (if a course is offered by section in more than one method, check all that apply). Put an “X” in the appropriate box for the category (on-campus, distance, or online course) for both the current and future method of delivery expected within the next three years. If 50% or more of the course content is delivered online, this course should be categorized as online.

5. Justification. Identify the committee or group (e.g., Graduate faculty of the Department of English) that conducted the assessment of curriculum and student learning. Explain why the unit wishes to offer or revise the course. Include specific results from the unit assessment that led to the development or modification of the course. If applicable, cite any accrediting agency/ies and reference the specific standard/s. Indicate the graduate faculty of your unit have reviewed and approved the proposal.

6. Type in the course description as it should appear in the catalog. Include the course number, title, s.h. credit, and description in the order traditionally used in the catalog. If you are unsure of the correct order, refer to Guidelines for Writing Course Descriptions. When applicable, also include Formerly, Same As, and Credit statements, Lecture/lab/practicum hours, prerequisites/corequisites, etc. Please use correct punctuation to prevent clerical errors from appearing in the graduate catalog. Ensure that your course description is as concise as possible and does not repeat the title of the course. The course description cannot be changed without approval of the GCC.
Below are examples of a chemistry course and an English course:

**CHEM 7532 - Organic Synthesis**
- 3 Formerly CHEM 6750
- P: CHEM 2760; or consent of chair. Synthetically useful organic reactions and strategies in organic synthesis.

**ENGL 6390 - Advanced Studies of Science Fiction and Fantasy**
- 3
- Traditional and contemporary science fiction and fantasy. Emphasis on historical trends, problems, and contemporary movements.

7. If the requested action is the revision of an existing course, briefly explain the change(s).

8. Type the number of hours in the appropriate boxes and compute the total credit hours.

9. Type in the estimated annual student enrollment for the proposed course.

10. Type in the appropriate box the degree(s) and or program(s) in your unit that will experience a change in credit hours as a result of this course proposal.

11. Type in the appropriate box the degree(s) and or program(s), other than your programs, that are affected. To obtain a list of references for where a course is listed in a degree or as a prerequisite for another course, search the current edition of the graduate catalog. If the new or revised course is a 5000-level course, be sure to also search the current edition of the undergraduate catalog. **For instructions on how to conduct a search using Acalog, the university's catalog management system, refer to Guidelines for Searching the Graduate Catalog for Affected Units.**

12. If there is any overlap or duplication of the proposed course with existing ECU courses, the proposing unit must contact the affected units/programs and forward their responses electronically to the GCC as part of the curricular package. Type an “X” in the appropriate box. **The GCC does not require that you obtain APPROVAL from other units/programs, only that you NOTIFY them and request a response within five working days.** Documentation of notification to the affected academic degree programs must be included with your curriculum submission. If your proposal overlaps with an existing course/program that you did not identify, your proposal can be tabled.

13. Does the proposed curriculum revision have any effect on course(s) required for teacher education? If so, approval for the change must be obtained by the Council for Teacher Education (CTE) before submitting the course for approval by the GCC. Type an “X” in the appropriate box. Information regarding CTE can be accessed in Microsoft Outlook, Public Folders, Council for Teacher Education.

14. Does the proposed curriculum revision have any effect on course(s) with a service-learning designation? If so, approval for the change must be obtained by the Service Learning Committee (SLC) before submitting the course for approval by the GCC. Type an “X” in the appropriate box. Information regarding the service-learning designation can be found on the Service Learning Committee Web site (http://www.ecu.edu/cs-acad/fsonline/sl/servicelearning.cfm).

15. Type an “X” in the appropriate box for each of the segments listed.

16. The information for the course should include:

   A. Text(s) and/or readings
Below are examples of bibliographic citations for textbooks:


For an edited text.


For an edited text.


B. Course behavioral objectives (Course objectives cannot be changed without approval of the GCC.)

Objectives must be stated using outcome-based action verbs (excellent guides for writing course objectives can be accessed at the following sites: [http://www.clemson.edu/assessment/assessmentpractices/reference/materials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf](http://www.clemson.edu/assessment/assessmentpractices/reference/materials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf) and/or [http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm](http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)).

Below are examples of course behavioral objectives:

Upon completion of this course, students will be able to:
1. Formulate synthetic reaction schemes to produce complex target molecules.
2. Critically evaluate and analyze experimental results.
3. Synthesize different theoretical constructs as well as empirical design knowledge.
4. Conceptualize development proposals at the settlement, neighborhood and block scales.

If this is a 5000-level course that is going to be populated by undergraduate and graduate students, there must be differentiation in the learning objectives expected.

C. Course content/topical outline

Include a topic outline; a detailed semester calendar is not necessary. Be sure the content reflected in the outline also reflects course objectives.

D. Course assignments, assignment weighting, and grading scale

D’s are not given in graduate courses. Please do not include instructor names, polices, or other instructor-specific information (e.g., academic dishonesty policies, etc.).
Below is an example of course assignments, weighting, and grading scale:

ASSIGNMENTS/GRADING:

Participation, including leadership of two seminar discussions: 20 points/percent
Two Case Studies (6-8 pages) and Presentations: 30 points/percent
Final Research Project (20-25 pages) and Presentation: 50 points/percent

GRADING SCALE:

90-100 points/percentage A
80-89 points/percentage B
70-79 points/percentage C
below 70 points/percentage F

or

GRADING SCALE:

S (Satisfactory progress in thesis or dissertation research) A special grade reserved for thesis
and dissertation courses. The grades in these courses are not included in meeting the
cumulative "B" average required for graduation.

U (Unsatisfactory progress in thesis or dissertation research) A special grade reserved for
thesis and dissertation courses. The grades in these courses are not included in meeting the
cumulative "B" average required for graduation.
Graduate Curriculum Committee Course Proposal Form  
for Courses Numbered 5000 and Higher  

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

Submission guidelines are posted to the GCC Web site:  [http://www.ecu.edu/cs-acad/gcc/index.cfm](http://www.ecu.edu/cs-acad/gcc/index.cfm)

1. Course prefix and number:  
2. Date:  

3. Requested action:  

<table>
<thead>
<tr>
<th>New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision of Active Course</td>
</tr>
<tr>
<td>Revision &amp; Unbanking of a Banked Course</td>
</tr>
<tr>
<td>Renumbering of an Existing Course from</td>
</tr>
<tr>
<td>from # to #</td>
</tr>
<tr>
<td>Required</td>
</tr>
<tr>
<td>Elective</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Current or Proposed Delivery Method(s):</th>
<th>Expected Future Delivery Method(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus (face to face)</td>
<td></td>
</tr>
<tr>
<td>Distance Course (face to face off campus)</td>
<td></td>
</tr>
<tr>
<td>Online (delivery of 50% or more of the instruction is offered online)</td>
<td></td>
</tr>
</tbody>
</table>

5. Justification. Identify the committee or group (e.g., Graduate faculty of the Department of English) that conducted the assessment of curriculum and student learning. Explain why the unit wishes to offer or revise the course. Include specific results from the unit assessment that led to the development or modification of the course. If applicable, cite any accrediting agency/ies and reference the specific standard/s. Indicate the graduate faculty of your unit have reviewed and approved this proposal.
6. Course description exactly as it should appear in the next catalog:

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

8. Course credit:

<table>
<thead>
<tr>
<th></th>
<th>Weekly</th>
<th>OR</th>
<th>Per Term</th>
<th>Credit Hours</th>
<th>s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (e.g., independent study) Please explain.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Anticipated annual student enrollment:

10. Changes in degree hours of your programs:

<table>
<thead>
<tr>
<th>Degree(s)/Program(s)</th>
<th>Changes in Degree Hours</th>
</tr>
</thead>
</table>

11. Affected degrees or academic programs, other than your programs:

<table>
<thead>
<tr>
<th>Degree(s)/Program(s)</th>
<th>Changes in Degree Hours</th>
</tr>
</thead>
</table>

12. Overlapping or duplication with affected units or programs:

<table>
<thead>
<tr>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation of notification to the affected academic degree programs is attached.</td>
</tr>
</tbody>
</table>

13. Council for Teacher Education (CTE) approval (for courses affecting teacher education):

<table>
<thead>
<tr>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable and CTE has given their approval.</td>
</tr>
</tbody>
</table>
14. Service Learning Committee (SLC) approval:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>Applicable and SLC has given</td>
<td></td>
</tr>
<tr>
<td>their approval.</td>
<td></td>
</tr>
</tbody>
</table>

15. Statements of support:

   a. Staff

   |                                |                      |
   | Current staff is adequate      |                      |
   | Additional staff is needed     |                      |
   | (describe needs in the box    |                      |
   | below):                        |                      |

   b. Facilities

   |                                |                      |
   | Current facilities are         |                      |
   | adequate                      |                      |
   | Additional facilities are      |                      |
   | needed (describe needs in the  |                      |
   | box below):                    |                      |

   c. Library

   |                                |                      |
   | Initial library resources are  |                      |
   | adequate                      |                      |
   | Initial resources are needed   |                      |
   | (in the box below, give a      |                      |
   | brief explanation and an       |                      |
   | estimate for the cost of       |                      |
   | acquisition of required        |                      |
   | initial resources):            |                      |

   d. Unit computer resources

   |                                |                      |
   | Unit computer resources are    |                      |
   | adequate                      |                      |
   | Additional unit computer       |                      |
   | resources are needed (in the   |                      |
   | box below, give a brief        |                      |
   | explanation and an estimate    |                      |
   | for the cost of acquisition    |                      |
   | of required initial resources):|                      |

   e. ITCS resources

   |                                |                      |
   | ITCS resources are not needed  |                      |
   | The following ITCS resources   |                      |
   | are needed (put a check beside |                      |
   | each need):                    |                      |
   | Mainframe computer system      |                      |
   | Statistical services           |                      |
   | Network connections            |                      |
   | Computer lab for students      |                      |
   | Software                       |                      |
   | Approval from the Director of  |                      |
   | ITCS attached                  |                      |

16. Course information (see: *Graduate Curriculum and Program Development Manual* for instructions):

   a. Textbook(s) and/or readings: author(s), name, publication date, publisher, and
city/state/country. Include ISBN (when applicable).
b. Course objectives for the course (student – centered, behavioral focus)
If this is a 5000-level course that is populated by undergraduate and graduate students, there must be differentiation in the learning objectives expected.

Upon completion of this course, students will be able to:
1.

c. Course topic outline
The list of topics should reflect the stated objectives.

d. List of course assignments, weighting of each assignment, and grading/evaluation system for determining a grade
# Signature Form for GCC Curricular Changes

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

**Originating Unit:**

**Originating College/School:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
<th>Name (print)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representative of Unit Graduate Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit Chair</strong></td>
<td></td>
<td></td>
<td>Signature also indicates unit resources support the budgetary impact(s) of this curriculum submission.</td>
</tr>
<tr>
<td><strong>College/School Curriculum Committee Chair</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College Dean</strong></td>
<td></td>
<td></td>
<td>Signature also indicates unit resources support the budgetary impact(s) of this curriculum submission.</td>
</tr>
<tr>
<td><strong>CTE Chair</strong> (for programs affecting teacher education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SLC Chair</strong> (for courses with a service-learning designation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Curriculum Committee Chair</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dean of the Graduate School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Editorially revised 07-09-15 and posted fall of 2015*
GUIDELINES FOR DEVELOPING AND REVISING COURSES

Establishing a New Prefix Area

The academic unit proposing the prefix should submit such a request to Diane Coltraine, Office of the Registrar, via e-mail to coltrainem@ecu.edu. The unit will be advised of the decision regarding the establishment of the new prefix. The unit then submits its requests for new courses using the prefix or for changing the prefix of existing courses to the appropriate curriculum committee(s).

Proposing a New Course

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

Cross-Listing New or Revised Courses

Cross-listed courses are the same courses offered in more than one unit under different prefixes. The courses may or may not have the same number. These courses appear in the catalog with a “Same as ABCD 1234” statement.

- When submitting a request for a new course to be cross-listed with a new course from another unit, both units should submit complete curriculum packages (to include course proposal forms) to the GCC to be presented concurrently.
- When submitting a request to cross-list an existing course with an existing course from another unit, the following guidelines apply:
  - The submitting unit should present a complete package along with marked catalog copy and a letter of support from each of the units involved in offering the course.
  - Any course being revised must comply with the revision requirements outlined below. This may result in the need for a concurrent submission from both units if both existing courses are being revised in excess of the addition of the “same as” statement. The nature of the revision determines the need for proposal forms and/or syllabi.
- When submitting a request to cross-list a new course with an existing course from another unit, the following guidelines apply:
  - The submitting unit should present a complete package (to include a course proposal form) along with marked catalog copy and a letter of support from each of the units involved in offering the existing course.
  - If the existing course is being revised in excess of the addition of the “same as” statement, both units would need to submit a complete package to present concurrently. Reference the guidelines established below for course revisions to determine if a proposal form or course syllabus is required.

Revising an Existing Course

The methods for revising an existing course vary, and are listed below:

Course Description Change: Submit a memorandum of request, course proposal form, marked catalog copy, a copy of notification to affected units, and a completed GCC signature form.
Course Number Change at Same Level with No Course Content Change: Course numbers must be cleared with Diane Coltraine (coltrainem@ecu.edu), Office of the Registrar. If the renumbering is not to occur until a later semester, please indicate the semester in which the new number is applicable. Submit a memorandum of request, syllabus, marked catalog copy, a copy of the registrar’s e-mail, a copy of notification to affected units, and a completed GCC signature form.

Course Number Change to Different Level (e.g., 6000 to 7000 level): If the course impacts another course or degree program outside the unit, that unit head should be advised and a memorandum of support should be attached to the request submitted to the GCC. If the renumbering is not to occur until a later semester, please indicate the semester in which the new number is applicable. Submit a memorandum of request, course proposal form, marked catalog copy, a copy of the registrar’s e-mail, a copy of notification to affected units, memoranda of support, and a completed GCC signature form.

Credit Hour Change: Submit a memorandum of request, course proposal form, marked catalog copy, and a completed GCC signature form.

Objectives Change: Submit a memorandum of request, course proposal form, marked catalog copy, a copy of notification to affected units, and a completed GCC signature form.

Prefix Change: Submit a memorandum of request, marked catalog copy, a copy of notification to affected units, and a completed GCC signature form. Provide old and new prefix, number, title, and s.h. credit information in the memorandum. Include documentation that Diane Coltraine (coltrainem@ecu.edu), Office of the Registrar approved the prefix if using a new prefix not currently found in the graduate catalog.

Prerequisite Change: If there is no course content change, submit a memorandum of request, marked catalog copy, a copy of notification to affected units, and a completed GCC signature form (content change requires course proposal form).

Title Change: If there is no course content change, submit a memorandum of request, syllabus, marked catalog copy, a copy of notification to affected units, and a completed GCC signature form.

Deleting a Course

If the course being deleted is included in a degree or as a prerequisite in another discipline, please notify the respective unit of your action and submit a copy of that notification to the committee along with any response received from that unit. Submit a memorandum of request, marked catalog copy, a copy of the notification to affected units, and a completed GCC signature form. Provide the course prefix, number, and course title in the memorandum. An appearance before the committee is not required for this request.

Banking or Unbanking a Course

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

Unbanking: Submit a memorandum of request, course proposal form, marked catalog copy, and a completed GCC signature form. There is a place on the course proposal form to indicate unbanking.
GUIDELINES FOR WRITING COURSE DESCRIPTIONS

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

Tier One

1. **Prefix:** Always include the prefix of the course.

2. **Number:** Include the course number as approved by the Office of the Registrar. If a course and lab are being developed, include a separate course number for each.

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

   *Example:* BIOL 7880 – Bioinformatics
   
   BIOL 7881 – Bioinformatics Laboratory

Tier Two

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

   *Example:* BIOL 7880 – Bioinformatics
   
   3
   
   BIOL 7881 – Bioinformatics Laboratory
   
   0

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

   *Example:* BIOL 7880 – Bioinformatics
   
   3 SL*

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

   *Example:* BIOL 7880 – Bioinformatics
   
   3 SL* Formerly BIOL 5880

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

   *Example:* BIOL 7880 – Bioinformatics
   
   3 SL* Formerly BIOL 5880 Same as BIOC 7880
Tier Three

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

   - 2 lab hours per week. (This wording may be used for lab, field placement and internship hours.)
   - Conferences with program director may be required.
   - May be repeated for maximum of 6 s.h. (This means that a 3 s.h. course may be taken twice for credit; if the course is repeated beyond this, then no credit will be given.)
   - May be repeated for maximum of 6 s.h. with change of topic. (This means that the maximum of 6 s.h. will be given only with a change of topic.)
   - Students normally expected to provide personal transportation to field site.
   - No previous knowledge of French required.
   - Taught in German.

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

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

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

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

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

   **Example**: BIOL 7880 – Bioinformatics
   3 SL* Formerly BIOL 5880 Same as BIOC 7880
   May be repeated for a maximum of 6 s.h. with change of topic. P: Course in biochemistry or consent of instructor; BIOL 6542; C: BIOL 7881. Bioinformatic skills necessary for routine molecular sequence analyses using computational programs.
Guidelines for Searching the Graduate Catalog for Affected Units


2. Select the current catalog from the drop down list located at the top of the right side of the page.

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

4. Click on the Advanced Search link. This feature allows catalog locations to be narrowed or expanded for search purposes.

5. To search for affected units, do the following:
   a. Enter a course prefix and number in the box beneath “Enter a keyword or phrase.”
   b. Select the box beside “Find whole word or phrase only”.
   c. Select both “Courses” and “Programs”.
   d. Click on Search.
6. Catalog search results are listed in three tables. To utilize the results found in the tables, do the following:
   a. Ignore the first table. The information in this table is too expansive and will not give you the information that you need to identify affected units.
   b. Click on each course listed in the second table. A course description pop-up window will appear. To close the pop-up window, click again on the purple course title.
   c. Click on each program listed in the third table. To go back to the Search Results press Alt and the leftwards arrow (Alt ←).
7. Catalog search results are displayed in groups of ten courses or ten programs with extra results being available via pagination links below each result list. To navigate among different pages of results, simply click on the page number to view.

8. If you have questions about these instructions and/or would like to receive assistance in searching for affected units, please contact the Office of the Registrar (coltrainem@ecu.edu or 252-328-1425).
GUIDELINES FOR DEVELOPING/REVISING DEGREE REQUIREMENTS
AND PREPARING MARKED CATALOG COPY

All proposed revisions to degree requirements, including concentration areas and options, minors, certificates, and degree program admission requirements, originate in the academic unit by the faculty and are processed through the academic unit curriculum committee, the appropriate college or school curriculum committee, the Council for Teacher Education, and the Service Learning Committee when appropriate. For minor degree revisions, a request can be submitted to the Graduate Curriculum Committee (GCC) chair for a waiver of attendance.

Revisions to graduate programs are submitted via e-mail to the GCC for approval, and are subject to the approval of the Graduate Council and the chancellor. Proposals regarding teaching programs should be approved by the Council for Teacher Education before they are submitted to the GCC.

The electronic submission should include the following:

- Explanatory memorandum
- Course proposal form(s)
- Marked catalog copy
- E-mail messages from the Office of the Registrar, affected departments, etc. The GCC does not require that you obtain APPROVAL from other units/programs, only that you NOTIFY them and REQUEST A RESPONSE within five working days. Documentation of notification to the affected academic programs must be included with your curriculum submission. If your proposal overlaps with an existing course/program that you did not identify, your proposal can be tabled.
- Signature form

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

To create marked catalog copy:

- The university’s catalogs are located at [http://www.ecu.edu/registrar/catalog.cfm](http://www.ecu.edu/registrar/catalog.cfm). Select the current edition of the graduate catalog from the drop down list located at the top of the right side of the page.

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

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

*Example of a Revised Program:*

**BSN to PhD Nursing Education Course Requirements - 71 s.h.:**

**Nursing Education Concentration Courses - 26 24 s.h.:**

- NURS 6001 – Philosophical Perspectives and Theoretical Bases of Advanced Nursing Practice
- NURS 6002 – Advanced Nursing Practice in Complex Health Care Organizations
- NURS 6080 - Theory for the Practice of Advanced Nursing
- NURS 6081 - Research for the Practice of Advanced Nursing
- NURS 6082 - Influencing Healthcare Quality, Safety, and Policy
- NURS 6083 - Healthcare, Finance, and Economics
- NURS 6903 - Curriculum Development in Nursing
- NURS 6904 - Educational Concepts, Theories, and Strategies in Nursing
- NURS 6905 - Nursing Education Role Practicum I
- NURS 6909 - Evaluation in Nursing Education
- NURS 6991 – Research Methods for Advanced Nursing
- NURS 6992 – Research Utilization Seminar
- NURS 6993 – Advanced Nursing Synthesis
- *Graduate Statistics*

**PhD in Nursing Core - 47 s.h.:**

- NURS 7004 - Research Ethics for a Complex World
- NURS 8200 - Grant Writing for Nursing Research
- NURS 8201 - Seminar in Research Agendas
- NURS 8202 - Seminar in Interprofessional Research
- NURS 8203 - Seminar in Research Dissemination
- NURS 8220 - Philosophy of Science
- NURS 8225 - Development of Nursing Knowledge
- NURS 8226 - Statistical Methods for Nursing Research I
- NURS 8227 - Statistical Methods for Nursing Research II
- NURS 8235 - Qualitative Methods
- NURS 8240 - Quantitative Methods
- NURS 8241 - Instrumentation and Measurement
- NURS 8255 - Directed Research (6 s.h. minimum)
- NURS 8260 - State of Nursing Science
- NURS 8265 - Evolving Nurse Scientist
To revise a course description, locate the text that needs revising in the catalog.
  
  o Course description text may be located by going to Catalog Home (the table of contents is listed on the left side of the page under Catalog Home).
  
  o Click on “Curricula”. Scroll down the page until the college and department appears. Click on the appropriate department.
  
  o Scroll down to “Courses”. Click on the course to be revised. The click enables a course pop-up box (to disable the pop-up box, click again on the course title). With your cursor (left click on mouse), highlight the entire course description to be revised. With a right click, “copy” the text. Open a Microsoft Word file and then paste (right click on mouse) the selected text.
  
  o All blue underlined text (hyperlinks) appearing within this file will need to be changed to black before making revisions to the text. To do so, highlight the blue underlined text, change the font color to black, and then remove the underlining.
  
  o To delete existing text within the course description, highlight the text and then strike-through using a red font (toolbar, format, font, click on “strike-through” and use the drop menu to change the font color to red).
  
  o To add new text to a course description, use a blue font (toolbar, format, font, use the drop menu to change the font color to blue) to type in the new text. There is no longer a need to underline the blue text.
  
  o Copy the URL found at the top of the catalog page and then paste it at the top of the file that contains your catalog revisions. If you are revising multiple catalog pages, clearly identify each page with a separate URL.

Example of a Revised Course Description:

**ENGL 7615 – Rhetorical Theory History and Theory of Rhetoric I**

3

Classical and modern theories of rhetorical discourse. Examination of key texts and concepts in the history of rhetoric from the ancients to the Enlightenment.

To insert a new course into a list of revised courses, copy and paste the course description from box 6 of the GCC Course Proposal Form into the prepared catalog copy (see above for directions).

  o Highlight the text for the new course and then change the font (toolbar, format, font, use the drop menu to change the font color) to blue.
  
  o There is no longer a need to underline the blue text.
  
  o Please make sure the new course is inserted into the correct numeric order.

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

**SCIE 5010 – Applications of Microcomputers in Teaching Physical Education**

3

2 1-hour lectures and 1 2-hour lab per week. Use of microcomputer to assist in teaching physical science.
Topics include operation of microcomputer, review and evaluation of available software, and computer techniques to illustrate physical science concepts.

**SCIE 6003 - Advanced Studies in Biological Science for Teachers**

3
Analysis of advanced concepts, principles, and practices in the biological sciences, content-specific learning problems students encounter, and their implications for biological science education.

**SCIE 6004 – Selected Topics in Physical Science for Teachers**

3
Selected topics of current interest in areas of science education. Analysis of advanced concepts, principles, and practices in the biological sciences, content-specific learning problems students encounter, and their implications for biological science education.

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

If you have questions regarding the university’s academic catalogs, or the creation of marked catalog copy, please contact Diane Coltraine in the Office of the Registrar (252-328-1425 or coltrainem@ecu.edu).
Sample typical memorandum of request from the package presented by the Department of Technology Systems at the 03-21-12 GCC meeting (http://www.ecu.edu/cs-acad/gcc/03-21-12-GCC-agenda.cfm).

Occupational Safety Program, Department of Technology Systems
College of Technology and Computer Science
East Carolina University • 231 Slay Hall • Greenville, NC 27834-4353
252-328-9716 office • 252-328-1618 fax • http://www.ecu.edu/cs-acad/msos/internet

FROM: Hamid Fonooni, Program Coordinator, MS, Occupational Safety Program, TSYS
TO: Rose Allen, Chair, ECU–GCC
DATE: March 2, 2012
COPY: Tijjani Mohammed, Interim Chair, TSYS
       Erol Ozan, Graduate Director, TSYS
RE: MS, Occupational Safety (MSOS) Program Curriculum and Catalogue Revisions

The purpose of this memorandum is to provide an executive summary of proposed changes to
the MS, Occupational Safety (MSOS) program curriculum and catalogue.

MSOS program is preparing to become accredited by Accreditation Board for Engineering
and Technology (ABET), Applied Sciences Accreditation Commission (ASAC). As a part of
MSOS continuous improvement process and to meet the ABET-ASAC criteria, the following
revisions to the following courses and catalogue is proposed for your consideration and
approval:

Course Revisions:

Current: SAFT 6290 Fire Protection and Prevention

“Emergency Management” is added to the course title and content. This course is also
used by Security Studies. By adding “Emergency Management” the content of this course
will be enhanced for both the Occupational Safety and Security Studies students.

Current: SAFT 6310 Loss Prevention and Workers' Compensation
Proposed: SAFT 6310 Risk Management and Workers' Compensation

“Risk Management” is proposed to replace “Loss Prevention” to accurately reflect the
content of this course. Also, this is one of the competencies expected of MSOS graduates.

Current: SAFT 6410 System Safety Analysis
Proposed: SAFT 6410 System Safety and Risk Analysis

“Risk” is proposed to be added to the course title to more accurately reflect the content of
this course in term of risk management and risk assessment, as related to occupational
safety. This course is also used by Security Studies.
Current:  SAFT 6995 Practicum in Occupational Safety (3 s.h.)

Proposed:  SAFT 6995 Practicum in Occupational Safety (1-3 s.h.)

It is proposed to change this course from 3 s.h. to 1-3 s.h. Practicum projects take more than one semester to complete. Per Graduate School policy, students must be registered at least in a one-credit course during the semester they plan to graduate. Having the flexibility to register 1-3 credits in this course allows students to plan their graduation more efficiently.

Course Deletion:

SAFT 6292 and 6500 are no longer used in the MSOS program curriculum. There two courses are proposed to be deleted.

Catalogue Revisions:

The above proposed changes and some other editorial changes within the text of the ECU Graduate Catalogue are also presented.
Graduate Curriculum Committee Course Proposal Form for Courses Numbered 5000 and Higher

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

Submission guidelines are posted to the GCC Web site:  http://www.ecu.edu/cs-acad/gcc/index.cfm

1. Course prefix and number:  SAFT 6290  2. Date:  3-2-2012

3. Requested action:

| New Course                                                                 |
| X Revision of Active Course                                               |
| Revision & Unbanking of a Banked Course                                   |
| Renumbering of an Existing Course from # to #                             |
| X Required | Elective                                                                |

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

| Current or Proposed Delivery Method(s):                               |
| Expected Future Delivery Method(s):                                  |
| X On-campus (face to face)                                           |
| X Distance Course (face to face off campus)                           |
| X Online (delivery of 50% or more of the instruction is offered online)|

5. Justification. Identify the committee or group (e.g., Graduate faculty of the Department of English) that conducted the assessment of curriculum and student learning. Explain why the unit wishes to offer or revise the course. Include specific results from the unit assessment that led to the development or modification of the course. If applicable, cite any accrediting agency/ies and reference the specific standard/s. Indicate the graduate faculty of your unit have reviewed and approved this proposal.

As a part of MS, Occupational Safety (MSOS) Program continuous improvement process and initial preparation for accreditation by the Accreditation Board for Engineering and Technology (ABET), graduate faculty of the Department of Technology Systems had determined and approved the revision of SAFT 6290 course to meet the competencies required of graduate students in the MS, Occupational Safety Program.
6. Course description exactly as it should appear in the next catalog:

SAFT 6290 - Fire Protection and Prevention and Emergency Management

Prevention and control of fires through building construction, life safety code compliance, detection and alarm, extinguishing methods, and evacuation and emergency management. Examines occupancy types and fuels.

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

Including emergency management in the course title accurately reflects the evolving course contents and is congruent with ABET program outcomes for occupational safety and related degree programs.

8. Course credit:

<table>
<thead>
<tr>
<th></th>
<th>Lecture Hours</th>
<th>3</th>
<th>Weekly or Per Term</th>
<th>Credit Hours</th>
<th>3</th>
<th>s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (e.g., independent study)</td>
<td></td>
<td></td>
<td></td>
<td>s.h.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>s.h.</td>
<td></td>
</tr>
</tbody>
</table>

9. Anticipated annual student enrollment: 15

10. Changes in degree hours of your programs:

<table>
<thead>
<tr>
<th>Degree(s)/Program(s)</th>
<th>Changes in Degree Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSOS Program</td>
<td>None</td>
</tr>
</tbody>
</table>

11. Affected degrees or academic programs, other than your programs:

<table>
<thead>
<tr>
<th>Degree(s)/Program(s)</th>
<th>Changes in Degree Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Studies</td>
<td>none</td>
</tr>
</tbody>
</table>

12. Overlapping or duplication with affected units or programs:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Documentation of notification to the affected academic degree programs is attached.</td>
</tr>
</tbody>
</table>

13. Council for Teacher Education (CTE) approval (for courses affecting teacher education):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Not applicable</td>
</tr>
<tr>
<td></td>
<td>Applicable and CTE has given their approval.</td>
</tr>
</tbody>
</table>

14. Service-Learning Committee (SLC) approval:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Not applicable</td>
</tr>
<tr>
<td></td>
<td>Applicable and SLC has given their approval.</td>
</tr>
</tbody>
</table>
15. Statements of support:
   a. Staff
      | X | Current staff is adequate
      |   | Additional staff is needed (describe needs in the box below):

   b. Facilities
      | X | Current facilities are adequate
      |   | Additional facilities are needed (describe needs in the box below):

   c. Library
      | X | Initial library resources are adequate
      |   | Initial resources are needed (in the box below, give a brief explanation and an estimate for the cost of acquisition of required initial resources):

   d. Unit computer resources
      | X | Unit computer resources are adequate
      |   | Additional unit computer resources are needed (in the box below, give a brief explanation and an estimate for the cost of acquisition):

   e. ITCS resources
      | X | ITCS resources are not needed
      |   | The following ITCS resources are needed (put a check beside each need):
         |   | Mainframe computer system
         |   | Statistical services
         |   | Network connections
         |   | Computer lab for students
         |   | Software
      |   | Approval from the Director of ITCS attached

16. Course information (see: Graduate Curriculum and Program Development Manual for instructions):
   a. Textbook(s) and/or readings: author(s), name, publication date, publisher, and city/state/country. Include ISBN (when applicable).
      - Readings from selected literature

   b. Course objectives for the course (student – centered, behavioral focus)
      If this is a 5000-level course that is populated by undergraduate and graduate students, there must be differentiation in the learning objectives expected.
      Upon completion of this course, students will be able to:
      1. Apply knowledge of mathematics, science, and applied sciences to the field of occupational safety.
      2. Identify and solve applied science problems.
      3. Communicate effectively and exhibit a high level of communication skills.
4. Anticipate, recognize, and evaluate hazardous conditions and practices affecting people, property, and the environment.
5. Develop and evaluate appropriate strategies designed to mitigate risk.
6. Contribute effectively and function in a team environment and on multi-disciplinary teams.
7. Apply selected writings and case studies in occupational safety to current situations in practice.
8. Demonstrate an understanding of the recognition of the need for, and an ability to engage in life-long learning.

c. Course topic outline
The list of topics should reflect the stated objectives.

1. Fire Chemistry & Physics
2. Common & Special hazards
3. Life Safety
4. Building construction
5. Explosions
6. Community Emergency Response Teams
7. Emergency Management
8. Weapons of Mass Destruction
9. Fire extinguishment
10. National Fire Protection Association Codes
11. Sprinkler Systems
12. Alarms and detection systems
13. All hazards concept / program mgmt
14. Process Safety Mgmt
15. Site inspection processes

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

Group Works ..............................................................10%
NFPA Code Analysis and Presentation ..................10%
Mid-term exam ............................................................10%
Book report ............................................................15%
Fire / Life Safety Project and presentation ............25%
Final Exam .............................................................30%

Grading:
100%-90% .......................A
89.9%-80% ......................B
79.9%-70% ......................C
69.9%-0 .........................F
Department of Technology Systems

Tijjani Mohammed, Interim Chair, Suite 202, Science and Technology Building

The Department of Technology Systems offers graduate programs leading to the graduate certificate, the master of science, and a consortium-based doctor of philosophy (PhD). The department is a leading proponent of collaborative network-based learning and offers many of its graduate programs online. Students are expected to be proficient in use of a personal computer and have access to high speed internet service.

Graduate certificates offered through the department include: computer network professional, information assurance, lean six-sigma black-belt (LSSBB), performance improvement, and website developer. The department also offers a master of science (MS) in network technology, MS in technology systems, and MS in occupational safety. The MS in network technology degree program includes studies in the areas of computer networking management, digital communications technology, information security, and web technologies. The MS in technology systems degree program includes study in the areas of computer networking management, digital communications technology, environmental planning and development, industrial distribution and logistics, information security, manufacturing systems, performance improvement, and quality systems. The MS in occupational safety builds upon expertise in foundational regulatory and technical aspects of occupational safety and is a stand along degree program. The doctor of philosophy (PhD) in technology management is designed to prepare scholars for leadership positions in education, industry, government, and business. The PhD is offered through a five-university consortium with the degree being awarded through Indiana State University. Graduates from all of these graduate programs are prepared to manage rapidly changing technologies and technical systems.

General Admission Requirements

Applicants must meet the admission requirements of the Graduate School. Acceptance into any master's degree program in the Department of Technology Systems is based on satisfactory undergraduate grades, scores on a graduate test such as the Graduate Management Admission Test (GMAT) or the Graduate Record Examinations (GRE), and letters of reference. Completion of an undergraduate degree in a field related to the desired concentration or significant related technical experience are required for admission. Students with limited technical expertise or a non related baccalaureate degree are evaluated on a case-by-case basis by the Department each program's Graduate Admissions Committee. In some cases, remedial undergraduate courses or additional graduate courses are required to complement the graduate program.
Occupational Safety, MS

The master of science in occupational safety (MSOS) requires a minimum of 30 s.h. credit and is comprised of courses that build upon expertise in foundational regulatory and technical aspects of occupational safety.

**Required courses include:**

- SAFT 6040 - Critical Thinking and Research Methods in Occupational Safety
- SAFT 6250 - Occupational Ergonomics
- **SAFT 6288 - Contemporary Issues in Occupational Safety**
- SAFT 6290 - Fire Protection and Prevention and Emergency Management
- SAFT 6310 - Risk Management, Loss Prevention and Workers’ Compensation
- SAFT 6402 - Applied Safety Management
- SAFT 6410 - Systems Safety and Risk Analysis
- EHST 6700 - Industrial Hygiene Application and
- EHST 6701 - Industrial Hygiene Application Laboratory
  or
- SAFT 6805 - Occupational Safety Monitoring and Control

**Note:**

Electives from EHST, ITEC, SAFT or other areas are selected as approved by the Graduate Program Coordinator. Students who are deficient in the foundational regulatory and technical aspects of occupational safety may be required to take additional courses. Program pre-requisites include chemistry with lab and statistics.

**Non-Thesis Practicum option:**

- SAFT 6995 - Practicum in Occupational Safety
- 6 s.h. of approved electives

**Thesis option:**

- BIOS 7021 - Biostatistics for Health Professionals I
- SAFT 7000 - Thesis
- 3 s.h. of approved electives
SAFT: Occupational Safety

6001 - Regulatory Aspects of Occupational and Environmental Safety
3 Formerly SAFT 6260
Overview and application of regulations affecting occupational and environmental safety.

6002 - Technical Aspects and Field Audits in Occupational Safety
3 Formerly SAFT 6280
P/C: SAFT 6001 or consent of instructor. Comprehension and application of the technical aspects of safety to occupational settings.

6290 - Fire Protection and Prevention and Emergency Management
3 Prevention and control of fires through building construction, life safety code compliance, detection and alarm, extinguishing methods, evacuation and emergency management. Examines occupancy types and fuels.

6292 — Industrial Safety
3 P/C: SAFT 6001 or consent of instructor. Causes and prevention of occupational accidents and health hazards. Emphasis on organization and operation of safety programs and development of safety awareness.

6310 - Risk Management Loss Prevention and Workers’ Compensation
3 P/C: SAFT 6001, 6040; or consent of instructor. Study of risk management strategies in workers compensation reducing corporate financial losses due to accidents and injuries. An overview of insurance, commercial general liability, and workers’ compensation cost containment process.

6410 - Systems Safety and Risk Analysis
3 P/C: SAFT 6001 or consent of instructor. Applications-oriented study of recognition, assessment, and evaluation of risks in occupational environment. Formulation of control systems for alleviation of work related accidents and injuries.

6500 - Field Audits in Occupational Safety
3 P/C: SAFT 6001 or consent of instructor. Review and critique of safety operations in factories, construction sites, and/or government agencies.
6901, 6902, 6903 - Special Topics in Occupational Safety
1, 2, 3
May be repeated for credit with consent of MSOS Program Coordinator. May count maximum of 6 s.h. Research in trends, problems, and issues related to field of occupational safety.

6995 - Practicum in Occupational Safety
31-3
May be repeated. May count maximum of 3 s.h. P/C: Completion of all course work for the MSOS Program degree requirement or consent of MSOS Program Coordinator. A Supervised industry-based project.
Graduate Curriculum Committee Course Proposal Form for Courses Numbered 5000 and Higher

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

Submission guidelines are posted to the GCC Web site: [http://www.ecu.edu/cs-acad/gcc/index.cfm](http://www.ecu.edu/cs-acad/gcc/index.cfm)

<table>
<thead>
<tr>
<th>1. Course prefix and number:</th>
<th>SUTO 6900</th>
<th>2. Date:</th>
<th>13 February 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Requested action:</td>
<td>New Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revision of Active Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revision &amp; Unbanking of a Banked Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| | Renumbering of an Existing Course from
| | # to # | |
| | Required | Elective | |

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

<table>
<thead>
<tr>
<th>Current or Proposed Delivery Method(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>X On-campus (face to face)</td>
</tr>
<tr>
<td>Distance Course (face to face off campus)</td>
</tr>
<tr>
<td>Online (delivery of 50% or more of the instruction is offered online)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected Future Delivery Method(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

5. Justification. Identify the committee or group (e.g., Graduate faculty of the Department of English) that conducted the assessment of curriculum and student learning. Explain why the unit wishes to offer or revise the course. Include specific results from the unit assessment that led to the development or modification of the course. If applicable, cite any accrediting agency/ies and reference the specific standard/s. Indicate the graduate faculty of your unit have reviewed and approved this proposal.

An independent study course is needed to provide students with the opportunity to research issues and topics of personal interest that fit career goals and contribute to the body of knowledge of sustainable tourism (gap in program). No such course was needed when the curriculum was originally approved but now the members of the Master of Science in Sustainable Tourism Graduate Program Committee have designed and approved this course. Currently, there are neither accreditation standards nor an accreditation body for sustainable tourism thus we are
building upon best practice and successful sustainable actions in tourism.

**How this course fills gap**
- Provides the academic structure for an important learning experience for the MS-ST students.
- Allows the degree program to offer a student the opportunity to pursue knowledge in a specialized area on a topic of interest and importance to the student’s academic experience.
- Keeps ECU’s MS-ST degree program competitive with programs of other universities through such an offering.

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

   SUTO 6900 - Independent Study in Sustainable Tourism  
   1 - 3  
   May be repeated for a maximum of 6 s.h. P: Consent of Graduate Program Director. Analysis of specific problems and issues in sustainable tourism.

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

   NA

8. **Course credit:**

<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Weekly</th>
<th>OR</th>
<th>Per Term</th>
<th>Credit Hours</th>
<th>s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>s.h.</td>
</tr>
<tr>
<td>Studio</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>s.h.</td>
</tr>
<tr>
<td>Practicum</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>s.h.</td>
</tr>
<tr>
<td>Internship</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>s.h.</td>
</tr>
</tbody>
</table>

   Other (e.g., independent study) Please explain. Independent study course with variable credits depending upon depth and intensity of analysis applied to the problem or issue. Expectations, evaluations and planned outcomes determined in consultation with supervising faculty member and Graduate Program Director.

   Total Credit Hours: 1-3 s.h.

9. **Anticipated annual student enrollment:**

   3

10. **Changes in degree hours of your programs:**

<table>
<thead>
<tr>
<th>Degree(s)/Program(s)</th>
<th>Changes in Degree Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

11. **Affected degrees or academic programs, other than your programs:**

<table>
<thead>
<tr>
<th>Degree(s)/Program(s)</th>
<th>Changes in Degree Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

12. **Overlapping or duplication with affected units or programs:**

   X Not applicable

   Documentation of notification to the affected academic degree programs is attached.
13. Council for Teacher Education (CTE) approval (for courses affecting teacher education):

<table>
<thead>
<tr>
<th></th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applicable and CTE has given their approval.</td>
</tr>
</tbody>
</table>

14. Service Learning Committee (SLC) approval:

<table>
<thead>
<tr>
<th></th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applicable and SLC has given their approval.</td>
</tr>
</tbody>
</table>

15. Statements of support:

a. Staff

<table>
<thead>
<tr>
<th></th>
<th>Current staff is adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional staff is needed (describe needs in the box below):</td>
</tr>
</tbody>
</table>

b. Facilities

<table>
<thead>
<tr>
<th></th>
<th>Current facilities are adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional facilities are needed (describe needs in the box below):</td>
</tr>
</tbody>
</table>

c. Library

<table>
<thead>
<tr>
<th></th>
<th>Initial library resources are adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial resources are needed (in the box below, give a brief explanation and an estimate for the cost of acquisition of required initial resources):</td>
</tr>
</tbody>
</table>

d. Unit computer resources

<table>
<thead>
<tr>
<th></th>
<th>Unit computer resources are adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional unit computer resources are needed (in the box below, give a brief explanation and an estimate for the cost of acquisition):</td>
</tr>
</tbody>
</table>

e. ITCS resources

<table>
<thead>
<tr>
<th></th>
<th>ITCS resources are not needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The following ITCS resources are needed (put a check beside each need):</td>
</tr>
<tr>
<td></td>
<td>Mainframe computer system</td>
</tr>
<tr>
<td></td>
<td>Statistical services</td>
</tr>
<tr>
<td></td>
<td>Network connections</td>
</tr>
<tr>
<td></td>
<td>Computer lab for students</td>
</tr>
<tr>
<td></td>
<td>Software</td>
</tr>
<tr>
<td></td>
<td>Approval from the Director of ITCS attached</td>
</tr>
</tbody>
</table>

16. Course information (see: Graduate Curriculum and Program Development Manual for instructions):

a. Textbook(s) and/or readings: author(s), name, publication date, publisher, and city/state/country. Include ISBN (when applicable).

As an independent study course, readings will be determined in consultation with the supervising faculty member. Using the hypothetical independent study topic of Renewable Energy and Tourism, the following readings would be appropriate:

ranking environmental and energy saving measures in the hotel sector. Renewable Energy, 34, 82 – 90.


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

If this is a 5000-level course that is populated by undergraduate and graduate students, there must be differentiation in the learning objectives expected.

Upon completion of this course, students will be able to: (again, using the hypothetical independent study topic of Renewable Energy and Tourism)

Effectively organize and conduct a literature review and analyze and organize past research findings.

(e.g. review current literature on pollution prevention and energy use in the coastal vacation rental market)

Evaluate these findings in light of the question(s) posed in justifying the Independent Study.

(e.g. 1. Identify specific actions and retrofits rental properties might use in order to reduce environmental impact; 2. Create a suggested checklist for the vacation rental companies and owners of these simple upgrades resulting in cost saving benefits for property owners; and 3. Develop initial tools to help vacation home renters in becoming more aware of the environmental impact of their actions while on vacation.

Summarize knowledge acquired in conducting the research for the Independent Study.

(e.g. Possible knowledge to be summarized: 1) a large number of low-cost pollution prevention practices are not being implemented; 2) there are issues related to residential buildings being used for commercial purposes which complicate implementing some sustainable practices; 3) a large number of rental homes are utilizing septic-systems in ecologically sensitive areas, which heightens the importance of water conservation; and 4) there is an unusual number of large size accommodations (often 4+ bedrooms), which result in a larger environmental footprint.

Interpret findings and suggest and present appropriate policy, planning or business actions.

(e.g. Identify recommendations for property owners and property management companies that include the amount of energy to be saved, gallons of water saved, solid waste reduced and dollars saved).

c. Course topic outline

The list of topics should reflect the stated objectives.

Topics are to be decided based upon the mutual interests of the enrolled student and the instructor of record. Again, using the hypothetical independent study topic of Renewable Energy and Tourism:

For 1 Hour of Credit:
- Critical review of 10 research articles.
- Assessment of pollution prevention and energy use practices of two coastal vacation rental management companies.
- Guidelines, regulations and resources in energy conservation as purported by EPA Region 2.
- Summary paper suggesting policy and practice guidelines.
Presentation to instructor.

For 2 Hours of Credit:
- Critical review of 15 research articles.
- Assessment of pollution prevention and energy use practices of three coastal vacation rental management companies.
- Guidelines, regulations and resources in energy conservation as purported by EPA Regions 2 and 4.
- Summary paper suggesting policy and practice guidelines.
- Presentation to OBX audience.

For 3 Hours of Credit:
- Critical review of 20 research articles.
- Assessment of pollution prevention and energy use practices of three coastal vacation rental management companies.
- Summary paper suggesting policy and practice guidelines.
  1. Presentation to OBX audience and NC Sea Grant staff in Raleigh.

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

- Critical review of 20 research articles (100 points).
- Pollution prevention and energy use practices of coastal vacation rental management companies (100 points)
- Guidelines, regulations and resources in energy conservation as purported by Federal agencies (100 points)
- Summary paper suggesting policy and practice guidelines (100 points).
- Presentation(s) to non-academic audiences (100 points).

  Total = 500 points

The supervising faculty member would provide the grade for these or other agreed upon products. Grades would adhere to a scale as per below.

- A – 90% - 100%
- B - 80% - 89%
- C – 70% - 79%
- F – below 70%
Chapter Two: Academic Program Development
GRADUATE PROGRAM DEVELOPMENT - OVERVIEW

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

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

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

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

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

The ECU academic program development process follows the guidelines established in the *ECU Faculty Manual*, Part VI, Section VII. These guidelines are a subset of the policies and procedures established by UNC-GA. Figure 1 outlines major milestones in the process. Each step is explained in detail later in this chapter.

![Figure 1. Academic Program Development Process](chart.png)
Additional resources are available on the OAPPD Web site, and staff are available to guide you through the process.

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

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

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

Roles in Academic Program Development

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

Within the college/school/department

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

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

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

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

**Within the university**

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

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

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

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

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

The *Graduate Curriculum Committee (GCC)* is composed of full graduate faculty members from different degree areas, nominated by college deans through a process established by the college. The Graduate and Professional Student Senate (GPSS) provides a graduate student representative. The committee reviews proposals for new graduate degree programs in addition to reviewing graduate curriculum matters and external review reports. The committee reports all recommendations to the
Graduate Council. Typically, the committee meets on the first and third Wednesdays of the month, September through March. Planners are responsible for submitting proposal packages at least two weeks before the desired meeting and requesting placement on the desired GCC agenda. See Appendix 5 for contact information. Due to the volume of work, submission deadlines are strictly enforced.

The Graduate Council (GC) is comprised of graduate program coordinators elected in proportion to the number of graduate faculty in their respective colleges, as well as non-coordinators elected by the Faculty Senate, at-large appointments by the Dean of the Graduate School, and ex-officio members. All members of the GC hold full graduate faculty status. The GC considers, debates, and votes on all recommendations from the Graduate Curriculum Committee and forwards those recommendations to the Graduate School and the Academic Council. The GC also reports actions to the Faculty Senate for information only.

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

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

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

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

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

Criteria for Reviewing a New Academic Degree Proposal

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

- Societal need
- Current teaching mission congruency
- Faculty research and creative productivity
- Service activity
- Financial resources
These review criteria are defined as follows:

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

**Current teaching mission congruency:** The proposed program must be appropriately linked to the strategic plan of the university, college, and unit, with clear indication of how the new program will meet the objectives of the strategic plans. The document should describe how the proposed program will positively and/or negatively impact existing programs.

**Faculty research and creative productivity:** A sufficient number of senior faculty with appropriate expertise in the proposed program discipline/area should be available in the unit. For research-based graduate programs, the level of research productivity should be sufficient to mentor students and direct theses and dissertations, if required in the proposed program. For professional graduate programs, a record of applied training and activity as well as professional certification, where appropriate, should be evident.

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

**Financial resources:** The unit’s ability to support the proposed program fiscally must be addressed, including the availability of instructional/research facilities, personnel, student support, collaboration with other units, and the distribution of existing resources as well as options/opportunities for external funding. How external university research grants and contracts will be used to support graduate students should be addressed.

Assessment using the criteria above indicates if the unit is ready to move forward through the campus process to plan and establish the proposed program.
PROCESS FOR NEW ACADEMIC PROGRAM DEVELOPMENT

There are four distinct stages of academic program development at ECU (listed in order):
(1) Preliminary: Request for Inclusion on the ECU Academic Program Plan (on campus)
(2) Phase I: Appendix A: Request for Authorization to Plan a New Degree Program (submitted to UNC-GA)
(3) Phase II: Appendix C: Request for Authorization to Establish a New Degree Program (submitted to UNC-GA)
(4) Phase III: Curriculum Approval (on campus)

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

Phases I through III have formal process checklists to track progress of a program proposal and to assist planners in reaching important milestones. Process checklists can be found on the OAPPD Web site, at www.ecu.edu/cs-acad/acadprograms/programdev.cfm, by choosing Approval Process Checklists under the appropriate degree designation. The checklists are in MS Word format and can be downloaded to an individual computer. Samples of the checklists for both master’s and research/professional practice doctoral degrees are included later in this chapter (Figures 3-8). Planners may find it helpful to print out the appropriate process checklists for the degree level sought.

Although use of the checklists is not mandatory, they are very useful tools to:
• Determine order of progression and track a proposal through the approval process
• Determine the approximate amount of time needed from one step to the next
• Anticipate potential scheduling issues (such as committee breaks over summer)
• Locate appropriate committee minutes (by date) and approvals, as needed
• Begin a search for historical data
• Report proposal progress across campus

Request for Inclusion on the ECU Academic Program Plan

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

Proposals for new programs begin with faculty in individual units. When the Request for Inclusion process is active, forms and instructions are available to planners in the Request for Inclusion section of the OAPPD Web site under Academic Program Plan and Request for Inclusion.
Figure 2. Request for Inclusion Process Steps

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

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

A list of documents and instructions for completion are included in this chapter beginning on page 2.26. Questions can be directed to the coordinator for academic program development. See Appendix 5 for contact information.

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

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

After a program has been added to the ECU Academic Program Plan through the Request for Inclusion process, planners develop proposals for on-campus review, with an ultimate goal of submission to the UNC-GA and BOG for authorization to plan and then to establish the new program. Once preliminary documents are written, additional resources are available through OAPPD and subsequent on-campus committees. A list of Phase I documents and instructions for completion can be found beginning on page 2.45.

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

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

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

Planners are responsible for moving proposal packages forward, including contacting various committees to be placed on meeting agendas. Appendix 4 (page 2.63) provides a calendar key and contacts for committees involved in the program development process.

While proposals for both master’s and research/professional practice doctoral degrees follow similar approval processes, there are a few differences at the UNC-GA level. OAPPD will monitor these processes carefully and apprise faculty of upcoming and completed milestones.

TIP: Process checklists are available to assist planners in carefully monitoring forward progression of the proposal. Each phase of the process has its own checklist, which is degree-level specific. Checklists can be found beginning on pages 2.10 (master’s, Figures 3-5) and 2.14 (doctoral, Figures 6-8). Checklists also can be downloaded in MS Word format from the OAPPD Web site, www.ecu.edu/cs-acad/acadprograms/programdev.cfm. Before beginning this section of the manual, it may be helpful to print out the process checklists for your appropriate degree level. The instructions that follow will reference the various phases and steps of academic program development as detailed on these process checklists.
Phase II: Appendix C: Request for Authorization to Establish a New Degree Program

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

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

A list of required documents for program development and instructions for completion are provided in this chapter beginning on page 2.50. On-campus committees again review proposals to offer recommendations before submission to UNC-GA.

Phase III: Curriculum Approval

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

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

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

Phase III process checklists are included for both master’s (Figure 5) and doctoral (Figure 8) proposals. These downloadable MS Word documents are also available on the OAPPD Web site at www.ecu.edu/cs-acad/acadprograms/programdev.cfm.
**Figure 3. Master’s Degree Process Checklist – Phase I**

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

Proposed Degree _________________________________________   20__-20__ Academic Program Plan

| Planner __________________ Phone ____-_____ | Planner __________________ Phone ____-_____ |

<table>
<thead>
<tr>
<th><strong>Action</strong></th>
<th><strong>Start</strong></th>
<th><strong>Approval</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Prepares Appendix A: Request for Authorization to Plan (RAP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Prepares Assessing Readiness to Offer a New Degree Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Prepares On-Campus Budget Template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Obtains signed support letters from director/department chair and dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Notifies campus space planning office and provides e-mail acknowledgment of notification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Unit  
□ Submits *all* documents (from Step 1 above) to Office of Academic Program Planning and Development (OAPPD) for review with Academic Program Development Collaborative Team (APDCT); unit presents and  
□ Strengthens documents as desired

3. Unit secures in-house approval of proposal in the following order:  
a. Graduate faculty/graduate curriculum committee of unit in which program is to be housed  
b. Chair/director of unit in which program is to be housed  
c. College graduate curriculum committee (if any) of unit in which program is to be housed; TLA proposals to Council for Teacher Education (CTE)  
d. Dean of college in which program is to be housed

4. Unit submits documents to appropriate vice-chancellor (for information only)

5. Unit submits documents to Graduate Curriculum Committee (GCC); unit presents

6. GCC submits documents to Graduate Council; unit presents

7. Unit submits documents to EPPC; unit presents

8. EPPC submits recommendations to Faculty Senate

9. OAPPD submits documents to Academic Council

10. Chancellor approves/disapproves

11. Unit collaborates with OAPPD to prepare approved RAP documents; OAPPD submits to chancellor and submits signed RAP to UNC-GA

12. Within four weeks  
a. UNC-GA responds with approval to move forward with request  
   - OR -  
b. UNC-GA responds with questions; campus replies to questions within four weeks

13. Upon approval of Appendix A, UNC-GA invites submission of Appendix C; campus files within four months

---

1 The Graduate Council presents a report of its minutes to the Faculty Senate. Planners may proceed to step 7 (EPPC) before this report is given; however, it is recommended that someone from the planning team attend the Faculty Senate meeting to answer any questions that may arise.  
2 It is recommended that someone from the planning team attend the Faculty Senate meeting to answer any questions that may arise.  
3 Phase II may begin now. (Phase III may also begin if desired.)  
4 In accordance with policy approved in 2012, UNC-GA will consider no more than three new academic program proposals active in the planning process at any one time by individual campuses. As proposals are approved by the Board of Governors, new proposals will become eligible for consideration.
### New Master’s Degree Approval Process Checklist

**Phase II – Request for Authorization to Establish (RAE)**

*Version 2*

<table>
<thead>
<tr>
<th>Action</th>
<th>Start</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Unit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Prepares Appendix C: Request for Authorization to Establish (RAE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Develops curriculum framework for proposed degree program¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Provides documentation of collaborative investigations with UNC or other institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Updates Assessing Readiness to Offer a New Degree Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Updates On-Campus Budget Template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Obtains additional letters of support, as desired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Provides original e-mail acknowledgment of notification from campus space planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Unit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Submits all documents (from Step 1 above) to Office of Academic Program Planning and Development (OAPPD) for review with Academic Program Development Collaborative Team (APDCT); unit presents and strengthens documents as desired</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Unit secures approval of dean of college in which program is to be housed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Unit collaborates with Graduate School to identify external reviewers for proposal; evaluative reports from external reviews are received by Graduate School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Unit submits documents to the Graduate Curriculum Committee (GCC), including</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Items from Step 1 above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ APDCT memo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Memorandum of request to GCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ GCC signature form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Response to external reviews (supplied through Graduate School)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. GCC submits documents to Graduate Council; unit presents; Graduate Council reports minutes to Faculty Senate²</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7. Unit submits documents to EPPC; unit presents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8. EPPC submits recommendations to Faculty Senate³</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9. OAPPD submits documents to Academic Council</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10. Chancellor approves/disapproves</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11. Unit collaborates with OAPPD to prepare approved Appendix C (RAE) documents; OAPPD submits to chancellor and submits signed RAE to UNC-GA</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

² Planners may proceed to Step 7 in Phase II (only) before the report is made to the Faculty Senate; however, it is recommended that someone from the planning team attend the Faculty Senate meeting to answer any questions that may arise.

³ It is recommended that someone from the planning team attend the Faculty Senate meeting to answer any questions that may arise.
<table>
<thead>
<tr>
<th>Action</th>
<th>Start</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Within four weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. UNC-GA responds that proposal is complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- OR -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. UNC-GA requests information; campus replies <em>within four weeks</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Completed Appendix C is forwarded to UNC Graduate Council for a <em>four-week</em> review period. Graduate Deans submit their campus comments to UNC-GA for information and consideration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Within two weeks, UNC-GA reviews comments received and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. is prepared to make recommendation to EPPP Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- OR –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. campus is notified of any remaining issues; campus replies <em>within four weeks</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Upon UNC-GA recommendation, proposal brought to EPPP Committee and submitted to UNC Board of Governors for approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Campus notified of decision*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Upon UNC-GA approval of Appendix C (RAE) and ECU campus approval of final curriculum, the degree program is established and the unit may recruit students. NOTE: If UNC Board of Governors authorization to establish is received before the curriculum approval process has been completed, a moratorium will be placed on degree implementation until a quality curriculum has been finalized.*
Figure 5. Master’s Degree Process Checklist – Phase III

New Master’s Degree Approval Process Checklist
Phase III – Curriculum Approval (May Begin During Phase II)
Version 2

Proposed Degree ________________________________ 20-__-20__ Academic Program Plan

Planner _________________ Phone ____-_______   Planner _________________ Phone ____-_______

<table>
<thead>
<tr>
<th>Action</th>
<th>Start</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit refines degree requirements from Appendix C and develops new course proposal forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Unit secures approval of requirements and courses in the following order:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Graduate faculty/graduate curriculum committee of unit in which program is to be housed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Communicates with deans, chairs, or directors in units that may be directly or indirectly affected by curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Unit administrator in which course(s) is (are) to be housed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. College graduate curriculum committee (if any) of unit in which course(s) is (are) to be housed; TLA proposals to Council for Teacher Education (CTE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Unit secures approval of dean of college in which program is to be housed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Unit submits document(s) to Graduate Curriculum Committee (GCC)(^1); unit presents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. GCC submits document(s) to Graduate Council(^2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Graduate Council reports minutes to Faculty Senate(^3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Chancellor approves/disapproves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) See ECU’s *Graduate Curriculum and Program Development Manual*, Chapter 1, for GCC submission requirements.

\(^2\) If a new concentration, certificate, or minor is identified that was not included in Phase II, Step 1, curriculum framework, Graduate Council may request a presentation.

\(^3\) If a new concentration, certificate, or minor is identified that was not included in Phase II, Step 1, curriculum framework, submission and presentation to EPPC will be required.
**Figure 6. Research/Professional Practice Doctoral Degree Process Checklist – Phase I**

**New Research/Professional Practice Doctoral Degree Approval Process Checklist**  
**Phase I – Request for Authorization to Plan (RAP)**  
**Version 2**

Proposed Degree _________________________________________  20__-20__ Academic Program Plan  
Planner __________________ Phone ____-______   Planner __________________ Phone ____-______

<table>
<thead>
<tr>
<th>Action</th>
<th>Start</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Prepares Appendix A: Request for Authorization to Plan (RAP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Investigates collaborative opportunities with other UNC institutions and obtains documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Prepares Assessing Readiness to Offer New Degree Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Prepares On-Campus Budget Template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Obtains signed support letters from director/department chair and dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Notifies campus space planning office and provides e-mail acknowledgment of notification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Submits all documents (from Step 1 above) to Office of Academic Program Planning and Development (OAPPD) for review with Academic Program Development Collaborative Team (APDCT); unit presents and strengthens documents as desired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Unit secures in-house approval of proposal in the following order:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Graduate faculty/graduate curriculum committee of unit in which program is to be housed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Chair/director of unit in which program is to be housed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. College graduate curriculum committee (if any) of unit in which program is to be housed; TLA proposals to Council for Teacher Education (CTE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Dean of college in which program is to be housed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Unit submits documents to appropriate vice-chancellor (for information only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Unit submits documents to Graduate Curriculum Committee (GCC); unit presents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. GCC submits documents to Graduate Council; unit presents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Unit submits documents to EPPC; unit presents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. EPPC submits recommendations to Faculty Senate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. OAPPD submits documents to Academic Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Chancellor approves/disapproves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Unit collaborates with OAPPD to prepare approved RAP documents; OAPPD submits to chancellor and submits signed RAP to UNC-GA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1. The Graduate Council presents a report of its minutes to the Faculty Senate. Planners may proceed to step 7 (EPPC) before this report is given; however, it is recommended that someone from the planning team attend the Faculty Senate meeting to answer any questions that may arise.

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

3. Phase II may begin now. (Phase III may also begin if desired.)

4. In accordance with policy approved in 2012, UNC-GA will consider no more than three new academic program proposals active in the planning process at any one time by individual campuses. As proposals are approved by the Board of Governors, new proposals will become eligible for consideration.
<table>
<thead>
<tr>
<th>Action</th>
<th>Start</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Within six weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. UNC-GA responds that proposal is complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- OR -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. UNC-GA requests information; campus replies to questions within four weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Completed Appendix A is forwarded to the UNC Graduate Council for review and discussion/vote at the next quarterly Graduate Council meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Within two weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. If Council vote is positive and key decision-making criteria are met, UNC-GA will authorize permission to plan new doctoral program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- OR -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. If Council vote is positive and key decision-making criteria are not clearly met, UNC-GA will forward recommendation to EPPP Committee for consideration and vote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- OR -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. If Council vote is negative, campus may revise and re-submit Appendix A within four weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Upon approval of Appendix A, UNC-GA invites submission of Appendix C; campus submits within four months</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### New Research/Professional Practice Doctoral Degree Approval Process Checklist

**Phase II – Request for Authorization to Establish (RAE)**

**Version 2**

<table>
<thead>
<tr>
<th>Proposed Degree</th>
<th>20__-20__ Academic Program Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planner</td>
<td>Phone <em><strong>-</strong></em>___ Planner <em><strong>-</strong></em>__</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Start</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Prepares Appendix C: Request for Authorization to Establish (RAE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Develops curriculum framework for proposed degree program¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Provides documentation of collaborative investigations with UNC or other institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Updates Assessing Readiness to Offer a New Degree Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Updates On-Campus Budget Template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Obtains additional letters of support, as desired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Provides original e-mail acknowledgment of notification from campus space planning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Unit |       |          |
| ☐ Submits all documents (from Step 1 above) to Office of Academic Program Planning and Development (OAPPD) for review with Academic Program Development Collaborative Team (APDCT); unit presents and strengthens documents as desired |       |          |

| 3. Unit |       |          |
| secures approval of dean of college in which program is to be housed |       |          |

| 4. Unit |       |          |
| collaborates with Graduate School to identify external reviewers for proposal; evaluative reports from external reviews are received by Graduate School |       |          |

| 5. Unit |       |          |
| submits documents to the Graduate Curriculum Committee (GCC), including |       |          |
| ☐ Items from Step 1 above |       |          |
| ☐ APDCT memo |       |          |
| ☐ Memorandum of request to GCC |       |          |
| ☐ GCC signature form |       |          |
| ☐ Response to external reviews (supplied through Graduate School) |       |          |

| 6. GCC submits documents to Graduate Council; unit presents; Graduate Council reports minutes to Faculty Senate² |       |          |

| 7. Unit |       |          |
| submits documents to EPPC; unit presents |       |          |

| 8. EPPC submits recommendations to Faculty Senate³ |       |          |

| 9. OAPPD submits documents to Academic Council |       |          |

| 10. Chancellor approves/disapproves |       |          |

| 11. Unit collaborates with OAPPD to prepare approved Appendix C (RAE) documents; OAPPD submits to chancellor and submits signed RAE to UNC-GA |       |          |

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

² Planners may proceed to Step 7 in Phase II (only) before the report is made to the Faculty Senate; however, it is recommended that someone from the planning team attend the Faculty Senate meeting to answer any questions that may arise.

³ It is recommended that someone from the planning team attend the Faculty Senate meeting to answer any questions that may arise.
<table>
<thead>
<tr>
<th>Action</th>
<th>Start</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Within six weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. UNC-GA responds that proposal is complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- OR -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. UNC-GA requests information; campus replies <em>within four weeks</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Completed Appendix C is forwarded by UNC-GA to selected external reviewers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Within ten weeks, external reviews are sent to campus and campus notified whether reviews will be sent to Graduate Council Subcommittee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Within two weeks, UNC-GA is prepared to make recommendation to EPPP Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- OR -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within four weeks, if utilized, Graduate Council Subcommittee will respond to UNC-GA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. UNC-GA makes recommendation to EPPP Committee and proposal brought to next EPPP Committee meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Upon EPPP Committee approval, proposal brought to next Board of Governors meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Campus notified of decision*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Upon UNC-GA approval of Appendix C (RAE) and ECU campus approval of final curriculum, the degree program is established and the unit may recruit students. NOTE: If UNC Board of Governors authorization to establish is received before the curriculum approval process has been completed, a moratorium will be placed on degree implementation until a quality curriculum has been finalized.*
New Doctoral or First Professional Degree Approval Process Checklist
Phase III – Curriculum Approval (May Begin During Phase II)
Version 2

Proposed Degree ______________________________________  20-__-20__ Academic Program Plan

Planner _________________ Phone ____-_______   Planner _________________ Phone ____-_______

<table>
<thead>
<tr>
<th>Action</th>
<th>Start</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit refines degree requirements from Appendix C and develops new course proposal forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Unit secures approval of requirements and courses in the following order:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Graduate faculty/graduate curriculum committee of unit in which program is to be housed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Communicates with deans, chairs, or directors in units that may be directly or indirectly affected by curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Unit administrator in which course(s) is (are) to be housed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. College graduate curriculum committee (if any) of unit in which course(s) is (are) to be housed; TLA proposals to Council for Teacher Education (CTE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Unit secures approval of dean of college in which program is to be housed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Unit submits document(s) to Graduate Curriculum Committee (GCC)^; unit presents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. GCC submits document(s) to Graduate Council^2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Graduate Council reports minutes to Faculty Senate^3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Chancellor approves/disapproves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^1 See ECU’s Graduate Curriculum and Program Development Manual, Chapter 1, for GCC submission requirements.
^2 If a new concentration, certificate, or minor is identified that was not included in Phase II, Step 1, curriculum framework, Graduate Council may request a presentation.
^3 If a new concentration, certificate, or minor is identified that was not included in Phase II, Step 1, curriculum framework, submission and presentation to EPPC will be required.
ACADEMIC PROGRAM DEVELOPMENT TIMELINE

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

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

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

Sample timelines (Figure 9 for master’s proposals; Figure 10 for research/professional practice doctoral proposals) illustrate the importance of meeting milestone dates in the development process. Failure to meet mandated dates on the timeline can have dramatic consequences with regard to submission of documents to UNC-GA and may cause proposals to be rejected.

**TIP:** At various steps of the development process, proposal documents will move forward automatically by means of meeting minutes and/or reporting by the previous committee on the process checklist. In that case, the process checklist will indicate “GCC/EPPC/OAPPD submits…” At other times, the unit’s faculty must contact the appropriate committee chair for the process step and seek placement on the committee’s agenda. For example, documents move from the Graduate Curriculum Committee to the Graduate Council automatically; therefore, it is often taken for granted that the proposal will move to EPPC automatically. This is not true. Upon Graduate Council approval, faculty planners must submit the proposal package to the EPPC chair and request agenda placement.

**TIP:** UNC-GA made a major revision to academic program development processes in 2012. Correspondingly, ECU updated the *Faculty Manual* with a new on-campus process. No signature, including the chancellor’s, should be taken to mean that all stages of approval are complete. Continue to follow the process checklist to ensure that all is complete. If assistance is needed, please contact OAPPD. See Appendix 5 for contact information.
Figure 9. Sample Timeline for Master’s Degree Proposal

(Assumes Inclusion on the ECU Academic Program Plan)

<table>
<thead>
<tr>
<th>August 2013</th>
<th>September 2013</th>
<th>October 2013</th>
<th>November 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I, Step 1:</strong> Unit prepares Appendix A, documentation of collaborative investigation, Assessing Readiness, budget template, letters of support, and space planning memo</td>
<td><strong>Phase I, Step 2:</strong> Unit submits documents to APDCT through OAPPD; unit presents to APDCT and strengthens proposal</td>
<td><strong>Phase I, Steps 3-4:</strong> Unit seeks in-house approval of proposal: unit curriculum committee; voting graduate faculty; department chair or school director; college curriculum committee - and CTE if applicable; college dean; unit submits documents to the appropriate VC (for information only)</td>
<td><strong>Phase I, Step 5:</strong> Unit submits docs to Graduate Curriculum Committee (GCC); unit presents proposal and responds to GCC concerns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I, Step 6:</strong> GCC submits documents to Graduate Council; unit presents to Graduate Council</td>
<td><strong>Process Note:</strong> Unit requests placement on the EPPC agenda; paperwork does not move forward automatically</td>
<td><strong>Phase I, Step 7:</strong> Unit submits documents to EPPC and presents proposal</td>
<td><strong>Phase I, Step 8:</strong> EPPC submits recommendations to Faculty Senate (FS); planner attends FS meeting (recommended)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April 2014</th>
<th>May 2014</th>
<th>June 2014</th>
<th>July 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I, Step 9:</strong> OAPPD submits documents to Academic Council and awaits approval; Academic Council recommends to chancellor</td>
<td><strong>Phase I, Step 10:</strong> Chancellor approves/disapproves</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phase II, Step 2:</strong> Unit submits all documents to APDCT through OAPPD; unit presents to APDCT and strengthens proposal</td>
<td><strong>Phase II, Step 3:</strong> Unit secures approval of college dean</td>
<td><strong>Phase II, Step 4:</strong> Unit collaborates with Graduate School to identify external reviewers for proposal; evaluative review reports are received by Graduate School; unit prepares response</td>
<td></td>
</tr>
</tbody>
</table>

(continued)
### Figure 9. Sample Timeline for Master’s Degree Proposal (continued)

<table>
<thead>
<tr>
<th>August 2014</th>
<th>September 2014</th>
<th>October 2014</th>
<th>November 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I, Step 11:</strong> Unit collaborates with OAPPD to prepare Phase I documents; OAPPD submits to chancellor for signature; OAPPD submits to UNC-GA; <em>(submission assumes top-3 priority on ECU Academic Program Plan)</em></td>
<td><strong>Phase I, Step 12:</strong> <em>(a)</em> UNC-GA responds with approval to plan and invites submission of Appendix C, or <em>(b)</em> UNC-GA responds with questions; campus replies within four weeks</td>
<td><strong>Phase I, Step 13 (END):</strong> UNC-GA invites submission of Appendix C; submission assumes top-3 priority on ECU Academic Program Plan</td>
<td></td>
</tr>
<tr>
<td><strong>Phase II, Step 5:</strong> Unit submits docs to GCC and presents at first business meeting</td>
<td><strong>Phase II, Step 6:</strong> GCC submits documents to Graduate Council; unit presents</td>
<td><strong>Phase II, Step 7:</strong> Unit submits documents to EPPC; unit presents</td>
<td></td>
</tr>
<tr>
<td><strong>Phase III, Step 1:</strong> Unit refines degree requirements from Appendix C and develops new course proposal forms</td>
<td><strong>Phase III, Steps 2a-d:</strong> Unit secures approval of requirements and courses</td>
<td><strong>Phase III: Step 3:</strong> Unit secures approval of college dean</td>
<td></td>
</tr>
<tr>
<td><strong>Phase II, Step 8:</strong> EPPC submits recommendations to Faculty Senate (FS); planner attends FS meeting (recommended)</td>
<td><strong>Phase II, Step 9:</strong> OAPPD submits documents to Academic Council and awaits approval; Academic Council recommends to chancellor</td>
<td><strong>Phase II, Step 10:</strong> Chancellor approves/disapproves</td>
<td><strong>Phase II, Step 11:</strong> Unit collaborates with OAPPD to prepare approved Appendix C docs; OAPPD submits to chancellor and submits signed docs to UNC-GA</td>
</tr>
<tr>
<td><strong>Phase III, Step 4:</strong> Unit submits docs to GCC; unit presents</td>
<td><strong>Phase III, Step 5:</strong> GCC submits docs to Graduate Council</td>
<td><strong>Phase III, Step 6:</strong> Graduate Council reports minutes to Faculty Senate</td>
<td></td>
</tr>
<tr>
<td><strong>Phase II, Step 12:</strong> Within four weeks, <em>(a)</em> UNC-GA responds that proposal is complete, or <em>(b)</em> UNC-GA requests information; campus replies within four weeks</td>
<td><strong>Phase II, Step 13:</strong> Completed Appendix C is forwarded to UNC Graduate Council for a four-week review period. Graduate Deans submit their campus comments to UNC-GA for information and consideration.</td>
<td><strong>Phase II, Step 14:</strong> Within two weeks, UNC-GA reviews comments received and <em>(a)</em> is prepared to make recommendation to EPPP committee, or <em>(b)</em> campus is notified of any remaining issues; campus replies within four weeks</td>
<td></td>
</tr>
<tr>
<td><strong>Phase II, Step 15:</strong> Upon GA recommendation, proposal brought to EPPP committee and submitted to UNC Board of Governors for approval</td>
<td><strong>Phase II, Step 16 (END):</strong> Campus notified of decision</td>
<td></td>
<td><strong>Enroll students Spring 2016</strong></td>
</tr>
</tbody>
</table>

####
### Figure 10. Sample Timeline for Research/Professional Practice Doctoral Degree

(Assumes Inclusion on the ECU Academic Program Plan)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I, Step 1:</strong> Unit prepares Appendix A, documentation of collaborative investigation, Assessing Readiness, budget template, letters of support, and space planning memo</td>
<td><strong>Phase I, Step 2:</strong> Unit submits documents to APDCT through OAPPD; unit presents to APDCT and strengthens proposal</td>
<td><strong>Phase I, Steps 3-4:</strong> Unit seeks in-house approval of proposal: unit curriculum committee; voting graduate faculty; department chair or school director; college curriculum committee - and CTE if applicable; college dean. Unit submits documents to the appropriate VC (for information only)</td>
<td><strong>Phase I, Step 5:</strong> Unit submits documents to Graduate Curriculum Committee (GCC); unit presents proposal and responds to GCC concerns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February 2014</th>
<th>March 2014</th>
<th>April 2014</th>
<th>May 2014</th>
</tr>
</thead>
</table>
| **Phase I, Step 6:** GCC submits documents to Graduate Council; unit presents to Graduate Council | **Phase I, Step 7:** Unit submits documents to EPPC and presents proposal  
*Process Note: Unit requests placement on the EPPC agenda; paperwork does not move forward automatically* | **Phase I, Step 8:** EPPC submits recommendations to Faculty Senate (FS); planner attends FS meeting (recommended) | **Phase I, Step 9:** OAPPD submits documents to Academic Council and awaits approval; Academic Council recommends to chancellor |

<table>
<thead>
<tr>
<th>June 2014</th>
<th>July 2014</th>
<th>August 2014</th>
<th>September 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I, Step 10:</strong> Chancellor approves/disapproves</td>
<td><strong>Phase I, Step 11:</strong> Unit collaborates with OAPPD to prepare RAP documents; OAPPD submits to chancellor for signature; OAPPD submits to UNC-GA (submission assumes top-3 priority on ECU Academic Program Plan)</td>
<td><strong>Phase I, Step 12:</strong> Within six weeks: (a) UNC-GA responds that proposal is complete, or (b) UNC-GA requests information; campus replies within four weeks</td>
<td></td>
</tr>
</tbody>
</table>

| Phase II, Step 1: Unit prepares Appendix C and updates all other documents | **Phase II, Step 2:** Unit submits all docs to APDCT through OAPPD; unit presents to APDCT and strengthens proposal | **Phase II, Step 3:** Unit secures approval of college dean | |

(continued)
### Phase I, Step 13: Completed Appendix A is forwarded to UNC Graduate Council for review and discussion/vote at next quarterly Graduate Council meeting

**Phase I, Step 14:** Within two weeks: If Council vote is positive and: (a) key decision-making criteria are met, UNC-GA will authorize permission to plan new doctoral program, or (b) key decision-making criteria are not clearly met, UNC-GA will forward recommendation to EPPP Committee for consideration and vote, or If Council vote is negative, (c) campus may revise and re-submit Appendix A within four weeks

**Phase I, Step 15 (END):** Upon approval of Appendix A, UNC-GA invites submission of Appendix C; campus files within four months (by May 2015)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase II, Step 4:</strong> Unit collaborates with Graduate School to identify external reviewers for proposal; evaluative review reports are received by Graduate School; unit prepares response</td>
<td><strong>Phase II, Step 5:</strong> Unit submits documents to GCC and presents at meeting</td>
<td><strong>Phase II, Step 6:</strong> GCC submits documents to Graduate Council; unit presents</td>
<td><strong>Phase III, Step 1:</strong> Unit refines degree requirements from Appendix C and develops new course proposal forms</td>
</tr>
</tbody>
</table>

| **Phase III, Step 2:** Unit secures approval of program requirements and courses through unit’s graduate faculty and graduate curriculum committee; communicates with deans/chairs/directors that may be directly or indirectly affected by curriculum; unit administrator in which course(s) is/are to be housed; TLA proposals through Council on Teacher Education | **Phase III, Step 3:** Unit secures approval of college dean |

(continued)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase II, Step 7:</strong> Unit submits documents to EPPC; unit presents</td>
<td><strong>Phase II, Step 8:</strong> EPPC submits recommendations to Faculty Senate (FS); planner attends FS meeting (recommended)</td>
<td><strong>Phase II, Step 9:</strong> OAPPD submits documents to Academic Council and awaits approval; Academic Council recommends to Chancellor</td>
<td><strong>Phase II, Step 10:</strong> Chancellor approves/disapproves</td>
</tr>
<tr>
<td></td>
<td><strong>Phase II, Step 11:</strong> Unit collaborates with OAPPD to prepare approved Appendix C (RAE) documents; OAPPD submits to chancellor and submits signed RAE to UNC-GA</td>
<td></td>
<td><strong>Phase II, Step 12:</strong> Within four weeks, (a) UNC-GA responds that proposal is complete, or (b) UNC-GA requests information; campus replies within four weeks</td>
</tr>
<tr>
<td><strong>Phase III, Step 4:</strong> Unit submits documents to Graduate Curriculum Committee; unit presents at meeting</td>
<td><strong>Phase III, Step 5:</strong> GCC submits documents to Graduate Council</td>
<td><strong>Phase III, Step 6:</strong> Graduate Council reports minutes to Faculty Senate</td>
<td><strong>Phase III, Step 7 (END):</strong> Chancellor approves/disapproves</td>
</tr>
<tr>
<td><strong>Phase II, Step 13:</strong> Completed Appendix C is forwarded to UNC Graduate Council for a four-week review period. Graduate Deans submit their campus comments to UNC-GA for information and consideration.</td>
<td><strong>Phase II, Step 14:</strong> Within two weeks, UNC-GA reviews comments received and (a) is prepared to make recommendation to EPPP committee, or (b) campus is notified of any remaining issues; campus replies within four weeks</td>
<td><strong>Phase II, Step 15:</strong> Upon UNC-GA recommendation, proposal brought to EPPP committee and submitted to UNC Board of Governors for approval</td>
<td><strong>Phase II, Step 16 (END):</strong> Campus notified of decision</td>
</tr>
<tr>
<td><strong>Phase III, Step 8:</strong> Unit submits recommendations to Faculty Senate (FS); planner attends FS meeting (recommended)</td>
<td><strong>Phase III, Step 9:</strong> OAPPD submits documents to Academic Council and awaits approval; Academic Council recommends to Chancellor</td>
<td></td>
<td>Enroll students 2016</td>
</tr>
</tbody>
</table>

###
INSTRUCTIONS FOR COMPLETING PROGRAM DEVELOPMENT PACKAGE

Tips and Helpful Hints

New for 2013:
In summer 2012, ECU received new program development guidelines from UNC-GA. These changes were incorporated by the Faculty Senate into the ECU Faculty Manual. After one year of experience with the new guidelines, OAPPD can report that collaborative opportunities with other UNC institutions and budget neutrality continue to be priorities for UNC-GA and the UNC Board of Governors. Every effort should be made to explore the potential for sharing of faculty, courses/curriculum, space, students, etc.

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

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

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

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

The East Carolina University Style Guide, which begins on page 50 of The University Image, also provides guidance on issues of capitalization, punctuation, and other writing style guidelines. Proposal reviewers typically critique submitted documents using these stylistic guidelines.
Instructions: Request for Inclusion
of a Proposed Bachelor’s, Master’s, or Research/Professional Practice Doctoral Program

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

Documents required in the Request for Inclusion process include:

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

Detailed instructions for completing the required documents are available in the pages that follow. Procedural questions regarding how to complete forms, explanation of form items, etc., should be directed to the coordinator for academic program development; see Appendix 5 for contact.
Items in **green** are added to assist you in completing the form. Downloadable, editable forms can be found on the [OAPPD Web site](http://www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm) when the process is active, at www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm.

---

**EAST CAROLINA UNIVERSITY**

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

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/College:</td>
<td>Date: ____________________________</td>
</tr>
<tr>
<td>Department:</td>
<td>If interdisciplinary, list academic home unit</td>
</tr>
<tr>
<td>If interdisciplinary, list academic home unit</td>
<td>If interdisciplinary, list academic home unit</td>
</tr>
<tr>
<td>CIP Discipline Specialty Code:</td>
<td>Use 6-digit CIP</td>
</tr>
</tbody>
</table>
| Level: B _______ M _______ D _______       | Academic degree programs in the UNC constituent institutions are offered at the following levels:
|                                            | *Bachelor’s degrees* normally require four years of study beyond high school.  
|                                            | *Master’s degrees* normally require one or two years of study beyond the bachelor’s degree.  
|                                            | *Professional practice degrees* are offered in audiology (AuD), law (JD), dental medicine (DDS or DMD), education (EdD), medicine (MD), pharmacy (PharmD), physical therapy (DPT), veterinary medicine (DVM), nursing practice (DNP), etc. and are considered applied in nature. They normally require completion of a bachelor’s and sometimes the master’s degree as prerequisites and usually require three or four years of study beyond the bachelor’s level.  
|                                            | *Research/scholarship doctoral degrees* (PhD, DMA, DrPH) normally require the completion of a bachelor’s and sometimes the master’s degree and usually require three or four years of study beyond the bachelor’s or master’s levels.  
|                                            | As it will appear on the UNC and ECU Academic Program Inventories (APIs), in the appropriate catalog, and printed elsewhere; omit degree level  
| Exact Title of the Proposed Degree:         |                                            |
| Exact Degree Abbreviation (e.g., BS, BA, MA, MS, PhD) | If the degree abbreviation has not been used previously at ECU or in other UNC constituent institutions, supporting information may be needed to justify appropriateness of the abbreviation. This may be available through the American Council on Education and/or a professional/accrediting agency in the discipline. Check UNC academic program inventory with current types of degrees available at [http://www.northcarolina.edu/content.php/assessment/reports/publications/api.htm](http://www.northcarolina.edu/content.php/assessment/reports/publications/api.htm).  
|                                            | **Anticipated Submission Dates (Phases I through III of Academic Program Development):**  
|                                            | If accepted on the ECU Academic Program Plan, planners complete or update additional paperwork for both the campus and UNC-GA. Please anticipate timing of proposal submission using the following guidelines.  
|                                            | On-campus review may begin at any time of year and generally takes one to two semesters to complete. The Collaborative Team meets year-round; however, faculty committees typically only meet during fall and spring semesters. For programs added to the Academic Program Plan in spring 2013, the earliest date for submitting the Phase I Request for Authorization to Plan (RAP) to UNC-GA will be August 2014; however, document preparation may begin as early as July 1, 2013. (Note: All Phase I RAPs will be submitted to UNC-GA only in fall semester in order to ensure on-campus review and submission to UNC-GA of the Phase II Request for Authorization to Establish [RAE] within the GA-mandated four-month deadline.)  
|                                            | **Phase I**  
|                                            | Approximate date for submitting **Appendix A: Request for Authorization to Plan** documents for on-campus review (semester and year):  
|                                            | Approximate date for submitting Appendix A to UNC-GA: Fall semester ______________  
|                                            | **Phase II**  
|                                            | Work may begin on Phase II (and III, if desired) when Phase I has been reviewed by the EPPC for on-campus approval in accordance with the ECU Faculty Manual. Phases II and III may be developed in tandem, if desired, using the curriculum framework started in Phase I and completed in Phase II.  

---

2.27
Approximate date for filing Phase II Appendix C: Request for Authorization to Establish document with UNC-GA

<table>
<thead>
<tr>
<th>Spring semester</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

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

Approximate date for development of curriculum (Phase III)

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

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

Please see pages 2.10–2.18 in this manual for the appropriate process checklists. Also see pages 2.20-2.21 (master's), or 2.22-2.24 (research/scholarship or professional practice doctoral) for a representative process workflow and timeline.

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

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

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

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

   (1) To develop overall program objectives, consider the need for the program and how it will benefit society. Include community partnerships and collaborative and other service activities that may be developed in conjunction with the program.

   (2) Develop objectives relevant to student learning outcomes (SLOs). As of summer 2013, SLOs will be posted to the ECU website upon establishment of the proposed program, as mandated by UNC General Administration.

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

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

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

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

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

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

   Check UNC Web site for system programs: [http://www.northcarolina.edu/programs/index.php](http://www.northcarolina.edu/programs/index.php). A listing of SACS accredited private institutions in NC is available at: [http://www.ncicu.org](http://www.ncicu.org). Planners often find it helpful to develop a table that clearly depicts other programs, with columns for similarities/differences to the proposed program. Similarities/differences might include items such as prerequisites, delivery methods, number of credit hours for completion, intended audience, geographic location, etc.
In 2012, UNC-GA expanded its efforts to encourage collaboration among constituent institutions. Planners should begin now to consider other University of North Carolina programs, as well as other private institutions of higher education, and whether there may be collaborative opportunities if the proposal is accepted as part of the ECU five-year Academic Program Plan.

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

Check UNC Web site for similar system programs: [http://www.northcarolina.edu/programs/index.php](http://www.northcarolina.edu/programs/index.php). Keep in mind the productivity guidelines when developing this section of the proposal; current guidelines can be found in Appendix 2 (page 2.61) of this manual.

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

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

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

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

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

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

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

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

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

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

Department Chair: __________________________________________ Date: __________________________

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

Dean: ____________________________________________________ Date: __________________________

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

Request for Inclusion support materials can be found under the [Request for Inclusion section](http://www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm) of the OAPPD Web site at [www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm](http://www.ecu.edu/cs-acad/acadprograms/requestforinclusion.cfm) when the process is active. Please contact the coordinator for academic program development with questions; see Appendix 5 (page 2.64) for contact.
Instructions: Assessing Readiness to Offer a New Degree Program

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

## ASSESSING READINESS TO OFFER A NEW DEGREE PROGRAM

<table>
<thead>
<tr>
<th>Proposed Degree Title</th>
<th>Date</th>
</tr>
</thead>
</table>

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

Assessing Readiness to Offer a New Degree Program is a supplemental campus-based document that will
a) Inform the academic program development process and
b) Illustrate the unit’s readiness to offer the proposed degree program.

The proposing unit is expected to
a) Submit the assessing readiness document with the proposed program’s planning documents and
b) Update the assessing readiness document as unit conditions change for submission with the proposed program’s request for authorization to establish.

### I. Assessing Need for the Program

#### A. Need for the Program

1. Provide detailed information regarding linkages to the university mission, vision, and strategic plan, and the impact of the proposed program on other unit programs.  
   **As of this writing (August 2013), a new university mission statement has been approved by the ECU Board of Trustees, but not yet approved by the UNC Board of Governors. Please consult the OAPPD Web site for the most up-to-date information. Where specific goals are included, it is important not only to state which goals the program hopes to satisfy, but also how the program will achieve those ends.**

2. What is the societal need for the proposed program? Project the current and future need for graduates with this degree at the regional, state, and national levels.  
   Societal need can be established through a recent needs assessment that identifies social needs that can be satisfied by meeting the educational objectives of the proposed program. Planners also often cite local, state, and national statistics that indicate employment projections for program graduates in the coming years. (See Request for Inclusion, question 4.) The applicant pool and enrollment projections should indicate sufficient interest in the program.

3. What are the expected enrollment patterns for the proposed program over the next five years; what is the enrollment target within five years of establishment? What evidence is there that the proposed program and this unit can attract quality students?  
   See Request for Inclusion, questions 3 and 5. Also, planners should be mindful of productivity standards as defined by UNC General Administration. See Appendix 2 (page 2.61) in this manual for current guidelines.

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

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

Planners can find information about other programs in North Carolina at the following sites:  
- Outside North Carolina, try Peterson’s College Search, http://www.petersons.com

#### C. Accreditation Standards

Are there accreditation standards or requirements that will affect this program? Is so, describe in detail how the proposed program will meet those standards or requirements.
It is understood that the Southern Association of Colleges and Schools (SACS) is the primary accrediting body of ECU. This question refers to any other discipline-specific accrediting body, including considerations for teacher licensure.

II. Assessing Readiness of Current Faculty

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

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

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

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

A. Instructional and Research Facilities
   1. Describe existing space and specialized equipment to be devoted to the proposed program within the context of the space and equipment currently assigned to the unit(s).
   2. How will assignment of this space to the proposed program impact existing programs?
      If space and/or equipment will be shared with other programs and/or departments, it is recommended that you secure a letter of support from any affected unit and include it with your proposal.
   3. Describe additional facilities or specialized equipment that would be needed over the next five years.
      Be sure that information provided here is consistent with information included in the budget template (budget pages 15 and 20). Document reviewers almost always question inconsistencies among documents.
   4. Describe current holdings in library resources in the proposed program and projected library resources needed to support the proposed program.
      Please provide specific library resource information that will be used for the proposed program. General information about Joyner and/or Laupus libraries is not adequate in this item.
   5. Describe the adequacy of unit computer resources. If additional resources are needed, give a brief explanation and an estimate for the cost of acquisition. Include classroom, laboratory, and other facilities that are not currently used in the capacity being requested. (Collaborate with ITCS to determine feasibility of adding these resources, particularly in the areas of mainframe computer usage, networking requirements, statistical services, network connections, and student computer labs.)
      Again, remember to account for this information in the budget template (budget pages 15 and 20). Double-check need for computers, additional labs, classrooms, etc.
   6. Provide e-mail verification of consultation with the Office of Space Planning about the feasibility of new or additional space needs for the proposed program.
      Please visit http://www.ecu.edu/cs-acad/ipar/index.cfm, click on Space Requests and then Submit New Program Space Notification. Complete the online form and submit IPAR’s e-mail acknowledgment with your proposal package.
### B. Personnel

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

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

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

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

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

#### A. Existing Financial Resources

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

#### B. Additional Financial Resources

Describe what additional financial resources would be needed over the next five years and their proposed sources of funding. Planners often include graduate assistantships and out-of-state tuition remissions in this section. If your proposal includes these items, please confer with the Graduate School for current and projected availability of resources (five years) before submitting these in your request. Additionally, consider whether other resources are available for this purpose. NOTE: This is a long-range proposal, and funding can change over the course of the campus approval process. If funds are unavailable in the short-term, consider extending the timeline to request graduate assistants and/or tuition remission.

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

What new financial resources will come to the university based on the projected increase in enrollment? Enrollment growth funds are available through the state of NC currently, but there is no guarantee of this funding in the future. Please consider this economic reality in the second question below.

#### D. Student Contributions to Program Financing

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

#### E. Contingency Financing

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

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

### V. Assessing External Support and Collaboration

#### A. Active Grants and Contracts

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

#### B. Existing Collaborative Efforts

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

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

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

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

### VI. Faculty Information Sheets

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

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

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

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

1. Name
2. Rank
3. Degrees
4. Teaching Experience related to proposed degree (with emphasis on the past five years)
   a. Overall nature of workload assignments (% teaching / % research / % service / % administration / % clinical practice)
   b. Courses
   c. Graduate student supervisory experience (theses/dissertations)
5. Scholarly & Professional Activities related to proposed degree (with emphasis on the past five years)
   a. Publications/Scholarly Activity related to proposed degree
   b. Status of Grants & Contracts submitted related to proposed degree (including agency names, years of funding, collaborative partners)
   c. Invited research presentations outside ECU
   d. Patents / disclosures / copyrights
   e. Participation in scholarly collaborations with other universities, laboratories, & centers
   f. Service on related state / national / international boards or committees
6. Other
Overview of the On-Campus Budget Template

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

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

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

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

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

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

Upon opening the budget template, there will be an instructions screen (Figure 11). Read through the screen to become familiar with the intent of the document.
Macro features in the template workbook compute important information as individual figures are added to each screen. There is a security warning on the screen that indicates *macros have been disabled*. They need to be *enabled*. Click on *Options…* (see red arrow in Figure 11), and then in the Microsoft Office Security Options box that will appear on screen, click *enable this content*. The budget document can be saved and completed later; however, be aware that you may need to enable macros each time the document is opened.

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

<table>
<thead>
<tr>
<th>Color</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>required information fields</td>
</tr>
<tr>
<td>Gray</td>
<td>navigation, such as “back,” “next,” or “optional: add supplemental info”</td>
</tr>
<tr>
<td>Green</td>
<td>revenue</td>
</tr>
<tr>
<td>Yellow</td>
<td>expenses</td>
</tr>
</tbody>
</table>

Also notice the tabs along the bottom of the screen (Figure 12) that indicate various pages of the workbook. These tabs can be clicked to move *quickly* from one screen of the document to another, and information can be added to any editable screen at any time. There are approximately 26 screens/pages in the budget template, some of which are generated automatically.

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

As you enter the budget template’s editable screens, you will see two more important features (Figure 13). At the top right of the editable, user-input boxes, a Help button appears. Context-sensitive help screens throughout the template provide useful information to assist in completing the document. Second, a button reading *Optional: Add Supplemental Info* appears in the opposite, bottom-left corner of the user-input box. Click this button to type explanatory notes about the information you have added to the screen; the Supplemental Explanation/Justification page will organize your notes under a sub-heading matching the budget screen from which you entered. For example, if you click the supplemental info button on the Grant Income screen, your explanatory notes will be captured under the Grant Income subhead on the Supplemental Explanation/Justification page.
Instructions: On-Campus Budget Template

Program Information
The screen entitled “Program Information” (Figure 14) is the first editable screen for the proposed budget. Information should be entered as follows:

1. Enter the title of the proposed program as it will be listed on the ECU Academic Program Inventory, in catalog copy, in promotional materials, etc. The title should match the name entered on the Request for Inclusion document (or Appendix A: Request for Authorization to Plan), unless a conscious decision has been made during the approval process to change the proposed official degree title.

2. This is generally the college/school with which the program planner is affiliated.

3. Some programs are inter/multidisciplinary and more than one code unit may be involved. In such a case, one unit will be responsible as the “academic home” of the program. The academic home unit will house the budget, be responsible for program assessment, approve curriculum, and make personnel decisions. Only that unit’s name should be included on the Program Information screen.

4. Typically, line item 4 contains the name of the primary planners involved in program development. The college’s or school’s budget officer may also be included, as applicable. Each person listed should be able to explain the rationale for various entries in the completed budget template. If additional explanations or comments are needed for this screen, click the Optional: Add Supplemental Info button on the screen (Figure 13) and add comments to the Supplemental Explanation/Justification page.

State Funding Matrix
Beginning with the State Funding Matrix screen (Figure 15), results boxes on the right side of the screen are calculated automatically by embedded macros. The results boxes are protected and therefore not editable; however, they allow users to see overall cause and effect based on data input.
1. A single click in the user-input (blue) box for item 1 will cause a drop-down arrow/menu to appear. Make a selection.

2. The funding category is determined by the CIP code, which is chosen by planners. Clicking the link will take you to a list of CIP division codes and their corresponding discipline categories.

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

3. Project the number of full- and part-time students who will enroll in the program each year; number is cumulative from year to year. Remember to allow for attrition and graduation in your expected number of students.

4. From time to time, new programs are developed that cause students to transfer from an existing program into a new one. If such moves are anticipated, they should be captured in this item. The resulting calculations will appear under *non-incremental students* in the right-hand column.

5. This item is based on the number of *program courses an average student* is likely to take in one year. Do not include foundation or other courses whose credit hours will be awarded to a unit other than the home unit of the proposed program. (Changes affect *state funding model* in the right-hand column; see Figure 15.)

6. For most programs, the average number of credit hours per course is three (3).

---

**Figure 15. State Funding Matrix Screen**

<table>
<thead>
<tr>
<th>State Funding Matrix</th>
<th>Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select the level of the proposed program's courses.</td>
<td>Master</td>
</tr>
<tr>
<td>2. Select the funding category of the proposed program. Click <em>here</em> to determine your funding category.</td>
<td></td>
</tr>
<tr>
<td>3. Enter the expected number of students to enroll in the proposed program each year.</td>
<td></td>
</tr>
<tr>
<td>Year 1: 18</td>
<td>Year 2: 34</td>
</tr>
<tr>
<td>4. Out of the number of students entered in #3, enter the number of students that will come from existing university programs outside of the proposed program.</td>
<td></td>
</tr>
<tr>
<td>Year 1: 6</td>
<td>Year 2: 4</td>
</tr>
<tr>
<td>5. Enter the average number of the proposed program's courses that one student enrolled in the program would take each year.</td>
<td></td>
</tr>
<tr>
<td>Year 1: 4</td>
<td>Year 2: 4</td>
</tr>
<tr>
<td>6. Select the average number of credit hours per course in the proposed program.</td>
<td></td>
</tr>
<tr>
<td>Optional: Add Supplemental Info</td>
<td>3</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Projected Revenues</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Funding Model</td>
<td>$134,104.48</td>
<td>$132,323.94</td>
<td>$219,199.36</td>
<td>$275,159.14</td>
<td></td>
</tr>
<tr>
<td>Non-Incremental Students</td>
<td>$194,904.48</td>
<td>$206,809.43</td>
<td>$221,295.38</td>
<td>$275,159.14</td>
<td></td>
</tr>
</tbody>
</table>

---
Grant Income

Grant income is often a vital part of financing a degree program; it can also be difficult to predict. Nevertheless, it is important to investigate faculty’s grant history, as well as similar programs at ECU and at other universities that may have received external grant funding from one or more agencies. Consider grant applications you plan to write (or have written), and then cite a dollar figure that you might reasonably hope to attain. Note that amounts added to grant income appear under projected revenues for this screen (Figure 16).

Annual External Non-Grant Funding

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

University-Committed Funds

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

Other Income

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

Total Projected Revenues

This screen (Figure 17) sums all figures added to the workbook thus far. There are no editable fields on this screen.
**EPA Teaching & Non-Teaching Salaries**

This screen (Figure 18) should include any new EPA teaching or non-teaching faculty needed for the proposed program. In some cases, faculty may have been hired in anticipation of, or to assist with development of, a new proposed program. If faculty have already been hired within the last five years for this program, include them in year 1 data and in subsequent years.

Note: New personnel are expected to be employed on a continuing basis after hire, therefore they should be carried forward from year to year. Example (Figure 18): One instructional faculty member will be hired in year 2, and one EPA non-teaching faculty person will be hired in year 4. The hired instructional faculty member is carried from year 2 through year 5 ($58,000 per year); the person hired in year 4 ($42,000 per year) is also carried from year 4 through year 5. Salary figures should be summed manually for each row and entered under Total Salaries. See the Help for this screen for further details about position classifications.

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

---

### Figure 18. EPA Teaching & Non-Teaching Salaries Screen

![EPA Teaching & Non-Teaching Salaries Screen](image)

---

**SPA & CSS Salaries**

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

**Graduate Assistant Salaries**

Graduate assistantships are often requested for new graduate programs. It should be understood that graduate assistant salaries are provided by the unit that will house the proposed program. The salary should be in agreement with the unit’s established rate. For additional information, please visit the Graduate School’s [Assistantship Information](http://www.ecu.edu/cs-acad/gradschool/assistantship.cfm), online.
**Tuition Remissions**

Tuition remissions are sometimes requested in order to recruit highly-qualified students in- or out-of-state. These funds, when available, are provided by the Graduate School to be applied to a graduate student’s costs for tuition. To learn more about current availability, eligibility, requirements, health insurance, FICA withholding, etc., please visit the Graduate School’s [Tuition Remission Information](www.ecu.edu/cs-acad/gradschool/remissions.cfm) page online.

**Faculty Development/Travel**

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

**Startup Package**

The purpose of a startup package (Figure 19) is to allow new faculty members to engage in research and to advance the proposed new program and the university. Funds are provided through the academic unit proposing the program and/or the Division of Research and Graduate Studies, as available.

![Figure 19. Startup Package Screen](image)

<table>
<thead>
<tr>
<th>Projected Expenses</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FPI Salaries</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>SPA &amp; CSS Salaries</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Graduate Assistant salaries</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Tuition Remissions</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Faculty Dev/Travel</td>
<td>$1,500.00</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Startup Package</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Equipment & Technology**

A number of items can be included on this screen. See the Help box (Figure 20) for specifics, or check the online template for potential updates. Include explanatory notes by clicking the *Optional: Add Supplemental Info* button, as practicable; an example has been added for this screen (Figure 21).

![Figure 20. Equipment & Technology Screen](image)

*Equipment possesses the following characteristics:*
- It is not consumable or expendable
- It is movable, even though sometimes attached to other objects or buildings
- It has an expected useful life of longer than one year
- Its cost is at least $500

*Equipment and technology also includes the payments:*
- To acquire legal ownership to real property
- To construct additions to land and buildings
- To equip and furnish buildings with equipment, furniture, furnishings, machinery, and component systems
- Equipment also includes library books, journals, and artistic creations.

*Please include explanatory notes under Supplemental Info for this screen.*
Supplies
Supplies are items used in day-to-day operations that will be consumed in less than one year. The cost per unit is generally less than $500.

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

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

Total Projected Expenses
This screen (Figure 22) sums all figures added to the expense side of the budget. There are no editable fields on this screen.

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

Facilities
1. This entry (Figure 23) refers to new office space needed for the proposed program. Include space for new EPA teaching or non-teaching faculty, SPA personnel, graduate assistants, or any other personnel who will be aligned with the proposed program. Do not include existing space associated with other programs or personnel.

2. Only new lab space requirements should be included in this item.
3. Entries for face-to-face and online delivery of instruction should equal 100%. If not, the template will display an error message.

**Proposed Income Statement**
This screen (Figure 24) shows all figures added to the budget template by the program planner through user input boxes, including both projected revenues and expenses. There are no editable fields on the screen.
Proposed University Income Statement

Figure 25 shows hidden costs to the university that were calculated using embedded macros in the workbook. Amounts are based on the state funding model.

Other Program Information

This screen (Figure 26) is a brief recap of students and personnel added to the budget template, as well as a combined net amount from the previous two screens (Figures 24 and 25).

Completing the Budget Template

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

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

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

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

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

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

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

Submission Procedure

Submit these documents in your Request for Inclusion package:
1. Request for Inclusion of a Proposed Bachelor’s, Master’s, Research/Professional Practice Doctoral Program
2. Assessing Readiness to Offer a New Degree Program
3. Budget Template
4. Dean’s Letter of Support

All documents must be submitted electronically in their original format (except .pdf for dean’s letter of support) to the coordinator for academic program development by the stated deadline; see Appendix 5 (page 2.64) for contact information. Review of proposals begins immediately thereafter. The coordinator encourages faculty to meet with OAPPD as an opportunity to gain initial feedback before sending documents forward to the Collaborative Team for review.
INSTRUCTIONS: PHASE I. APPENDIX A: REQUEST FOR AUTHORIZATION TO PLAN

Preparing for Phase I

Locate the appropriate degree level on the OAPPD Web site, www.ecu.edu/cs-acad/acadprograms/programdev.cfm, and print or save the documents needed for program development. Some documents have slight differences among various degree levels, and timing for approval will vary as well.

The full complement of documents needed in Phase I includes:

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

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

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

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

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

UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO PLAN
A NEW DEGREE PROGRAM

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

Date: ___________________________

Constituent Institution: East Carolina University


CIP Discipline Specialty Number: Use 6-digit CIP Level: B _____ M _____ 1st Prof _____ D _____

Exact Title of the Proposed Program: ___________________________________________________________________________________

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): _____________________________

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

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

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

If yes, please briefly explain.

Proposed date to establish degree: Month ____________________ Year _____________________

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

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

Draw information from your Request for Inclusion and Assessing Readiness to Offer a New Degree Program documents.

NOTE: The Assessing Readiness document does not go forward to UNC-GA; include information from that document to strengthen your proposal, as appropriate.

__________________________

1 This Appendix A supersedes the preceding Appendix A entitled, “Notification of Intent to Plan a New Baccalaureate or Master’s Program,” adopted May 6, 2009.
1. Describe the proposed new degree program. The description should include:

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

   b. the relationship of the proposed new program to the institutional mission
      Reference ECU’s mission and strategic directions at http://www.ecu.edu/csadmin/mktg/ecu_tomorrow/our_strategic_directions.cfm. NOTE: As of this writing (August 2013), a new mission statement has been approved by the ECU Board of Trustees, but has not yet been approved by the UNC Board of Governors. Please check the OAPPD website for the most recent information.

   c. the relationship of the proposed new program to existing programs at the institution and to the institution’s strategic plan
      See note in item “b.” above.

   d. special features or conditions that make the institution a desirable, unique, or cost effective place to initiate such a degree program
      Building on “a-c” above, consider the geographic region and socioeconomic status of the citizenry of the region, as well as other ECU programs and collaborative endeavors with them.

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

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

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

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

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

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

   a. Briefly describe these plans, including sites and method(s) of delivering instruction.
      Draw information from the Request for Inclusion (RFI) form, question 5a. Please note that the RFI addresses only the first year of operation. The current question is not time-limited.
b. Indicate any similar programs being offered off-campus or online in North Carolina by other institutions (public or private).
   Draw information from the RFI form, question 5b, or you may visit OAPPD’s Web site, Resource Links,
   www.ecu.edu/cs-acad/acadprograms/resourcelinks.cfm to view UNC’s distance education inventory of existing programs.
   A listing of SACS accredited private institutions in North Carolina is also available at the same web address, under North Carolina Independent Colleges and Universities; they, too, have information about their distance education offerings on
   the site.

c. What is the estimated percentage of courses in the degree program that will be offered/available off-campus or online: __________
   If 50% or more of the program will be delivered off-campus or online, it will be necessary to seek distance education
   approval through UNC-GA. Please contact the ECU Office of Continuing Studies for further information; see Appendix 5 for
   contact information.

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

   First Year Full-Time _______  Part-Time _______
   Draw information from RFI form, question 5c, for first year only.

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

5. Estimate the total number of students that would be enrolled in the program during the first year of
   operation: Full-Time _______  Part-Time _______
   Include both on-campus and off-campus/DE students in this response. Draw information from the RFI form, question 3. Carry this
   information to the on-campus budget template.

   Estimate the total number of students that would be enrolled in the program during the fourth year
   of operation: Full-Time _______  Part-Time _______
   Carry this information to the on-campus budget template.

6. Will the proposed program require development of any new courses:         Yes _____   No _____
   If yes, briefly explain.
   Planners should begin to develop a curriculum framework for the program at this stage. This does not mean that courses or course
   proposals should be developed now; rather, a broad overview of the program should be developed that allows all campus reviewers to
   understand the concepts of the program. A curriculum framework may entail developing objectives and providing a list of anticipated
   new (and/or existing) courses that will meet those objectives. This framework will be refined in Phase II on Appendix C.

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

   a. New Faculty:                           Yes _____   No _____
      If yes, number of faculty and anticipated salary will be entered into the on-campus budget template. Remember to include a
      brief explanation and source of funding in this item.

   b. Additional Library Resources:                   Yes _____   No _____
      Additional library resources include new journals or other discipline-specific materials not already available on campus. Only
      resources that are requested specifically for this proposal should be noted in this item. (Macros in the on-campus budget
      template account for library use by all ECU students and programs; university income statement, budget page 22.)

   c. Additional Facilities and Equipment:             Yes _____   No _____
      This item includes faculty or student offices, lab space, and specialized equipment beyond normal office computers and
      administrative items. If normal administrative start-up costs are excessive (greater than $5000) then they may be included
      here, as well. Refer to page 20 of the on-campus budget template – and to page 15 as needed.
d. Additional Other Program Support:  Yes _____  No _____
   (for example, additional administrative staff, new master’s program
    graduate student assistantships, etc.)
   Refer to pages 9-18 of the on-campus budget template as needed.

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

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

10. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for
planning the proposed program.
   Remember to include any inter-departmental planners as applicable. Also remember to include (in a separate list) non-ECU planners
   that are working with you as part of a collaborative arrangement or agreement.

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

Chancellor ___________________________ Date ____________________
The Chancellor’s signature is not needed until the on-campus approval process has been completed and Appendix A is ready to be submitted to
UNC-GA. A letter of support from the dean of the college, which will accompany the proposal package at all times, will stand as temporary
approval until that time. Once the on-campus approval process is completed, faculty planners will work with OAPPD to verify the final
documents to be submitted. OAPPD will deliver the documents to the chancellor and submit them to UNC-GA.
INSTRUCTIONS: PHASE II: APPENDIX C: REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM

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

Step 1 in Phase II requires completion of Appendix C: Request for Authorization to Establish. Appendix C is an advanced document that requires a level of new data for completion, including exploration of collaborative opportunities with other public and/or private institutions. Planners should work continuously during this time of data collection and document preparation to meet the four-month deadline.

Several documents carry over from Phase I and may be completed through a simple update process. The full complement of documents needed in Phase II includes:

1. Appendix C: Request for Authorization to Establish a New Degree Program (new; with some redundant questions from Request for Inclusion and Phase I; to be submitted to UNC-GA)
2. Assessing Readiness to Offer a New Degree Program (updated)
3. On-campus budget template (updated)
4. Letters of support (acquire additional as desired)
5. Campus space planning workflow notification (send forward original acknowledgment)
6. External review reports (acquired by Graduate School and forwarded to unit) and unit response(s) (new)
7. Committee required documents, such as recommendation responses and signature forms (existing and/or new)

TIP: Approval of the dean of the college in which the program is to be housed is imperative to the success of the proposal. The dean provides a letter of support that serves as temporary administrative approval until proposal documents reach the chancellor’s office. In addition, the dean works closely with department chairs and/or planners to determine what resources are available within the college to support the proposed program’s needs. This may include physical space, administrative support, graduate assistantships, faculty lines, etc. Ideally, the type and level of support are included in the dean’s letter of support that follows the package through the on-campus approval process.
APPENDIX C

UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM

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

Remember to include an executive summary as instructed above. A letter of support from the dean of the proposed program's academic home unit will serve as temporary approval until all on-campus approvals have been completed; a final approved package will be prepared by OAPPD, and the chancellor's signature will be secured at that time.

Date: ______________________________

Change the date line each time the document is updated and submitted for campus review. Include the word DRAFT until the final document is approved and ready to be submitted to UNC-GA.

Constituent Institution: East Carolina University


CIP Discipline Specialty Number: Use 6-digit CIP Level: B _____ M _____ 1st Prof _____ D _____

Exact Title of the Proposed Degree: ____________________________________________________________

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

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

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

See Appendix 3 to determine whether your program constitutes a substantive change.

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

If yes, please briefly explain.

Proposed date to establish degree program: Month __________________ Year __________________

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

1This appendix C supersedes the preceding Appendix C entitled, “Request for Authorization to Establish a New Degree Program,” adopted May 6, 2009.
Are there plans to offer all or a portion of this program to students off-campus or online? *Yes_____ No_____*

Draw information from your Request for Inclusion and Assessing Readiness to Offer a New Degree Program documents.

NOTE: The Assessing Readiness document does not go forward to UNC-GA, but may still provide extensive information to strengthen your proposal. Include information from that document to strengthen your proposal where appropriate.

If yes, complete the form to be used to request establishment of a distance education program and submit it along with this request. If the degree is to be offered through distance education (DE), contact the Office of Continuing Studies to complete the DE approval process; see Appendix 5 for contact information.

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

I. **DESCRIPTION OF THE PROGRAM**

   A. Describe the proposed degree program (i.e., its nature, scope, and intended audience). Refer to Appendix A, #1a, and update information as appropriate. Caution: This question is slightly different in wording and scope.

   B. List the educational objectives of the program. Copy information from Appendix A, #1a, and update as appropriate. Educational objectives focus on student learning outcomes and performance expectations after completion of the proposed degree. These are often provided in a bulleted list using active verbs such as those found in Bloom's Taxonomy.

   C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of:
      1. Courses
      2. Faculty
      3. Facilities, and
      4. Other resources

   D. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have or will be taken to actively pursue those opportunities where appropriate.

   Copy information from Appendix A, #3, and update as appropriate. UNC’s academic program inventory can be viewed on OAPPD’s Web site, under Resource Links, www.ecu.edu/cs-acad/acadprograms/resourcelinks.cfm. A listing of SACS accredited private institutions in North Carolina is also available at the same web address, under North Carolina Independent Colleges and Universities. For college/university programs outside North Carolina, please visit www.petersons.com for additional information. Other sites may be available through simple online search.

II. **JUSTIFICATION FOR THE PROGRAM - NARRATIVE STATEMENT**

   A. Describe the proposed program as it relates to:
      Include references, where appropriate, to: rural service areas, five areas of emphasis (teacher education; human health, including innovative medical technologies as well as treatment), fine and performing arts, economic development, and student leadership opportunities.

      1. Institutional mission
         Copy information from Appendix A, #1b, and update as appropriate.

      2. Strategic plan
         Copy information from Appendix A, #1c, and update as appropriate. Caution: The scope of the question is smaller in this document (Appendix C).

      3. Responsiveness to local, regional, or statewide needs
         Copy information from Appendix A, #2, and update as appropriate. Caution: This question and the two below (#4 and #5) were merged as a single question in Appendix A. Be sure to separate your responses here.
4. Student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution.

   See note in #3 above. Note: Pay careful attention to the definition of student demand in this question. The question of employability of program graduates should be addressed in #5 below.

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

   See note in #3 above.

B. Discuss potential program duplication, program competitiveness, and opportunities for collaboration in the delivery of the program.

1. Identify similar programs offered by public and private universities elsewhere in North Carolina. Indicate how the proposed new degree program differs from other programs like it within UNC. If the program duplicates other UNC programs, explain:
   a) Why the proposed program is necessary or justified, and
   b) How all or portions of the curriculum might be offered collaboratively with another UNC institution.

   Draw information and expand from Appendix A, #3, as appropriate. Item wording and structure are different; take care to address each piece as stated in this current document.

   If the program is a graduate or first professional degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

   This item expands the geographic reach (of question #1 above) beyond North Carolina. Further, it requests information regarding potential licensure and accreditation. Reference your Assessing Readiness document, Section I, for previously completed information on accreditation standards.

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

   **Headcount enrollment**
   Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

   Institution: ____________________________________________________________

   Program Title: __________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>(year)</th>
<th>(year)</th>
<th>(year)</th>
<th>(year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees awarded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please indicate the anticipated first year and fourth year steady-state enrollment (head count) for the proposed program.

Year 1:  Full-time __________ Part-time __________ Total __________
Year 4:  Full-time __________ Part-time __________ Total __________

III. PROGRAM REQUIREMENTS AND CURRICULUM

A. Program Planning.
   1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program. You may be able to pull information from Section B above for this question, although this particular item specifically refers to programs regarded as high quality.
   2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants’ reports or committee findings generated in planning the proposed program. This question may include, but not be limited to, institutions consulted about potential collaborative opportunities (Appendix C, Part I.D.). You may also wish to include pertinent comments from (and responses to) the external review reports collected by the ECU Graduate School for this proposal.

B. Admission. List the following:
   1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).
   2. Documents to be submitted for admission (listing or attach sample).

C. Degree requirements. List the following:
   1. Total hours required. State requirements for Major, Minor, General Education, etc. You are encouraged to consider any potential certificates, minors, and concentrations as a part of this program development process. Addressing these potential programs now will eliminate the need to return to the EPPC and other committees at a later date.
   2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, “second major,” etc.)

For graduate programs only, please also list the following:

3. Proportion of courses open only to graduate students to be required in program
   Graduate courses should be populated primarily by graduate students. This question addresses required courses only. If you are planning a graduate program, please indicate the percentage of required courses open only to graduate students. If you are planning an undergraduate program, leave questions 3-7 blank, and skip to Section D below.

4. Grades required
5. Amount of transfer credit accepted
6. Language and/or research requirements
7. Any time limits for completion

D. For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed.

Please visit the official university catalogs for preliminary information. As of this writing (August 2013), publication of the new Acalog catalog management system is imminent. Please check the university Web site, Office of the Registrar, for the official graduate catalog.
IV. FACULTY
A. (For undergraduate and master’s programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. For master’s programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution. Planners should use the unit code of operation for the proposed degree’s academic home unit to determine eligibility to teach graduate level courses.

B. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. Provide complete information on each faculty member’s education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed. Faculty information may be provided from the Sedona documents provided early in the approval process. Be sure to provide complete information for each person’s academic career, rather than a five-year history. Update information as needed to account for faculty changes that have occurred since the document was last edited.

C. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

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

V. LIBRARY
A. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program. Draw information from Assessing Readiness, Section III, A.4.

B. State how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program? Draw information from Assessing Readiness, Section III, A.4.

C. Discuss the use of other institutional libraries.

VI. FACILITIES AND EQUIPMENT
A. Describe facilities available for the proposed program. Draw information from Assessing Readiness, Section III, A.1., and expand as needed. Note that the questions differ somewhat, and your response may need to be edited. (Also see question B below.)

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade. Draw additional information from Assessing Readiness, Section III, A.2. Again, note that the questions differ somewhat, and your response may need to be edited.

C. Describe information technology and services available for the proposed program. Draw information from Assessing Readiness, Section III, A.5. Note that the two questions are somewhat different and that question D below also addresses information from this item.

D. Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

VII. ADMINISTRATION
Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the “location” of the proposed new program.
VIII. ACCREDITATION AND LICENSURE
A. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.
   Note: This item requests information for individual programs, not the university. ECU is accredited as an institution by SACS. Please include program-specific accreditation only.
B. If the new degree program meets the SACS definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACS on time?
   If the proposed program constitutes a substantive change as defined by SACS (see first page of Appendix C, page 2.51), please confer with the Office of Academic Program Planning and Development regarding correspondence with SACS.
C. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to “sit” for the licensure exam.

IX. SUPPORTING FIELDS
Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?
If the proposal is multi- or interdisciplinary, discuss involvement of other departments and to what extent they must adjust faculty, facilities, budgets, etc. in order to support the proposal.

X. ADDITIONAL INFORMATION
Include any additional information deemed pertinent to the review of this new degree program proposal. Add supporting material not included in other questions. Note: Please be aware that this should be information considered vital to a decision from UNC General Administration and the Board of Governors, not merely a recounting of material found elsewhere within the body of the proposal. Proposals should be as accurate and succinct as possible.

XI. BUDGET
Based upon your responses in previous sections, provide estimates of the incremental continuing and one-time costs required to implement the proposed program.
Please refer to the on-campus budget template in order to complete this section.
A. Estimates should be provided for the first and fourth years of the program in the following broad categories and be inclusive of applicable employee fringe benefit costs:
   1. New Faculty and Instructional Support Staff (including Library)
   2. New Non-Academic Administrative Support Positions
   3. Recurring Operational Expenses (e.g., supplies, materials, telephone, travel, insurance, library or software subscriptions, equipment maintenance, etc.)
   4. One-time expenses for facilities renovations or additions, equipment purchases, library materials, etc.
B. Based on the campus’ estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), will the campus:
   1. Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.
   Please cross-reference notes on Appendix A, #9B. Complete or expand as needed.
2. Require differential tuition supplements or program-specific fees? If so, please elaborate.
   a. State the amount of tuition differential or program-specific fees that will be requested.
   b. Describe specifically how the campus will spend the revenues generated.
   c. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

C. If additional enrollment increase funding or other state appropriations elaborated above are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Please elaborate.

   Draw from information provided on Assessing Readiness, IV.E., on page 2.32.

XII. EVALUATION PLANS
    All new degree program proposals must include an evaluation plan which includes:
    A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.
    B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).
    C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

XIII. REPORTING REQUIREMENTS
    Institutions will be expected to report on new program productivity as a part of the biennial low productivity program review process.
    The biennial review is initiated by UNC-GA and currently takes place in even-numbered years.

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

Chancellor: ____________________________ Date: ________________

OAPPD will secure the chancellor's signature before submission to UNC-GA.

Units should ensure that OAPPD has final, approved versions of all documents after Phase II, Step 8. Please contact the coordinator of academic program development to discuss; see Appendix 5 for contact information.
INSTRUCTIONS: PHASE III: CURRICULUM APPROVAL

Planners develop the conceptual curriculum framework for the proposed program in Phases I and II of the program development process. In Phase III, all remaining curriculum development is accomplished. Information on this phase of development is provided in chapter one of this manual.

**NOTE:** If UNC Board of Governors authorization to establish a new degree program is received *before* the ECU curriculum approval process (Phase III) has been completed on campus, a moratorium will be placed on degree implementation until a quality curriculum has been finalized.
THE FIVE GOALS

Mindful of the many challenges facing North Carolina, the broad changes affecting higher education, and the University’s historic commitment to serving all citizens of the state, the UNC Strategic Directions for 2013-2018 focus on five high-priority goals:

1. Setting degree attainment goals responsive to state needs;
2. Strengthening academic quality;
3. Serving the people of North Carolina;
4. Maximizing efficiencies; and
5. Ensuring an accessible and financially stable university.

Public higher education represents a significant state investment, and our citizens rightly expect a return. That is especially true during a time of constrained public resources and widespread economic challenges. The University must create real value, and all stakeholders — students, parents, faculty, citizens, and lawmakers — must be good stewards of the public trust.

Higher education is undergoing dramatic structural changes driven by economic and technological forces that extend far beyond North Carolina. These changes present both challenges and opportunities that must be met with a culture of evidence, data-driven analysis, and strategic thinking. The University must confidently embrace these changes if it is to sustain and strengthen what the citizens of North Carolina have built over the past two centuries.

In meeting the goals above, our approach has been to:

- Collect, analyze, and critique data from internal and external sources;
- Set aside preconceived notions and allow facts to drive the outcomes;
- Establish actionable strategies that are clear, measurable, and affordable; and
- Define sources and uses for all funds, creating clear accountability for strategic investments.

The plan that follows is faithful to this approach and to our longstanding commitment to North Carolina.
UNC COMPACT: THE COMMITMENT TO NORTH CAROLINA

The University commits to the people of North Carolina:

**Academic excellence and the opportunity for success for all students**
- We will admit and educate students who are academically prepared to succeed;
- We will equip students for lifelong learning by providing a high-quality, rigorous education to develop students with the knowledge, skills, and integrity needed to become engaged citizens;
- We will ensure that our graduates have engaged in case studies to master critical thinking, verbal and written communication, computational competence, a global awareness, and the ability to work collaboratively;
- We will be true to our core mission of teaching and offer multiple pathways for student learning;
- We will perform our duties and responsibilities with integrity and dedication to the highest ethical standards;
- We will support scholarly work that meets the highest intellectual standards; and
- We will value the talents and contributions of the University’s faculty and staff, as well as their continued role in the shared governance of the constituent institutions and the University system.

**Value for students and for North Carolina**
- We will maintain our commitment to low tuition and reasonable student fees;
- We will recruit and retain faculty and staff whose teaching and research are enriched through new technologies and classroom innovations;
- We will use every dollar efficiently and effectively by fostering shared services, greater collaboration, and interconnectivity that strengthens each campus and the system as a whole.

**Solutions to North Carolina’s biggest challenges**
- We will pursue and share knowledge and research that advance the state’s economy and improve the quality of life for all North Carolinians;
- We will support and reward faculty who demonstrate an entrepreneurial spirit and seek new frontiers of knowledge, commercialize technologies, and create opportunities for students;
- We will support faculty and other university researchers in tailoring research and knowledge in ways that advance the state’s economy;
- We will nurture and protect the University’s culture of inquiry, innovation, the free exchange of ideas, and commitment to academic freedom;
- We will re dedicate ourselves to improving the health of all North Carolinians;
- We will engage businesses, nonprofits, state agencies, and others in a continuous effort to improve North Carolina’s competitiveness;
- We will identify social, scientific, and economic trends that affect the state’s well-being.

**Connection and engagement with North Carolina communities**
- We will engage in outreach and development that nurtures the connections between the University and the people and communities of North Carolina
- We will promote diversity and maintain an environment that celebrates and values the many perspectives, cultures, and traditions of our state
- We will continue to make rich contributions to the cultural and artistic life of the state, and;
- We will devote the University’s knowledge and talent to protect, preserve and promote the natural and cultural resources of North Carolina.
APPENDIX 2

LOW PRODUCTIVITY GUIDELINES AND CRITERIA
As defined by Dr. Suzanne Ortega’s October 8, 2012, Memorandum
On UNC Academic Degree Program Review (2012)

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Authorized to Enroll Students for at Least…</th>
<th>Low Productivity if Number of Degrees/Certificates Awarded in Last 2 Years Was…</th>
<th>Unless One of the Following Occurred in Most Recent Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enrollment* Exceeded</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>8 years</td>
<td>19 or fewer</td>
<td>25 (*Upper Division)</td>
</tr>
<tr>
<td>Terminal Master’s</td>
<td>6 years</td>
<td>15 or fewer</td>
<td>22</td>
</tr>
<tr>
<td>EdS and CAS</td>
<td>6 years</td>
<td>15 or fewer</td>
<td>9</td>
</tr>
<tr>
<td>Research Doctoral</td>
<td>10 years</td>
<td>5 or fewer</td>
<td>18</td>
</tr>
<tr>
<td>Professional Doctoral (Medicine, Dentistry, Veterinary Medicine, Law, or Pharmacy)</td>
<td>8 years</td>
<td>30 or fewer</td>
<td>30</td>
</tr>
</tbody>
</table>

ECU professional doctoral degrees currently include:

- Doctor of Audiology (AuD)
- Doctor of Dental Medicine (DMD)
- Doctor of Medicine (MD)
- Doctor of Nursing Practice (DNP)
- Doctor of Physical Therapy (DPT)
APPENDIX 3

Substantive Change

In general, most proposals submitted for consideration do not constitute a substantive change. UNC adheres to the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS) General Substantive Change Policy for Accredited Institutions. The UNC Policy Manual, chapter 400.1.1.1[G], C3, states:

_The General Substantive Change Policy...requires that the Commission receive prior notification one year in advance if an institution is planning to introduce a degree program at a more advanced level than previously authorized (e.g., a master’s level institution planning its first degree program at the doctoral level)._ 

Note that the **more advanced level** relates to the _university_, not to a particular degree program. As a doctoral-level university, ECU already offers terminal degrees at the highest level; therefore, new degree programs meet this particular criterion and do _not_ constitute a substantive change.

Additional criteria related to substantive change include, but may not be limited to:

- Adding a degree at the same level, but with a CIP division code not currently used by ECU/UNC
- Offering a joint degree with another university or through a consortial agreement
- Offering more than 50% of a proposed program on the campus of another institution
- Offering a program beyond the current scope and mission of ECU (even if within the same CIP division as a currently offered program)

To learn more, visit the SACS Web site at http://sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf. If questions remain after review of these documents, please confer with the Office of Academic Program Planning and Development, or the Office of Continuing Studies, with questions about whether a proposal constitutes a substantive change. Review for substantive change occurs at the university-wide level with the Academic Program Development Collaborative Team. See Appendix 5 for contact information.
As you submit an agenda item to each of the committees involved in the program development process, you will be notified as to the meeting date/time and location of that committee’s meeting at which you are to appear. (Please note that you do not appear before the Academic Council.) If you have a question about the processes of any of the committees to which you are submitting, please contact the individual listed in the appropriate “Contact/Submission” column, below.

<table>
<thead>
<tr>
<th>Abb.</th>
<th>Title</th>
<th>Meeting Frequency</th>
<th>Agenda Items Submitted</th>
<th>Contact/Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>Academic Council</td>
<td>Twice monthly</td>
<td>As Needed</td>
<td>Rita Reaves <a href="mailto:reavesr@ecu.edu">reavesr@ecu.edu</a></td>
</tr>
<tr>
<td>APDCT</td>
<td>Academic Program Development Collaborative Team</td>
<td>1st and 3rd Friday 10:00 am</td>
<td>2 Weeks Prior</td>
<td>Karen Summey <a href="mailto:summeyk@ecu.edu">summeyk@ecu.edu</a></td>
</tr>
<tr>
<td>CTE</td>
<td>Council for Teacher Education</td>
<td>2nd Monday 3:15 pm</td>
<td>2 Weeks Prior</td>
<td>Vivian Covington <a href="mailto:covingtonv@ecu.edu">covingtonv@ecu.edu</a></td>
</tr>
<tr>
<td>EPPC</td>
<td>Educational Policies and Planning Committee</td>
<td>2nd Friday 1:00 pm</td>
<td>2 Weeks Prior</td>
<td>Check Faculty Senate website for chair and send material via e-mail</td>
</tr>
<tr>
<td>GCC</td>
<td>Graduate Curriculum Committee</td>
<td>1st and 3rd Wednesday 2:00 pm</td>
<td>2 Weeks Prior</td>
<td><a href="mailto:gcc@ecu.edu">gcc@ecu.edu</a></td>
</tr>
<tr>
<td>GC</td>
<td>Graduate Council</td>
<td>Various Mondays once monthly 2:00 pm</td>
<td>Prior to GC Executive Committee meeting</td>
<td>Check Graduate Council website for chair and send material via e-mail</td>
</tr>
</tbody>
</table>

Committees regularly scheduled to meet during fall or spring break may choose an alternate meeting date.

In exceptional cases, committees will agree to hold additional meetings or extend submission deadlines. However, it is recommended that proposals be submitted as designated above.
## APPENDIX 5

### List of Contacts

<table>
<thead>
<tr>
<th>Name, Position</th>
<th>E-mail/Phone</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Ms. Jennifer Baysden, Distance Education Coordinator, Office of Continuing Studies | baysdenj@ecu.edu  
252-328-9194 | Distance education planning and establishment (UNC Appendix F, G, and I); ECU distance education program inventory |
| Ms. Diane Coltraine, University Program Specialist for Academic Programs, Office of the Registrar | coltrainem@ecu.edu  
252-328-1425 | Official university catalogs; Acalog (catalog management system); assignment of new course prefixes/numbers; reconciliation of university publications with official university catalogs |
| Dr. Vivian Covington, Council for Teacher Education (CTE) | covingtonv@ecu.edu  
252-328-2156 | Teacher licensure areas |
| Dr. Paul Gemperline, Dean, The Graduate School | gemperlinep@ecu.edu  
252-328-6073 | External reviews of degree program proposals: Phase II: Appendix C and related documents |
| Ms. Barbara Little, Executive Assistant, Office of Academic Program Planning and Development | littleb@ecu.edu  
252-328-1610 | Academic program reviews; non-academic program reviews; post-approval surveys; office administration |
| Ms. Kimberly Nicholson, Public Communications Specialist for Academic Programs | nicholsonk@ecu.edu  
252-328-2623 | Graduate Curriculum Committee administrative; University Curriculum Committee administrative; curriculum development process guidance; ECU curriculum content Web site review |
| Dr. Rita Reaves, Interim Director for Academic Program Planning and Development | reavesr@ecu.edu  
252-328-5358 | Direction of Office of Academic Program Planning and Development; university bilateral agreements; joint or dual degrees; UNC General Administration inquiries; SACS inquiries; academic program assessment and evaluation |
| Ms. Karen Summey, Coordinator for Academic Program Development | summeyk@ecu.edu  
252-328-2344 | Requests for inclusion; new academic program development (degree and certificate programs); approval process facilitation and guidance; changes to existing degrees and certificates; agenda placement for Academic Program Development Collaborative Team; ECU academic program inventory; program development chapter of graduate and undergraduate Curriculum and Program Development Manuals; program development chapter of UNC Policy Manual (400); SACS 3.4.11 program coordination; OAPPD Web site |
GLOSSARY

Academic Council – Comprised of the provost and senior vice chancellor for Academic Affairs, the vice chancellor for health sciences, and the interim vice chancellor for research and graduate studies. The Academic Council meets twice monthly and makes recommendations to the chancellor on numerous issues, including approval of program proposals. No action is required from planners.

Academic Program Development Collaborative Team – Generally known as the Collaborative Team, or APDCT, this is an advisory body to the Academic Council. It collaborates with units to strengthen program proposals and informs the Educational Policies and Planning Committee (EPPC) of its recommendations to the Academic Council and the dean of the Graduate School concerning graduate programs under consideration. The team has a broad representation across the university campus and offers a rich cross-section of information and ideas to assist planners.

Academic Program Inventory (API) – At ECU, the API lists all degree and certificate programs offered by the university. The University of North Carolina also maintains an aggregated API for all constituent institutions throughout the state.

Academic Program Plan – The five-year, long-range plan of degree programs under development at ECU. A program is added to the plan through the Request for Inclusion process and may be removed from the plan in one of the following ways:

• The program has completed the development process and has been approved by UNC-GA
• The unit no longer wishes to pursue development and has asked the Academic Council for removal from the Plan
• The Academic Council makes a decision to remove a program due to incongruence with the five-year mission or priorities of the university

Certificate – There are two types of certificate programs: university certificates and departmental certificates. University certificates require UNC-GA approval; departmental certificates are considered a curriculum matter and are approved on campus. In general, a certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. Certificate programs are offered at the pre-baccalaureate, post-baccalaureate, and post-master’s levels.

University certificate: UNC-GA has indicated that post-baccalaureate and post-master’s certificates must require a specified number of hours (18 s.h. for post-baccalaureate and 24 s.h. for post-master’s) to be reported to the Integrated Postsecondary Education Data System (IPEDS). Planners should be aware that not meeting these criteria may impact consideration of financial aid eligibility. Once a certificate is approved, ECU will submit it to the Department of Education to determine if the program is eligible for participation in the Title IV (financial aid) programs.

Departmental certificate: A departmental certificate requires a minimum of 9 s.h. Although not guaranteed, a graduate certificate may be used as evidence in support of a student’s application for admission to a graduate degree program. The didactic material encompassed with a graduate certificate program may represent a more practice-oriented subset of an existing graduate discipline. For full details regarding policies and procedures for graduate certificate programs, please visit the GCC Web site.
CIP Code – Classification of Instruction Programs; developed in 1980 (and revised in 1985, 1990, 2000, and 2010) by the National Center for Education Statistics, US Department of Education; taxonomic coding scheme offering generic categories of instructional programs for the purpose of organizing, collecting, and reporting on fields of study and program completions; federal government statistical standard.

Concentration – A concentration is a course sequence that focuses on a particular area of study within the discipline of the degree program.

An academic concentration is a course sequence of 18 s.h. required for a teacher licensure area (TLA). These specific course clusters must meet licensure requirements of the State Board of Education, but do not lead to the conferral of a particular degree or a certificate of advanced study. The TLA may be at the entry or advanced level of teacher licensure.

Consortial agreement – an inter-institutional agreement that provides cooperative instruction and use of facilities and resources between and among two or more educational institutions. UNC-GA must approve, by formal agreement, participation of its constituent institutions in inter-institutional programs. In no case should any agreement be signed before this approval is sought or granted. Inter-institutional programs are developed through the normal on-campus approval process and are also subject to approval by the cooperative institution(s) and UNC-GA. See also joint degree program. Units planning a consortial agreement should contact the university bilateral agreements committee for further guidance; this committee oversees all academic agreements with other institutions.

Council for Teacher Education (CTE) – the policy making body that oversees all initial and advanced teacher education programs at East Carolina University. The Council is responsible for quality assurance, compliance, licensure requirements, and program approval from the NC Department of Public Instruction (NC DPI). The Director of Teacher Education is the designee of the Dean of the College of Education responsible for the oversight of teacher education programs and is accountable to the Dean for all recommendations relating to such programs. The Director should be contacted for any proposals involving teacher education and/or teacher licensure areas. See Appendix 5 for contact information.

Degree program – A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a particular level of instruction. All degree programs are categorized individually in the university’s Academic Program Inventory at the twelve-digit CIP code level. As a general rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master’s level program requires that at least one-half of the total hours be in the program area. Programs with fewer hours are designated a concentration within an existing degree program. Degree programs require the approval of the UNC-GA and the Board of Governors (BOG). Minors and concentrations receive final approval at the campus level.

Delivery method
Distance education (DE) – for purposes of this manual and various documents required for program development: face-to-face delivery at an off-campus location or site
Face-to-face – synchronous, in-class, on-campus delivery
Online – synchronous or asynchronous delivery of instruction using technological tools, such as Skype, SabaMeeting, Second Life, etc.

**Dual degree program** – program in which a student can enroll concurrently in two degree programs offered in two different academic units (e.g., mathematics and mathematics education). A limited number of student credit hours may be counted toward both degrees. Two degrees are awarded from two different disciplines, generally at the master's degree level, however exceptions (e.g., MD/MBA) are possible. Only academic programs have the authority to propose and receive approval for new dual degree programs. Units planning a dual degree should contact OAPPD for further guidance; this office monitors all academic agreements with other institutions.

**Educational Policies and Planning Committee (EPPC)** reviews information concerning proposals for all new certificates, concentrations, minors, degree programs, and academic policies. The committee meets monthly, typically on the 2nd Friday of each month during the academic year. EPPC recommendations are forwarded to the Faculty Senate.

**External review** – process administered through the Graduate School (on-campus) and by UNC General Administration (off-campus for doctoral proposals only). External review uses planner-provided documentation to identify potential external reviewers. The process takes four to six weeks (on-campus) and up to ten weeks through UNC-GA. A copy of the Graduate School’s external review report and planner response become a part of the proposal package and is reviewed beginning with the GCC.

**Faculty Senate** is the legislative, advisory, and primary faculty governance body representing the general faculty of East Carolina University. The Faculty Senate reviews and votes on the recommendations of the EPPC as a part of the academic program development process. The Faculty Senate meets monthly on a variable schedule during the academic year. While there is no active presentation of proposal packages at the Faculty Senate, planners are encouraged to attend to answer questions as needed.

**Graduate Council** – was established in fall 2011. The Council is charged with approval of Graduate Curriculum Committee minutes and other administrative matters for the Graduate School. The Council meets monthly September through May. The Graduate Council Executive Committee meets 10-14 days before each meeting to set the agenda.

**Graduate Curriculum Committee (GCC)** – represents a broad array of graduate degree areas. The committee meets on the first and third Wednesdays of each month, September through March. It reviews program proposals and curriculum packages and makes recommendations to the Graduate Council. The GCC accepts submission packages through its mailbox (gcc@ecu.edu) at least two weeks before the desired meeting; deadlines are strictly enforced. Packages are checked for completeness and appropriate document formatting; submitters are advised of any deficiencies and must rectify them before packages are considered for agenda placement. Historically, spring semester is peak season for the GCC; early submission is recommended.

**Interdisciplinary degree program** – awards a single degree for courses of study that involve work in multiple disciplines, but has chosen not to be identified with any specific academic unit.
Joint degree program – awards a single degree by two or more UNC constituent institutions, or a UNC institution and a non-UNC educational institution participating in a joint degree program (e.g., PhD in Technology Management with Indiana State University). Proposals must follow the regular institutional processes for the approval of new degree programs at each participating institution within UNC before being submitted to the UNC Board of Governors for approval. Units planning a joint degree should contact OAPPD for further guidance; this office monitors all academic agreements with other institutions.

Minor – sub-field of study in which a student may enroll if already enrolled in a graduate (or undergraduate) program; diploma awarded along with major field of study; must consist of at least 24 s.h.

Office of Academic Program Planning and Development (OAPPD) – facilitates university-wide undergraduate and graduate degree program development and refinement in the academic affairs and health sciences divisions. The office assures that new and revised academic programs are in compliance with the rules and regulations of East Carolina University, the University of North Carolina, the regional accrediting body, and the state legislature. The office also supports curriculum development, produces all versions of the university’s undergraduate and graduate catalogs, and approves all text regarding academic degree requirements included in publications.

Request for Inclusion – biennial process initiated by the Academic Council in which new proposed degree programs can be added to the ECU five-year Academic Program Plan.

Teacher Licensure Areas (TLA) – These are specific course clusters which meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or a certificate. These may be at the entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, the senior vice president for academic affairs of UNC-GA must be notified. A current inventory of teacher licensure programs provided by the State Board of Education is available from the North Carolina Department of Public Instruction.

UNC Board of Governors (BOG) – the policy-making body legally charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Special members are non-voting members with varying terms. Such members are former chairs of the board, former governors, and the president of the UNC Association of Student Governments, or that student’s designee. Source: [www.northcarolina.edu/bog/index.htm](http://www.northcarolina.edu/bog/index.htm)

UNC General Administration (UNC-GA) – houses the offices of the President and other senior administrative officers of the multi-campus University of North Carolina. This core administrative staff is responsible for executing the policies of the UNC Board of Governors and providing University-wide leadership in the areas of academic affairs, business and financial management, long-range planning, student affairs, research, legal affairs, and government relations. UNC General Administration also has administrative oversight of a number of University affiliates, including UNC-TV, the North Carolina Arboretum, the NC State Education Assistance Authority, the NC State Approving Agency, the UNC Press, and the NC Center for International Understanding. Source: [www.northcarolina.edu/leadership/ga.htm](http://www.northcarolina.edu/leadership/ga.htm)