



The University of Georgia

University Council
Athens, Georgia 30602

March 26, 2010

UNIVERSITY CURRICULUM COMMITTEE – 2009-2010

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Undergraduate Student Representative – Cameron Secord

Graduate Student Representative – Lauren King

Dear Colleagues:

The attached proposal for a revised Academic Affairs Policy Statement No. 2, Interdisciplinary Certificate Programs, will be an agenda item for the April 2, 2010, Full University Curriculum Committee meeting. The policy has been revised to reflect current practice.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Professor Jere W. Morehead
Dr. Laura D. Jolly

INTERDISCIPLINARY CERTIFICATE PROGRAMS

Academic Affairs Policy Statement No. 2

1. References

- a. Academic Affairs Handbook, Board of Regents, University System of Georgia, 1987.
- b. Bylaws of the University Council of the University of Georgia, 1988.
- c. Academic Affairs Policy Statement No. 1 on New Degree or Major Programs, the University of Georgia, 1989.

2. Policy

- a. Effective this date and until rescinded, interdisciplinary certificate programs (ICP) of academic work shall not be added to the curriculum of the University of Georgia unless approved in accordance with the Bylaws of the University Council of the University of Georgia and recommended by the President of the University of Georgia to the Office of the Chancellor, Board of Regents, for administrative approval.

Policy and implementing guidance outlined herein are applicable to all ICP. Excluded from this policy are the certification activities of schools and colleges involving professional associations and state governments. No provisions stated herein are intended to conflict with the Bylaws of the University of Georgia or the Academic Affairs Handbook of the Board of Regents.

- b. ICP are recognized as valuable assets of the University of Georgia. They can provide a stable environment in which faculty may address a variety of academic concerns that cross traditional disciplinary lines. Every effort shall be made at the University of Georgia to encourage and support ICP that are important and a viable extension of the mission of the University.
- c. A formal proposal is required when an academic unit contemplates adding a new ICP to the institution's curricula. The procedures to be followed in routing the formal proposal are the same as described for initiation of courses in paragraph six of this statement.

Implementing guidelines for new proposals appear as attachment to this policy statement. Board of Regents' approval is not required to establish an ICP; however, administrative approval of the Chancellor of the Board of Regents is necessary.

- d. Certificates are viewed as a complement or addition to an existing degree, rather than a free standing credential. Thus, to preclude certificates from usurping the traditional role of degrees, the following guidance is strongly suggested.

- (1) Undergraduate certificates should be completed only by students who are making progress toward an undergraduate degree or by students who already have an undergraduate degree and wish to return for the sole purpose of securing a particular certificate.

- (2) Graduate certificates should be completed only by graduate students who are either prospective candidates for a degree or non-degree candidates. ~~who hold a master's or a doctor's degree.~~

3. Responsibility

a. Faculty

The responsibility for developing a new ICP resides with the faculty. Such proposals should be submitted when: (1) faculty identifies a need or an interest that typically crosses primary academic unit boundaries and would be addressed most effectively by an interdisciplinary faculty group and (2) the need or interest cannot be served by existing University organizations such as departments, divisions, or schools/colleges.

b. Administrative

Both the director of the ICP and the appropriate dean(s) of the schools/colleges submitting the formal proposal must approve it before the proposal is submitted to the next higher administrative level. It shall be the responsibility of the director to insure that the formal proposal receives appropriate faculty review. The Office of the Senior Vice President for Academic Affairs and Provost (SVPAAP) shall be responsible for reviewing proposals and providing internal coordination of procedures. This shall include making appropriate recommendations to the University on ICP proposals which are to be transmitted by the President of the University of Georgia to the Chancellor of the Board of Regents for administrative action. The SVPAAP shall keep unit (program, department, school or college) heads informed of the current status of the proposal as it moves through the stages required by governance procedures. In addition, the SVPAAP shall maintain a register of authorized ICP and records concerning each. Finally, the SVPAAP shall administer the process of program evaluation and termination.

4. Administration of the ICP

a. Director

Each ICP shall be administered by a director. The director shall possess a scholarly record of achievements and a reputation befitting the position. He or she shall carry an academic appointment in a relevant department. Though not a memorandum one position, a faculty search committee shall be appointed to screen extremely qualified candidates. The administrators appointing the director should consult with the interdisciplinary faculty and steering committee of the ICP, as well as other appropriate University officials before the appointment is made.

b. In addition to managing the day-to-day operation of the program, the director will:

- (1) Coordinate course offerings and maintain student records. ~~He/She will act as a department head on curriculum matters (course proposals, changes, deletions, etc.).~~
- (2) Coordinate and promote activities (seminars, speakers, receptions, etc.) associated with the program and do whatever is appropriate to secure extramural funding lines to support program activities.
- (3) Consult with Steering Committee on matters of policy, planning, and resource requirements.

c. Steering committee

In general, the Steering Committee will comprise senior faculty whose wisdom and experience are viewed to be valuable in assisting the director of the ICP. Here, faculty governance should not be restricted to specific problems but should involve the basic values associated with teaching, learning, and research.

- d. Faculty
Any University of Georgia faculty may affiliate as members of an ICP under procedures approved by the Steering Committee.
- e. Reporting lines
ICP shall be administratively attached to a defined academic unit (e.g., center, institute, department, division, school or college). Reporting lines shall be specified by the head of the unit and with the approval of the SVPAAP. Where no single pertinent knowledge base can be readily identified for an ICP, the mission or role of the ICP may be used as criteria in establishing the reporting line of the director.
- f. Budget lines
With the approval of the SVPAAP, an ICP may be authorized specific budget lines by the parent unit. Where no parent unit is determined to exist, budget lines may be secured directly from the SVPAAP. Under no circumstances will an ICP serve as promotion or tenure-initiating units. However, the ICP director may assist the head of the academic unit (where the rank of the ICP faculty member resides) in securing evaluations or letters of recommendation.

5. **Prefix**

- ~~a. An interdisciplinary program may offer courses for credit which are interdisciplinary and do not logically fit in a given program. Course prefixes associated with an ICP may result in two ways. First, an ICP may request from the University Curriculum Committee its own course prefix. This prefix would be associated with courses that are ordinarily not available through traditional disciplinary departments. Second, an ICP may draw with justification upon departmental courses with established prefixes.~~
- ~~b. When a stable ICP administrative structure ceases to exist, the prefix shall cease to exist. In this event, if a department wishes to teach a course that has had a prefix originated by an ICP it is recommended that before the prefix is deleted, a course change proposal should be submitted by the originator to change the prefix on the course to a prefix used by the interested department. This will transfer ownership of the course from the ICP to the interested department. If the prefix is allowed to be deleted before the course is transferred to a department, the course will be deleted automatically. Any department then wishing to teach the deleted ICP course shall submit a new course proposal noting the former ICP course in the duplicate credit statement on the new course proposal.~~

6. ~~Curriculum process~~

- ~~a. As stated in paragraph five, an ICP may originate courses or rely upon course offerings available through traditional disciplinary departments. The procedure outlined below applies only to courses carrying an interdisciplinary prefix; thus, they are important modifications of the standard curriculum process. In addition, the curriculum process will vary depending upon the level (undergraduate vs. graduate) of the certificate program. Modifications shown below have been kept to a minimum with the focus of effort being on maintaining accuracy of records and facilitation of process.~~
- ~~b. Undergraduate programs~~
 - ~~(1) Course proposals originate from the faculty in the ICP.~~
 - ~~(2) The director of the ICP serves in the role of department head for the routing of course proposals.~~

~~(3) When permission is needed to be admitted to a course, the prerequisite "permission of department" will be understood to mean permission of director. (The director will be responsible for obtaining the POD cards that are used for registration.)~~

~~(4) ICP cross listed courses are handled just like other cross listed courses; the director serves in the role of department head.~~

~~(5) The course proposal is sent to relevant departments for approval by department heads. (Relevant means that the course content may be similar to or duplicative of content taught in the department. This is common procedure for all courses.)~~

~~(6) The course proposal is sent for approval to all deans whose faculty participates in the interdisciplinary program. (This means that it will take extra time to process courses in interdisciplinary programs that are not housed within one school/college; but as a procedure it is clear, and it has the added advantage of informing deans of interdisciplinary activity of their faculty.)~~

~~(7) The course proposal is sent to the Senior Vice President for Academic Affairs and Provost where it is treated like any other course. The director of the program will be the contact person for the Office of Curriculum Systems.~~

~~(8) Notice of course approval is sent by the Senior Vice President for Academic Affairs and Provost to the director of the program. The director has the responsibility for informing relevant department heads and deans of the approval.~~

~~c. Graduate programs~~

~~(1) Course proposals originate from faculty in the interdisciplinary program.~~

~~(2) The director of the ICP serves in the role of department head for the routing of course proposals.~~

~~(3) When permission is needed to be admitted to a course, the prerequisite "permission of department" will be understood to mean permission of director. (The director will be responsible for obtaining the POD cards that are used for registration.)~~

~~(4) Certificate program cross listed courses are handled just like other cross listed courses; the director serves in the role of department head.~~

~~(5) The course proposal is sent to relevant departments for approval by departments heads. (Relevant means that the course content may be similar to or duplicative of content taught in the department. This is common procedure for all courses.)~~

~~(6) When the course prefix is housed with the interdisciplinary program and not with a specific school/college, the course proposal is sent for approval to all deans whose faculty participates in the interdisciplinary program. (This means that it will take extra time to process courses in interdisciplinary programs that are not housed within one school/college; but as a procedure it is clear, and it has the added advantage of informing deans of interdisciplinary activity of their faculty.)~~

~~(7) The course proposal is sent to the Graduate School, and if approved, it is sent by the Graduate School to the Senior Vice President for Academic Affairs and Provost. The director of the program will be the contact person for the Office of Curriculum Systems.~~

~~(8) Notice of course approval is sent by the Senior Vice President for Academic Affairs and Provost to the director of the program. The director has the responsibility for informing relevant department heads and deans of the approval.~~

~~d. Graduate prefixes housed in the Graduate School~~

~~In those rare instances where the graduate ICP is detached from a traditional department/college, its prefix shall reside in the Graduate School. Follow steps 1-6 under Graduate Programs and steps 7-9 below:~~

~~(7) The course proposal is sent to the Dean of the Graduate School who also serves in the role of the dean of the unit in which the program is housed.~~

~~(8) The course proposal is then sent to the Graduate School Curriculum Committee; if approved, the Dean of the Graduate School also approves the course as the Dean of the Graduate School. The proposal is then sent to the Senior Vice President for Academic Affairs and Provost. The director of the program is the contact person for the Office of Curriculum Systems.~~

~~(9) Notice of course approval is sent by the Senior Vice President for Academic Affairs and Provost to the director of the program who, as a courtesy, has the responsibility for informing relevant department heads and deans of the approval.~~

7. Career/Reward Structure

At least annually, the director of the ICP shall provide a report to the department chairperson of each faculty member who makes a significant contribution to the program. The department chairperson is encouraged to use the input from such reports for faculty salary recommendations and tenure promotion decisions.

8. Funding

Funding sources for the ICP may be totally internal or extramural, or a mix of internal and extramural funds. The director of the ICP shall have fiscal responsibility and accountability for the program budget.

9. Review and Termination

- a. An ICP is viewed to be an academic enterprise and hence, subject to periodic review. The dean or Senior Vice President for Academic Affairs and Provost to which the ICP reports will determine when the ICP is to be reviewed.
- b. A written request to revoke an ICP standing may be submitted by the director, the ICP Steering Committee, or the dean or vice president to whom the director reports. The Senior Vice President for Academic Affairs and Provost shall provide such a request to the University Curriculum Committee for review, and he or she shall subsequently transmit the same to the University Council for action. The President of the University will request approval from the Board of Regents, University System, to discontinue the program.

OUTLINE FOR AN INTERDISCIPLINARY CERTIFICATE PROGRAM

I. Basic Information

1. Institution _____ Date _____
2. School/College _____
3. Department/Division _____
4. Level (undergraduate or graduate) _____
5. Proposed starting date for program _____
6. Abstract of the program for the University Council's agenda:
Provide a one or two page summary of the proposed program that includes an overview and highlights of the response to the criteria in Section II.
7. Submit letters of support from the various academic unit heads involved in developing the program initiative or whose support is vital to its success.

SIGNATURES:

Department Head

Dean of School/College

II. Response to the Criteria for All Programs

The criteria that proposed new programs are expected to meet in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient explanation as to how the proposed program satisfies each criterion.

1. *The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.*
 - A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.
 - B. Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.
2. *There must be a demonstrated and well-documented need for the program.*
 - A. Explain why this program is necessary.
 - B. In addition, provide the following information:
 1. Semester/Year of Program Initiation
 2. Semester/Year Full Implementation of Program
 3. Semester/Year First Certificates will be awarded
 4. Annual Number of Graduates expected (once the program is established)
 5. Projected Future Trends for number of students enrolled in the program

3. *There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.*

A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

B. In addition, provide the following information:

To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

4. *The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.*

Provide the following information:

A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

5. *Faculty resources must be adequate to support an effective program.*

A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program.

B. In addition, for each faculty member directly involved in this program, list:

- 1) Name, rank, degrees, academic specialty, educational background
- 2) Special qualifications related to this program
- 3) Relevant professional and scholarly activity for past five years
- 4) Projected responsibility in this program and required adjustments in current assignments

C. Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.

6. *Library, computer, and other instructional resources must be sufficient to adequately support the program.*

- A. Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.
- B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.

7. *Physical facilities necessary to fully implement the program must be available.*

Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

8. *The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.*

- A. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program.

	First year	Second year	Third year
(1) Personnel	_____	_____	_____
(2) Operating Costs	_____	_____	_____
(3) Capital Outlays	_____	_____	_____
(4) Library Acquisitions	_____	_____	_____
(5) Total	_____	_____	_____

- B. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.

9. *Commitments of financial support needed to initiate and fully develop the program must be secured.*

- A. Identify the sources of additional funds needed to support the program and the probability of their availability.
- B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

10. *Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.*

Describe and evaluate the structure for the administration of the program. Explain the degree to which that structure is in keeping with good practice and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.