

APPENDIX C

UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM

INSTRUCTIONS: Please submit five copies of the proposal General Administration. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required. Proposals will be submitted electronically after January 1, 2010.

Date: May 2010

Constituent Institution: The University of North Carolina at Pembroke

CIP Discipline Specialty Title: Environmental Studies

CIP Discipline Specialty Number: 03.0103 Level: B X M ___ 1st Prof ___ D ___

Exact Title of the Proposed Degree: Geo-Environmental Studies

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

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

- a. Is it at a more advanced level than those previously authorized? Yes ___ No X
b. Is the proposed program in a new discipline division? Yes ___ No X

Proposed date to establish degree program (allow at least 3-6 months for proposal review:

month August year 2010

Do you plan to offer the proposed program away from campus *during the first year of operation*?
Yes ___ No X

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

I. DESCRIPTION OF THE PROGRAM

- A. The Bachelors of Science in Geo-Environmental Studies (GES) is a degree plan that requires 120 semester hours of coursework including 45 hours of UNCP general education requirements and 39 hours of core major requirements (about 15 of which count for both gen ed and the core). This leaves approximately 50 hours of advisor-guided and free electives for the students to pursue specific interests in the Geo-Environmental disciplines.

The degree is intended for those interested in learning more about their surroundings and is designed to meet the societal needs for workers broadly prepared to deal with scientific and technological policy issues in this field. A subheadline in The New York Times (24 June 2009) stated, “Employers are begging for specially skilled applicants in fields like critical care nursing and geology.” Consequently, we have designed this major for flexibility so that majors can be employed in environmental fields or continue to post-bachelors study in a variety of fields including law, public administration, earth science, geology, geography, science education, or environmental engineering.

- B. The proposed degree program provides a sound education in the geosciences and geological processes as they relate to the environment, an understanding of environment evolution, and an understanding of the impact of human activity on the environment.

Knowledge and understanding of:

1. the formation of Earth and extraterrestrial materials
2. the evolution of Earth and its environments through geologic time.
3. the internal structure, composition and processes of the Earth.
4. surface and near-surface processes, including dynamic interactions between the lithosphere, hydrosphere, atmosphere, and biosphere (including human interactions).
5. geological hazards.
6. the occurrences of Earth’s physical resources and environmental issues associated with their exploitation.
7. environmental topics within an interdisciplinary and integrative approach.
8. safety and procedure for both field- and laboratory-based research.

Intellectual skills – GES graduates should have the ability to:

1. think logically and critically in a scientific manner.
2. analyze and interpret environmental observations and data.
3. recognize and identify environmental issues and problems.
4. organize tasks into a structured form.

5. understand the current state of knowledge pertaining to the environment.
6. integrate and apply concepts and principles from one area of earth science to another within the workplace.
7. develop, conduct, and report on an independent research project.

Practical Skills – *GES graduates should be able to:*

1. accurately observe, record and interpret earth materials and data.
2. conduct a practical environmental science project.
3. construct an environmental impact map for an area from field observations and available data sets.
4. carry out a risk assessment for fieldwork in a specified area.
5. conduct relevant task in a working environment.

Transferable skills – *GES graduates should be able to:*

1. use IT (word processing, geographical information systems, data processing, and other standard software packages).
2. communicate scientific ideas.
3. give oral presentations.
4. work as part of a team.
5. use library resources.
6. manage time.

C. The BS in GES is based on existing curricula in Geology and Geography (including those already offered for Earth Science education). It will allow UNCP to use its faculty and facilities in geology and geography efficiently in a flexible major that will allow students to design programs that meet their needs across these disciplines. Electives will be added as program growth warrants and new faculty bring additional expertise to UNCP. The addition of this degree program will also benefit efforts by the Southeastern North Carolina Regional Microanalytical and Imaging Center (a \$1.4 million research collaboration between UNCP and FSU) to broaden minority involvement in the geosciences.

D. During the planning period for this degree program, we engaged in discussions with many departments and programs. The Department of Political Science expressed great interest in our pursuit and created two new courses (Political Geography and Environmental Policy) to support our plan. We anticipate a concentration proposal from that department upon approval of the program. Additionally, there was stated interested by other programs (e.g. Economics and Literature) on our campus.

II. JUSTIFICATION FOR THE PROGRAM-NARRATIVE STATEMENT

A. UNCP's strategic plan emphasizes service to our region, appreciation of the American Indian heritage of the university and community, preparation of students to succeed in a technological and global environment, and the value of a liberal education.

The program in Geo-Environmental Studies will contribute directly to most of these goals. Many of our courses emphasize geoscience relevant to North Carolina and UNCP's region, such as Coastal Plain groundwater, Carolina Bays and their effect on land use, and the geologic history of NC. We will prepare students to use key technologies, such as geographic information systems (GIS), applicable regionally and more broadly. This curriculum promotes development of critical reasoning skills that can be applied not only to geo-environmental issues, but to other issues the students will face as they move through their lives. The program will also promote links between the scholarly areas of the geosciences and the policy implications of these issues that are dealt with in the Political Science or Economics departments. This will foster the desirable multidisciplinary approach that is necessary in our global society.

Geo-Environmental Studies will build on the Department of Geology & Geography's existing strengths. These include our externally funded projects to build scientific capabilities (the Southeastern NC Regional Microanalytical and Imaging Center in partnership with Fayetteville State) and to improve K-12 earth science education and environmental understanding in the region (two NSF Geoscience Education grants). The major will use coursework now offered for Science Education and strengthen the demand for those courses. Some of the courses are offered only occasionally now, so increased demand from GES will allow the courses to be offered more frequently, thus potentially shortening Science Education majors' time-to-degree.

Our students are often amazed that people can actually "study the Earth" and make a living. The exposure students get while taking the general education courses leads many to inquire about a major. By adding the GES degree plan, we will be able to attract many students who want to understand the Earth system and prepare them to tackle real-world issues relating to earth sciences. The geosciences are one of the least diverse areas of STEM expertise in the United States and UNCP serves a large population of underrepresented groups. Our degree will 'improve student proficiency in 21st-century knowledge emphasizing science, technology, engineering, and math,' as suggested in the UNC Tomorrow report. We will also help to improve the 'soft skills' described as part of 4.1.1. In particular, GES addresses issues including written and oral communication, critical thinking and analytical reasoning, problem solving, innovation, teamwork and collaboration, information literacy and digital literacy. The regional nature of our university has a high impact on the region. Students learn here and live here. Most return to their communities to work. Therefore, the communities of south-central NC will be enriched by those who sharpen their understanding of the physical Earth through our program. Society in general and North Carolina in particular face a wide scope of technical and policy issues related to geoscience problems including energy resource, water availability, climate change, land use, and pollution. Students in the GES program will be well prepared to understand and act on these issues.

The department has recently had National Science Foundation Geoscience Education grants to improve earth science education in local high schools. The department is continuing to look for opportunities to participate in improvement of K-12 education in earth sciences in this region of the state. This should increase knowledge and interest in earth science majors and careers among UNCP’s prospective students. This program will also support collaborative efforts between the public, private, and K-20 educational sectors to improve STEM education at all levels throughout the eleven-county BRAC region.

The GES degree plan is based on an existing curriculum that has been established for our Science Education majors.

B. Program duplication and competitiveness

We don’t believe that there are any comparable programs at private colleges in North Carolina. Similar programs exist in the UNC System at UNC-Wilmington and UNC-Greensboro. Less similar programs exist at Appalachian State, UNC-Asheville, and UNC-Chapel Hill.

Most similar, programs in North Carolina have key differences from what is proposed for UNCP. UNC-Wilmington has perhaps the most similar program, but doesn’t serve minority populations or our region. Furthermore, UNC-Wilmington is making a conscious effort to be less of a regional public institution. UNC-Chapel Hill, Appalachian State, and UNC-Asheville do not serve minority populations or focus on southeastern North Carolina. In addition, UNCG’s Environmental Studies and the program at UNC-Asheville, lack the geologic component present at UNCP. Other minority-serving institutions in the UNC System don’t have the breadth of geoscience expertise that UNCP can apply to this program.

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

Five Year History of other UNC institutions with similar offerings. We consulted with UNCW and UNCG. UNCG’s program is too new for enrollment figures. The offerings of the other institutions were assessed via their on-line descriptions.

Institution: Appalachian State University
Program Title: Environmental Studies Program

	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
Enrollment	-	-	-	-	-	-	-	-	4	23	32
Degrees-awarded *		-		-		-		-		14	

*Degrees awarded are reported as academic year total.

Institution: UNC Asheville
Program Title: Environmental Studies Program

	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09

Enrollment	86	77	66	81	88	104	103	105	81	80	91
Degrees-awarded *		39		37		23		54		41	

*Degrees awarded are reported as academic year total.

Institution: UNC Chapel Hill

Program Title: **Environmental Studies Program**

	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
Enrollment	46	39	40	38	47	48	50	53	67	64	73
Degrees-awarded *		24		17		24		19		30	

*Degrees awarded are reported as academic year total.

Institution: UNC Wilmington

Program Title: Environmental Studies

	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
Enrollment	23	57	60	61	51	48	56	58	61	74	75
Degrees-awarded *		23		22		24		17		29	

*Degrees awarded are reported as academic year total.

Program Projections:

	Year 1 (2010-11)	Year 2 (2011-12)	Year 3 (2012-13)	Year 4 (2013-14)
Full-time	5	8	14	20
Part-time				
TOTALS	5	8	14	20

Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time 25 Part-time _____ Total 25

SCH production:

Year 1	Student Credit Hours		
	UG	Masters	Doctoral
Category I			
Category II			
Category III	45		
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			
Category III	60		
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			
Category III	75		
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			
Category III	150		
Category IV			

III. PROGRAM REQUIREMENTS AND CURRICULUM

A. Program Planning.

1. The program developers used the similar programs at the following universities as models for program construction: UNC Wilmington, University of Iowa, and Shippensburg University. Each of these programs (as well as many others) was consulted on-line to help formulate a list of core requirements. We had many conversations with Jack Hall, Chair of UNCW Environmental Studies Department; he assisted the proposers in program development and trouble shooting.
2. The proposers consulted with local and national environmental service firms, as well as state agencies on the base knowledge expected for entry level workers for each. Our experience in the geoscience private sector was also valuable in understanding what background students would need for graduate study for those careers that require advanced degrees. We attempted to satisfy both in the core and concentration requirements, while leaving flexibility for students desiring to pursue other areas of professional interest.

B. Admission.

The admissions requirements for the Geo-Environmental Studies programs are the same as those for full admission to UNCP.

C. Degree requirements.

1. Total Hours required for a major: 74
2. Portion of courses open only to graduate students: NA
3. Grades required: GPA of 2.0 required for graduation
4. Amount of transfer credit accepted: consistent with UNCP policies
5. Other requirements: none specific to this program
6. Language and/or research requirements: internship or field course
7. Time limits for completion: consistent with UNCP policies

- D. The following is a list of courses offered by the Department of Geology and Geography. Those courses marked with an asterisk are required for the GES degree. Note there are some course alternatives in the requirements.

Geography Courses

GGY 1010*	Principles of Geography
GGY 1020*	World Regional Geography
GGY 1150	Earth Science (GLY 1150)
GGYL 1150	Earth Science Laboratory (GLYL 1150)
GGY 2000	Cultural Geography
GGY 2060	Economic Geography (ECN 2060)
GGY 2460	Weather and Climate (GGY 2460, PHS 2460)
GGY 2500*	Introduction to Cartography
GGY 2620*	Environmental Geology (GLY 2620)
GGY 3290	Society and the Environment
GGY 3312	Political Geography (PSPA 3312)
GGY 3720	North America

GGY 3770	Geography of American Indians
GGY 4010*	Internship in Geography
GGY 4040	Remote Sensing
GGY 4100*	Land Use Planning
GGYS 4xxx	Special Topics in Geography
Geology Courses	
GLY 1000*	Physical Geology
GLYL 1000	Physical Geology Laboratory
GLY 1150*	Earth Science (GGY 1150)
GLYL 1150*	Earth Sciences Laboratory (GGYL 1150)
GLY 1250*	Earth History
GLYL 1250*	Earth History Laboratory
GLY 2260	Oceanography
GLY 2460	Weather and Climate (GGY 2460, PHS 2460)
GLY 2620*	Environmental Geology (GGY 2620)
GLY 3100*	Minerals and Rocks
GLY 3110*	Minerals and Rocks Laboratory
GLY 3250	Paleontology
GLY 3660	Geomorphology
GLY 4010*	Geology Internship
GLY 4150	Geology Field Trip
GLY 4250	Stratigraphy and Sedimentology
GLYS 4xxx	Special Topics in Geology

IV. FACULTY

A. Current Faculty (See Appendix A for roster of instructional staff)

Martin B. Farley (Chair, Department of Geology and Geography)
Dennis J. Edgell
Amy Gross
Nathan Phillippi
P. Lee Phillips
Thomas E. Ross
L. Jesse Rouse
Ledrew Stocks

B. Need for New Faculty

All the courses required in this degree plan are already in the curriculum and faculty with the expertise required to teach them are already in place. Therefore, this plan does not require new faculty. Electives can be added based on expertise of new faculty, when and if such hiring occurs.

C. Since our proposal does not require additional faculty, funds for these are not necessary.

D. Effect on Faculty Activity

Faculty course or preparation load will not be adversely affected by implementation of the new program because most of the courses are already offered on a regular schedule to meet the needs of geology and geography minors and to support Science Education and other majors. Therefore, faculty activity in service and scholarship can continue at current levels.

V. LIBRARY

A. Present Holdings

Monographs

- Physical Resources
 - The Library has approximately 1,000 individual titles related to Geology and Geography
 - The Library has approximately 20,000 titles related to the Physical Sciences
 - There are approximately 1,000 items related to environment and environmental technology
- EBook Resources include
 - *Ebrary* (Electronic Books)
 - Multi-disciplinary collection of electronic books
 - Contains approximately 45,000 individual titles from a variety of publishers with approximately 2,200 titles in the Physical Sciences
 - *Oxford Reference Online*
 - Collection of electronic reference titles available from Oxford Publishing with over 175 reference works.
 - *Sage E-Reference*
 - Collection of full text electronic reference titles available from Sage Publications

Electronic Resources (Includes Databases and Electronic Journal Packages)

- Key Resources
 - *Environment Complete*
 - *Environment Complete* offers more than 2 million records in applicable areas of agriculture, ecosystem ecology, energy, renewable energy sources, natural resources, marine & freshwater science, geography, pollution & waste management, environmental technology, environmental law, public policy, social impacts, and urban planning
 - This resource includes over 1,100 active core titles
 - This database also contains full text for more than 750 journals

- *ESRI*
 - This resource allows the user to perform advanced Geographic Information Systems (GIS) analysis, which can include topographical analyses and mapping, and spatial analyses
- *GeoRef*
 - *GeoRef* is produced by the American Geological Institute
 - This resource contains over 3 million bibliographic records to the geosciences literature of the world
 - Subjects covered in *GeoRef* are: environmental and engineering geology, hydrology, economic geology, geophysics, petrology, paleontology, marine geology and oceanography, and mineralogy
 - *GeoRef* indexes over 3,500 journals
 - The resource also contains indexing to books, maps, government reports, conference papers, and theses and dissertations
 - The geology of North America is covered from 1669 to the present, and coverage dates back to 1933 for the rest of the world
- *Science Direct College Edition*
 - *Science Direct College Edition* covers Health & Life Sciences, Physical Sciences, and Social & Behavioral Sciences
 - Journals coverage is current back to 1995
 - There are over 900 journal titles in Health & Life Sciences and over 650 in the Physical Sciences
- *Web of Knowledge*
 - *ISI Web of Knowledge* is a research platform, helping you quickly find, analyze, and share information in the sciences, social sciences, arts, and humanities
 - Contained within our subscription to *Web of Knowledge* is *Web of Science* (1899-present)
 - Provides access to the world's leading scholarly literature in the sciences, social sciences, arts, and humanities
- Other Important Resources
 - *Biological and Agricultural Index Plus*
 - *Biological & Agricultural Index Plus* offers researchers convenient online access to the core literature of biology and agriculture
 - This resource has full text citations that link to PDF page images, featuring graphs, charts, diagrams, photos, and illustrations

- In addition the resource has indexing and some abstracting of some 375 periodicals as far back as 1983, many peer reviewed
 - There is full text of articles from nearly 90 journals as far back as 1997
 - *Liebert Online*
 - *Liebert Online* contains peer-reviewed journal articles, books, and trade magazine articles in the areas of biotechnology, biomedical research/life sciences, clinical medicine and surgery, medicine, law, philanthropy, environmental science and sustainability
 - *SpringerLink*
 - This is a multi-disciplinary resource
 - It contains full-text materials for journals and books published by Springer
 - The resource currently offers over 1,250 fully peer-reviewed journals and more than 10,000 books online
 - *Wiley InterScience*
 - This resource is multi-disciplinary with access to journals, electronic books and many other materials
- General Resources
 - *Academic One File*
 - This resource is a multi-disciplinary full-text database
 - Contains more than 12,000 journals, over 4,000 of which are full-text peer reviewed
 - *Academic Search Complete*
 - This resource is a multi-disciplinary full-text database
 - It contains over 6,100 full-text periodicals, including more than 5,100 peer-reviewed journal
 - This database also has indexing and abstracts for more than 10,100 journals and more than 10,600 publications including monographs, reports, conference proceedings
 - *OmniFile Full Text*
 - This resource is a multi-disciplinary full-text database
 - OmniFile contains full text articles, page images, article abstracts, and citations from over 4,000 journals
 - Coverage from 1982 – present
 - Covers the *Biological and Agricultural Index* and *Biological and Agricultural Full Text*
- Journals
 - The Library has access to approximately 900 individual serial and journal titles related to Geology and Geography; this includes electronic, paper, and microform access.

B. The department is certain that current library holdings are adequate to support the proposed degree plan. Additional library resources will be acquired commensurate with growth of the major.

C. The UNCP Livermore Library has agreements with the libraries at Fayetteville State University and UNC Wilmington that allow our students to take full advantage of their resources and return them to our own campus facility. When necessary, our students will be able to utilize the libraries of any of the UNC system schools and obtain references via interlibrary loan.

VI. FACILITIES AND EQUIPMENT

Most Geology & Geography faculty are housed in Old Main. The department has a Cartographic Technologies Lab in Old Main equipped with student computers, HP DesignJet Plotter, scanner, and color laser printer. This lab also has a light table, map storage, and workspace. The department has a lab in Oxendine Science for research activities equipped with fume hoods and lab sink with space for storage of additional maps, minerals, rocks, and fossils. The university has a joint research facility with FSU that has technologically advanced microanalytical and imaging capacities: The JEOL JXA – 8530F Electron Hyperprobe is housed on the campus of FSU; however a remote-control laboratory has been set up in the Oxendine Science Building. Classes are taught in Oxendine Science in classrooms with suitable maps and other visual aids.

UNCP has recently upgraded to a campus license for ESRI's Geographic Information Science (GIS) software. GIS is a requirement in our program and campus-wide use will create demand to integrate more of it in the curriculum.

Because this new degree plan builds on our existing teaching and research, it will make more efficient use of resources and will not require additional facilities. Faculty will engage in pursuit of external funding to obtain instruments and other items that will enhance the program.

VII. ADMINISTRATION

Geo-environmental studies will be administered by the existing Department of Geology & Geography, which is part of the College of Arts & Sciences.

VIII. ACCREDITATION

There are no discipline-specific accrediting agencies concerned with this program or its component parts. SACS has been notified about the planning of this program.

IX. SUPPORTING FIELDS

Political Science has created a course in Environmental Policy that will support this

program as well as serve their own majors' needs. We foresee the development of further cooperation with them as this major grows.

X. ADDITIONAL INFORMATION

XI. BUDGET

Because the Geo-Environmental Studies major will be built on existing faculty and courses, no additional funds are necessary to start the program.

XII. PROGRAM EVALUATION

A. The following criteria will be used to evaluate program quality and effectiveness:

1. Integrity in fulfilling the Geo-Environmental Studies mission
2. Evidence of student learning outcomes and teaching effectiveness
3. Discovery and application of knowledge
4. Service
5. Preparation for future change

1. Integrity in fulfillment of mission

The program mission is clear and is consistent with the mission of the College of Arts & Sciences, the University, and the recognition of the diversity of stakeholders in the program, demonstration that program resources support the educational offerings, collaborative processes and effective leadership occur in program governance, and following of high ethical standards in pursuit of these goals.

2. Evidence of student learning and teaching effectiveness

The Program Description (IB) outlines the knowledge and skills that graduates of Geo-Environmental Studies are expected to have. Basic elements of this learning will be evaluated by regular course examination and use of relevant elements in practical field applications. The synthesis of these elements will be evaluated as part of the capstone final independent research project, internship, or field school.

3. Discovery and application of knowledge

The actions of students and faculty value intellectual inquiry and broad acquisition of knowledge, that the curriculum endeavor to incorporate inquiry-related approaches, and support the actions of faculty and students to research development and application.

4. Service

The program learns from its internal and external stakeholders by active engagement, is responsive to these constituencies and is valued by them.

5. Preparation for future change

The program recognizes changing conditions caused by external societal and economic changes, that the program annual assessment allows continuing improvement, and that changes required by these elements can be supported by available resources over the longer term.

B. Measures to be used to evaluate the program

Continuing evaluation: The standard assessment tools being developed for general education classes will be used to evaluate learning for those classes. Standard rubrics will be developed for evaluating writing in upper-level Writing Enriched classes. The data from these will be aggregated for evaluation of these classes.

Periodic audit: Portfolio and self-study that describes the demographics of the program (faculty and students), resources available to the program, key performance indicators, and analysis of the criteria listed above. This will also include a plan for quality improvement of the program. We will also develop an alumni survey to evaluate the preparation Geo-environmental Studies gave them in content knowledge, skills, and critical thinking for their professional work.

C. Projected productivity levels (number of graduates)

<u>Level</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>TOTALS</u>
B	_____	_____2_____	_____3_____	_____5_____	_____
M	_____	_____	_____	_____	_____
I/P	_____	_____	_____	_____	_____
D	_____	_____	_____	_____	_____

D. Recommended consultant/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.

Dr. Hsiang-te Kung
Professor (and former chair, Dept of Geography)
Dept. of Earth Science
University of Memphis
Memphis, Tennessee 38152
901-678-4538
hkung@memphis.edu

Dr. Matthew Schwartz
Assistant Professor
Dept. of Environmental Studies
University of West Florida
11000 University Parkway
Pensacola, FL 32514
850-474-3469
mschwartz@uwf.edu

Dr. James R. Ebert
Distinguished Teaching Professor and Chair
Earth Sciences Department
SUNY College at Oneonta
Oneonta, New York 13820-4015
607-436-3065
Ebertjr@oneonta.edu

E. Plan for evaluation prior to fifth operational year.

Prior to the fifth operational year, the program will be reviewed by an interdisciplinary faculty committee. Members will be appointed by the Chair of the Department of Geography and Geology, in consultation with the Dean of the College of Arts and Sciences, to ensure appropriate review of all program outcomes, including the writing in the discipline component, timely progression of majors toward degrees, discovery and application of knowledge, involvement of stakeholders, and engagement. Reviewers will have access to interim review data and may conduct their own focus groups of current majors, graduates, and employers. The Dean of the College of Arts and Sciences will receive the report, review it with the Department Chair and faculty members, and make a recommendation about program continuation to the Provost and Vice Chancellor for Academic Affairs. This recommendation will be based on the program's effectiveness in meeting its stated educational outcomes and its contributions to the institutional mission and Strategic Plan goals.

XIII. REPORTING REQUIREMENTS

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

Proposed date of initiation of proposed degree program: Fall 2010

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

Chancellor:
