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1. Courses

Programs wishing to introduce new courses or to adjust the content, credit hours, course numbers or titles of existing courses must submit proposals to the Executive Council for review and approval. All proposals to the Executive Council should come from the program’s Director of Graduate Studies.

The Executive Council reviews proposals for new courses or for changes in existing courses on a rolling basis. The Executive Council meets monthly from September through May. To be added to the Executive Council agenda, proposals must be received by the Laney Graduate School two weeks prior to the meeting date. Laney Graduate School staff will determine that proposals are complete before distribution to the Council. Meeting dates and submission deadlines are posted on the Laney Graduate School website.

Please be aware that the Executive Council often has a full agenda, and proposals submitted late in the spring semester may be deferred until the next academic year. To ensure timely review, new or revised courses to be offered in the fall semester should be submitted to the Executive Council prior to the January meeting.

1.1. Credit Hour Determination

Credit hours are determined by the LGS Executive Council using the following criteria. One credit is awarded for one 50-minute contact period each week for an entire semester. Credit for contact periods includes regular out-of-class work required as preparation for in-class work. Additional credits may be awarded for substantial, independent research, required by the course syllabus. Such research must be over and above preparation for in-class work or examinations, and must have a concrete result, such as a paper, proposal, or presentation.

For example, 4 credits are appropriate for a seminar that meets for 3 hours each week and requires the students to write an original paper based on research that went beyond the readings assigned for class. Credit may be awarded for independent study, such as directed readings or thesis research. Credit should be appropriate to the proportion of a student’s time devoted to the research, given that 12 credits is full time enrollment.

Where credit hours do not match contact hours in a new or revised course proposal, the DGS should describe the additional assignments that are required for the course in cover memo, and
the supplementary educational experience should be described in the sample syllabus that accompanies the proposal.

1.2. Revisions to Existing Courses

While routine updates to course content is a matter for faculty decision, changes important enough to warrant a modification to the registrar’s record (such as changes in title, course number, credits, or repeatability) normally require Executive Council review.

To request a revision, the DGS should fill out the Course Revision Form available on the LGS website. In addition, the DGS should write a brief memo to explain the motivation for the change and how the changes will fit into the program’s graduate instruction. A sample syllabus for the new course will normally accompany the memo, and a syllabus is required if the changes reflect substantial changes in the course content. If the proposal is a change in credit hours, and credit hours do not match contact hours, the memo should describe the supplementary assignments that warrant the additional credit.

1.3. New Course Proposals

A course may be offered twice as a special topics course before being submitted for approval as a new course.

New course proposals have three elements:

A. New Course Proposal Form available on the LGS website.

B. A memo from the DGS that addresses four areas:

- **Program structure.** How does the course fit into your graduate program? How does it relate to the program's focus and goals? How does it fit into the candidacy requirements for students in your program? Are there any prerequisites for this course (or will it be a prerequisite for other courses)?

- **Interdisciplinarity.** How does this course relate to courses in other programs? Does it complement strengths or fill needs in other programs? Are there issues of overlap or redundancy with existing courses? Where the course is relevant to other programs, e.g. cross-listed or regularly attended by students from other programs, letters of support from those programs should be attached.
• *Credit Hours.* Where credit hours do not match contact hours in a new or revised course proposal, what additional assignments are required for the course?

• *Resources.* Are there sufficient faculty who can teach the course, given the anticipated rotation of course offerings in your program? Will this course require new resources (lab space, library materials, etc.), and if so, how will they be acquired?

C. A letter of support from the department chair(s) or dean(s) indicating a commitment to staff the course and a commitment to count the related teaching toward total effort. In addition, where new courses might affect the curriculum of other programs, the DGS should discuss the proposal with cognate programs, and if appropriate, secure a letter of support.
2. Certificate Programs

The Executive Council reviews proposals for new certificates or for revisions to existing certificates on a rolling basis. The Executive Council meets monthly from September through May. To be added to the Executive Council agenda, proposals must be received by the Laney Graduate School two weeks prior to the meeting date. LGS staff will determine that proposals are complete before distribution to the Council. Meeting dates and submission deadlines are posted on the LGS website.

2.1. Revision, Review, and Renewal of Certificate Programs

Revision. The Executive Council must approve any significant modification of an existing Certificate Program. Proposals should come from the Certificate Director and be approved by the Executive Council (or other faculty governance structure) of the Certificate Program.

Review and Renewal. Certificate programs may represent emerging areas of scholarship as well as the traditional disciplines. In all cases they depend on a critical mass of faculty with related teaching and research interests. To ensure that certificate programs remain robust and well supported, certificate programs must be reviewed and renewed through the Laney Graduate School, and the Executive Council and the Dean of the Laney Graduate School.

Once every five years, or at the request of the Dean or the Executive Council, the Certificate Program Director will submit a report that provides the following:

A. Names and programs of all the students who have completed the certificate program. Note term and year of each student’s enrollment, program completion, and candidacy. If the student has graduated, list the student’s year of graduation and current position.

B. Names and programs of students currently in the certificate program. Note term and year of each student’s enrollment in the program, candidacy status and current year in the Graduate School.

C. An exit survey or similar evaluation from students who have completed the program.

D. Application and acceptance data. What criteria were used to evaluate student admission? Provide summary data on these criteria. For students who were, or are, enrolled in the Laney
E. An assessment of the program requirements. Have they met the need as originally envisioned? Do the courses and other requirements provide a useful and satisfactory educational experience for the graduate students?

F. An assessment of course and faculty availability. Have sufficient elective and required courses been offered to meet the student needs? Over the next five years, will staffing levels continue to be sufficient?

G. Recommendations for the future of the certificate program. Should the program be continued? What, if any, changes are necessary to enhance its viability and vitality?

2.2. New Certificate Program Proposals

New certificate programs require approval by the LGS Executive Council, Dean of the Graduate School, the Provost, and the Board of Trustees. The Executive Council subjects all new programs to extensive and detailed review. Proposals are reviewed over the course of two or three meetings, and requests for revision are normal. Approval of the Board of Trustees is necessary before students can enroll in the certificate. Faculty proposing new certificates should expect the process to take two semesters.

Prior to submitting a certificate proposal to the Executive Council, faculty should meet with relevant senior administrators of all involved units. In the Laney Graduate School, these administrators are the Senior Associate Dean for Academic Affairs and the Assistant Dean for Program Planning and Strategic Initiatives. Certificate programs normally require some faculty effort over and above their existing courses for advising certificate students and administering the program. In addition, certificate programs often add new courses to the curriculum. It is essential, therefore, that the relevant deans and chairs are aware of the potential demands on faculty time. Finally, a certificate program has its own faculty who will be advising, administering, and supplying the courses. It is strongly advised that faculty who are proposing a certificate meet with those who will be the program faculty, preferably as a group, and get their input into the certificate at an early stage of development.

Proposals for new certificate programs must include the following elements:
A. Briefly but thoroughly justify the new program. What are the goals of the program? Will the certificate meet an identifiable need in graduate education? How will it enhance graduate education at Emory? For whom is the program intended (e.g. PhD students in the humanities and social sciences, MPH students interested in Africa, MBA students interested in cognition, etc.)? How will the program enhance interdisciplinary research, scholarship, or creative activity at Emory?

B. Describe in detail the elements of the program. The description should include the following:

- Eligibility criteria for admission, if any. Programs may put reasonable restrictions on the students who may work toward a certificate.

- Course requirements for the certificate. Certificates must require at least 16 hours of coursework. The list of courses that will count toward the certificate. If the certificate program will permit ad hoc additions to the list of eligible courses (e.g. special topics courses offered by visiting faculty), explain how will they be selected and monitored.

- Certificates must have some requirements, in addition to the minimum credit hours, that make the course of study systematic, and create a cohort of students. This may take the form of required core courses, exam, project, or practicum. Describe these additional requirements. Note that a single core course is *not* sufficient to satisfy this requirement. Pedagogical mechanisms that build a cohesive body of students, and that keep advanced students engaged with the certificate program are strongly encouraged.

- A description of the advising procedures to be used for certificate students.

C. Provide informational and promotional materials for the program. This should include:

- A general description of the proposed certificate program to be posted on the LGS website. (Certificate Programs may wish to design additional web pages of their own, but such material need not be included in the proposal to the Executive Council.)

- A concise and complete statement of the program requirements and regulations to be made available to current and prospective students.
D. A description of the administrative structure of the certificate program. Certificate programs must have a Director who is responsible for oversight of student admissions, student advising, and certification that students have completed the certificate requirements. Certificate programs, especially those not closely associated with existing graduate programs, must also have faculty steering committees or other academic administrative structures to ensure processes for program management, policy and decision-making.

E. Precisely identify any costs associated with the certificate program. How will these costs be funded? Note that the LGS does not normally support faculty or staff salaries, and that any program costs are normally borne by external resources.

F. Describe how the proposed certificate program will relate to graduate programs at Emory, including other certificate programs. If several graduate programs are affected, how have they contributed to development of the program? Where the certificate requirements include required courses, exams, a thesis, or other substantial faculty support, letters of support from appropriate program administrators should be provided.

G. Explicitly address the question of whether there are sufficient course and faculty resources to support the program over the next five years:

- List the faculty who will be associated with the program. Consultation with these faculty members throughout the process of proposal development is strongly encouraged. The LGS Executive Council looks for evidence that the proposed program faculty have approved the proposal.

- Document that there are sufficient annual elective offerings to allow students to complete the certificate requirements in a timely manner. A table showing the pattern of course offering over the last several years is often useful.

- If the Certificate requirements include specific, required courses, provide a five year plan for teaching the required courses. Where instructors of required courses anticipate leave during the five year period, indicate replacement faculty who will teach.

- The proposal must include letters from the department chairs of any faculty who teach required courses, verifying that these courses will to be offered as planned.
• The proposal must include a letter of from the relevant deans (or associate deans of faculty affairs), verifying that the faculty effort toward the certificate (including courses, advising, and other activities) can be supported and that the teaching counts toward total effort.

H. If the certificate program permits students to enroll from schools other than the Laney Graduate School, document agreement of graduate faculty to include non-PhD students in the doctoral level courses.

I. Describe the annual program evaluation mechanism.
3. Masters and PhD Programs

The Executive Council reviews proposals for new programs or for revisions to existing programs on a rolling basis. The Executive Council meets monthly from September through May. To be added to the Executive Council agenda, proposals must be received by the LGS two weeks prior to the meeting date. LGS staff will determine that proposals are complete before distribution to the Council. Meeting dates and submission deadlines are posted on the LGS website.

3.1. Revisions to Masters and PhD Programs

All modifications of existing degree programs which involve changes in requirements, course offerings, sequencing of requirements, or other substantive changes must be approved by the LGS Executive Council. Proposals for revision should come from the Director of Graduate Studies. Proposals for revisions should:

A. Provide a justification of the need for the proposed revisions. How will they enhance the program? What has mandated the changes?

B. Describe the proposed revisions and indicate how they fit into existing elements of the degree or certificate program. Bear in mind that the members of the Executive Council will not be familiar with the details of the current program. It may be helpful to provide a chart or other summary that clearly shows how elements of the program will change. In addition, it may be useful to include both old and new handbook language for comparison.

C. Characterize how the changes will affect the students and the program faculty. In particular:

- Will the revision affect the course curriculum and the sequencing of courses? If so, are all the required courses available in the existing curriculum?
- How will the revision affect requirements for advancement to candidacy or time to degree?
- Will the revision affect advising procedures?
- If appropriate, provide a sample pathway for how students progress through the program, showing possible sequence of courses.
- Is there adequate faculty coverage to meet the new program requirements?
• Will the proposed revisions affect how or when students satisfy TATTO requirements?

D. Address any new infrastructure that will be required by the change. Will additional library, laboratory, information technology, or other resources be required?

E. Identify any costs that may be associated with the proposed revision. How will those costs be funded?

F. Describe the impact of the proposed revisions on the undergraduate and masters programs in relevant schools and on other PhD programs in the LGS.

G. Letters of support from deans, chairs, and faculty may be required.

3.2. **New Masters and PhD Programs**

**Timeline.** All new degree programs go through the following stages:

• Meet with relevant deans and department chairs of faculty who will be involved, consult with potential faculty members of the program, and meet with the LGS Senior Associate Dean for Academic Affairs and the Assistant Dean for Program Planning and Strategic Initiatives to discuss the feasibility of the proposal

• Letter of intent approved by the Executive Council

• Develop program proposal and budget in consultation with LGS staff

• Program proposal approved by the Executive Council to go to external review

• External review of proposal and LGS review and approval of program budget and funding mechanism(s)

• Approval by the Executive Council and recommendation to Dean

• Approval by the Provost

• Approval by the Board of Trustees

• Recruit first cohort of students

• Handbook development and handbook approval by the Executive Council before the first cohort of students arrives on campus
The Executive Council subjects letters of intent and proposals to rigorous review. Requests for clarification and revision are a normal part of the process, and faculty proposing new programs should expect several rounds of review by the Executive Council before the proposal is ready for external review. The external review process is a peer review process and requires a campus visit and the submission of a report which is reviewed by the Executive Council prior to final approval and recommendation to the Dean to proceed further. Programs cannot advertise or publically recruit new students until the program has been approved by the Board of Trustees. As a result, the time between the letter of intent and the first cohort of students is most likely a minimum of two years.

**Joint Degree and Dual Degree Programs.** Joint degree and dual degree programs permit students to integrate study in distinct areas, and to earn two degrees from Emory schools. They should represent an intellectual or practical value that enhances the education experience over and above the requirements of each degree separately. Both joint and dual degree programs permit some blending or integration of requirements from the two programs. Note that a student may be registered in only one school at a time. In joint and dual programs, therefore, students spend part of their careers registered in one participating school, and part in the other. Faculty members who propose joint and dual programs must therefore consult with the administration of both units and work out a plan for tuition, where applicable.

Joint degree programs represent the higher degree of integration. Joint programs typically have a unified admission process for both degree programs (that is, the students are admitted to the joint program at the outset of their careers). Joint programs also typically award both degrees at the same time, and receipt of one degree is contingent on completing the other. (This arrangement occurs, for example, when a PhD dissertation is counted as the master’s thesis requirement for a PhD/Masters joint degree.) When proposing a joint degree program, faculty need to attend to the special issues that this arrangement entails: how to handle students who complete one, but not both, degrees, how to arrange for joint recruitment, application, and enrolment, and if two schools are involved, how the students will be registered and tracked.

Dual degree programs keep the two programs more separate than joint degree programs. Typically, students may opt to do a dual degree after enrolling in one of the programs. Also, typically, one of the two degrees may be awarded without completing the other. Dual degree
programs do, however, integrate some of the courses of study, and some arrangements are typically made so that the dual degree program can be completed in less time than the serial completion of each.

3.2.1. **Letter of Intent**

New programs represent significant allocations of resources, both for the Laney Graduate School and for the other Emory schools that will support the new program. *Prior to submitting a letter of intent to the Executive Council*, faculty should meet with relevant senior administrators of all involved units. In the Laney Graduate School, these administrators are the Senior Associate Dean for Academic Affairs and the Assistant Dean for Program Planning and Strategic Initiatives. Before investing in the process of program development, both faculty and administrators need to be confident that sufficient human, financial, and infrastructure are available to meet the new program’s requirements.

A letter of intent argues that graduate training in the proposed area is intellectually, academically, and socially important, and that Emory is in a position to mount a distinctive and excellent program. It must do the following:

A. **Thoroughly justify the new program.** Explain the intellectual and academic importance of the new program and show how it fits with the strategic plan and priorities of the Laney Graduate School and Emory University. Clearly identify the needs that the new program will meet. List similar programs and explain how a program at Emory will be distinctive. Discuss how Emory’s program will compare to the very best programs in the field.

B. **Describe the potential students and how they will be served.** What are the expected academic backgrounds of potential students? In general terms, how would the program benefit them? Describe the anticipated placement of graduates. (Note that a detailed description of the program requirements is not required at this stage.)

C. **Identify schools, departments, and other University units that will have a direct role in the proposed program.** All new programs will be evaluated in relation to the priorities and strategic plans of other relevant schools at Emory, as well as the Laney Graduate School. Provide letters from senior administrators (deans or associate deans) of the relevant schools
supporting the development of a new graduate program and acknowledging the allocation of faculty effort toward new graduate teaching.

D. Describe the faculty, information technology, laboratory, and library resources required for the new program. If resources are not already in place, provide and document a detailed plan for their acquisition.

E. Identify external sources of funding that will support tuition, fees, graduate stipends, faculty effort, and other program needs. Project stipend, tuition, fees, and other support required from the Laney Graduate School. (Note that a detailed budget or business plan is not required at this stage.)

3.2.2. Program Proposal

When the letter of intent has been approved by the Executive Council and the Dean, the involved program or school must submit a full proposal. A graduate program needs support from faculty who are committed to its creation and maintenance. Faculty developing new programs, therefore, will need to meet with the faculty members who will make up the program early in the process and to use their input to fashion the proposal. Graduate programs are not identical to departments, and faculty developing proposals are encouraged to look across Emory University for potential faculty members who can support the program as full or affiliated members. Bear in mind that proposals evolve during the course of Executive Council review. It is important to keep core faculty abreast of such changes. Prior to the external review, the Executive Council will seek evidence that the core faculty have approved the final version of the proposal.

Faculty developing new proposals are advised to work closely with LGS staff. In addition to the Senior Associate Dean for Academic Affairs, and the Assistant Dean for Program Planning and Strategic Initiatives, the LGS Manager of Enrollment Processes and Records should be consulted.

A new program proposal must be approved by the LGS Executive Council and the Dean before it can be submitted for external review.

A proposal must have the following elements:

A. Program Characteristics
1. Thoroughly justify the new program. Explain the intellectual importance of the new program. Clearly identify the needs that the new program will meet. List similar programs and explain how a program at Emory will be distinctive. Discuss how Emory’s program will compare to the very best programs in the field. While this part of the proposal may be substantially the same as the letter of intent, some areas of expected development are:

   - A clear statement of purpose or mission statement that expresses the distinctive character and coherence of the new program.
   - A clear statement of the expected outcomes for a successful program.

2. Provide a list of core and affiliated faculty for the program, their areas of expertise and their teaching and advising responsibilities within the program. Members of the graduate faculty are expected to have PhDs and be active in peer-reviewed research. The inclusion of faculty who do not meet these criteria (such as research-active clinical faculty) should be explained.

3. Provide a five year plan for teaching the required courses and sufficient electives to sustain graduate education. The plan should include specific faculty assignments to the courses. Where faculty members anticipate leaves during the five year period, indicate the replacement faculty who will teach and explain what impact faculty leaves will have on the launch and development of the program.

4. Describe the administrative structure of the proposed program. Programs must have a Director of Graduate Studies who has primary responsibility for the program and a faculty committee (such as an Executive Committee or Graduate Studies Committee) that will oversee the program.

5. Describe the impact that the proposed program will have on the undergraduate or masters-level programs present in the relevant schools.

6. Describe how the proposed program will relate to other PhD programs at Emory. Have other programs been consulted about the proposed program?

B. Program Pedagogical Structure
1. Provide a detailed description of the elements of the program. The description should include the following:

   • The course curriculum and the sequencing of courses. Clearly indicate whether courses are required or elective.

   • For each new course in the proposal, include a New Course Proposal Form and a sample syllabus.

   • A description of any exams, papers, proposals or other requirements for advancement to candidacy. Provide detailed descriptions of the format, the method of administration, and the way in which students will be evaluated. Describe any processes of appeal or re-take that will be available to the students.

   • Describe post-candidacy requirements, such as regular evaluations by the dissertation committee,

   • Provide sample pathways for how students progress through the program, showing possible sequences of course work and other requirements.

   • Although it may be difficult to predict precisely, estimate student time-to-degree.

2. Describe the advising procedures to be used for students in the program, especially in the years prior to the selection of a dissertation adviser.

3. Describe regular processes for:

   • Pre-candidacy evaluation of the students by the program faculty. Programs must have a procedure for annual review of and feedback to the students over and above course grades.

   • Post-candidacy regular review of student progress.

   • Evaluation of the program structure and content, placement of students, recruiting, etc.
4. Describe teaching responsibilities students are likely to discharge. At what point in their careers will students normally teach? How will the TATTO teaching requirements be met?

5. Describe procedures to be used to recruit students for the program, including a plan for diversity recruitment and enrollment.

6. Indicate the number of students to be admitted in the first and subsequent years and the steady state number of students anticipated for the program.

C. Infrastructure

1. Describe the availability of library holdings needed to support the proposed curriculum. Will additional library resources be required?

2. Describe availability of space needed to support the research and teaching activities of students. Will additional space be required?

3. Describe the availability of laboratory space or specialized information technology to support student research. Will additional resources be required?

D. Letters of Support

1. Each faculty member named as a core or affiliated faculty must provide a letter acknowledging of his or her role and responsibilities in the new program.

2. For each faculty member involved, the chair of his/her academic unit must provide written approval of the allocation of faculty effort for teaching, mentoring, and service duties to the proposed graduate program.

3. For each school or unit involved, the dean or associate dean of faculty must review the proposal and provide written approval of the allocation of faculty effort.

4. The Library must conduct an analysis of the current holdings in the proposed area, comparing Emory’s holdings to other universities with similar programs and assessing the cost of development and maintenance. The analysis must be accompanied by a letter of support from the Director of the University Libraries assessing the feasibility of the library support for the new program.
3.2.3. **External Review and Final Evaluation**

External evaluators provide a peer review of the proposed program, its distinctive character, and intellectual and academic coherence. Faculty evaluators are chosen by the Laney Graduate School in consultation with the proposed program faculty. In addition to the text of the program proposal, external evaluators are provided with a budget or business plan for the new program.

The text of the final version of the program proposal must be approved by the (proposed) core faculty. Normally, this will be during a faculty meeting where the proposal can be discussed. Before the proposal goes to the external review committee, there must be some documentation of the faculty approval of the final proposal. For example, documentation might take the form of a memo signed by all who were present at the meeting.

The budget should be developed in consultation with the Assistant Dean for Program Planning and Strategic Initiatives and the Director of Finance and Budgeting of the Laney Graduate School. The budget should:

A. Identify any potential sources of student support, revenue, tuition, or other support for the program, external to Emory University or the Laney Graduate School.

B. Indicate the stipend level for students in the program. What are the stipend levels provided by comparable programs at other institutions?

C. Identify any costs that may be associated with starting the program other than student support (equipment, space, faculty, etc). How will those costs be funded?

When the Laney Graduate School has received the report of the external evaluators, it will be forwarded to the faculty of the proposed program for a response. External reviews typically have recommendations for the program, and the faculty of the proposed program should prepare a written response to the Executive Council explaining their response to the recommendations.

The Executive Council evaluates all proposals for programs in terms of competing needs for resources among other proposed and existing programs. Such evaluations will be based, in part, on the results of the external review, prospects for career placement of graduates, and the strategic plans of the Laney Graduate School, other relevant schools, and the University.
If the Executive Council recommends approval of the new program to the Dean, and the Dean concurs, the new program will be proposed to the Provost and the Board of Trustees for approval.

3.2.4. **Handbook Development and Approval**

Before the first cohort of students arrives on campus, the DGS of the new program must develop a student handbook. The handbook must have complete and accurate descriptions of all requirements and administrative procedures. Most of these will already have been described in the proposal and approved by the Executive Council. However, since the wording of the handbook is authoritative for students, the Student Handbook must be submitted for review by the Executive Council and must be done before the fall semester of the first year that the program is active.