LANEY GRADUATE SCHOOL

CURRICULUM REVISION GUIDELINES

REVISED AUGUST 1, 2022

Table of Contents

Submitting Items to the Executive Council

The Laney Graduate School Executive Council is an elected body of nine members of the graduate faculty, elected by the faculty as a whole in accordance with the LGS Faculty Governance By-Laws.

The Executive Council meets monthly, and meetings are chaired by the Dean of the Laney Graduate School. Meeting dates are posted on the Laney Graduate School calendar and can also be found on the Governance page of the LGS website.

The Executive Council reviews proposals for new courses or programs, and for changes in existing courses or programs on a rolling basis. Please be aware that the Executive Council often has a full agenda.

- 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.

- Please submit proposals to Jeffrey Staton, Senior Associate Dean (jeffrey.staton@emory.edu).

- Review of proposals submitted late in the spring semester may be deferred until the next academic year. To ensure timely review, new or changed courses to be offered in the fall semester must be submitted to the Executive Council prior to the January meeting.

2

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 or Program Director. Proposals include either a new course proposal form or a course revision form; a brief memorandum explaining the change; and, a sample syllabus. Please submit proposals to Jeffrey Staton, Senior Associate Dean (jeffrey.staton@emory.edu).

2.1 Credit Hour Determination

Credit hours are determined by the Executive Council consistent with Emory Policy 10.5, which states the following.

> Emory University defines contact as 50 minutes of engaged instruction per week over the course of a 15-week semester (50 x 15 = 750 minutes). Using the standards for work outlined in federal policy, a traditional lecture class would consist of 750 minutes of direct contact in the classroom and 1500 minutes of outside effort per semester for each credit hour assigned to the class for a total of 2250 minutes of work for each credit unit...
>
> Courses scheduled outside of the standard academic calendar are prorated so they contain the same number of hours as if the course were sched-

uled for a full semester. To maintain the integrity of the instructional program, course instructors should make special efforts when scheduling non-standard courses so that there is adequate time for students to complete homework assignments or participate in discussion groups or other additional forms of engaged/structured instruction.

This policy suggests the following principles:

1. One credit is awarded for one 50-minute contact period each week for an entire semester.

2. Credit for contact periods includes regular out-of-class work required as preparation for in-class work.

3. Credit may be awarded for independent study, such as directed readings or thesis research.

4. Credit should be appropriate to the proportion of a student's time devoted to the research, given that nine credits is full time enrollment.

As an example, one credit hour in a traditional lecture/seminar involves 50 minutes of engaged instruction per week over 15 weeks, plus 100 minutes of outside work for a total of 150 minutes per week or 2250 minutes over the semester. A three credit hour class is then 150 minutes of instruction per week, plus 300 minutes of outside work per week, or 6750 minutes over 15 weeks. Please see Policy 10.5 for further examples, including laboratory classes, writing instruction, and internships.

2.2 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 Governance page of the LGS website. In addition, the DGS should write a brief memo to explain the motivation for the change(s) and how the change(s) 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 change(s) reflects substantial changes in the course content.

2.3 New Course Proposals

New course proposals have four elements:

1. A New Course Proposal Form, which is available on the Governance page of the LGS website.

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

   (a) **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)?

   (b) **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 submitted with the proposal.

   (c) **Credit Hours.** Course credit hours should match student contact hours for regular courses. (see 2.1 Credit Hour Determination).

   (d) **Resources.** Are there sufficient faculty to 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?

3. A letter of support from the department chair(s) or dean(s) indicating:

   (a) Commitment to staff the course;

   (b) Commitment to count the related teaching toward total effort;

4. And, where new courses might affect the curriculum of other programs, the DGS should discuss the proposal with cognate programs and secure additional letters of support, if appropriate.

2.4 Special Topics Courses

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

3

Revisions to Certificate, Master's, and Ph.D. Programs

All modifications to existing degree programs that involve changes in requirements, course offerings, sequencing of requirements, or other changes must be approved by the Executive Council. Proposals for revision should come from the Director of Graduate Studies or Program Director. **Section 4** of these guidelines discusses how to determine whether the change proposed should be considered a "substantial change" or a revision to an existing program.

3.1   Revision Requirements

Proposals for revisions should:

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

2. Describe the proposed revisions and how they fit into existing elements of the degree 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.

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

(a) Will the revision affect the course curriculum and the sequencing of courses? If so, are all the required courses available in the existing curriculum?

(b) How will the revision affect requirements for advancement to candidacy or time to degree?

(c) Will the revision affect advising procedures?

(d) Is there adequate faculty coverage to meet the new program requirements?

(e) Will the proposed revisions affect how or when students satisfy TATTO requirements, if applicable?

(f) If appropriate, provide a sample pathway for how students will progress through the program, showing possible sequence of courses.

4. Address any new infrastructure that will be required by the change. Will additional library, laboratory, information technology, or other resources be required? For example, will you require a high performance computing cluster and/or staff to support it?

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

6. Describe the impact of the proposed revisions on the undergraduate and master's programs in relevant schools and on other PhD programs in the LGS.

7. Provide documentation of faculty support for the change(s) to the program (e.g., a copy of the minutes from a faculty meeting).

8. Provide letters of support from deans, chairs, and faculty, as appropriate.

New or Substantial Changes to Certificate, Master's, and Ph.D. Programs

New certificates, masters, and PhD programs and substantive changes to existing programs require approval by the Executive Council, Dean of the Laney Graduate School, the Provost, and the Board of Trustees. In addition, all proposals must be reviewed by the Emory Office of Planning and Administration to comply with the University's SACSCOC accreditation.

4.1 Substantive Changes

A substantive change is defined by Southern Association of Colleges and Schools Commission on Collenges (SACSCOC) as "a significant modification or expansion of the nature and scope of an accredited institution." Examples of substantive changes include, but are not limited to, the following:

- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when Emory's accreditation was last reaffirmed in 2015;

- The addition of courses or programs of study at a degree or credential level different from that which is included in Emory's current accreditation or reaffirmation;

- A substantial change in the number of contact or credit hours awarded for successful completion of a program;

- The establishment of a geographic location apart from the main campus at which the institution offers at least 50 percent of an educational program;

- The establishment of a branch campus;

- Closing a program, off-campus site, branch campus or institution; or

- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution.

You can find the SACSCOC policy on substantial change **here**. If you have questions about whether or not a proposed change to an existing program is a revision or a substantive change, contact the LGS Senior Associate Dean.

4.2 Overview of New Program Review and Approval Process

The Executive Council subjects letters of intent and proposals to rigorous review. Requests for clarification and revision are a normal part of the process. Faculty proposing new programs or substantive changes should expect several rounds of review by the Executive Council before the proposal is ready for external review.[1]

Faculty proposing new Master's or PhD programs or substantive changes to Master's and PhD programs should expect that the timeline between the letter of intent and the first cohort of students will most likely be a minimum of two years. Faculty proposing new certificate programs should expect the process to take two semesters.

All new programs or substantive changes to programs go through the following stages:

1. Consultation

   (a) Faculty consultation

      - For new programs, please consult with potential faculty members of the program. For substantive changes, please consult with existing faculty. Consider carefully their interest and ability to contribute to the new program. Conversations with faculty should consider the proposed core curriculum, any impact on other teaching responsibilities, and the availability to mentor or provide student lab placements.

   (b) Administrative consultation

      - Consult with relevant deans, department chairs, and Directors of Graduate Studies related to the proposal. This always includes the Senior Associate Dean of LGS as well as the relevant dean(s) (of faculty, academics, programming, etc.) of the schools in which the faculty who will contribute to the program are appointed.

---

[1]External review required for Master's and PhD programs only.

(c) Preliminary planning meeting

- Before drafting a letter of intent, you should organize a joint meeting of the Dean of LGS and the Dean(s) of the relevant school(s), or their representatives. The goal of this meeting is to encourage preliminary coordination across the key administrators prior to expending further effort on program development.
- The meeting will address the motivating ideas for the program, the teaching and research foci of the program, the scope of the program, as well as the resources required both to launch and to maintain the program.

2. Letter of Intent

   (a) Submit a formal letter of intent (LOI), which must be reviewed and approved by the Executive Council.

   (b) A letter of support from the dean(s) whose faculty have significant teaching and mentoring engagement with the program must accompany the LOI. The Executive Council will only review LOIs that have dean's support letters.

   (c) Please ensure that you have relevant faculty support for your proposal before submitting the LOI. If the program is closely associated with one or two departments, it will prove helpful to communicate overall support at this early stage.

   (d) Please see detailed instructions for the LOI below in **Section 4.5** .

3. Program Proposal

   (a) Develop a program proposal and budget in consultation with LGS staff, following the EC approval of the LOI.

   (b) LGS staff will notify the Senior Vice Provost for Academic Affairs and the SACS liaison of this proposal.

   (c) LGS will submit a copy of the proposal to the Emory Office of Planning and Administration for review.

4. External Review

   (a) Master's and Ph.D. program proposals that are reviewed and approved by the Executive Council are then submitted for external review.

5. Program Revisions

   (a) Upon receipt of the external review report, modifications to the proposal and/or explanations regarding reviewer comments may be necessary.

   (b) Continue developing or modifying the program budget and funding mechanisms in consultation with LGS.

   (c) The revised proposal and accompanying documentation, including the external review report, will be submitted to the Executive Council.

6. Final Evaluation and Approvals

   (a) The final program proposal must be reviewed and approved by the Executive Council.

   (b) Upon approval, the Executive Council will recommend to the Dean of the Laney Graduate School that the program should be approved.

   (c) If approved by the Dean, the proposal, along with the Dean's recommendation for approval, will be submitted to the Office of the Provost to undergo review by the University Academic Review Committee (ARC).

   (d) Final approval must be obtained from the Emory Board of Trustees and SAC-SCOC.

7. Next Steps

   (a) Programs cannot advertise or publically recruit new students until the program has been approved by the Emory Board of Trustees.

   (b) Upon Board of Trustees approval, the program may begin to recruit its first cohort of students; however, until the program has been approved by SAC-SCOC, the program must inform recruited students that the program will move forward "pending SACSCOC approval."

   (c) The program must develop a graduate handbook and submit the handbook to the Executive Council for review and approval before the first cohort of students arrives on campus.

4.3   Rules Specific to New Certificate Programs

Certificate programs normally require additional faculty effort to advise certificate students and administer the program. In addition, certificate programs often add new courses to the curriculum. It is essential, therefore, that the relevant deans, chairs, and Directors of Graduate Studies are aware of the potential demands on faculty time.

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, to get their input at an early stage of development.

Finally, when justifying the new certificate, explain how it will enhance education at Emory, who the program is intended for, and how the program will enhance interdisciplinary research, scholarship, or creative activity at Emory.

When proposing a new certificate, the description should include the following:

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

2. Course requirements for the certificate. Certificates must require at least four courses, in addition to a requirement that makes the course of study systematic and creates a cohort of students (see next point). List all 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.

3. Certificates must have some requirements, in addition to the minimum number of courses, which 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.

4. 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 leadership should be provided.

5. 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 offerings over the last several years is often useful.

6. 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.

Please see additional details and guidelines included in sections on the Letter of Intent and the Program Proposal.

4.4 Rules Specific to 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 con-

sult with the administration of both schools/units and develop 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 completion of 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 enrollment; and how students will be registered and tracked. Joint degrees must go through the process of external review and approval by the Office of Planning and Administration and the Board of Trustees.

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 completion of 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. The Laney Graduate School requires that all dual degree programs be allowed a maximum of 20% of credit hours to be double-counted or exchanged toward the dual degree.

4.5   Letter of Intent

New programs and substantive changes to programs represent significant allocations of resources, both for the Laney Graduate School and for the other Emory schools that will support the new program or substantive change. Before investing in the process of program development, both faculty and administrators need to be confident that sufficient human and financial resources, as well as infrastructure, are available to meet the new program's requirements. **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 and the Associate Dean for Program Planning and Strategic Initiatives.

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

1. Thoroughly justify the new program/substantive change. Explain the intellectual and academic importance of the new program or substantive change 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 or substantive change 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 and those of the school where program faculty are appointed.

2. 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.[2]

3. Identify schools, departments, and other University units that will have a direct role in the proposed program. All new programs and substantive change to 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 (such as deans or associate deans) of the relevant schools/units supporting the development of a new program or substantive change and acknowledging the allocation of faculty effort toward new graduate teaching.

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

5. Identify external sources of funding that will support tuition, fees, graduate stipends, faculty effort, and other program needs.[3]

6. Identify support required from the Laney Graduate School, and other Emory units, including stipend, tuition, fees, and other support.[4]

4.6   Program Proposal

After the letter of intent has been approved by the Executive Council and the Dean of the Laney Graduate School, the involved department/program or school must develop and submit a full proposal.

A graduate program needs support from faculty who are committed to its creation and maintenance. Faculty developing new programs or substantive changes need to meet with the faculty members who will make up the program early in the process and to use their input to develop the proposal.

Graduate programs are not identical to departments, and faculty developing proposals are encouraged to look across Emory for potential faculty members who can support the program as full or affiliated members. Bear in mind that proposals evolve during

---

[2]A detailed description of program requirements is not required at this stage.
[3]A detailed budget or business plan is not required at this stage.
[4]A detailed budget or business plan is not required at this stage.

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 core faculty have approved the final version of the proposal.

Faculty developing new proposals or substantive changes are advised to work closely with LGS staff. The primary point of contact is the LGS Senior Associate Dean.

A new program or substantive change proposal must be approved by the Executive Council and the Dean of the Laney Graduate School before it can be submitted for external review.

4.7   Required Elements of a Proposal

The proposal should include a concisely worded narrative with the information specified in the guidelines below. The following guidelines are generic; each proposal should be tailored to focus on the specific new program or change being proposed.[5]

When complete, submit a copy of the proposal via email to the Senior Associate Dean of the Laney Graduate School. The proposal should include the following components.

1. Cover Sheet

    (a) Title of proposed program

    (b) Name, phone number, and e-mail address of the person to be contacted with questions regarding the proposal.

    (c) List certificate, diploma and degree programs which are related to the proposed program.

2. Abstract (One page maximum)

    (a) Describe the proposed new program or change to the program.

    (b) Describe the primary target audience.

    (c) Describe the projected life of the program (single cohort or ongoing).

    (d) List institutional strengths that facilitate the offering of the proposed program.

    (e) List the initial date of implementation.

    (f) List the projected number of students

3. Background Information and Context

---

[5]SACSCOC reserves the right to make amendments to the requirements outlined below for certain types of changes.

(a) Provide a clear statement of the nature and purpose of the new program (or change) in the context of the mission and strategic priorities of Emory University and the Laney Graduate School. Explain the intellectual importance of the new program.

(b) Identify the needs that the new program will meet. Describe how the need for the change was determined. Provide information about 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.

(c) Provide documentation that faculty and other groups were involved in the review and approval of the new program and, if applicable, the new site.

(d) If applicable, provide evidence of legal authority for the change if approval is required by the governing board or the state.

4. Program Information

   (a) General

      i. Identify the appropriate Classification of Instructional Programs (CIP) code for new programs and program changes (if relevant). CIP codes are used by the federal government from tracking enrollments, degree completion, and program outcomes and can be found online (CIP Codes)

      ii. Provide program-specific goals (objectives) and specific student learning outcomes for the Program.

      iii. Demonstrate compliance with Standard 10.7 (policies for awarding credit) of the Principles of Accreditation. You can find Standard 10.7 in the Resource Manual for Principles of Accreditation. This principle is further elaborated in Emory Policy 10.5 which you can find here.

   (b) Regular Curriculum

      i. Provide the course curriculum and the sequencing of courses.

         A. Clearly indicate whether courses are required or elective. What percentage, if any, of the proposed curriculum will involve distance learning?

      ii. Provide course descriptions for all courses in the proposed program. **(Do not provide syllabi in this section. Instead, please include the syllabi as an appendix, in a separate pdf.)**

      iii. Provide a description of key milestone assessments (e.g., for doctoral programs, a description of requirements for advancement into candidacy).

      iv. Describe any processes of appeal or re-take that will be available to the students.

      v. Describe post-candidacy requirements, such as regular evaluations by the dissertation committee for doctoral programs.

vi. Provide sample pathways for how students will progress through the program, showing possible sequences of course work and other requirements. (A table illustrating this timeline is helpful.).

vii. In the case of a change involving the initiation of a branch campus or an off-campus site, indicate the educational program(s) to be offered. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site(s), or any special arrangements for grading, transcripts, or transfer policies.

viii. If necessary, a prospectus for approval of distance learning should describe the infrastructure supporting the delivery method (training of faculty, development of courses for distance delivery, technical support for student and faculty).

ix. For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in the traditional formats have been achieved.

(c) Teaching and Ethics Curriculum

i. Describe teaching responsibilities students are likely to discharge (if relevant). At what point in their careers will students normally teach? How will the TATTO teaching requirements be met for doctoral programs?

ii. Describe the Jones Program in Ethics implementation plan for doctoral programs. How will the JPE requirements (minimum of 6 hours of program-based ethics material) be met?

(d) Admissions and Recruiting

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

ii. Indicate the number of students proposed to be admitted in the first and subsequent years of the program, as well as the steady state number of students anticipated for the program.

(e) Advising

i. Describe regular processes for 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. Discuss pre-candidacy evaluation of students by program faculty for doctoral programs.

ii. Describe regular processes for post-candidacy regular review of student progress for doctoral programs.

iii. Describe regular processes for evaluating program structure and content, placement of students, recruiting, etc.

(f) Logistics

i. In the case of a change involving the initiation of a branch campus or an off-campus site, indicate the educational program(s) to be offered. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site(s), or any special arrangements for grading, transcripts, or transfer policies.

ii. If necessary, a prospectus for approval of distance learning should describe the infrastructure supporting the delivery method (training of faculty, development of courses for distance delivery, technical support for student and faculty).

iii. Estimate student time-to-degree for Master's and doctoral programs.

iv. Provide a five year plan for teaching the required courses and sufficient electives to sustain graduate education.

    A. The plan should include specific faculty assignments to the courses.

    B. Where faculty members anticipate leaves during the five year period, indicate the replacement faculty who will teach, and explain the impact faculty leaves will have on the launch and development of the program.

5. Administrative Structure of the Program

(a) Describe your plan for a program governance body. For programs aligned with single departments, this work is often done by a Department's "Graduate Committee." For programs that span departments (and/or schools), it is critical that you formalize rules for making policy in this program, including curricular policy and leadership selection.

i. Programs must have a Director of Graduate Studies who has primary responsibility for the program.

ii. Programs must have a faculty committee (such as an Executive Committee or Graduate Studies Committee) that oversees the program.

iii. Programs must have a Student Handbook (or program handbook), which aligns with the LGS Student Handbook's minimal degree requirements and due process requirements. The program handbook can be developed after the proposal is approved, but the program handbook should be developed consistently with the LGS Student Handbook guidelines, especially those related to minimal degree requirements. The DGS and governance committee will be responsible for ensuring that Handbook is up to date.

(b) Describe the process for identifying LGS or Affiliate LGS faculty members. Please see the LGS Faculty Membership Policy for guidance on rules and expectations.

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

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

(e) Describe where the program will be offered (main campus or at other, approved off-campus sites).

6. Faculty Qualifications

(a) Provide a brief narrative with supporting evidence that the number of full-time faculty members is adequate to support the program; describe the impact of the new initiative on faculty workload.

(b) Provide a list of core and affiliated faculty for the program using the definitions in the LGS Faculty Membership Policy and the faculty roster form (see page 3 of Faculty Roster Instructions) of those faculty employed to teach in the program referred to in the proposal, including: "a description of those faculty members" academic qualifications and other experiences relevant to the courses to be taught in the program in question, course load in the new program, and course work taught in other programs currently offered. Consult the Faculty Roster Instructions for guidance in completing the Roster. You can download the faculty roster form **here**.

   i. Include on the Faculty Roster Form the courses to be taught; do not include historical teaching assignments.

   ii. **Note: Although the precise faculty who will be "core" to your program will reasonably change over time, please do your best to focus here on the faculty whom you expect to be deeply involved in the program. This will make your list both robust but manageable.**

(c) Provide the curriculum vitae of faculty who will teach in the program in an Appendix.

(d) For a new program, demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and or teach in the program (Refer to Standard 6.2a (Faculty qualifications) of the Principles of Accreditation. To-be-hired faculty can be included on the Faculty Roster with expected qualifications for teaching the courses assigned.

(e) Document scholarship and research capability of faculty; also, for doctoral programs, document faculty experience in directing student research.

(f) For distance learning programs, describe processes in place to ensure that students have structured access to faculty.

7. Library and Learning Resources

(a) Include in an Appendix a formal review of library resources in support of the new program or program change. Contact Lisa Macklin, Associate Dean, Research, Engagement, & Scholarly Communications (lmackli@emory.edu)

to arrange the review. The review should include the following 2 SACSCOC requirements:

    i. List and describe discipline-specific learning resources to support a new program. Do not list all library resources; include only those related to the proposed change. If electronic databases are listed, describe the discipline-specific suites of resources rather than the name only of the database or the consortium through which it is accessed (Such as Galileo, Louis, TexShare, Viva, etc.).

    ii. Document discipline-specific refereed journals and primary source materials. This is particularly important for graduate programs and especially important for doctoral programs.

(b) Describe how students enrolled in a new program, at an off-campus instructional site, or in a distance education program can access discipline-specific library and learning resources.

(c) Describe how students are made aware of library and learning resources available to them, how they can learn how to access the resources and are instructed in the use of online resources, as well as on-site library resources.

(d) Describe resources to support students in access to and use of library and learning/information resources.

8. Student Support Services

(a) Describe specific programs, services, and activities which will support students enrolled in the new program and / or enrolled at a new off-campus site /additional location and / or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change.

9. Physical Resources

(a) Provide a description of the adequacy of physical facilities and equipment to support this initiative. Assess the impact that the proposed program (or change in program) will have on existing programs and services.

(b) Describe equipment which will be available for a new program or available at a new site.

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

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

(e) Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

10. Financial Support

(a) Describe the financial resources available to support the proposed change, including a budget for the first year of the proposed change. For a new branch campus, a three-year budget is required. Do not send the institutional budget.

(b) Include in the budget resources going to institutions or organizations for contractual or support services for the proposed change.

(c) Include projected revenues and expenditures and cash flow for the proposed change.

(d) Include a contingency plan in case expected revenues do not materialize.

(e) Include the proforma used for planning in an appendix.

11. Evaluation and Assessment

(a) Describe the means used to monitor and ensure the quality of the program, including student learning goals

(b) Using the Assessment Plan template found at the Office of Planning and Administration, summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating the new program as well as using the results of evaluation to improve the program.

(c) Attach a completed Assessment Plan form to the proposal. For compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

12. Letters of Support

(a) **Each faculty member named as a core or affiliated faculty must acknowledging in writing their role and responsibilities in the new program. Faculty may sign a joint letter for support.**

(b) For each faculty member involved, the chair/director of her/his academic until must provide written approval of the allocation of faculty effort for teaching, mentoring, and service duties to proposed program.

(c) 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 and other required resources.

(d) The Library must conduct an analysis of staffing, services, and collections to support the proposed program. The analysis must be accompanied by a letter of support from the Vice Provost of Libraries and Museum assessing the feasibility of the library support of the new program.

13. Appendices

(a) Be sure to include the library review, Faculty Roster, Assessment Plan, Proforma and documentation of faculty and Dean approval in appendices.

(b) Appendices may include items such as copies of cooperative or contractual agreements, syllabi for new courses (course descriptions provided in the body of the proposal), letters of support from relevant chairs/directors or affiliated faculty, and other items of documentation to support the narrative. All appendices should be referenced in the text.

(c) SEPARATE PDF's - Faculty CV's and Course Syllabi are ok to be included as appendices. However, they do not need to be included with the actual proposal and should be submitted as separate PDF documents.

4.8 External Review and Final Evaluation

External evaluators provide a peer review of the proposed program, its distinctive character, and its 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 proposed 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 Laney Graduate School Associate Dean for Program Planning and Strategic Initiatives and the Chief Business Officer of the Laney Graduate School. The budget should:

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

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

3. Identify any costs that may be associated with starting the program other than student support, such as 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 of the Laney Graduate School, and the Dean concurs, the new program will be proposed to the Office of the Provost and the Board of Trustees for approval.

4.9   Handbook Development and Approval

Before the first cohort of students arrives on campus, the DGS of the new program must develop a graduate 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. Since the wording of the handbook is authoritative for students, however, the handbook must be submitted for review by the Executive Council; this must be done before the fall semester of the first year that the program is active.

Request for Resumption of Admissions by Suspended Masters and Doctoral Graduate Programs

According to SACSCOC requirements, a suspended program may request a resumption of admissions within a five-year period after being suspended. Any reactivation of a suspended program will require SACSCOC notification. If admissions are not resumed after five years, a substantive change approval will be filed to close the program.

5.1 Overview of Resumption of Admissions Process

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 resumption of admissions for suspended programs should expect several rounds of review by the Executive Council before the proposal is ready for external review. Expect that the timeline between the letter of intent and new resumed cohort of students will most likely be a minimum of one to two years.

All requests for resumption of admissions by suspended graduate programs go through the following steps:

1. Faculty preparing the request should meet with relevant senior administrators of all involved units.

2. Upon the program's request to submit a letter of intent to resume the program, the Executive Council will solicit confidential letters of support from senior administrators (deans and/or associate deans), to be submitted to the Executive Council.

3. A letter of intent should be submitted by the program to the Executive Council for review. The Executive Council may respond to the letter of intent with requests for revisions or clarifications.

4. Once the letter of intent is approved by the Executive Council, the program proposal and budget are developed in consultation with LGS staff.

5. The program proposal is submitted to the Executive Council for review and approval. The Executive Council may also request revisions or clarifications before approval is granted.

6. Once approved by the Executive Council, the Council recommends that the proposal be put forward for an external peer review process. The report from the external review is reviewed by the Executive Council prior to final approval and before recommendation to the Dean that the request for resumption of admissions by suspended graduate programs proceeds.

7. Recommended proposal revisions are integrated, as appropriate, and the revised proposal, along with a memo response to the external review, is submitted to the Executive Council for review and approval.

8. Upon approval of the proposal, the Executive Council will recommend resumption of the program to the Dean.

9. Upon approval from the Dean, the Office of the Provost will be notified; the Office of the Provost will engage the appropriate process to determine SACS related matters, viz., substantive change assessment.

10. The program resumes admissions of students.

11. Revision of the program's handbook must be submitted to the Executive Council for review and approval. Approval must be obtained before cohort of students arrives on campus.

5.2   Letter of Intent

Resumption of admissions for suspended graduate programs represents significant allocations of resources, both for the Laney Graduate School and for the other Emory schools that assume responsibility for faculty effort when admissions are resumed.

Prior to submitting a letter of intent to the Executive Council, the graduate faculty leadership group should meet with relevant senior administrators of all involved units. In the Laney Graduate School, these administrators are the Senior Associate Dean and the Associate Dean for Program Planning and Strategic Initiatives.

A letter of intent presents how the proposed remaking and redesigning of the graduate program is intellectually and academically important, and that Emory is in a position to

mount the proposed refashioned graduate program. The letter of intent should address the following issues.

1. Thoroughly justify the redesigned graduate program, and explain what changes will be implemented to ensure its distinctiveness and excellence. Explain the intellectual and academic importance of the 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 redesigned program will meet.

2. List similar programs, and explain how the redesigned program at Emory will be distinctive. Discuss how this program will compare to the very best programs in the field.

3. A graduate program needs support from faculty who are committed to its resumption, redesign, and maintenance. Faculty remaking a current suspended program, therefore, will need to meet with current and new graduate faculty members of the redesigned program early in the process and use their input to refashion the program. Graduate programs are not identical to departments, and faculty redesigning programs are encouraged to look across Emory University for potential graduate faculty members who can support the program as full or affiliated members. Explain how graduate faculty of your program will contribute to the redesign of the program and the overall vision of the program. Provide a roster of potential graduate faculty that will participate in the redesigned program.

4. Describe the students you are seeking to attract with the redesign and how they will be served. What are the expected academic backgrounds of potential students? In general terms, how would the redesigned program benefit them? Describe the anticipated placement of graduates.[6]

5. Identify schools, programs, and other University units that will have a direct role in the redesigned program. Upon a request to submit a letter of intent, the Executive Council will solicit confidential letters of support from senior administrators (deans or associate deans) of the relevant schools that directly affect the development of the redesigned program and the allocation of faculty effort toward graduate teaching and mentoring. These letters will be submitted to the Executive Council.

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

7. Identify external sources of funding that will support tuition, fees, graduate stipends, faculty effort, and other program needs.[7]

---

[6] A detailed description of any changes in program requirements is not required at this stage.

[7] A detailed budget or business plan is not required at this stage.

5.3   Program Proposal

When the letter of intent has been approved by the Executive Council and the Dean of the Laney Graduate School, the involved program must submit a full proposal. Bear in mind that proposals evolve during the course of Executive Council review. It is important to keep graduate faculty abreast of such changes. Prior to the external review, the Executive Council will seek evidence that core faculty have approved the final version of the proposal.

Resumption of admissions of a suspended program proposal must be approved by the Executive Council and the Dean of the Laney Graduate School before the process moves to external review.

Follow the guidelines under Section 4 - New Certificates, Masters, and PhD programs and Substantive Changes to Existing Programs when writing the proposal.

Submit a copy of the proposal via email to the Laney Graduate School Senior Associate Dean.