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Indiana, Pennsylvania 15705

Date: October 19, 1989

Subject: Worksheet for Submitting a Revised or
New Credit-Based Program to the Chancellor

To: Dr. Hilda Richards
✓ Dr. Ron Juliette

From: Mark J. Staszkiwicz 
Associate Provost

As you know, the Office of the Chancellor has developed a Communication Protocol for program approvals. Quite frequently, the System Office returns the information we submit not because of substantive concerns, but for errors of omission. At Dr. Richards' request, I developed the enclosed worksheet to assist in this process. After discussion among the deans it was recommended that I submit the enclosed draft to the Curriculum Committee for possible inclusion in their handbook.

I respectfully ask that the Curriculum Committee review the attached worksheet, and make any revisions it feels are appropriate, and include it with materials it distributes to departments developing or revising programs.

Please feel free to call me if you have any questions.

MJS/la

cc: Deans

D R A F T

WORKSHEET FOR SUBMITTING

A REVISED OR NEW CREDIT-BASED

PROGRAM TO THE CHANCELLOR

Price approval from dean ^{and} provost is needed before ~~submitting~~ ^{initiating} this form.

Institutions in SSHE are required to submit proposals for new minor programs (where no major exists), new major programs (including teacher certification programs), new degree designations, or new major academic units (school, college or equivalent) to the Office of Academic Policy and Planning. These proposals are to be submitted at the time the possibility for such change is introduced in internal planning documents or first reviewed by an appropriate committee within the university. The appendix contains the Communication Protocol established by the System Office.

In order to insure that the Office of Academic Policy and Planning receives complete information relative to each criterion, the following worksheet must be completed.

A. Appropriateness to Mission "The proposed academic program must be appropriate to the System Mission ~~and~~ ^{and} the University Mission."

Describe how the proposal is consistent with and appropriate to the System's Mission and the University's Mission. Show how it relates to the mission in today's terms. Answer each of the following:

1. What are the goals and objectives of the proposed program?
2. How are the goals and objectives consistent with and appropriate to the University's Mission?

Just a portion of resources to be dedicated.

The project occurred because of the University Mission
to the system mission & the University Mission
The project occurred because of the University Mission

Department of
Education
University of
Illinois at Chicago

3. How are the goals and objectives consistent with and appropriate to the System's Mission?

B. Need

"The proposal shall include, depending upon type of program, sufficient information relative to the intellectual value, student demand, regional and national market demand for program completers, and value to such things as student breadth, faculty vitality, and community enhancement."

Show how the program complements other programs. Coordination needs to be shown not only within the Department, but within the context of the entire University and other universities, community colleges, etc.

1. What is the intellectual value of this program? What standards will be set to insure that the program is of sufficient value and quality?
2. What evidence is there that there is a student demand for this program?
3. What evidence exists that students who complete the program can enhance their opportunities in a national or regional market?
4. How will the program enhance:
 - a. Student breadth
 - b. Faculty vitality
 - c. Community enhancement

C. Academic Integrity

"The proposal shall include sufficient information to demonstrate the adequacy and appropriateness of the proposed curriculum, standards, instructional staffing, and other resources. For graduate programs,

and for certain undergraduate programs where the University lacks sufficient experience or involvement, the University and Office of Academic Policy and Planning shall cooperate in identifying an appropriate consulting individual or team to assist in evaluating and enhancing the proposal."

Components include coherence of program - Does it fit? - Quality of faculty and ability of faculty to offer courses - outline of faculty experience and background - work outside of academy (professional experience). An appendix with vitae is very important. A history of interaction with the external world is also very helpful.



1. Describe how the credentials of the faculty match the needs of the program.
2. Describe how the credentials of the faculty match the needs of the program goals and objectives.
3. If an external accrediting body exists for this program, does the proposal comply with the accrediting body's guidelines?

D. Coordination with Other Programs

"For purposes of possible resources sharing, student transfer or articulation, and avoidance of unnecessary duplication, the proposal shall report communication with other appropriate institutions."

1. How will students who transfer from other colleges be accepted into the program?
2. Will students who come to Indiana from the two branch campuses be accepted readily into the program?

Periodic Assessment

"The proposal shall include information regarding periodic institu-

Only address issue of transfer student - "resource sharing" goes well beyond that.
Describe any dualy that has occurred between your dept & other universities having similar programs. Attach correspondence.

tional, professional, and/or accreditation reviews to which the program will be subjected."

1. How will the program be evaluated? ^{at what intervals} Internally? Externally?
2. What criteria are to be used in the evaluation?
3. How will student input be gathered?

→ E. Resources Sufficiency

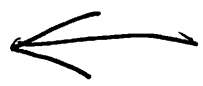
"The program proposal shall detail the need and availability of such resources necessary to support the program during the initial and subsequent four years. This statement shall include a description of the internal reallocation process by which such resources are assured:

1. Staff - faculty and support
2. Learning Resources - books, periodicals, films, cassettes, etc.
3. Instructional Equipment, and supplies and maintenance necessary to support such equipment
4. Facilities or facility modifications.
5. Other "

a. Complete the following table:

	Year				
	1	2	3	4	5
Number of Faculty	?				
Learning Resources Instructional Equipment	?				
Library	?				
Operating Budget	?				

b. Describe any changes/additions to the physical plant necessary to accommodate this program.

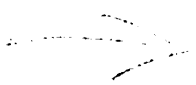


Internally? Externally?

of what interests

Researcher

.....



c. Where will the resources for items a. and b., above, come from?

G. Impact on Educational Opportunity

The proposal shall include appropriate information regarding probable impact of the new program on goals for enhancing both educational opportunity and assurance of civil rights.

1. What is the program's impact on the University's need to cover diverse populations (i.e., minority groups, women, other protected classes)?
2. How will the ~~program~~ ^{structure} assure sensitivity to the needs of a diverse population?

APPENDIX

RECEIVED

COMMUNICATION PROTOCOL
for
Certification ~~Program Approval~~

JUN 06 1989

State System of Higher Education (SSHE)
and
Department of Education (PDE)
Commonwealth of Pennsylvania
1989

ASSISTANT PROVOST

The Board of Governors of the State System of Higher Education has autonomous authority, under Act 138 of 1982 as amended, to approve new academic programs. Board policy addresses issues of appropriateness to mission, need, academic integrity, coordination, assessment, resource sufficiency, and impact on educational opportunity. In addition, under Pennsylvania statutes, programs leading to certification by the Pennsylvania State Board of Education, require review and approval by the Department of Education. The State System of Higher Education (SSHE) shall not consider for approval programs subject to State Board of Education (PSBE) standards until the following steps have been completed, and Department of Education (PDE) approval given. Satisfaction of PSBE/PDE standards shall constitute additional and necessary criteria for Board of Governors' approval of programs subject to PSBE certification.

All parties to the proposing and approving shall be apprised of and expected to follow these protocols in the interest of mutual commitment to sound programs and relations.

1. The University President, or chief academic officer on behalf of the President, sends the program proposal to the Office of Academic Affairs (SSHE/AA).
2. The Vice Chancellor forwards it to the Bureau of Teacher Preparation and Certification (PDE/BC).
3. PDE/BC conducts its review through the University certifying officer, copying SSHE/AA on major correspondence such as notice of site visit, reports, or major concerns.
4. PDE/BC sends its notice of approval status to SSHE/AA, and may at its discretion copy the University certifying and/or administrative officer.
5. SSHE/AA recommends approval to the Board of Governors. PDE/BC will be notified, upon Board approval, of the proposed starting date of the program.

If the Board of Governors decides that modifications must be made in the program proposal as approved by PDE/BC, the modified program proposal must be returned to PDE/BC to determine if they meet teacher preparation standards.

OFFICIAL: June 1, 1989

Copies to Dr. Richards, Dr. Szyaszkiewicz, and Ms. Brown-McGowan from UDW:wan 6/6/89

PROG 111
MAR 22 1985
PLANNING OFFICE
IUP

Adopted 3/19/85

ACADEMIC POLICY # _____ : REQUIREMENTS FOR INITIATION OR CHANGE OF CREDIT-BASED ACADEMIC PROGRAMS, AND OF ACADEMIC UNITS

A. Purposes

1. To provide the Chancellor and the Board of Governors, and the President and Council of Trustees of each university, the general criteria and policies governing Board of Governors requirements prior to initiation or change of a credit-based academic program within a university or consortium of universities.
2. To provide appropriate communication to the State Board of Education relative to the need for, costs of, and unnecessary duplication of such programs.

B. Definitions

1. Major Academic Program: a sequence of courses, activities, and/or experiences constituting a major field of study, culminating in a credit-based degree or certification.
2. Other Academic Program: a sequence of courses, activities, and/or experiences constituting a minor, track, specialization, concentration, or focus not leading to a degree or certification.
3. Academic Unit: an instructional unit, such as a department, center, institute, school, division, or college.
4. Program Change
 - change of program title, degree designation, or certification;
 - addition or deletion of degree designation, track, emphasis, or minor where major exists.
5. Mission
 - System Mission--the Mission Statement in Academic Policy #1.
 - University Mission--the respective University Mission statement approved by the State Board of Education unless or until amended by approval of the Board of Governors pursuant to Academic Policy #1.

C. Procedure

1. The University shall notify the Office of Academic Policy and Planning of possible program development at the time the possibility is introduced in internal planning documents, or first reviewed by an appropriate committee within the university, to enable the Office to assist in program development and assessment throughout the planning and review cycle.
2. Each program proposal shall emanate from an institutional program approval process which assures appropriate faculty, administrative and trustee review of evidence pertinent to the criteria in D below.
3. Academic program and academic unit proposals shall be subject to action by, or notice to, the Board of Governors or Chancellor, according to the following matrix:

	<u>BOARD</u>	<u>CHANCELLOR</u>
Approval	New Major Program including Teacher Certification Programs	New Minor Program, where no major exists New Degree Designation Major New Academic Unit (School, College, or equivalent)
Information		New Track, minor where major exists, concentration, focus, option, specialization, emphasis, or equivalent Other program changes in the academic data file, including termination and moratorium Other new academic unit(s)

4. The Office of Academic Policy and Planning shall coordinate its review with that authorized by the State Board of Education and keep the University apprised of all external inquiries and actions.

5. No program, degree, or academic unit requiring approval shall be advertised or offered until the University President receives written notice from the Chancellor verifying approval by the Board of Governors or Chancellor and, as required for new academic programs and degrees, by the State Board of Education, or their respective designees. No program change shall be announced or implemented without the appropriate action.

D. Criteria for Approval of New Programs

The Office of Academic Policy and Planning in the Office of the Chancellor, shall adopt procedures and forms necessary to assist proposers in demonstrating the following program characteristics:

1. Appropriateness to Mission

The proposed academic program must be appropriate to the System Mission, and to the University Mission.

The goals and objectives of the program, as well as the amount and proportion of resources to be dedicated to it, must advance the respective missions.

2. Need

The proposal shall include, depending upon type of program, sufficient information relative to the intellectual value, student demand, regional and national market demand for program completors, and value to such things as student breadth, faculty vitality, and community enhancement.

3. Academic Integrity

The proposal shall include sufficient information to demonstrate the adequacy and appropriateness of the proposed curriculum, standards, instructional staffing, and other resources. For graduate programs, and for certain undergraduate programs where the University lacks sufficient experience or involvement, the University and Office of Academic Policy and Planning shall cooperate in identifying an appropriate consulting individual or team to assist in evaluating and enhancing the proposal.

4. Coordination with Other Programs

For purposes of possible resources sharing, student transfer or articulation, and avoidance of unnecessary duplication, the proposal shall report communication with other appropriate institutions.

5. Periodic Assessment

The proposal shall include information regarding periodic institutional, professional, and/or accreditation reviews to which the program will be subjected.

6. Resources Sufficiency

The program proposal shall detail the need and availability of such resources necessary to support the program during the initial and subsequent four years. This statement shall include a description of the internal reallocation process by which such resources are assured:

1. Staff - faculty and support
2. Learning Resources - books, periodicals, films, cassettes, etc.
3. Instructional Equipment, and supplies and maintenance necessary to support such equipment
4. Facilities or facility modifications
5. Other

7. Impact on Educational Opportunity

The proposal shall include appropriate information regarding probable impact of the new program on goals for enhancing both educational opportunity and assurance of civil rights.