Chapter 2

LEVEL I: NEW GRADUATE DEGREE PROGRAMS AND MAJOR REVISIONS TO EXISTING PROGRAMS

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A. Level I Definition

Level I proposed programs fall into two categories and have been defined by the Chancellor's Office in its March 19, 1985, Academic Policy as follows:

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.

The same Academic Policy defines "Major Revisions/Changes" in existing programs as:

1. Change of program title, degree designation, or certification; and
2. Addition or deletion of degree designation, track, emphasis, or minor where major exists.

Some changes (referred to in this document as "Level II" and "Level III") will be reported to PASSHE for <u>information only</u>. Deletions are covered in Chapter 6. See Chapter 1, Section C, to determine the appropriate level of program proposal required.

B. Review Process

1. <u>Stage One: Notification of Intent</u>

All new academic programs go through a curriculum approval process that includes both IUP approval (through Senate and the Council of Trustees) and subsequent approval from the PASSHE Board of Governors (BOG). This approval process begins with proposers filing a Notification of Intent.[1] The purpose of the Notification of Intent is to alert the Graduate Dean, Graduate Committee Chair, Provost, and Chancellor's Office that a new program proposal is being developed, and provide an opportunity for reaction to the proposal's feasibility, potential, and conformance with mission. Departments are strongly encouraged to consult with the College Dean, the Graduate Dean and/or Dean's Associate, and the Graduate Committee Co-Chairs in developing this

[1] This form is located in Appendix A of this Handbook, or can be obtained from the PASSHE website (<u>www.passhe.edu</u>), under the Faculty & Staff link, then New Academic Programs/Guidance for New Academic Programs

document. The completed Notification of Intent Form needs to be approved by the College Dean and Graduate Dean, who will then forward it to the Provost. The Provost will submit it to PASSHE, seeking permission to develop a detailed new program proposal. The specific procedures are described in detail below:

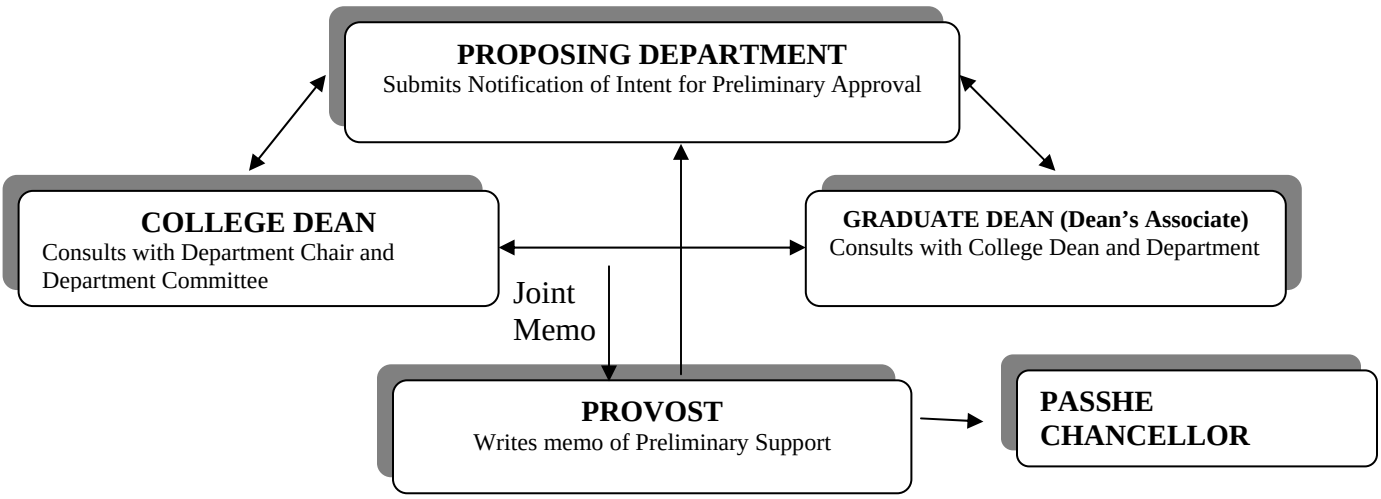
(a) Prepare the Notification of Intent describing the program as envisioned at this early stage. Following the guidelines on the form, discuss both the resources available to implement the proposal and any additional resources that may be needed. Indicate the funding source for additional resources. The Notification of Intent should contain enough detail to give a general but clear idea of the program. As the revenue component may include tuition and appropriated dollars, contact the Office of the Provost for assistance in the calculation of revenue and expenditure expectations.

(b) Send copies of the Notification of Intent simultaneously to 1) the College Dean, 2) the Graduate Dean and the Dean's Associate, and 3) the Chair of the Graduate Committee (for information only). The Graduate and College Deans will confer to determine initial support for the concept. The College Dean will convey reactions to the department if problems are perceived in the Notification of Intent, providing the department an opportunity to address these.

(c) The College and Graduate Deans will send a joint memo and a copy of the Notification of Intent to the Provost requesting review and a decision.

(d) The Provost, if satisfied with the general feasibility of the proposed program and after consulting with the College and Graduate Deans, will forward a copy of the Notification of Intent to the Chancellor, with a cover letter indicating the Provost's preliminary support. The Provost will send copies of the cover letter to the Department Chair, College Dean, Graduate Dean, and Graduate Committee Co-chairs.

FLOWCHART FOR THE APPROVAL PROCESS OF THE NOTIFICATION OF INTENT



2. Stage Two: Developing the Proposal

When approval from PASSHE has been received, the department develops the new program proposal in accordance with the format and content guidelines described in Section C below. The College and Graduate Deans should receive progress reports to assure that the new program will be understood and the support required to implement it will be available. Departments may wish to consult with the Co-Chairs of the Graduate Committee or the Dean of the Graduate School to resolve as many problems as possible at an early stage. The signature process leading up to submission of a proposal to the Graduate Committee, and the subsequent approval process, is described fully in Chapter 1, Section B, and summarized on the Approval Process flow chart (see page 3).

3. Stage Three: Senate Approval

After notification of approval by the Graduate Committee, please submit to the recording secretary of the Graduate Committee the following (no later than 14 days before the next senate meeting):

(a) Three hard copies of the fully revised program proposal
(b) Three hard copies of the Senate agenda item (see below).
(c) One electronic copy of both the fully revised proposal and the Senate agenda item.

The Senate agenda item should include the title of the program, the sponsoring department and a catalogue start term; the summary from Section C.2(b); a brief rational for the program; the catalog description from Section C.10; and brief summaries of each major change (new courses, course deletions, etc.). The hard and electronic copies must be submitted to the recording secretary of the Graduate Committee no later than 14 days before the next Senate meeting. Following Senate approval, the program proposal will be forwarded to the IUP Council of Trustees for approval. Proposers are advised that the Council meets quarterly.

4. Stage Four: (New Programs Only) PASSHE Approval

Once new program proposals are approved by the Council of Trustees, they will be forwarded for PASSHE Board of Governors (BOG) approval. The BOG meets quarterly (meeting calendar is available at http://www.passhe.edu/content/?/governors/calendar), and does not review new program proposals at the summer meeting. In addition, PASSHE has requested that proposals submitted for BOG review is received at the Chancellor's office at least three (3) months prior to the next BOG meeting. Proposers are advised to be aware of this timeline in identifying implementation dates for the new program.

C. Level I Proposal Format and Content

The proposal format specified below is congruent with PASSHE format requirements. However, proposers of new programs are advised to closely review the PASSHE content guidelines, available on their website.

IUP's **Graduate Curriculum Authorization Form (Appendix D)**

The authorization form needs to be attached to the front of the proposal, indicating the type of submission. For each change within the proposal, such as new course proposals, course revisions, and course deletions, submit a separate Authorization Form.

PASSHE Cover Page

This should include the name of the title of the program, the names of the institution, college, department, and individual who prepared the proposal, the month and date of the proposal and the proposed implementation date.

Table of contents (optional, but recommended)

Introduction

Description, scope and purpose of the program

Provide a short introduction, including definitions of key concepts or terms, the scope and purpose of the program. Provide a brief summary of the proposal.

Alignment with PASSHE mission.

Please state clearly the goals and objectives of the proposed program or revision, and indicate how these advance the state system mission~~s~~ and goals.

Appropriateness to IUP mission and strategic plan.

Provide a clear description of how the new program or program revisions align with IUP's mission and strategic plan. (See Appendix B for copies of these mission statements.)

Need

Provide evidence that demand for this program exists. Please note that need should be substantiated in terms of employment trends, as well as evidence of student demand. Recent experience with PASSHE proposal review suggests that a survey of student interest alone will be insufficient. Proposers should be prepared to document market demand for program graduates. This may be done through an appropriate needs assessment, or professional publications or other sources, and should include a bibliography. For a new program, a needs assessment must be conducted and should be appended to the proposal. Demonstrate that students who complete the program can enhance their career opportunities in a national or regional market. This section should also address the uniqueness of the program, and include enrollment projections.

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Academic Integrity

This section is designed to demonstrate the adequacy and appropriateness of the proposed program/revision, its coherence as a distinct academic program, the level of its standards, and the quality of its instructional staffing.

Program structure and administration

In which department will this program be located? Are there collaborating departments? Will there be a program director and / or an oversight committee? How will continuity and oversight be ensured? Specify a catalog term for the program.

Program pedagogical goals

Describe what this program is intending to teach and its specific learning objectives. What curriculum models were used in designing this curriculum? Are the requirements dictated by any accreditation criteria?

Curriculum overview

What are the components of the curriculum? How are courses sequenced? How do they fit together as a whole? Provide a summary of the proposal showing the course and credit requirements of the program, identifying required courses, electives, tracks, etc. For program revisions, this summary must include a side-by-side comparison of the Current vs. Proposed program. Please underline items that are being deleted**, place in bold items that are being added,** and place an asterisk (*) by items that have changes in requirements. Please format it using "Tables" rather than "Columns."

Course offerings

Describe briefly each new or revised graduate course. Complete individual proposals for each new graduate course or course revision must be appended. (See Chapter 10 for new course proposals and major course revisions or Chapter 11 for minor course revisions.)

Learning experiences

To what degree will instructional technologies be used? Will there be team teaching or group projects? How are practical experiences (labs) or internships or practica integrated? Is a final project, such as comprehensive exams or thesis, required? If so, how it will be reviewed?

Leadership and faculty qualifications

What evidence is there of faculty and administration commitment to the program? List faculty to be involved in the proposed program/revision. Please note that all faculty must be eligible to teach at the graduate level. To describe the nature and level of his/her proposed involvement (teaching, advising students, etc.), please have each faculty member complete the Faculty Summary Sheet (Section D.1 below). Include an appendix with the *curriculum vitae* of all faculty involved. Please note that only three of the required 18 copies of the proposal for the Graduate Committee need to include the CVs.

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Finally, please state that, to the best of your knowledge, the new program is in compliance with the current CBA. Programs found to be in violation of the CBA, even after formal approval, will require the prompt submission of a new proposal containing the necessary modifications. Typical issues of concern are faculty workload, dependence on temporary faculty, and sufficiency of resources.

Student qualifications, support and advisement

Outline the requirements for the proposed degree program/revision, specifying *all* requirements for admission, degree candidacy, and graduation. Show how a student would progress through the degree program (e.g., first semester courses, etc.).

Assessment/Accreditation

Periodic program review consists of two parts: assessing student learning outcomes and program evaluation. With respect to academic programs, *outcomes assessment* asks the question: What constitutes student learning for this program? And how will you assess what learning takes place? (See Appendix C for the current PASSHE statements on the topic of outcomes assessment.) *Program evaluation* is a review of the effectiveness and quality of the overall program. Each new graduate program and major revision to existing programs must include a plan for each category of review.

Collecting and evaluating student-learning outcomes data

Assessing Student Learning Outcomes

i) Describe what constitutes student learning for the program. These outcomes may be stated as goals and objectives.

ii) Describe the methodology(ies) to be used for assessing whether or not student learning has been achieved.

Use of student-learning outcomes data to improve the program

Periodic Program Evaluation

i) Identify the criteria to be used for the program evaluation. These should be related to the goals and objectives of the program (see Section C.3 above).

ii) Describe the methodology(ies) to be used for evaluating the program. Include frequency of program evaluation, outside evaluating agency (if applicable), and how student input will be incorporated into the evaluation process.

Plan for achieving specialized accreditation, if available.

Coordination /cooperation/partnerships

With related programs at other institutions

Demonstrate that the proposed program/revision does not duplicate unnecessarily existing programs at other PASSHE or area universities. Further, the proposal should include communication with other appropriate institutions. Attach evidence that resource sharing and student transfer programs have been considered and either incorporated or ruled out, as appropriate.

With other departments/units on campus

In addition, explain why the proposed program/revision is substantially different from existing programs at IUP. And to ensure cooperation and communication within the university, provide letters of notification to and response from each department potentially affected by the program. These letters should verify that the information has been relayed to the departments and provide such comments that make clear each department's position. If a department is unresponsive, please include copies of two notification attempts.

With outside agencies, corporations, etc.

How will relationships with business, industry, public agencies, etc. strengthen this program?

Resource Sufficiency

Describe a strategy for the distribution of faculty workload that includes integration with undergraduate teaching responsibilities, if applicable. Utilize the faculty workload tables in Section D.2 below to summarize these data. Detail the need for and availability of resources necessary to support the program during the initial start-up year and for a subsequent three-year period. Show how the department will obtain required resources (i.e., new allocations or reallocations of existing resources), including:

i) Learning resources (books, periodicals, films, cassettes, etc.),
ii) Instructional equipment (including equipment maintenance) and supplies
iii) Facilities or facility modifications.

Provide letters of notification to and response from the University Library and the Instructional Design Center (if relevant) regarding adequacy of resources. If no response is received, please include copies of two notification attempts.

Summarize the above information in the budget table in Section D.3 below.

Impact on Educational Opportunity

The proposal must provide appropriate information regarding the probable impact of the new program/revision on PASSHE and IUP goals for enhancing educational opportunity and assurance of civil rights.

Effect on diverse groups of students

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Provide a plan to recruit, retain, and graduate students from underrepresented groups, e.g., ethnic minorities, women.

Effect on faculty, advisors, etc.

Describe the presence of minority and women faculty in the program and plans to recruit minorities and women for vacated positions.

Effect on employers

Explain plans for inclusion in the curriculum of scholarship from underrepresented groups.

Bibliography

Executive Summary

This summary should address the seven criteria in brief, and should not exceed two pages.

Catalog Description

On a separate page attach a program description suitable for inclusion in the Graduate Catalog. This description must include 1) program objectives, 2) admission prerequisites, and 3) degree/program requirements.

D. Tables

1. Faculty Summary Sheet (page 17)
2. Faculty Workload Tables (pages 18, 19)
3. Budget (page 20)

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1. Faculty Summary Sheet

FACULTY SUMMARY SHEET

Proposed Program Title:_____

Faculty Name:_____.

Department: _____.

Phone number and Email: _____

Educational Background (degrees earned, where, when):

Bachelor Degree:_____

Advanced Degrees:_____

_____

Level of Graduate Teaching Eligibility (Masters or Doctoral) and expiry date: _____

Summary of intended contribution to the proposed program (e.g., courses to be taught, advising, coordination)**:**

Summary of relevant teaching experiences:

Summary of relevant professional experiences:

Other:

A one-page summary of relevant publications and presentations may be attached.

2. Faculty Workload Tables

_____ DEPARTMENT FACULTY ALLOCATION 20__-20__[1] (by number of hours taught) F = Fall S = Spring																
FACULTY (alpha-betize)	UNDERGRADUATE										GRADUATE					
	Liberal Studies		Service Courses		Major		Secondary Education		Branch Campuses		Masters Level		Doctoral Level		TOTALS	
	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S
															0	0
															0	0
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															0	0
															0	0
															0	0
															0	0
															0	0
															0	0
TOTALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

[1]Academic year of program implementation.
(Use footnotes to explain deviations from 24-hour load per year or 18-hour load per year for full-time graduate teaching)

_____ DEPARTMENT FACULTY ALLOCATION HISTORY
(By number of hours taught)

U = Undergraduate D = Dual Level G = Graduate T = Total

Faculty (alpha-betize)	Past Experience								Projected											
	20__-__[1]				20__-__[2]				20__-__[3]				20__-__[4]				20__-__[5]			
	U	D	G	T	U	D	G	T	U	D	G	T	U	D	G	T	U	D	G	T
				0				0				0				0				0
				0				0				0				0				0
				0				0				0				0				0
				0				0				0				0				0
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				0				0				0				0				0
				0				0				0				0				0
				0				0				0				0				0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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3. Budget Table

	YEAR			
Estimated Costs	**Start-up** 20__- 20__.	2nd year 20__- 20__.	3rd year 20__- 20__.	4th year 20__- 20__.
Faculty (Salary & Fringe)				
Staff (Salary & Fringe)				
Instructional Equipment				
Summer Contracts				
Library				
Travel				
Supplies and Materials				
Other				
Total				