Graduate Curriculum Handbook

Updated 8/27/07

Table of Contents

Chapter	Page
1. Introduction	5
A. The Graduate Committee	5
B. The Approval Process	6
C. Categories of Program Proposals	8
D. Required Components of Program Proposals	9
Flowchart	12
----Section I – Program Proposals----	
2. Level I: New Graduate Degree Programs and Major Revisions to Existing Programs	13
A. Level I Definition	13
B. Review Process	13
Flowchart for Abstract	14
C. Level I Proposal Format and Content	15
D. Tables	21
Faculty Summary Sheet	21
Faculty Workload Tables	22
Budget	24
3. Level II: Multiple Revisions to Existing Programs	25
A. Level II Definition	25
B. Review Process	25
C. Level II Proposal Format and Content	25
4. Level II: Certificate of Recognition	29
A. Role of a Certificate of Recognition	29
B. Guidelines for the Development of a Graduate COR	29
C. Admission and Status of Students in a Graduate COR	31
D. COR Proposal Format and Content	32
5. Level III: Minor Revisions to Existing Programs	36
A. Introduction	36
B. Level III Proposal Format and Content	36
6. Deletions (Courses, Tracks or Areas of Emphasis within Programs, Minor, or Programs)	38
A. Introduction	38
B. Proposal Format and Content	38
7. Variability of Delivery of Graduate Programs	40
A. Policy	40
B. Proposal Format and Content	41
C. Memorandum of Understanding	43
8. Reactivation of Graduate Programs Placed in Moratorium/Inactive Status	44
----Section II – Course Proposals----	
9. Overview of Graduate Course Proposals	45
A. Introduction	45
B. Categories of Course Proposals	45
C. Selecting Course Numbers	46
10. New Course Proposals and Major Course Revisions	48
A. Introduction	48
B. Proposal Format and Content	48

11. Minor Course Revisions
(Changes in Course Name, Number, Catalog Description, or Prerequisites 53
12. Dual-Level and Cross-Listing Courses 54
A. Dual-Level Courses 54
B. Cross-Listing Courses 55
C. Senate 55
13. Special Topics Courses 56

14. Distance Education 57

Website for the Graduate Curriculum Handbook *www.iup.edu/graduate/fac/index.htm*

Appendices

A. PASSHE Requirements for New Programs
   Notification of Intent Form

B. Mission Statements

   The Mission of the State System of Higher Education
   Indiana University of Pennsylvania Mission Statement

C. PASSHE Statement: Assessing Student Learning Outcomes

D. Graduate Curriculum Authorization Form

E. Format for a Course Syllabus and Bibliography

Tables

Flowchart for Proposal Approval Process

Program Proposal Checklist

Flowchart for Approval Process of Abstract (Level I only)

Faculty Summary Sheet

Faculty Workload Tables

Budget Table

List of Abbreviations

APSCUF	Association of Pennsylvania State College and University Faculties
CBA	Collective Bargaining Agreement
CIP Code	Classification on Instructional Programs Code (a Federal coding system developed by the U.S. Department of Education's National Center for Education Statistics (NCES).
COR	Certificate of Recognition
SGSR	School of Graduate Studies and Research
PASSHE	Pennsylvania State System of Higher Education
TECC	Teacher Education Coordinating Council
UWUCC	University Wide Undergraduate Curriculum Committee

Chapter 1

INTRODUCTION

Contents:

A. The University-Wide Graduate Committee (UWGC)

B. The Approval Process

C. Categories of Program Proposals

D. Required Components of Program Proposals

The Bill that established the Pennsylvania State System of Higher Education (PASSHE), Act 188 of 1982, empowers PASSHE to create new undergraduate and graduate degree programs without being subject to the rules and regulations of the State Board of Education. The Chancellor's Office will apply this authority by participating in the internal program approval processes.

A. The Graduate Committee

The University-Wide Graduate Committee (UWGC) is responsible for the development and review of policies relating to graduate education. As part of this function, the UWGC also provides interpretations for the School of Graduate Studies and Research (SGSR) about policies adopted by the Senate. It is responsible for peer review of graduate programs and courses prior to consideration by the full University Senate. The UWGC is composed of the Dean of the SGSR, Dean's Associate of the SGSR, an APSCUF appointed faculty co-chair, an elected faculty co-chair, eleven other faculty members, a secretary, and three graduate students. Every college is represented on the UWGC; members of the Graduate Committee may remove themselves from committee deliberations when programs from their department are under consideration.

Peer review is designed to ensure that the standards of the University and its accrediting organizations are met. The Graduate Committee is concerned with ensuring that rationales for proposed graduate programs and courses are articulated effectively, that they are integrated appropriately within the context of graduate education, that adequate resources are available, and that sufficient pedagogical standards are met in the delivery of these programs and courses. As a committee of colleagues, the UWGC views itself as helping faculty through the curricular process and facilitating the goals of departments and the university. Programs are encouraged to contact the committee co-chairs and/or the Dean's Associate of the SGSR early in the process for help in preparing proposals and developing new programs.

As a committee of the Senate, all UWGC meetings are open. During deliberation, the committee may enter executive session, at which time only members of the committee remain. Proposers are given the opportunity to address the committee, if they choose, and the committee may ask proposers to attend a meeting if clarification and discussion of a proposal is deemed necessary.

Purpose of the Handbook: The PASSHE Academic Policy of March 19, 1985 (see Appendix A), dictates the content and procedures for graduate curriculum proposals. This Handbook has been created by the Graduate Committee to assist IUP faculty with developing proposals, ensuring that all the necessary information is provided. The streamlining of the format also facilitates the review process. The UWGC strongly recommends consultation with the Dean's Associate of the SGSR and the Co-Chairs of the Graduate Committee early in the process of developing a proposal.

B. The Approval Process (Summary)

Stage One (Notification of Intent**):** (Required ONLY for Level I Proposals) All new program proposals and major program revisions ("Level I" proposals) must first be approved in principle. This approval is obtained through development of a Notification of Intent, which is discussed in detail in Chapter 2. Once the Notification of Intent has been approved, the proposal follows the Stage Two approval process discussed below.

Stage Two: The flowchart on the following page summarizes the approval process for ALL graduate curricular proposals, indicating the progression of the proposal and the order of required signatures.

Signatures: At each step in the process approval with respect to academic integrity and resources is indicated by the appropriate signature on the Graduate Curriculum Authorization Form(s) (Appendix D). The steps are discussed in detail below and are numbered as such on the flowchart.

1. Graduate curricular changes normally originate within the academic department. The SGSR Dean's Associate and the Co-chairs of the Graduate Committee are willing to meet with proposers to assist in proposal development from the early stages. After a fully developed proposal has been approved by the department curriculum committee, the department chairperson must approve the change. *Graduate course(s) or program changes involving teacher education or Pennsylvania Department of Education certification must be reviewed and approved by the Teacher Education Coordinating Council (TECC) before being forwarded to the College Curriculum Committee.*

2. The proposal is submitted to the appropriate college committee. In some colleges this committee will be the College Curriculum Committee; in other colleges the Dean's Advisory Committee will review curriculum proposals.
3. Upon approval by the college committee, the proposal is submitted to the dean of the appropriate college. Dual-Level course proposals are submitted to the University Wide Undergraduate Curriculum Committee (UWUCC) for approval prior to submission to the recording secretary of the Graduate Committee (i.e., UWUCC approval must be obtained first, prior to submission to the UWGC).
4. Once the college dean has indicated his/her approval by signing the Graduate Curriculum Authorization Form(s) (Appendix D), the complete proposal, with the *original, signed* Authorization Form(s), is given to the recording secretary of the Graduate Committee. The recording secretary will oversee the transmittal of the proposal to the graduate dean and the Provost, who indicate their approval by signing the Authorization Form(s). The Provost will, if the proposal seems feasible, forward Level 1 proposals to the Chancellor with a cover letter indicating that the proposal still has his or her preliminary approval. The Provost will send copies of the cover letter to the department chair, college dean, graduate dean, and Graduate Committee chair. Once the signatures of the graduate dean and the Provost have been obtained, the proposal will be returned to the originating department, where copies can be made for submission to the Graduate Committee.

   Copies: After *all* necessary signatures are obtained on *all* the Authorization Form(s), the proposing department submits *the original plus 18 copies* of the final proposal to the recording secretary of the Graduate Committee. Proposals lacking the necessary signatures for both academic integrity *and* resources will be returned to the proposer without further consideration. (NOTE: Of the 18 copies, only three copies need the full CVs of the participating faculty.)
5. **Graduate Committee**
   a. **Review:** When the recording secretary of the Graduate Committee receives the 18 copies of the fully signed, complete proposal, the proposal is distributed to the full committee and assigned by the chair of the Graduate Committee to a subcommittee for a detailed review. *At the time of assignment to subcommittee, the proposal will be considered "in progress" and will be reflected as such on the UWGC agenda.* The subcommittee reports its findings to the full Graduate Committee, which then deliberates on the proposal. In addition, the APSCUF co-chair of the Graduate Committee presents a

summary of the proposal to APSCUF Executive Committee for consideration of any issues that are relevant to the CBA. Representatives from the department of origin are welcome to address the UWGC, and at times the UWGC may request representatives to attend the meeting.

b. **Graduate Committee Report:** A UWGC report is generated by the committee co-chairs and can reflect three possible courses of action:

1) Approval of the proposal as submitted and indication of the date when it will be brought before the University Senate, pending receipt of final copies as described below;

2) Request for further information and/or clarification before any action can be taken.

3) Rejection of the proposal, with UWGC rationale and recommendation for revision.

When further information, clarification, or changes are requested, proposers will be asked to write a rejoinder to the Graduate Committee review and submit 18 copies of the rejoinder, plus *only those portions of the proposal that require changes*, unless requested otherwise. Submission of complete copies of the full proposal for a second review is usually unnecessary and can cause delays in the review process. However, three complete copies of the fully revised proposal must be submitted to the UWGC before the proposal can go to Senate. Final approval by the Graduate Committee is based on a simple majority vote. Support by a co-chair or any Graduate Committee member is not a guarantee of approval by the full committee.

Editorial note: A frequent cause of delay in the approval process has been editorial problems. Awkwardly written and poorly organized proposals are most difficult to read and understand. Please proofread proposals for logical development, coherence, and consistency. It is important that the proposal be correct with respect to content, grammar, and spelling. Other suggestions include:

- All pages of the proposal should be numbered for easy reference
- All acronyms should be spelled-out for easy understanding
- Sufficient rationale and resources for programs/courses should be provided
- Bibliographies should be current and "graduate-level"
- Similar programs/courses at other institutions should be indicated and documented
- IUP library resources should be indicated and documented
- When available, support from professional organizations should be provided.

6. **The Senate and Beyond:** Once the proposal is approved by the Graduate Committee, the department must prepare the related Senate agenda item and submit three hard copies and

one electronic copy of the agenda item, as well as three final (fully revised), complete hard copies of the proposal, to the recording secretary of the Graduate Committee, *at least 14 days before the next Senate meeting.* The proposal is then submitted to the University Senate for action. If approved by the Senate, the proposal must then receive final approval by the President, the Council of Trustees, and the Board of Governors of the PASSHE. It is only upon the approval of the Council of Trustees that any proposed changes can be implemented (except for new courses and course revisions, which need only Presidential approval). After approval by the Graduate Committee, some items are submitted to subsequent bodies for information only. Please see Appendix A for details.

It is important to note that, once approved; a program becomes a contract that the University will offer the program as approved by the Senate. Any unapproved changes in the program are a violation of that contract. Changes must be approved by the UWGC, the Senate, the President, and the Council of Trustees before they can be published, advertised, or implemented.

C. **Categories of Program Proposals**

In an effort to reduce the workload involved in preparing many proposals, the Graduate Committee has created three levels of program proposals. The designation of a proposal as Level I, and the contents of such a proposal, are mandated by the PASSHE Academic Policy of March 19, 1985 (see Appendix A). A **Level I** Program Proposal must be submitted for the following:

LEVEL I

1. A new graduate degree program
2. A change in the program name
3. A change in degree designation or certification
4. The addition of a degree designation
5. The addition of a track or area of emphasis
6. The addition of a minor

A **Level II** Program Proposal must be submitted for the following:

LEVEL II

1. A change in the total number of credits required for a degree
2. A change in four or more of the courses in a program, excluding non-required electives, OR a change in 50 % or more of the courses (required, core, electives, etc.) of a program
3. A new Certificate of Recognition (COR)

4. Any change to an existing COR

A **Level III** Program Proposal is required for program changes not covered by Levels I and II. If the proposed program constitutes a "substantial" change from the existing program (e.g., adding multiple new courses, deleting multiple unused courses, restructuring an existing track or area of emphasis), a Level II Program Proposal may be more suitable than a Level III Proposal. When in doubt, please consult with the Dean's Associate of the School of Graduate Studies and Research.

Exceptions: Deletions of tracks or areas of emphasis in a program, of minors, or of entire programs technically fall under the Level I category. Although deletions still require PASSHE approval, many of the components of a Level I proposal are unnecessary. Thus, deletions are covered in a separate Chapter (see Chapter 6).

D. Required Components of Proposals

The checklist below summarizes the required elements of the three levels of program proposals. Detailed descriptions of the components can be found in the related chapter.

Program Proposal Checklist
(What needs to be included in the proposal)

Key: R = required, m = may be requested, NR = not required

Component	Level I	Level II	Level III
1. Appendix D – with all signatures except Graduate Committee Chair (one form for every change)	R	R	R
2. Introduction (a) Rationale	R	R	R
2. Introduction (b)Summary of Proposed Changes, including side-by-side old vs. proposed	R	R	R
3. Statement of Appropriateness to Mission	R	NR	NR
4. Need and Impact (a) Show need exists	R	m	NR
4. Need and Impact (b) Assess Impact	R	NR	NR
5. Academic Integrity (a) Outline program requirements	R	R	R
5. Academic Integrity (b) Sample student progression	R	m	NR
5. Academic Integrity (c) Descriptions of all new courses	R	R	R
5. Academic Integrity (d) Description of faculty	R	m	NR

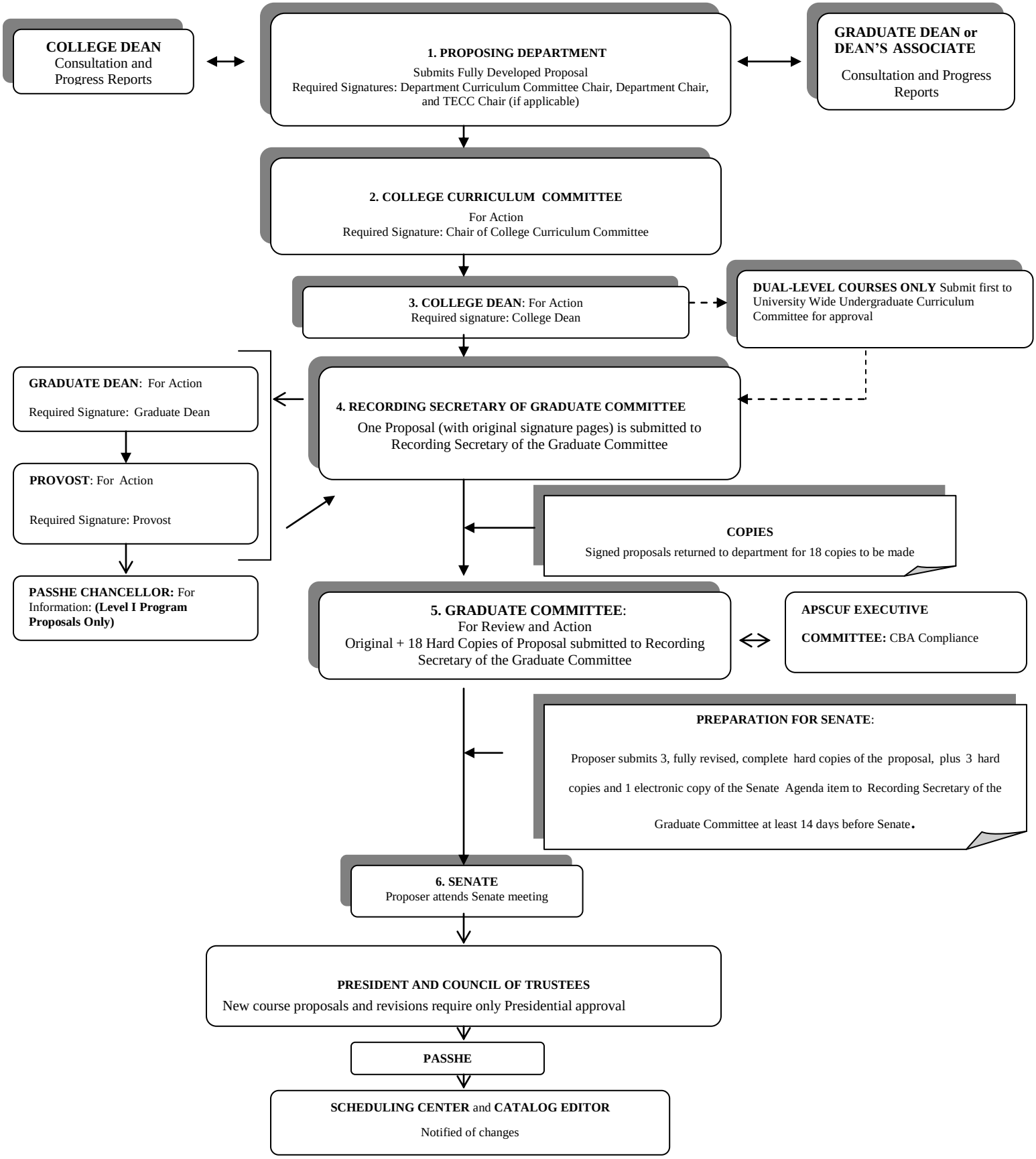
5. Academic Integrity (e) Statement of Uniqueness	R	m	NR
5. Academic Integrity (f) Letters of Support	R	R	R
5. Academic Integrity (g) Statement of CBA compliance	R	R	R
6. Coordination with Programs at other institutions.	R	NR	NR
7. Periodic Assessment (a) Program Evaluation	R	NR	NR
7. Periodic Assessment (b) Student Learning and Outcome Assessment	R	R	R
8. Resource Sufficiency (a) Faculty Workload tables	R	m	NR
8. Resource Sufficiency (b) Resource availability	R	R	R
8. Resource Sufficiency (c) Budget table	R	m	NR
9. Impact on Educational Opportunity (a) recruitment plan	R	m	NR
9 Impact on Educational Opportunity (b) Presence of minority & women faculty	R	m	NR
9. Impact on Educational Opportunity (c) Inclusion of under-represented groups	R	m	NR
10. Catalog Description	R	R	R
11. Senate Agenda Item (after Graduate Committee review)	R	R	R

Key: R = required, m = may be requested, NR = not required

APPROVAL PROCESS FOR GRADUATE CURRICULAR CHANGES

STAGE ONE: The Notification of Intent (Only required for Level I Program Proposals – see Page 10)

STAGE TWO: The Proposal (Required for all proposals)



NOTE: Only boxes with shading require participation by the proposer.

Notification of Intent to Develop New Major;

New Minor When No Major Exists; or

New Certificate Program When No Major Exists

UNIVERSITY: Indiana University of Pennsylvania

CONTACT PERSON: Linda Klingaman

DATE: 1/24/2005

DEGREE AND PROGRAM UNDER DEVELOPMENT: Master of Education in Health and Physical Education

DEPARTMENT SUBMITTING PROPOSAL: Health and Physical Education

DATE OF PROPOSAL SUBMISSION: 1/31/2005

DESIRED IMPLEMENTATION DATE: Summer 2005

* * * * *

Summary and Mission Alignment

The proposed Master of Education in Health and Physical Education is the result of numerous requests received by the Teacher Education Coordinator of the Health and Physical Education Department over the past five years. It is designed to meet the needs of three populations. They include current Health and Physical Educators who are certified teachers in the state of Pennsylvania. These individuals would benefit from a masters program by studying contemporary trends in teacher education, broadening their knowledge base in Health and Physical Education, and enhancing their skills as educators with updated teaching techniques and methods. This program would provide state mandated professional development for current Health and Physical Educators. The second population is teachers who are certified in an area other than Health and Physical Education (HPE) and wish to add HPE as a second certification. The third population would include those who currently have a non-teaching bachelor degree and wish to become certified Health and Physical Education teachers. While the current interest is high, it is also important to note that undergraduate athletic trainers and sport administrators could serve as feeders to the program as many seek jobs in school settings but lose employment to certified teachers.

In order to be admitted to this program, candidates would meet prerequisites that have been set by the Pennsylvania Department of Education (PDE). Guidelines for Health and Physical Education have also been developed by the American Association for Health Education (AAHE) and the National Association for Sport and Physical Education (NASPE). Students would also meet all admission requirements established by the IUP Graduate School. The proposed curriculum has been aligned with the standards dictated by these three organizations to ensure candidates meet the outcomes required to be eligible for teaching certification in Pennsylvania. The proposal includes 36 credits of coursework. Students would enter the program as part of a two year cohort progressing throughout their coursework at the same pace. At the conclusion of these credits, students would be awarded a master of education degree. For those students who are seeking initial teaching certification, six to twelve credits of student teaching would be taken beyond the 36 credits to satisfy PDE's certification requirements.

The proposer is aware of the limited resources to begin a new program and has carefully reviewed existing courses within the Department of Health and Physical Education and related departments throughout the university. Some standards set by PDE, AAHE, and NASPE were matched with objectives from courses already being taught. They include 4 courses that are part of the existing MS in Sport Science and require no new classes or faculty. Two courses currently taught by other departments were identified as providing needed coursework. These departments will be asked whether they will be able to support additional students. A proposal is being submitted this semester requesting a senior level undergraduate methodology class be changed to a dual level offering. Two other courses that have not recently been taught will be revised and revitalized to help meet program standards. In addition, two new courses are being proposed to address and strengthen standards set for teacher education. Finally, the program will include a three credit elective from a list of courses offered by various departments within the university. The proposal will not require additional faculty as only four classes will be added that are not currently scheduled. These will be taught during the summer by existing faculty and allow fall and spring workloads to be unaffected.

The purpose of the graduate program in health and physical education is to prepare teachers with the tools and skills required to provide quality educational experiences and develop as leaders in the field of health and physical education. This advances the mission of the State System of Higher Education by addressing the System's determination to provide graduate instruction for students that includes "the teaching profession, with opportunities for research, scholarly achievement and personal growth consistent with the legislated mission of the System." The proposed program is aligned with the goals of Indiana University of Pennsylvania and enhances the university's mission of "providing high quality education at a reasonable cost and assessing and responding to the higher educational needs of the commonwealth."

NEED:

The proposed Master of Education in Health and Physical Education is the result of numerous requests received by the Department of Health and Physical Education over the past five years. In February 2002 the HPE Teacher Education Coordinator began tracking requests that were received. These individuals were notified that the only program offered at IUP for teaching certification in health and physical education was at the undergraduate level. They had their transcripts reviewed by the HPE Teacher Education Coordinator who provided each with a written

response that listed the coursework in the undergraduate program required for teacher certification. The majority of the individuals indicated they would not be able to pursue teaching certification due to conflicts in scheduling around their jobs and family responsibilities. The proposed program would offer courses in the evenings and summers in order to accommodate individuals in this situation. Emails have also been kept to demonstrate the interest in the program. Phone calls and personal inquiries have also established a strong interest in teacher certification at the graduate level. It is also important to note that undergraduate athletic trainers and sport administrators could serve as feeders to the proposed graduate program as many seek jobs in school settings but lose employment to certified teachers.

Pennsylvania requires currently certified teachers to maintain professional growth through completion of Act 48 credits. This mandate is outlined in the "Act 48 Professional Education Plan Guidelines" published by the Pennsylvania Department of Education in November 2002. The legislation requires all certified educators need to complete six college credits, six credits of continuing professional education courses, 180 clock hours of continuing education courses or learning experiences equivalent to 180 hours every five years. The proposed program would offer a means for area health and physical education teachers to comply with this requirement.

The health of school age youth has become a national concern and is being addressed by various organizations and governmental agencies. Because of the increased focus on fitness and health among children and adolescents, the need for increased and improved health and physical education has been discussed and evaluated at various levels. One of the main targets identified to address this problem is the health and physical education programs in our schools. Evaluations of these programs conclude there needs to be more health and physical education classes provided for students in kindergarten through grade twelve and these classes should be conducted by qualified personnel. PBS Teacher Source reports,

> "Health Education teachers for grades 6-12 (middle and high school) are expected to be specialists in health education, which means they meet the certification standards for health education in their state. Unfortunately lack of appropriate teacher training has been identified through national surveys as one of the most significant barriers to the effective implementation of school health education."

The U.S. Department of Labor, Bureau of Labor Statistics reports:

> "Job opportunities for teachers over the next 10 years will vary from good to excellent, depending on the locality, grade level, and subject taught. Most job openings will be attributable to the expected retirement of a large number of teachers. In addition, relatively high rates of turnover, especially among beginning teachers employed in poor, urban schools, also will lead to numerous job openings for teachers. Competition for qualified teachers among some localities will likely continue, with schools luring teachers from other States and districts with bonuses and higher pay."

> "Because of a shortage of teachers in certain locations, and in anticipation of the loss of a number of teachers to retirement, many States have implemented policies that will encourage more students to become teachers. In addition, more teachers may be drawn from a reserve pool of career changers, substitute teachers, and teachers completing alternative certification programs."

ACADEMIC INTEGRITY

The proposed Master of Education in Health and Physical Education offers currently certified health and physical educators an opportunity to study advanced teaching techniques and current trends in the field (36 credits). It also offers noncertified individuals the opportunity to be eligible for certification.

COORDINATION WITH OTHER PROGRAMS

This program is unlike the graduate programs offered at other SSHE universities in teacher education for health and physical educators. East Stroudsburg graduate course offerings include a Master of Science in Health Education

which includes the opportunity for teaching certification as a Health Educator. Edinboro University offers a Master of Education in Middle and Secondary Instruction. While these two universities provide teaching certification with their master degree, they combine graduate and undergraduate coursework. The admission requirements for the proposed degree in combination with the required graduate courses meet the state's requirements for teaching certification. This allows the noncertified student to focus on coursework at the graduate level. The intent of the proposed program is to streamline the process of receiving teaching certification in health and physical education to adult learners. It is also the intent of the program to provide a means for certified teachers to receive updated information and teaching methods while enhancing their teaching skills. Since no other university in the surrounding area or in the SSHE system offers this type of program, there is no unnecessary duplication of programs.

ASSESSMENT AND ACCREDITATION

The Master in Education in Health and Physical Education will be part of the 5 year review process conducted by the Pennsylvania Department of Education (PDE). Requirements established by PDE in Chapter 49 and Chapter 354 have been used to structure the proposed program. National accreditation of Health and Physical Education is conducted by two learned societies. The National Council for Accreditation of Teacher Education conduct 5 year reviews for teacher education programs. Standards established by these organizations have been used to develop the curriculum and course sequencing of the program. This graduate program would become part of the university's regular NCATE review process under the direction of the College of Education and Educational Technology. Annual reviews will be conducted by the department through review and analysis of the students' course evaluations, exit interviews upon graduation, and feedback from alumni. Students would also be encouraged to interact with their advisors and professors with comments as they proceed through the required program. Faculty would receive regular annual observations by their peers and department chair as outlined by the CBA.

RESOURCES SUFFICIENCY

The Department of Health and Physical Education currently has 19.5 full time tenure-track faculty. Nine of the faculty currently holds graduate eligibility status and two others' applications are currently being reviewed. The proposal will not require the addition of new faculty as only four classes will be added that are currently not scheduled. Current classroom and gymnasium equipment provide adequate space and material for instruction. Equipment that is currently being used for the undergraduate program would be available for graduate classes.

IMPACT ON EDUCATIONAL OPPORTUNITY

Currently the need for inner city teachers has become a major problem in Pennsylvania's city schools. Philadelphia has offered compensation for housing to student teachers willing to come to their schools to student teach with potential employment after graduation. This program will encourage students to take advantage of this program while gaining experience working in schools with diverse populations. Furthermore, special emphasis will be taken to reach out to minority groups and encourage them to pursue a teaching degree to meet the current need for teachers of ethnic minority groups. Because the students graduating from this program will hold a Master in Education degree, they will be of special interest to school districts. Obtaining this degree indicates a higher level of understanding, abilities, and leadership skills. Students will be able to enter the teaching field with a stronger degree of maturity and readiness therefore providing school districts with strong candidates for teaching positions.

Chapter 2

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

Contents:

A. Level I Definition

B. Review Process

C. Level I Proposal Format and Content

D. Tables

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

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

developing this 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:

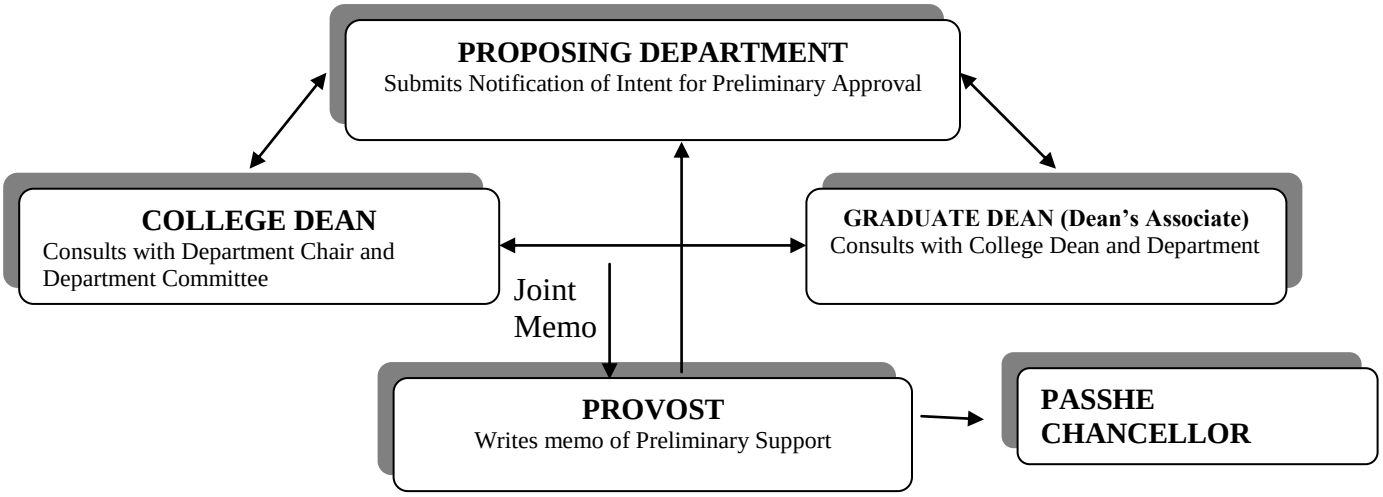
(a) Prepare the Notification of Intent describing the program as envisioned at this early stage. Following the guidelines on the form, discuss both the resources available to implement the proposal and any additional resources that may be needed. Indicate the funding source for additional resources. 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 disk 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; a summary and a brief rational for the program; the catalog description; and brief summaries of each major change (new courses, course deletions, etc.). The hard and disk 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.

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.

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

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)

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
															0	0
															0	0
															0	0
															0	0
															0	0
															0	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

[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
				0				0				0				0				0
				0				0				0				0				0
				0				0				0				0				0
				0				0				0				0				0
				0				0				0				0				0
				0				0				0				0				0
				0				0				0				0				0
				0				0				0				0				0
				0				0				0				0				0
				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

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				

Chapter 3

LEVEL II: Multiple Revisions to Existing Programs

Contents:

A. Level II Definition

B. Review Process

C. Level II Proposal Format and Content

A. Level II Definition

A Level II Program Proposal must be submitted for the following changes:

1. A change in the total number of credits required for a degree.
2. A change in four or more of the courses in a program, excluding non-required electives, OR a change in 50 % or more of total number of courses of a program.
3. A new Certificate of Recognition (COR) (see Chapter 4).
4. Any change to an existing COR (see Chapter 4).

See Chapter 1, Section C, to determine the appropriate level of program proposal required.

B. Review Process

Although no Notification of Intent is required for a Level II proposal, departments are encouraged to discuss the proposed program with the college and graduate deans prior to development of the full proposal. The department develops the 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. The signature process leading up to submission of a proposal to the Graduate Committee, and the subsequent approval process, is fully described in Chapter 1, Section B.

C. Level II Proposal Format and Content

The format below follows the numbering and title sequence of a Level I proposal, with the components that may be omitted so noted (see checklist on pages 6 and 7). Some guidelines are given for components labeled "may be requested"; please consult with the Graduate School and Research or a co-chair of the Graduate Committee if clarification is needed. Please note that the Graduate Committee, during its review, may request some of these components if it determines that they are needed.

1. <u>Graduate Curriculum Authorization Form (Appendix D)</u>

Indicate the type of submission. This page becomes the cover sheet of your proposal. Each change within the proposal, such as new course proposals, course revisions, and course deletions, will require a separate Authorization Form.

2. <u>Introduction</u>

   a. Provide a short introduction, including definitions of key concepts or terms.

b. Provide a summary of the content and rationale of the proposal, showing the course and credit requirements of the program, identifying required courses, electives, tracks, etc. 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 requirements. Because the side-by-side comparison becomes part of the Senate agenda (see section C.11), please format it using "Tables" rather than "Columns."

3. Appropriateness to Mission - Omit

4. Need and Impact

   a. For substantial changes to a program, you may be requested to provide evidence that:

      i) student demand for this program exists. Conduct or cite an appropriate needs assessment, or cite professional publications or other sources, and include a bibliography.

      ii) students who complete the program can enhance their career opportunities in a national or regional market.

   b. Intellectual impact - Omit

5. Academic Integrity

This section is intended 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.

   a. Outline the requirements for the proposed program/revision, specifying *all* requirements for admission, academic good standing (doctoral level), degree candidacy, and graduation.

   b. When the revisions result in a change in how a student would progress through the program, please provide a sample progression (e.g., first semester courses, etc.) and specify a catalog start term; otherwise, omit.

   c. 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.)

   d. Faculty CVs - Omit.

   e. Difference from existing programs - Omit.

   f. Provide letters of notification to and response from each department potentially affected by the changes. 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.

g. Statement of CBA compliance. 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.

6. Coordination with Programs at Other Institutions – Omit

7. Periodic Assessment

   a. Periodic Program Evaluation – Omit

   b. Assessing Student Learning Outcomes – Describe what constitutes student learning for the program and how that will be assessed. (See Appendix C for the current PASSHE statements on the topic of outcomes assessment.)

8. Resource Sufficiency

   a. If the program proposal will result in an increase in faculty workload or require the hiring of additional faculty, describe a strategy for the distribution of faculty workload that includes integration with undergraduate teaching responsibilities, if applicable. Utilize workload tables to summarize these data (see Chapter 2, Section D.2). If no increase in faculty workload is anticipated, a simple statement to that effect is sufficient.

   b. Detail the need for and availability of resources necessary to support the program for the next four years. 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, and

      (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.

   c. If the program requires new resources, summarize the information in 8.a and 8.b above in the budget table (see Chapter 2, Section D.3). If no new resources are required, simply state this.

9. Impact on Educational Opportunity

This section may be omitted if the department is already recruiting, retaining, and graduating minority students and has plans for recruiting underrepresented faculty for vacated positions. The department also should have plans for curriculum inclusion of scholarship from underrepresented groups.

10. 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.

11. Senate

After notification of approval by the Graduate Committee, please submit to the recording secretary of the Graduate Committee:

a. Three hard copies of the fully revised program proposal
b. Three hard copies of the Senate agenda item (see below)
c. One disk 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 changes; the catalog description C.10; and brief summaries of each major change (new courses, course deletions, etc.). The hard and disk copies must be submitted to the recording secretary of the Graduate Committee at least 14 days before the next Senate meeting.

Chapter 4

LEVEL II: CERTIFICATE OF RECOGNITION

Contents:

A. Role of the Certificate of Recognition (COR)

B. Guidelines for Developing a Graduate COR

C. Admission and Status of Students in a Graduate COR

D. COR Proposal Format and Content

A. Role of the Certificate of Recognition (COR)

The School of Graduate Studies and Research (SGSR) will issue a Certificate of Recognition (COR) to a graduate student who successfully completes a short sequence of courses or studies apart from a degree program. Students admitted under a Certificate of Recognition admission category will complete between 12 and 18 credits from a curriculum-approved, prescribed set of courses, which constitute the COR (see Guidelines below). A COR typically will be designed for students who do not intend to pursue graduate degrees. The COR results in a certificate indicating the completion of a sequence of specialized courses, and it can be cited on a student's résumé. A COR is meant to be completed in less time and at less expense than a graduate degree.

A COR is consistent with the IUP Mission Statement of the master's and specialist/certificate levels, "to sustain and to develop programs of similarly high quality (to the doctoral programs) while, in general, emphasizing more applicable professional skills." The title "Certificate of Recognition" is consistent with the wording in the PASSHE Board of Governors Policy 1985-01, Requirements for Initiation or Change of Credit-Based Academic Programs, and of Academic Units. The guidelines below were developed in conjunction with the guidelines published by the Council of Graduate Schools (CGS), which states that the graduate certificate is "a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines."[2]

A COR proposal must demonstrate that the COR: (a) gives the student a useful and substantial base of knowledge at the graduate level; (b) enhances students' credentials with employers locally, nationally, and internationally; (c) represents a clearly defined level of education in the area of specialty; and (d) promotes the reputation of graduate education at IUP.

B. Guidelines for Developing a Graduate COR

[1] W. Patterson, Dean-in-Residence, Council of Graduate Schools, "Analyzing Policies and Procedures for Graduate Certificate Programs", 1999. www.cgsnet.org/PublicationsPolicyRes/index.htm.

In keeping with the IUP Mission Statement for Graduate Education and the guidelines of the Council of Graduate Schools, and to ensure the quality, relevance, and marketability of the graduate COR, the Graduate Committee has established the following guidelines for departments wishing to develop a COR:

1. Credits: A COR contains a minimum of 12 credits and a maximum of 18 credits, of which at least 50% must be at the 600 level or higher.
2. Electives: All COR electives must be consistent with the purpose of the COR, and a rationale must be provided for their inclusion as permissible courses. Therefore, not all courses included in another graduate offering would be appropriate as COR electives. Given that a COR is to be well-defined, special topics courses to a maximum of 3 credits may be applied toward a COR.
3. Relationship to graduate degree programs: A COR is a unique entity, targeting a different audience from that of existing graduate degree programs. Although a COR may contain courses required for an existing graduate degree as well as existing electives, a COR proposal must demonstrate that these courses can justifiably stand alone and be completed in a satisfactory manner by students not enrolled in the degree program. All credits may be transferred between a COR and a graduate degree program at the recommendation of the program and approval of the School of Graduate Studies and Research. In addition to those established by the SGSR, COR admission standards are determined by the department(s) offering the COR and should be unique to that COR. A COR student choosing later to pursue a graduate degree will have to submit a full application to the SGSR for admission to the graduate degree program.
4. Support of professional organizations: A COR proposal will be strengthened by adherence to written standards of professional organizations providing accreditation in related fields and, especially, by a specific statement of support from such an organization.
5. Interdisciplinary COR: An interdisciplinary COR will consist normally of courses that are offered by two or more departments. Faculty coordinating an interdisciplinary COR may be from a department that does not offer any graduate degrees. Proposers of an interdisciplinary COR are encouraged to balance course offerings from the departments involved. Interinstitutional CORs may be proposed following the additional guidelines in the Variability in Delivery Policy detailed in the Graduate Handbook (Chapter 7).
6. Distance Education: New courses for a COR must go through the regular approval process

and then through the Distance Education Approval process. Existing courses seeking distance education approval must go through the expedited approval process described in Chapter 14 of this Handbook.

C. Admission and Status of Students in a Graduate COR

1. Criteria for Admission: Applicants apply for Certificate of Recognition admission and must meet all of the Admission Requirements as given in the current IUP Graduate Catalogue.
2. Process for Admission: Applicants complete a SGSR application form, pay the nonrefundable application fee, and submit official transcripts from all postsecondary institutions attended. The SGSR will send the completed application to the department offering the COR and, upon the recommendation of that department, issue to the applicant a letter of admission that also assigns a departmental advisor.
3. Student Status: A student admitted to a COR will have Certificate of Recognition status. This is a non-degree status; consequently, a student with this status is not eligible for financial aid or assistantships. A student with Certificate of Recognition status who wishes later to pursue a graduate degree at IUP will have to apply for admission to a degree program.
4. Transfer Credits: All credits may be transferred between a COR and a graduate degree program at the recommendation of the program and approval of the School of Graduate Studies and Research, and these transfer credits must otherwise adhere to existing SGSR transfer credit policy. Transfer credits from other institutions are not permitted, unless the COR is part of an inter-institutional cooperative program. For inter-institutional programs, see also the "Variability in Delivery" chapter in the Graduate Handbook (Chapter 7).
5. Academic Standing: A student admitted to a COR must maintain academic good standing, defined as a 3.0 GPA (unless a higher GPA is required by the admitting department).
6. Completion of COR: A student must complete his/her COR studies within the timeframe and parameters established by the COR. The COR may be awarded at departmental ceremonies, but that decision is left to the discretion of the awarding department.
7. Transcripts: The completion of an approved COR will be noted on a student's transcript.
8. Other: Other existing SGSR policies and procedures govern COR students.

D. COR Proposal Format and Content

A proposal for a new COR or revisions to an existing COR must follow a Level II Program Proposal. The format below has been tailored specifically to CORs. Other Level II proposals should use the format given in Chapter 3.

1. Graduate Curriculum Authorization Form (Appendix D)

Indicate the type of submission. This page becomes the cover sheet of your proposal. Each change within the proposal, such as new course proposals, course revisions, and course deletions, will require a separate Authorization Form.

2. Introduction

Provide a short introduction, including definitions of key concepts or terms, a summary of the COR, and a brief rationale.

3. Appropriateness to Mission

State clearly the goals and objectives of the proposed program/revision and indicate how these goals and objectives advance the missions of PASSHE and IUP. (See Appendix B for copies of these mission statements.)

4. Need and Impact

   a. Provide evidence that:
      i) Demand for this COR exists. For example, cite an assessment of employer/employee needs or other sources and include a bibliography. A more detailed description of the needs assessment and its results can be appended to the proposal.
      ii) Students who complete the COR can enhance their career opportunities in a national or regional market.
   b. Assess the impact of this COR on existing graduate degree programs or other CORs.

5. Academic Integrity

Demonstrate the adequacy of the COR, how it relates to any professional or accrediting standards (even if accreditation will not be pursued or already exists), and the quality of the instructional staff. Include:

   a. An outline of the COR requirements, including credit requirements, core courses and electives, and any additional requirement(s) (e.g., internships, portfolio projects). Indicate which courses, if any, have prerequisites. Include course descriptions and discuss how each course is relevant/important to the educational objectives of the COR.

b. An example of how a student would progress through the COR (e.g., first semester courses, etc.). Specify the catalog term. The needs of both part-time and full-time students should be addressed. Include a time limit for completion of the COR.

c. Individual proposals for each new graduate course or course revision. (See Chapter 10 for new course proposals and major course revisions or Chapter 11 for minor course revisions.) The inclusion of each course within the COR should be justified.

d. A list of faculty to be involved in the proposed COR and the nature and level of their proposed involvement (teaching, advising students, etc.). Identify the faculty member who will be designated as the coordinator of the COR. Please remember 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 the participating faculty complete the Faculty Summary Sheet (Chapter 2, Section D.1).

e. An explanation of why the proposed new or revised COR is substantially different from or similar to existing CORs or graduate degree programs at IUP and the extent, if any, to which the proposed curriculum overlaps that of existing degree programs or other CORs. Although a COR may contain courses required for an existing graduate degree as well as existing electives, a COR proposal must demonstrate that these courses can justifiably stand alone and be completed in a satisfactory manner by students not enrolled in the degree program.

f. Letters of notification to and response(s) from each department potentially affected by the COR. These letters should verify that the information has been relayed to their departments and provide such comments that make clear each department's position. If a department is unresponsive, please include copies of at least two notification attempts.

g. A statement of CBA compliance. Please state that, to the best of your knowledge, the COR is in compliance with the current CBA. CORs 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.

6. Coordination with Programs at Other Institutions—Omit, unless relevant.

7. Periodic Assessment

Since CORs are meant to address the needs of the marketplace, proposers will be asked to put an expiry date on their COR. In no case may a COR exist for more than five years without an application for extension. In the year leading up to expiration, proposers may apply for an extension by completing an Authorization Form (Appendix D), attaching a narrative assessing their COR and student learning outcomes, and demonstrating continued need and demand. In addition to an expiry date, please:

i) Describe what constitutes student learning for the COR. 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.

See Appendix C for the current PASSHE statements on the topic of outcomes assessment.

8. Resource Sufficiency

Proposers must ensure that the proposing department has sufficient resources to offer the COR without draining resources from existing graduate degree programs.

a. If the COR requires an increase in departmental offerings, describe a strategy for the distribution of faculty workload that includes integration with undergraduate teaching responsibilities, if applicable. Utilize workload tables to summarize these data (see Chapter 2, Section D.2).

b. Detail the need for and availability of resources necessary to support the COR 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, and

iii) Facilities or facility modifications.

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

c. Summarize the information in 8.a and 8.b above in the budget table (see Chapter 2, Section D.3)

9. Impact on Educational Opportunity

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

a. Provide a plan to recruit and retain students from underrepresented groups (e.g., ethnic minorities, women) through completion of the COR.

b. Description of faculty composition - Omit.

c. Explain plans for inclusion in the curriculum of scholarship from under-represented groups.

10. Catalog Description

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

11. Senate

After notification of approval by the Graduate Committee, please submit to the recording secretary of the Graduate Committee:

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

The Senate agenda item should include: (1) the title of the COR, the sponsoring department(s) and a catalog start term; (2) a brief description of and rationale for the COR; (3) the catalog description from Section C.10; and (4) brief summaries of each major change (new courses, course deletions, etc.). The hard and disk copies must be submitted to the recording secretary of the Graduate Committee no later than 14 days before the next Senate meeting.

Chapter 5

LEVEL III: MINOR REVISIONS TO EXISTING PROGRAMS

Contents:

A: Introduction
B: Level III Proposal Format and Content

A. Introduction

Level III proposals are to be submitted for those program changes that are not covered by Level I or Level II proposals, except for deletions of tracks or programs, which is covered in Chapter 6. The different levels of program proposals are described in Chapter 1, Section C. If a department is in doubt about the Level of program proposal required, it should consult with the Dean's Associate of the School of Graduate Studies and Research or the chair of the Graduate Committee. The approval process for all graduate curricular changes is given in Chapter 1, section B, and summarized in the Stage 2 portion of the flowchart on Page 8.

B. Level III Proposal Format and Content

1. Graduate Curriculum Authorization Form (Appendix D)

Indicate the type of submission. This page becomes the cover sheet of your proposal. Other changes within the proposal, such as new course proposals, course revisions and course deletions, will require separate Authorization Forms.

2. Summary

In one to two pages, please provide:

a. A brief summary of the proposed changes.
   - (i) Outline any changes to the admission, degree candidacy, and graduation requirements for the program (including changes in required/elective courses, etc.), and any changes to the catalog term.
   - (ii) 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.)

b. The rationale for the changes.

c. The goals and objectives of the proposed program (specifically with respect to student learning outcomes).

d. A statement of CBA compliance (see Chapter 2, Section C.5.g).

e. A discussion of any resource implications, including how the department will obtain new resources, if needed.

3. Attachments

Please attach:

a. 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 requirements. Because the side-by-side becomes part of the Senate agenda item, please format it using "Tables" rather than "Columns."

b. Letters of notification to and response from each department potentially affected by changes to 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 at least two notification attempts.

c. 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.

4. Senate

After notification of approval by the Graduate Committee, please submit to the recording secretary of the Graduate Committee:

a. Three hard copies of the fully revised program proposal

b. Three hard copies of the Senate agenda item (see below)

c. One disk 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 the catalogue start term; the side-by-side comparison from 3(a) above; a brief summary of the rational for the revision; the catalog description; and brief summaries of each major change (new courses, course deletions, etc.). The hard and disk copies must be submitted to the recording secretary of the Graduate Committee at least 14 days before the next Senate meeting.

Chapter 6

DELETIONS

Courses, Tracks or Areas of Emphasis within Programs, Minors, or Programs

Contents:

A: Introduction

B: Proposal Format and Content

A. Introduction

This chapter provides the proposal format for deletions of courses, tracks (areas of emphasis) within programs, minors or programs. When the deletion affects existing programs, the deletion is submitted as part of a Level I, II or III program revision, as applicable. Departments should regularly delete those courses that have not been offered during the past five years. Deletions of programs, tracks, or courses may also be necessary as the needs of a particular discipline evolve or as accrediting agencies dictate such revisions. The approval process for deletions is given in Chapter 1, Section B, and summarized in the flowchart on page 8.

Please note that, according to PASSHE Academic Policy (see Appendix A), deletions of tracks within programs, minors, or entire programs fall under the Level I category and, hence, require both Stage 1 (Notification of Intent) and Stage 2 (Proposal) action (see the flowcharts on pages 8 and 10). The Notification of Intent should follow the guidelines given in Chapter 2. However, the proposal format should follow the guidelines below, since many components of a Level I proposal as given in Chapter 2 are unnecessary for a deletion.

B. Proposal Format and Content

1. Graduate Curriculum Authorization Form (Appendix D)

The form becomes the cover sheet of the proposal. Each item to be deleted will require its own Authorization Form.

2. Summary

Please provide:

a. A brief statement describing what is to be deleted.

b. The rationale for the deletion.

3. Impact

When courses are a required part of a program or are part of programs offered by other departments, please include:

a. A discussion of how this change will affect existing courses or other graduate programs, if applicable. If the deletion necessitates changes in other existing courses, provide revision

proposals for each. (See Chapter 10 for new course proposals and major course revisions or Chapter 11 for minor course revisions.)

b. Letters of notification to and response from each department potentially affected by the deletions. 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 at least two notification attempts.

c. A timetable that indicates:

(i) When the deletion is to take effect and the sequence of individual course deletions required for the phase-out.

(ii) How the deletion will affect students currently enrolled in the program and how students will be notified.

(iii) When the deleted items need to be removed from the university catalog.

The timetable is critical to ensure that students currently being served will be given the opportunity and sufficient notice to complete their program of study.

4. Senate

After notification of approval by the Graduate Committee, please submit to the recording secretary of the Graduate Committee:

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

The Senate agenda item should include the titles of the courses, tracks or program being deleted, the sponsoring department, the catalogue term when the changes becomes effective, and a brief rational for the deletion(s). The hard and disk copies must be submitted to the recording secretary of the Graduate Committee at least 14 days before the next Senate meeting.

Chapter 7

VARIABILITY IN DELIVERY OF GRADUATE PROGRAMS

Contents:

A: Policy

B: Proposal Format and Content

C: Memorandum of Understanding

A. Policy

The Graduate Committee encourages and supports innovation in the delivery of graduate programs. A wealth of scholarship and practice exists at IUP in the area of graduate program delivery methods, including distance education, off-campus education, external degree programs, extension programs, non-traditional programs, programs serving special graduate populations, and inter-institutional offerings or agreements. The purpose of this policy on variability in delivery is to ensure that proposed new methods of delivery are consistent both in quality and content with their original programs.

A proposal must be submitted to the Graduate Committee detailing the plans to modify the mode of delivery when the change affects 30 % or more of:

(a) a program, as measured relative to total degree credits
(b) a course, as measured relative to the number of hours
(c) a COR, as measured relative to total COR credits.

When 50% or more of a graduate program is to be delivered by Distance Education, advance permission from the Commission on Higher Education is required for the program to be part of the IUP's graduate accreditation.

Cooperative Agreements (Doctoral)

IUP welcomes collaborative programs with other institutions that support the mission of IUP, especially those within PASSHE. At the doctoral level such programs may follow one of three modes:

1. The collaborative program would ideally be developed and offered jointly. Instruction could take place at IUP, the collaborating institution or an alternative site (e.g. Dixon Center in Harrisburg).
2. Alternatively, doctoral programs developed by IUP could be implemented at other institutions. In such cases IUP faculty might be involved in teaching courses or courses may be taught entirely by faculty from that campus. All faculty teaching in the program, regardless of institution, must be

approved by IUP's Graduate Dean to teach doctoral level courses, in accordance with IUP's policy regarding graduate eligibility.

3. A final arrangement could be so-called "feeder" programs in which basic (master's level) courses are taught at one institution and students then come to IUP to complete the doctoral level courses.

This is not an exhaustive list of possible arrangements and innovative collaborative arrangements are encouraged. IUP does not enter into collaborative arrangements for doctoral degrees when there is no expertise in that subject area represented at IUP. Proposals for collaborative doctoral programs should follow the format provided below which is a modification of the procedures in Chapter 2 for New Graduate Degree Programs.

The approval process for Variability in Delivery follows the procedure given for all graduate curricular changes (see Chapter 1, Section B). For inter-institutional agreements, a Memorandum of Understanding, or MOU, (see Section C below), should accompany the proposal.

B. Proposal Format and Content

In an effort to be as clear as possible, the expected proposal content is explained in detail below. However, it is expected that completed proposals under this category will be only two to three pages in length.

1. Graduate Curriculum Authorization Form (Appendix D)

Indicate "Variability in Program Delivery" on the form. This becomes the cover sheet of the proposal.

2. Introduction

Provide a short introduction, including definitions of key concepts or terms. Include a summary of any changes to the program that occur because of the change in the method of delivery.

For inter-institutional agreements, show which components of the existing program will be offered by the alternative method of delivery and which components will remain unchanged.

3. Method of Delivery

Discuss the method of delivery and its consequences, including the following components:

(a) Faculty: Identify how faculty will be selected, appointed, and evaluated in a manner that assures maintenance of the academic quality of the program and its goals and objectives, including the proportion of tenure-track faculty involved, their eligibility to teach IUP graduate courses, and compliance with the CBA.

(b) Facilities/Location: Describe the location and nature of facility requirements and availability.

(c) Learning Resources/Equipment: List any needed additional resources or equipment (books, films, periodicals, computer equipment), stating the manner in which these needs will be

addressed or met. Attach letters of notification and response from the University Library and, if relevant, the Instructional Design Center, regarding adequacy of resources.

(d) Course Schedule: Indicate when classes will be scheduled to meet (weekends, intensive workshop, self-paced) and for how long (4 hours per day for six weeks, 8 hours per weekend for a semester, etc.).

(e) Outcomes Assessment: Describe the methodologies to be used to assess whether or not student learning has been achieved and if it has been achieved at a comparable level to the traditional method of delivery

(f) Statement of Compliance: The proposal should comply with all the relevant guidelines enumerated in the Collective Bargaining Agreement, and the Graduate Curriculum Handbook. Please also include relevant local Meet and Discuss agreements. Programs that are found to be not in compliance, 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.

4. Impact of Program

Provide information relative to the intellectual values and community enhancement of the program in each of the following areas:

(a) Demand--Cite an appropriate needs assessment, or professional publications or other sources (include a bibliography) to show that demand exists and that students who complete the program can enhance their career opportunities in a national or regional market.

(b) Impact on existing programs--How will the change in the method of delivery affect the existing program at IUP (enrollment, reputation, etc.)? For inter-institutional agreements, discuss the benefits to IUP of the cooperative arrangement.

5. Senate Agenda Item

After notification of approval by the Graduate Committee, please submit to the recording secretary of the Graduate Committee:

(d) Three hard copies of the fully revised proposal

(e) Three hard copies of the Senate agenda item (see below)

(f) One disk copy of both the fully revised proposal and the Senate agenda item.

The Senate agenda item should include the title of the program and the sponsoring department, a brief summary, and rational for change(s). The hard and disk copies must be submitted to the recording secretary of the Graduate Committee 14 days before the next Senate meeting.

C. Memorandum of Understanding

For an inter-institutional agreement, the letter of agreement, known as a memorandum of understanding (MOU), should include six major components:

1. The institution accepting transfer credit (IUP) must establish equivalencies between specified courses in its catalog and specified courses offered by the cooperating institution. Course syllabi or catalog descriptions for the IUP courses and their proposed equivalents should be provided.
2. A statement of conditions under which a student can use the agreement as a basis for transferring credits, including the maximum number of credits transferable.
3. Faculty who teach specified courses at the cooperating institution must meet the standards for teaching graduate level courses as applied to faculty at IUP.
4. An expiry date for the agreement.
5. The MOU should demonstrate explicitly how the proposed program will clearly benefit both institutions.
6. A general statement concerning how the cooperative program will be evaluated.

Evaluation

Eight to twelve months prior to the expiry date for the agreement, the program shall provide the following materials to the Dean's Associate of the Graduate School for distribution and review by the Graduate Curriculum Committee:

1. Narrative describing the changes that have been made to the program since it has been implemented and the rationale.
2. Any changes to the budget being proposed.
3. Statistics on the number of students enrolled, continuing, and graduated to date.
4. Syllabi for all courses.
5. Copies of the annual reports provided to the Graduate Dean.
6. Any other information proposers feel is important (e.g., resource changes, changes in accreditation standards, etc.)

Once approved by the Graduate Curriculum Committee, the Co-Chairs will notify the program coordinator and Provost.

Chapter 8

REACTIVATION OF GRADUATE PROGRAMS PLACED IN MORATORIUM/INACTIVE STATUS

Admission to a graduate program may be suspended, or a graduate program may be placed in moratorium, for a variety of reasons. Among these are insufficient student demand, inadequate student qualifications, and lack of adherence to approved curricula, inappropriate program administration, and inadequate number of qualified faculty. Action to suspend admission may be initiated by the department or by the administration and shall be reported for information to the Graduate Committee and the Senate. For more information regarding procedures for suspension, contact the graduate dean.

All requests for reactivation of graduate programs placed in moratorium or inactive status must be reviewed by the Graduate Committee. A reactivation request must be made within three calendar years after the program has been placed in moratorium. If any program changes are to be made, appropriate program revision requests should be submitted along with the reactivation proposal. A program is terminated after the expiration of its three year moratorium; in such cases the revival of a program requires a new program proposal.

To reactivate a program under moratorium:

1. A request must come from the department to the college dean and the graduate dean, with justification for the reactivation. The proposal should address the following points (see the relevant section for content guidelines):
    a. Need and impact (Chapter 2, section C.4)
    b. Resource sufficiency (Chapter 2, section C.8)
    c. Academic integrity (Chapter 2, section C.5)
    d. Coordination with other programs at other institutions (Chapter 2, section C.6)
    e. Appropriateness to mission (Chapter 2, section C.3)
    f. Original reason for moratorium
    g. How the reason for the moratorium has been addressed or modified
2. The college dean and the graduate dean will consult with the Provost and then make a recommendation for further review. The proposal then follows the approval process for other graduate curricular proposals as given in Chapter 1, section B, and summarized in the Stage 2 section of the flowchart on page 8.

Chapter 9

OVERVIEW GRADUATE COURSE PROPOSALS

Contents:

A. Introduction

B. Categories of Course Proposals

C. Selecting Course Numbers

A. Introduction

The Graduate Committee is responsible for peer review of graduate courses prior to consideration by the full University Senate, including the review of new courses, of proposals to convert special topics courses to new courses, of major and minor revisions to existing courses, of deletions of courses, of dual-listing courses, and of distance education courses. For graduate program proposals involving new or revised courses, complete individual course proposals are required for each course and must be appended to the program proposal. The approval process for all graduate curricular changes is described in Chapter 1, Section B, and summarized for course proposals by Stage 2 of the flowchart on Page 8. The only exception is for dual-level courses, which must be submitted for approval to the University Wide Undergraduate Curriculum Committee after receiving approval from the College Curriculum Committee and the College Dean and before submission to the Graduate Committee.

As with all other curricular changes, it is important to note that, once approved, a course becomes a contract that the University will offer the course as approved by the Senate. Any changes in the course are a violation of that contract. Such changes must be submitted to the Graduate Committee as a course revision and must be approved by the Graduate Committee, the Senate, and the President before they can be published, advertised, or implemented.

B. Categories of Course Proposals

New courses that have never been taught previously, and courses that have been taught as Special Topics courses, are submitted as New Course Proposals under the format described in Chapter 10.

Major course revisions are defined by the Graduate Committee as "any substantive change that alters the objectives, content, or delivery of a Senate-approved course." These revisions are submitted under the same format as new course proposals (see Chapter 10).

Minor course revisions are submitted for changes in course title, course number, catalog description, or prerequisites. Details of the proposal format for minor course revisions are given in Chapter 11.

Cross-listing courses, creating **dual-level** courses from existing courses [500 → (400/500) or 400 → (400/500)] or proposing new dual-level courses are covered in Chapter 12.

A **Special Topics** course is one that is in the experimental stage of development or is a course with a short life span (for example, when a visiting professor is teaching in the department). Special Topics courses are discussed in Chapter 13.

The criteria for offering new and existing courses by **Distance Education** are covered in Chapter 14.

Course deletions are discussed in Chapter 6.

If a department is in doubt about the kind of course proposal required, it should consult the graduate dean or the chair of the Graduate Committee.

C. Selecting Course Numbers

The letter prefix of a course name reflects the sponsoring department(s), while the course number is restricted by the University Senate:

000-099	Institutional credit courses
299	Co-op education initial experience
399	Co-op education subsequent experience
480	Seminar
481	Special Topics
482	Independent Study
483	Internship
581	Special Topics
681	Special Topics
698	Internship
699	Independent Study
899	Independent Study
781	Special Topics
795	Thesis
798	Internship
799	Independent Study
881	Special Topics
898	Field Experience/Internship
899	Independent Study
995	Dissertation

Graduate courses span numbers 500 through 999. The first digit in the course number has meaning: the higher the first digit, the greater the course difficulty, the more specialized the content, and the greater the learning expectations. In addition, for most courses numbered 800 or greater, faculty receives additional compensation entitled “Doctoral Enhancement," a factor that must be considered under resource issues.

The numbering must conform to the following policy:

500-599 level courses—Graduate level course, but all dual-level courses (500/400) are open to enrollment by both graduate and qualified undergraduate students. The number of 500-599 course credits applicable to a degree program shall be a maximum of 50% of the credits required for that degree. Existing 500-level courses may become dual-level (400/500) for regular admission of junior and senior undergraduates; alternatively, existing 400 level undergraduate courses may become dual-level to include graduate students. In either case, to make a course dual-level, approval must be obtained from BOTH the University Wide Undergraduate Curriculum Committee (first) and the Graduate Committee (second) (see Chapter 12 for details).

600-level courses—These courses are designed for masters level only.

700-level courses—These courses are designed primarily for masters but can be dual-level with doctoral courses (700/800 dual listed).

800-level courses—These courses are designed primarily for doctoral but can be dual-level with masters courses (700/800).

900-level courses—These courses are designed for doctoral level only.

Chapter 10

NEW COURSE PROPOSALS AND MAJOR COURSE REVISIONS

Contents:

A. Introduction

B. Proposal Format and Content

A. Introduction

Chapter 9 discusses the different categories of course proposals. This chapter discusses proposals for new courses and major course revisions. In general, a major course revision is required when there is substantive change to the objectives, content, or delivery of a Senate approved course. For new courses, please see chapter 9 for guidelines on selecting appropriate course numbers. For new courses that are to be dual-level or cross-listed, please also see Chapter 12. For new courses that will be delivered by distance education, please also see Chapter 14.

Individual course proposals that are clearly written and that follow the prescribed format and procedures are generally approved in a relatively short period of time. Since the Graduate Committee will not likely be composed of members familiar with each academic discipline, it is imperative that a proposal be written so that it can be understood by those outside the discipline. Much of the supporting documentation required by the committee serves to facilitate this understanding. In order to maintain the academic integrity of the curriculum, the Graduate Committee must determine that the department has the knowledge and expertise to deliver the course, that the necessary resources are available to ensure course quality, and that any overlap with existing courses, both within and outside the department, is resolved. Where overlap or concerns of other departments is at issue, the Graduate Committee requires that letters of support from affected departments accompany the proposal, or, at the very least, evidence that no fewer than two efforts have been made to gain this support.

A new course proposal or major course revision must follow the format and content given below, whether the course is being submitted individually or as part of a graduate program proposal.

B. Proposal Format and Content

1. Graduate Curriculum Authorization Form (Appendix D)

   This will be the cover page of the proposal. The form should include the name and course number. For new courses, please check with the Registrar's Office to make sure that the number is available (unused). In addition, new courses require a "CIP" code; please consult the Registrar's Office and enter this code on the appropriate line of the Authorization Form.

2. Course Description and Particulars

a. Attachments:

(i) Course syllabus. The "syllabus of record" describes the basic features and content of the course. Refer to Appendix E for content and format requirements to be used for this syllabus. The university requires that each department maintain a file containing

(ii) Senate-approved versions of the syllabi for each graduate and undergraduate course it offers.

(iii) Bibliography (can be part of syllabus) -The inclusion of a bibliography is an effective means for individuals unfamiliar with a particular discipline to evaluate the need, rigor, and success potential of a proposed new course. To satisfy reviewers that a relatively full and fairly recent literature exists on major course topics, the proposal must contain a representative sampling of books, articles, monographs, conference proceedings, etc. The bibliography should follow, consistently and accurately, the reference style or editorial guidelines appropriate to the discipline. In the event that literature is dated, provide an explanation of why the included works are deemed most appropriate to the achievement of course objectives. If references are scarce, provide reasons.

Following the numbering scheme provided below, include the following components in the proposal:

b. Rationale: Explain why the course or course revision is needed. Specify whether the proposed course is a required or elective course in a degree program housed within the department proposing the course. Indicate how the course will be integrated within the program. Identify pre-requisites for the course and those courses for which the proposed course will be a pre-requisite. If the course will be required, explain its impact on the existing program and, if necessary, submit an appropriate program revision proposal.

c. Other courses or programs: If the proposed course requires changes in the content of other existing courses, please submit the appropriate major or minor course revisions.

(i) If the proposed course content overlaps that of courses offered by other departments, attach letters of notification and response from those departments. If a department is unresponsive, please attach two letters of attempted notification.

(ii) If the proposed course is to be included as a required or elective course in a degree program in another department, indicate how the course will be integrated within that program. Attach a memorandum from the other department attesting to the need for this course

d. Variable credit: If the proposed course will be offered on a variable credit basis, provide the rationale for that format. Describe fully the procedure to be followed and criteria to be used in

determining the number of credits for which a student will enroll. If students taking this course for variable credit are to be evaluated using different criteria, describe the differences and provide a rationale for each level of credit.

e. Teaching Plan: Describe the teaching plan (taught by one instructor or team-taught) and explain its rationale. Specify whether this course is a seminar, lecture-based, practicum, laboratory, studio, or other type of course.

f. Special Topics: If this course has been offered on a Special Topics basis (581, 681, 781, or 881), indicate how many times it has been offered, under what title(s) it has been offered, and how many students were enrolled each time the course was offered.

g. Comparisons: Identify other accredited graduate schools that offer the same or similar courses in similar degree programs. Attach photocopies or website printouts of titles and course descriptions from the appropriate graduate catalogs from at least three other institutions. (Please do NOT retype the information.) If no other institution or program offers a comparable course, provide a reason and justify the creation of an unprecedented course.

h. Standards: Indicate whether this course is required or recommended by a professional or accrediting organization that sets standards for programs that include this course. Review those standards and show how this course is consistent with them.

3. Implementation

a. Resources: Identify the resources needed to teach this course. For each of the categories listed below, establish and justify a base level necessary to secure the highest course quality within the parameters set by budget restrictions. For each of the categories listed below, describe the requirements of the proposed course. If a resource "gap" exists, develop a plan to achieve adequacy.

i) Faculty

ii) Space and Equipment

iii) Laboratory Supplies

iv) Library

v) Travel Funds

vi) Miscellaneous (specify)

b. Frequency of offering: Indicate how often the proposed course will be offered. If it must be offered in a specific semester, provide the reason.

c. Enrollment: Indicate the anticipated student enrollment from students within the program

and the probable number and source of potential students from other departments for a "normal" semester. If constraints on class size exist, describe them. NOTE: The committee believes that courses requiring extraordinary faculty supervision or high levels of student participation (presenting papers, reviewing books and articles, substantial amounts of supervised independent research or field-work) should generally adhere to stricter and smaller enrollment limits than lecture/discussion courses.

4. Catalog Description

On a separate page, attach a catalog description suitable for editorial processing. This description must include:

a. Department code, course number, and course title
b. Number of semester hours (including lab hours and class hours e.g., 3c-0l-3sh)
c. Any prerequisites
d. A brief description of course content
e. Other pertinent information that might assist students in the selection of this course (e.g., admission limitations, special course requirements, etc.). The style and format of this description must be consistent with current catalog descriptions.

5. Logistics

a. Specify a START TERM for the new course. Start dates and end dates are important as IUP develops a degree auditing program.
b. Confirm with the Registrar's Office that the course number is unused. Reusing course numbers for entirely different courses can cause havoc with prerequisite checking, and with transcripts
c. Contact the Registrar's Office to establish a Classification of Instructional Programs (CIP) code for the course. Each course needs to have a CIP code assigned, which refers to course content; the CIP code is entered on the Authorization Form.
d. Specify the CATALOG TERM for the new course. New courses no longer have to fit in a catalog year. New courses that start at mid-year do impact student catalog terms for degree audits.

6. Miscellaneous

Include any additional information you believe to be of value to those reviewing this course.

7. Senate

After notification of approval by the Graduate Committee, please submit to the recording secretary of the Graduate Committee:

a. Three hard copies of the fully revised course proposal

b. Three hard copies of the Senate agenda item (see below)

c. One disk copy of both the fully revised proposal and the Senate agenda item.

The Senate agenda item should include the course name, number and title of the program, the sponsoring department and a catalogue start date; the catalog description; and a brief rational for the course. The hard and disk copies must be submitted to the recording secretary of the Graduate Committee at least 14 days before the next Senate meeting.

Chapter 11

MINOR COURSE REVISIONS

A minor course revision is submitted for changes in course name, course number, catalog description, or prerequisites. For substantial changes in course content, please submit a major course revision. For changes in course numbers, see Chapter 9 for guidelines on selecting numbers. Note that number changes that reflect a level change (e.g., 500 → 600) are generally major course revisions, since a change in course level should be accompanied by a change in course content and difficulty. The approval process is described in Chapter 1, Section B.

Proposal Format and Content

1. Graduate Curriculum Authorization Form (Appendix D)

This will be the cover page of the proposal. The form should include the name and course number. When changing course numbers, please check with the Registrar's Office to make sure that the number is currently available.

2. Summary

Write a brief narrative providing the rationale for the changes. Include a date for when the change will become effective.

3. Catalog Description

Please attach the old and new catalog descriptions.

4. Senate

After notification of approval by the Graduate Committee, please submit to the recording secretary of the Graduate Committee:

(g) Three hard copies of the fully revised course proposal

(h) Three hard copies of the Senate Agenda item

(i) One disk copy of both the fully revised proposal and the Senate agenda item.

The Senate agenda item should include the name of the sponsoring department and the old and new catalog descriptions. The hard and disk copies must be submitted to the recording secretary of the Graduate Committee at least 14 days before the next Senate meeting.

Chapter 12

DUAL-LEVEL AND CROSS-LISTING COURSES

Contents:

A. Dual-Level Courses

B. Cross-Listing Courses

C. *Senate*

A. Dual-Level Courses

Dual-level courses are meant to serve two audiences simultaneously--junior or senior undergraduates and graduate students. These courses carry a 400/500 number combination, where the 400-level course is listed in the undergraduate catalogue and the 500-level version is listed in the graduate catalogue. (The last two numbers in 4xx and 5xx should match; please check with the Registrar's Office that both numbers are available.) In a dual-level course, the graduate students are subjected to higher expectations than undergraduate students. These higher expectations can be manifested as, for example, additional goals and objectives for graduate students, extra assignments or more involved assignments, more readings, and a different evaluation method (grading scale). In general, the Graduate Committee is looking for sufficient qualitative and quantitative differences between the undergraduate and graduate student experiences.

Approval Process: The approval process is discussed in Chapter 1, Section B, and summarized in the flowchart on page 8. The only exception for dual-level courses is the insertion of the University Wide Undergraduate Curriculum Committee (UWUCC) after approval by the college dean and before submission to the recording secretary of the Graduate Committee. New dual-level courses can be created from scratch, existing 500-level courses may become dual-level (400/500) for regular admission of junior and senior undergraduates, or existing 400-level undergraduate courses may become dual-level to include graduate students. In all three cases, approval must be obtained *first* from the UWUCC and *second* from the Graduate Committee prior to submission to Senate. Approval of a dual-level course by the UWUCC does not mean that the course is, or will be, approved by the Graduate Committee.

1. <u>New Courses</u>

A course proposal for a new dual-level course must follow the format for a new course as described in the *Curriculum Handbook of the Undergraduate Curriculum Committee*. The undergraduate course proposal must include an Appendix that describes, for the graduate student:

a. The different or additional goals and objectives
b. The different expectations on assignments or the additional assignments
c. The criteria for evaluation of the graduate learning experience

The proposing department's primary concern must be to ensure the quality of graduate students' learning experience. In lieu of an Appendix, this information can be incorporated directly into the course syllabus, with the undergraduate and graduate components clearly distinguished. A sample dual-level course syllabus is attached in Appendix E.

2. Requests for Existing Courses to be Dual-Level

If a 400-level course already exists but is being revised to add the 500-level designation, use the "Format for Course Revision" in the *Curriculum Handbook of the Undergraduate Curriculum Committee*. The "new syllabus of record" can be the old syllabus with the graduate Appendix (described in point 1 above) attached or with the graduate components integrated (and clearly marked) within the syllabus. Once the revision has been approved by the UWUCC, submit the proposal to the Graduate Committee, following the procedures discussed in Chapter 1, Section B.

For an existing 500-level course that is being revised to add the 400-level designation, please consult with the chair of the UWUCC.

B. Cross-Listing Courses

The approval process is discussed in Chapter 1, Section B, and summarized in the flowchart on pg. 8.

1. New Courses

A proposal for a new course to be cross-listed must include:

a. A complete new course proposal (Chapter 10)
b. A separate request with a rationale for the cross-listing of this course indicating the department initiating the proposal
c. Endorsements for cross-listing from each respective department and college committee.

2. Existing Courses

Complete the Authorization Form (Appendix D) and follow steps b. and c. above under procedures for new courses.

C. Senate

For dual-level or cross-listing of existing courses, after notification of approval by the Graduate Committee, please submit to the recording secretary of the Graduate Committee:

a. Three hard copies of the fully revised course proposal
b. Three hard copies of the Senate agenda item
c. One disk copy of both the fully revised proposal and the Senate agenda item.

The Senate agenda item should include the name of the sponsoring department and the old and new catalog descriptions. The hard and disk copies must be submitted to the recording secretary of the Graduate Committee at least 14 days before the next Senate meeting.

Chapter 13

SPECIAL TOPICS COURSES

Purpose: The designation of a course as *Special Topics* is used when a course is in the experimental stage of development or when a department offers a course as a special topic when the subject for the course has a short life span (for example, when a visiting professor is teaching in the department). A semester syllabus (see Appendix E) for each Special Topics course must be approved by the department curriculum committee, the department chairperson, and the college dean.

Course numbers: By action of the University Senate, course numbers 581, 681, 781, and 881 have been set aside for a special category of courses that can be repeated for credit. Dual-level 481/581 Special Topics courses can also be offered. A department may offer several Special Topics courses of different title and content simultaneously, and students are permitted to schedule more than one of these courses. University Senate policy restricts the number of Special Topic credits a graduate student may use toward the completion of a graduate degree to six (6) credit hours (see the *Graduate School Catalog*).

Number of offerings: University policy restricts the number of times any Special Topics course may be offered to **three**. It is the responsibility of the department chairperson and college dean to monitor the offering of each Special Topics course to ensure that it is <u>not offered more than three times</u>. Special Topics courses cannot become a regular part of a department's curriculum without receiving formal approval by the Graduate Committee and the Senate. To convert a Special Topics course to a regular course offering of the department or program, follow the guidelines for new course proposals described in Chapter 10.

University Policy (approved at Senate 02/27/01):

Special Topics courses are restricted to three offerings. Under exceptional circumstances, a fourth and final offering of a Special Topics undergraduate or graduate course will be permitted if a complete new course proposal has been submitted to the University Wide Undergraduate Curriculum Committee or Graduate Committee prior to the scheduling of the fourth offering.

Chapter 14
DISTANCE EDUCATION

Implementation of Distance Education Article 42

Approved by APSCUF Representative Council December 14, 2000

Approved by APSCUF Representative Council February 22, 2001

While Article 42 of the CBA concerns distance education, the procedure in this policy pertains to section E of the article -- Course Approval. Article 42 defines distance education as…"mediated communication/instruction between faculty member(s) and student(s) other than when faculty member(s) and student(s) are physically present in the same classroom." In accordance with the definition, this policy applies to all courses where more than one-third of the contact hours are conducted via distance education technologies and the students are located at remote sites with little or no required presence in a traditional classroom setting on an IUP campus. If distance education technologies are used for less than one-third of classroom hours, this policy and compensation process are not applicable. Furthermore, when more than one-third of the courses required in a graduate degree or certificate program are designated "distance education" courses, as defined above, a program revision proposal must be approved through the graduate peer review process.

The CBA specifically states that "distance education shall not include instruction at multiple locations on the same campus" (Article 42 A-1). Courses offered via technology to students at branch campuses and other off-site locations are considered distance education courses. In addition, several courses by design have for quite some time required students to pursue their studies outside of the classroom and are specifically addressed in the CBA. Therefore, the following are exceptions to the above policy and are not considered distance education courses:

clinical experience	internship	cooperative education
practicum	student teaching	independent study
individualized instruction	thesis and dissertation	

Curriculum Approval for Existing and Special Topics Courses

This procedure pertains to the method of delivery and the quality of instruction. Note that although special topics courses are treated in the same manner as existing courses, curriculum committee policy, which prohibits the scheduling of a special topics course more than three times, will be enforced.

A course proposal, which includes sample module(s), will be made available for review and recommendation to the departmental curriculum committee. Given that thirty calendar days are allowed for the review process, the department recommendation and course syllabus (for special topics courses only) are forwarded simultaneously to the University-Wide Undergraduate Curriculum committee or Graduate Committee for review and recommendation, and to the President or designee. Information copies are also sent to the college curriculum committee, college dean, Dean of the School of Continuing Education, and if applicable, the Dean of Graduate School and Research. After considering the recommendations, the President or designee shall announce a decision prior to the deadline.

The department shall conduct a review, using the form provided by the university-wide curriculum committee (see Appendix) as a guide. The following criteria listed under Article 42 Section E. appear on the form:

a) a qualified instructor;
b) use of suitable technology as a substitute for the traditional classroom;
c) suitable opportunity for interaction between instructor and student;
d) suitable evaluation of student achievement by the instructor; and integrity of the evaluation methods used.

The President or designee is to receive the proposal and any recommendations from the department curriculum committee and from the University-Wide Undergraduate Curriculum Committee or Graduate Committee no later than twenty-four calendar days after the University-Wide Undergraduate Curriculum Committee or Graduate Committee receives the department proposal with recommendation. The President or designee will announce final disposition of the proposal within thirty days after the University-Wide Undergraduate Curriculum Committee or Graduate Committee receives the department proposal with recommendation. In order for a recommendation to be considered by the President or designee, it must be received by the twenty-four calendar-day deadline, excluding breaks, during the fall and spring semesters. If the President or designee has not received information from one of the two committees, he/she may grant temporary approval to offer the course one time.

Curriculum Approval for New Courses

New credit bearing courses, which may be offered through distance education, must be approved through the normal course approval procedure of the University, which shall incorporate the criteria in CBA Article 42 E.

Note: 1. Existing courses offered via distance education technologies prior to April 30, 2001 may continue as approved distance education courses without additional review.

2. For the purpose of the Article 42 preparation payment, a Special Topics course that is later approved through the curricular process is considered the same course if not significantly changed since first time it was offered.

Approval to Schedule Distance Education Courses

Curriculum approval of a new or existing course for distance education delivery does not assure that the course will be listed on the schedule. Prior to taking the first step in adapting an existing course or developing a new course that uses distance education technologies, the faculty member shall consult with his/her department chair and dean to ascertain whether or not projected enrollment and technical infrastructure are sufficient to support the endeavor.

Because of such additional costs as the preparation compensation, off-site student fee, and technical assistance for the faculty member and students, every distance education course must receive budget approval from the dean of the college or the Dean of the School of Continuing Education, as appropriate, prior to review by the department curriculum committee. Moreover, approval for the distance education course must be obtained from the dean of the college or the Dean of the School of Continuing Education, as appropriate, prior to the start of classes each semester the course is offered.

Compensation

Preparation compensation is paid in accordance with Article 42. Faculty members who share in the development of a course will share in the stipend as determined by the faculty members.

Approved Meet & Discuss February 22, 2001

Graduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: _____

Instructor(s) of Record: _____

Phone: _____ **Email: _____**

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

2. How will each objective in the course be met using distance education technologies?

3. How will instructor-student and student-student, if applicable, interaction take place?

4. How will student achievement be evaluated?

5. How will academic honesty for tests and assignments be addressed?

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: ☐ Positive (The objectives of this course can be met via distance education)

☐ Negative

_____

Signature of Department Designee Date

Endorsed: _____

Signature of College Dean Date

Forward form and supporting materials to the Dean's Associate of the School of Graduate Studies and Research for consideration by the University-wide Graduate Committee. Dual-level courses initially require review and approval by the University-wide Undergraduate Curriculum Committee.

<u>Step Three</u>: University-wide Graduate Committee Approval

Recommendation: ☐ Positive (The objectives of this course can be met via distance education)

☐ Negative

_____

Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

<u>Step Four</u>: Provost Approval

☐ Approved as distance education course ☐ Rejected as distance education course

_____

Signature of Provost Date

Forward form and supporting materials to Associate Provost.

PROCEDURE TO PREPARE AN EXISTING COURSE FOR DISTANCE EDUCATION FORMAT

1. Prior to development of a distance education course, the faculty member must consult with the dean of his/her college to verify the source of funding for the preparation stipend and to verify the availability of the technology needed. **Proposals for courses to be first offered in the summer or fall should be received by the committees by February 25th, while proposals for courses for the spring should be received by September 25th.**

2. A faculty member who would like assistance in the area of distance education course management or in the area of instructional design should meet with a representative of the Instructional Design Center (IDC) located in the Library.

3. Download the undergraduate distance education proposal/approval form for existing courses from the University-Wide Undergraduate Curriculum Committee website: www.iup.edu/liberal/uwucc. The graduate distance education proposal/approval form is located at: www.iup.edu/graduate/faq/index.htm. If two or more faculty members share in the development of the course, attach their names to the form.

4. Step One
    a. Provide a brief narrative rationale for each of the items A1- A5.
    b. Submit the current official syllabus of record, along with the instructor developed online version of the syllabus. Please note that some students may live several hundred miles from main campus and must be accommodated. The syllabus for the online version of the course must contain the same student objectives and course description as the currently-approved syllabus of record.
    c. Enclose a sample online lesson and clearly demonstrate how the distance education instructional format adequately assists students to meet one or more course objective(s). It should relate to a concrete topic area indicated on the syllabus.

5. Step Two – The department makes a recommendation and submits the proposal and supporting materials to the dean of the college.

6. The dean of the college signs the form and sends it and the supporting materials to the appropriate University-wide Committee. The 30-day review process begins when the proposal is received by the committee. For undergraduate courses, the original signed form shall be delivered to the Liberal Studies secretary (110 Gordon Hall) for review by the University-wide Undergraduate Curriculum Committee. For graduate courses, the original plus 21 copies of the signed form and attachments shall be delivered to the Dean's Associate, School of Graduate Studies and Research (124 Stright Hall) for review by the University-wide Graduate Committee. Once the university-wide committees have completed the review, the original, signed form and attachments are forwarded to the Provost with their recommendation.

7. Once approved by the Provost, the Associate Provost's Office will inform the dean, department chair, and faculty member and assist with the following:
    a. Adding logistics information under the course description on the Distance Education website: www.iup.edu/distance
    b. Preparing the faculty member's "welcome letter" and emailing it to registrants.

8. Be sure to arrange with your department to list the course on Banner for registration and order textbooks.

APPENDIX A
PAASHE Requirements for New Programs

PA State System of Higher Education
Board of Governors

Effective: March 19, 1985 Page 1 of 3

POLICY 1985-01-A: REQUIREMENTS FOR INITIATION OR CHANGE OF CREDIT-BASED ACADEMIC PROGRAMS

See Also:

Adopted: March 19, 1985
Amended: October 9, 2003

A. Purpose

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.

B. Definitions

Certificate—A credit-based credential designated on the academic record that indicates completion of a prescribed, coherent undergraduate or graduate curriculum of at least 12 credits.

Degree Designation—Specific degree type, including but not limited to bachelor of arts, bachelor of science, master of arts, master of science, and doctor of education.

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.

Minor when a Major Exists—A coherent program of study that consists of most of the core major courses, but fewer electives, and includes at least 18 credits.

Minor when no Major Exists—A coherent program of study, consisting of at least 18 credits, in an area in which the university does not offer a major.

Other Academic Program—A sequence of courses, activities, experiences constituting a track, concentration, focus, option, specialization, emphasis, or equivalent not leading to a degree or certification.

Program Change—A change of program title, degree designation, or certification or an addition or deletion of degree designation, track, emphasis, or minor where a major exists.

Program Title—Name of a program, such as biology, mathematics, dance, biotechnology, and school psychology.

C. Procedure

The Office of the Chancellor shall, in consultation with State System Universities, establish and review criteria for the initiation or change of credit-based academic programs. Criteria that direct the implementation of this policy can be found in the document, *Administrative Procedure for Board of Governors Policy 1985-01, Requirements for Initiation or Change of Credit-Based Academic Programs*.

1. Academic program proposals shall be subject to action by, or notice to, the Board of Governors or chancellor, as follows:

   a. Board of Governors Action

      New major program—Full proposal covering criteria in section B. of The administrative procedure required.

   b. Office of the Chancellor Action

      New minor program when no major exists—Full proposal covering criteria in section B. of the administrative procedure required.

      New certificate program when no major or minor exists—Full Proposal covering criteria in section C. of the administrative procedure required.

      New degree designation—Letter containing rationale and supporting materials required.

   c. Office of the Chancellor Notification

      New minor when major exists, certificate when major or minor exists, track, concentration, focus, option, specialization, emphasis, or equivalent—Letter required.

      Other program changes in the academic data file, including program name or title changes, termination, or moratorium—Letter required.

2. No program or degree 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.

No program change shall be announced or implemented without the appropriate action.

APPENDIX A
Notification of Intent

Notification of Intent to Develop New Major;

New Minor When No Major Exists; or

New Certificate Program When No Major Exists

UNIVERSITY_____

CONTACT PERSON_____

DATE_____

DEGREE AND PROGRAM UNDER DEVELOPMENT_____

DEPARTMENT SUBMITTING PROPOSAL_____

DATE OF PROPOSAL SUBMISSION_____

DESIRED IMPLEMENTATION DATE_____

* * * * *

Use one page for the Summary and Mission Alignment

BRIEF SUMMARY OF PROPOSED PROGRAM
(description, scope, and purpose of the program)

APPROPRIATENESS TO MISSION:
(Describe how the proposed program supports the strategic plans of PASSHE and the university.)

1) Alignment with State System Strategic Direction (*Leading the Way—The Pennsylvania State System of Higher Education: A Plan for Strategic Directions 2004-2009*)

2) Alignment with University Strategic Direction
(refer to university's strategic plan)

Use one page for the next topic

NEED:
(Include sufficient information, depending upon the type of program, to judge why the program is needed based on such things as those listed below.)

1) Intellectual Value of the Program
(value other than market demand)

2) Long-term Student Demand Supported by Data

3) Regional Market Demand for Program Completers Supported by Data and/or Professional Literature

4) National/International Market Demand for Program Completers

5) Other State System Universities Who Offer the Program

6) Added Value
(e.g., student breadth, community enhancement, etc.)

Use one page for the next five topics

(The following sections will be developed more fully after receiving approval to proceed.)

ACADEMIC INTEGRITY
(description of the proposed curriculum)

COORDINATION WITH OTHER PROGRAMS
(possible resource sharing, student transfer or articulation, and avoidance of nnecessary duplication)

PERIODIC ASSESSMENT
(plan for continuing assessment of student learning outcomes and, if appropriate, plans for accreditation)

RESOURCE SUFFICIENCY
(brief projection of resources necessary to support the program)

IMPACT ON EDUCATIONAL OPPORTUNITY
(probable impact on goals for enhancing both educational opportunity and assurance of civil rights)

Forward Notification Form by electronic means to the Assistant Vice Chancellor
for Academic and Student Affairs
ncooledge@passhe.edu
NOTIFICATION MAY NOT EXCEED THREE PAGES
Revised October 2004

APPENDIX B
Mission Statements

Contents:

A: The Mission of the State System of Higher Education

B: Indiana University of Pennsylvania Mission Statement

A. The Mission of the State System of Higher Education[3]

The Board of Governors for Pennsylvania's State System of Higher Education formally adopted the following mission statements on October 16, 1984. For a printed copy of the mission and the original strategic directions, please send an e-mail request to yharhigh@sshechan.edu.

The State System of Higher Education in Pennsylvania is determined to accomplish the following:

1. To strengthen the Commonwealth through its ongoing commitment to excellence in education at the lowest possible cost to students in a broad range of baccalaureate and selected graduate programs consistent with student aspirations and regional, state, national, and international needs.

2. To provide undergraduate and graduate instruction for students to and beyond the master's degree in liberal arts, sciences, the professions and other applied fields, including the teaching profession, with opportunities for research, artistic effort, scholarly achievement and personal growth consistent with the legislated mission of the System, and graduate instruction at the doctoral level as provided by Act 188 of 1982.

3. To provide upper division opportunities for students who obtain the first two years of postsecondary education at other institutions.

4. To provide associate degree programs, including preprofessional transfer preparation, essential to serve unmet educational needs in particular geographical areas.

5. To provide continuing education and community and public services in accord with the needs and aspirations of citizens and the social, cultural, economic and technical needs of the Commonwealth.

6. To meet specialized, statewide educational needs and provide public services to the Commonwealth, responding as a System or in cooperation with other Pennsylvania colleges and universities.

7. To serve as regional social, intellectual and cultural centers.

8. To participate in and help provide leadership for the economic revitalization and development of the Commonwealth.

[3] From: http://www.sshechan.edu/mission.htm

B. Indiana University of Pennsylvania Mission Statement[4]

As an institution of higher learning, Indiana University of Pennsylvania (IUP) is committed to the preservation, expansion, and transmission of knowledge in all its forms. As a university within the State System of Higher Education (SSHE) IUP has primary responsibilities of providing high quality education at a reasonable cost and assessing and responding to the higher educational needs of the commonwealth; as a university, IUP has the responsibility of being concerned with the needs of the nation as a whole and those of the international community at large so far as its resources allow.

IUP is a comprehensive public institution offering degree programs from the associate to the doctoral level at the Indiana campus. The branch campuses in Armstrong County and Punxsutawney offer select associate degree programs and provide an opportunity for students to acquire courses which transfer into other programs at the Indiana campus. Courses in support of degree and nondegree programs are also offered at off-campus sites as needed.

At the undergraduate level IUP is committed to providing each student with a challenging curriculum that balances breadth and depth. This is accomplished by providing strong academic programs in each major and through an exciting and enriching liberal education component. This curriculum is provided in an environment that encourages and expects excellence in teaching. Students are expected to share in the pursuit of knowledge and to:

- develop a positive attitude toward learning and intellectual pursuits
- acquire a depth of knowledge in at least one academic discipline and breadth of knowledge through a strong Liberal Studies Program
- acquire sufficient knowledge of computing technology to function as educated members of society and acquire the computing skills appropriate to their disciplines
- achieve a deeper level of self-understanding
- achieve a global understanding and respect for people from diverse backgrounds and cultures
- acquire the ability to think critically, communicate effectively, reason logically, analyze complex information, and make decisions
- acquire sensitivity to an appreciation of various art forms
- acquire and develop the necessary skills for success in their careers
- develop social and emotional skills
- acquire a commitment to public service

At the graduate level IUP is committed to encouraging intellectual excellence, research, and scholarship; to providing in-depth study in each student's special field; and to stimulating continued cultural and intellectual growth for faculty and students.

The general mission of doctoral programs is to encourage the pursuit of knowledge through intellectual inquiry. Doctoral offerings will be primarily professional with emphasis in business, education, public policy studies, human services, social sciences, and applied science and technology, while allowing for distinctive, theoretical programs in the arts and sciences. Doctoral programs should reflect the special role of IUP in the State System of Higher Education by meeting, in particular, identified state, regional, national, and international needs. IUP is further committed to meeting these needs by offering cooperative programs with other SSHE institutions. Doctoral programs will be offered in areas of need and when institutional resources allow.

The mission at the master's and specialist/certificate levels is to sustain and develop programs of similarly high quality while, in general, emphasizing more applicable professional skills. Master's and specialist/certificate programs should be based on institutional strengths and should, in addition to other goals, address state and regional needs.

IUP is committed to conducting and disseminating basic and applied research and expects and encourages such scholarly activity in all forms.

[4] http://www.iup.edu/liberal/iupmissn.shtm

IUP provides continuing education for adults through conferences, workshops, short courses, training programs, and degree programs for part-time students. The university will meet the cultural and professional needs of the community through its outreach programs and public service activities.

In support of its mission as a university, IUP is dedicated to the development of Pennsylvania's resources. Recognizing the vital and varied capabilities, talents, and richness of its own resources, IUP is committed to the application of these resources to benefit the community. In pursuit of this goal, IUP places a high priority on public service by faculty, staff, and students. Specific community need is determined through several university outreach offices, as well as through informal relationships. Because community need and university expertise is ever-changing, the nature of public service activities varies accordingly.

IUP has, and can develop, faculty expertise in training, education, the arts, and applied research to develop and implement public service programs. Through these efforts, IUP has become a cultural and economic center.

As an educational community, IUP governs itself in a cooperative and participatory manner involving all constituencies consistent with the legal constraints placed upon the institution. Each constituency has the responsibility to involve itself actively in the governance of the institution.

As a public university, IUP is accountable and is committed to a program of continuous self assessment, review, and change, when necessary, with foresight and with sensitivity to all involved.

The university community must be supportive of and open to all scholars regardless of race, religion, creed, age, sex, disability, or ethnic heritage.

Finally, IUP recognizes that in order to accomplish its mission it must maintain an environment which stimulates the intellectual, emotional, social, cultural, ethnical and physical development of students, faculty, and staff. The university promotes an environment in which members of the campus community may freely discuss and be exposed to controversial issues and where differences of opinion are encouraged and respected. It encourages an environment characterized by service and caring for all its constituencies.

APPENDIX C
Assessing Student Learning Outcomes

PA State System of Higher Education
Board of Governors

Effective: January 16, 1997 Page 1 of 4

POLICY 1997-01: ASSESSING STUDENT LEARNING OUTCOMES

See Also: **Adopted**: January 16, 1997
Amended:

A. Purposes

1. To insure that State System universities design and implement appropriate strategies for assessing student learning outcomes and for using assessment findings for continuous improvement of teaching and learning.

2. To set forth general principles and guidelines for the implementation of learning outcomes assessment at System universities.

3. To provide for periodic reporting to the Office of the Chancellor, the Board of Governors, and other System constituencies on the various approaches to outcomes assessment being used at System universities, including examples of how assessment findings have led to program improvement.

B. Rationale

The State System of Higher Education has made a commitment to the principles and practices of Continuous Improvement as means of assuring institutional effectiveness and ongoing enhancement of all institutional functions. Assessing student learning—the outcomes of the university's educational programs—is at the heart of these efforts. Outcomes assessment is based on explicit learning goals or expectations associated with particular educational programs; it involves the systematic collection and analysis of data—both qualitative and quantitative—to determine how well student performance matches expectations and standards. The major purpose of outcomes assessment is to improve student learning and growth.

Both the recently adopted State System plan and the Commission on Higher Education of the Middle States Association call for comprehensive and systematic assessment of learning outcomes. While this policy requires no more than what is spelled out in the Middle States Association's "Framework for Outcomes Assessment," by adding the imprimatur of the Board of Governors, it is intended to give impetus and direction to the assessment activities already underway at System

universities. Moreover, the policy provides assurance to the State System's various constituencies that the state-owned universities are committed to the continuous improvement of their educational programs.

C. Requirements

1. System universities shall develop and implement methods for assessing the most important student learning goals or outcomes in the following areas:
   - Basic Skills or Developmental Programs
   - General Education
   - Undergraduate Academic Majors
   - Academic Minors (where no major is present)
   - Graduate Programs
   - Co-Curricular Programs (with student development goals)

   Assessment findings should be systematically analyzed and used as a basis for making changes in curriculum, instruction, advising, or other aspects of an educational program in order to strengthen student learning and development.

2. Although outcomes assessment must be an ongoing, cumulative process, reporting (for System-level purposes) normally will occur in conjunction with the five-year program review cycle, in accord with Board Policy 1986-04-A. Summaries of individual program reviews submitted to the Division of Academic and Student Affairs should list strategies that have been employed during the past five years to assess learning outcomes for that program and note changes that have been or will be implemented as a result of assessment findings.

3. Proposals for new academic programs should include the major student learning outcomes that the program expects to produce, along with some indication of how faculty plan to assess student achievement of those outcomes.

D. Principles and Guidelines

1. Assessment of academic and co-curricular programs should be designed, implemented, and interpreted by the faculty, students, and staff most directly associated with the program. Administrators should provide coordination, support, professional development opportunities, and technical assistance, as needed. Each university should establish some mechanism for monitoring the extent and effectiveness of learning outcomes assessment in its educational programs. External reviews of the assessment process should be included, as appropriate.

2. Outcomes assessment strategies provide data about student needs, progress, and achievement and about the strengths and weaknesses of educational programs. Findings from outcomes assessment are to be used to improve programs, not to evaluate the performance of individual faculty or staff members; other processes exist for that purpose.

3. Students must be informed early of the university's commitment to assessment and of their obligation to participate in assessment activities. Findings from formative assessments at the beginning and during the course of their studies and from course-embedded assessments should be shared with students to assist them in understanding and working toward learning goals. The university may require students to participate in most assessment activities, but, ultimately, the goal is to establish a "culture of assessment," in which both faculty and students regard outcomes assessment as a critical part of teaching and learning.

4. Given the multifaceted, cumulative nature of learning, assessment is most effective when multiple strategies are employed. "Indicators," including what students and alumni say on surveys or in interviews, as well as many other kinds of data, provide indirect evidence of student learning and of program strengths and weaknesses. Measures of student performance—comprehensive examinations, problem-solving exercises, demonstrations, observations of student behavior, research projects, analysis of student work through portfolios, for example—more directly assess students' learning in relation to particular program goals. Indicator data are often more easily obtained and can be very useful, but direct measures of student learning also must be developed for and integrated into each educational program.

5. Direct assessments of student learning generally are linked to particular learning goals or desired outcomes in terms of acquisition of knowledge, skills, behaviors, and values. Such goals need not be regarded as unchangeable; rather, they are likely to evolve and change as increasing amounts of data become available on actual learning outcomes and on the expectations of employers, graduate programs, and, indeed, students themselves. To be most effective, assessment should focus on learning outcomes that are regarded as important by the faculty, staff, and the students involved.

6. Although extra time for planning and professional development may be required when assessment is initiated, both formative (including classroom assessment) and summative assessment strategies must be incorporated into the regular instructional and scholarly activities of an academic department or other unit; development and testing of new assessment strategies and analysis of assessment findings and their implications for continuous improvement are essential scholarly activities, for which faculty most involved should be recognized and rewarded.

7. Given the differences in programs for student preparation and in assessment strategies used within and across universities, assessment findings cannot be used for comparative purposes; however, the quality, comprehensiveness, and effectiveness of a department's or an institution's overall assessment program in promoting improvement are important indicators of organizational performance.

E. Implementation

Implementation of the expectations enunciated in this policy already is under way at State System universities. Summaries of assessment activities undertaken by individual academic and student affairs units are to be submitted, along with the summary of the unit's five-year program review, to the Division of Academic and Student Affairs by the annual July 31 deadline.

In addition, university presidents should submit general plans for assessing the outcomes of basic skills programs, General Education, co-curricular programs, and graduate programs, along with a description of the institution's mechanisms for monitoring and evaluating the overall outcomes assessment effort, by a deadline to be assigned by the chancellor. The vice chancellor for academic and student affairs will report progress to the Board of Governors in January of 1998 and will issue written summaries periodically of how assessment is being used to continuously improve State System educational programs.

APPENDIX D

GRADUATE CURRICULUM AUTHORIZATION FORM

Check As Appropriate:

_____Level I ⇒ New Program o or Program Revision o

_____Level II ⇒ Degree Program Revision o or New/Revised COR o

_____Level III Minor Program Revision

_____Application for COR Renewal

_____Deletion Courseo or Track o or Minor o or Program o

_____Variability in Program Delivery

_____Program Reactivation

_____New Course ⇒ Enter **CIP Code** (Contact Registrar's Office): _____

_____Major Course Revision

_____Minor Course Revision

_____Dual-Level or Cross Listing

_____Distance Education

Description of Proposal:_____

_____

Department:_____

Author or Contact Person:_____

(name and email address)

SIGNATURES OF APPROVAL

	Academic Integrity	Resource Implications[T]	Email Address	Date
Department Curriculum Committee Chair:	_____	_____	_____	_____
Department Chair:	_____	_____	_____	_____
TECC Chair:	_____	_____	_____	_____
College Curriculum Committee Chair:	_____	_____	_____	_____
College Dean:	_____	_____	_____	_____
Graduate Dean:	_____	_____	_____	_____
Provost:	_____	_____	_____	_____
Graduate Com. Chair:	_____	_____	_____	_____

COMMENTS:

_____

_____

[T] To sign off on resource implications, confirm that detailed justification of resource sufficiency has been made and approved

APPENDIX E

SUGGESTED SYLLABUS OF RECORD FORMAT

Course Number and Title **3c-0l-3sh** (Variable credit is listed as
Author of Syllabus

Course Description (Can be catalog description; contains pre-requisites)

Course Objectives

Students completing this course will be able to:

1.
2.
3. …

Required Text, Supplemental Books and Readings (should be up-to-date.)

Evaluation Methods

Detailed description of how the student will be evaluated. Connection to course objectives should be identified. Evaluation methods should clearly be consistent with graduate level expectations.

Grade Breakdown

Describe how letter grades will be assigned. Please note that letter grades of "A", "B", "C" and "F", but not "D", are awarded at the graduate level.

Course Outline

The course content should be laid out in weekly or hourly offerings, with the total number of weeks adding up to 15 (including culminating experience) or the number of hours adding up to between 35 and 42 (not including culminating experience). This format helps the Graduate Committee ensure compliance with the CBA. For courses that are exclusively summer offerings, the course outline should be in hours.

E.g.,
1. Week One: Topic A, relevant readings, etc.
2. Week Two: Topic B, readings, assignments
3. …

Or

1. Topic A (5 hours)
2. Topic B (2 hours)
3. …

Special Resource Requirements

Other

Bibliography