JOINT AGENDA ITEM FROM UWUGCC AND UWGC

A Streamlined Curriculum Approval Process

A Joint Revision of the Curriculum Approval Process

From

University-Wide Undergraduate Curriculum Committee
And
University-Wide Graduate Curriculum Committee

Revisions to the Curricular Approval Process

One of the most frequent complaints voiced by faculty members over the years involves the curricular process. Concerns include the length of time it takes to move through the multiple steps and committees, the sometimes inconsistent and conflicting feedback to proposers from committees, and the amount of information required when a new course or program is proposed. These perceptions often result in trepidation as faculty weigh the considerable time investment involved in the curricular process against the competing multiple demands on their time. Moreover, faculty may be discouraged by colleagues from bringing innovative ideas forward given the time and effort involved.

Lack of timely innovation will result in a stagnant curriculum that will attract fewer students to IUP. Other universities may prove to be more nimble in developing programs and compete more effectively for the dwindling numbers of potential students. Given projected budgetary shortfalls, growing our way out of the financial problem is a viable alternative to cutting programs/positions. Innovative curricular offerings are key to that growth. Further, creating a more flexible curriculum will help protect faculty jobs by providing a means to shift work rather than to replace people.

The University Wide Undergraduate Curriculum Committee (UWUCC) and the University Wide Graduate Committee (UWGC) have made modifications to the curricular process over the years with approval of APSCUF and the University Senate. However, given the heavy demands on their time during the academic year, there simply is not enough time to engage in a top-to-bottom review and overhaul of the curricular process. In light of this, Provost Moerland convened a workgroup over the summer to examine existing policies and procedures with an aim toward providing recommendations to make the curricular process more streamlined and efficient. The committee consisted of 14 faculty members representing: each of the curriculum committees, the Liberal Studies Committee, Teacher Education Coordinator Council (TECC), Honors College, Council of Chairs, and college level curriculum committees. Additionally, the Council of Deans and Provost's office were represented (one member each) and the Director of IT Services also served on the committee. The committee was co-chaired by the local APSCUF President and chair of the University Senate and met multiple times over the summer.

After considerable discussion and debate, consensus emerged for changes to the curricular process. These are presented below along with the rationale for each proposed change.

- The entire curricular process will be online. As such, electronic forms will be developed to allow proposers to complete the entire process electronically, by populating required fields. This will reduce time by providing faculty with an easy to use format to complete proposals.

- Departmental curriculum committees assume a larger role in the curricular process. It is felt that these committees are best able to evaluate curriculum to

determine whether it is needed and appropriate for the department/program, and if the course/program being proposed is of high academic quality and rigor. Additionally, they are best able to determine if a faculty member is qualified to teach a particular course. Each department has the freedom to develop their own process. The proposed curriculum is approved for the department by the chair of the department.

- College Curriculum Committees (CCC) should be eliminated from the *curricular approval process*. No specific recommendations are being made regarding the role of the CCC, with each college making that determination. Colleges could utilize their CCC as an advisory group to facilitate the departmental curriculum committee's work. In a sense, they would be engaged in facilitating the production of quality curricular proposals, rather than the screening of curricular matters downstream. Additionally, CCC could focus efforts on curriculum generation within and between colleges.

- College deans will continue to review curricular matters that emerge from their college. The dean's review will be limited to:
    a. Addressing resource issues as they pertain to the college, including class size.
    b. Addressing the proposal's congruence with the mission of the college
    c. Determining if possible conflicts between departments have been resolved or at least attempts have been made to resolve such conflicts.

  Curricular matters will be sent to the college deans or their designee during the regular academic year. It will simultaneously also be sent to all department chairs for information. If chairs have concerns regarding any curricular matter that they feel impacts their department, they should communicate that directly to their dean. The dean or dean's designee will have 14 calendar days to act on curricular matters. If Deans decide to involve the CCC in a consultative role that involvement would still occur within the 14 day window. After 14 calendar days, proposals without feedback will be assumed to be acceptable and forwarded to the respective curriculum committee(s) and advisory groups with or without the dean's approval.

- The primary building block for curriculum proposals at IUP is the course. Currently there are two formats for the "syllabus of record": one for undergraduate and one for graduate courses. For a department to create a course or to modify an existing course, it must use the syllabus of record even though much of the content is instructor-specific and would typically fall in the area of academic freedom. For example, when a course is approved, is it really necessary to know what textbook is used and what specific grading practices will be employed? Since textbooks, required readings, assignments, grading practices, attendance policy (as long as it conforms to the university policy) can change

from instructor to instructor, it does not appear necessary to include them in the proposal to create or modify a course. Therefore, it is proposed that:

a. The term "syllabi of record" be eliminated.
b. Syllabi for proposals should be simplified and include only those elements essential to defining the course or as are required by virtue of policies of the Senate, or required under the Collective Bargaining Agreement. [See Appendix A for Course Proposal Template]
c. The template will be the same for both graduate and undergraduate course proposals

- Proposal process for course revisions to be streamlined as follows. Proposers will be asked to address the following issues:
    a. Why does this course need to be revised?
    b. What specifically is being changed?
    c. What are potential implications of the changes? (This should also include possible implications for other departments for which this course may be required; see Appendix B for Course Revision Template).

- Currently, there are a number of places where curricular matters can become bottle-necked. Further, proposers sometimes receive feedback in a piecemeal fashion from multiple committees. Therefore, it is proposed that all proposals be sent from the dean's office directly to the university-wide curriculum committees, copied to the Liberal Studies and TECC (as appropriate). The Liberal Studies Committee, and the TECC will have 7 calendar days to act on curricular matters. After 7 calendar days, proposals without feedback will be assumed to be acceptable. A single response, coming from the UWUCC/UWGCC will be sent to proposers, not a series of responses from multiple committees as in the past. [See Appendix C for Liberal Studies Template and Appendix D for TECC template] UWUCC/UWGCC will make the final recommendations to Senate for approval. The docket of curricular proposals for each of the university-wide committees will continue to be posted on the web on the individual committee's pages.

  Undergraduate course proposals seeking Liberal Studies designation will be reviewed concurrently by the Liberal Studies Committee and UWUCC. The Liberal Studies committee member who also serves on the UWUCC will be in a position to approve courses for LS designation on behalf of the Liberal Studies Committee if it is clear that the proposal meets established criteria.

  Undergraduate course proposals seeking TECC approval will be reviewed concurrently by the TECC Curriculum Committee and UWUCC/UWGCC. The TECC Curriculum chair will be the liaison with TECC and UWUCC/UWGCC.

- PASSHE has specific requirements regarding new program proposals. IUP's current curricular process is modeled after PASSHE requirements and so no changes will occur to IUP's new program proposal process. However, given

changes to the requirements regarding course proposals noted above, the process of program proposals should be made significantly easier. Additionally, PASSHE recently changed what must be approved by BOG and what must be approved by PASSHE. New minors, tracks, and certificates no longer must have BOG approval. They are sent to PASSHE for Chancellor information/approval.

- Courses proposed as dual level (undergraduate—graduate) have had to go through essentially the same process by two separate curriculum committees. Additionally, it has never been formally decided whether a course must first be approved by the UWUCC before being sent to the UWGC or if they can be considered by both committee concurrently. In order to clarify and simplify the process, it is proposed that courses that are being proposed as dual level will simply complete drop boxes on the electronic Course Proposal Template and provide undergraduate objectives and graduate objectives separately. This will allow each curriculum committee to consider the same course concurrently.

- A new electronic form will be created for courses being proposed for distance education. There will be five drop-boxes addressing issues required by the CBA. [See Appendix E for DE Course Proposal Template]

- Because a new Minor or New Track within a program does not require the same PASSHE review as new programs/majors do, it is anticipated that substantially more new minors/tracks will be created. In order to streamline this process, it is proposed that only a limited amount of information be requested of proposers. [see Appendix F for New Tracks-Minors Template]

- As with courses, keeping programs up-to-date reflects the highest standard for academic excellence. To facilitate this, revisions to programs will also be streamlined. To this end it is proposed that program revisions proposals will contain the following:
    a. A side-by-side comparison of the old program and the proposed revised program.
    b. A rationale for the need to change the program.
    c. A narrative description of what is different between the old and new programs. [See Appendix G for Program Revision Template]

- The new flowchart for the proposed curricular process is found in Appendix H. As can be seen, all curricular matters are brought to the University Senate for approval after which they will be sent to the president or his designee and/or Trustees (if required) and ultimately PASSHE/BOG (if required) for final approval. If a proposal is rejected after Senate approval for any reason, the entire proposal is deemed as rejected and is sent back to the proposer.

- The anticipated start date for this process is Spring 2015.

List of Appendices:

- Appendix A – Course Proposal Template
- Appendix B – Course Revision Template
- Appendix C – Liberal Studies Template
- Appendix D – TECC Template
- Appendix E – Distance Education Template
- Appendix F – New Minors/Tracks Template
- Appendix G – Program Revision Template
- Appendix H – Curriculum Approval Process
- Appendix I – Detailed Course Proposal/Revision Flow-sheet
- Appendix J – Detailed Program Revision Flow-sheet
- Appendix K – Detailed New Minor/Track Flow-sheet

Summer Curriculum Action Team Membership:

- Dr. Mark Staszkiewicz, APSCUF President (co-chair)
- Dr. David LaPorte, Senate Chair (co-chair)
- Mr. Bill Balint, Chief Information Officer
- Dr. Matthew Baumer, University-wide Graduate Curriculum Committee co-chair
- Dr. Elaine Blair, Council of Chairs co-chair
- Dr. Laura Delbrugge, Provost Associate
- Dr. Caleb Finegan, Honors College Director
- Dr. John Lewis, University-wide Undergraduate Curriculum Committee co-chair
- Dr. Lara Luetkehans, Dean – Council of Deans representative
- Ms. Lynnan Mocek, Provost Office
- Dr. Randy Martin, Dean's Associate – A-Deans representative
- Dr. Timothy Moerland, Provost
- Dr. R. Scott Moore, Council of Chairs co-chair
- Dr. David Piper, University-wide Graduate Curriculum Committee co-chair
- Dr. David Pistole, Liberal Studies Director
- Dr. Edel Reilly, TECC representative
- Dr. Gail Sechrist, University-wide Undergraduate Curriculum Committee co-chair
- Dr. Joette Wisnieski, College Curriculum Committee representative

Appendices

Appendix A

Course Proposal Template

Contact Person:		Email Address:	
Proposing Depart/Unit:		Phone:	

Course Prefix/Number	
Dual/Cross Listed	Yes No If yes with:
Number of Credits	Class Hours Lab Hours Credits
Prerequisite(s)	
Corequisite(s)	
Additional Information (Check all that apply. Note: Additional documentation will be required)	_____Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence?) _____Distance Education _____Liberal Studies
Course Title	
Recommended Class Size (optional) (provide justification)	Are you recommending a class size: Yes No If yes: (check one of the following reasons and provide a narrative explanation) ___ Pedagogical ___ Physical limitation of classroom ___ Accreditation body standards/recommendations ___ Other
Catalog Description	
Student Learning Outcomes (Outcomes stated <u>for students</u> not instructional or content outcomes)	

Appendix A

If dual listed with graduate course, indicate additional learning objectives that make this a graduate level course.	
Brief Course Outline	
Rationale for Proposal	
Why is this course being proposed?	
How does it fit into the departmental curriculum? (Check all that apply)	____Major Requirement ____Minor Requirement ____Core Requirement ____ Required Elective ____ Elective ____ Other (please specify)
What role, if any, does it serve the college/university above and beyond the role it serves in the department?	
Who is the target audience for the course?	____Course Designed for Majors (____Required ____ Not Required) ____ Course Designed for Minor ____Departmental Elective ____ Restricted to Majors/Minors ____Open to Any Student ____ Liberal Studies ____Other (Please Specify)

Appendix A

What are the implications for other departments? (For example: overlap of content with other disciplines, requirements for other programs?)	A. How have you addressed this with other department(s) involved? B. What was the outcome of that attempt? (Attach documents as appropriate)

For Dean's Review

- Are resources available/sufficient for this course? ____ Yes ____ No ____NA
- Is the proposal congruent with college mission? ___Yes ____ No ____NA
- Have potential conflicts within the college been attempted to be addressed? ___Yes ____No ____NA

Appendix B

Course Revision/Deletion Template

Course Revisions (Check all that apply) _____Course Prefix/Number Change _____ Course Title Change _____Catalog Description Change

_____ Modify Prerequisite(s) _____Add Dual Level _____ Add Liberal Studies _____ Course Deletion ____Change in Class/Lab Hours

_____ Add Distance Education _____Add/Revise TECC _____ Other (Please specify)

Current Course Information		Proposed Changes (if not changed leave blank)	
Current Prefix		Proposed Prefix	
Current Number		Proposed Number	
Current Course Title		Proposed Course Title	
Prerequisite(s)		Proposed Prerequisite(s)	
Current Catalog Description		Proposed Catalog Description	
Current Course (Student Learning) Outcomes		Proposed Course (Student Learning) Outcomes	
		Brief Course Outline	
Rationale for Proposed Changes			

Why is the course being revised/deleted:	
Implication of the Change on: - Program - Other programs	
For Dual Listed Courses	Additional learning objectives to make this a graduate course

For Dean's Review

- Are resources available/sufficient for this course? ____ Yes ____ No ____ NA
- Is the proposal congruent with college mission? ___ Yes ____ No ____ NA
- Have potential conflicts within the college been attempted to be addressed? ___ Yes ____ No ____ NA

Appendix C

Liberal Studies Course Proposal Template

Contact Person(s)	Email Address
Proposing Department/Unit	Phone

1. Liberal Studies Course Designations

_____ Learning Skills _____ English _____ Mathematics

_____ Knowledge Area _____ History _____ Literature Philosophy or Religious Studies _____Fine Arts

_____Natural Science Laboratory _____ Natural Science Non-Lab ratory _____ Social Science _____ Dimensions of Wellness

_____ Global and Multicultural Awareness

_____ Writing Intensive (include W cover sheet)

_____ Liberal Studies Elective (please mark the designation(s) that appl – must meet at least one)

_____ Global Citizenship _____Information Liter acy _____ Oral Communication

_____ Quantitative Reasoning _____ Scientific Literac _____ Technological Literacy

2. Common Learning Objectives – Describe How Learning Objectives Satisfied (Informed Learner, Empowered Learner, Responsible Learner)

3. Description of the Required Content for this Category – ***Narrative*** on How the Course will Address the Selected Category Content

4. All Liberal Studies courses are required to include perspectives of diverse cultures and have a supplemental reading. Please answer the following two questions.

a) Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please describe how your course will meet this criterion.

b) Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion

Appendix D

Teacher Education Course Proposal Template

Contact Person(s)	Email Address
Proposing Department/Unit	Phone

1. Course Designations:

_____ Is Step 1 a prerequisite for the course? _____ Is the course a professional education sequence course?

2. Key Assessments:

____ Is the Key Assessment included in the Unit Assessment System?

For both new and revised courses please attach:

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

3. Narrative Description of the Required Content

   a. How the proposal relates to the Education Major.

Appendix E

Distance Education Course Proposal Template

Contact Person:	Email Address:
Proposing Depart/Unit:	Phone:

Course Prefix/Number	
Existing Course	____Yes ____ No – DE requested at same time as new course proposal
Type of Proposal	____ITV ____Online
Brief Course Outline	
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
How will each outcome in the course be achieved using Distance Education technologies?	
How will instructor-student and student-student, if applicable, interaction take place?	

Appendix E

How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Appendix F

New Minor or Track Template

Contact Person:		Email Address:	
Proposing Depart/Unit:		Phone:	

Minor or Track Title	
Catalog Description	
Student Learning Outcomes for Minor or Track	
List of Program Requirement – including course numbers, titles and descriptions. If minor, indicate which courses are advanced standing – PASSHE requires a minimum of 6 credits in a minor be advanced standing (300 and above).	

Appendix F

Rationale for Proposal	
Why is this track/minor being proposed?	
What role, if any, does it serve the college/university above and beyond the role it serves in the department?	

Appendix G

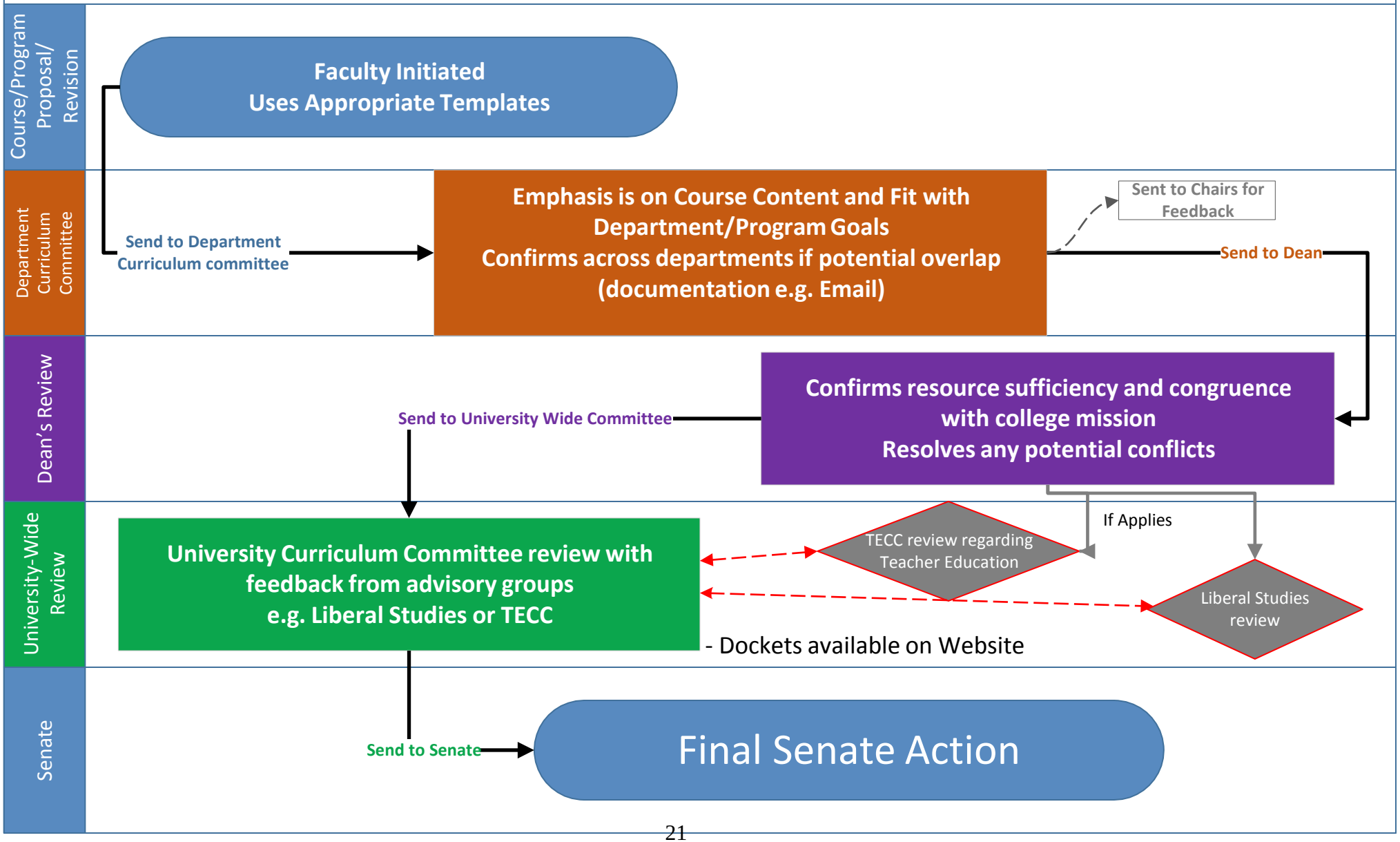
Program Revision Template

Program Revisions (Check all that apply) _____ Program Revision _____Program Title Change _____ Catalog Description Change _____ Liberal Studies Requirement Changes _____ Other (Please specify)			
Current Program Information		Proposed Changes	
Current Program Title		Proposed Program Title (if changing)	
Current Textual Catalog Description		Proposed Textual Catalog Description (if changing)	
Current Program Requirements		Proposed Program Requirements	

Rationale for Proposed Changes			
Why is the program being revised:			
Outline **Program** Student Learning Outcomes (SLO) and indicate if any SLO changes that occur from the Program Revision (if any)			
Implication of the Change on: - Program - Other programs			

Appendix H

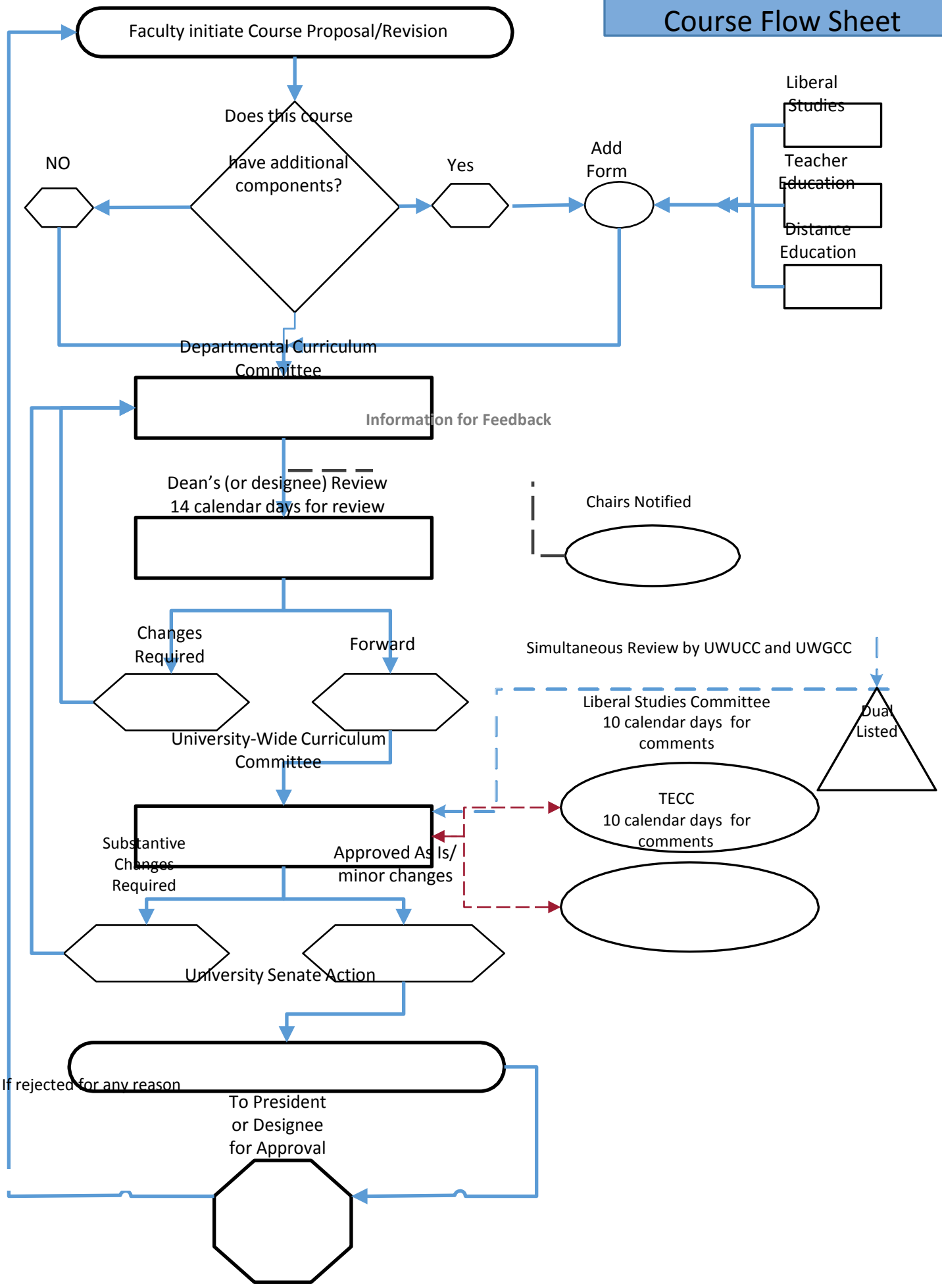
Process for Curriculum Proposal/Revisions Approval



Appendix I

10/8/14

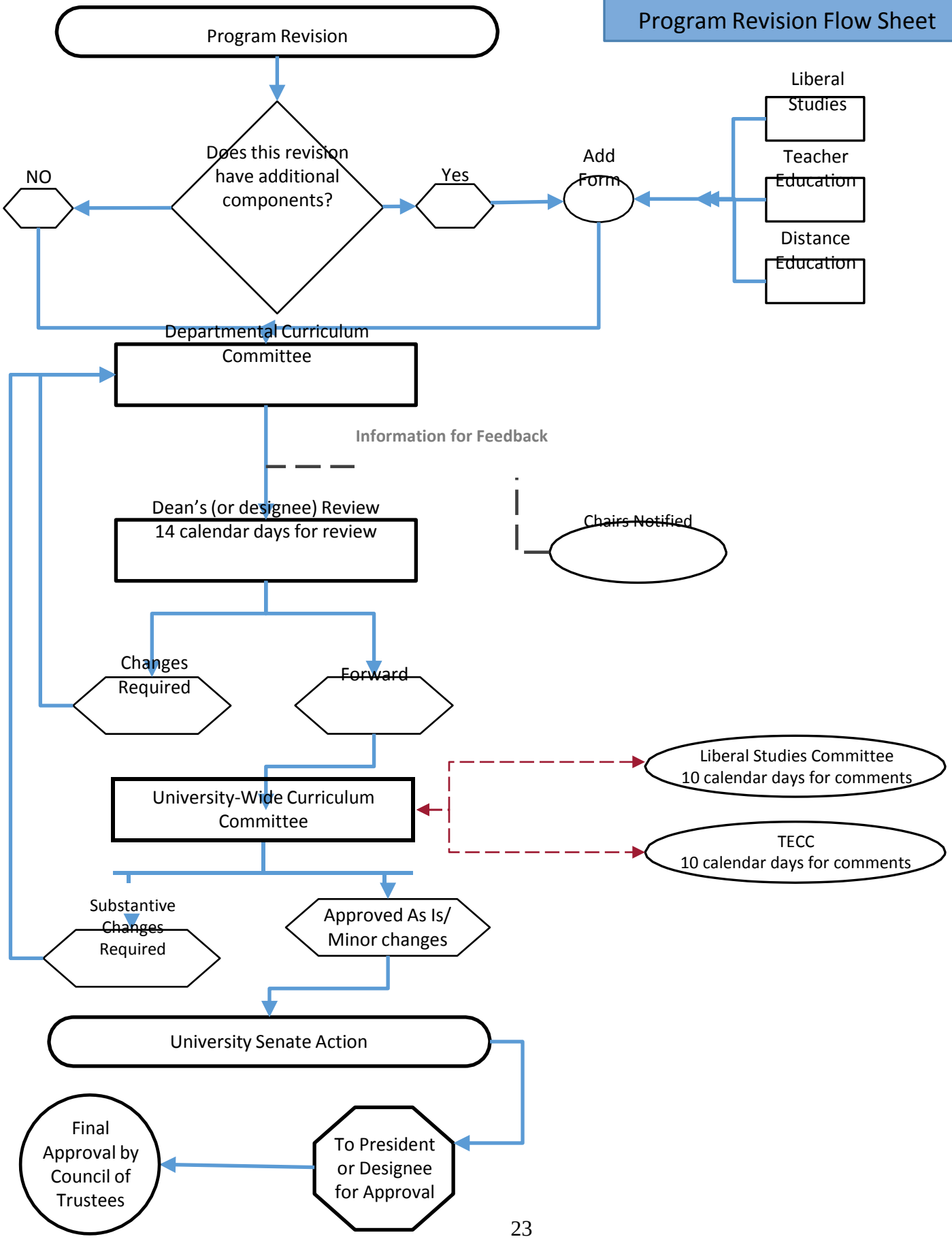
Course Flow Sheet



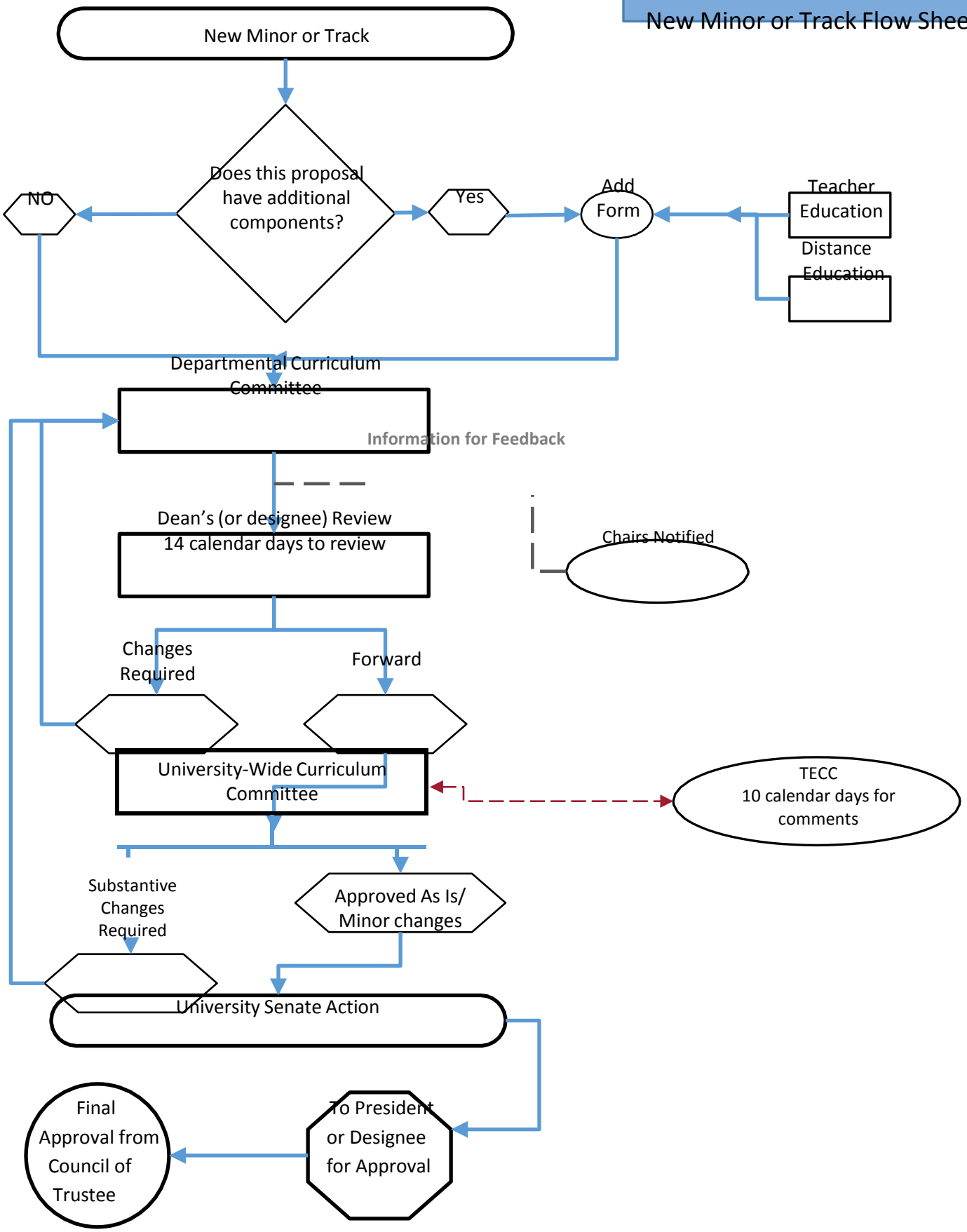
Appendix J

10/8/14

Program Revision Flow Sheet



Appendix K

10/8/14

New Minor or Track Flow Sheet