

A Streamlined Curriculum Approval Process

A joint revision of the curriculum approval process

A Streamlined 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 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 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, 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. Additi

to determine if a faculty member is qualified to teach a particular course. Each department has the freedom to develop its own process. The proposed curriculum is approved for the department by the chair of the department.

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C.

has never been formally decided whether a course must first be approved by the UWUCC before being sent to the UWGCC or 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.

- x 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]
- x 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 the process, it is proposed that only a limited amount of information be requested of proposers. [see Appendix F for New Tracks-Minors Template]
- x As with courses, keeping programs up-to

List of Appendices:

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

Appendices

Course Proposal Template

Appendix A

<p>What are the implications for other departments? (For example: overlap of content with other disciplines, requirements for other programs)</p>	<p>A. How have you addressed this with other department(s) involved?</p> <p>B. What was the outcome of that attempt? (Attach documents as appropriate)</p>
<p>For Dean's Review</p>	
<p>x Are resources available/sufficient for this course? ___ Yes ___ No ___ NA</p> <p>x Is the proposal congruent with college mission? ___ Yes ___ No ___ NA</p> <p>x Have potential conflicts within the college been attempted to be addressed? ___ Yes ___ No ___ NA</p>	

Course Revision/Deletion Template

Course Revision (Check all that apply)	<input type="checkbox"/> Course Prefix/Number Change	<input type="checkbox"/> Course Title Change	<input type="checkbox"/> Catalog Description Change	
<input type="checkbox"/> Modify Prerequisite(s)	<input type="checkbox"/> Add Dual Level	<input type="checkbox"/> Add Liberal Studies	<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Change in Class/Lab Hours
<input type="checkbox"/> Add Distance Education	<input type="checkbox"/> Add/Revise TECC	<input type="checkbox"/> Other (Please specify)		

Current Prefix
Current Number

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

Liberal Studies Course Proposal Template

Contact Person(s)	Email Address
Proposing Department/Unit	Phone
1. Liberal Studies Course Designations <input type="checkbox"/> Learning Skills <input type="checkbox"/> English <input type="checkbox"/> Mathematics <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> Knowledge Area <input type="checkbox"/> History <input type="checkbox"/> Literature <input type="checkbox"/> Philosophy or Religious Studies <input type="checkbox"/> Fine Arts <input type="checkbox"/> Natural Science Laboratory <input type="checkbox"/> Natural Science Laboratory <input type="checkbox"/> Social Science <input type="checkbox"/> Dimensions of Wellness <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> Global and Multicultural Awareness <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> Writing Intensive (include W cover sheet) <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> Liberal Studies Elective (please indicate designation(s) that apply – must meet at least one) <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Information Literacy <input type="checkbox"/> Oral Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Scientific Literacy <input type="checkbox"/> Technological Literacy	
2. Common Learning Objectives – Describe How Learning Objectives are Met (e.g., Active Learner, Empowered Learner, Responsible Learner) 	
3. Description of the Required Content for this Category and How the Course will Address the Selected Category Content 	

Appendix C

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

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 Required Content a. How the proposal relates to the Education Major.	

Distance Education Course Proposal Template

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

Course Prefix/Number	
Existing Course	<input type="checkbox"/> Yes <input type="checkbox"/> No – DE requested at same time as new course proposal
Type of Proposal	<input type="checkbox"/> ITV <input type="checkbox"/> Online

Brief Course Outline	
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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?	
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How will each outcome in the course be achieved using Distance Education technologies?	
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How will instructor-student and student-student, if applicable, interaction take place?	
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Appendix E

<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

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	
<p>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).</p>	

Appendix F

Rationale for Proposal	

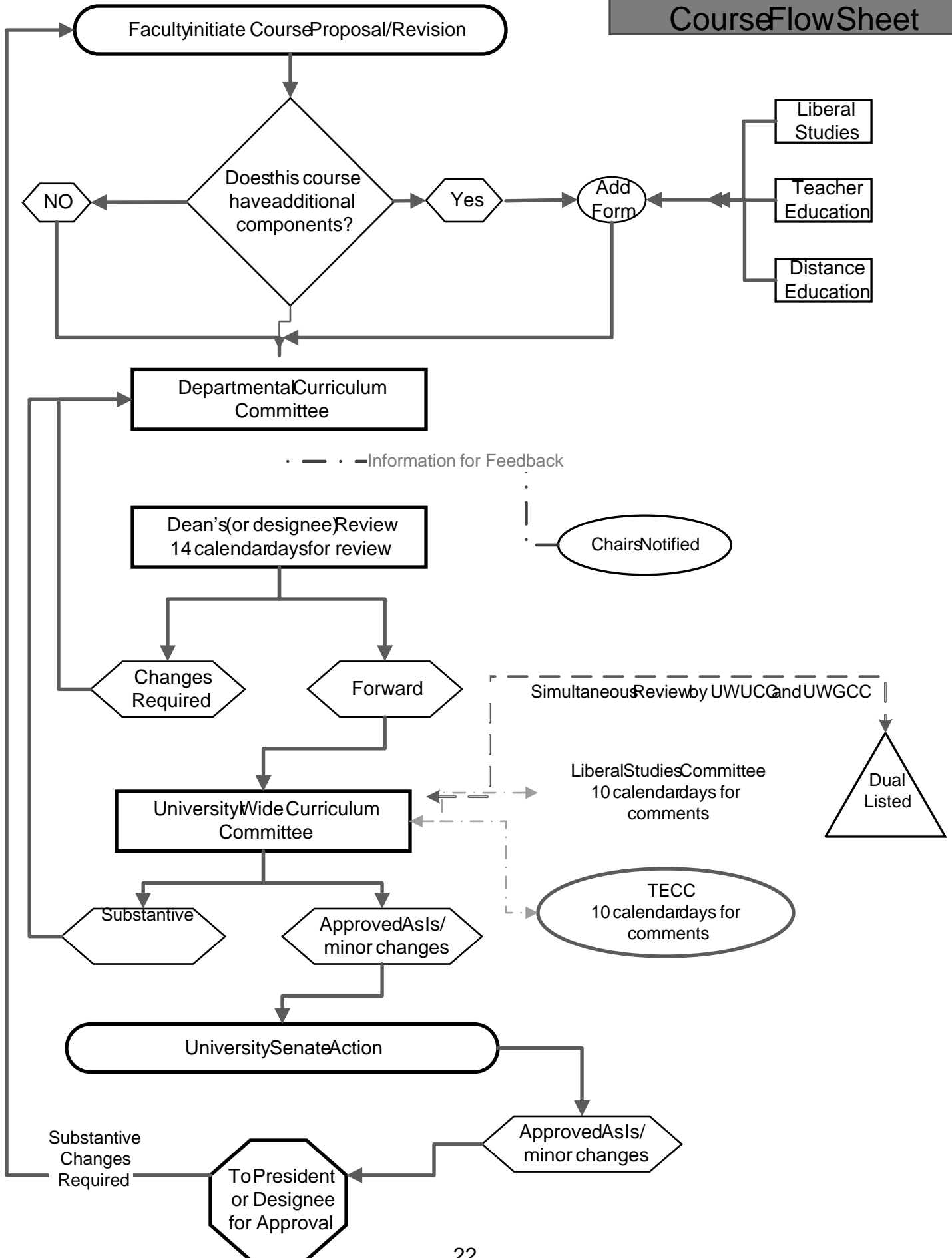
Why is this track/minor
being proposed?

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)	

Rationale for Proposed Changes	
Why is the program being revised:	
Outline <u>Program</u> Student Learning Outcomes (SLO) and indicate if any SLO changes that occur from the Program Revision (if any)	
Implication of the Change on: <ul style="list-style-type: none"> - Program - Other programs 	

Course Flow Sheet



NewMinor or Track

