

Curriculum Handbook



A User's Guide for Curriculum Change and the Electronic Curriculum Repository in I-Wiki

Fall 2020 Edition

Produced by the IUP Office of Academic Programs and Planning

FOREWORD

The 2020 edition of this curriculum handbook has been designed to function as a user's manual for faculty, department chairs, members of various curriculum committees, and university administrators involved in the approval and implementation of curriculum change at IUP. This handbook should not be used or cited as an official publication of the University Senate, the university-wide curriculum committees, the Office of the Provost, or the Pennsylvania State System of Higher Education (PASSHE). Official policies and procedures from all of these bodies have been incorporated into this handbook, including material adapted from previous editions of the Undergraduate Curriculum Committee Handbook (c. 2012) and the Graduate Committee Handbook (c. 2014) as well as Pennsylvania State System of Higher Education academic policies, university guidelines, and directions for using the Electronic Curriculum Repository, which is the current curriculum processing platform at IUP. If there is a question about a policy or guideline cited in this handbook, the original source material should be consulted in the APSCUF Collective Bargaining Agreement and associated side letters, the minutes of the IUP University Senate, or the PASSHE Board of Governors' policy repository in the Chancellor's Office.

Please contact the Office of Academic Programs and Planning in the Academic Affairs Division to report any mistakes or if further information is needed.

Table of Contents

Overview of IUP’s Curriculum Process	4
Curriculum Terms used at IUP	5
About the Undergraduate Curriculum Committee.....	15
About the Graduate Curriculum Committee.....	15
Summary of Curriculum Approval Process.....	16
Preparing Course Proposals.....	20
Catalog Description Guidelines	21
New Courses: Choosing a Prefix.....	22
New Courses: Choosing a Course Number.....	22
Special Topics Courses.....	23
Creating Dual-Level Courses.....	23
Adding Distance Education to a New or Existing Course	25
Creating Teamwork Courses.....	26
Creating (or Revising) Liberal Studies Courses.....	27
Course Revisions	27
Syllabus of Record	28
Course Scheduling after Approval.....	30
Inactive and Discontinued Courses	30
Preparing Program Proposals	31
Catalog Description Guidelines	32
Program-Level Learning Outcomes.....	32
Letters of Support or Acknowledgement.....	35
Relationship between Course and Program Proposals	35
New Degree Programs: Choosing a Prefix.....	36
New Degree Programs: CIP Codes.....	36
New Degree Programs: Letter of Intent Process	37
New Certificate Programs.....	39
New Minor Programs.....	39
New Tracks or Specializations.....	40
Program Revisions	41
Deletion of Tracks or Specializations.....	42
Program Moratorium.....	42
Program Curriculum Proposal Review Process.....	43
Preparing Other Types of Curriculum Proposals	44
Writing Intensive Proposal.....	44
Variability of Delivery	44
College/Department Name and/or Code Change.....	45
Appendix A – PASSHE Curriculum Policies	46
Appendix B – “How To” Advice for Using the I-Wiki.....	47

Overview of IUP's Curriculum Process

The process of revising and updating our curriculum is one of the main tools we use to ensure that our programs are rigorous, coherent and consistent with higher education expectations. We do this to fulfill Accreditation Standard III of the [Middle States Commission on Higher Education](#): *'An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.'* IUP's curriculum process is specifically designed to promote academic quality and integrity; encourage clarity in program descriptions and requirements; guard against duplication of programs or courses; ensure that adequate resources are available to deliver the curriculum; and to improve the university's educational effectiveness through peer review and assessment.

The curriculum approval process at IUP is overseen by the University Senate, which is the academic governing body for IUP. In addition to participating in the shared governance of the university and providing consultation to the president and council of trustees, the [main responsibilities of the Senate](#) are approving new curricula and programs and approving changes to courses and programs. Members of the Senate are primarily elected and come from all areas of the campus community: faculty, administrators, students, staff, and alumni. In 2014, the University Senate approved a new curriculum approval process built using the university's I-Wiki platform (an Atlassian Confluence product). The site, known as the [Electronic Curriculum Repository](#) or ECR has been used since 2015 to initiate, review and approve curriculum proposals at all levels from department drafts to University Senate review.

Once courses and programs have been approved and initiated, [assessment of student learning outcomes](#) is done to evaluate their educational effectiveness. Depending on the course or program, assessment may focus on Liberal Studies learning goals, program-level outcomes, or standards set by specialized professional accreditors. Methods of assessment can include surveys, self-reflections, quizzes, tests, written assignments, or other learning activities. If assessment results do not meet expectations, faculty should pursue additional curriculum revision. This is not considered a failure of the curriculum approval process. Rather, it is 'closing the loop' to make sure that the education we provide at IUP is an effective one.

In Accreditation Standard V, the Middle States Commission notes that *'Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education. Consideration and use of assessment results for the improvement of educational effectiveness should include improving pedagogy and curriculum.'* At IUP, we ensure that assessment is an intrinsic part of the curriculum development and approval process by including questions about both course and program assessment in our proposals, and by having proposals reviewed by curriculum subcommittees that focus specifically on certain learning outcomes (Liberal Studies Committee, the Teacher Education Coordinator Council (TECC), and Academic Affairs Assessment Team (A3T).

Curriculum Terms used at IUP¹

Academic Program

An instructional sequence consisting of prescribed courses, experiences, and learning objectives which, when certified as complete by the academic advisor, department chair and academic dean of the program, qualifies a person to receive a degree. There are two types of academic programs:

- **Academic Major:** The sequence of courses, activities, and/or experiences constituting a major field of study, which culminates in a credit-based undergraduate or graduate degree or certificate.
- **Academic Minor:** An organized program of undergraduate study equivalent to a minimum of 18 semester credit hours. As a secondary field of study, the academic minor should reflect a minimum of six credits of advanced standing coursework, generally designated by 300-level or higher course numbers.

Associate Degree

Associate degrees require at least 60 semester credit hours, consisting of a general education component plus a major program of study designed for a specific purpose. Depending on the type of degree, the number of general education courses required is set by PASSHE guidelines and ranges from 21 to 30 credit hours depending on the type of program (Table 1).

Table 1 PASSHE Definitions of Associate Degrees

Associate in Arts (A.A.)	An Associate in Arts degree program is designed primarily for transfer into baccalaureate degree programs in the arts, humanities, social or behavioral science fields, or in professional fields based upon these disciplines. The general education component of Associate in Arts degrees comprises at least 30 semester credit hours.
Associate in Science (A.S.)	An Associate in Science degree program is designed primarily for transfer into baccalaureate degree programs in one of the mathematical, biological, or physical sciences, or into one of the professional fields with these disciplines as its base. The general education component for Associate in Science degrees comprises no less than 24 semester credit hours.
Associate in Applied Science (A.A.S.)	An Associate in Applied Science Degree program is primarily designed to prepare students for immediate employment or career entry. The general education component for Associate in Applied Science degrees includes no less than 21 semester credit hours. Equivalent to degrees such as the Associate in Science of Nursing (A.S.N.).

¹ Definitions and guidelines are taken from PASSHE Policy 1990-060A *Academic Degrees* and PASSHE Procedure/Standard 2012-13 *Academic Degrees* as well as IUP University Senate Curriculum Committee guidelines as published in the IUP University Senate minutes.

Baccalaureate / Bachelor's Degree

Baccalaureate degrees require 120 semester credit hours unless (1) otherwise required by statute, regulation, or accreditation, and (2) approved by the chancellor. Regardless of type, baccalaureate degrees consist of two principal components: at least 40 credit hours of general education (referred to as Liberal Studies at IUP) and 40 to 60 credit hours of in-depth study in a major program depending on the type of program (Table 2). At least 42 credit hours of the program (including the major, general education, and electives) must consist of advanced coursework. Advanced courses are generally designated by 300-level or higher course numbers, but PASSHE accepts that definitions of advanced coursework are institutional and may or may not be inherent in course numbers, particularly for transferred credits.

Table 2 PASSHE Definitions of Baccalaureate Degrees

Bachelor of Arts (B.A.)	The Bachelor of Arts degree is the common degree in the arts and humanities, typically offered through the liberal arts and sciences. Bachelor of Arts degrees emphasize breadth and depth of study, and encourage aesthetic, ethical, and intercultural inquiry. The major program should not exceed 42 semester credit hours, including required cognate courses.
Bachelor of Science (B.S.)	The Bachelor of Science degree is the common degree in mathematics, the natural sciences, and many of the behavioral and social sciences. The Bachelor of Science degree generally represents a more structured major program, and more direct orientation toward professional preparation than the Bachelor of Arts degree. The courses required by the major, including required cognate courses in related disciplines, must comprise at least 40 semester credit hours but no more than 60 semester credit hours.
Professional Baccalaureate Degree	PASSHE recognizes a limited number of professional baccalaureate degrees. These include Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.Mus. or B.M.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Social Work (B.S.W.), Bachelor of Science in Business Administration (B.S.B.A), and the Bachelor of Science in Education (B.S.Ed.). No other degree designations may be used unless approved by the chancellor.

Certificate

A formal credit-based credential designated on the academic record and awarded by the university to indicate completion of an organized program of study that does not culminate in a degree. There are three possible levels of certificate:

- **Sub-Baccalaureate Certificate** An individual need only have a high school diploma to be admitted into this level of certificate. Sub-baccalaureate certificates can be completed prior to or at the same time as a bachelor's degree. These awards can be embedded (with 100% overlap) inside a program to mark the achievement of a certain level of academic progress at the undergraduate level prior to degree completion.
- **Post-Baccalaureate Certificate** An individual must already have earned a bachelor's degree to be admitted into this type of certificate program. There are two possible levels at which a post-baccalaureate certificate can be offered.

- Undergraduate-level These certificate programs are composed mostly or entirely of undergraduate-level courses. They are generally used for post-baccalaureate students who are taking undergraduate courses to earn an additional credential in a discipline.
- Graduate-level These certificate programs are intended for graduate students and are therefore composed mostly or entirely of graduate-level courses. Graduate-level post-baccalaureate certificates can be completed prior to earning a Master's degree, and therefore can function similarly to sub-baccalaureate certificates in that they can be embedded (with 100% overlap) inside a program to mark the achievement of a certain level of academic progress at the graduate level.
- **Post-Masters Certificate** An individual must already have earned a master's degree to be admitted into this level of certificate. All courses in a post-masters certificate are graduate in level; these certificates can be completed prior to or at the same time as a doctoral degree.

Certification

These professional credentials (sometimes called **licenses**) are typically awarded by third party, standard-setting bodies (such as a government agency or board), based on an assessment process that recognizes competencies in a particular occupational specialty as measured against a set of standards. Academic programs can be designated "for certification" but the credential is not awarded by the university.

CIP Code

The Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The CIP is the accepted federal government statistical standard on instructional program classifications. PASSHE uses a six-digit CIP code for each major program, and a separate six-digit CIP code for each transcriptable track within the major. Programs with specializations do not have any additional CIP codes beyond the major.

Clock Hour Programs

Clock hour programs do not run on a set semester schedule, but instead measure student progress in actual hours of training. These are usually certificate programs that prepare students for gainful employment in fields such as law enforcement, emergency response, or medical technology. Proposals for revision or creation of clock-hour programs are reviewed and approved at IUP by the Non-credit Instruction Committee of the University Senate. Such proposals do not go through the Electronic Curriculum Repository (I-Wiki) or the curriculum committees. When converting transferred clock hours to credit hours for transfer purposes, the standard conversion factor is 37.5 clock hours to 1 credit hour.

Cognate Classes

Cognate courses are those courses in related disciplines required for the major. If required courses in other disciplines also count for general education (Liberal Studies), they do not contribute toward the maximum number of credits permitted for the B.A. or B.S. degrees. Foreign Language courses that are required for a degree or required for the major are not considered cognate courses. Non-Liberal Studies pre-requisites for major courses are considered cognate courses.

Concentration

A program of study in a focused area within an academic major program, consisting of a minimum of twelve (12) semester credit hours for baccalaureate degrees and a minimum of nine (9) semester credit hours for master's degrees. Concentrations may be required or optional. Requirements for concentrations are included in the program of study for the academic major. The terms concentration, track, specialization, and emphasis are used interchangeably by PASSHE in its policy guidelines. At IUP, the terms track (for transcribed concentrations) and specialization (for non-transcribed concentrations) are recommended unless other terms are preferred by accreditors or disciplinary governing bodies.

Corequisite

This term refers to another course which must be taken in the same semester as the proposed course. Common examples are laboratory courses which must be taken along with the accompanying lecture course.

Course

A learning sequence which has been formally approved by the University Senate and which is designated by a teaching area and course number (e.g., ECON 110), credit hour designation, and course description.

- Active courses are those that have been offered or are new within the last five years and appear in the IUP Catalog.
- Inactive courses are those that have not been offered within the past five years but may be offered at the discretion of the department/college. The College Dean/Department Chair may request an inactive course to be re-activated by emailing the Registrar's Office (registrars-office@iup.edu) to inform them of their intent to offer the course. Course deletions require Senate and Provost approval.
- Discontinued (deleted) courses are no longer able to be offered. Re-activation of a discontinued course requires a new course proposal.

Course Equivalents

Two or more courses are said to be course equivalents if they can be routinely substituted for each other both as course prerequisites and for degree completion. Course equivalents may also be used interchangeably as D/F repeat options, allowing students to re-take one after having failed to pass the other in order to replace the previous D/F grade. Once passed, course equivalents may not be taken again for credit (duplicate credit), as they are considered to be essentially the same course.

Cross-Listed Course

Courses in two or more teaching areas which are taught together and are considered synonymous in the curriculum system. Cross-listed courses must have more than one prefix code (e.g., GEOG/RGPL 233); two courses with the same prefix may not be cross-listed. Courses may be approved individually before requesting cross-listing status, or they may be proposed at the same time that they request cross-listing permission.

Distance Education Course

According to Article 41.B.1.a. of the current Collective Bargaining Agreement (C.B.A.), distance education is an educational process in which the instruction occurs with the instructor and student in different locations. Distance Education makes use of one or more technologies to deliver eighty percent (80%) or more of the instruction for the course to students who are separated from the instructor and to support interaction between the students and the instructor synchronously and/or asynchronously.” In-person and/or proctored exams and field experiences (clinical practica, student teaching, internships) are excluded when determining the percent of the course delivered via distance education.

Courses delivering 30 to 79% of the instruction remotely are classified by PASSHE as ‘blended courses’ and courses delivering 0 to 29% of the instruction remotely are classified by PASSHE as face-to-face courses (Figure 1).

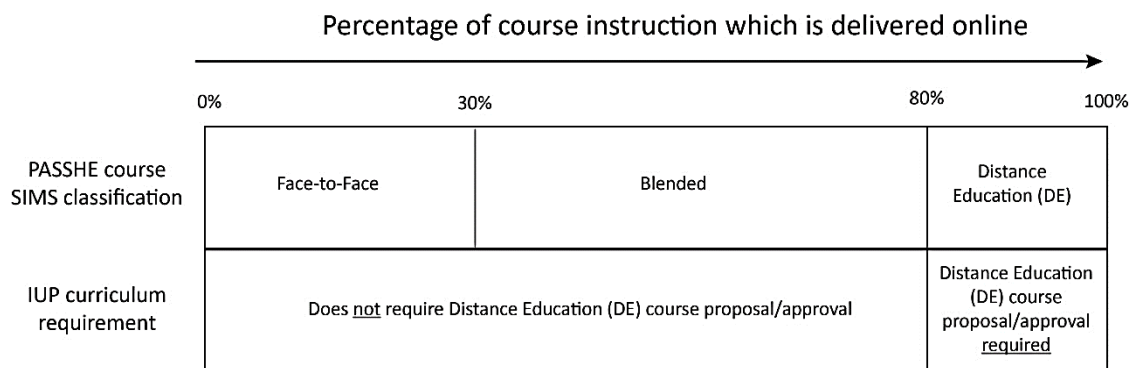


Figure 1 Classification of Distance Education Courses

Only those courses that deliver 80% or more of the instruction online are required to undergo review for distance education approval by the University Senate curriculum committees. Special topics courses (which normally do not require approval by the University Senate for their initial exploratory offerings, do require review if they will be offered via distance education.

According to this excerpt from Article 41.B.1.a. of the current C.B.A., there are three accepted distance education modalities:

- Online web-based is the delivery of remote instruction either synchronously or asynchronously.
- ITV – Interactive Television (compressed video) is the delivery of instruction by two-way synchronous audio and video among two or more geographically-separated locations.
- Multi-Modal is the delivery of instruction using face-to-face classroom instruction in addition to synchronous and/or asynchronous online technologies. The student may participate in the class using any of the modalities through the semester. Therefore, class-size will be limited to that which may be accommodated in a classroom holding all enrolled students if they attended face-to-face.

Doctoral Degree

The doctoral degree consists of two general types: the Doctor of Philosophy (Ph.D.) and the Professional Doctorate (see Table 3). The primary distinction is that the Ph.D. is a research degree and professional degrees are applied degrees. The common components of a doctoral program include a core of increasingly advanced subject-area studies, culminating in seminars or other experiences that involve research.

Table 3 PASSHE Definitions of Doctoral Degrees

Doctor of Philosophy (Ph.D.)	The Doctor of Philosophy is offered only through Indiana University of Pennsylvania (IUP), jointly in cooperation with IUP, or jointly with another institution approved to offer Ph.D. degrees with approval of the chancellor. The number of required credit hours beyond the baccalaureate degree (including dissertation) must meet the typical expectations of the discipline.
Doctor of Education (Ed.D.)	The Doctor of Education, offered at many PASSHE campuses, is a professional doctoral degree that prepares students to apply academic knowledge to solve problems of professional practice in education. The number of required credit hours beyond the baccalaureate degree (including dissertation hours) must meet the typical expectations of the discipline.
Professional Doctorates	PASSHE recognizes several other professional doctoral degrees. These include a Doctorate in Audiology, Doctor of Business Administration, Doctor of Criminal Justice, Doctorate of Health Science, Doctorate of Nursing Practice, Doctor of Occupational Therapy, Doctorate of Physical Therapy, Doctorate of Psychology, Doctorate of Public Administration and Doctorate of Social Work.

Dual-Listed Course

Courses at two different award levels (undergraduate 3XX/4XX with graduate 5XX/6XX, or masters 7XX with doctoral 8XX) which are taught together and are considered synonymous in the curriculum system. Dual-listed courses must first be approved individually at each level of instruction before requesting permission to be listed together. Dual-listed courses may also be cross-listed (e.g. GEOG/RGPL 314/514).

Dual Baccalaureate

A dual baccalaureate involves a primary degree and a secondary degree, and mandates the completion of all the requirements outlined in the undergraduate catalog for both degrees (including any specified Liberal Studies electives). A student must earn 30 credits over the total credit requirement for their primary major and must also earn a minimum of 150 credits to graduate with a dual baccalaureate. The student will receive two separate diplomas at graduation, one for each baccalaureate degree earned.

Dual Major

A dual major involves a primary major and a secondary major together amounting to a total of 120 credits at graduation. The primary major requires a student to complete all the requirements outlined in the undergraduate catalog; the secondary major only requires the main major requirements, not the Liberal Studies elective requirements. The student will receive one diploma at graduation, listing both the primary and secondary majors.

Duplicate Credit

This term refers to a course that may be taken multiple times for credit, such as independent study, internship, or thesis. Courses which offer duplicate credit are sometimes referred to by students or faculty as 'repeatable' courses, but this is not the same as repeating a course for which a D or F grade has been received.

Educational Specialist Degree

The Educational Specialist (Ed.S.) is a graduate degree that provides advanced knowledge of research and practice in a specialized educational field, generally grounded in extensive field work to develop the appropriate level of clinical practice. All of the coursework should be designed for graduate students with backgrounds in education or related fields.

Lab Section

A course consisting of supervised practical learning experience using special university facilities or equipment. A lab may be an integral part of a course, in which case it carries no additional credit of its own. Alternatively, it may be a stand-alone course with its own course number and credit hours. For each lab credit earned, students are expected to spend an average of 2-3 hours per week in scheduled structured laboratory exercises, whether in-person or at a distance using videoconferencing or other technologies.

Lecture Section

A course consisting of delivered lectures or supervised classroom learning activities. For each credit earned, students are expected to spend an average of 1 hour per week in a scheduled structured class meeting, whether in-person or at a distance. As outlined by the federal definition of a "credit hour", for every hour of classroom instruction, at least two hours of out-of-class work should be required to complete the course successfully.

Liberal Studies Courses

Liberal Studies is a common core curriculum required by all IUP undergraduate students that includes subjects related to the humanities, arts, and sciences. The Liberal Studies curriculum consists of a broad exploration of courses in English, mathematics, social sciences, natural sciences, humanities, the arts, and dimensions of wellness. Courses proposed for Liberal Studies designation must answer additional questions and be reviewed by the Liberal Studies Committee as well as by the University-wide Undergraduate Curriculum Committee.

Master's Degree

These graduate degrees require advanced study beyond the baccalaureate degree and signify mastery in a discipline or professional field. There are several different types of master's degree recognized by PASSHE (Table 4). A master's program requires a minimum of 30 semester credit hours and usually includes four components: (a) core courses in the field of study, (b) a concentration or specialization, (c) cognate courses and (d) a culminating experience such as a thesis, research project, comprehensive examination, practicum, or internship. At least 50 percent of coursework (excluding thesis, research, or internship hours) to complete a master's degree must be identified as primarily directed at graduate students with the majority of students in the course obtaining graduate credits.

Table 4 PASSHE Definitions of Master's Degrees

Master of Arts (M.A.)	The Master of Arts is a graduate degree that provides advanced mastery of a subject in the arts and humanities
Master of Science (M.S.)	The Master of Science is a graduate degree that provides advanced mastery of a subject in math, science, technology, health science, or engineering.
Master of Business Administration (M.B.A.)	A Master of Business Administration is a graduate degree that provides theoretical and practical training for business or investment management.
Master of Fine Arts (M.F.A.)	A Master of Fine Arts is a graduate degree that provides advanced mastery in a creative field such as the visual arts, creative writing, filmmaking, dance, or theatre and other performing arts.
Master of Education (M.Ed.)	The Master of Education degree is a graduate degree that provides advanced or updated training for working educators in pre-K-12 classrooms including content knowledge, development, assessment and/or pedagogy.
Master of Arts in Teaching (M.A.T.)	The Master of Arts in Teaching (M.A.T.) degree is a graduate degree that provides mastery of educational skills and strategies in the pre-K-12 context for students with existing expertise in a discipline (e.g., chemistry or music).
Other Master's Degrees	PASSHE recognizes several other master's degrees. These include Master of Physical Therapy, Master of Public Administration, Master of Science in Library Science, Master of Science in Nursing, and Master of Social Work.

Moratorium

A program placed into moratorium means that students will no longer be admitted during the period of moratorium. Students currently enrolled or admitted will be allowed to complete the program. The university will assess the program's potential and either reinstate, reorganize or discontinue the program. A program shall not be in moratorium more than five years unless approved by the Office of the Chancellor.

Prerequisite

A course or other requirement that must be completed prior to another course. Such courses are considered cognate courses but are not counted toward any limits in course overlap between major and minor programs. Programs should avoid the use of 'hidden' prerequisites (i.e., requiring prerequisite courses which themselves have other prerequisites).

Repeatable Course

This is another way to refer to courses which can be taken more than once for duplicate credit. Such courses often permit students to extend learning experiences that may require a variable amount of time to complete, such as a thesis, dissertation, internship, practicum or clinical field placement.

Special Topics Course

A generic course that may be used to pilot new courses prior to a new course proposal being approved. Special Topics courses may be offered in any academic discipline by using the academic prefix and the pre-approved course number 281 (introductory undergraduate level), 481 (advanced undergraduate level), 581 (master's level), 781 (master's level if being dual-listed with a doctoral course) or 881 (doctoral level) as well as the specific title of the course. A Special Topics course does not require formal approval by the curriculum committees before being taught, unless it will be taught using distance education modalities. A course may only be taught three times under the generic special topics course number. After that, a course proposal must be created and approved by the normal curriculum process before it can be taught again.

Specialization

A separate area of emphasis that is subordinate to a parent major. The parent major appears on the academic transcript; the specialization does not. Only the degree appears on the diploma.

Student Learning Outcomes

Knowledge, skills, and attributes or capabilities students should have mastered upon completion of a particular course or program of study. Depending on the nature of the curriculum proposal, there are different types of learning outcomes that may need to be presented and discussed:

- **Course Learning Outcomes** These should be specific learning goals (usually 3-4 unless more are required by an accrediting or licensing body), appropriate to the course level and stated in terms of measurable student achievement rather than content coverage. Learning goals should answer the questions “What do students know, what can students do, what are students capable of” upon completing the course. They should begin with a verb taken from Bloom’s Taxonomy of Learning (the term ‘Students will be able to’ is assumed for all SLOs):

Example:

Evaluate evidence-based practices for learners from varied cultural backgrounds to assess the effectiveness of different classroom interventions.

- **Expected Undergraduate Student Learning Outcomes (EUSLOs)** These nineteen goals capture the main learning achievements of the university’s undergraduate core curriculum. They include foundational knowledge in the humanities, social sciences, science and mathematics; skills such as information literacy, effective communication, critical thinking, problem-solving and reasoning; and aptitudes such as ethical judgement, respect for others, and self-awareness. Individual course learning outcomes need not always map to one of the EUSLO, but many of them do, particularly in Liberal Studies-designated courses.
- **Program-level Student Learning Outcomes (PSLOs)** These program-defined goals exemplify the critical skills, attitudes and technical knowledge that IUP students should have after completing a specific academic program at IUP. Program-level student learning outcomes are measurable student achievements, associated with specific assessment methods. Course learning outcomes in discipline-specific courses need not always map to program-level student learning outcomes, but often do. A program’s overall assessment plan as well as their annual reported outcomes are evaluated by the Academic Affairs Assessment Team (A3T).

Track

A learning sequence of prescribed courses and learning objectives that is subordinate to a parent major. When this term is chosen for a concentration, the parent major and track (or concentration) appear on the transcript. Unlike a specialization, a track has a 6-digit CIP code that is added to the parent major's CIP code to create a unique 12-digit program code. Tracks or concentrations are reported to system administrators for student tracking and completion purposes.

Teacher Education Courses

Teacher Education is a common core curriculum required by all IUP pre-service education majors, either in the College of Education teacher programs or K-12 education programs in other colleges. Courses included in teacher preparation programs must answer additional questions and be reviewed by the Teacher Education Coordinators Committee (TECC) as well as by the University-wide Curriculum Committee(s).

Transcript

An official certification by the university of all credit earned and degrees and credit/non-credit certificates attained. Students may use this document to communicate learning attainments to a third party.

About the Undergraduate Curriculum Committee

The University-wide Undergraduate Curriculum Committee (UWUCC), as a standing committee of the University Senate, is the body that coordinates all matters relating to undergraduate programs and curricula except as relegated to the charge of another Senate committee. Membership on the committee includes the Provost and Vice President for Academic Affairs or his/her designee (*ex-officio*), twelve faculty elected by the faculty as a whole to serve on UWUCC and be at-large members of Senate, an additional faculty member appointed as co-chair by the APSCUF president, and three students appointed by and from the Student Congress. The role of the APSCUF co-chair is to facilitate communication between the UWUCC and APSCUF leadership about curricular matters, including attendance at Executive and Representative Council meetings. Each college in the university is represented on the UWUCC. The UWUCC typically meets weekly throughout the academic year except on weeks that the full Senate is in session.

Proposals are logged in at the time they are received and reviewed by the entire committee. All curriculum proposals are reviewed for clarity and completeness. Special emphasis is placed on the academic integrity of the proposed changes and the availability of adequate resources to support them. If needed, the chair of the UWUCC will contact the proposer with any requests for clarification or revision. In some cases, the proposer is invited to a UWUCC meeting to present the proposal to the committee and respond to questions.

Once the proposal is approved by the UWUCC it is placed on the Senate agenda. The proposer, or a department representative familiar with the proposal, is encouraged to attend the Senate meeting at which time the proposer/ representative can assist the Senate in its deliberations by responding to questions and comments. If substantive changes to the proposal are made on the Senate floor, as determined by a representative of the originating department/college or by the UWUCC co-chair, the UWUCC will return the proposal to the originator to make the changes necessary for possible resubmission.

About the Graduate Curriculum Committee

Article 31 of the Collective Bargaining Agreement states, “There shall be a curriculum committee at each University, which shall be selected as determined by the FACULTY, but which may include at least one (1) administrator if designated by the President.” At IUP, responsibility for curriculum and policy at the graduate level has been delegated to the University-Wide Graduate Committee (UWGC) of the University Senate. The Senate’s bylaws define the committee’s scope:

The area of responsibility of the Committee shall be degree requirements, all matters relating to graduate curricula, general policies for admission, scholarships, assistantships, and other matters pertaining to the graduate students and the School of Graduate Studies and Research (SGSR).

The UWGC is comprised of twelve elected faculty members (at least one from each college), from which the committee elects a co-chair. A second co-chair is appointed by APSCUF, and

three graduate students are appointed by the Graduate Student Association. The Dean of the SGSR represents the President as an ex officio member. The Dean's Associate of the SGSR is not a voting member of the committee but attends its meetings.

The UWGC provides peer review of graduate programs and courses before they are considered by the full University Senate. As a committee of colleagues, the UWGC wishes to help faculty through the curricular process and facilitate the goals of departments and the university. The UWGC also considers all matters of academic policy relating to graduate education.

Summary of Curriculum Approval Process

Curriculum oversight is granted to the University Senate and its committees by the Collective Bargaining Agreement between PASSHE and the faculty union, APSCUF. The minutes of the University Senate are the official record of curriculum actions taken by IUP, provided that those actions have been accepted by the University Provost (as noted in the minutes of the following Senate meeting) and also have received all required approvals as shown in Tables 5-7 below.

Table 5 Curriculum Actions that Require Approval (A) at the PASSHE System Level

Proposed Curriculum Action	Curriculum Committee	University Senate	Provost	President	Council of Trustees	Chancellor	Board of Governors
Creation of a new degree program (a major + degree combination not already approved) ^{2,3}	A	A	A	A	A	A	A
Program reorganization (revision) that changes the degree designation	A	A	A	A	A	A	A
Program reorganization that includes credits in excess of the maximum policy requirement	A	A	A	--	A	A	--
Creation of a new minor or new certificate when no equivalent major program exists ⁴	A	A	A	--	A	A	--
Reactivation of a degree program from moratorium with associated reorganization.	A	A	A	--	A	A	--

² No new, reorganized, or reinstated academic program (associate's, bachelor's, master's, doctoral degree) requiring approval shall be advertised or offered until the university president receives written notice from the Chancellor's Office verifying approval.

³ If a new program is approved by the Council of Trustees & sent to the Chancellor, revisions requested at the state level do not go back through the IUP curriculum process unless they are substantive.

⁴ No new minor or certificate shall be announced or implemented without confirmation of receipt of notification from the Chancellor's Office.

Table 6 Curriculum Proposals that Require Notification (N) of the Chancellor's Office

Proposed Curriculum Action	Curriculum Committee	University Senate	Provost	President	Council of Trustees	Chancellor	Board of Governors
Reactivation of a degree program from moratorium without an associated revision	A	A	A	--	A	N	--
Program reorganization that changes the name, CIP code, or other system-level data	A	A	A	--	A	N	--
Creation of a new minor or new certificate when an equivalent major program exists	A	A	A	--	A	N	--
Addition, deletion, renaming, or merger of concentrations or tracks in a degree program.	A	A	A	--	A	N	--
Conversion of any program or certificate to online or interactive video learning modality	A	A	A	--	A	N	--
Moratorium or discontinuation (termination) of any degree program, minor, or certificate	A	A	A	--	A	N	--
Change of department name for purposes of academic identification (not advancement)	A	A	A	--	A	N	--

Table 7 Curriculum Actions That do not Require System-Level Approval or Notification

Proposed Curriculum Action	Curriculum Committee	University Senate	Provost	President	Council of Trustees	Chancellor	Board of Governors
Program reorganization (revision) that only impacts curriculum or program requirements	A	A	A	--	A	--	--
Revision of existing track or concentration that does not involve a name change or merger	A	A	A	--	A	--	--
Creation, deletion, renaming or other change of a specialization within a major program ⁵	A	A	A	--	A	--	--
Creation of a new course, or revision or deletion of an existing course	A	A	A	--	--	--	--
Approval of a new or existing course to fulfill a Liberal Studies requirement	A	N	--	--	--	--	--
Addition of Distance Education modality to a new or existing course	A	N	A	--	--	--	--

⁵ Unlike tracks/concentrations, specializations are not assigned a CIP code and are not reported on at a system level.

Curriculum Approval Workflow

Academic Department

- Faculty create initial Draft proposals in the Electronic Curriculum Repository (ECR).
- ECR proposals are advanced to Department status when ready for review.
- Department curriculum committee reviews for content and fit with department goals.
- Department chair checks with other departments to determine if there are potential conflicts
- If approved, the chair advances the ECR proposal to Dean status for college-level review.

College Dean

- Within 10 to 14 days, the Dean reviews curriculum proposals for: 1) resource sufficiency, 2) congruence with college mission, and 3) potential conflicts within or outside the college.
- The Dean may consult with a college advisory committee if one exists (optional).
- If approved, the Dean advances the ECR proposal to Provost status (for new academic programs and distance education proposals) and/or to Curriculum Committee status.

Special Review Committees

- Within 10 days, the Liberal Studies Committee reviews proposals that impact general education. The Teacher Education Coordinator Council (TECC) simultaneously reviews proposals related to teacher education programs, and the Academic Affairs Assessment Team (A3T) reviews program-level outcomes (PSLOs) for new and revised programs.
- Review committees report their findings and actions to the university curriculum committees.

University-Wide Curriculum Committees

- Committees review proposals at the graduate (UWGC) or undergraduate (UWUCC) level
- If approved, proposals are advanced to University Senate status for the next agenda.

University Senate

- Senators review and approve items from UWUCC and UWGC committee reports.
- If approved, the Senate Secretary advances the ECR proposals to Finalized status.
- If rejected, proposals return to curriculum committees for further review and revision.

Provost and President

- The Provost reviews and approves all types of Senate curriculum actions for implementation.
- The President must also approve proposals for new programs and new degree designations.

University Council of Trustees

- Receives notification of program revisions, name changes, moratorium, and termination, of existing programs, minors, and certificates.
- Review and approve proposals for new majors, new degree designations, and new certificates, tracks and minors.

Curriculum Processing Following Approval

Provost's Office

- The Provost reports Senate curriculum actions to the Academic Committee of the IUP Council of Trustees either for information or for their formal approval.
- Following Trustee Approval, the Provost's Office transmits notification of major curriculum changes to PASSHE so that the system's Academic Program Inventory can be updated.
- For new programs, the Provost's Office coordinates the preparation of a submission package for the Chancellor's Office including a Letter of Intent, 5-year budget projections and other documents.

Registrar's Office

- Following Senate and Trustee approval, the Registrar's Office implements the addition of courses and programs to various IUP data systems, including Banner for scheduling and grading, Degree Works for advising, and the IUP Academic Program Inventory (API) for record-keeping.
- The Registrar's Office also assigns CIP (Classification of Instructional Programs) codes to new academic programs (including certificates, minors, and transcriptable tracks); and courses, revises CIP codes if required by a substantial modification of curriculum, course content, or the NCES updates.
- The Registrar's Office oversees the update of each year's academic catalog describing programs and courses.

IUP's Office of Institutional Research, Planning and Assessment

- Synchronizes student tracking data with curriculum updates through the Academic Program Inventory (API) and coordination with the Office of Academic Administration.
- Tracks and analyzes academic data such as retention, completion, and other metrics.
- Academic data is shared with program faculty to assist with program review.
- Data is reported out to oversight bodies and PASSHE Chancellor's office for accountability.

PASSHE Office of Academic and Student Affairs

- Updates the Academic Program Inventory (API) to incorporate changes due to curriculum change.
- Coordinates with other data analysts in the Chancellor's Office to ensure that student information is correctly aligned with system databases.
- Occasionally requests revision of curriculum changes or notification format to align IUP actions with PASSHE guidelines and requirements.

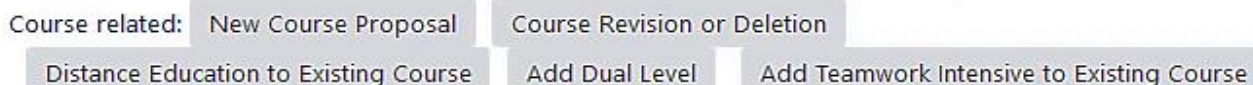
Preparing Course Proposals

Course proposals are required for any of the following curriculum actions:

- Creating a new course
- Revising or deleting an existing course
- Adding distance education delivery mode to an existing course
- Adding dual-level status to an existing course (undergrad/grad or masters/doctoral)
- Cross-listing of courses between two or more course prefixes
- Creating a new Teamwork T-course or pairing existing courses as T-courses
- Revising course outcomes, particularly in regard to Liberal Studies courses

Most of these actions have a specific template that must be used to create it in the Electronic Curriculum Repository (for all others, the Course Revision template should be used). These templates can be found on the homepage of each academic department, as shown below

Choose from one of the following options below to get started:



If more than one of these course changes is being requested simultaneously, a single course proposal can be used with the additional actions checked and included in the narrative and justification sections of the proposal.

Approved course proposals are available for public viewing in the Archive section of the Electronic Curriculum Repository. Links to various types of new course proposals are provided in Table 8, but any proposal with the NewCrs (or NC/DE) label can be viewed in the Archive. A Word version of the new course template can be downloaded from this page in the I-Wiki: <https://iwiki.iup.edu/display/ECR/Word+Versions+of+ECR+Proposal+Templates>

Table 8 Recent Examples of Successful New Course Proposals

Course Type	Name and link to ECR Proposal
Liberal Studies course	
Introductory majors' course	GEOS 111 Earth and Environmental Systems
Advanced majors' course	FDNT 445 Advanced Sports Nutrition
Graduate Course (cross-listed with distance education requested)	ELR/MGMT 627 Organizational Behavior

A successful course proposal provides chairs, deans, and review committees with enough specific information to understand how it fits into the program or general education curriculum, and what new value it provides to the university. Since many reviewers will not be familiar with the subject area, the proposal should be written so that a general audience can understand it. The course proposal must include enough information about its learning outcomes, course structure, and methods of learning assessment to allow reviewers to evaluate its academic rigor, coherence with the program it is part of, and overall consistency with university standards and system policies.

Anytime a proposed curriculum change impacts on other programs and/or departments, it is expected that the proposer will seek appropriate letters of support/acknowledgement. This may be necessary with course revisions, course deletions, or new course proposals. In addition, any potential overlap with existing courses should be addressed by asking the departments involved to provide comments or letters stating their position concerning the new course. Interdisciplinary or cross-listed course proposals that require support from more than a single academic unit should be accompanied by letters, emails or comments of support from all participating departments and colleges. For more on letters of support, see the Program Proposal section.

IUP's Electronic Curriculum Repository is housed in the I-Wiki, an in-house data repository built using Atlassian Confluence software. This cloud-based platform can be accessed through any internet browser, but Mozilla FireFox and Google Chrome appear to have the fewest issues. It is not recommended to open more than one ECR I-Wiki browser tab at a time, because that can create issues when saving a proposal. Users should save proposals often to avoid loss of work due to internet connectivity issues. Alternatively, a faculty member can first complete a Word document version of the ECR proposal template, then cut-and-paste the information to the ECR template. Word versions of all IUP curriculum templates are [housed on the I-Wiki](#) and updated whenever templates change.

Catalog Description Guidelines

Because information contained in the University catalog is, in essence, a contract with the student, it is important that a catalog description accurately reflect the purpose, content and special resource requirements of a course. Minor editorial changes in the course description, those, for example, which reflect a revision of terminology used in the course, may accompany a request to change a course number or title or they may be submitted independently if no other changes are desired. For course proposals that involve a major change in catalog description, the following guidelines should be followed in writing the course description for the catalog:

- A concise description of course content (1-3 sentences, 50-100 words) with the focus on what the students do in the course rather than on what the instructor does.
- Each sentence begins with an active verb in the third-person singular (ending in -s) which is often followed by a description of how the learning takes place.
- [Bloom's taxonomy](#) is a good source of descriptive learning verbs. Try to vary verbs between sentences.
- Where applicable, course descriptions should include the following information statements.
 - May be taken for duplicate credit up to a maximum of X credits.
 - This course is cross-listed with (course code and number) and is interchangeable for D/F repeat.
 - This course may be offered as dual-level.
 - Approved to be offered as Distance Education.
 - May be offered as a Teamwork course.

Sample course description:

Introduces classical software engineering life cycle models and modern agile methodologies. Explores metrics, risk mitigation, and other tools required for software development. Students will participate on a team to develop a large-scale software product using an appropriate software engineering methodology. May be offered as a Teamwork course and/or as dual-level in some semesters.

New Courses: Choosing a Prefix

Each academic department has a prefix code, and this prefix code is tied into the mapping of course subjects, departmental budgets, and faculty workload. Likewise, every course taught at IUP has a subject prefix code, and this subject prefix must be tracked for prerequisite checking and for mapping of courses back to departments. When a course prefix code is changed, prior courses with the old prefix must be inactivated and courses with new prefix made active. All prerequisites must be modified and equivalencies established.

Before a department contemplates any change in the course subject prefix code, it should consult the Provost's Office and the Registrar's Office to see what areas will be impacted by the change. The timing of any of these changes is crucial, as there must be a defined end date for the old prefix, a defined start term for the new replacement prefix, and registrations and prerequisite checking must match the start term of the new prefix code. Curriculum committees will only approve prefix changes that are shown to be absolutely necessary.

New Courses: Choosing a Course Number

All changes in course titles or numbers must undergo curriculum review. Numbers from discontinued courses that have not been offered for at least ten years may be re-used. Numbers from inactive courses that have not been offered for at least ten years may also be re-used; however, they must first be officially discontinued under the previous title before being proposed as a new course and title. Keep in mind that some course numbers are reserved for special uses as shown in Table 9.

Before selecting a new course number, please check the list of Unavailable Course Numbers at <https://www.iup.edu/WorkArea/DownloadAsset.aspx?id=129323>

Table 9 - Course Number Guidelines at IUP

000-099 Institutional Credits (these numbers indicate remedial work not counted toward degree completion)	
100-499 Undergraduate Credits	500-999 Graduate Credits
<ul style="list-style-type: none"> – 100 numbers are freshman-level courses – 200 numbers are sophomore-level courses – 300 numbers are junior-level courses – 400 numbers are senior-level courses 	<ul style="list-style-type: none"> – 500 numbers are dual graduate/undergraduate courses – 600 numbers are generally masters-level only – 700 numbers are dual masters/doctoral courses – 800 numbers are generally doctoral-level only – 900 numbers correspond to doctoral dissertation
281 Special Topics, lower-level undergraduate ¹	581 Special Topics for masters/undergraduate ¹
299 Co-Op Education Initial Experience	599 Independent Study ²
399 Co-Op Education Subsequent Experience	681 Special Topics for master's only ¹
480 Seminar	698 Internships ²
481 Special Topics, upper-level undergraduate ¹	699 Independent Study ²
482 Independent Study ²	781 Special Topics for master's/doctoral students ¹
483 Undergraduate Thesis ²	795 Graduate Thesis ²
488 Internship ² (Alternate Number)	798 Internships ²
493 Internship ²	799 Independent Study ²
	881 Special Topics for doctoral students only ¹
–	995 Dissertation ²
¹ These courses can be taken for duplicate credit under different section numbers or course titles.	² These courses can be taken for duplicate credit under the same number/name. Program restrictions may apply.

Special Topics Courses

By action of the University Senate, course numbers 281, 481, 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, 781/881. Special Topics courses can also be offered. These Special Topics numbers should be used by a department when a course is in the experimental stage of development and it would be premature to submit a formal request for a new course when the most effective content selection, pedagogical methods and procedures for offering the course are not yet known. It may also be appropriate for a department to offer a Special Topic when the subject for the course has a short life span or when a visiting professor, with unique expertise, is teaching in the department.

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. However, only six (6) credit hours of Special Topic credits can be used toward the completion of a graduate degree at IUP.

University Policy restricts Special Topics courses to being offered three times. Under exceptional circumstances, a fourth and final offering of a Special Topics undergraduate or graduate course will be permitted if a new course proposal has been submitted to the curriculum committees prior to the scheduling of the fourth offering or if special permission has been granted by the Dean and Provost.

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 not offered more than three times. Special Topics courses cannot become a regular part of a department's curriculum without receiving formal approval by the UWUCC/UWGC and the Senate. To convert a Special Topics course to a regular course offering of the department or program, the proposer would follow the guidelines for new course proposals, not for course revisions.

Because a course description for a Special Topics course does not appear in the Undergraduate Catalog, department chairpersons must submit, with their scheduling materials, an appropriate course description for each of the Special Topics courses being offered by their department. These descriptions will be published in the Banner class schedule listing so that students will be informed about the content of such courses.

Creating Dual-Level Courses

A dual-level course is taught at two levels of instruction with one synchronous course section. Dual-level courses are meant to serve two audiences simultaneously- either senior undergraduates and graduate students, or both masters and doctoral-level graduate students.

Undergraduate-Graduate Dual-Level Courses

These courses consist of two separately approved courses at different levels of instruction, shown by a slash between two course numbers. Possible combinations include undergraduate 300-level or 400-level courses paired with graduate 500-level or 600-level courses or masters 700-level courses paired with doctoral 800-level courses. The last two numbers of the course pair and the course title should always match; please check with the Registrar's Office to ensure that both numbers are available.

In an undergraduate/graduate dual-level course, the graduate students are subjected to higher expectations than undergraduate students. Consequently, at a minimum, the syllabus of such a course must include:

- additional course outcomes for graduate students.
- extra assignments or more involved assignments, more readings, or some other expectation that is appropriately rigorous for graduate level work that assess whether or not the student has met graduate course outcome(s).
- a different evaluation method (grading scale). NOTE: Graduate level grading scales must not include a “D” grade.

When contemplating the addition of new dual-level courses to a graduate program, please keep in mind that current PASSHE policy requires that, “At least 50% of coursework (excluding thesis, research or internship hours) to complete a master’s degree must be identified as primarily directed at graduate students with the majority of students in the course obtaining graduate credits.” Programs that rely heavily on dual-level courses should be careful not to exceed 50% of primarily undergraduate-enrolled courses in a graduate student’s schedule.

There are three ways that dual-level courses can be created: new dual-level courses can be proposed, existing graduate courses may be revised to become dual-level for regular admission of senior undergraduates, or existing undergraduate courses may be revised to become dual-level to include graduate students. In all three cases, approval must be obtained from each curriculum committee for the individual course level before a third proposal can be submitted requesting dual-level status. Approval by one committee does not mean that the course is, or will be, approved by the other.

A dual-level proposal requires a minimum of one and maximum of three separate curriculum proposals. If one or both courses are new, they must first be approved by their respective committees (UWUCC and UWGC) in order to establish that the course learning outcomes are appropriate for the level of instruction requested. Once both courses are approved to be offered separately, then a third proposal requesting the ability to offer them in dual-level format is submitted to both curriculum committees.

Links to various types of dual-listing course proposals are provided in Table 10. Any proposal with the Dual-List label can be viewed in the Electronic Curriculum Repository Archive. A Word version of the Dual-Listing template can be downloaded from this page in the I-Wiki:

<https://iwiki.iup.edu/display/ECR/Word+Versions+of+ECR+Proposal+Templates>

Table 10 Recent Examples of Dual-Level Course Proposals

Course Type	Name and link to ECR Proposal
Undergrad / graduate (new, single proposal format)	FDNT 422/522 Public Health Nutrition and Epidemiology
Undergrad / graduate (undergrad revised, grad new, three proposal format)	BIOC 402 Advanced Biochemistry BIOC 502 Advanced Biochemistry BIOC 402/502 Advanced Biochemistry Dual List
Masters / doctoral (revised, single course format)	ENGL 772/872 Topics in Women’s Literature

Adding Distance Education to a New or Existing Course

According to Article 41.B.1.a. of the current (2019-2023) Collective Bargaining Agreement (C.B.A.) between PASSHE and the faculty union APSCUF, "Distance Education is an educational process in which the instruction occurs with the instructor and student in different locations. Distance Education makes use of one or more technologies to deliver **eighty percent (80%) or more** of the instruction for the course to students who are separated from the instructor and to support interaction between the students and the instructor synchronously and/or asynchronously." PASSHE's Student Information Management System (SIMS) classifies Face-to-Face courses as those which utilize 0-29% online instruction and Blended courses as those which utilize 30-79% online instruction (Table 11).

At the current time, courses at IUP may include up to 79% online instruction without needing approval through the University Senate. To include 80% to 100% online delivery of instruction in a course, no matter which online modality is being used, a DE-Add course proposal must be submitted for formal curriculum review.

Table 11 PASSHE Definitions of Distance Education

Code	Course Modality	Classification
Online 100	A section where 100% of the instructional time is online; no face-to-face meetings are required for any purpose.	These modalities <u>are</u> considered to be distance education for the purposes of faculty compensation and the University Curriculum Committee approval process per the Collective Bargaining Agreement (C.B.A.).
Online 80-99	A section where 80% to 99% of instructional time is online. It requires face-to-face meetings which might include activities such as (but not limited to) orientation, proctored exams, presentations, field work, etc.	
Interactive Television (ITV) Home or Remote	Sections that are linked via videoconferencing technology to one or more sections at different locations, whether or not the course instructor is teaching the class onsite at one of the participating locations.	
Multi-Modal	Sections that deliver instruction using face-to-face classroom instruction in addition to synchronous and/or asynchronous online technologies. The student may participate in the class using any of the modalities through the semester.	
Blended 30-79	A section where 30% to 79% of instructional time is online. This does not include sections that combine instruction via videoconferencing technology, face-to-face meetings, and/or online technology (such a section would be classified as ITV Home or ITV Remote as appropriate to the situation).	These modalities are <u>not</u> considered to be distance education for the purposes of faculty compensation and do not require University Curriculum Committee approval process per the C.B.A.
Face-to-Face	A traditional face-to-face section in which up to 29% of the face-to-face instructional time could be replaced by online instruction.	

Article 41.B.1.c. of the C.B.A specifically states that "distance education shall not include instruction at multiple locations on the same campus." However, courses offered via technology to students at branch campuses and other off-site locations are considered to be distance education courses.

IUP campus guidelines agreed upon by both the curriculum committees and the University Senate, spell out the kinds of courses that are exceptions to the above policy and are not considered to be distance education courses even if the students are remote from instructors:

- Clinical experience
- Practicum
- Individualized instruction
- Internship
- Student teaching
- Thesis and dissertation
- Cooperative education
- Independent study

Faculty must seek distance education (DE) approval when they would like to offer a new, existing, or special topics course online for the first time. Courses that are dual-listed can be offered through distance education, but both must be approved separately through the relevant curriculum committee, since distance techniques appropriate for one level of the course may or may not be appropriate for students in the other level.

If a course has not been offered recently, the [List of Approved Distance Education Courses](#) should be checked to make sure that it has not already been approved for online instruction. This list includes all previous approvals for distance education, including special topics courses. Please note that a special topics course being offered for the first time (IE, with a new title) must apply for DE approval even if the different special topics course has previously received this approval.

Links to various types of distance education course proposals are provided in Table 12. Any proposal with the Dual-List label can be viewed in the Electronic Curriculum Repository Archive. A Word version of the Distance Education template can be downloaded from this page in the I-Wiki: <https://iwiki.iup.edu/display/ECR/Word+Versions+of+ECR+Proposal+Templates>

Table 12 Recent Examples of Distance Education Course Proposals

Course Type	Name and link to ECR Proposal
Liberal Studies	PHIL 100 Introduction to Philosophy
Advanced Undergraduate	CRIM 323 Cybersecurity and the Law
Masters (also a dual-listed course)	CHEM 561 Modern Diffraction
Doctoral (also a new course proposal)	SAFE 814 Advanced Topics in Ergonomics

Creating Teamwork Courses

The Professional Teamwork and Leadership minor offered by IUP is an innovative academic program that aims to better prepare students in any discipline for a competitive job market by instilling interpersonal, teamwork, and communication skills for use in their field. Some of the courses involved in this minor bear the TMWK prefix and are taught by program faculty. Other program courses are taught in various departments across the university and bear their

disciplinary prefix but are designated as Teamwork-Intensive sections (T-Courses). These courses allow students in two different disciplines to work together on their course projects and thus develop better teamwork skills.

Most T-Courses will fall under the Two Course option where pairs of students from each course form a team. The One Course option involves a team comprised of 4-5 students with varying background or majors. In either option, the constitution of the team will be formed from members who possess different knowledge, forming a dependence and need for communication. Team members will use their inter-professional skills to share information and solve a complex problem or task. After students take their T-Course, they will further refine and reflect on their teamwork and communication skills after their T-Course in the teamwork capstone course usually in conjunction with a senior research or independent study course.

Creating (or Revising) Liberal Studies Courses

The university's general education requirements, known as the Liberal Studies Curriculum, consists of several disciplinary categories (English Composition, Mathematics, History, Literature, Philosophy or Religious Studies, Fine Arts, Natural Science, Social Science, Dimensions of Wellness, Liberal Studies Electives, Global and Multicultural Awareness, and Writing Across-the-Curriculum). Each category helps students attain some of the [19 Expected Undergraduate Student Learning Outcomes \(EUSLOs\)](#) by covering either required course content or learning skills. Course outcomes are generally mapped to these EUSLO's via curriculum proposals, so that assessments can be tracked for Middle States accreditation.

Liberal Studies course proposals (both revisions and new courses) must be approved by the Liberal Studies Committee prior to review by the university-Wide Undergraduate Curriculum Committee. More information on the criteria and learning outcomes required for each Liberal Studies category can be found here: <https://iup.edu/liberal/faculty-and-staff/criteria/>. Sample course proposals are here: <https://iup.edu/liberal/faculty-and-staff/sample-course-proposals/>

Course Revisions

It is not unusual for a course to evolve over time into something quite different from the course originally approved by the University Senate. When this occurs, it is important for the department to have the revised course approved by through a formal curriculum proposal process.

A course revision must be submitted when there is a change in any of the following: course prefix, course number, course title, number of credits, ratio of lecture/lab/practice hours, prerequisite or corequisite, repeatability/equivalency, or when the course will be offered under a variable title. Course revisions may also be needed if the course content, learning outcomes, or syllabus of record undergo significant changes. (This does not include normal course updating to keep abreast of the field.)

Links to various types of course revision proposals are provided in Table 13. Any proposal with the CrsRvs label can also be viewed in the Electronic Curriculum Repository Archive. A Word version of the course revision or deletion template can be downloaded from this page in the I-Wiki: <https://iwiki.iup.edu/display/ECR/Word+Versions+of+ECR+Proposal+Templates>

Table 13 Recent Examples of Course Revision Proposals

Course Type	Name and link to ECR Proposal
Liberal Studies	ANTH 110 Contemporary Anthropology
Advanced Undergraduate	IFMG 468 Information Technology (IT) Security
Graduate	CHEM 630 Essentials of Structure and Reactivity for Industrial Organic Applications

Syllabus of Record

The syllabus of record describes the course in some detail to those interested in the course and provides guidance to faculty in the department who may wish to teach the course. A syllabus of record should be “delivery neutral,” that is, prepared without reference to a particular method of delivery (online or in the classroom). This will facilitate a more streamlined process should the program wish to change the method of delivery at any time in the future. While each faculty member has the academic freedom to deliver a course in his/her own style, this freedom does not extend to changing the purpose, nature, or objectives of the course. The syllabus of record should be distinguished from the individual course syllabus that an instructor distributes to students. A copy of the syllabus of record for each course is to be maintained in the office of the department offering the course.

The syllabus of record will contain the following elements⁶:

- I. **Catalog Description**: This includes the course title, number of credits, prerequisites and an appropriately written course description. For online courses, the number of credits should represent the amount of time the student will spend in activities that replace what would take place in the classroom (lecture, discussion, classroom activities, etc.)
- II. **Course Outcomes**: These should be measurable and student centered. What is it that students are expected to achieve as a result of taking this course? If the course is part of the Liberal Studies curriculum, it should also list the Expected Undergraduate Student Learning Outcome(s) met by each of the course outcomes.

Course learning outcomes should draw from more than one level of Bloom’s Taxonomy (Bloom, 1956) as revised in more recent work (Anderson and Krathwohl, 2001; Marzano and Kendall, 2007). For graduate-level courses, the UWGC expects that at least some of the course outcomes will target higher-level cognition and, therefore, use terms from the upper levels of Bloom’s Taxonomy such as ‘create,’ ‘design,’ ‘evaluate,’ or ‘analyze’. Course outcomes that lean too frequently on basic Bloom level terms such as

⁶ The format for the syllabus of record is currently under review by the Academic Committee of the Senate. The curriculum handbook will be updated if and when the Senate approves a new format.

“understand,” “be familiar with,” or “recognize” are usually inappropriate for a graduate-level course and may even be inadequate for an upper-level undergraduate course.

- III. Detailed Course Outline: This should give the reader an outline of the topics examined in the course as well as an indication of the amount of time spent on each topic. This is either done by indicating the number of class hours spent on each topic or by indicating the percentage of time spent on each topic. The total number of hours for the class is 14 (weeks) times the number of credits (e.g., 14 weeks x 3cr = 42 academic hours of 50 minutes). Allot time for exams in the outline, including the final exam/culminating experience.

For courses that are exclusively summer offerings, the course outline should be in hours. For online courses, the number should represent the amount of time the student will spend in activities that replace what would take place in the classroom. Each topic area should include relevant suggested readings and major assignments. For example:

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

Or

1. Topic A (5 hours) relevant readings, etc.
2. Topic B (2 hours) readings, assignments, etc.
3. ...

- IV. Evaluation Methods: Indicate the type(s) of evaluation used (quizzes, exams, projects, papers, etc.) and detail the requirements on evaluations particular to this course. Indicate the weight of each type of evaluation being used, how the final grade will be determined, and a grading scale. Explain the nature of the culminating activity during final exam period (week 15). Evaluation methods should correspond to and measure course outcomes. For graduate courses, evaluation methods should clearly be consistent with graduate level expectations.

V. Example Grading Scale: 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.

- VI. Course Attendance Policy: This section is usually generic so that different instructors may tailor their own attendance policy to their specific pedagogical needs. If, however, the department wishes to include a specific policy, it must conform to the overall University attendance policy quoted below:

The university expects all students to attend class. Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines: 1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the course syllabus. 2. Each policy must define some limited level of allowable absence. 3. Each policy must recognize students' need to miss class because of illness, personal emergency, university-sponsored activities, bereavement, or active military duty. 4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed before adding the class.

VII. Required Textbook(s), Supplemental Books and Readings: Note that Open Educational Resources (OER) may be used where appropriate to reduce student cost. For more information on OER, consult this resource at the IUP Library: <http://www.lib.iup.edu/oer/>

VIII. Special Resource Requirements: List any materials or equipment the student is expected to supply for this course. Is there a lab fee associated with the course?

IX. Bibliography: An appropriate list of resource materials used in preparing for the course and for teaching the course. Any accepted bibliographic style may be used but please be consistent.

X. Policy Statements: Examples include statements of academic integrity policies, Title IX policies, final examination policies, class disruption policies, and/or policies on technology use.

Course Scheduling after Approval

New Courses are marked as Finalized after they receive Senate approval, but the Registrar's Office does not add them to the IUP Master Course List until the Provost has officially reported them back to University Senate as 'Approved to be Offered'. His action generally occurs at the Senate meeting following the one in which the course was approved and is recorded in those minutes.

For urgent scheduling situations, a department chair may contact the Registrar's Office (degreeworks-support@iup.edu) to request a new course to be added to the Master Course List immediately after Senate approval. For urgent scheduling of courses with new distance education approvals, a chair may contact the Provost's Associate and request course inclusion on the Approved Distance Education list immediately after curriculum committee approval.

Inactive and Discontinued Courses

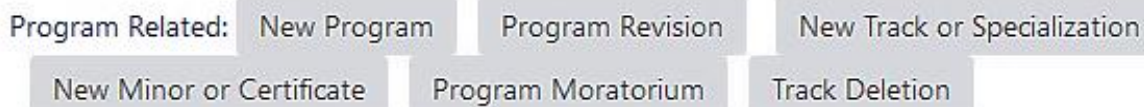
As a regular part of IUP's academic catalog preparation, the Registrar's Office in consultation with the department chairperson and college dean, will remove all courses not offered during the previous five years from the catalog and the active course description file. These courses (sometimes referred to as 'zombies') will not be deleted from the master course file but will be placed in an inactive file that will be maintained by the Registrar. At any time, a department may activate an inactive course by emailing the Registrar's Office (registrars-office@iup.edu) to inform them of their intent to offer the course. A department/college may discontinue a course by completing a course revision/deletion proposal and receiving the approval of the appropriate curriculum committee (this action goes to the University Senate for notification only).

Preparing Program Proposals

Program proposals are required for any of the following actions

- Creating a new degree program (requires extra documentation for PASSHE)
- Creating a new certificate or minor
- Creating a new track or specialization within a program
- Revising an existing program
- Deleting or merging track(s) or specialization(s)
- Putting a program into moratorium (required step before deletion)

Each of these actions also has a dedicated template available on the Electronic Curriculum Repository, as well as a Word format equivalent that can be used to prepare the proposal offline.



A successful program proposal describes the new or revised program, illustrates both its curriculum and its learning outcomes, and explains how the proposed change achieves a strategic goal for the department, college and/or university. A program proposal should be written so that a general audience can understand it and evaluate what benefits it provides to the university. The proposal must include enough specific detail that chairs, deans, review committees, and members of the University Senate can evaluate its academic rigor, coherence with other academic programs and consistency with the college and university strategic needs. For both new and revised programs, reviewers must be able to determine whether sufficient resources are available (including but not limited to faculty, space, or cognate availability) for successful implementation. For new programs, additional documents must also document the workforce needs, projected enrollments and budget projections/resource demands that justify the addition of the program. Keep in mind that these documents will not only be reviewed by administrators and trustees of our own campus, but also by the Board of Governors and Chancellor's Office at PASSHE.

Since program proposals are often more complex and time-consuming to prepare than individual course proposals, it is strongly recommended to either use a Word template offline or to 'SAVE' command. To share the proposal with other program faculty while it is in Draft status, the proposer can either grant them 'view' access using the red lock icon at the top of the ECR page, or use the three-dot menu icon at the upper right and choose Export to PDF or Export to Word.

Dashboard / ... / Nursing and Allied Health

Bachelor of Science Medical Technology

2020-01-06

Created by Dr. Joyce Ann Shanty on Jan 06, 2020 ● Draft

- The workflow icon is no longer available. Please click on the Page Status icon (orange circle icon near the page title).*

ⓘ This proposal is marked as draft.

- Click 'Edit Contents' and fill out required fields then click 'Save'.
- When complete, you must click the Page Status to advance the proposal to department review.
- The template must be filled out using the 'Edit Contents' command.
- The proposal must be designated as undergraduate or graduate before you can send to the department.

Attachments (0)
Page History
Scaffolding History
Page Activity
Restrictions
Page Information
Resolved comments (0)
View in Hierarchy
View Source
View Scaffolding XML
Export to PDF
Export to Word

NOTE: Changes to an existing or creation of a new course that are required by a program revision proposal requires an individual course proposal to be submitted either prior to or in conjunction with submission of the program proposal.

Catalog Description Guidelines

One part of the format for proposing any curriculum change is a section that asks the department to include, as part of the proposal, a new catalog description that reflects the proposed change. This description should include any restrictions that may be enforced within the department or college on its offerings for majors/minors.

While the catalog editor uses the Senate minutes to make these changes, it is the responsibility of each department to write the initial copy. Departments that need assistance in writing catalog copy should first consult the catalog itself to see how similar programs are described and organized. If still in doubt, it is recommended that the proposer seek advice from either the Provost's Office or the Registrar's office.

Program-Level Learning Outcomes

The major outcome of IUP's 2016 reaccreditation by the [Middle States Commission on Higher Education](#) was the requirement by our regional accrediting agency that IUP create "a documented, organized, and sustainable assessment process to evaluate the total range of programs, with evidence that assessment results are shared and used in institutional planning, resources allocation, and renewal and the use of direct measures to assess the achievement of program level student learning outcomes in all programs, including general education, with evidence that assessment information is used to improve teaching and learning."⁷

In response to this requirement, the Office of Academic Programs and Planning has instituted a university-wide program assessment plan using the IMPROVE relational database for assessment planning and reporting which is overseen by the Academic Affairs Assessment Team (A3T). This committee is composed of faculty members from all colleges and administrators from the Academic Affairs division, with a liaison from Student Affairs. As part of the curriculum process, program learning outcomes and assessment methods section of each program curriculum proposal are evaluated using a common rubric (see next page) to determine whether the program-level learning outcomes will be appropriate for inclusion into the university's IMPROVE assessment tracking system.

Once a curriculum proposal has been passed and the new or revised program is implemented, the Office of Academic Programs and Planning will assign tracking duties for the program-level outcomes to the department's Assessment Point Person or APP. That designated faculty member will reach out to program faculty to collect anonymous outcome results and upload them to the IMPROVE database for reporting in the next Middle States reaccreditation.

⁷ IUP's response to the Middle States charge, describing the system of program-level learning assessment we use at the current time, can be viewed in our 2018 MSCHE Monitoring Report: <https://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=252204&libID=252227>

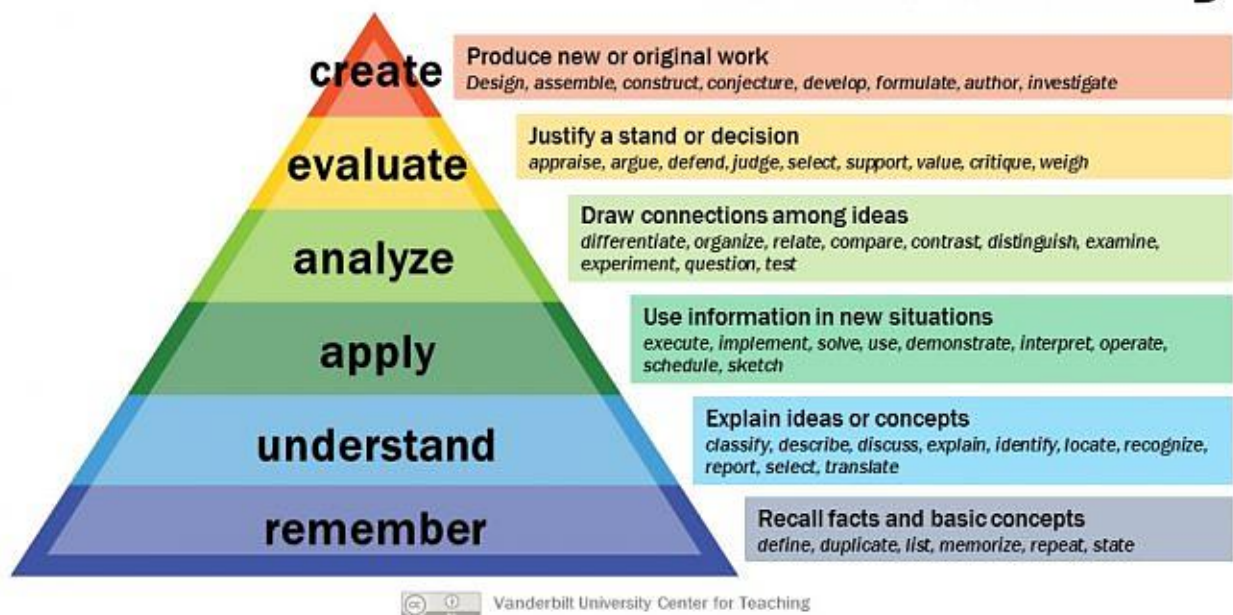
Table 14- Program-Level Assessment Rubric

	<i>Incipient</i>	<i>Appropriate</i>	<i>Competent</i>	<i>Proficient</i>
How Clearly are the Learning Outcomes Described?	Outcome statements do not identify specific learning goals. Statements may start with weaker verbs such "Understand," "Value," or "Appreciate" which are aspirational goals that cannot be measured directly.	Outcome statements all begin with the same verb or use weak verbs or general language to identify student learning goals, for example, "Know how to find resources in the library."	Outcome statements begin with a range of strong verbs and clearly describe learning mastery, for example, "Perform compositions in many different musical styles."	Outcome statements begin with strong verbs from different levels of Bloom's Taxonomy and describe learning in detail, for example, "Model stream flow to estimate flood risk."
Are the Program Learning Outcomes Comprehensive and Appropriate in Number?	The list of outcomes is either too short (less than 4), too long (more than 6*) or incomplete. The list is disorganized and/or does not seem to capture the main academic goals of the program. <i>*waived if accredited/certified program</i>	The list of outcomes is appropriate in number and reflects the main academic goals of the program. Learning outcomes may be confused with learning processes such as internships.	The program outcomes match the program's academic goals and focus on measurable student achievement. When applicable, national standards or licensing requirements have been considered.	The list of program outcomes captures the program's academic goals and clearly measures student achievement. When applicable, national standards or licensing requirements have been followed.
Are the Learning Outcomes Mapped to Relevant Courses?	The listed learning outcomes do not clearly connect to the proposed program's curriculum. Relationships of outcomes to individual courses are not shown.	The curriculum and course sequence give students reasonable opportunities to achieve the desired program learning outcomes. Linked courses are noted for at least some outcomes.	The mapped course sequence gives students many opportunities to learn and master each outcome. Each outcome is linked to at least one course in the curriculum.	The curriculum is well designed to allow students to achieve the desired learning outcomes from many courses. All outcomes are linked to relevant courses in a clear order.
How will the Program Learning Outcomes be Assessed?	The list of assessment strategies is vague or seems inappropriate in level or methodology for the actual program. No information is given about which courses or activities will be used for assessment.	The list of assessment strategies is specific but may not be appropriate to the program. No information is given about which courses or non-course activities will be used for assessment.	The list of assessment strategies is detailed, specific and appropriate for the program. Assessments are embedded in appropriate courses or non-course activities for most learning outcomes.	Assessment strategies flow naturally from the curriculum and reinforce its educational goals. Assessments occur both within and outside courses, as appropriate for each learning outcome.
Are the Assessment Strategies² Varied and Appropriate for Each Program Outcome?	Either the same assessment strategy is used for every learning outcome in the program OR the type of assessment chosen does not seem feasible for some learning outcomes.	At least two different strategies have been identified in the assessment plan. Most assessments seem feasible and should yield usable data on student learning outcomes.	Assessment strategies are varied and seem to have been chosen with some thought given to their feasibility and for the value of the data they will provide on each learning outcome.	Assessment strategies are diverse and thoughtfully designed to yield the most useful data for each outcome by using a combination of assessment types appropriate for each learning outcome.
² Direct assessments rely on student work (example: grade on paper). Indirect assessments rely on student or faculty feedback (example: Qualtrics survey). Summative assessments are given at the end of learning (example: final project grades). Formative assessments are given repeatedly during learning (example: peer feedback). Objective assessments measure what students know (example: multiple-choice exams). Performance-based assessments measure what students can do (example: lab report or music recital). Authentic assessments allow student to demonstrate real-world skills and capabilities (example: student teaching or internship observation).				

Additional guidance about Program-level Student Learning Outcomes or PSLO's:

1. Four to six learning outcomes are recommended for both undergraduate and graduate degree programs, with two to three outcomes being sufficient for certificates and free-standing minors. These are the outcomes that have been selected by the program itself for assessment and reporting to Middle States; other learning outcomes may also be noted by the program but not included in the current assessment plan.
2. Learning outcomes must be discrete and measurable. Ideally, they should represent a mixture of formative (feedback given to students to allow them to improve their outcome prior to final assessment) and summative (final assessment of the learning experience). Outcomes should also draw from different levels of Bloom's Taxonomy of Learning.

Bloom's Taxonomy



3. Assessment measures can be ungraded or they can consist of grades on individual assignments (tests, papers, or other learning activities). However, final course letter grades are considered by Middle States and other accreditors to be too broad to serve as indicators for specific learning outcomes.
4. Outcomes are classified into one of three categories when added to the university's relational database (IMPROVE). These general categories are:
 - A – **Content Knowledge** - What students know after completing their program.
 - B - **Skills** - What professional skills students are able to use when they graduate.
 - C - **Capabilities** - Complex tasks or judgements that students are ready for when they enter the workforce. (These are also known in some field as attitude or aptitudes.)

Letters of Support or Acknowledgement

Overlap, duplication, and disruptions to existing programs should be avoided when revising an old program or making a new one. If a potential exists for overlap or disruption, the proposal should clearly address it in its main narrative and request letters of support from impacted departments and programs. Interdisciplinary program proposals that require support from more than a single academic unit should also be accompanied by letters, emails or comments of support from all participating departments and colleges.

The request for letters of support or acknowledgement should be in writing (hard copy or email). Generally, requests should be directed to department chairs. Chairs may respond as the spokesperson for the department or may direct the request to a department committee. It is recommended that the request for letters of support be copied to the appropriate dean(s).

It is expected that the proposer allow departments a reasonable period of time to consider the curriculum change and write a letter of support. If a department does not respond to the request for a letter of support, the proposer should note in the proposal when the request for such a letter was made and indicate that no response was received. If significant changes in the original proposal are made during the approval process, it may be necessary to share the revised proposal with interested departments a second time.

If the proposer receives a response that does not support the proposed change, discussion should occur between the involved parties to see if they can come to some agreement. If no agreement can be reached, the proposer should acknowledge that a letter of non-support was received. The curriculum committees will take that into consideration when deciding whether to approve or not approve the proposal, on a case-by-case basis. Proposers are reminded that discussion on various points of controversy may be raised again on the floor of the Senate.

Relationship between Course and Program Proposals

Many program changes are complex and require associated course changes in order to implement them. For example, revising an existing Master's degree to offer it online might well include new courses, distance education approval for new and existing courses, a variability of delivery to offer more than one third of the program online, and a program revision. These must all be requested as separate proposals. It is helpful to submit all of these proposals at the same time, since they interface with each other. If that is not possible, then any new/revised course proposals must be submitted prior to the program proposals. If multiple tracks are envisioned for a program, they should be submitted simultaneously unless express permission has been granted by the Provost or curriculum committee to submit them at different times. If embedded certificates are envisioned as part of a new program design, these should either already exist or be submitted simultaneously with the larger program proposal.

Sometimes departments will submit a new course for approval and subsequently require their students to take this course. Unless the department also proposes a revision of their degree program to include the new course as a requirement, they may not require students to take it. Programs are also prohibited by university policy from requiring courses that are only offered during non-traditional academic terms, such as the Winter term.

New Degree Programs: Choosing a Prefix

As a rule, new programs should use the same program/course prefix codes as the academic department they are housed in. Adoption of a new and different program/course prefix codes should be done very rarely and only after careful consideration of both the costs and benefits involved. Program proposals that desire to use a new prefix code should first consult the Provost's Office and the Registrar's Office to see what areas will be impacted by the change. Curriculum committees will only approve prefix changes that are shown to be absolutely necessary. Note: a program revision which includes a change in prefix may be classified by the Chancellor's Office as a new program proposal, and subject to additional requirements as discussed below.

New Degree Programs: CIP Codes

Every academic program at IUP has an associated [Classification of Instructional Programs](#) or CIP code assigned to it. The CIP code system is a federal taxonomy developed by the U.S. Department of Education's National Center for Education Statistics (NCES) to track and report on academic fields of study. CIP codes are also used by both IUP and PASSHE to classify and track programs in their Academic Program Inventories (API). A new (or significantly revised) program's CIP code is generally assigned by the IUP Registrar based on key words in the program's name and catalog description.

CIP codes can apply to both the major program and to individual tracks within it. The combination of unique major and track CIP codes results in a unique 12-digit code which is used by both IUP and PASSHE for tracking of program performance data (enrollment, retention and completion statistics). If a major program uses specializations (non-transcripted areas of focus) rather than tracks, then there will only be a single 6-digit major CIP code, followed by all zeroes. Students in these types of programs will be consolidated into a single group for tracking of program performance measures based upon the major CIP alone.

Hypothetical Examples of Track versus Specialization CIP Codes

Department: Sidewalk Studies <i>(all CIP codes shown here are imaginary)</i>	Program: Sidewalk Design 6-digit CIP: 012345	Track: Poured Concrete Design 12-digit CIP: 012345-001001
		Track: Stone Pavement Design 12-digit CIP: 012345-001004
		Track: Gravel and Aggregate Design 12-digit CIP 012345-001020
	Program: Sidewalk Maintenance 6-digit CIP 012344	Specialization: Powerwashing Specialization: Crack Repair Specialization: Waterproofing 12-digit CIP 012344-000000

CIP codes are also commonly used to identify certain types of academic subjects for purposes of research grant qualification or other government purposes. For example, the National Science Foundation maintains a list of qualified STEM (Science, Technology, Engineering, and Mathematics) CIP codes for grant awards. These STEM CIP codes are also used by federal immigration agencies to determine whether non-citizens qualify for special work visas.

New Degree Programs: Letter of Intent Process

New programs must receive the Chancellor's and PASSHE Board of Governor's approval before being opened for student admissions. Consequently, a critical step in proposing any new degree program is to submit a Letter of Intent for approval by PASSHE. The Letter of Intent is a short document that gives concise answers to a set of questions specified by PASSHE⁸, and it must make a compelling case for the new program. Before completing the initial draft of the Letter of Intent or completing a curriculum proposal, departments are strongly encouraged to consult with the College Dean, the Graduate Dean (if appropriate), and the Office of Academic Programs and Planning in the Provost's Office.

In addition to the Letter of Intent summary document, the program must also create a five-year budget and five-year enrollment projections (see below.) A signature page must be attached to document college, provost, cabinet, and presidential approval. The final package will be assembled and reviewed by staff in the Provost's Office before being submitted by the Provost to the appropriate review body at PASSHE.

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5			
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New		
Tuition or University E&G												
External Grants and Contracts												
Other												
TOTAL REVENUE												
ESTIMATED EXPENSES	Ye.	Total Enrollment Projections	Year 1		Year 2		Year 3		Year 4		Year 5	
			Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty and Staff)		Total In-State Full-Time Headcount Enrollment	0	13	0	13	0	13	0	13	0	13
Learning resources		Total Out-of-State Full-Time Headcount Enrollment	0	2	0	2	0	2	0	2	0	2
Instructional equipment		Total In-State Part-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
Facilities and/or modifications		Total Out-of-State Part-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
Other												
TOTAL EXPENSES												
DIFFERENCE (Rev.-Exp.)		Total Enrollment	15		15		15		15		15	
ESTIMATED IMPACT OF NEW PROGRAM	Ye.	Projected Annual Credits Generated*	180		180		180		180		180	
FTE Enrollment												
Projected Annual Credits Generated												
Tuition Generated												

⁸ At the current time, the exact format of the Letter of Intent and process of program approval is under review by PASSHE. Up-to-date new program approval documents will be posted to the [Electronic Curriculum Repository](#) as they become finalized and available.

The specific procedures (subject to change without notice from Harrisburg) that we are currently following for new program approvals are described on this page of the Electronic Curriculum Repository: <https://iwiki.iup.edu/display/ECR/Resources+for+New+Programs>

Time does not always permit the ideal sequence of approval steps to be followed, but programs are encouraged to adhere to this recommended procedure wherever possible.

- a. Prepare a preliminary Letter of Intent describing the program as envisioned at this early stage. Following the guidelines on the form, discuss the workforce and student demand for the program, the resources available to implement the proposal and any additional resources that may be needed. Indicate the funding source for additional resources. The Letter of Intent should contain enough detail to give a general but clear idea of how the program will benefit the university and PASSHE as a whole. Contact the Office of the Provost for assistance in the calculation of revenue and expenditure expectations.
- b. Send copies of the preliminary Letter of Intent simultaneously to 1) the College Dean, 2) the Graduate Dean (if appropriate) and 3) the Provost's Office. The Deans and Provost's Office will confer to determine initial support and resource availability for the concept, and work with the department to address any problems before giving approval to proceed with program curriculum approval at the campus level.
- c. If given approval by the above, complete a new program proposal and advance it through the Electronic Curriculum Repository. The proposal will be released for Senate review by the Provost's Office only if the preceding steps have been followed.
- d. Once the new program is approved by the relevant review and curriculum committees, the University Senate, the Provost, President, and the Council of Trustees, the Provost's Office will submit the final Letter of Intent package to PASSHE for system review.
- e. The Chancellor's Office may recommend revisions to the proposer via the IUP Provost. Once satisfied, PASSHE will then recommend the program for approval by the Board of Governors. No new program can be marketed prior to the President of IUP receiving approval from the Board of Governors.

Links to various types of new degree proposals are provided in Table 15. Any proposal with the NewDsg label can also be viewed in the Electronic Curriculum Repository Archive. A Word version of the new program template and other required documents can be downloaded from this page in the I-Wiki: <https://iwiki.iup.edu/display/ECR/Resources+for+New+Programs>

Table 15 Recent Examples of Successful New Degree Program Proposals

Degree Type	Name and link to ECR Proposal
Associate Degree	Associate of Applied Sciences in Baking and Pastry Arts
Bachelor's Degree	Bachelor of Science in Information Technology
Graduate Degree	Master of Science in Community Planning and Geospatial Techniques

New Certificate Programs

Proposals for new certificates (at any level) do not need system-level approval, only notification following approval by the IUP University Senate and Council of Trustees. PASSHE does not have any official minimum or maximum number of credits required for certificate programs. However, proposers should be aware that federal financial aid guidelines generally require 18 or more credits for undergraduate certificates and 12 or more credits for graduate certificates in order for enrolled students to qualify for financial aid. There are no restrictions on the number of course overlaps permitted between certificates and major programs.

There are three levels of certificate that can be offered at IUP:

- **Sub-Baccalaureate Certificate** An individual need only have a high school diploma to be admitted into this level of certificate. Sub-baccalaureate certificates can be completed prior to or at the same time as a bachelor's degree. These awards can be embedded (with 100% overlap) inside a program to mark the achievement of a certain level of academic progress at the undergraduate level prior to degree completion.
- **Post-Baccalaureate Certificate** An individual must already have earned a bachelor's degree to be admitted into this type of certificate program. There are two possible levels at which a post-baccalaureate certificate can be offered.
 - Undergraduate-level These certificate programs are composed mostly or entirely of undergraduate-level courses. They are generally used for post-baccalaureate students who are taking undergraduate courses to earn an additional credential in a discipline.
 - Graduate-level These certificate programs are intended for graduate students and are therefore composed mostly or entirely of graduate-level courses. Graduate-level post-baccalaureate certificates can be completed prior to earning a Master's degree, and therefore can function similarly to sub-baccalaureate certificates in that they can be embedded (with 100% overlap) inside a program to mark the achievement of a certain level of academic progress at the graduate level.
- **Post-Masters Certificate** An individual must already have earned a master's degree to be admitted into this level of certificate. All courses in a post-masters certificate are graduate in level; these certificates can be completed prior to or at the same time as a doctoral degree.

New Minor Programs

An academic minor is defined by PASSHE as an organized program of study that comprises the fundamental requirements of an academic major (core and cognate courses) equivalent to a minimum of 18 semester credit hours. As a secondary field of study, the academic minor should reflect a minimum of six credits of advanced standing coursework. Exceptions to the advanced standing requirements may be granted on a case-by-case basis per request to the chancellor. PASSHE does not have an upper limit on credit hours for minors, but across the system, it is rare to find a minor that requires more than 30 credits, with most in the 18-24 credit hour range.

Proposals for new undergraduate minor programs do not need system-level approval, unless the proposal is for a stand-alone undergraduate minor without an accompanying major program (an example on our campus would be the Sustainability Studies minor).

In 2014, IUP instituted a campus policy on overlap permitted between major and minor programs. This policy states that 'No student may apply more than two of their major, track/concentration, or specialization courses toward fulfillment requirements for each minor. Pre-requisites, Liberal Studies courses, college core classes such as the Business and Education core, and cognate classes in other departments do not count toward this total.'

Links to various types of new certificate proposals are provided in Table 16. Any proposal with the Certificate – NewDsg - label can be viewed in the Electronic Curriculum Repository Archive. A Word version of the new certificate or minor template can be downloaded from this page in the I-Wiki: <https://iwiki.iup.edu/display/ECR/Word+Versions+of+ECR+Proposal+Templates>

Table 16 Recent Examples of Successful New Certificate and Minor Proposals

Certificate Type	Name and link to ECR Proposal
Sub-Baccalaureate	Certificate in Scientific Communication
Post-Baccalaureate, Undergraduate	English 7-12 Certificate
Post-Baccalaureate, Graduate	Certificate in Geospatial Intelligence Analysis
Post-Masters	Certificate in Principal/School Administration
Minor	Minor in Military Leadership

New Tracks or Specializations

Tracks, specializations, concentrations, and areas of focus are all terms accepted by PASSHE. At IUP, programs are asked to use the term 'track' if they wish to make it clear to the Registrar that the area of focus should be 'transcriptable' - in other words, the track will receive its own CIP code and the name of the track will appear on the student's academic transcript along with the name of the major program. This decision, once input into Banner and the PASSHE Academic Program Inventory (API), will cause student enrollment and academic progress data to be tabulated separately for each individual track associated with a major at both the system and campus levels.

If the program prefers to keep enrollment and academic progress data tabulated together for all students in the major program, proposers are now asked to use the term 'specialization.' This will inform the Registrar that the area of focus should not be given a separate CIP code from the major program. That decision, once input into Banner and the PASSHE Academic Program Inventory (API) will mean that the specialization name does not appear on the student's academic transcript, although all the relevant courses will be displayed there.

If a term other than track or specialization is needed for particular program purposes (i.e., accreditation, standard usage in the field, or professional licensure), the proposer can use the check box in section A to indicate whether the concentration, focus area, or other name for the pathway should be made 'transcriptable'.

Links to various types of new minor and track proposals are provided in Table 17. These proposals usually contain the label ‘minor’ or ‘track’ in their title, but do not always bear the NewTrk code as that is a recent update in the Electronic Curriculum Repository. Word versions of new track or specialization and track deletion templates can be downloaded from this page in the I-Wiki: <https://iwiki.iup.edu/display/ECR/Word+Versions+of+ECR+Proposal+Templates>

Table 17 Recent Examples of Successful New Minor and Track Proposals

Proposal Type	Name and link to ECR Proposal
Undergraduate Track	BA Political Science / Homeland Security
Graduate Track	M.Ed Health and Physical Education / Adapted Physical Activity

Program Revisions

A program revision involves any request for changes to an existing program. Such changes include but are not limited to:

- Catalog Description Change
- Credit Hour Change
- Program Curriculum Change
- Program Requirements or Procedure Change
- Program Title Change
- Program Degree Designation Change
- Change in Liberal Studies Requirements
- Change in Teacher Education Requirements
- Significant Change in Program-Level Learning Outcomes

Program Revisions are reviewed and approved by IUP’s University Senate and Council of Trustees, with notification supplied to PASSHE via the Provost’s Office. Proposers should be aware that if the program revision involves a change of program title, degree designation, or state certification, it may need to be approved by the Chancellor of the State System of Higher Education and/or the Pennsylvania Department of Education (for teacher education programs).

Program revisions must include the justification for the changes and a side-by-side comparison document. This document should emphasize changes in the program using red-colored bold font and underline. If the program’s learning outcome assessment plan has already been entered into the University’s assessment tracking database, it can be copied into the program revision section for learning outcomes, with any requested changes noted there as well.

For undergraduate program revisions, it should also be kept in mind that all undergraduate programs should include an opportunity for students to select freely at least some courses that reflect their own intellectual interests. Proposers of new or revised programs in which the combined number of free electives and unspecified Liberal Studies electives does not allow such student choice, or allows only a very limited opportunity for it, should be prepared to supply justification.

Links to several types of program revision proposals are provided in Table 18. Many other proposals with the code PrgRvs can be viewed in the Electronic Curriculum Repository. A Word version of the program revision template can be downloaded from this page in the I-Wiki: <https://iwiki.iup.edu/display/ECR/Word+Versions+of+ECR+Proposal+Templates>

Table 18 Recent Examples of Successful Program Revision Proposals

Proposal Type	Name and link to ECR Proposal
Minor / Certificate	Asian Studies Minor and Certificate
Bachelor's Degree	BS in Computer Science / Software Engineering Track
Master's Degree	MEd in Literacy and/or Reading Specialist Certification
Doctoral Degree	PhD in Safety Sciences

Deletion of Tracks or Specializations

When programs decide to consolidate several low-enrolled tracks into a single stronger track, or to simplify down to a single major program, they can use a simplified 'track deletion' template available on the ECR to request the track deletion part of this change (the new merged track or simplified program requires a program revision proposal) subject to approval by the University Senate and Council of Trustees. All students enrolled under the current catalog must be given 'teach-out' opportunities to complete their track or specialization, because each deleted track or specialization is actually placed into moratorium by PASSHE and the Registrar. Deleted program tracks are closed to new admits and program changes. This permits current or former students to complete their original programs.

Program Moratorium

The term moratorium refers to a period of suspension, during which a program may continue to be offered to previously enrolled students but is closed to admissions of new students and program changes. A program may elect to be placed in moratorium, either temporarily while it is being revised or permanently leading to a desired discontinuation, or it may be placed in moratorium by the university president following consultation with the faculty and curriculum review. Whether initiated by the program or by the administration, moratorium requests are generally processed through normal curriculum process and sent for notification to the University Senate and Council of Trustees.

According to PASSHE policy, criteria for moratorium or termination are the same as for program approval: appropriateness to university mission, student need and demand, academic integrity, coherence with other programs, periodic assessment, resource sufficiency and impact on educational opportunity. Reasons for declaration of moratorium or termination should be expressed in terms of one or more of these criteria, and any subsequent action to reactivate a program in moratorium shall require evidence that steps to address the stated criteria have been accomplished.

During the moratorium, the program is closed to new admits and program changes, students already enrolled should be given appropriate opportunity to complete the program through a teach-out plan, or in some cases, to transfer to a comparable program. The university and academic department should remove a program in moratorium from its website, publications and admissions materials, or else identify its moratorium status.

At any time prior to the end of a moratorium, a program may be reactivated (opened to new students and returned to the inventory of approved programs) via a program revision. If that is not done, the program will be deactivated after the appropriate period of time passes (five years for undergraduate and master's programs, seven for doctoral programs.)

A Word version of the program moratorium template can be downloaded from this page in the I-Wiki: <https://iwiki.iup.edu/display/ECR/Word+Versions+of+ECR+Proposal+Templates>

Program Curriculum Proposal Review Process

Program proposals undergo additional review steps in the Electronic Curriculum Repository that course proposals do not. These extra steps include:

1. New degree and certificate programs require Provost approval before moving to curriculum committees for review. This allows the Academic Affairs Division to identify issues of feasibility and potential resource conflicts early in the program approval process, rather than later, after the committees have spent a significant time and effort reviewing the proposals.
2. Both new and revised undergraduate program proposals that include a significant change in Liberal Studies requirements must undergo review by the Liberal Studies Committee prior to the undergraduate curriculum committee review. The Liberal Studies Committee is given a ten-day period in which to accomplish this task and report back to the UWUCC.
3. Both new and revised undergraduate program proposals that include a significant change in a teacher education program (undergraduate or graduate) must be reviewed by the Teacher Education Coordinating Council (TECC) prior to curriculum committee review. The TECC review must also take place in the same ten-day period given to Liberal Studies for review.
4. Both new and revised programs must update their learning outcomes and outcome assessment plan to conform to IUP's university-wide assessment plan, which was instituted as a result of the most recent Middle States reaccreditation. The coherence of the learning outcome plan with university standards will be evaluated by the Academic Affairs Assessment Team (A3T) and their assessment will be shared privately with the curriculum committees for use in their deliberations. The A3T assessment must occur within the same ten-day period as the Liberal Studies and TECC reviews.
5. New certificates, minors, tracks, and specializations require approval by the University Senate and the IUP Council of Trustees. For minors and certificates that do not have an existing equivalent major program, the Chancellor's Office must also approve the proposal.
6. For new major programs and new degree designations, the University President, the IUP Council of Trustees and the Chancellor's Office must also approve the proposal.

Preparing Other Types of Curriculum Proposals

Review and approval of curriculum proposals is also required for the following actions:

- Department or college name change
- Writing-intensive course proposal
- Requesting Variability of delivery (approval to offer a program at a remote location or via distance education for over 33% of the course offerings)

Templates for these other types of curriculum proposals can be found on the department home page in the Electronic Curriculum Repository.

Other: [Writing Intensive Proposal](#) [Variability of Delivery](#) [Departmental Name Change](#)

Writing Intensive Proposal

At this time, IUP is transitioning from its prior focus on Writing-Intensive courses within programs to a new and more holistic [Writing Across the Curriculum \(WAC\)](#) method of teaching and assessing student writing. The Writing Across the Curriculum process requires a Departmental Writing Plan (DWP) to be created in consultation with the university's Writing Across the Curriculum director. Once approved, writing is taught and assessed broadly across all programs in that academic department. The Writing-Intensive Proposal template on the ECR is maintained for programs that have not yet completed a Departmental Writing Plans. In case of faculty retirements and other changes, such programs may need to adjust their current offerings of Writing-Intensive (W) courses before they receive WAC approval.

Variability of Delivery

A Variability of Delivery (VoD) proposal is required whenever 30% or more of an academic program will be delivered in a nontraditional way. Although originally instituted by the UWGC for graduate programs, undergraduate programs now also use this curriculum action to become approved for mainly or fully online delivery of instruction. In addition to distance education, variability of delivery proposals are required for 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 a VOD proposal is to demonstrate that the new method(s) of delivery are viable and consistent in quality and content with the original programs.

If over 50% of a new or revised program will be offered at an off-campus site that has not been used by IUP before, a Substantive Change Request must be submitted to and approved by the Middle States Commission on Higher Education before the instructional program can begin. Programs should be aware that each Substantive Change review 1) costs IUP a significant amount of money and 2) requires at least six months from submission to approval. Once approved by Middle States, instruction must begin within a year at the new site, or IUP's permission to use it will be withdrawn.

Variability of Delivery proposals must also be submitted if graduate programs wish to require students to take a regular course (i.e. not a field experience or thesis) which is only offered online in the winter or summer sessions. Undergraduate programs are generally not permitted to require students to take a regular course which is only offered online in the summer or winter.

College/Department Name and/or Code Change

If a college or academic department changes its name to reflect a new disciplinary orientation (for example, the Department of Art recently became the Department of Art and Design), a name change proposal must be processed through the curriculum approval system. Note that naming rights bestowed in recognition of an endowment, bequest, or other university advancement support do not require curricular approval.

When a college or department chooses to make a name change, the department code (its three or four letter prefix) should remain unchanged, unless the department is undergoing such a radical change that the old code is impossible to associate with the new department name. As department names and department codes must be kept for historical transcript purposes, any department which is considering a change in prefix code should contact the Registrar's Office to see what prefix codes are available for use.

Links to some examples of these other curriculum proposals are provided in Table 19. Word versions of the variability of delivery and department name change templates can be downloaded from this page in the I-Wiki:

<https://iwiki.iup.edu/display/ECR/Word+Versions+of+ECR+Proposal+Templates>

Table 19 Recent Examples of Other Types of Curriculum Proposals

Proposal Type	Name and link to ECR Proposal
Writing-Intensive	PUBH 306 Research Design and Analysis in Public Health
Variability of Delivery	MA in Music Performance
Department Name Change	Department of Art and Design

Appendix A – PASSHE Curriculum Policies

Links to the most relevant PASSHE policies for curriculum issues are included here and also in the Electronic Curriculum Repository.

[PASSHE Policy 1985-01-A: Requirements for Initiation or Change of Programs](#)

While some parts of this policy have been superseded by later documents, it contains basic definitions of Academic Major, Academic Minor, Certificate, Moratorium, and other terms used by PASSHE.

[PASSHE Policy 1990-06-A: Academic Degrees](#)

This policy addresses the baseline requirements for each academic degree level including the definition of different degrees, the requirements for total number of credits per degree, the requirements for general education credits limits within the degree, and guidelines for cognate and major related credit limits within the degree.

[PASSHE Procedures/Standard Number 2012-13: Academic Degrees](#)

This follow-up procedure document further clarifies prior policy on academic degrees but does not impose any new requirements. It contains covers university policies, general education requirements, cognate courses, free electives, and places a limit on the percentage of dual-level courses which primarily serve undergraduates that can be included in a master's degree program.

[PASSHE Policy 1993-01: General Education at State System Universities](#)

This policy aligns PASSHE policy with regional accreditation standards related to general education and assessment of student learning outcomes.

[PASSHE Policy 1997-01: Assessing Student Learning Outcomes](#)

This policy addresses the system-wide requirement to assess basic skills or developmental programs, general education, undergraduate academic majors, academic minors and graduate programs. It is not available on the PASSHE website at the current time, but an archived copy can be viewed at ECR link above.

Appendix B – “How To” Advice for Using the I-Wiki

WARNING: Do not click on the 'Create' button at the top of the I-Wiki screen. That will place your proposal in an invalid area. You must begin your proposal from your academic work area home page, so that it will be made with the correct work-flow labels.

To begin a new curriculum proposal on the I-Wiki platform

- 1) Click "Start Curriculum Here" on the left-hand (Page Tree) menu.
- 2) Navigate to your department home page and click on it.
- 3) Choose a template (gray box) from the selection available on the home page.

Choose from one of the following options below to get started:

Course related:

Program Related:

Other:

To avoid losing any work you do on a proposal, we recommend downloading a Word version of the ECR template from [this link](#) and creating your initial draft proposal in Word. When you have all sections complete, you can cut and paste the text into an actual proposal template.

There are also several videos available for those new to the I-Wiki, to help them navigate the platform. Please note that some icon functionality changed in 2019 due to a software update from the vendor. Because we anticipate that our curriculum development platform may change in the next few years to a different vendor, we have not updated the videos to reflect these changes.

- [Starting a Proposal](#)
- [Using the Text Editor](#)
- [Adding an Attachment](#)
- [Submitting a Proposal](#)
- [Sharing a Proposal with Another for Collaboration](#)