

Faculty Senate Minutes
May 1, 2012

The meeting was called to order at 4:08 p.m. All departments were in attendance except Accounting & Finance, Government & Political Affairs, Interdisciplinary Studies, Music, Sociology & Anthropology, and Special Education.

I. Minutes of previous meeting

The minutes of the April 17, 2012 meeting of the Faculty Senate were approved as written.

II. Proposed Courses and Programs

Second Readings

(1) NEW UNDERGRADUATE COURSE

ART 202: Survey of Art History I: Prehistory to c. 1400 C.E., 3 credits, G1. Proposal to establish a course exploring art history during the time prior to 1400 C.E was approved without dissent.

(2) NEW UNDERGRADUATE COURSE

ART 203: Survey of Art History II: 1400 through the 20th Century, 3 credits, G1. Proposal to establish a course exploring art history during the time from 1400 to the 20th century was approved without dissent.

(3) NEW UNDERGRADUATE COURSE

MUSI 371: Foreign Language Diction, 3 credits. Proposal to establish a course to introduce music students to diction of Italian, German, and French languages was approved with one abstention.

It was noted the choice of languages represents the expertise of the faculty member teaching the course.

(4) NEW GRADUATE COURSE

EDUC 565: Language & Literacy Interventions: Clinical Practicum, 6 credits. Proposal for clinical practicum where students gain and apply understandings of language and literacy development for English language learners was approved without dissent.

(5) CHANGE TO GRADUATE COURSE

EDUC 564: Assessment, Policies & Practices in Teaching English Language Learners, 3 credits. Proposal to modify course content to meet current PDE competency requirements was approved without dissent.

(6) CHANGE TO GRADUATE CURRICULUM

Certificate program: Program Specialist-ESL. Proposal to modify program requirements for students pursuing certification as a Program Specialist in ESL was approved without dissent.

(7) CHANGE TO GRADUATE CURRICULUM

Masters of Language & Literacy, ESL concentration. Proposal to modify program based on new courses addressing PDE competencies was approved without dissent.

III. Report of the Faculty Senate Chairperson

Faculty Senate Chair Börger-Greco reminded senators of the summer meeting, 3:00 p.m. on June 5, and commencements. Discussion was held regarding the budget concern letter to Governor Corbett from PASSHE senate chairs. [see attachment #1] Signature of the joint PASSHE faculty senate advocacy letter to legislators by Chair Börger-Greco was approved without dissent. It was noted that some school senates are not faculty bodies and prefer not to submit in conjunction with APSCUF. However state-wide APSCUF acts as the voice of faculty, and Millersville will proceed with APSCUF-MU approval.

IV. Report of the Student Senate

None

V. Report of the Graduate Student Association

Ms. Lauren Heslin reported on an end-of-the-year picnic and service activity.

VI. Report of the Administrative Officers

President

President McNairy invited all faculty to participate in commencement ceremonies.

Provost

Dr. Prabhu reported on a successful Honors & Awards event, ongoing enrollments, and admitted student events.

Associate Provost for Academic Administration

Dr. Adams thanked the Honors & Awards Committee for their work.

A question was raised on the general state of the campus. Dr. McNairy noted there is no new information on budget, but MU is preparing for a 10-15% appropriations cut with 4% tuition increase. However, it was noted one legislator is promoting a tuition freeze and education vouchers. Dr. McNairy stressed the importance of continuing to focus on moving forward.

It was also noted that some faculty are unsure of the meaning of transformation initiatives on campus. Dr. Prabhu reported that faculty input and ideas on transformation are being posted online and encouraged faculty to keep track and get involved as possible.

Dr. Börger-Greco shared that information about new SAP indicators/criteria will be presented at the summer senate meeting. Dr. McNairy noted relevant examples and ideas should help shape how we focus on outcomes, specifically in areas we excel in already. She highlighted the administrative intention to assure that all MU funding is returned to campus. Dr. Mowrey suggested that this agenda item be announced to campus so that interested faculty could attend the meeting. Dr. McNairy noted the information will also be shared with APSCUF-MU and Rep Council.

VII. Reports of the Faculty Senate Standing Committees

GCPRC

(1) CHANGE TO GRADUATE CURRICULUM

Masters of Education in Mathematics. Proposal to add a field experience component as required by NACTE and PDE for accreditation and to add a capstone component as required by PASSHE: Policy 1990-06-A.

(2) CHANGE TO GRADUATE CURRICULUM

Masters of Language & Literacy and/or Reading Specialist Certification. Proposal to modify reading specialist programs based on new courses addressing PDE competencies.

UCPRC

(3) CHANGE TO UNDERGRADUATE COURSE

CHEM 111: Introductory Chemistry I, 4 credits, G2, L. Proposal to change pre- or co-requisite of MATH101 to be a pre-requisite of MATH101 with a grade of C- or better.

(4) CHANGE TO UNDERGRADUATE COURSE

ESCI 347: Satellite Meteorology, 3 credits. Proposal to revise the catalog description, change the pre-requisites, and remove G2 label.

(5) CHANGE TO UNDERGRADUATE CURRICULUM

Art: BA/BFA/BSE majors, Art History/Studio Art minors. Proposal to change degree requirements to accommodate splitting of Art History into two courses.

(6) CHANGE TO UNDERGRADUATE COURSE

PSYC 211: Principles of Statistics and Experimental Design I, 4 credits, W. Proposal to add a W label.

(7) CHANGE TO UNDERGRADUATE COURSE

ESCI 202: Earth in Space, 3 credits, G2, web. Proposal to revise the course credits from 4 to 3, remove the lab component, modify pre-requisites, and convert to online delivery.

(8) CHANGE TO UNDERGRADUATE CURRICULUM

BS Speech Communication. Proposal to require a grade of C or better in COMM 401 for degree.

Two-meeting Waivers

It was noted the two graduate changes impact only graduate students in the relevant departments. A GCPRC request to waive the two-meeting rule for changes to Masters of Education in Mathematics and Masters of Language & Literacy and/or Reading Specialist Certification was approved without dissent.

(8) CHANGE TO GRADUATE CURRICULUM

Masters of Education in Mathematics. Proposal to add a field experience component as required by NACTE and PDE for accreditation and to add a capstone component as required by PASSHE: Policy 1990-06-A was approved without dissent.

(9) CHANGE TO GRADUATE CURRICULUM

Masters of Language & Literacy and/or Reading Specialist Certification. Proposal to modify reading specialist programs based on new courses addressing PDE competencies was approved without dissent.

It was noted that CHEM 111 was overlooked for a first reading at the last senate meeting. A UCPRC request to waive the two-meeting rule for the CHEM111 change was approved without dissent.

(10) CHANGE TO UNDERGRADUATE COURSE

CHEM 111: Introductory Chemistry I, 4 credits, G2, L. Proposal to change pre- or co-requisite of MATH101 to be a pre-requisite of MATH101 with a grade of C- or better was approved with two dissenting votes.

It was noted that students who do not take the MATH 101 course would need to meet the math placement pre-requisite to enroll in CHEM 111. Concerns about implementation in fall 2012 were discussed. It was agreed that students currently enrolled in CHEM 111 would continue to be subject to the old requirements as published during registration although they would be advised of the change and the reason for it. Incoming freshmen would be placed according to the new requirements.

APC

Senator A. Miller presented proposed revisions to two documents [see Attachment #2]: 1) Approval Process for Courses and Programs; and 2) Major and Minor Course and/or Program Change Procedures. These changes address improved mechanisms for campus notification when departments drop General Ed labels or remove courses from the catalog.

GERC

Senator Cardwell reminded faculty that voting on General Education revisions will be administered by APSCUF and urged participation. It was noted that approved changes should be in place for students graduating in December 2012.

VIII. Reports of the Faculty Senate Special Committees

None

IX. Faculty Emeriti

None

X. Committee Election

Previous nominations were distributed and the floor opened for additional nominations. An Anderson/Cardwell motion to close nominations and cast a unanimous vote for each unopposed candidate was approved without dissent.

Meeting was adjourned after elections (5:12 p.m.)

Respectfully Submitted,

Aimee L. Miller
Faculty Senate Secretary

Action Summary:

The minutes of the April 17, 2012 meeting of the Faculty Senate were approved as written.

Signature of the joint PASSHE faculty senate advocacy letter by Chair Börger-Greco was approved without dissent.

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(7) CHANGE TO GRADUATE CURRICULUM

Masters of Language & Literacy, ESL concentration. Proposal to modify program based on new courses addressing PDE competencies was approved without dissent.

A GCPRC request to waive the two-meeting rule for changes to Masters of Education in Mathematics and Masters of Language & Literacy and/or Reading Specialist Certification was approved without dissent.

(8) CHANGE TO GRADUATE CURRICULUM

Masters of Education in Mathematics. Proposal to add a field experience component as required by NACTE and PDE for accreditation and to add a capstone component as required by PASSHE: Policy 1990-06-A was approved without dissent.

(9) CHANGE TO GRADUATE CURRICULUM

Masters of Language & Literacy and/or Reading Specialist Certification. Proposal to modify reading specialist programs based on new courses addressing PDE competencies was approved without dissent.

A UCPRC request to waive the two-meeting rule for the CHEM111 change was approved without dissent.

(10) CHANGE TO UNDERGRADUATE COURSE

CHEM 111: Introductory Chemistry I, 4 credits, G2, L. Proposal to change pre- or co-requisite of MATH101 to be a pre-requisite of MATH101 with a grade of C- or better was approved with two dissenting votes.

Previous nominations were distributed and the floor opened for additional nominations. An Anderson/Cardwell motion to close nominations and cast a unanimous vote for each unopposed candidate was approved without dissent.

DRAFT

DRAFT

DRAFT

April 7, 2012

Governor Tom Corbett
---- Street
Harrisburg, PA 171—

RE: Proposed Cuts to PASSHE operating budgets

Dear Governor Corbett,

On behalf of all Faculty of the 14 Universities of the Pennsylvania State System of Higher Education, we believe that your proposed budget for higher education would seriously compromise PASSHE's purpose as defined by Act 188, "to provide high quality education at the lowest possible cost to students." Currently, the PASSHE schools are struggling to fulfill this purpose, and your proposed budget would imperil them further.

PASSHE Faculty appreciate the Commonwealth's long-standing financial commitment to high-quality education. The important consequences and benefits of this commitment include:

- The affordability of a PASSHE education for working families who might otherwise not be able to send their sons and daughters to college.
- High retention and graduation rates, especially among lower-income and at-risk students.
- Varied course offerings that provide students comprehensive training in their chosen fields, thus preparing them for a competitive job market.

The quality of classroom instruction will be directly impacted by continued State support. PASSHE Faculty pride themselves on the quality of their teaching, but this depends upon giving students individualized attention. In particular, the smaller class sizes that many PASSHE students enjoy are a direct consequence of the State's financial contributions and result in the following practices essential to student success:

- The opportunity to provide detailed feedback on student work in order to strengthen their communication and writing skills.
- A focus on complex and multi-faceted assignments designed to assess students' learning gains in critical thinking and problem solving.
- The ability to model "best teaching practices" for our students, particularly our education students.

Vigorous State support promotes a positive educational environment in other ways, by ensuring the following:

- A wide range and high frequency of course offerings so that students can complete their degrees on time.
- The recruitment of outstanding faculty attracted by opportunities to teach courses in their areas of expertise.
- A relatively small student-to-faculty ratio so that students can receive personalized academic and career mentoring from faculty advisers.

While we recognize the continuing challenges that the current financial situation poses, we also believe that an additional 20 per cent reduction in state appropriations to PASSHE universities, coming on top of the 18 per cent imposed last year, would cause permanent damage to Pennsylvania’s educational and economic future. 90 percent of PASSHE students are residents of the state, and 80 percent stay in Pennsylvania after graduation. This budget would undermine the successful practices described above, result in further tuition hikes for our students, and impede the successful education of the state’s future community and business leaders. Continued investment in higher education, by contrast, will enable PASSHE to fulfill its purpose to provide high quality education at the lowest possible cost to students, and the Commonwealth will maintain its competitive edge in research, teacher training, and business development – key factors in driving the economy forward.

Thank you for giving considerable attention to our views. We strongly urge you to reconsider your proposed budget as it moves towards a vote in the state legislature.

Respectfully,

Dr. Craig A. Smith, President Faculty Senate California University of Pennsylvania	Name, Chair University Forum School Name
Dr. Mark Tapsak, Chair University Forum Bloomsburg University of Pennsylvania	Name, Chair University Curriculum Committee School Name
Dr. Mark Franchino, Chair Faculty Senate Clarion University of Pennsylvania	Name, Chair University Faculty School Name
Dr. Julian Onderdonk, President Faculty	Name, President Faculty Senate

Senate West Chester University of Pennsylvania	School Name
Name, Chair University Forum School Name	Name, Chair University Forum School Name
Name, President Faculty Senate School Name	Name, President Faculty Senate School Name
Name, President Faculty Senate School Name	Name, President Faculty Senate School Name

Attachment #2

Memo

To: Faculty Senate

From: Academic Policies Committee

Date: May 1, 2012

Subject: Proposed revisions to processes for dropping GenEd labels

When departments decide to drop General Education labels for their courses, it is critical for the campus to know in sufficient time for effective academic planning. APC is proposing changes to the attached two documents (Approval Process for Courses and Programs; Major and Minor Course and/or Program Change Procedures) to address this as requested by Faculty Senate. We are also proposing changes to language regarding deletion and reinstatement of courses that had been integrated with deletion of GenEd labels.

The changes are summarized here.

Approval Process for Courses and Programs

1. Remove reference to deletion of GenEd labels in this document so the unique process for that is addressed only in the Major and Minor Course and/or Program Change Procedures document.

Major and Minor Course and/or Program Change Procedures

1. Specifies that only the addition of GenEd labels dictates review by curriculum committees. Removal of GenEd labels is at the discretion of departments and related issues are administrative rather than curricular.
2. Separates the issues of deleting GenEd labels from a course and deleting course listings in the catalog.
3. Clarifies a process for rapid, campus-wide notification that allows two weeks for relevant concerns to be identified. Promotes collaborative discussion among departments impacted by changes.
4. Specifies a time frame that ensures changes are implemented prior to publication of registration information to students/advisors.
5. Specifies a six-year period during which courses are removed from the catalog but can be quickly reinstated so that departments keep their catalog listing current.
6. Designates approved learning objectives maintained by departments as the criteria for simple reinstatement of inactive courses.

Effective: October 1997

Curriculum Approval Policy
APPROVAL PROCESS for COURSES and PROGRAMS

Revised: APC, April 2012
Faculty Senate review, May 2012

The following approval process is applicable to all courses and programs in associate degree and baccalaureate program offerings. New courses with a distance learning (DL) focus will follow the approval process for all new offerings. Explicit guidelines may be found in the *Distance Learning (DL) Course Approval Process* for converting existing courses into a Distance Learning delivery format.

Curriculum Committee Reviews

The addition of new courses and programs and the addition/~~deletion~~ of specific designations of existing courses (e.g., General Education course labels, including, but not limited to, Community and Cultural Diversity, G1, G2, G3, Laboratory, Perspectives, and Writing labels) will be proposed by one or more departments and submitted to the appropriate school curriculum committee(s) for evaluation. Proposals receiving negative decisions shall be returned to the initiating department(s), accompanied by a statement explaining the rejection rationale.

Comment [alm1]: Only change to this document. Deletion of GenEd labels addresses on Major/Minor Change doc.

Proposals approved by the school curriculum committee(s) shall be forwarded to the appropriate Faculty Senate curricular committee.¹ Proposals not approved by the Faculty Senate curricular committee shall be returned to the initiating department(s) accompanied by an explanation for the committee's decision. Should a proposal not be approved on two separate reviews by the school curriculum committee or a Faculty

Senate curricular committee, the initiating department(s) shall have the right to appeal to the Faculty Senate for approval to continue through the curricular process. Should either the school curriculum committee or a Faculty Senate curricular committee fail to act upon a proposal within two months² after receipt, the initiating body shall have the right to appeal to the Faculty Senate, whose decision shall be final.

¹ All major and minor course and program changes in undergraduate and in-service teacher education courses shall be submitted for approval to the Teacher Education Council, as described in the policy on "Major and Minor Course and/or Program Change Procedures."

² Since Faculty Senate committees do not typically meet outside of the regular fall and spring semesters, the two month period applies only to the regular fall and spring semesters.

Any decision of a Faculty Senate curricular committee may be reviewed by the Faculty Senate; however, if a decision on a new course or the new designation of existing courses (e.g., General Education course labels, including, but not limited to, Community and Cultural Diversity, G1, G2, G3, Laboratory, Perspectives, and Writing labels) is not challenged by the next senate meeting after the Faculty Senate curricular committee decision, the decision will be considered approved by the senate.

Administrative Approval and Catalog Listing

New courses and designations must be duly approved by the Provost before being listed among a semester's course offerings or being placed in the undergraduate catalog.

Each course description listed in the catalog shall include a statement of the number and type of class meeting hours per week and when the course is normally offered.

Decanal Analyses of Resource Implications

Course and program development and modifications frequently have serious implications for resource allocations. To ensure early administrative response to the financial implications of a curricular proposal, proposals submitted to the school curriculum committee(s) for evaluation will be submitted simultaneously to the appropriate school Dean. The school Dean will provide an assessment of the impact on resources in writing to the initiating department. Nothing in this statement shall be interpreted to mean that the Dean can delay or prevent courses and programs from being considered by the appropriate departmental, school, or University committee.

Experimental Courses

In order to encourage experimentation and to provide timely courses in a variety of areas, departments are permitted to offer one experimental course per calendar year, with the approval of the department. The course will not be offered again until it has been evaluated by the students and the department and approved according to the regular approval process.

1. All experimental courses will be designated with a number ending in "79."
2. Experimental courses may not count in General Education nor carry writing, community and cultural diversity, or perspectives designations.
3. As part of the course approval process, a department may request that a course originally offered on an experimental basis count retroactively as General Education and/or with a specific designation.

Interdisciplinary Courses

“Interdisciplinary courses” are defined to include the following categories: 1) courses that reflect inter-relationships among two or more disciplines, 2) Perspectives courses with interdisciplinary content, 3) courses cross-listed by two or more departments, or 4) divisional courses as provided and defined in the “Course Identification Policy.”

In proposing interdisciplinary courses, departments of all disciplines significantly involved must be consulted by the course proposer(s). The results of such consultation shall accompany the course proposal through all stages of the course and program approval process.

Effective: October 1997

Curriculum Approval Policy
MAJOR and MINOR COURSE and/or PROGRAM CHANGE PROCEDURES

Revised: APC, April 2012
Faculty Senate review, May 2012

Minor Course Changes

Minor course changes are changes that do not fundamentally alter the nature, function or accessibility of the course, nor impact on the ability of students to complete this or other courses in their program of study. Examples include: updating catalog descriptions, most course numbering changes, and course title changes.

Procedure

1. The school Dean, as the Provost's designee, will decide whether a change is major or minor. Therefore, it is important that the school Dean be notified by the department chairperson of all course changes early in the approval process.
2. Minor course changes affecting department majors only require approval of the department offering the course, the appropriate school curriculum committee, the school Dean, and the Associate Provost for Academic Administration.
3. Minor course changes affecting more than one department also require consultation with the affected departments.
4. Minor course changes in undergraduate, graduate, and in-service teacher education also require approval of the Teacher Education Council (TEC).
5. Minor course changes for courses required of all University students or all students pursuing a particular degree (e.g. BSE) also require approval of the appropriate Faculty Senate committee: Undergraduate Course and Program Review Committee (UCPRC) or Graduate Course and Program Review Committee (GCPRC).

6. Following approval by the appropriate committee (school curriculum, TEC, or senate committee), it is the committee's responsibility to report its approval to the Associate Provost for Academic Administration for final determination and implementation. The Associate Provost will inform the pertinent University offices and Faculty Senate of final disposition.

Major Course Changes

Major course changes are changes that fundamentally alter the nature, function or accessibility of the course, or impact the ability of students to complete this or other courses in their program of study. Examples include: adding most new course prerequisites, adding or deleting significant course content (~~i.e., including the addition of~~ General Education course labels, including, but not limited to, Community and Cultural Diversity, G1, G2, G3, Laboratory, Perspectives, and Writing labels), requiring off-campus experiences, or changing the number of credits.

Comment [alm2]: Specifies GenEd label additions. Deletions handled separately below.

Procedure

1. The school Dean, as the Provost's designee, will decide whether a change is major or minor. Therefore, it is important that the school Dean be notified by the department chairperson of all course changes early in the approval process.
2. Major course changes require approval of the department offering the course, the appropriate school curriculum committee, the appropriate Faculty Senate committee (UCPRC or GCPRC), the Faculty Senate, and the Deans' Council. The Provost will inform the pertinent University offices and Faculty Senate of final disposition.
3. Major course changes required for majors or minors in other departments also require consultation with the affected departments.
4. Major course changes in undergraduate, graduate, and in-service teacher education also require approval of the Teacher Education Council (TEC).

~~Deletion of Courses or~~ Removal of General Education Designation Labels

When a department elects to remove General Education labels (e.g., Community and Cultural Diversity, G1, G2, G3, Laboratory, Perspectives, and Writing labels), the Department Chair will notify the appropriate School Dean and the Associate Provost for Academic Administration. ~~All department chairs~~ will be notified by the Associate Provost for Academic Administration and given two weeks to communicate related concerns to their School Dean for discussion. Any issues will be resolved at Deans' Council in consultation with departments. Resulting course changes will be communicated to the Registrar's Office for implementation. Removal of a General Education label from a course must be done ~~prior to or in conjunction with~~ submission of the schedule for the effective semester to the Dean.

Comment [alm3]: Separates sections for removing GenEd labels and deleting courses from catalog.

Comment [alm4]: Provides broad notification and promotes discussion among impacted depts.

Comment [alm5]: Ensures changes are in place prior to release of info to students.

Inactivation and Reinstatement of Courses

Prior to the annual ~~printing~~ release of the University catalogs, the departmental listing of courses shall be reviewed by the appropriate departmental committee(s). If a course has not been offered in the previous two years or planned for the next two years, the department shall either delete the course from the catalog or list the course as “offered infrequently.” ~~Courses deleted from the catalog will be considered inactive for six years after which they will be discontinued.~~ Departments are encouraged to retain course materials and approved learning objectives for courses deleted from the catalog.

When a department elects to inactivate a course, the Department Chair will notify the appropriate School Dean and the Associate Provost for Academic Administration. ~~All department chairs will be notified by the Associate Provost for Academic Administration and given two weeks to communicate related concerns to their School Dean for discussion. Any issues will be resolved at Deans’ Council in consultation with departments. Resulting course changes will be communicated to the Registrar’s Office for implementation.~~

An inactivated course ~~which has been deleted from the catalog~~ may be reinstated by submission of the approved learning objectives ~~a departmental request directed~~ to the appropriate school curriculum committee, ~~following~~ and notification of the school Dean. The committee shall report its approval to the Associate Provost for Academic Administration. ~~Once a course has been discontinued, the regular approval process for new courses must be used.~~

~~When a course is deleted from a department’s offerings, or when a label is removed from a course, the chair of the appropriate school committee shall inform the appropriate Faculty Senate committee (UCPRC or GCPRC) of such action. The Faculty Senate committee chairperson will then communicate that action to Faculty Senate.~~

Minor Program Changes

Minor program changes are changes that do not fundamentally alter the requirements, the length of time, or the academic preparation necessary to complete a particular course of study. Examples of minor program changes are: expanding the number of courses available in an elective block and renaming an option within a major.

Procedure

1. The school Dean, as the Provost’s designee, will decide whether a change is major or minor. Therefore, it is important that the school Dean be notified by the department chairperson of all program changes early in the approval process.
2. Minor program changes affecting departmental majors only require approval of the department offering the program, the appropriate school curriculum committee, the school Dean and the Associate Provost for Academic Administration.

Comment [alm6]: Encourages depts to keep catalog listings current.

Comment [alm7]: Defines time frame for course to be reinstated as below versus full approval process.

Comment [alm8]: Provides broad notification and promotes discussion among any depts impacted.

Comment [alm9]: Allows for quick reinstatement provided that course goals are maintained.

3. Minor program changes affecting majors or minors in other departments also require consultation with the affected departments.
4. Minor program changes in undergraduate, graduate, and in-service teacher education also require approval of the Teacher Education Council (TEC).
5. For minor program changes affecting all University students or all students pursuing a particular degree, approval of the appropriate Faculty Senate committee (UCPRC or GCPRC) is required.
6. Following approval by the appropriate committee (school curriculum, TEC, or senate committee), it is the committee's responsibility to report its approval to the Associate Provost for Academic Administration for final determination and implementation. The Associate Provost will inform the pertinent University offices and Faculty Senate of final disposition.

Major Program Changes

Major program changes are changes that fundamentally alter the requirements, the length of time, or the academic preparation necessary to complete a particular course of study. Examples of major program changes are: adding additional requirements to a major, adding an off-campus field experience, and significantly reducing the variety of courses in an elective block.

Procedure

1. The school Dean, as the Provost's designee, will decide whether a change is major or minor. Therefore, it is important that the school Dean be notified by the department chairperson of all program changes early in the approval process.
2. Major program changes require approval of the department offering the program, the appropriate school curriculum committee, the appropriate Faculty Senate committee (UCPRC or GCPRC), the Faculty Senate, and the Deans' Council. The Provost will inform the pertinent University offices and Faculty Senate of final disposition.
3. Major program changes affecting majors or minors in other departments also require consultation with the affected departments.
4. Major program changes in undergraduate, graduate, and in-service teacher education also require approval of the Teacher Education Council (TEC).

Unresolved Issues

Unresolved questions regarding whether a change is major or minor shall be referred to the Provost and Vice President for Academic Affairs.

