Faculty Senate Minutes
February 17, 2009

The meeting was called to order at 4:10 p.m. All departments were in attendance except Interdisciplinary Studies.

I.   Minutes of previous meeting

        The minutes of the February 3, 2009 meeting of the Faculty Senate were approved as written.

II.   Report of the Faculty Senate Chairperson

        Faculty Senate Chair Börger-Greco encouraged faculty to attend the session to meet with the Chancellor on campus February 26. She also indicated that Dean of Science and Mathematics candidates will be on campus in the next few weeks.

III.   Report of the Student Senate President

        Student Senate President Farrelly reported on student group approvals, the opening of nominations for elections, students at a conference on campus safety initiatives, and emergency funding for students in competitions.

IV.   Report of the Graduate Student Association

        Graduate Student Association Representative Randolph reported that the GSA has received temporary status from Student Senate. She also shared about work to raise awareness on campus about the GSA and participation in Go Red activities. She indicated that the GSA is working to recruit sister schools to participate in the Graduate Symposium to be held April 22. The deadline for presentation proposals is March 20.

V.   Report of the Administrative Officers

        Provost

        Provost Prabhu commented on the administrative support for the invitation of Dr. Bill Ayers to campus to speak on urban education. Dr. Prabhu stressed the need to uphold the principles of academic freedom and the marketplace of ideas. He indicated that it is important to remain open to dialogue on campus, maintain decorum, and deal with concerns respectfully. Senator Greenawalt, faculty advisor for the Young Republicans, agreed with these principles but expressed concern about Dr. Ayers' viewpoints and attitude about personal choices. Senator Scott commented that an environment of exclusion destabilizes society.

Vice President for Student Affairs

Vice President Breaux indicated that the job description for Associate Vice President of Student Affairs has been posted and that efforts are being made to quickly hire a permanent Director of Health Services. She noted there have been reduced hours at Health Services due to staff shortages.

Associate Provost for Academic Administration

Associate Provost Burns encouraged faculty to participate in the Campus Climate Survey so that impressions on campus can be used to determine future directions. He also noted that the UNIV103 First-Year Inquiry sections planned for fall are insufficient to meet the demand. Dr. Burns requested that faculty consider offering additional sections. It was noted that it is difficult for faculty to pursue these courses within complement. Dr. Burns responded that changes in the requirements for G1 and G3 courses in the Gen Ed program should make this more feasible. He stressed the significant impact of these courses in exposing students to critical thinking within topics to which they feel connected.

VI.   Reports of the Faculty Senate Standing Committees

APC

Senator Baker represented APC to introduce several documents addressing system commonalities or state mandates. Proposals were made to modify language of the Undergraduate Residency Policy [see Attachment #1], the Undergraduate Repeat Policy [see Attachment #2], Major and Minor Course and/or Program Change Procedures [see Attachment #3], Approval Process for Courses and Programs [see Attachment #4], and Distance Learning Course Approval Process [see Attachment #5]. A revised chart of the Approval Process for University Undergraduate and Graduate Programs and Courses was also distributed [see Attachment #6]. Senator Mowrey cautioned that GCPRC rather than APC is responsible for policies relating to graduate education, including curriculum approval processes. She suggested deletion of references to graduate education, including GCPRC, and change of the document title to Undergraduate Approval Process for Courses and Programs. Senator Baker will take the information back to APC for that committee's review and revision.

UCPRC

First Readings

(1) NEW UNDERGRADUATE COURSE
PHYS104: Applied Physics, 4 credits, G2, L. Proposal to create a course that studies the application of mathematics to practical problems in physics.

(2) NEW UNDERGRADUATE COURSE

BIOL101: Foundations of Biology, 4 credits, G2, L. Proposal to create a course that introduces foundational principles for modern biological knowledge for biology majors and minors.

(3) NEW UNDERGRADUATE COURSE
BIOL343: Principles of Ecology and Evolution, 4 credits, W. Proposal to create a course covering the basic concepts and principles of evolution and ecology.

(4) NEW UNDERGRADUATE COURSE
BIOL362: Cell and Developmental Biology, 4 credits, G2, L, W. Proposal to create a course covering the basic concepts and principles of cell and developmental biology.

(5) NEW UNDERGRADUATE COURSE
BIOL364: Foundations of Genetics and Molecular Biology, 4 credits. Proposal to create a course covering the concepts and principles essential for understanding genetics and molecular biology.

(6) CHANGE IN UNDERGRADUATE CURRICULUM
BIOL: BA, BSE, BS majors; Biology and Molecular Biology minors; all options. Proposal to introduce four new courses to create a required core of six courses to provide broad foundations for most biology majors and minors.

(7) CHANGE IN UNDERGRADUATE CURRICULUM
BIOL: BA, BSE, BS majors; Biology and Molecular Biology minors; all options. Proposal to modify prerequisites as needed to accommodate new courses and programs for biology majors and minors.

GCPRC

(1) NEW GRADUATE COURSE
BIOL664: Foundations of Genetics and Molecular Biology, 4 credits. Proposal to create a course covering the concepts and principles essential for understanding genetics and molecular biology.

Senator Mowrey distributed a proposal to change graduate student admission testing requirements to eliminate the uniform requirement for standardized tests. This allows each degree program to tailor its admission requirements as appropriate for the program. For programs where standardized testing is not relevant, the change may attract more applicants.

VII.   Reports of the Faculty Senate Special Committees

None

VIII.   Proposed Courses and Programs

Second Readings

(1) CHANGE IN UNDERGRADUATE CURRICULUM
ECON, Political Economy, Financial, Economics option. Proposal to limit the required related course choices to MATH 151, 161 or 211 was approved without dissent.

(2) NEW UNDERGRADUATE COURSE
SPAN334: Spanish American Civilization II, 3 credits. Proposal to create a course covering the history and culture of the Spanish Americas from 1824 to contemporary times was approved without dissent.

IX.   Faculty Emeriti

None

X.   Report on 2009-2010 Budget

Vice President for Finance and Administration Bruszewski announced two forums, February 25 and 26, to get faculty input on the 10-Year Master Facilities Plan. He also commented on the current financial situation and the likelihood of issues continuing into the next several years. At best, we are likely facing a $3 million deficit for 2009-2010. Mr. Bruszewski noted that Millersville has worked to be responsible with funding and has some contingency reserves to help bridge some gaps. However, he stated we have committed to keeping enrollments low which affects revenue. Mr. Bruszewski indicated that some cuts in personnel compensation will be necessary and positions that can best be tapped are being ranked. He also noted that course sections and class sizes will have to be reviewed carefully. He emphasized that Millersville intends to keep the impact on students to a minimum. He also invited input about possible cost-saving measures but clarified even the best ideas may have little impact on the financial gap we are facing.

Questions were raised about the availability of budget information and the relative percentage of faculty expenses within personnel compensation. Mr. Bruszewski indicated that some information is on the F&A website. Dr. Prabhu also pointed out that departments know the breakdown of salaries. Another question addressed whether strategies are being explored that will be more effective than global cuts across budgets. Mr. Bruszewski responded that efforts are being made to identify areas where cuts will be felt the least. The issue of increasing revenue was raised. However, Mr. Bruszewski noted that the structure of different revenue streams on campus limits how funds can be used. The existence of carryover funds was addressed. Mr. Bruszewski noted that some cases of one-time funding have become permanent over time. In response to a question of our negotiating points, he suggested our fiscal responsibility in keeping tuitions low over the last 10 years may have impacted the recommendation by the governor to keep PASSHE funding the same as last year.

XI.   Other/New Business

       None

Meeting was adjourned at 5:43 p.m.

Respectfully Submitted,

Aimee L. Miller
Secretary of the Senate

Action Summary:

The minutes of the February 3, 2009 meeting of the Faculty Senate were approved as written.

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Academic Policy Committee, PASSHE Commonality Proposals

SA-047 – Residency (Undergraduate)

Current Undergraduate Residency Policy (2008-09 Undergraduate Catalog, p. 37)
http://www.millersville.edu/~ucatalog/index.pdf

To earn an undergraduate degree at Millersville University, a student must meet the following requirements:

1. All curricular and proficiency requirements as described above must be met.

2. A minimum of 120 credits must be completed for a bachelor's degree.

3. A GPA of at least 2.0 must be earned in Millersville courses.

4. A GPA of 3.0 must be earned in Millersville courses to meet entrance and exit requirements for a Bachelor of Science of Education (B.S.Ed.) degree.

5. A GPA of at least 2.0 must be earned in Millersville courses required for the major (area of concentration for associate degrees).

6. A GPA of at least 2.0 must be earned in Millersville courses required for the minor.

7. At least 30 credits must be completed at Millersville (in addition to student teaching).

8. At least half the major requirements must be completed at Millersville.

9. At least half of the minor requirements must be completed at Millersville.

10. Students who graduate with a B.S.Ed. degree or complete an approved program of post-baccalaureate studies for teaching certification must be admitted to Advanced Professional Studies. They must also meet the Pennsylvania state requirements and other Pennsylvania certification requirements such as passing the required Praxis exams to qualify for Pennsylvania teacher certification.

11. An Application for Degree form should be submitted before the end of the third week of the term in which the student expects to graduate. The University confers degrees six times annually–at the conclusion of the fall semester, winter session, spring semester, first summer session, second summer session and third summer session. Application forms are available from the registrar's office, Lyle Hall, or www.millersville.edu/~commence/.

Proposed language to meet requirements of Commonality SA-047

7. At least 30 credits (in addition to student teaching) of the last 45 credits must be completed at Millersville. Participation in approved Millersville University exchanges or attendance at programs consistent with Millersville University academic agreements will satisfy this requirement.

SA-022A – Repeat Policy (Undergraduate)
Current Undergraduate Repeat Policy (Undergraduate Catalog, p. 45-46)
http://www.millersville.edu/~ucatalog/index.pdf

Repeat Policy. A student, in consultation with the adviser, may repeat a course to improve the GPA, to meet minimum competency requirements, or to satisfy graduation requirements. Students only need to repeat a failed course if it is specifically required for graduation. Students may repeat courses for which they have received a grade of C+, C, C-, D+, D, D-, F, W, Z, or U.

Courses failed at Millersville must be repeated at Millersville in order to earn course credit and credit toward graduation. Students may not transfer credit for any course taken at another institution that is the equivalent of a course previously taken at Millersville; this policy applies whether the course was passed or failed at Millersville University. Students may repeat courses at Millersville for which they have received transferred credit, but they will forfeit the transfer credit.

Once the course is repeated, the new grade, credits, and grade point value replace those earned previously in calculating the cumulative GPA. The earlier grade remains on the student's record even though it is no longer included in the computation of credits or cumulative GPA. In consultation with the adviser, students who find it necessary to repeat a course will be informed of, and expected to use, support services available to them through the Office of Learning Services.

An undergraduate student may not take an undergraduate course of record more than three times. A course of record is defined as a course in which a student receives a grade of A, B, C, D, (including + and -) F, U, Z or W. The academic department offering a course may drop a student from a course if the student attempts to take a course more than three times.

Proposed language to meet requirements of Commonality SA-022A

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Millersville University Governance & Policies

Effective: October 1997

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

Approved: Revised,
Deans' Council
Faculty Senate

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., General Education course labels, including, but not limited to, Community and Cultural Diversity, First-Year Inquiry, G1, G2, G3, Laboratory, Perspectives, and Writing labels ~~writing or perspectives designation~~, requiring off-campus experiences) or changing the number of credits.

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 Designation Labels

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.

Prior to the annual printing 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."

Reinstatement of Courses

A course which has been deleted from the catalog may be reinstated by a departmental request directed to the appropriate school curriculum committee, following notification of the school Dean. The committee shall report its approval to the Associate Provost for Academic Administration.

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.

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.

Millersville University Governance & Policies

Effective: October 1997

Curriculum Approval Policy
APPROVAL PROCESS for COURSES and PROGRAMS

Approved: Deans' Council;
Faculty Senate
Meet & Discuss

The following approval process is applicable to all courses and programs in associate degree, baccalaureate and graduate 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, First-Year Inquiry, 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.

Proposals approved by the school curriculum committee(s) shall be forwarded to the ~~Undergraduate Course and Program Review Committee~~ appropriate Faculty Senate committee: Undergraduate Course and Program Review Committee (UCPRC) or Graduate Course and Program Review Committee (GCPRC).[1] Proposals ~~vetoed~~ not approved by the respective committee shall be returned to the initiating department(s) accompanied by an explanation for the ~~veto~~ the committee's decision. Should a proposal ~~be twice vetoed~~ not be approved on two separate reviews by the school curriculum committee or the ~~UCPRC~~ appropriate Faculty Senate 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 the UCPRC/GCPRC fail to act upon a proposal within two months[2] after receipt ~~transmittal to them~~, the initiating body shall have the right to appeal to the Faculty Senate, whose decision shall be final.

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[1] All major and minor course and program changes in undergraduate, graduate, 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 he regular fall and spring semesters, the two month period applies only to the regular fall and spring semesters.

Any decision of the ~~appropriate Course and Program Review Committee~~ UCPRC/GCPRC 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, First-Year Inquiry, G1, G2, G3, Laboratory, Perspectives, and Writing labels) is not challenged by the next senate meeting after the UCPRC/GCPRC decision ~~it has been reported~~, 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 respective undergraduate or graduate 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 ~~may~~ will provide an assessment of the impact on resources in writing ~~or in person~~ 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. ~~It is to be understood that~~ The course will not be offered again until it has been evaluated by the students and the department and approved according to the regular ~~procedures outlined above~~ 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 ~~and~~ 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 ~~as outlined in the Governance Manual~~.

Attachment #5

Effective: Fall 2005

Curriculum Approval Policy
DISTANCE LEARNING (DL) COURSE APPROVAL PROCESS

Approved: 10/4/05, Deans' Council; 7/18/05 Faculty Senate
Revised: February 14, 2007, Deans' Council; March 21, 2006, Faculty Senate
Fall 2007?

Purpose of Distance Learning (DL) Course

To enrich and to increase the availability of the course offerings while maintaining quality educational experiences for students learning in a distance environment.

Millersville University Definition of Distance Learning (DL)

Distance learning takes place when students and faculty members are separated from each other by location or time. DL courses as defined by the CBA, Article 42.B.1.a, may meet entirely on-line or may include a combination of on-line and face-to-face instruction representing up to 20 % of the entire course. usually have little or no requirement for "live" meetings whether in a physical location or across the Internet. However, an instructor may require meetings throughout the semester. The definition is consistent with Article 42.B.1.a. of the CBA.

Distance Learning Formats

1. Online – Millersville University defines an online course as one that meets completely online via online courseware system (i.e. Blackboard, eCollege, or WebCT).

2. Blended – Millersville University defines a blended course as a distance learning course that blends online learning with face-to-face meetings. The face-to-face meetings (including fieldwork and on-site labs) cannot exceed 33% 20% of the entire course. The remainder of the course must be taught online. Courses that utilize a distance learning delivery mode for less than 80% of the course are not covered by the Distance Learning Course approval process or Article 42 of the CBA.

Technical and Instructional Support

The University shall assure the availability of technical support personnel and materials appropriate to the principal technology and consistent with the faculty member's prior training and experience.

1. Faculty member has been provided with appropriate training and technical support.

2. Faculty member has access to appropriate technical infrastructure.

3. Qualified instructional designers have an appropriate role in course development.

Course Approval Process

New credit-bearing courses that wish to be presented via a DL delivery mode must be approved through the existing course approval procedure at the University. The method of DL (video conferencing, e-mail, online, blended, etc.) must be clearly stated in the course proposal.

Existing credit-bearing courses that wish to add the option of a DL delivery format shall be reviewed by the department and University curriculum committee (UCPRC or GCPRC), which shall each provide its recommendation to the President or his/her designee. In these cases, the review by the department and University curriculum committees shall focus only on the presentation of the course via the proposed DL delivery mode rather than re-examining the elements of the existing course. This review should be completed within thirty (30) days[3] of receipt of the course proposal by the University curriculum committee.

Course Approval Criteria

In approving distance education courses, the following criteria shall be applicable:

1. Course content, outcomes, practice, and assessment are consistent and clearly stated in the course proposal and in the materials distributed to students.

   a. Minimum technology and skills required for the course are clearly stated.
   b. Learning outcomes/competencies are clearly stated using action verbs to communicate what learners will know and be able to do as a result of the learning experience.
   c. Suitable opportunities for interaction between instructor and student are provided.
      1) Instructors provide clear guidelines for interactions with students.
      2) Learning activities are developed to foster instructor-student, student-content, and where appropriate, student-student interaction.
      3) Instructors are encouraged to provide two types of feedback: information feedback (related to content) and acknowledgment feedback (confirmation of receipt).
   d. Suitable assessment of student achievement is evident.
      1) Assessment methods are designed to measure the competencies stated in learning outcomes and are appropriate for distance learning.
      2) Faculty working with departmental and school curriculum committees, in consultation with instructional design specialists, have developed methods of assessment that protect the integrity of the distance learning course.
      3) Course syllabus clearly states that students must adhere to the MU Academic Integrity Policy.

2. Technological tools used for distance learning assure student fulfillment of learning outcomes.

   a. Minimum technology competencies expected of students are clearly indicated in course materials.

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[3] Since Faculty Senate committees do not typically meet outside of the regular fall and spring semesters, the thirty (30) day period applies only to the regular fall and spring semesters.

b. Assistance with technology, including orientation and testing, is made available to students.
c. A contingency plan has been developed in the event of a technology failure.

3. Course resources assure student fulfillment of learning outcomes.

    a. Course resources are accessible to the learners, including online access to library materials.
    b. Course resources are developed in accordance with the Americans with Disabilities Act, and may include such accommodations as are typically offered to non-distance education students through learning services and by course instructors.
    c. Instructions are included on the site for those with disabilities explaining how to access all course resources.

4. Methods for course evaluation and maintenance are evident.

    ~~An appropriate student evaluation instrument shall be developed and implemented in compliance with Article 42.F.2. of the CBA.~~
    a. ~~The faculty member shall write an evaluation of his/her experience in the distance education course and suggest measures, which may be taken to improve the quality of distance education in the future (CBA, Article 42.G.).~~
       1) ~~Student perceptions regarding learning through distance education should be included in the report.~~
       2) ~~The evaluation should be submitted to the department chairperson, the department offering the course, and the appropriate Dean/management supervisor.~~

Approval Process
For University Undergraduate and Graduate Programs and Courses

	Department	Consultation with Related Departments: Dept. Chair Letters of Agreement	Dean Notification (N) or Approval (X)	School Curriculum Committee	Teacher Education Council	UCPRC or GCPRC	Senate	Associate Provost	Provost	COT Notification (N) or Approval (X)	Chancellor Notification (N) or Approval (X)	BOG
New Major Program	X	X	N	X		X	X		X	X	X	X
New Minor Program when no major exists	X		N	X		X	X		X	X	X	
New Minor Program when major exists	X		N	X		X	X		X	N	N	
New Certificate Program when no major/minor exists	X		N	X		X	X		X	X	X	
New Certificate Program when major/minor exists	X		N	X		X	X		X	N	N	
New Degree Designation	X		N	X		X	X		X	X	X	
New Track, Option, etc.	X		N	X		X	X		X	N	N	
Program Changes (other) – name change, termination, moratorium	X		X						X	N	N	
Major Program Changes affecting:												
Departmental majors only	X		N	X		X*	X		X			

Teacher preparation	X		N	X	X	X	X		X			
More than one department	X	X	N	X		X*	X		X			
All students	X		N	X		X	X		X			
Minor Program Changes affecting:												
Departmental majors only	X		X	X				X				
Teacher preparation	X		X	X	X			X				
More than one department	X	X	X	X				X				
All students	X		X	X		X	X		X			
Certificate programs	X		X	X				X				

Approval Process
For University Undergraduate and Graduate Programs and Courses

	Department	Consultation with Related Departments: Dept. Chair Letters of Agreement	Dean Notification (N) or Approval (X)	School Curriculum Committee	Teacher Education Council	UCPRC or GCPRC	Senate	Associate Provost	Provost	COT Notification (N) or Approval (X)	Chancellor Notification (N) or Approval (X)	BOG
Major Course Changes affecting:												
Departmental majors only	X		N	X		X *	X	X	X			
Teacher preparation	X	X	N	X	X	X	X		X			
More than one department	X	X	N	X		X *			X			
Distance learning	X		N	X		X	X		X			
All students	X			X		X	X		X			
Minor Course Changes affecting:												
Departmental majors only	X		X	X				X				
Teacher preparation	X	X	X	X	X			X				
More than one department	X	X	X	X				X				
Distance learning	X		N			X		X				
All students	X		X	X		X	X	X				

*Deletion of a course does not require Course and Program Review Committee approval, but does require committee notification.

Approved: Revised, March 2007, Faculty Senate and Deans' Council; February 2006, Faculty Senate and Deans' Council