Shippensburg University

University Curriculum Committee Procedure Manual 2023-2024

Found online at www.ship.edu/ucc

LAST Approved 9/5/23

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Shippensburg University Manual, 1991

The following content of Articles III and IV is excerpted from the Shippensburg University Manual, 1991 and cannot be amended by the UCC without appeal to APSCUF SU and the Administration.

ARTICLE III: UNIVERSITY GOVERNANCE STANDING COMMITTEES

Section 1: Curriculum Committee

The purpose of the curriculum committee is to provide a directional force for planning, developing and implementing new academic programs, for the review, evaluation and disposition of existing undergraduate and graduate programs, and for recommending policies and standards for undergraduate and graduate programs of the university. The curriculum committee's major objective is the overview of the total curriculum and the delegation of specific issues to the college councils acting as college curriculum committees.
The following is a listing of curricular issues falling within the purview of the curriculum committee:

a) Academic program planning and development.
b) Academic program review and evaluation, especially as it relates to accreditation.
c) Final governance course approval within existing programs (including changes in prerequisites, course numbers, course descriptions, etc.)
d) Review proposals for new degree-granting programs and consider elimination, suspension, or reduction of existing degree programs.
e) Resolution of curricular and course conflicts between and among colleges.
f) Oversight of the general education program.
g) Curriculum research and innovation.
h) Academic policies and standards matters listed under permanent subcommittee below.

Any matter relating specifically to graduate programs or to teacher education must be referred to the graduate council or to the teacher education council for discussion and action before being acted upon by the curriculum committee or its subcommittees.

Subsection 1A: Curriculum Committee Membership

The membership of the curriculum committee is composed of three (3) college deans, three (3) students, and thirteen (13) faculty members.

a) Three (3) college deans appointed by the president of the university
b) Three (3) students:
    1. Two (2) undergraduate students appointed by the president of the university for one (1) year.
    2. One (1) graduate student appointed by the president of the graduate student association for one (1) year.
c) Ten (10) faculty members apportioned and elected by the regular faculty as follows:
    1. Arts and humanities division (art, communications journalism, English, history / philosophy, modern languages, music and speech / theater arts) - two (2) members.
    2. Division of behavioral and social sciences (geography - earth science, political science, psychology, and sociology) - two (2) members.

3. Division of mathematics and natural science (biology, chemistry, computer science, mathematics, physics) - two (2) members.
4. Division of business (accounting / management information systems / information technology for business, economics, finance / information management and analysis, and management / marketing) - two (2) members.
5. Division of education and human services (counseling, criminal justice, educational leadership and policy, exercise science, social work, and teacher education. - two (2) members.

The ten (10) faculty will be elected within each division by the regular faculty of that division from a pool of (1) faculty member chosen by each department according to the procedures established by each department.

d) One (1) faculty member appointed by the APSCUF/SU president.
e) One (1) faculty member elected by the non-teaching faculty.
f) Faculty elections and appointments shall occur as follows. (Revised by the Forum 1993).
    1. The APSCUF / SU appointment shall occur in odd numbered years.
    2. The non-teaching faculty election shall occur in even numbered years.
    3. The elections for faculty representatives of the five academic divisions shall occur every year with one representative from each division being elected each year. Any academic department whose candidate was elected the previous year would not be eligible to submit a candidate's name that year.

Section 2: Academic Policies and Standards Subcommittee.

The purpose of the permanent academic policies and standards subcommittee of the curriculum committee is to recommend policies and standards for the undergraduate and graduate programs. The following is a listing of academic matters that are primarily the responsibility of the academic policies and standards subcommittee: admissions standards, academic grading system, academic probation and dismissal guidelines, dean's list criteria, student withdrawal policies, student readmission policies, distance education course approval, and graduation requirements.

Sub-Section 2A: Academic Policies and Standards Subcommittee Membership

The membership of the permanent academic policies and standards subcommittee of the curriculum committee will be:

a) Six (6) faculty chosen from among the faculty members of the curriculum committee.
b) Two (2) administrators chosen from among the administrative members of the curriculum committee.
c) One (1) student chosen from among the student members of the curriculum committee.

Section 3: Curriculum Routing Procedures

Any matter relating to the curriculum that a faculty member, student, administrator, department, etc. of the university community wishes to bring to the attention of the curriculum committee shall be submitted in writing. The curriculum committee shall review and refer it to the appropriate college council or sub-committee of the curriculum committee or the graduate or teacher education council. If the matter does not fall within the purview of any of the above committees, the curriculum committee may refer it to an ad hoc committee (Shippensburg University Manual, 1991-93, Appendix 1A).

The curriculum committee will, as part of the process of review and reference of issues, provide reasonable time frameworks for all reports and recommendations from the college curriculum committees and other groups. Should these reports or recommendations not be provided within the reasonable time framework, the curriculum committee shall recall and debate the issue. Reports and recommendations may then be sent directly to the University Forum.

Section 7: Meetings of Standing Committees

All committees will hold regularly scheduled meetings in a designated location during periods when the university is in regular academic session. Additional meetings may be called as deemed necessary by the chairperson.
To minimize meeting time conflicts and inconveniences to members, the regular meeting schedules of committees should be coordinated by the executive committee at the beginning of the academic year.
All committee meetings, minutes, and agenda are open to members of the academic community.

Section 8: Procedures

a) Each committee shall elect from its members a chairperson and secretary at this first fall meeting, with the exception of the Curriculum Committee, which will have its organization meeting in the spring following the election of its members. The incumbent chair of the Curriculum Committee will call this organizational meeting (Revised by Forum, 1992).
b) The chairperson shall preside at all meetings and assume those duties appropriate to the position. He / she shall prepare agenda and distribute to all members at least five days prior to all meetings.
c) The secretary shall record the proceedings of each meeting and transmit the minutes according to a designated listing within seven (7) working days of each meeting.
d) Copies of all proposals, reports, and recommendations acted upon by committees must be transmitted to the University Forum.
e) Attendance at all meetings is expected. It is the responsibility of members to notify the chair of the committee of absence in advance, when possible. More than two (2) unexcused absences per semester shall lead to automatic dismissal from a committee. The executive committee of the University Forum shall determine what constitutes an unexcused absence.
f) A quorum of two / thirds (2/3) of the committee membership is required to conduct business. A motion shall be deemed passed / defeated if a majority of the members present vote aye / nay.
    - Amended Spring 2021: Robert's Rules Newly Revised states the following: "if the rules explicitly require… of the members present… an abstention will have the same effect as a no vote. [RONR 12th Edition, 44:1, 44:3, 44:3 (a); see also p. 66 of RONR In Brief.]
    - Thus an abstention will be equal to a NAY vote and the percentage of AYE versus NAY/Abstentions must be greater than 51% in order for a proposal to pass.
g) Agenda items may be proposed by any member of the student body, faculty or the administration.

ARTICLE IV: ELECTIONS, VACANCIES, LENGTH OF TERM, AND ELIGIBILITY

Section 1: Nominations and Elections

a) All persons nominated for any position on the standing committees or the University Forum must have given prior approval before his/ her name is placed on the nomination ballot.
b) The nominating ballot will clearly indicate whether the candidate is at-large or representing a specific constituency.
c) The election for memberships on the standing committees and the University Forum shall be held by the end of April.
d) Election of the candidates will be by a majority of the votes cast or by a plurality if there are more than two (2) candidates. In case of ties, run-off elections will occur until the position is filled.
e) Appointments to the governance review committee will be made in April.
f) Associations of constituent groups shall conduct the elections.
g) Persons considered eligible for voting privileges are all full-time tenured faculty, all full-time probationary faculty, all full-time temporary faculty, and all permanent part-time faculty.
h) Elections and appointments of the faculty to the University Forum shall take place as follows:
    a. The APSCUF appointment shall take place in odd-numbered years.
    b. The election of three faculty members from the individual colleges shall occur in odd- numbered years.
    c. The election of the five at-large faculty shall occur in even-numbered years.
    d. Because all faculty are currently elected and appointed in even-numbered years, an exception to the two-year-term rule (ARTICLE IV, Section 3, paragraph a) is required of the APSCUF appointee and the college representatives. Therefore, the 1992 APSCUF appointee and the college representatives that are to be elected in 1992 will serve a one-year term with the option of running for a second, two-year term.

Section 2: Vacancies.

Vacancies on the Forum and on committees of the Forum shall be filled through appointment made by APSCUF / SU for faculty, the student senate for undergraduate students, the graduate student association for graduate students, and by the president of the university for administrators.

Section 3: Terms of Office

a) The term of office on all standing committees and the University Forum shall be two (2) years.
b) Faculty members may not serve more than two (2) consecutive terms.
c) Members may not serve on more than one (1) standing committee simultaneously.
d) Length of terms for student members is one (1) year. They may, however, succeed themselves.

Section 4: Eligibility

a) Faculty members are eligible for membership on committees of the University Forum if they are employed at the university in a tenured or tenure-track position.
b) Undergraduate students are eligible for membership on committees or the University Forum if they have achieved sophomore, junior, or senior level status.
c) Graduate students are eligible for membership on committees of the University Forum if they are resident full-time students or serving as graduate assistant / counselor.

UNIVERSITY CURRICULUM COMMITTEE GUIDELINES

These procedures are based upon the previous excerpt from the SU Manual and are intended to assist the UCC and the campus community to work smoothly together. They may be amended by the UCC.

Note: The president is the only entity that holds the ability to approve proposals. All other councils and committees recommend approval. Any use of the word "approval" in this document, outside of presidential action, is assumed to mean recommending approval.

SECTION A: Agenda

The agenda for meetings of the UCC will be developed and distributed at least five days prior to a scheduled meeting. The agenda will be distributed to all committee members and those persons on the UCC mailing list.
Items that have been approved by the respective College Councils, the General Education, the Graduate, and/or the Teacher Education Councils, as appropriate, shall be included on the agenda of the next regularly scheduled UCC meeting. The Chairperson will only include on the agenda those items which the minutes of the various Councils indicate proper approval.
The Deans of the University or the Director of The Graduate School may request that an item be included on the agenda pending College Council or Graduate Council approval by contacting the UCC Chairperson. Action will be taken on the item only if the Dean/Director informs the UCC Chairperson that the College Council has approved the item.

SECTION B: Mailing List

The UCC mailing list consists of the following: University President and Assistant to the President; APSCUF President and APSCUF office; Student Senate President; Provost and Provost's Office; Registrar and Associate Registrar; Vice Presidents; Deans; Department Chairpersons; Academic Program Directors; UCC members; Forum members; Chairs and Secretaries of the College Councils, General Education Council, General Education Council Program Subcommittee, Graduate Council, Teacher Education Council, and Academic Outreach Subcommittee of the Academic Affairs Council; and the Director of Institutional Research.

SECTION C: Meeting Dates

The University Curriculum Committee shall meet on the first Tuesday of each month during the academic year. The meeting shall begin at 3:30 pm. By action of the committee, the meeting date and time may be altered because of a scheduled University term break.

SECTION D: New/Revised Proposals

All new program, policy, and course proposals, revisions, and deletions to existing and new programs/policies/courses for UCC consideration must be submitted (including required documentations) by electronic submission to the https://ship.curriculog.com/ website. Sponsors should refer to training resources and direct any questions about the submission process to the chair of UCC at ucc@ship.edu email. All proposal submissions must be submitted to Curriculog beginning after May 4, 2021.

SECTION E: Council Action

No proposal for a new or revised course or program will be considered by the UCC until it has been reviewed and approved by the proper College Councils. Proposals that involve general education must also be reviewed and approved by the General Education Committee. Amended in 2022, any Policy Proposal that impacts General Education must also be reviewed and approved by GEC. Proposals that affect graduate education, *including 400 level classes approved for graduate credit*, must also be reviewed and approved by the Graduate Council. Proposals that involve undergraduate teacher education must also be reviewed and approved by the Teacher Education Council.

All minutes of the various College Councils, the General Education Council, the Graduate Council, and the Teacher Education Council shall be forwarded to the UCC Chairperson and to the UCC Secretary. In addition to the minutes, the decision on each proposal at the various councils shall be denoted in the proposal routing spreadsheet on the Microsoft Teams site by the designated member of that council. Distance Education and hy-flex undergraduate course proposals must be reviewed and approved by the Distance Education (Academic Outreach) Committee and approved by UCC before a course can be offered as DE/hy-flex. No proposal will appear on the UCC agenda until the UCC Secretary has received those minutes.

SECTION F: Proposal Numbering

Each proposal to be considered by the UCC should be given a control number before it is circulated to the individuals on the UCC mailing list or to the college councils. UCC Control numbers are assigned automatically within Curriculog and are tracked in a separate spreadsheet on the Microsoft Teams site. If a proposal is revised at any time after its inception, amendments should be noted in the comments area within Curriculog and within the proposal clear indication of “amended” components shall be made clear and attached as additional PDF uploads as necessary to the digital document within Curriculog to clarify any amendments.

SECTION H: Proposal Life

A proposal that has been submitted to the UCC will be kept active during the year in which the proposal is submitted and for one full academic year following submission. If no UCC action is taken by the end of this time, the item will be dropped from those items under consideration. The sponsor of any proposal that is dropped under the guidelines of this section will be notified in writing by the UCC Chairperson. Amended in 2022, proposals submitted within Curriculog within one academic year will not carry forward directly to the next academic year, due to the need for form system maintenance. Form maintenance will occur each summer and all old proposals that have not been approved must be deleted from the system. All originators should download a pdf version of their proposal if they would like to re-submit the proposal the following year for consideration.

SECTION I: Subcommittees

There shall be one subcommittee of the UCC, the Academic Policies and Standards Subcommittee, as specified in the University Governance Manual. Membership to the subcommittee shall be by appointment of the UCC Chairperson and will be representatives of the various constituencies of the University. An ad Hoc committee can be formed at any time to take up additional matters.

SECTION J: Minutes

The Secretary of the UCC shall keep and distribute minutes of all meetings. The Secretary shall distribute the minutes to all individuals included on the UCC mailing list. UCC minutes can also be viewed at the UCC S-drive. Navigating to S-drive> Public> Employee> UCC> and then select the folder Agenda Minutes and find the year there.
Any minutes or reports of subcommittee meetings or written recommendations of the various subcommittees shall be made a part of the UCC minutes and shall be distributed to all individuals on the UCC mailing list.

SECTION K: Organizational Meeting

An organizational meeting of the newly elected committee members shall be held at the conclusion of the last UCC meeting of the year. At this meeting the chairperson and the secretary shall be elected for the following year. The election shall be conducted by a representative of APSCUF.

SECTION L: Alternate Member to the University Forum

In compliance with the amendment to the Governance Document (ratified by the President's Cabinet on March 13, 1995) the UCC Secretary will serve as an alternate to the Forum.

SECTION M: Chair Load Reduction

The UCC Chair is entitled to a three credit reduction in load per semester or the requisite overload per semester.

SECTION N: Past Proposals

Beginning in 2003 UCC proposals were placed on the UCC website. These electronic documents

can be browsed on the UCC shared drive on the S:Drive. Navigating to S-drive> Public> Employee> UCC> and then select the folder with the year of interest. (For example to browse the list of proposals submitted in the 2019/2020 Academic year, search for 19).
It is worth noting that the UCC minutes need to be consulted to discover the final dispensation of a proposal. These documents are provided (beginning with 1999/2000) in the S-drive.
Past UCC proposals are housed in the University Archives in the Library. At the end of each academic year paper minutes and proposals should be submitted to the Archivist. These records are available for perusal via a request to the Archivist.

SECTION O: Assessment Guidelines for Proposals

To support our commitment to student success and to quality of courses and programs, the use of assessment data is critical. All sponsors are required to collect and report assessment data as appropriate to each course, program, or policy proposal submitted to UCC. Sponsors should therefore refer to the assessment guidelines section at the end of the manual before and during the preparation of UCC proposals.

SECTION P: Class Size Policy

With the approval in spring of 2020 UCC proposal 19-188 (and in accordance with the CBA Article 31.E.1), UCC will begin considering the appropriateness of class size within the curriculum approval and revision process. Thus UCC will collect the following data for all current course offerings and for future new and revised course proposals: Course prefix, course number, course name, existing class size, appropriate class size minimum, appropriate class size maximum and rationale. It is noted here and in the approved proposal that appropriate class sizes should be based on national norms or best practice recommendations, accreditation standards, appropriate assessment data, safety considerations, restrictions by room access, appropriate facilities, resources, or other local features that would impact instruction and student success. With the launch of Curriculog Proposal Submission, these data are to be entered and collected by proposal sponsors and reviewed by UCC.

As of Spring 2022, a process for gathering existing course sizes for existing courses was implemented and a course roster was distributed to department/program chairs for review and data collection. The spreadsheet reported the 5 year average of course cap sizes, as well as the 5 year average of actual enrollment for each course. A recommended class size was proposed based on these averages and department/program chairs were asked to review and report back. Any change in recommended class size will need to be made by said departments/programs and justified appropriately based on the type of course, well-supported assessment evidence, availability of resources, space-requirements, pedagogy, safety, field placement, accreditation standards, etc. These data will be reviewed and voted upon by UCC and Forum for final approval.

UCC Chairperson's Calendar

September

- Remind Deans and Chairs of Guidelines and the UCC website.
- Finalize the dates for the monthly meetings and reserve a room for all meetings. Contact Deans, Chairs and UCC members with dates and locations.
- Update the UCC mailing list.
- Use the first meeting of the UCC to acquaint members with the Guidelines and Procedures.

February

- Vote on Distance Education Proposals for the summer.

May

- Reorganize for the following year.
- Send all paper copies of minutes and proposals to the University Archives in the Library.

Routing Curriculum Proposals through the University Governance Process

The charts below give an overview of the entire curricular process and the timelines by which proposals **must** be approved by all constituencies to meet student registration needs. In essence, the proposal process must start approximately one year prior to implementation. For example, if a sponsor wishes to implement a new course at the start of an academic year, the proposal must have been approved by the UCC at the December UCC meeting (at the very latest) of the previous academic year. If a proposal does not meet a deadline, the proposal will still be reviewed by the UCC; however, the proposal will be implemented at the subsequent registration cycle. Please be aware that program proposals that require Council of Trustees and Chancellor's approval may require even more time to be implemented. Lastly, if a proposal is delayed at any point during the approval process by one of the various committees (e.g. a proposal is tabled by a college council so that clarification of an issue can be addressed), additional time may be required for the proposal to complete the approval process.

Upon approval by the UCC, proposals will be presented to Forum as information items or for approval as appropriate. Upon review and/or approval at Forum, proposals will be routed to the University President for final action. [New program proposals that require Council of Trustees and Chancellor's approval will be sent to those groups after Presidential approval is received.] Upon final approval, the Registrar will implement the approved proposal.

Curricular Changes for Implementation in Summer* and Fall:

Action	**Deadline of Previous Academic Year**
Department approves final curricular changes and sponsor uploads proposal(s) to UCC website	End of October at the latest
Councils approve changes	November meeting
UCC reviews proposal(s)	**December meeting (or final meeting of the semester)**

Forum reviews proposal(s)	December meeting (or first meeting of the Spring semester)
President acts on proposal(s)	February
Changes ready to go to Banner, before scheduling begins	March 1st

Curricular Changes for Implementation in Winter* and Spring:

Action	**Deadline of Previous Academic Year**
Department approves final curricular changes and sponsor uploads proposal(s) to UCC website	End of March at the latest
Councils approve changes	April meeting
UCC reviews proposal(s)	**May meeting (or final meeting of the semester)**
Forum reviews proposal(s)	May meeting (or final meeting of the semester)
President acts on proposal(s)	June
Changes ready to go to Banner, before scheduling begins	September 1st

*Note: Existing courses that are being proposed for Distance Education delivery mode are expedited and will be considered by UCC within 30 days of being posted to the UCC website (after which they are presented as information items to Forum and the President). These should be submitted as early as possible in order to gain approval before scheduling begins. For the Winter Term, expedited DE proposals must be complete and on the late September UCC agenda. For the Summer Term, expedited DE proposals must be complete and on the February UCC agenda.

Curriculum proposals usually originate within an academic/administrative department; however, it is the proposers' responsibility to ensure that their proposal(s) makes it through the approval process.

- Step 1. Review and gather necessary information, and assessment evidence necessary to complete the form fields for the proper proposal type in the https://ship.curriculog.com/ system. Additional information may from the UCC website at http://www.ship.edu/ucc/

- Step 2. For existing programs/courses, import existing information from the approved UG/Grad catalog, and complete an impact report that outlines all programs impacted by the existing proposal. All programs/departments that will be impacted should be contacted regarding the nature of the proposal. Complete all relevant form fields and attach all required documentation (accompanying proposal forms, syllabi, three-year verification grid, communication logs, etc.) and launch the proposal in Curriculog.

- Step 3. Sponsor will have to "approve" their proposal and obtain departmental approval (Department Chair will need to "approve" the proposal in the system once the department has voted to approve the proposal. It is critical that the sponsors/department be in communication with anyone involved with/impacted by the proposal (other departments, computer services, etc.).

- Step 4. Please send an email to the UCC Chair email ucc@ship.edu, with any questions and once the proposals have been launched a UCC control number will be auto-generated and sent through the approval process. Remember, the sponsor and the sponsoring department chair will need to "approve" any proposal before it can be reviewed at higher levels. Additional information and training resources can be found at http://www.ship.edu/ucc/

- Step 5. If the proposal moves an existing course to Distance Education status, it will be expedited so that it can be taken up by the UCC within thirty days of it being approved by the department and sponsor within the Curriculog system in accordance with Article 41: Distance Education, Section E, Part 3 of the Collective Bargaining Agreement.
    - Note: Relevant councils may review the proposal and make recommendations to the UCC, but council reviews of existing courses moving to Distance Education status are not mandatory.

- Step 6. The proposal will be sent to the appropriate committees and College Council(s) for approval. If changes are recommended at the Council level, amended language/content should be noted in Curriculog and a revised proposal must be submitted to the UCC chair and noted as amended accordingly.

- Step 7. If appropriate, the proposal will also be routed to one or more of the following councils, committees, or subcommittees.

Note: All appropriate councils, committees, or subcommittees may review UCC proposals in any order.

- If the proposal (course or policy types) affects General Education or is related to the diversity requirement, it will be routed to the General Education Council for approval.
- If the proposal is for a 400-level course offered at the graduate level or a 500-level and

above course, it will be routed to the Graduate Council for approval. An exception to the requirement for Graduate Council review may be granted if the proposal is determined by the UCC Chair and the Director of The Graduate School to be of a minor nature (ex. course name change, prerequisite change, modality/distance education approval, etc). If this determination is made, the proposal will be routed directly from the representative College Council to UCC.

- If the proposal affects undergraduate Teacher Education in any way, it will be routed to the Teacher Education Council for approval.
- If the proposal is for Distance Education status for undergraduate course it will be routed to the Academic Outreach Subcommittee of the Academic Affairs Council for review.

Each council may contact sponsors and ask that they attend their meeting to answer questions. If changes are recommended at the Council level, a revised proposal must be posted to the UCC Website.

Step 8. When the proposal has received all appropriate approvals, it will be placed on the agenda for the next UCC meeting. Sponsors will be notified approximately one week prior to the meeting and will be invited to attend. Sponsors (or their designee) should be prepared to give a brief overview of the proposal and answer questions.

Step 9. If approved by the UCC, the proposal is forwarded to the Forum either as an informational item or for an approval vote. Informational items (course revisions, DE proposals) must be presented and considered during a meeting of the Forum before being forwarded to the President. However, if the proposal represents a change in policy, a program revision, or a change requiring Board of Governors or Chancellor approval, it is presented to the Forum for approval.

Step 10. If approved by Forum, the proposal is forwarded to the President for final approval.

Step 11. If approved by the President, pertinent information regarding the proposal is forwarded to the Registrar for implementation. The President's Office will also notify the Forum Chair of the President's decision regarding the proposal.

Step 12. If the proposal requires Council of Trustees (COT) and/or Chancellor's approval, it will be sent to those groups after Presidential approval is received. After the Chancellor has approved, the approval will be communicated by the Office of the Chancellor and at that point will be forwarded to the Registrar for implementation; the UCC Chair and Forum Chair will also be notified.

Important Notes

- No proposals will be added to the UCC agenda until the UCC Chair has received the minutes or confirmation from the chair of that council (or their designee) until the minutes are received from appropriate councils' and UCC subcommittees documenting approval of the proposal in the UCC tracking spreadsheet on Microsoft Teams site.
- All proposals for new courses must either indicate the course that will be dropped or must be accompanied by a written "three year departmental verification matrix of course offerings annotated with the number of people within the department who could teach this class; as well as the faculty position and/or specialization area (rather than the individual faculty names.)"

- A program revision proposal must accompany any new course proposal.
- Each course of a multi-course program proposal must have its own control number and proposal form.
- Proposals will be placed on the UCC agenda in the order in which they are received and approved at the lower levels.
- The complete process from submitting a proposal until approval by UCC takes at least two months. A proposal sponsor should not wait until late spring to submit a proposal and expect it to be implemented for the coming fall.
- To determine the status of a proposal at any time, check with the UCC Chair.
- A program revision is needed when a new course is added to any program (or any course is deleted), or when a program is modifying where the courses within a program are used to satisfy program requirements. See below for more information.
- Contact the UCC Secretary or Chairperson if you have any questions.

When is a Program Revision Proposal Needed?

Shared governance, catalog, and Degree Audit changes are all triggered by the curriculum review process, so it is important that program revisions be submitted as necessary. A Program Revision Proposal must be submitted for the situations described below.

- If a new course (core or elective) is created, a Program Revision Proposal must be submitted concurrently showing the impact on the program requirements. Even if the program requirements are vague (e.g. any 2XX course), a Program Revision Proposal is needed to clearly articulate how the new course impacts the program.
- If a course is deleted from the program via a UCC proposal or the Registrar's Office annual review process, a Program Revision Proposal must be submitted concurrently.
- If any changes in credits (individual courses or the overall program) are made, a Program Revision Proposal must be submitted.
- If the program is restructured in any way (e.g. moving a course from elective to core, rearranging courses into topical groupings, etc.), a Program Revision proposal must be submitted.

A Program Revision Proposal is not needed if previously included courses are simply renumbered or renamed.

Subject Code Guidelines

Altering or adding new subject codes has many complex consequences which may be unrealized by proposal sponsors. When a subject code is altered or added, there are many factors that are affected including the course catalog, program websites, course equivalency lists within and outside SU, curriculum guides, articulation agreements with other institutions, and accreditation tracking. The role of a subject code is to efficiently track and manage courses in databases, catalogs, and student advising systems within the institution; categorize course-related information; and track transferring courses from one institution to another. Subject codes are useful for the classification of data, but they are less useful as indicators of course content. Course titles and descriptions are the best indicators of course content.

For any UCC course proposal, the subject code of the proposed course should be that of the current subject code assigned to the department or program. Alternate subject codes should only be proposed after consultation with the UCC chair and the Registrar's Office. This also ensures that the proposed subject code has not been used historically. Proposals containing a new subject code must include a justification for the new subject code. Proposals that request a new subject code, but do not contain a justification will be not be considered by UCC. A final decision regarding a proposed new subject code (as part of a course or program proposal) will be made through the normal UCC process. The UCC and the Registrar's Office strongly recommend that new subject codes should only be altered/added under the following situations:

1) To support new programs (i.e. new degree or certificate programs)
2) A regulatory need (e.g. if a program runs out of potential course numbers)
3) The new course does not fit under any existing program subject codes

Optional Routing for UCC Policy Proposals

If Academic Affairs, College Council, Academic Policies and Standards Subcommittee, UCC, or Forum determines a policy proposal requires review outside the standard UCC process, the Provost, Dean, or Chairperson may notify the UCC Chairperson and forward the request to one or all of the following:

- Provost
- Forum Chairperson
- V.P. of Student Affairs
- Other appropriate body
- The Provost, Chairperson, etc. may elect to
    - Appoint a Task Force
    - Have an open meeting
    - Specify another method of gaining broad input

NOTE: the sponsor and a UCC representative should be part of the review process.

- If the policy is forwarded to another body for additional review, comments and/or suggested revisions must be sent to the UCC Chairperson within 60 days.
- The UCC Chairperson will send the comments and suggested revisions to the original sponsor and copy Academic Affairs and the Chairperson of the Academic Policies and Standards Subcommittee.
- Academic Affairs and the Academic Policies and Standards Subcommittee will review the comments and revisions and send any additional feedback to the sponsor and the UCC Chairperson within 30 days.
- At this point the sponsor may:
    - Request that UCC approve/disapprove the original proposal
    - Revise the proposal and repost it to the UCC website
    - Withdraw the proposal
- If the proposal is revised and reposted, it will move through the standard UCC process with no option for additional outside review.

NOTE: The UCC recommends that a policy proposal be widely circulated for consideration before it is formally posted to the UCC Website.

UCC Current Policy History

Polices Passed by the UCC concerning the committee's governance. (Reverse-chronological order)

4/28/2020

Temporary Emergency Suspension of Certain DE Policies for summer 2020 classes

- Proposal 19-226 responded to the Novel Corona Virus (COVID-19) directives from the Chancellor which required all in-person courses to be delivered online via DE. This established the need for temporary suspension of certain restrictions.

Addition of Guidelines for Use of Assessment Data in UCC proposals

- New section added to this manual that provides guidelines and instructions.

4/2/2020

- Emergency Spring 2020 Temporary Grading Policy 19-222 passed University Forum to provide students with an optional P/NC (Pass/no-credit) selection in response to the Novel Corona Virus (COVID-19).

5/2/19 Revised General Education Policy

- General Education courses can be offered at any level, 100-400, keeping in mind that prerequisites should be consistent with the policy that students can only count 2 courses that use the same prefix toward their general education requirements. Courses that require more than one general education course from the same prefix as prerequisites violate this policy.
- Courses specified as directed general education cannot double count as credits toward a major, therefore programs must determine and communicate clearly with UCC, through a program revision proposal if necessary, how a given course will count for their majors. This directed general education policy only applies to majors, not minors.

5/2/06 One-for-one policy appealed. President Harpster provided the following:

…I am also approving the proposed clarification of the curriculum management and expansion of courses (one-for-one) policy as proposed by the University Curriculum Committee and endorsed by the University Forum: "In order to ensure that fiscal responsibility and student needs are balanced with legitimate reasons for curricular change, the University Curriculum Committee recommends that each department proposing curricular change provide a three year departmental verification matrix of course offerings annotated with the number of people within the department who could teach this class; as well as the faculty position and/or specialization area (rather than the individual faculty names.) The UCC also proposes that yearly, the registrar notify department chairs and deans with a list of courses that have not been taught in the previous three years. Courses not taught for the previous five years will be dropped from the official university catalog by the registrar. Exceptions to this policy will be made on a per case basis after consultation with the appropriate dean and department chairperson." I believe the

recommendation is consistent with the policy, while giving the departments and the University Curriculum Committee more information and documentation for decision-making.

5/2/06 University Undergraduate Policy on Minors. Clarification of Proposal 95-17 3/5/96

1. A minor should consist of a minimum of 18 credit hours with no more than a total of 24 maximum. In an 18 credit hours minor, at least 6 of these credits must be in courses at the 300 level or higher, in minors of more than 18 credits, at least 9 of these credits must be in courses at the 300 level or higher.
2. Students who receive a minor from Shippensburg University must complete a minimum of 50% of the courses in residency at the university.
3. For students to have a minor listed on their transcript at graduation they must attain a minimum grade point average of 2.0 for the courses in the minor.

5/2/06 Four credit General Education courses

Departments may consider offering four credit courses in general education on the condition that other comparable courses within the same department are available at the three credit level.

4/4/06 New General Education Course Requirements and proposal form.

- General Education courses should be offered at the introductory level.
- General Education courses should be available to all students and a majority of the students taking the courses should come from majors outside the discipline of the course.
- General Education courses should be able to meet the objectives for the category as laid out by the General Education Coordinating Committee. Sponsors must provide a plan to assess the course in terms of its effectiveness in meeting the Category objectives.
- Sponsors should distribute the Summary Sheet to Chairs of departments currently offering classes in that Category. Summary Sheets should also be distributed to appropriate Deans. Departments that disapprove would have to make the case that the new course would significantly change their own enrollments or that the course would not meet the objectives of the category.

3/7/06 Paired Course Requirement Dropped

12/06/05 Special Topics Course Clarification

Special Topics designation may be taught up to four times before it must become a new course

9/6/05 Provost's role in curriculum review process.

The Provost should not stop the discussion of a Curriculum Proposal before the faculty have had opportunity to provide input. The Provost can impact the process with either of the following actions:

1. The Provost can ask the pertinent Dean, representing Administration, and College Council to consider specific concerns related to the Proposal. The various department Chairs could then discuss the specific issues and make recommendations for changes before submitting the proposal to the Curriculum committee.
2. The Provost can ask the Associate Provost, representing Administration, to provide input as the Proposal is under discussion at a University Curriculum Committee meeting.

5/3/05 New form for Distance Education Proposal
Included request for a syllabus along with other pertinent information

5/04/04 Optional Routing for UCC Policy Proposals
This provides for review outside standard UCC process for policy proposals that require broad input.

2/11/03 Provost's Memo regarding Exceptions to the "One-for-One" Policy
This memo details criteria and procedures for requesting an exception to the one-for-one policy when proposing a new course.

12/03/02 Proposal for the Electronic Distribution of UCC Documents
The approval of this proposal allowed for the development of a UCC web interface for acquiring UCC control numbers, posting UCC proposals, and distributing UCC agendas and minutes.

12/03/02 Course Proposal (New or Existing) Form Approved
New "Detailed Information Form" requires information regarding learning outcomes and assessment.

11/06/01 Course Proposal (New or Existing) Form Approved
This form combines the new course proposal form, the "short form," and the general education proposal form, thereby simplifying the approval process. Sponsoring departments fill out one form for changing or proposing any course, completing only the relevant information.

12/5/00 Distance Education Course Proposal Form Approved (Existing Courses)
New form approved. Stipulates that existing courses may be approved to be taught as Distance Education courses within 30 days per the CBA.
12/5/00 New Course Proposal Form Approved
The comprehensive new course proposal form was approved for use, combining the "old" course proposal form and the "supplemental information" form.

10/3/00 Distance Education Course Approval Process Approved
The UCC delegated responsibility of approving existing courses as Distance Education courses to the Policies and Standards Subcommittee of the UCC.

5/4/99 Revision of Course/Program Proposal Formats
New forms approved. General Education course proposals will submit only one designated form.

4/6/99 Diversity Course Requirement Guidelines
Learning outcomes and specific requirements for proposed courses to meet diversity course requirement approved.

2/18/97 President's Memo on "Curriculum Creep"
This memo set the policy of one-to-one course swapping. If a department needs a new course, it must be willing to give up a current course.

5/14/96 40% Rule: Board of Governors Policy 1009-06-A
Serves as a point of reference for the UCC when considering requests for course renumbering, degree programs, etc.

3/13/95 Alternate Membership to the University Forum
The UCC Secretary will serve as an alternate to the Forum (in compliance with the amendment to the University's Governance Document ratified by the President's Cabinet).

11/7/93 Course Revision Format–Short Form
Short form for simple revisions was approved.
10/5/93 UCC Policies and Procedures Manual
This manual was approved, thereby setting down guidelines for the operation of the UCC.

5/4/93 General Education Course Approval
Course to be considered for General Education credit should be approved by the appropriate College Council before being presented to the UCC for consideration.

12/1/92 Proposal Life
Any proposal submitted to the UCC will be kept active for during the year the proposal is submitted and for one full year following submission. If no action is taken by the end of that time, the item will be dropped from the UCC list. The sponsor/department must then resubmit the proposal.

10/1/91 General Education Subcommittee
The General Education subcommittee was created to provide proper deliberation for the courses proposed to be a part of the General Education program.

5/2/89 Control Numbers
Each proposed course in a multi-course submission to the UCC must be given a control number.

11/4/86 Council Matters
The Chairperson and the Secretary of the UCC shall receive a copy of all College, Teacher Education, and Graduate Council minutes.

9/30/86 Academic Policies Subcommittee Membership
Academic Policies Subcommittee will be comprised of ½ of the UCC membership for one year and the other ½ for the following year.

Note: The history of an older policy no longer in effect does not appear here. For an archive of all past UCC actions, consult the current UCC secretary.

Curriculum Management and Expansion

Office of the President

SUBJECT: Curriculum Management and Expansion
TO: College Deans
FROM: Anthony F. Ceddia
DATE:February 18, 1997

We have worked hard to increase the University's efficiency and academic effectiveness. This past Fall U. S. News and World Report ranked Shippensburg as the third most efficient university among regional colleges and universities in the North. This designation is based on an institution's score from survey results of academic quality divided by education program expenditures. Put another way, the institution gets the maximum effect from the dollars it has to invest in academic programs. This is especially impressive given the continuing reduction of state support for public higher education in Pennsylvania. Your leadership and good management practices, with the able support of department chairs and others, have helped Shippensburg in achieving such ratings.

The challenge of sustaining and enhancing the University's academic reputation remains formidable, however, given diminishing financial support. Therefore, curriculum management and expansion become even more significant during this time. While Provost Fenton and I continue to encourage innovation and creativity in academic programs, courses, and related activities, it constantly must be remembered that these initiatives must be supported within the existing financial and staffing allocations. If new courses are to be added, out-of-date courses must be discontinued. If a new major or minor is to be proposed, there must be a corresponding discontinuation of other offerings and requirements.

"Curriculum creep" for any institution can be a severe virus which, left unchecked, can quickly injure institutional integrity. What on the surface might seem as an easy decision to meet student demands and faculty interests for new courses and programs could in the end prove to be a recipe for financial and academic chaos.

To help us to continue to mutually manage the University's resources effectively, I am requesting hereinafter that when you forward a new course, program, or an expansion of an existing major or minor requirements for consideration, you accompany such submissions with information and data documenting the discontinuation of an equivalent number of such units from within the present offerings in your college. Although this requirement may seem bureaucratic, it is necessary if we are to successfully fulfill our responsibilities as stewards of the University's reputation and integrity. There will be no further curriculum approvals by the President of University Forum recommendations unless the aforementioned requirement is met. Thank you for your attention to this important matter. If you have any questions regarding this issue or its implications, please feel free to discuss them with Provost Fenton.

AFC: bb
Cc: Provost
Department Chairs
UCC Chair
University Forum Chair

Table of Approved UCC Policy Proposals

Proposal # (=AY-Proposal #)	File Name or Title
17-213	General_Education_Policy_Revision_Proposal_to_allow 200-400 levels in GE
18-220 19-12	Academic_Forgiveness
19-187	Undergraduate_Readmission_of_Students
19-188	UCC_Class_Size_Policy_New_Draft
19-196	Minor_Programs_Credit_Sharing
19-198	Enrollment_Management_Criminal_Convictions_Policy
19-199	Enrollment_Management_Disciplinary_Actions_Policy
19-214	Minor_Same_Program_Policy_Revision
19-215	Dual_Majors_Policy_Revision_Amended
19-222	Grading_Scale_Proposal_Spring_2020_Covid_Temp_Policy_Revision
19-226	Temporary_Emergency_Suspension_of_Certain_DE_Policies_Proposal_amended
19-7	Academic_Dismissal_Policy_Revision_11-5-19_v4_amended
20-001	Schedule_Type_LL_Emergency_Covid_Lecture_Lab_Split
20-038	Temporary_Emergency_Suspension_of_Certain_DE_Policies
20-070	Second_Baccalaureate_Degree_Policy_Revision
20-071	Repeated_Courses_in_Second_Degree_Policy_Revision
21-541	Certificates Policy Change Request Form
21-528	Academic Progress and Standing: Graduate Full Time Status Policy Change Request Form
21-540	Dual Majors/Dual Graduate Degrees Policy Change Request Form
21-599	Study Abroad Transfer Credit Policy (Policy Update)
22-728	DE Pilot
22-776	Taking Graduate Courses/Earning Graduate Credit
22-825	Temporary Grades (Q and I)
22-829	Academic Standards and Policy on Probation, Continuing Probation, and Academic Dismissal Status
22-928	Academic Forgiveness

Please refer to the archived proposals on the S:Drive or in the library archives for the documents noted above. The proposal numbers reference the UCC Control Numbers and these are used in all communications (agenda/minutes/letters of correspondence) from college councils, UCC, Forum, the President and beyond as appropriate.

Appendix to UCC Manual

Assessment Guidelines for Program, Course, and Policy Revisions

Our University-wide commitment to student success requires that we use assessment results for program and curricular improvements. It is therefore necessary that UCC establishes guidelines in our procedural pathways to require appropriate assessment data be provided with all program, course, and policy revisions and or all new program, course, and policy proposals as appropriate. This means that all proposals beginning AY 2020-2021 will have a clear requirement for attaching assessment data for consideration during the curriculum oversight process. All sponsors/sponsoring departments will be required to provide appropriate evidence of assessment and/or assessment results as deemed necessary or as requested by oversight councils. Further information and guidelines are provided below.

What is assessment?

"It is the ongoing and systematic process of gathering, analyzing, and using information in order to inform decision-making. It is a continuous process for the purposes of improving student learning and unit effectiveness. The process of assessment can help reveal whether or not achievement is being made on the goals set forth, and can identify where improvement can take place." **From Shippensburg University Assessment Guide (pending Feb. 2020)**

Assessment is a best practice in higher education to record, analyze, and share data information used to change curriculum through the curriculum approval process. The definition of "information" is meant to be broad and inclusive of a wide variety of assessment approaches and outcomes.

What information is used for assessment?

Information could be gathered as the result of direct and/or indirect data collection efforts and might include things like:

- focus group discussions,
- employer feedback on a program's graduates,
- qualitative results from the analysis of internship supervisor feedback,
- an environmental scan of curriculum of other aspirant programs,
- assessment results of program-level student learning outcomes,
- alumni survey results,
- labor statistics,
- student performance on embedded assessments or standardized tests,
- discipline specific standards (accreditation and otherwise),
- regulations (such as the Pennsylvania Department of Education), etc.

Note that assessment information can be simple for those situations when a course is to be renamed or renumbered, the credits have to be changed, or when a course is being converted from Special Topics. However these types of improvement can still be supported by a variety of assessment types.

What documentation is required as evidence of assessment for UCC Proposals?

UCC requires sponsors to provide evidence of assessment results in the justification section of all proposals as appropriate to the type of proposal and the nature of the changes being requested. If proposals are not submitted with appropriate and adequate assessment evidence, proposals may be returned to the sponsor for amendment by the UCC Chair, any of the respective councils, UCC itself, or even Forum as needed for inclusion of results necessary to judge the proposal. The document should be prepared in such a way that the evidence is clear, concise, and accessible. Preferred documentation of assessment for curriculum revision include:

- Clear statements of the specifics for what needs to be improved based on analysis,
- Information (assessment results) that directly relate to the improvement(s) being sought,
- Use of language that provides information for someone outside of your discipline who may not know the structure of your program or the reasoning for the proposed changes
- Reference to assessment documents (i.e. department or program-level assessments, external reviewer assessments, accreditation or professional practice standards, etc.) at the very least, and/or by inclusion of pertinent summative assessment results as an attachment to the respective proposal.

What makes documentation of assessment "good' or how could assessment evidence be enhanced?

UCC requires sponsors to provide evidence of assessment results in the justification section of all proposals as appropriate. Below are some examples for consideration. Each demonstrates evidence of assessment either succinctly stated or inferred. Some of these examples use one or in some cases several levels of assessment evidence to justify the changes being proposed.

Proposal Examples (excerpts below)

1. The Sociology and Anthropology Department is eliminating SOC 486, Qualitative Methods, as an elective in the ODL Leadership in Society concentration. The course has not been taught in recent years and we offer at least one SOC 400/500 level elective in ODL each semester. ODL has a required research methods component in the core requirements which is satisfied by PLS 601 or COM 520 or HIS 600. We do not need a second research methods course as an elective for this concentration. This course was an elective in the previous Social Structures and Organizations concentration which was deleted several years ago. The Leadership in Society concentration is designed to be a broad concentration and thus the more in-depth research course is outside of this philosophy. (see UCC proposal 19-147)

2. Computer Engineering was our first engineering degree, and when it was created, it was targeted at embedded systems development. Alumni who have entered the work force have commented that they would benefit from process management and more general coding classes. These are classes that now exist in Software Engineering. Alumni who are interested in graduate school said that they lack software engineering and more advanced architectures courses. Other data show that prospective students have turned down our program because it lacks a security, systems, and networks course. This is also something that our existing students and alumni also wished the program had. Existing students also do not care for forcing everyone to take the exact same set of (embedded) courses. Thus the program has been reorganized into a "Core" that provides a breadth

of courses including: CMPE210 Networks, CMPE220 Computer Organization, CMPE230 Computer Security, CMPE320 Operating Systems, ELEC220 Linear Circuit Analysis, SWE101 Introduction to Java, SWE300 Crafting Quality Code, two electives, and finally the CMPE499 Capstone Course. Students will also be required to complete two tracks consisting of an intermediate and advanced pair of courses, in architectures, computer systems, embedded development, or software engineering. There has been near universal approbation of the new program. Students who wish to continue in the current program can take the core, as well as the Systems Architectures and Systems Track and use CMPE322 as one of their electives; but for the rest of the students, this new program presents an opportunity to focus on more specific areas. (see UCC proposal 19-109)

3. This proposal seeks to add Communication and Humor: HCS 3XX to the Interpersonal Communication area of the HCS major and minor. This proposal seeks to allow a new course (UCC proposal 19-25) to be added to the curriculum as it has been successfully taught as a special topics course. Communication scholar, John Meyer (2000, 2015), and philosopher, John Morreall (2009,) argued that humor is affective, behavioral, and cognitive; it permeates our communication and interpretations of others and ourselves. Since the works of the ancients, such as Aristotle, scholars have investigated the communicative functions and the perceived impacts of humor (both positive and negative). Currently, Shippensburg University offers no course that is dedicated to the inquiry of humor as communication. Noting that humor is seemly ubiquitous in social discourse and interpersonal interactions (Meyer, 2015), such a course would be of value to our students for them to better understand their interactions with friends, family, and diverse audiences. The Provost's academic master plan (AMP) goal 4 argues for "foster[ing] a stimulating scholarly environment for students, faculty, and staff that advances knowledge and that enhances the quality of the curriculum." Adding a communication and humor course will support this goal by enhancing students' knowledge regarding the multiple positive (e.g., increased affinity, mirth, identification) and negative (e.g., bullying, harsh teasing, ostracization) communicative effects of humor usage. Additionally, adding this course to the Human Communication Studies department curriculum will broaden the courses we offer, and enable students to study a highly complex and pervasive part of human communication that truly enhances their knowledge about communication. Moreover, AMP goal 6 supports "cultivat[ing] leadership, integrity, social responsibility, and civic engagement to prepare students, faculty, and staff for meaningful contributions to society," as an objective. Issues of integrity, social responsibility, and civic engagement are all tethered to ethical communication. My communication and humor course will cover teasing, appropriate and inappropriate humor, and the observed and latent effects of humor usage. Such ideas are essential to integrity, social responsibility, and engagement with diverse audiences, where one's goal is to identify with her/his audience. This is also consonant with the HCS department's ethical communication and communication competence and cultural contexts program goals, which state, "Students will apply contextual and goal-oriented judgements to the use of communication theory in practice and research, and students will engage in coursework that encourages and demonstrates the interdependence of communication and culture in order to promote competence." Beyond the value added by this course being approved for the HCS curriculum, student interest for the course has been high each time I've offered the course (as a special topics course). The course has run at capacity with a significant waiting lists each time. (UCC Proposal 19-26)

4. The anthropology minor annually supports 35-40 students who must take three 100- level core courses in three of anthropology's major sub-disciplines: Cultural Anthropology (ANT 111), Physical Anthropology (ANT 121), and Archaeology (either ANT 150 or ANT 105). Students must also choose

from among several upper-level anthropology courses with 200 and 300 number listings. With the addition of the recently created course, ANT 105, there are now two 100-level courses in archaeology, from which students only choose from one for their minor core requirement. Moreover, since the addition of ANT 105, which focuses on world prehistory from an anthropological perspective, ANT 150 has been restructured to focus less on world prehistory and more on archaeological research principles and practices. We therefore propose to change the course numbering of ANT 150 to ANT 250, thus keeping ANT 105 as part of the core 100-level archaeology requirement. As a result, ANT 250 will be able to incorporate more in-class laboratory activities that demonstrate how the scientific process is applied to archaeological problem solving. It is not anticipated that there will be any changes in student learning outcomes as a result of this change because students have already been taking either or both of these courses to fulfill their minor course requirements. (See attached Current and Proposed Anthropology Minor Program Checksheets)

JUSTIFICATION: Due to anthropology faculty retirements in recent years, whose lines have not been replaced, our program has witnessed a decrease in the number of course offerings at the 200 and 300 levels, making it more difficult for our students to complete their minor requirements when they graduate. This is largely due to the fact that most of the temporary faculty hired to replace the permanent faculty only teach ANT 111 or ANT 121. Thus, inclusion of ANT 250 as an upper-level elective would give our students the ability to scaffold their knowledge and skills foundation learned in the 100-level core courses to the 200-level and further prepare them for the 300 level archaeology courses taught in our program. Also, inclusion of ANT 250 as an upper-level elective would give our students greater flexibility to graduate on time with their completed anthropology minor. This change will have no effect on existing resources because both ANT 105 and ANT 250 will continue to be taught in the same annual cycle as before. Only now, students will take ANT 250 to help them to fulfill their upper-level requirements rather than taking ANT 150 as one of two possible options to help them to complete their core requirements. (UCC Proposal 19-80)

5. The Chemistry and Biochemistry Department proposes to change the Physics Laboratory courses that all of our majors take from PHY 123 and 125 to PHY 124 and 126. Attached are both current and proposed program lists of required courses for the Chemistry major and all five concentrations in Chemistry.

   JUSTIFICATION: The Physics Department has made some recent changes to their core curriculum. The Physics faculty recommend that the chemistry majors should take the PHY 124 and 126 labs. These labs better align with the course content in the calculus-based Intermediate Physics I and II courses (PHY 205 and 206) that all chemistry majors are required to take. Our certification body, the American Chemical Society, highly recommends calculus-based physics courses for all chemistry majors. (UCC proposal 19-85)

6. Change in Ecology and Environmental Biology concentration to Ecology, Environment, and Conservation. The name change reflects the increased emphasis within the concentration on conserving and managing biodiversity. This, in turn, is in response to the interests of our students, who are expressing more interest in careers in wildlife and fisheries biology/management. The revisions of the requirements for the concentration were designed to provide students with a solid core of knowledge, reduce required cognate courses to allow greater exposure to biodiversity-

related content, and to make it easier for students to take the courses necessary to meet the certification requirements for Associate Wildlife Biologist (The Wildlife Society) and Associate Fisheries Professional (American Fisheries Society). These certifications are highly regarded by the Pennsylvania Game Commission and Fish and Boat Commission. We researched similar programs at other institutions. Few of them require a full year of college physics or have a geography-earth science requirement. We also investigated the admission requirements for a number of ecology graduate programs. Most of them did not require a full year of physics or any geography-earth science courses. Students who desire these courses are encouraged to take them as free electives. The main curricular change is the addition of a Conservation and Management elective. These courses are required for the certifications mentioned above and are necessary courses for those students seeking a career in fish or wildlife biology/management. The other large change is the decrease in the number of cognate courses (physics and geography-earth sciences) required. As mentioned above, that increases the number of courses students will be able to take that emphasize fish and/or wildlife biology. The allowance of one Geography/Earth Sciences course in place of a Biology elective increases flexibility by allowing, but not requiring, students to include such a course in their program of study. These changes will be beneficial to Biology majors who are interested in working for state or federal wildlife or fisheries agencies. We also feel that these changes will aid in student recruitment, as a number of potential students are interested in careers in fisheries and wildlife biology. (UCC Proposal 19-149)

7. Revision of the General Biology program is proposed, with the following changes: □Removal of all restricted biology electives (9-10 credits), except Physiology (4 cr) □Addition of Principles of Evolution (BIO430) as a required course in the biology core □Increase in open biology electives from 12 to 18 credits, with at least 6 credits at 300 level or above □Adjust free electives from 16-18 credits to 17-18 credits GPA required to declare reduced from 2.5 to 2.0. Other criteria for major change remain the same. “Students must have earned at least 15 credits and have grades of C or better in BIO 161 Principles of Biology: Cell Structure and Function or BIO 162 Principles of Biology: Organismal Diversity AND one of the following: CHM 121 Chemical Bonding, MAT 175 Pre-Calculus, or MAT 211 Calculus I.”

   JUSTIFICATION: The general biology track serves a variety of students, with different career goals. It is also the default track for biology majors who do not maintain the required GPA for other biology concentrations. By replacing more specific requirements with open biology electives, students have more flexibility in the coursework to complete their major. This will better enable students to assemble courses needed to graduate in four years (including those who transfer to the major after their first year), and to tailor their coursework to their goals. There is only a 1-2 credit reduction in biology coursework, to allow for more 3 credit biology electives in place of some 4 credit requirements/options in the existing program. To ensure continued inclusion of advanced coursework even with the added flexibility, students will be required to take at least 9 credits of

their biology electives at or above the 300 level. Movement of the BIO430 (Principles of Evolution) from an optional biology elective to a required core course provides a unifying upper level experience for majors that is consistent with evolution as a core theme in the biological discipline. Internal transfer into the Biology major currently requires a GPA of 2.5, while the graduation requirement for General Biology majors is 2.0. To bring these two numbers in line, the proposal further asks to change the transfer GPA to 2.0. This change will reduce the lag time for students to enter the biology major, so they can begin making progress toward their desired degree with the assistance of biology faculty advisors. The continued use of course based criteria for entrance into the biology major will help ensure students are prepared for the transition. (UCC Proposal 19-155)

8. Development of this post-masters certificate has been endorsed by (1) the institution (see end of this document: Schoolcraft email NAPD grant awarded 5/2018); (2) the Department of Counseling & College Student Personnel (see end of this document: Department Minutes October 2018); and most recently by our accreditation (CACREP) site visit team, which highlighted these currently running courses as a department asset (verbal report to department; can be confirmed by Ford Brooks, Dept Chair). Complex/developmental trauma is a prevalent and difficult issue for service providers, however there is very little (if any) specialized training available in the local region.

   Therefore, the development of this new post-masters, credit-bearing curricula is expected to align with Amp Goals in the following ways: (1) contribute to positioning Shippensburg University as a regional leader in professional development thereby (2) enhancing Ship's academic reputation. These courses will also (3) complement Ship's existing academic programs and (4) assist in increasing Ship's net revenue. It is expected that this curricula will support the post-masters training needs of graduates of Ship masters programs in counseling, social work, corrections, and education and will also serve as a cognate option for doctoral students in our Ed.D. in Counselor Education and Supervision. Furthermore, these courses can provide critical professional training for the larger workforce (helping professions) that is currently not being met. Last Edited Summer 2019 In addition to drawing new student audiences to Ship, this program will fill a gap in regional workforce training. Over the past two decades, there has been growing awareness, backed by evidence, of developmental trauma disorder (DTD) as a causative factor in functional failures across the lifespan including: low educational and occupational attainment, dysfunctional relationships/family violence, and correctional involvement, not to mention associated physical and mental health issues. While it is fairly easy to get resources about DTD, it can be difficult, especially in rural and semi-rural areas such as Central PA, to access in-depth, practical training in effective, specialized DTD interventions. This program will provide accessible, high-quality training which is currently not offered in this region. (UCC Proposal 19-92)

9. The FINANCE curriculum within the BSBA program currently requires two elective courses from the list of finance courses noted above. In addition, they are required to take five or six free electives. Of course, finance majors can take more than two finance electives, but after 2 electives, any additional

finance electives taken are counted as free elective courses. This proposal is made in response to several assessment areas both direct and indirect.

First, based on our review of the curriculum and alumni/employer feedback, we believe that by requiring students to take one more finance elective course from the listed noted above would broaden our students' expertise in the sub-fields of finance and therefore increase their job opportunities and promote broader student success post-graduation. For example, students who take the three finance sub-discipline electives of Real Estate, Insurance, and Bank Management would have more opportunities in the real estate, insurance, and banking industries than if they only took two of the electives mentioned above.

In addition, we feel that the additional course requirement may also improve the results of Senior Knowledge Exit Exam (SKEE) scores for finance students. For example, in Spring '19, the CoB administered two versions of a Senior Knowledge Exit Exam to students in the BSBA capstone course (MGT 497). One was an "in-house" version which we have used for a number of years and a vendor-provided, nationally benched-marked Peregine exam. The Peregrine data cannot be disaggregated to the individual student level, but our Associate Dean was able to breakout the results on the in-house exam by major and score on the seven exam questions related to finance.

These data showed that 114 CoB students took the in-house exam, twenty of whom were finance majors in their last semester before graduation. The transcripts of the twenty majors were then analyzed to determine the number of finance courses they had taken. The results show that 17 (of the 20 students) had taken the minimum of 6 courses required for the major (4 core plus 2 electives), two had taken 7 (4 core plus 3 electives), and one had taken 8 (4 core plus 4 electives). Upon analysis, the mean number of finance questions answered correctly for students completing six courses was 3.82 out of 7 questions. In contrast, the mean number of questions answered correctly by students taking 7 or 8 courses, was 5.00 out of 7 questions.

Given the small sample size in the latter comparison group (N=3), the results are not statistically robust, but they do suggest that increasing the number of required courses for finance majors could increase their mastery of basic concepts in the field. As we only have data for one term to evaluate, and because the in-house SKEE results are not in a format conducive to this sort of analysis (i.e. getting the data is labor intensive as the Associate Dean had to manually parse the data from a spreadsheet with 47,197 line entries) we propose, on the basis of the employer/alumni feedback, to modify the program. We will then re-evaluate assessment results as part of regular and on-going program review and assessment activities. (UCC Proposal 19-127)

10. The Psychology graduate program has experienced a significant decline in applications and enrollments during the past several years. In addition, barriers such as full-time employment and commuting distances have contributed to the difficulty in attracting and retaining quality students. Our delivery of a traditional face-to-face format focused on doctoral program preparation has recently struggled. A conversion to an online format with an updated focus and curriculum is a feasible option to provide students with a quality education experience.

    The proposed revised graduate program is based on conversations with faculty and administrators

at Shippensburg University and other institutions, data collected from our current majors and alumni, and a recent workforce analysis. All of this information was evaluated, summarized, and plans were made accordingly. This information informed the structure, curriculum changes, delivery, and focus of the program.

A survey of current psychology majors (juniors and seniors) asked the preferred delivery method for their graduate education; only 22% indicated preference for a face-to-face format. In addition, the vast majority of students indicated that they anticipated working after graduating with their bachelor's degree and about 75% indicated they eventually intend to pursue a graduate degree. Thus, current students clearly indicated that after graduating with a bachelor's, they plan to go to work, go to graduate school, and prefer an online delivery option.

Discussions with our masters alumni and results from the workforce analysis (skills identified in relevant job postings) helped guide our curriculum. Our program was built on a doctoral preparation model and our students were highly successful in getting in to doctoral programs. However, only 20% of students applied to doctoral programs. Thus, the focus of our current program is a good fit for only 1 out of 5 of our graduate students in its current form. The vast majority of our students get jobs after their masters with us and we asked the types of jobs they have, their tasks, and what would have made them more competitive. The consistent answer was a focus on applied aspect of psychology with less emphasis on theory. Thus, we examined our curriculum, made changes based off of consistent comments and identified skills in relevant job postings, and incorporated an applied aspect to all of our courses along with developing skill specific courses.

The workforce analysis was conducted in June 2019 so it is current and gives information in several areas. First is competition among other colleges/universities. In PA, there are 0 institutions offering a similar online degree. In 2018, the number of job postings that identified occupations appropriate for students with a master's degree from a program like ours was 20% greater than the national average. The same analysis was conducted on the region which included 8 states (DE, MD, NJ, NY, OH, PA, VA, WV) and the District of Columbia. Across the region, 7 universities offered a similar program (American Public University, Divine Mercy University, Medaille College, Tiffin University, Mercy College, CUNY Graduate School, and Kaplan University). At the regional level in 2018, the number of job postings that identified occupations appropriate for students with a masters degree from a program like ours was 11% greater than the national average. (19- 28)