

**MINUTES OF THE  
IUP UNIVERSITY SENATE**

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**Mar 26, 2013**

Chairperson LaPorte called the March 26, 2013 meeting of the University Senate to order at 3:33 PM, in Eberly Auditorium.

The following senators informed the Senate Leadership that they could not attend: Balint, Broskey, Brown, Creely Dennison, Gillham, Gossett, Gracey, Hannibal, Helterbran, Janosko, Lemasters, Luckey, Nahouraii, Petrucci, Porter, Whited, and Wick.

The following senators were absent from the meeting: Ali S., Ali A., Appolonia, Beck, Bowers, Catlos, Clark, Colen, Fries, Gonzales, Hinrichsen, Hood, Kevin, Kim, Mensch, Meyer, Miller, Myers, Pankaj, Pizarchik, and Wang.

The minutes from the February 26, 2013 meeting were **APPROVED** pending revisions to the UWGC report.

Agenda items for the March 26, 2013 meeting were **APPROVED.**

## **REPORTS AND ANNOUNCEMENTS**

### **President's Report**

1. Budget Update: We expect enrollment to be around the 15,000 for fall. We can expect a slight increase in tuition. We can expect a 3% shortfall in budget translates to \$5.9 million. I have been talking with UBAC and cabinet for possible cuts Discussions are continuing on how we will protect our most important aspects.
2. Spring Break: Over spring break I spend some time on the road. First to watch basketball: The men's basketball team played two games, one against Erie and the other against West Liberty. The men won PSAC championships and both the men and the women teams made it to regional NCAA play-offs.

Then in Washington D.C. to meet with alumni and possible donors. I received great feedback on the work we are doing. This includes work currently ongoing with veterans. Eberly College was ranked the 20<sup>th</sup> in the nation for the friendliest towards veterans. A lot of alumni who have been successful have been asking how they can give back to IUP. We need to start thinking about this issue

3. Search for the position of assistant to president for Social Equity is currently under way. The search committee is currently working on a short list to bring candidates to campus towards the end of the semester.
4. Come to my party! Go to [www.iup.edu/president/inauguration](http://www.iup.edu/president/inauguration) for more information. The date is April 26<sup>th</sup>.
5. Questions:

- a. One question regarding Marsalis Shale: There was discussion around legislation that would allow drilling on 14 campuses, is there any update on IUP?
  - i. Answer: Does not expect any activity on than in short order.

### **Provost's Report**

#### Vice Chairperson's Report

- a. SGA elections will be held on April 3 & 4. Encourage your students to vote.
- b. Discussion continues about extending library hours to 24/5 and at the weekend as well.

### **Parliamentarian's Report**

Motions that Bring a Question Again Before the Assembly (Part 2 . . . when it's too late to **Reconsider**)

#### **Rescind** (aka **Repeal** or **Annul**)

". . . the motion by which a previous action or order can be canceled or countermanded" (305).

"The effect of **Rescind** is to strike out an entire main motion, resolution, rule, bylaw, section, or paragraph that has been adopted at some previous time" (305).

Characteristics of the motion to **Rescind** that differ from **Reconsider**:

- May be made by any member regardless of original vote
- May be made at any subsequent meeting
- May require 2/3 vote OR majority of the entire membership (whichever is most practical to obtain) **IF** *previous notice is NOT given*

NB: Robert's Rules recommends giving *previous notice*, in which case only a simple majority vote is needed.

"I move to **Rescind X**."

"I second the motion to **Rescind X**."

Chair: "Is there any debate on the motion to **Rescind**?"

DEBATE ON THE MOTION TO RESCIND

Chair: "There is a motion on the floor to **Rescind X**. All those in favor, signify by saying aye. All those against, nay."

[MOTION CARRIES OR FAILS, DEPENDING ON NUMBER REQUIRED PER RULE OF *PREVIOUS NOTICE*]

Quoted excerpts from Robert's Rules of Order Newly Revised 11th ed. (2011)

NEXT MONTH: **Amend Something Previously Adopted** (**Rescind**'s kinder, gentler 'co-motion')

### Rules Committee

Report on the election

- a. Phase 1 was completed before break.
- b. Phase 2 – Committee elections if you would like to be considered please run. Work on senator primarily being done. URSA will be used again for voting, click the link and nominate. In Keith room 6 on April 2<sup>nd</sup>.
- c.

### University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

#### **FOR INFORMATION:**

**The following were approved by the UWUCC to be offered as distance education courses:**

- LAS 350 The Mayas: Culture, Literature, and Numbers
- CHEM 105 The Forensic Chemistry of CSI
- ART 425 Critical Practice
- MKTG 450 Marketing Strategy

**DISB 481 is being activated so that the Disability Services program can offer a special topics course.**

#### **FOR ACTION:**

#### **1 Liberal Studies Committee and UWUCC—Writing Intensive Approvals APPROVED**

- Parimal Bhagat, Marketing, Type I Professor Commitment Writing Intensive
- Gabriela Wasileski, Criminology, Type I Professor Commitment Writing Intensive
- MKTG 450 Marketing Strategy, Type II Department Writing Intensive Course
- ART 425 Critical Practice, Type II Department Writing Intensive Course

#### **2 Department of Anthropology--New Course and Catalog Description Correction**

##### **a Catalog Description Correction: APPROVED**

**Current Catalog Description:**

**ANTH 211 Cultural Anthropology**

**3c-01-3cr**

Provides an introduction to the discipline of anthropology: the study of human beings through time and across cultures. Organized around select themes that allow students to explore the nature and relevance of anthropological methods, theories, and perspectives. These themes may include, but are not limited to, human origins, evolution and human behavior, gender roles, the links between environment and culture, and social stratification. There is a strong emphasis on the effects of globalization on human cultures, and the potential for anthropology research to address contemporary issues like cultural and environmental sustainability, public health, and social equity.

**Proposed Catalog Description:**

**ANTH 211 Cultural Anthropology**

**3c-01-3cr**

Introduces the major concepts, theories and research methods of cultural anthropology that are used to study and understand human culture in different parts of the world. Emphasis will be given to how traditional and non-traditional cultures undergo change as a result of globalization and how cultural anthropologists study the social, economic, and political consequences that result from integration into an expanding and changing global economy. Topics covered may include, but are not limited to, social organization, economics, power and politics, race and ethnicity, language and communication, technology, religion and ritual, and sex and gender. A wide geographic coverage in the course provides a basis for global comparisons of cultural similarities and differences among human societies.

**Rationale:** On the March 2012 Senate Agenda the description for ANTH 110 was incorrectly listed as the proposed description for ANTH 211. The correct proposed description is above.

**b New Course:**

**APPROVED**

**ANTH 250 Human Origins**

**3c-01-3cr**

Offers a detailed and critical review of what has been learned to date about the origin and evolution of human morphology and behavior. Introduces students to the many human-like species ('hominins') that preceded the emergence of our own species (*Homo sapiens*), and examines the range of methods used by scientists to study human evolution. It also addresses a number of relevant and controversial issues, such as what it means to be 'human', the extent and nature of present-day human variation, and whether *Homo sapiens* is still evolving.

**Rationale:** This course is designed as a Liberal Studies Elective. No existing course at IUP focuses on the topic of human origin and evolution. Although two of the Anthropology Department's existing Liberal Studies social science knowledge area courses (Contemporary Anthropology and World Archaeology) do address the subject matter, they do so only as one of many topics that such introductory courses must cover.

**3 Department of Safety Science—Catalog Description Changes and Program Revision**

**a Catalog Description Changes:**

**i Current Catalog Description:****APPROVED****SAFE 215 Safety, Health, and Environmental Communications****3c-01-3cr****Prerequisite:** Sophomore standing

Provides the student with the ability to apply the theories of learning and communication to aid them in becoming effective oral and written safety, health, and environmental communicators and trainers. Students design and deliver training programs using modern technology and charismatic engagement tools. Students learn, both in writing and orally, how to use communication skills to convince management and employees to embrace and implement safety initiatives and to communicate with regulators and the public regarding safety, environmental, and health issues. Students develop a range of written documents, such as safety, health, and environmental policies, procedures and/or programs, inspection and audit reports, and program and risk assessment and exposure reports and then communicate summaries of these documents orally.

**Proposed Catalog Description:****SAFE 215 Safety, Health, and Environmental Communications****3c-01-3cr****Prerequisites:** SAFE 111, Sophomore standing

Provides the student with the ability to apply the theories of learning and communication to aid them in becoming effective oral and written safety, health, and environmental communicators and trainers. Students design and deliver training programs using modern technology and charismatic engagement tools. Students learn, both in writing and orally, how to use communication skills to convince management and employees to embrace and implement safety initiatives and to communicate with regulators and the public regarding safety, environmental, and health issues. Students develop a range of written documents, such as safety, health, and environmental policies, procedures and/or programs, inspection and audit reports, and program and risk assessment and exposure reports and then communicate summaries of these documents orally.

**ii Current Catalog Description:****APPROVED****SAFE 330 Recognition, Evaluation, and Control of Occupational Health Hazards I****3c-31-4cr****Prerequisites:** BIOL 155, CHEM 101 or instructor permission

Provides an understanding of selected chemical stressors in the workplace that may present occupational health hazards to workers. Students learn to anticipate, identify, evaluate, and control chemical stressors including dusts, mists, metal fumes, airborne fibers, inorganic and organic gases and vapors, and oxygen-deficient atmospheres. Hazard classification systems, adverse health effects from excessive

exposures, workplace standards, sampling and analytical methods, and control options are emphasized.

**Proposed Catalog Description:**

**SAFE 330 Recognition, Evaluation, and Control of Occupational Health Hazards I**

**3c-3l-4cr**

**Prerequisite:** CHEM 101 or instructor permission

**Prerequisite or Corequisite:** BIOL 104 or 155

Provides an understanding of selected chemical stressors in the workplace that may present occupational health hazards to workers. Students learn to anticipate, identify, evaluate, and control chemical stressors including dusts, mists, metal fumes, airborne fibers, inorganic and organic gases and vapors, and oxygen-deficient atmospheres. Hazard classification systems, adverse health effects from excessive exposures, workplace standards, sampling and analytical methods, and control options are emphasized.

**iii Current Catalog Description:**

**APPROVED**

**SAFE 335 Industrial and Environmental Stressors**

**2c-0l-2cr**

**Prerequisites:** BIOL 155, CHEM 101

Focuses on understanding and applying safety, regulatory, toxicological, environmental, and epidemiological information, data, and models to determine occupational risk from exposure to common industrial and environmental stressors. Also covers product safety risk from consumer exposure to manufactured products. Case studies act as important means for presenting and discussing information.

**Proposed Catalog Description:**

**SAFE 335 Industrial and Environmental Stressors**

**2c-0l-2cr**

**Prerequisites:** BIOL 104 or 155, CHEM 101

Focuses on understanding and applying safety, regulatory, toxicological, environmental, and epidemiological information, data, and models to determine occupational risk from exposure to common industrial and environmental stressors. Also covers product safety risk from consumer exposure to manufactured products. Case studies act as important means for presenting and discussing information.

**Rationale:** BIOL 155 Human Physiology and Anatomy has been the traditional mandatory biology course that safety science majors have taken in their curriculum to prepare them for their profession and for taking some of the more biologically-related safety science courses. The Department of Biology has recently revised some of their non-biology major courses. A revised course - BIOL 104 Human Biology: How the Human Body Works - now also covers physiology and anatomy topics that are sufficient to prepare safety science students. Thus, either BIOL 155 or 104 can

now be used for educating safety science students on human anatomy, human physiology, and how the body works.

**iv Current Catalog Description:**

**APPROVED**

**SAFE 347 Ergonomics**

**2c-3l-3cr**

**Prerequisite:** SAFE 211 or instructor permission

Explores the principles which control human performance and its effect upon the safety and reliability of systems. Engineering anthropometrics, human perception, biomechanics of motion and work posture, work physiology, and human performance measurement are taught in the context of their application in workplace design. Instructs in methodologies for analysis of tasks and human performance requirements. Important human limitations and ergonomic hazard evaluations, such as lifting and repetitive motion tasks, are studied in laboratory sessions.

**Proposed Catalog  
Description:**

**SAFE 347 Ergonomics**

**2c-3l-3cr**

**Prerequisite or Corequisite:** BIOL 104 or 155 or instructor permission

Explores the principles which control human performance and its effect upon the safety and reliability of systems. Engineering anthropometrics, human perception, biomechanics of motion and work posture, work physiology, and human performance measurement are taught in the context of their application in workplace design. Instructs in methodologies for analysis of tasks and human performance requirements. Important human limitations and ergonomic hazard evaluations, such as lifting and repetitive motion tasks, are studied in laboratory sessions.

**Rationale:** SAFE 211 Principles of Industrial Safety II had been the general prerequisite for this course. However, in reviewing again the content material in the ergonomics course, it is probably more appropriate for students to have some general knowledge in biology (that includes anatomy and physiology topics) as a corequisite or prerequisite for SAFE 347 since biomechanics, anthropometrics, and work physiology are key principles covered in this course. BIOL 104 or BIOL 155 can fulfill this purpose.

**v Current Catalog Description:**

**APPROVED**

**SAFE 430 Recognition, Evaluation, and Control of Occupational Health  
Hazards II**

**3c-3l-4cr**

**Prerequisites:** BIOL 155, PHYS 111 or instructor permission

Provides an understanding of selected physical and biological stressors in the workplace that may present occupational health hazards to workers. Students learn to anticipate, identify, evaluate, and control physical and biological stressors in the

workplace. Emphasizes adverse health effects from excessive exposures, workplace standards, sampling and analytical methods, and control options. Concludes with discussions that focus on the effective development and implementation of a comprehensive safety and health program.

**Proposed Catalog Description:**

**SAFE 430 Recognition, Evaluation, and Control of Occupational Health Hazards II** **3c-3l-4cr**

**Prerequisites:** BIOL 104 or 155, PHYS 111 or instructor permission  
 Provides an understanding of selected physical and biological stressors in the workplace that may present occupational health hazards to workers. Students learn to anticipate, identify, evaluate, and control physical and biological stressors in the workplace. Emphasizes adverse health effects from excessive exposures, workplace standards, sampling and analytical methods, and control options. Concludes with discussions that focus on the effective development and implementation of a comprehensive safety and health program.

**Rationale:** BIOL 155 Human Physiology and Anatomy has been the traditional mandatory biology course that safety science majors have taken in their curriculum to prepare them for their profession and for taking some of the more biologically-related safety science courses. The Department of Biology has recently revised some of their non-biology major courses. BIOL 104 Human Biology: How the Human Body Works - now also covers physiology and anatomy topics that are sufficient to prepare safety science students. Thus, either BIOL 155 or 104 can now be used for educating safety science students on human anatomy, human physiology, and how the body works.

**b Program Revisions:**

**APPROVED**

**Current Program:**

**Proposed Program:**

**Bachelor of Science—Safety, Health and Environmental Applied Sciences**

**Bachelor of Science—Safety, Health and Environmental Applied Sciences**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **44**  
**Mathematics:** MATH 105  
**Natural Sciences:** CHEM 101-102  
**Social Science:** PSYC 101, global and multicultural awareness course  
**Liberal Studies Electives:** 3cr, MATH 217

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **44**  
**Mathematics:** MATH 105  
**Natural Sciences:** CHEM 101-102  
**Social Science:** PSYC 101, global and multicultural awareness course  
**Liberal Studies Electives:** 3cr, MATH 217



<b>Major:</b>	<b>52-58</b>
<b>Required Courses:</b>	
SAFE 101 Introduction to Occupational Safety and Health	3cr
SAFE 111 Principles of Industrial Safety I–General Industry	3cr
SAFE 211 Principles of Industrial Safety II–Construction Industry	3cr
SAFE 212 Hazard Prevention Management I	3cr
SAFE 215 Safety, Health and Environmental Communications	3cr
SAFE 220 Hazardous Materials and Emergency Management	3cr
SAFE 310 Environmental Safety and Health Regulations and Sustainability	3cr
SAFE 311 Fire Protection	3cr
SAFE 330 Recognition, Evaluation, and Control of Occupation Health Hazards I	4cr
SAFE 335 Industrial and Environmental Stressors	2cr
SAFE 345 Process and Systems Safety	3cr
SAFE 347 Ergonomics	3cr
SAFE 361 Air and Water Pollution	2cr
SAFE 412 Hazard Prevention Management II	3cr
SAFE 430 Recognition, Evaluation, and Control of Occupational Health Hazards II	4cr
SAFE 435 Ethics and Professionalism	1cr
SAFE 488/493 Internship	6-12cr
<b>Other Requirements:</b>	<b>18</b>
<b>Additional Science and Mathematics:</b>	
BIOL 155 Human Physiology and Anatomy	4cr
PHYS 111 Physics I Lecture	3cr
PHYS 112 Physics II Lecture	3cr
PHYS 121 Physics I Lab	1cr
PHYS 122 Physics II Lab	1cr
<b>Business Electives (two 3 credit courses from approved list):</b>	6cr
ACCT 200 Foundations of Accounting	
MGMT 300 Human Resource Management	
MGMT 310 Principles of Management	
MGMT 311 Human Behavior and Organization	
MGMT 434 Quality Management	
<b>Free Electives:</b>	<b>0-6</b>
<b>Total Degree Requirements:</b>	<b>120</b>

<b>Major:</b>	<b>52-58</b>
<b>Required Courses:</b>	
SAFE 101 Introduction to Occupational Safety and Health	3cr
SAFE 111 Principles of Industrial Safety I–General Industry	3cr
SAFE 211 Principles of Industrial Safety II–Construction Industry	3cr
SAFE 212 Hazard Prevention Management I	3cr
SAFE 215 Safety, Health and Environmental Communications	3cr
SAFE 220 Hazardous Materials and Emergency Management	3cr
SAFE 310 Environmental Safety and Health Regulations and Sustainability	3cr
SAFE 311 Fire Protection	3cr
SAFE 330 Recognition, Evaluation, and Control of Occupation Health Hazards I	4cr
SAFE 335 Industrial and Environmental Stressors	2cr
SAFE 345 Process and Systems Safety	3cr
SAFE 347 Ergonomics	3cr
SAFE 361 Air and Water Pollution	2cr
SAFE 412 Hazard Prevention Management II	3cr
SAFE 430 Recognition, Evaluation, and Control of Occupational Health Hazards II	4cr
SAFE 435 Ethics and Professionalism	1cr
SAFE 488/493 Internship	6-12cr
<b>Other Requirements:</b>	<b>18</b>
<b>Additional Science and Mathematics:</b>	
BIOL 104 Human Biology: How the Body Works <i>or</i> BIOL 155 Human Physiology and Anatomy	4cr
PHYS 111 Physics I Lecture	3cr
PHYS 112 Physics II Lecture	3cr
PHYS 121 Physics I Lab	1cr
PHYS 122 Physics II Lab	1cr
<b>Business Electives (two 3 credit courses from approved list):</b>	6cr
ACCT 200 Foundations of Accounting	
MGMT 300 Human Resource Management	
MGMT 310 Principles of Management	
MGMT 311 Human Behavior and Organization	
MGMT 434 Quality Management	
<b>Free Electives:</b>	<b>0-6</b>
<b>Total Degree Requirements:</b>	<b>120</b>

**Current Program:**

**Minor-Safety, Health and Environmental Applied Sciences 18**

**Required Courses:**

SAFE 101	Introduction to Occupational Safety and Health	3cr
SAFE 111	Principles of Industrial Safety I–General Industry	3cr
SAFE 220	Hazardous Materials and Emergency Management	3cr

**Controlled Electives:**

SAFE courses approved by department chair totaling at least nine credits and including at least one environmental course (SAFE 310, 335, or 361) 9cr

**Proposed Program:**

**Minor-Safety, Health and Environmental Applied Sciences 18**

**Required Courses:**

SAFE 101	Introduction to Occupational Safety and Health	3cr
SAFE 111	Principles of Industrial Safety I–General Industry	3cr
SAFE 220	Hazardous Materials and Emergency Management	3cr

**Controlled Electives:**

SAFE courses approved by department chair totaling at least nine credits and including at least one environmental course (SAFE 310, 335, or 361) 9cr

**Rationale:** BIOL 155 Human Physiology and Anatomy has been the traditional mandatory biology course that safety science majors have taken in their curriculum to prepare them for their profession and for taking some of the more biologically-related safety science courses. The Department of Biology has recently revised some of their non-biology major courses. A revised course - BIOL 104 Human Biology: How the Human Body Works - now also covers physiology and anatomy topics that are sufficient to prepare safety science students. Thus, either BIOL 155 or 104 can now be used for educating safety science students on human anatomy, human physiology, and how the body works. Note: Most safety science students are currently taking BIOL 155 as their biological science course requirement. However, some students are taking BIOL 104 to fulfill this requirement and substitution forms are being processed and approved to allow the substitution of BIOL 104 for BIOL 155 to occur. Thus, this program change will provide students flexibility in their biology course selection as well as the elimination of the need for processing substitution forms.

**4 College of Humanities and Social Science – New Course**

**APPROVED**

**LAS 350 The Mayas: Culture, Literature, and Numbers 3c-0l-3cr**

Explores the world of the ancient and modern Mayan civilization, developing student understanding of a culture that differs from modern society. Through discussion of and hands-on activities involving Mayan geography, religion, calendar, mathematics, food, writing, and literature, students will develop an appreciation of the dimensions of Mayan culture, enabling them to make generalizations about modern cultural development.

**Rationale:** The course is designed to serve as an elective for juniors and seniors minoring in Latin American Studies. Also, the course is designed to serve as a Liberal Studies elective course with emphasis in the area of Global and Multicultural awareness. The last segment of the course brings awareness to the problems of social injustice and inequality that exist for

the modern Mayan people. Throughout the course students are constantly asked to compare and contrast the Mayan tasks with students' modern day tasks in the United States. This repetitive activity allows students to see the world of the unfamiliar Maya from a more familiar and common angle than students believed it to be.

## 5 Department of Nursing and Allied Health – Course Revisions, Course Title Changes, and Catalog Description Changes

### i Current Catalog Description:

**APPROVED**

#### **NURS 312 Professional Nursing II**

**2c-01-2cr**

**Prerequisites:** NURS 212 or permission

**Prerequisites or Corequisites:** NURS 337 or 331 and 333 or permission

Provides the nursing major with a working knowledge of the values, code of ethics, ethical principles, professional standards and legal framework that govern clinical decisions, determine professional conduct, and guide interactions with clients, families, colleagues, and other health care providers. Students formulate an ethical decision-making framework that, by incorporating personal values, professional values, moral concepts, and legal mandates, serves as a guide to professional practice. Using a problem-based approach, students study legal and ethical frameworks that guide professional practice and relate/apply these to actual clinical situations.

#### **Proposed Catalog Description:**

#### **NURS 312 Professional Nursing**

**2c-01-2cr**

**Prerequisite:** ENGL 202

**Corequisite:** NURS 330 and 331; or NURS 332 and 333; or NURS 336 and 337

Examines values, cultural issues, Code of Ethics, global and national healthcare policy, regulatory environments, professional standards and legal frameworks that impact health care decisions, determine professional conduct, and guide interactions with clients, families, and healthcare team members. Utilizes ethical decision-making frameworks to guide professional nursing practice. Focuses on developing the necessary skills to engage in scholarly writings and presentation.

**Rationale:** This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

### ii Current Catalog Description:

**APPROVED**

#### **NURS 316 Research Utilization in Nursing**

**3c-01-3cr**

**Prerequisites:** NURS 236 or permission

**Prerequisites or Corequisites:** ENGL 202, MATH 217

Focuses on understanding and critiquing nursing research. Emphasizes understanding the research process and applying research findings to practice. Students describe the various stages of the research process and apply these steps to evaluate clinical nursing research problems. Focuses on developing the necessary skills to engage in scholarly research writing.

**Proposed Catalog Description:**

**NURS 316 Evidence-Based Practice in Nursing**

**3c-01-3cr**

**Prerequisites:** ENGL 202, MATH 217

**Corequisites:** NURS 330 and 331; or NURS 332 and 333; or NURS 336 and 337

Focuses on understanding and critiquing nursing research. Emphasizes understanding the research process and utilization of current evidence in nursing practice. Focuses on developing the necessary skills to engage in scholarly writing and presentation.

**Rationale:** This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

**6 Department of Theater and Dance – Course Revision, Course Title Change, and Catalog Description Changes**

**a Course Revision and Catalog Description Change:**

**APPROVED**

**Current Catalog Description:**

**THTR 132 Introduction to Acting**

**3c-01-3cr**

Introduces the art and craft of the theater from the actor's point of view. Through practical application, students develop personal and professional skills that will enhance oral communication, self-presentation and self-confidence. Students also develop the ability to respond knowledgeably to theatrical productions as audience members.

**Proposed Catalog Description:**

**THTR 132 Introduction to Acting**

**3c-01-3cr**

Introduces the art and craft of the theater from the actor's point of view. Through practical application, students develop personal and professional skills that will enhance oral communication, self-presentation and self-confidence. Students also develop the ability to respond knowledgeably to theatrical productions as an audience member.

**Rationale:** Course outcomes have been updated to reflect the new Liberal Studies expected student learning outcomes and common learning objectives. Expected Undergraduate Student Learning Outcomes (EUSLOs) have been designated in specific sample course assignments and the Liberal studies course approval general information questions have been addressed.

**b Catalog Description Changes**

**APPROVED**

**i Current Catalog Description:**

**THTR 487 Acting Studio**

**3c-0l-3cr**

**Prerequisites:** Minimum of THTR 240 or instructor permission; individual foci have additional prerequisites.

An advanced studio course offering scene practice with faculty direction, coaching and criticism. Specific focus of scene work varies from semester to semester, including improvisation techniques, stage dialects, audition techniques, and acting for the camera as alternating semester options. May be repeated with a different focus each time.

**Proposed Catalog Description:**

**THTR 487 Acting Studio**

**3c-0l-3cr**

**Prerequisites:** Minimum of THTR 240 or instructor permission. Written application to the instructor may be required when necessary.

An advanced studio course offering scene practice with faculty direction, coaching and criticism. Specific focus of scene work varies from semester to semester, including improvisation techniques, stage dialects, audition techniques, stage combat, physical theater and acting for the camera as alternating semester options. May be repeated with a different focus each time.

**Rationale:** Removal of “individual foci have additional prerequisites” is because it is unmanageably vague. When enacted, this need has been better managed through application to the instructor. The small change in the course description is the addition of stage combat and physical theater as topic areas. These changes respond to the unique expertise of current faculty appropriate to the undergraduate curriculum.

**c Catalog Description Change and Course Title Change:**

**APPROVED**

**Current Catalog Description:**

**THTR 489 Technical Theatre Problems**

**3c-0l-3cr**

Open to all students desiring instruction in a variety of technical theater areas not presently covered in other courses. Topics to include sound design, stage management, set props, media make-up, technical drawing/mixed media, and scene painting. May be

repeated.

**Proposed Catalog Description Change:**

**THTR 489 Design/Technology/Management Studio** **3c-0l-3cr**

Open to all students desiring instruction in a variety of technical theater areas not presently covered in other courses. Topics to include stage management, set props, media make-up, technical drawing/mixed media, costume technology and scene painting. May be repeated with each different topic area.

**Rationale:** The change of title draws the course into alignment with companion courses in the Theater curriculum, THTR 484 Directing Studio, and THTR 487 Acting Studio. This alignment will reduce confusion about the place of the course in the major curriculum by addressing similar courses with similar titles. It also provides a title (Design/Technology/Management) consistent with disciplinary titles as found in the American College Theatre Festival. The small changes in the course description are the elimination of sound design, and the addition of costume technology, as topic areas. These changes respond to the creation of a course in sound design (THTR 323) and a frequent request for specialized costume technology course. Repeating the course for credit should be restricted to unique topic areas. When offered, the course is listed by the registrar as TTP: (topic area), and will now be offered as D/T/M Studio: (topic area)

**7 Department of Geoscience – New Course and Course Revisions**

**a New Course:**

**APPROVED**

**GEOS 356 Coastal Processes and Geology** **3c-3l-4cr**

**Prerequisite:** GEOS 203, Geoscience majors and minors, and Earth and Space Science Education majors/minors, or permission of instructor.

The study of the origin and evolution of coastal environments from a geological perspective. Emphasis is placed on the quantitative investigation of the dominant processes (waves, tides and currents) that create and modify these environments, as well as the role of human-induced change. Contemporary issues in coastal geology are explored through primary scientific literature, news media and laboratory exercises. Includes field trips that may occur on weekends.

**Rationale:** This course is designed as a controlled elective class for B.S. Geology (any track) and Earth and Space Science Education majors and Geology minors. The content cannot be incorporated into an existing course as it integrates introductory elements from a number of sub-disciplines within the Geosciences focused on the coastal environment.

**b Course Revisions:**

**i Current Catalog Description:**

**APPROVED**

**GEOS 105 Exploring the Universe** **3c-01-3cr**

**Prerequisites:** No Geoscience Majors/Minors

Examines the evolution and properties of objects in the solar system, galaxy, and universe, how light is used to study distant objects, and the relationship between Earth and space in terms of resources and hazards.

**Proposed Catalog Description:**

**GEOS 105 Exploring the Universe** **3c-01-3cr**

**Prerequisites:** No Geoscience Majors/Minors

Examines the history of time, the reasons for the seasons, the characteristics of the planets, moons, stars and galaxies; and the history and future of space exploration.

**Rationale:** The course is a currently approved Liberal Studies Non-Laboratory Natural Science course and is being revised to meet the new curriculum criteria for this category.

**ii Current Catalog Description:** **APPROVED**

**GEOS 203 Surficial Processes** **3c-31-4cr**

**Prerequisite:** Grade of C or better in GEOS 201

Introduces students to the geological processes which shape the Earth's surface, from uplift and erosion of mountains to the transport of sediment and subsequent formation of sedimentary rocks. Focuses on the interaction of underlying tectonic forces with the natural cycles of the Earth's atmosphere and hydrosphere and the subsequent evolution of both landscape and surface deposits.

**Proposed Catalog Description:**

**GEOS 203 Surficial Processes** **3c-31-4cr**

**Prerequisite:** Grade of C or better in GEOS 201

Introduces students to the geological processes that shape the Earth's surface, from uplift and erosion of mountains to the transport of sediment and subsequent formation of sedimentary rocks. Focuses on the interaction of underlying tectonic forces with the natural cycles of the Earth's atmosphere and hydrosphere and the subsequent evolution of both landscape and surface deposits.

**Rationale:** The course is a currently approved Liberal Studies Laboratory Natural Science course and is being revised to meet the new curriculum criteria for this category.

**8 Department of Sociology – New Course** **APPROVED**

**SOC 417 Global Service Learning** **3c-01-3cr**

**Prerequisites:** SOC 151 or permission of the instructor

Provides a forum for critical reflection on community-driven service, cross-cultural

experiences, and global citizenship. Progresses through a framework, which explicitly links personal experience and readings with regular writing assignments in a journal and class discussion. Reflects on both the purposes of their service work as well as on its limits as a response to specific needs within the community, and more general problems of social justice. Through the experience of interaction and reflection, students learn to apply knowledge and skills in the real world, exercise critical thinking, develop self-learning and helping skills, develop societal knowledge and sensitivity, and enhance personal development. Explores issues of social responsibility and citizenship in relation to the social problems with which they become acquainted through their community work.

**Rationale:** This course is an elective in the major and minor. This course is intended to be a liberal studies course for students outside the major.

**9 Department of Chemistry – New Course and Program Revisions** **APPROVED**

**a New Course:**

**CHEM 100 Preparatory Chemistry** **3c-01-3cr**

Discussion of the fundamental terminology, calculations and concepts of chemistry, including scientific measurements and calculations, simple definitions and concepts, atomic structure, the mole, mass and solution stoichiometry, ionic and covalent bonding, and the naming of atoms, molecules, ions. Intended to prepare science majors with limited backgrounds in chemistry for freshman chemistry courses, and may not be used towards any major or minor or Liberal Studies. Restricted to students in the Colleges of Natural Sciences and Mathematics, and Health and Human Services. Students who have earned a “C” or better in a higher number CHEM course may not take this course.

**Rationale:** This course is intended for students who have not had any chemistry in high school, or who are underprepared for freshmen chemistry courses for science majors. High failure rates in General Chemistry I (CHEM 111) indicate the need for this course. Although there is some content overlap with CHEM 111, the pace of that course seems to go beyond the ability of the un- or underprepared student. Students who fail CHEM 111 will be encouraged to take CHEM 100 before repeating CHEM 111; students who earn a “D” in CHEM 111 will also be encouraged to take this course before continuing onto General Chemistry II, CHEM 112. Our studies show that students who earn a “D” in CHEM 111 are 50% likely to earn a “D” or “F” in CHEM 112. Unlike most other freshman chemistry classes, there will be no lab component to this course. This course cannot be taken for credit towards any degree or minor, as it is intended to prepare students for the level of learning expected in our college-level chemistry classes.

**b Program Revisions:**

Prior to approval a question was raised regarding the removing of the foreign language requirement but no rationale as to why. The response was that due to lab requirements there is enough hours.

**i Bachelor of Science – Chemistry/Pre-Medical Track** **APPROVED**



**Current Program:****Bachelor of Science – Chemistry/Pre-Medical Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:

**Mathematics:** MATH 125

**Natural Sciences:** PHYS 131-141 and 132-142

**Liberal Studies Electives:** 4cr, MATH 126, no courses with CHEM prefix

**Major:****Required Courses:**

CHEM 113	Advanced General Chemistry I	4cr
CHEM 114	Advanced General Chemistry II	4cr (1)
CHEM 214	Intermediate Inorganic Chemistry	2cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 301	Introduction to Chemical Research	1cr
CHEM 321	Quantitative Analysis	4cr
CHEM 322	Instrumental Analysis	4cr
CHEM 341	Physical Chemistry I	4cr
CHEM 342	Physical Chemistry II	3cr
CHEM 343	Physical Chemistry I Laboratory	1cr
CHEM 344	Physical Chemistry II Laboratory	1cr
CHEM 410	Advanced Inorganic Chemistry Laboratory	1cr
CHEM 411	Advanced Inorganic Chemistry	2cr
CHEM 498	Problems in Chemistry	2cr

**Controlled Electives: (2)**

Additional Chemistry electives from the following: 3cr  
CHEM 331, 335, 421, 441, 481

**Other Requirements:**

BIOC 301	Biochemistry I (3)	3cr
BIOL 111	Principles of Biology I	4cr
BIOL151	Human Physiology	4cr
BIOL 263	Genetics	3cr
BIOL 331	Animal Developmental Biology	3cr
MATH 225	Calculus III/Physics, Chemistry, Mathematics	3cr
One additional Mathematics elective from the following: MATH 171, 216, 241, 342		3-4cr
Foreign Language Intermediate Level		0-4cr

**Free Electives:****3-8****Total Degree Requirements:****120**

- (1) CHEM 111 and 112 can be substituted for CHEM 113 and 114.
- (2) Qualifying students can also use 500- or 600-level CHEM courses to meet this requirement.
- (3) CHEM 351 may be substituted for BIOC 301.

**Proposed Program:****Bachelor of Science – Chemistry/Pre-Medical Track**

**44** **Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **44**

**Mathematics:** MATH 125

**Philosophy or Religious Studies:** PHIL 222

**Natural Sciences:** PHYS 111-121 and 112-122 or 131-141 and 132-142

**Social Science:** PSYC 101, SOC 151

**Liberal Studies Electives:** 3cr, MATH 126, no courses with CHEM prefix

**45****Major:****Required Courses:**

CHEM 111 or CHEM 113		4cr
CHEM 112 or CHEM 114		4cr
CHEM 214	Intermediate Inorganic Chemistry	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 290	Chemistry Seminar I	1cr
CHEM 325	Analytical Chemistry I	4cr
CHEM 341	Physical Chemistry I	4cr
CHEM 343	Physical Chemistry I Laboratory	1cr
CHEM 390	Chemistry Seminar II	1cr
CHEM 490	Chemistry Seminar III	1cr
CHEM 498	Problems in Chemistry	2cr
BIOC 301	Foundations of Biochemistry	3cr
BIOC 302	Advanced Biochemistry	3cr

**Controlled Electives: (1)**

Two of the following: CHEM 326, 342 and 344, 411 7-8cr

**Other Requirements:****19-20**

BIOL 111	Principles of Biology I	4cr
BIOL 241	General Microbiology	3cr
At least 6cr from the list: BIOL 150, 151, 263, 363, 364		6-7cr
MATH 225	Calculus III/Physics, Chemistry, Mathematics	3cr
MATH 216	Probability and Statistics	3cr

**Free Electives:****9-11****Total Degree Requirements:****120**

(1) Qualifying students can also use 500- or 600-level CHEM courses to meet this requirement.

**Rationale:** The courses required for the existing B.S. Chemistry—Pre Medical program are either retained, or replaced by analogous new courses. Therefore, students will have the option of graduating under the old or new curriculum.

## ii Bachelor of Arts – Chemistry

**APPROVED**

### Current Program:

#### Bachelor of Arts – Chemistry

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:

**Mathematics:** MATH 125

**Natural Sciences:** PHYS 111-121 and 112-122 *or* PHYS 131-141 and 132-142

**Liberal Studies Electives:** 3cr, no courses with CHEM prefix

#### Major:

##### Required Courses:

CHEM 113	Concepts in Chemistry I	4cr
CHEM 114	Concepts in Chemistry II	4cr (1)
CHEM 214	Intermediate Inorganic Chemistry	2cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 321	Quantitative Analysis	4cr
CHEM 341	Physical Chemistry I	4cr
CHEM 343	Physical Chemistry I Laboratory	1cr

##### Controlled Electives (2)

At least 3cr from the following: CHEM 301, 322, 335, 342, 351, 410, 411, BIOC 301, 302, 311 3-6cr

##### Other Requirements:

MATH 126	Calculus II/Physics, Chemistry, Mathematics	3cr
MATH 225	Calculus III/Physics, Chemistry, Mathematics	3cr
	Planned program (with advisor approval) in complementary field of at least 15cr, with at least 6cr of 300/400 level courses (3)	15cr
	Foreign Language Intermediate Level (4)	0-3cr

##### Free Electives:

19-25

##### Total Degree Requirements:

120

- (1) CHEM 111 and 112 can be substituted for CHEM 113 and 114.
- (2) Students electing a concentration in Pre-Medicine must take CHEM 351 (4cr) or BIOC 301 and 302 (6cr).
- (3) Students electing a concentration in Pre-Medicine must take BIOL 111, 151, 263, 331 and a 300-level BIOL elective.
- (4) Intermediate-level foreign language may be included in Liberal Studies elective.

### Proposed Program:

#### Bachelor of Arts – Chemistry

**44 Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **44**

**Mathematics:** MATH 125

**Natural Sciences:** PHYS 111-121 and 112-122 or 131-141 and 132-142

**Liberal Studies Electives:** 3cr, MATH 126, no courses with CHEM prefix

#### 30-33 Major:

35

##### Required Courses:

CHEM 111 or CHEM 113		4cr
CHEM 112 or CHEM 114		4cr
CHEM 214	Intermediate Inorganic Chemistry	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 290	Chemistry Seminar I	1cr
CHEM 325	Analytical Chemistry I	4cr
CHEM 341	Physical Chemistry I	4cr
CHEM 343	Physical Chemistry I Laboratory	1cr
BIOC 301	Found. of Biochemistry	3cr

##### Controlled Electives: (1)

At least 3cr CHEM or BIOC at or above the 300-level 3cr

##### Other Requirements:

22-25

BIOL 111	Principles of Biology I	4cr
	One course from the following: MATH 171, 216, 225 or 241	3cr
	Planned program in complementary field (1)	15-18cr

##### Free Electives: (2)

16-19

##### Total Degree Requirements:

120

- (1) Complementary field programs have been established for the following areas: Art, Business and Economics, Geoscience, Math and Computing, Physics and Material Science, Philosophy, Pre-Medical and Public Policy. Programs in other areas are also possible – they must include a minimum of 15cr, with at least 6cr at or above the 300-level, and be approved by the advisor and department chair.
- (2) Program contains one writing-intensive course (CHEM 343), students need to acquire another W-course in Liberal Studies, or as a free elective.

**Rationale:** Complementary field programs have been established for the following areas: Art, Business and Economics, Geoscience, Math and Computing, Physics and Material Science, Philosophy, Pre-Medical and Public Policy. Programs in other areas are also possible – they must include a minimum of 15cr, with at least 6cr at or above the 300-level, and be approved by the advisor and department chair. Program contains one writing-intensive course (CHEM 343), students need to acquire another W-course in Liberal Studies, or as a free elective. The proposed program eliminates the foreign language requirement.

### iii Bachelor of Science – Chemistry

**APPROVED**

#### Current Program:

#### Bachelor of Science – Chemistry

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:

**Mathematics:** MATH 125

**Natural Sciences:** PHYS 131-141 and 132-142

**Liberal Studies Electives:** 3cr

#### Major:

#### Required Courses:

CHEM 113	Concepts in Chemistry I	4cr
CHEM 114	Concepts in Chemistry II	4cr
CHEM 214	Intermediate Inorganic Chemistry	2cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr

CHEM 301	Introduction to Chemical Research	1cr
CHEM 321	Quantitative Analysis	4cr
CHEM 322	Instrumental Analysis	4cr
CHEM 341	Physical Chemistry I	4cr
CHEM 342	Physical Chemistry II	3cr
CHEM 343	Physical Chemistry I Laboratory	1cr
CHEM 344	Physical Chemistry II Laboratory	1cr
CHEM 410	Advanced Inorganic Chemistry Laboratory	1cr
CHEM 411	Advanced Inorganic Chemistry	3cr
CHEM 498	Problems in Chemistry	2cr

#### Controlled Electives: (2)

Additional Chemistry electives from the following: 3cr  
CHEM 331, 335, 421, 441, 481

#### Other Requirements:

BIOC 301	Biochemistry I	3cr
BIOL 111	Principles of Biology I	4cr
MATH 126	Calculus II/Physics, Chemistry, Mathematics	3cr
MATH 225	Calculus III/Physics, Chemistry, Mathematics	3cr
	Foreign Language	0-3
	One of the following: MATH 171, 216, 241 or 342	3-4

#### Free Electives:

11-15

#### Proposed Program:

#### Bachelor of Science – Chemistry

**44 Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **44**

**Mathematics:** MATH 125

**Natural Sciences:** PHYS 131-141 and 132-142

**Liberal Studies Electives:** 3cr, MATH 126

**45 Major:** **50**

#### Required Courses:

CHEM 111 or CHEM 113		4cr
CHEM 112 or CHEM 114		4cr
CHEM 214	Intermediate Inorganic Chemistry	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 290	Chemistry Seminar I	1cr
CHEM 325	Analytical Chemistry I	4cr
CHEM 326	Analytical Chemistry II	4cr
CHEM 341	Physical Chemistry I	4cr
CHEM 342	Physical Chemistry II	3cr
CHEM 343	Physical Chemistry I Laboratory	1cr
CHEM 344	Physical Chemistry II Laboratory	1cr
CHEM 390	Chemistry Seminar II	1cr
CHEM 411	Advanced Inorganic Chemistry	3cr

CHEM 490	Chemistry Seminar III	1cr
CHEM 498	Problems in Chemistry	2cr
BIOC 301	Foundations of Biochemistry	3cr

#### Controlled Electives: (2)

At least 3cr CHEM or BIOC at or above the 300 level 3cr

#### Other Requirements:

BIOL 111	Principles of Biology I	4cr
MATH 225	Calculus III/Physics, Chemistry, Mathematics	3cr

One of the following: MATH 171, 216 or 241 3

#### Free Electives:

16

**Total Degree Requirements:****120 Total Degree Requirements:****120**

- (1) CHEM 111 and 112 can be substituted for CHEM 113 and 114.
- (2) Qualifying students can also use 500- or 600-level CHEM courses to meet this requirement.
- (3) Intermediate-level foreign language may be included in Liberal Studies elective.

~~(1) Qualifying students can also use 500- or 600-level CHEM courses to meet this requirement.~~

**Rationale:** Certification requirements of the American Chemical Society (ACS) – The ACS offers certification of undergraduate degree programs in chemistry, through its Committee on Professional Training. Their requirements include “foundation” courses, of at least three credit hours each, in the five fundamental areas (analytical, biochemistry, inorganic, organic and physical) of chemistry. The complete overall of the analytical course offerings, and the revision of the inorganic and physical chemistry courses, are proposed in response to the ACS requirements.

## 10 Department of History – New Courses, Program Revisions, and Program Catalog Description Revision

### a New Courses:

**APPROVED**

#### i HIST 395 Introduction to Historical Methods

**3c-0l-3cr**

**Prerequisite:** HIST 295

Colloquium focusing on historiography and historical methods in the context of a specific topic. Students will be expected to improve their research and writing skills and their understanding of historiography and methods of historical research. This is a writing intensive course.

**Rationale:** This will be a required course for History and SSED majors, and a prerequisite for HIST 401-404 Topics courses. HIST 295 and 395 will replace the existing HIST 200.

#### ii HIST 475 History of American Constitutionalism

**3c-0l-3cr**

**Prerequisites:** Sophomore standing and 3cr college history

Examines the major themes and problems concerning the constitutional history of the United States from the American Revolution to the end of the Cold War. Among other subjects the course explores: why and how the United States Constitution was written, how the nature and scope of the powers of Congress, presidency and judiciary were transformed, how the relationship between the federal government and the states evolved, and how such constitutional amendments as the First and Fourteenth redefined the power of governments, as well as the rights of citizens.

**Rationale:** This course is one of the electives for students in the BA in History and BS in Social Studies Education. This course is not intended to be a Liberal Studies course. This course cannot be incorporated into another existing course because of

the subject matter – constitutional history – occupies a unique position, in the study of United States history, in knowledge areas, disciplinary approach, investigative method, and analytic skills, all of which are particularly useful to historians, pre-law minors and legal scholars.

**b Program Revisions**

**APPROVED**

**i Bachelor of Arts—History**

**Current Program:**

**Proposed Program:**

**Bachelor of Arts—History**

**Bachelor of Arts—History**

**Liberal Studies:** As outlined in Liberal Studies section 46-47

**Liberal Studies:** As outlined in Liberal Studies section 46-47 with the following specifications:

with the following specifications:

**Humanities-History:** fulfilled by required courses in major

**Humanities-History:** fulfilled by required courses in major

**Mathematics:** 3cr

**Mathematics:** 3cr

**Liberal Studies Electives:** 9cr, no courses with HIST prefix

**Liberal Studies Electives:** 9cr, no courses with HIST prefix

**College:** 0-6

**College:** 0-6

Foreign Language Intermediate Level (1)

Foreign Language Intermediate Level (1)

**Major:** 36

**Major:** 39

**Required Course:**

**Required Course:**

HIST 200 Introduction to History 3cr

HIST 295 Introduction to Historical Studies 3cr

**Controlled Electives:**

HIST 395 Introduction to Historical Methods 3cr

At least three foundation courses from the following: (2) 9cr

At least three foundation courses from the following: (2) 9cr

HIST 201 Western Civilization Before 1600

HIST 201 Western Civilization Before 1600

HIST 202 Western Civilization Since 1600

HIST 202 Western Civilization Since 1600

HIST 204 United States History to 1877

HIST 204 United States History to 1877

HIST 205 United States History Since 1877

HIST 205 United States History Since 1877

HIST 206 History of East Asia

HIST 206 History of East Asia

HIST 208 Survey of Latin American History

HIST 208 Survey of Latin American History

Two courses from HIST 401-404 (Topics) (3) 6cr

Two courses from HIST 401-404 (Topics) (3) 6cr

One Non-Western HIST course: Latin America, Africa, 3cr

One Non-Western HIST course: Latin America, Africa, 3cr

Asia, Middle East, or Russia, 300 or 400 level

Asia, Middle East, or Russia, 300 or 400 level

Five additional history courses (4) 15cr

Five additional history courses (4) 15cr

**Free Electives:** 31-38

**Free Electives:** 28-35

**Total Degree Requirements:** 120

**Total Degree Requirements:** 120

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

(2) No more than 12cr in foundation courses may be counted towards the major.

(2) No more than 12cr in foundation courses may be counted towards the major.

(3) This requirement may also be fulfilled by completing one Topics course and either the departmental honors program or a

(3) This requirement may also be fulfilled by completing one Topics course and either the departmental honors program or

graduate seminar with a concluding paper. Students taking two

a graduate seminar with a concluding paper. Students taking

Topics courses must take two with different numbers.

two Topics courses must take two with different numbers

(4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective. Students who have taken three foundation courses must take at least six 300-400

(4) Courses selected from 300- and 400-level offerings; no more

than 6cr from HIST 493 as major elective. Students who have

taken three foundation courses must take at least six 300-400

level HIST courses in addition to Topics courses. Those with four foundation courses need take only five 300-400 level

level HIST courses in addition to Topics courses. Those

HIST courses in addition to Topics courses.

with four foundation courses need take only five 300-400 level HIST courses in addition to Topics courses.

**Rationale:** The existing course, HIST 200, has traditionally served as an introduction to the field of history. The course is intended to acquaint students with various sources of historical knowledge and guide them in an evaluation of such sources, provide them with an understanding with historiography and different types of history, and introduce them to the sources and methods of historical research. In addition, the course has also been expected to help students identify different career paths they may pursue with a degree in History. As a prerequisite for the research-focused Topics 40X course, HIST 200 is also expected to introduce students to the skills necessary for research and various types of historical writing.

The department recognizes the difficulty of doing all of that within one 3-credit course. This is the primary rationale for introducing two new courses – HIST 295 and HIST 395 – to take the place of HIST 200. This change will also allow the instructor in HIST 295 to place greater emphasis on preparing students in the basics of reading, analyzing, and evaluating historical texts, writing history essays, and introducing students to career options for which a BA in History prepares them. In a time when students and parents increasingly want to know how a particular degree can prepare them for the workplace, the History department believes that it should at least get majors thinking about their career options and introduce them to practitioners in careers associated with a History degree. HIST 395 will then hone the skills that students have developed in HIST 295 and familiarize students with historiography and historical methods. In this second course, designed as a colloquium organized around a topic of the instructor’s choice, students will be expected to develop further historical research and writing skills.

**ii Bachelor of Science in Education–Social Studies Education/ History Track APPROVED**

**Current Program:**

**Proposed Program:**

**Bachelor of Science in Education–Social Studies Education/History Track (\*)**

**Bachelor of Science in Education–Social Studies Education/History Track (\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **43**  
**Humanities-History:** fulfilled by required courses in major  
**Mathematics:** 3cr  
**Natural Science: Option II**  
**Social Science:** ANTH 110, ECON 121, and PSYC 101  
**Liberal Studies Electives:** 6cr, ECON 122, GEOG 230, no courses with HIST prefix

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **43**  
**Humanities-History:** fulfilled by required courses in major  
**Mathematics:** 3cr  
**Natural Science: Option II**  
**Social Science:** ANTH 110, ECON 121, and PSYC 101  
**Liberal Studies Electives:** 6cr, ECON 122, GEOG 230, no courses with HIST prefix

**College:** **35**  
 3 additional credits of MATH 100 level or above 3cr  
 (in addition to Liberal Studies MATH) (1)  
**Preprofessional Education Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 CHSS 342 Social Studies Teaching Lab 1cr  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr

**College:** **35**  
 3 additional credits of MATH 101 level or above 3cr  
 (in addition to Liberal Studies MATH) (1)  
**Preprofessional Education Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 CHSS 342 Social Studies Teaching Lab 1cr  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr

EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 441	Student Teaching	12cr
EDUC 442	School Law	1cr
EDUC 455	Teaching of Social Studies in Secondary Schools	3cr

**Major:**

**Foundation Courses: (2)**

HIST 201	Western Civilization Before 1600	3cr
HIST 202	Western Civilization Since 1600	3cr
HIST 204	United States History to 1877	3cr
HIST 205	United States History Since 1877	3cr

**Research Courses:**

HIST 200	Introduction to Historical Studies	3cr
HIST 401-404	Topics (3)	3cr

**Controlled Electives:**

- 9cr One Non-Western History course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level
- One United States History course at the 300 or 400 level
- One History course at the 300 or 400 level

**Social Science Distribution:**

GEOG XXX	200-level or higher Geography course	3cr
PLSC 111	American Politics	3cr
PLSC 280	Comparative Government I: Western Political Systems <i>or</i>	
PLSC 285	Comparative Government II: Non-Western Political Systems	3cr
SOC 337	World Societies and World Systems <i>or</i>	
SOC 362	Racial and Ethnic Minorities <i>or</i>	
SOC 231	Contemporary Social Problems	3cr

**Free Electives:**

**Total Degree Requirements:**

- (\*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach Education/History majors must apply for Social Studies Education certification.
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 100 level or above.
- (2) In exceptional cases, the student's advisor may give special permission to substitute two upper-level courses for one of the foundation courses.
- (3) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.

EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 441	Student Teaching	12cr
EDUC 442	School Law	1cr
EDUC 455	Teaching of Social Studies in Secondary Schools	3cr

**Major:**

**27 Foundation Courses: (2)**

HIST 201	Western Civilization Before 1600	3cr
HIST 202	Western Civilization Since 1600	3cr
HIST 204	United States History to 1877	3cr
HIST 205	United States History Since 1877	3cr

**Research Courses:**

HIST 295	Introduction to Historical Studies	3cr
HIST 395	Introduction to Historical Methods	3cr
HIST 401-404	Topics (3)	3cr

**Controlled Electives:**

- 9cr One Non-Western History course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level
- One United States History course at the 300 or 400 level
- One History course at the 300 or 400 level

**12 Social Science Distribution:**

GEOG XXX	200-level or higher Geography course	3cr
PLSC 111	American Politics	3cr
PLSC 280	Comparative Government I: Western Political Systems <i>or</i>	
PLSC 285	Comparative Government II: Non-Western Political Systems	3cr
SOC 337	World Societies and World Systems <i>or</i>	
SOC 362	Racial and Ethnic Minorities <i>or</i>	
SOC 231	Contemporary Social Problems	3cr

**3**

**Total Degree Requirements:**

**120**

- (\*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach Education/History majors must apply for Social Studies Education certification.
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 101 level or above.
- (2) In exceptional cases, the student's advisor may give special permission to substitute two upper-level courses for one of the foundation courses.
- (3) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.

**Rationale:** The existing course, HIST 200, has traditionally served as an introduction to the field of history. The course is intended to acquaint students with various sources of historical

knowledge and guide them in an evaluation of such sources, provide them with an understanding with historiography and different types of history, and introduce them to the sources and methods of historical research. In addition, the course has also been expected to help students identify different career paths they may pursue with a degree in History. As a pre-requisite for the research-focused Topics 40X course, HIST 200 is also expected to introduce students to the skills necessary for research and various types of historical writing. The department recognizes the difficulty of doing all of that within one 3-credit course. This is the primary rationale for introducing two new courses – HIST 295 and HIST 395 – to take the place of HIST 200.

This change will also allow the instructor in HIST 295 to place greater emphasis on preparing students in the basics of reading, analyzing, and evaluating historical texts, writing history essays, and introducing students to career options for which an undergraduate degree in History prepares them. In a time when students and parents increasingly want to know how a particular degree can prepare them for the workplace, the History department believes that it should at least get majors thinking about their career options and introduce them to practitioners in careers associated with a History degree. HIST 395 will then hone the skills that students have developed in HIST 295 and familiarize students with historiography and historical methods. In this second course, designed as a colloquium organized around a topic of the instructor's choice, students will be expected to develop further historical research and writing skills.

Clarification has been provided regarding the Pennsylvania Department of Education requirement for the additional 3-cr. Math course for students in teacher education programs. The additional 3-cr. Math course has to be a college-level course at or above the 101 level.

### iii Bachelor of Arts—History/Pre-Law Track

**APPROVED**

#### Current Program:

#### Bachelor of Arts—History/Pre-Law Track

**Liberal Studies:** As outlined in Liberal Studies section 46-47

with the following specifications:

**Humanities-History:** fulfilled by required courses in major

**Mathematics:** 3cr

**Liberal Studies Electives:** 9cr, no courses with HIST prefix

**College:** 0-6

Foreign Language Intermediate Level (1)

**Major:** 36

**Required Course:**

HIST 200 Introduction to History 3cr

**Controlled Electives:**

At least three foundation courses from the following: (2) 9cr

HIST 201 Western Civilization Before 1600

HIST 202 Western Civilization Since 1600

HIST 204 United States History to 1877

HIST 205 United States History Since 1877

HIST 206 History of East Asia

HIST 208 Survey of Latin American History

Two courses from HIST 401-404 (Topics) (3) 6cr

One Non-Western HIST course: Latin America, Africa, 3cr

#### Proposed Program:

#### Bachelor of Arts—History/Pre-Law Track

**Liberal Studies:** As outlined in Liberal Studies section 46-47

with the following specifications:

**Humanities-History:** fulfilled by required courses in major

**Mathematics:** 3cr

**Liberal Studies Electives:** 9cr, no courses with HIST prefix

**College:**

**0-6**

Foreign Language Intermediate Level (1)

**Major:** 39

**Required Course:**

HIST 295 Introduction to Historical Studies 3cr

HIST 395 Introduction to Historical Methods 3cr

**Controlled Electives:**

At least three foundation courses from the following: (2) 9cr

HIST 201 Western Civilization Before 1600

HIST 202 Western Civilization Since 1600

HIST 204 United States History to 1877

HIST 205 United States History Since 1877

HIST 206 History of East Asia

HIST 208 Survey of Latin American History

Two courses from HIST 401-404 (Topics) (3) 6cr



Asia, Middle East, or Russia, 300 or 400 level  
Five additional history courses (4) 15cr

**Other Requirements: Pre-Law Interdisciplinary Track  
12-21**

Seven courses, including at least one from each of six areas:  
*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*Economics:* ECON 121, 122, 332  
*English:* ENGL 212, 265, 310, 321  
*Philosophy:* PHIL 101, 110, 222, 450  
*Political Science:* PLSC 358, 359, 361

**Free Electives:** 10-25

**Total Degree Requirements:** 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) No more than 12cr in foundation courses may be counted towards the major.
- (3) This requirement may also be fulfilled by completing one Topics course and either the departmental honors program or a graduate seminar with a concluding paper. Students taking two Topics courses must take two with different numbers.
- (4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective. Students who have taken three foundation courses must take at least seven 300- and 400- level HIST courses in addition to Topics courses. Those with four foundation courses need take only five 300-400-level HIST courses in addition to Topics courses.

One Non-Western HIST course: Latin America, Africa, 3cr  
Asia, Middle East, or Russia, 300 or 400 level  
Five additional history courses (4) 15cr

**Other Requirements: Pre-Law Interdisciplinary Track  
12-21**

Seven courses, including at least one from each of six areas:  
*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*Economics:* ECON 121, 122, 332  
*English:* ENGL 212, 265, 310, 321  
*Philosophy:* PHIL 101, 110, 222, 450  
*Political Science:* PLSC 358, 359, 361

**Free Electives:** 7-23

**Total Degree Requirements:** 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) No more than 12cr in foundation courses may be counted towards the major.
- (3) This requirement may also be fulfilled by completing one Topics course and either the departmental honors program or a graduate seminar with a concluding paper. Students taking two Topics courses must take two with different numbers.
- (4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective. Students who have taken three foundation courses must take at least seven 300- and 400- level HIST courses in addition to Topics courses. Those with four foundation courses need take only five 300-400-level HIST courses in addition to Topics courses.

**c Program Catalog Description Revision:**

**APPROVED**

**Current Catalog Description:**

Programs in history are designed to give students an opportunity to study in some depth the past story of peoples and their world. Degrees offered by the History Department are the Bachelor of Arts degree with a major in History and the Bachelor of Science in Education with a major in Social Studies, concentrating in history. The Social Studies Education program prepares students to teach at the junior- and senior-high school levels.

The history student will find that the program is excellent preparation for government service, for pre-law training, for broad business opportunities, for work in varied fields of journalism, for public history positions, and for teaching. Not only the story of the people of the United States but also that of other peoples is covered, in the belief that global historical understanding is essential for the future of civilization.

Requirements for the Bachelor of Arts degree with a major in History are 36 credits in history. Requirements for the degree of Bachelor of Science in Education with a major in Social Studies, concentrating on history, are a minimum of 27 credits in history within the 54 credits required for social studies certification. To minor in History, 15 credits of courses with an HIST prefix are required, with at least 3 credits taken at the 300 or higher level. No more than 6 credits may be transferred to IUP from another university. For majors in history programs, courses in history in Liberal Studies are applicable only if numbered 300 or higher. All programs should be planned with an advisor. Every major and concentrate in history will be advised by History Department faculty members.

Admission to HIST 482 and 483, initiation in the local chapters of Phi Alpha Theta and Pi Gamma Mu, participation in study tours and study abroad programs, and other activities should be investigated by every History student. The department is committed to the ideal of a broad liberal arts education.

**Proposed Catalog Description:**

Programs in history are designed to give students an opportunity to study in some depth the Past story of peoples and their world. Degrees offered by the History Department are the Bachelor of Arts degree with a major in History and the Bachelor of Science in Education with a major in Social Studies, concentrating in history. The social studies education program prepares students to teach at the junior- and senior-high school levels.

The history student will find that the program is excellent preparation for government service, for pre-law training, for broad business opportunities, for work in varied fields of journalism, for public history positions, and for teaching. Not only the story of the people of the United States but also that of other peoples is covered, in the belief that global historical understanding is essential for the future of civilization.

Requirements for the degree of Bachelor of Arts degree with a major in History are 39 credits in history. Requirements for the degree of Bachelor of Science in Education with a major in Social Studies, concentrating on history, are a minimum of 30 credits in history within the 57 credits required for social studies certification. To minor in history, 18 credits of courses with an HIST prefix are required, with at least 6 credits taken at the 300 or higher level. No more than 9 credits may be transferred into the minor from another university. For majors in history programs, courses in history in Liberal Studies are applicable only if numbered 300 or higher. All programs should be planned with an advisor. Every major and concentrate in history will be advised by History department faculty members.

Every student should consider admission to HIST 482 and 483, initiation in the local chapters of Phi Alpha Theta and Pi Gamma Mu, participation in study tours and

study abroad programs, and other activities. The department is committed to the ideal of a broad liberal arts education.

**Rationale:** The existing course, HIST 200, has traditionally served as an introduction to the field of history. The course is intended to acquaint students with various sources of historical knowledge and guide them in an evaluation of such sources, provide them with an understanding with historiography and different types of history, and introduce them to the sources and methods of historical research. In addition, the course has also been expected to help students identify different career paths they may pursue with a degree in History. As a pre-requisite for the research-focused Topics 40X course, HIST 200 is also expected to introduce students to the skills necessary for research and various types of historical writing. The department recognizes the difficulty of doing all of that within one 3-credit course. This is the primary rationale for introducing two new courses – HIST 295 and HIST 395 – to take the place of HIST 200.

This change will also allow the instructor in HIST 295 to place greater emphasis on preparing students in the basics of reading, analyzing, and evaluating historical texts, writing history essays, and introducing students to career options for which an undergraduate degree in History prepares them. In a time when students and parents increasingly want to know how a particular degree can prepare them for the workplace, the History department believes that it should at least get majors thinking about their career options and introduce them to practitioners in careers associated with a History degree. HIST 395 will then hone the skills that students have developed in HIST 295 and familiarize students with historiography and historical methods. In this second course, designed as a colloquium organized around a topic of the instructor's choice, students will be expected to develop further historical research and writing skills. The change to the Topics course requirement simply corrects a mistake in the catalog.

## 11 Department of Biology – Course Revision and Catalog Description Change

**APPROVED**

### **Current Catalog Description:**

#### **BIOL 117 Understanding HIV Biology and AIDS**

**3c-01-3cr**

An introduction to the AIDS virus in which the mode of infection, transmission, and prevention are used as an illustration of biological principles. Profiles biological indicators for HIV disease and its progression to AIDS. Therapeutic and non-therapeutic approaches to treat HIV infections are emphasized.

### **Proposed Catalog Description:**

#### **BIOL 117 Understanding HIV Biology and AIDS**

**3c-01-3cr**

**Prerequisites:** Non-Biology department majors and minors only

An introduction to the mode of infection and prevention of AIDS virus which are used as an illustration of biological principles. Profiles biological indicators for HIV disease and its progression to AIDS. Therapeutic and non-therapeutic approaches to treat HIV infections are emphasized. (Does not count toward Biology Electives, Controlled Electives, or Ancillary

Sciences for Biology majors and minors.)

**Rationale:** The course is a currently approved Liberal Studies Non-Laboratory Natural Science course and is being revised to meet the new curriculum criteria for this category.

**12 Department of Journalism – New Courses, Program Revision, and Program Catalog Description Change**

**a New Courses**

**APPROVED**

**i Catalog Description:**

**JRNL 325 Public Relations Campaigns**

**3c-01-3cr**

**Prerequisites:** JRNL 126 and 220

An advanced public relations course that teaches students to plan a comprehensive public relations campaign from start to finish, following the Research, Plan, Execute, Evaluate Model. Students outline plans for contacting media outlets and creating and maintaining social media communities. They create slogans and advertisements consistent with branding.

**ii Catalog Description:**

**APPROVED**

**JRNL 425 Entertainment PR**

**3c-01-3cr**

**Prerequisites:** JRNL 126 and 220

An advanced public relations course that explores image building, image repair and personal public relations as they relate to the entertainment industry. Students will critically examine the entertainment field – to include sports, tourism, music, theatre, movies – through a Public Relations lens.

**Rationale:** These courses are electives for journalism majors. They are not intended to be Liberal Studies courses.

**b Program Revision:**

**APPROVED**

A question was raised regarding a letter of support. A letter had been requested and support received regarding course content. Since then however, that support has been withdrawn.

It was felt however, that since the department had already requested and received support they are not expected to ask again. Also while it is possible for content to overlap between courses in different departments no one department owns that content.

**Current Program:**

**Proposed Program:**

**Bachelor of Arts - Journalism**

**Bachelor of Arts - Journalism**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:

**49-50**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:

**49-50**

**Mathematics:** 3cr  
**Liberal Studies Electives:** 9cr, no courses with JRNL prefix

**Mathematics:** 3cr  
**Social Science:** 9cr, no courses with JRNL prefix to Program Requirements  
**Liberal Studies Electives:** 9cr, no courses with JRNL or COMM prefix

**College:** **0-6**  
 Foreign Language Intermediate Level (1)

**College:** **0-6**  
 Foreign Language Intermediate Level (1, 7)

**Major:** **30**  
**Required Courses:**  
 JRNL 102 Basic Journalistic Skills (2) 3cr  
 JRNL 105 Journalism and the Mass Media (2) 3cr  
 JRNL 220 Writing for the Print Media (2) 3cr  
 JRNL 328 News Reporting (2) 3cr

**Major:** **34**  
**Required Courses:**  
 JRNL 102 Basic Journalistic Skills (2) (5) 3cr  
 JRNL 105 Journalism and the Mass Media (2) 3cr  
 JRNL 220 Writing for the Media (2) (5) 3cr  
 JRNL 328 News Reporting (2) (5) 3cr  
 JRNL 347 Journalism Law and Ethics 3cr  
 JRNL 400 Professional Preparation 1cr

**Controlled Electives:** 18cr  
 Other JRNL courses (as listed in this catalog) (3)

**Controlled Electives:**  
 Other JRNL courses (as listed in this catalog) (3) (6) 18cr

**Other Requirements:** **0**  
 Department recommends a planned program of dual major, minor(s), or electives (4, 5)

**Other Requirements:** **0**  
 Department recommends a planned program of dual major, minor(s), or electives (4)

**Free Electives:** **34-41**

**Free Electives:** **30-37**

**Total Degree Requirements:** **120**

**Total Degree Requirements:** **120**

- (1) Intermediate-level foreign language may be included in Liberal Studies electives.
- (2) A grade of C or better required for graduation with a degree in Journalism.
- (3) A maximum of 6cr of internship can be applied to major.
- (4) Students may take no more than 15cr outside the College of Humanities and Social Sciences without prior approval of advisor.
- (5) Majors in the public relations sequence should make every effort to schedule BTST 321, MKTG 320, and MKTG 433.

- (1) Intermediate-level foreign language may be included in Liberal Studies electives.
- (2) A grade of C or better required for graduation with a degree in Journalism.
- (3) A maximum of 6cr of internship can be applied to major.
- (4) 72 credits of the 120 credits required for graduation must be outside Journalism (JRNL) and Communications Media (COMM) and within the Colleges of Fine Arts, Humanities and Social Sciences, and Natural Sciences and Mathematics. Credits beyond 48 credits of combined JRNL and COMM courses will be in addition to the 120 credits required for graduation. This requirement applies to dual majors.
- (5) Course is not eligible for transfer from any other institution.
- (6) The last 15 credits in Journalism must be taken at IUP.
- (7) The foreign language requirement applies to all dual majors.

**c Program Catalog Description Change:**

**APPROVED**

**Current Catalog Description:**

Students interested in a career in news-editorial or public relations fields, with opportunities in such related areas as magazines, advertising, visual journalism, online journalism, and marketing, should enjoy this innovative, flexible program. The Journalism major combines Journalism elective courses, the student's choice of a variety of courses from other university departments, plus internships which provide on-the-job experience.

The IUP Journalism major is flexible for the individual student, who decides, with an advisor, what directions his or her education will take for a mass communications career.

A student wishing to enter the program becomes a Journalism major in the College of Humanities and Social Sciences. Then, the student chooses an individual program within a large group of elective Journalism courses, plus a much larger group of courses from various other areas of the university. A student who completes the major graduates with a B.A. degree with a major in Journalism. Because journalism itself covers all areas of life, the Journalism major covers many areas of study preparation. There are only four required courses, so the student is free to mold the program to his/her own special interests through both major and free electives.

The Journalism major will use Journalism courses to fulfill the minimum of 30 credits required for the major. All Journalism majors must complete the intermediate sequence of a foreign language. This may be done in one of three ways: by examination, by earning credit in third and fourth levels of a foreign language, or by completing all levels of a new language. If the last procedure is used, the two beginning foreign language courses may be applied as free electives to the total number of credits needed for graduation.

The department offers an 18-credit minor designed to complement any major. Three 3-credit courses are required: JRNL 102, 105, and 120. The remaining 9 credits may be taken from the following list of journalism major courses: JRNL 243, 250, 326, 338, 344, 347, 375, and designated Special Topics courses. Internship credits do not apply toward the 18-credit minor; however, a student in the minor program may take an internship and apply the credits as free electives.

### **Course Sequence**

The Journalism faculty offers the following operational policy for its course sequence and prerequisites. The basic idea is for students to take Level I courses before Level II courses, etc. Special attention should be given to course prerequisites to avoid scheduling students without proper experience into courses. The faculty retains flexibility of waiving sequence and prerequisites in individual cases.

#### **Level I**

JRNL 102 Basic Journalistic Skills  
JRNL 105 Journalism and the Mass Media  
JRNL 120 Journalistic Writing  
JRNL 220 Writing for the Print Media

#### **Level II**

JRNL 223 Photojournalism  
JRNL 243 History of the American Press  
JRNL 250 Women and the Press  
JRNL 261 Introduction to the Magazine Industry  
JRNL 321 Feature Writing

JRNL 326 Public Relations I  
JRNL 327 Layout, Design, and Production  
JRNL 328 News Reporting  
JRNL 337 Editing  
JRNL 344 Issues and Problems  
JRNL 345 Sports Journalism  
JRNL 375 World News Coverage  
JRNL 393 Document Design I (inactive course)

**Level III**

JRNL 347 Journalism Law  
JRNL 348 Opinion Writing  
JRNL 400 Professional Preparation  
JRNL 423 Management in Mass Communications  
JRNL 427 Publications  
JRNL 430 Public Opinion and the News Media  
JRNL 446 Research Methods in Journalism  
JRNL 450 Advertising Writing  
JRNL 482 Independent Study  
JRNL 490 Public Relations II  
JRNL 491 Presentation Making  
JRNL 492 Problem Solving in Public Relations  
JRNL 493 Internship  
JRNL 494 Document Design II (inactive course)

**Proposed Catalog Description:**

Students interested in a career in news, public relations, magazines, advertising, visual journalism, online journalism, social media and marketing, should enjoy this innovative and flexible program. The Journalism major combines Journalism elective courses, the student's choice of a variety of courses from other university departments, plus internships which provide on-the-job experience.

The IUP Journalism major is flexible for the individual student, who decides, with an advisor, what directions his or her education will take for a mass communications career.

A student wishing to enter the program becomes a Journalism major in the College of Humanities and Social Sciences. Then, the student chooses an individual program, in consultation with his/her advisor, within a large group of elective Journalism courses, plus a much larger group of courses from various other areas of the university. A student who completes the major graduates with a B.A. degree with a major in Journalism. Because journalism itself covers all areas of life, the Journalism major covers many areas of study preparation. With six required courses, the student is free to mold the program to his/her own special interests through both major and free electives.

The Journalism major will use Journalism courses to fulfill the minimum of 34 credits required for the major. All Journalism majors, including dual majors, must complete the

intermediate-level of a foreign language.

The department offers an 18-credit minor designed to complement any major. Three 3-credit courses are required: JRNL 102, 105, and 120. The remaining 9 credits may be taken from the following list of journalism major courses: JRNL 126, 243, 250, 301, 337, 344, 347, 375, and designated Special Topics courses. Internship credits do not apply toward the 18-credit minor; however, a student in the minor program may take an internship and apply the credits as free electives.

### **Course Sequence**

First Semester: JRNL 102 and 105  
Second Semester: JRNL 220 plus one journalism elective (100- or 200-level)  
Third Semester: JRNL 328 and 347  
Fourth Semester: One journalism elective (200- or 300-level)  
Fifth Semester: One journalism electives (300- or 400-level)  
Seventh Semester: JRNL 400 plus one journalism elective (300- or 400-level)  
Eighth Semester/Summer: JRNL 493 Internship (6cr)

The Journalism faculty offer the following operational policy for its course sequence and prerequisites.

1. Majors must complete JRNL102, 105, 220 and 328 prior to completing 21 credits in journalism.
2. 18 credits must be at the 300- and 400-level.
3. No more than six credits of Special Topics courses in journalism may count towards the 34 credits required for the major.
4. Required courses requiring a grade of C or higher may be retaken two times each. If a student fails to achieve a grade of C or higher on the second attempt, he/she must meet with his/her advisor.
5. Students are advised to examine course prerequisites so their plan of study can be most effective. Exceptions can be made to the prerequisites only by the faculty member teaching the course after extensive consultation with the student to ascertain his/her readiness to succeed in that course. In the case of the required courses, that decision will be made by the department as a whole.
6. 72 credits of the 120 credits required for graduation must be outside Journalism (JRNL) and Communications Media (COMM) and within the Colleges of Fine Arts, Humanities and Social Sciences, and Natural Sciences and Mathematics. Credits beyond the 48 credits of combined JRNL and COMM courses will be in addition to the 120 credits required for graduation. This requirement applies to dual majors.

**Rationale** Adding JRNL 347 Journalism Law and Ethics as well as JRNL 400 Professional Preparation to the list of required courses for the major places the IUP journalism degree program in line with trends in the field and was recommended as part of the 2011-2012 department's five-year review. Our external evaluator, who sits on the accrediting council in our discipline (ACEJMC: Accrediting Council on Education in



Journalism and Mass Communications), stressed the need for majors to be schooled in law and ethics (JRNL 347) and to be able to show a portfolio of their professional work (JRNL 400) as part of ACEJMC's outcomes assessments standards for accreditation.

The numbering changes in two courses (JRNL 326 to 126) and JRNL 491 to 301) represent the need for majors to take these courses earlier in their academic careers to prepare them for the advanced courses in public relations. In addition to the renumbering of JRNL 326 to 126, the title of the course was changed from Public Relations I to Introduction to Public Relations to more effectively describe the foundational nature of the course. Consequently, JRNL 490 Public Relations II had to be renamed to JRNL 490 Public Relations Writing, a more apt description of course content and a necessary step since there would no longer be a PRI. JRNL 220 Writing for the Print Media was renamed JRNL Writing for the Media to reflect the move from print to digital media and the need for majors to learn the different journalistic writing techniques employed in digital journalism.

Two new courses are being proposed as controlled electives in journalism: JRNL 215 Media Convergence in Journalism and JRNL 425 Entertainment PR. JRNL 215 and 425 have been offered as special topics courses. JRNL 215 prepares journalism majors for the expanded roles journalists must play and the technology they will use in those new roles. JRNL 425 prepares majors for the specialized field of promotions within the entertainment industry.

JRNL 347 Journalism Law will become JRNL 347 Journalism Law and Ethics to conform to accreditation standards, which require that journalism majors comprehend the legal and ethical challenges in the field. The requirements for JRNL 493 Internship have been expanded to ensure that majors are ready to perform in the profession, given the profession's highly competitive nature. The rest of the changes in courses are prerequisite changes that will allow Communications Media majors to more easily enroll in selected journalism classes (accepting COMM101 in lieu of JRNL 105, for example) and/or clarify the prerequisites needed for specific courses (course prerequisites rather than the ambiguous junior/senior status. Accreditation standards (Accrediting Council on Education in Journalism and Mass Communication) require that 72 credit hours be in the liberal arts and sciences and outside of journalism and communications media courses. At IUP, these 72 credits would primarily be those within the Colleges of Fine Arts, Humanities and Social Sciences, and Natural Sciences and Mathematics. Eliminating COMM courses as part of Liberal Studies electives for Journalism majors will assist Journalism majors in meeting the liberal arts and sciences 72-credit requirement. With respect to the exclusion of COMM 230, the journalism department offers JRNL 375 World News Coverage, which is an LS and Global and Multi-cultural awareness course for non-majors and a journalism elective for majors. This course covers some of the same material as COMM 230, although with a specific focus on news operations outside the western world. The journalism department would not want majors to take both courses. Excluding COMM 230 from a liberal studies elective for journalism majors would dissuade them from doing so.

The intermediate level of the foreign language is an integral part of the journalism major. Catalog language has been strengthened to assure this requirement is applied to those who declare journalism as a secondary or dual major.

**13 Department of Music—New Course**

**APPROVED**

**MUSC 139 Piano Ensemble**

**0c-11-0/1cr**

**Prerequisites:** Music major, instructor approval

The study and performance of repertoire for piano in ensemble with other pianists, vocalists, and instrumentalists. Special considerations for accompanying and collaborating in chamber music will be discussed and practiced.

**Rationale:** This course is designed for music majors whose primary or secondary instrument is a keyboard instrument (piano and organ). The course will be the recommended choice for the ensemble requirement for keyboard majors enrolled in the Bachelor of Science in Education in Music degree, in the Bachelor of Fine Arts in Music degree, or in the Bachelor of Arts in Music (General Studies Track) degree. Currently no piano ensemble class exists in the Music Department curriculum at the undergraduate level.

**14 Department of Art—New Course**

**APPROVED**

**ART 425 Critical Practice**

**3c-01-3cr**

**Prerequisites:** Junior, Senior or Graduate Status. Art Majors only

Assists advanced students to acquire art criticism concepts and skills. Through written discourse, students will engage in both the discourse of art making and contemporary theories.

**Rationale:** ART 425 Critical Practice will be offered as a dual level elective course for advanced art majors in studio (BA, BFA). Such a course is lacking in the BA and BFA studio curriculums. Although writing about one's own or another's art is often a component within many individual studio courses, it is not the primary focus. Studio course content requires maximum effort be placed on development of specific studio techniques, and by their nature focus on applied learning through the development of a body of art works. A discipline centered course that uses writing as a means to analyze and reflect upon art content to develop a student's personal artistic concepts is needed within the BA-Studio and BFA curriculum. No Writing Intensive courses currently exist with the ART prefix. Developing new ART W/ course offerings is a high priority within the Art Department.

**15 Department of Geography and Regional Planning – New Courses, Course Revision and Course Number Change, New Concentration, and Program Description**

**a New Courses:**

**APPROVED**

**i GEOG 444 Energy Development and Compliance I**

**3c-01-3cr**

**Prerequisites:** GEOG 335 or instructor permission

Reviews and characterizes energy resources found in northern Appalachia, and the

logic and techniques used to identify, quantify and regulate their development and extraction. Focuses in particular on the spatial dimensions of shale gas, coal, and wind as major energy sources in northern Appalachia, and deals with topics such as exploration, environmental and cultural compliance, logistics, production analysis, and infrastructure maintenance.

**ii GEOG 445 Energy Development and Compliance II 3c-01-3cr**

**Prerequisites:** GEOG 316, 335, 444; or permission of instructor

Reviews and characterizes the spatial representation and analysis techniques used by public, private and non-profit entities engaged in the energy industries. Focuses in particular on the implementation of energy resource applications such as exploration and development, environmental and cultural compliance, logistics, production analysis, and infrastructure maintenance.

**Rationale:** These courses will be requirements for the BA Geography-Energy Geotechnology Concentration.

**b Course Revision and Course Number Change: APPROVED**

**Current Catalog Description:**

**GEOG 335 Geography of Energy 3c-01-3cr**

Covers patterns and problems of energy production and consumption in human societies. Descriptions of what, where, and how much are combined with issues such as technological change, conservation, allocation, environment impacts, and economic development. Specific topics global history and trends of energy development, pricing systems, types of energy, locations of production areas, and the energy status of the United States.

**Proposed Catalog Description:**

**GEOG 435 Geography of Energy 3c-01-3cr**

Covers patterns and problems of energy production and consumption in human societies. Descriptions of what, where, and how much are combined with issues such as technological change, conservation, allocation, environment impacts, and economic development. Specific topics global history and trends of energy development, pricing systems, types of energy, locations of production areas, and the energy status of the United States.

**Rationale:** The College of Business has requested that this course be part of a new Masters Certificate in Energy being prepared. Furthermore, this expands opportunities for students in the Master's program in Geography.

**c New Program Concentration APPROVED**

**Bachelor of Arts- Geography-Energy Geotechnology/Energy Environmental**

## Compliance Concentration

<b>Liberal Studies:</b> As outlined in the Liberal Studies section with the following specifications:	<b>49-50</b>
<b>Mathematics:</b> MATH 217 (1)	
<b>Natural Science:</b> BIOL 103-104 recommended	
<b>Social Science:</b> GEOG 102 recommended	
<b>Liberal Studies Electives:</b> 9cr, BTED/COSC/IMFG 101 recommended, no courses with GEOG prefix	
<b>College:</b>	<b>0-6</b>
<b>Major:</b>	<b>42</b>
<b>Required Courses:</b>	
GEOG 213 Cartography I	3cr
GEOG 230 Cultural Geography	3cr
GEOG 231 Economic Geography	3cr
GEOG 316 Introduction to Geographic Information Systems	3cr
GEOG 341 Climatology	3cr
GEOG 342 Physiography	3cr
GEOG 411 History of Geography	3cr
GEOG 412 Research Seminar	3cr
<b>Concentration Emphases: 1) Energy Environmental Permitting and Compliance;</b>	<b>18cr</b>
<b>2) Energy Geotechnology</b>	
<b>Energy Environmental Permitting &amp; Compliance Emphasis (6 courses) (4)</b>	
GEOG 343 Geography of Fresh Water Resources	3cr
GEOG 345 Biogeography for Environmental Managers	3cr
GEOG 417 Technical Issues in Geographic Information Systems	3cr
GEOG 425 Global Positioning Systems Concepts and Techniques	3cr
GEOG 435 Geography of Energy (3)	3cr
GEOG 440 Conservation: Environmental Analysis	3cr
GEOG 444 Energy Development and Compliance I (3)	3cr
GEOG 445 Energy Development and Compliance II	3cr
RGPL 350 Introduction to Planning	3cr
RGPL 426 Environmental Land Use Planning	3cr
<b>Energy Geotechnology Emphasis (6 courses) (4)</b>	
GEOG 314 Map and Photo Interpretation	3cr
GEOG 343 Geography of Fresh Water Resources	3cr
GEOG 415 Remote Sensing	3cr
GEOG 417 Technical Issues in Geographic Information Systems	3cr
GEOG 421 Enterprise GIS Management	3cr
GEOG 425 Global Positioning Systems Concepts and Techniques	3cr
GEOG 435 Geography of Energy (3)	3cr
GEOG 444 Energy Development and Compliance I (3)	3cr
GEOG 445 Energy Development and Compliance II (3)	3cr
<b>Free Electives:</b> BIOL 114 recommended	<b>22-29</b>
ANTH 415 recommended	

**Total Degree Requirements:** **120**

- (1) Or 6 credits of MATH courses
- (2) Intermediate-level Foreign Language may be included in Liberal Studies electives
- (3) Required Concentration Emphasis Courses
- (4) Students must take at least two additional different courses to meet the requirements for both emphases (with the minimum number of courses being eight)

**d Program Catalog Description:**

**APPROVED**

**Geography-Energy Geotechnology/**Energy** Environmental Compliance Concentration**

The Energy Geotechnology/Environmental Compliance Concentration is designed to prepare majors in geography for careers as spatial/geographic information systems analysts or environmental compliance professionals in the energy industries, or further graduate studies. Students who select this concentration learn about energy resources in northern Appalachia (natural gas, coal, and wind), aspects of the natural environment in the region, regulatory and compliance regimes for the energy industries at federal and state levels, the conceptual and technical aspects of geospatial techniques (cartography, geographic information systems, and global positioning systems), and specific spatial applications implemented in the energy industries. They should be well prepared both conceptually and technically upon graduation for employment in the energy industries

**Rationale:** In conjunction with the IUP administration, Department of Geography and Regional Planning faculty identified Energy Geotechnology/Environmental Compliance as a curriculum that will address a significant employment demand sector (the energy industries) in the Commonwealth of Pennsylvania and beyond. The Department has received significant feedback from energy employers (natural gas, coal, and wind) that students graduating with a combination of knowledge regarding energy resources, physiography, geospatial techniques, energy compliance regimes, and energy-related spatial analysis techniques would be in high demand. Additionally, significant numbers of graduates from our Geography programs have already been hired as geospatial and environmental compliance professionals by energy companies – the development of this concentration allows us to specifically add course content that we do not presently offer curriculum (for example GIS, environmental, energy and water) that has proven effective in preparing our students for employment in the energy industries.

Two courses have been added to be included as concentration emphasis courses. A significant gap in the curriculum that we recognized after talking with employers was knowledge about the specific characteristics of regional energy resources, as well as the translation of that knowledge into spatial approaches energy exploration, development, compliance, and logistics. GEOG 444 Energy Development and Compliance I is being proposed as a new required course as part of both the Energy Environmental **Permitting and** Compliance and Energy Geotechnology concentration emphases to provide students

exposure to these areas. A second new course, GEOG 445 Energy Development and Compliance II, builds upon GEOG 444 to provide an applied course experience in the implementation of geographic information systems (GIS) to specific types of spatial applications commonly encountered in the energy industries (examples would be unit/lease analyses, environmental compliance analyses, and production analyses).

The two emphases – Energy Environmental Compliance and Energy Geotechnology – are designed to prepare students for two related but distinct areas of focus with the energy sector. Energy Environmental Compliance focuses on the environmental impacts of energy development, as well as the compliance framework in place to regulate these industries. Students pursuing this **track emphasis** could work for private sector energy companies or contractors/consultants in a capacity where they would be undertaking site assessments and analyses designed to meet regulatory requirements. The Energy Geotechnology emphasis is intended to prepare students to become geospatial professionals employed in the energy industries, with a focus on application of techniques such as geographic information system (GIS), remote sensing, global positioning systems (GPS), and relational databases in energy specific problem solving contexts.

**Appendix B  
University-Wide Graduate Committee  
Co-Chairs Piper and Baumer**

**FOR ACTION:**

**1. Course Revision including New Course Description**

**APPROVED**

**Department:** Music

**Course:** MUSC 516: Analytical Techniques

**Catalog Start Date:** Fall 2013

**Rationale:**

This is a major revision of an existing course that is being undertaken for two reasons:

1. This revision is being undertaken in conjunction with a move to restructure the MA degree in Music Performance and MA in Music Education to create “online/low residency” programs. It is our hope to make this course an integral part of a combination of online and summer-only offerings that will be attractive to practicing music teachers who live far beyond commuting distance from IUP.
2. This course was taught by only one music department faculty member for many years and was in need of updating.

**Proposed Catalog description:**

MUSC 516 ANALYTICAL TECHNIQUES

3c-0l-3sh

**Current catalog description:**

Study of representative compositions of various periods, with emphasis on formal harmonic and stylistic analysis. Student will develop basic analytical techniques necessary for analysis of music of any period.

**Proposed catalog description:**

Extends and refines the student’s analysis skills in the area of music theory and their relation to pedagogy. Considerations include: functional harmony, post-tonal set theory and serial technique. Issues regarding musical architecture (form) will also be explored. Focus on analysis will also be linked to rehearsal instruction and pedagogy.

**Prerequisite:** Graduate status in music

## 2. Program Revision

**APPROVED**

**Department:** Department of Music

**Degree Program:** M.A. in Music Performance

**Catalog start term:** Fall 2013

### **Summary:**

This proposal adjusts two of the core courses in the MA in Music Performance degree, and gives more flexibility to advisors in the nature of each student's final project. These revisions are being made in concert with a broad overhaul of all graduate programs in music wherein the Performance and Music Education tracks will remain, while tracks in Music History and Music Composition have been discontinued. The performance degree will continue to require 31 credits for completion. No admission requirements are being changed for students in music performance, but there are several changes to the degree requirements. These changes include:

- MUSC 516 is being revised as a core music theory component. This course is shared by music education students as well, and the revision was required in that degree. This course will be offered online as well as in the classroom.
- Addition of a Music History course in the list of required, core courses.
- Inclusion of a requirement for participation in music ensembles
- The addition of a course, APMU 740, Graduate Music Recital, as a culminating project for students in music performance. This course was recently approved by the UWGC.

### **Rationale:**

Currently, students must write a thesis, which is not the most appropriate culminating project for performers, who usually demonstrate their skills in a recital. Many instructors have required a recital as part of the thesis requirement, so this change will more accurately reflect present practice. Removing the thesis requirement will also appeal to performance students, who would rather be honing their skills instead of writing. However, since some instructors still prefer the more formal requirement, the thesis will be maintained as an option.

In addition to the recital option listed above, the changes to core courses represented a shift in the priorities for the degree. The performance degree now becomes more focused on individual musical excellence and accomplishment rather than on more broad academic musical competencies. To this end, the department has decided to emphasize courses that foster individual musicianship (applied lessons and the inclusion of ensemble requirements



as well as a recital option) while minimizing research components by deleting Research Techniques in Music (MUSC 632) and making the thesis an option rather than a requirement.

Since core courses are shared by two different degrees, the department felt that all graduate students in music should have at least one course in music history, music theory, and music research literature. Bibliography in Music (LIBR 600) and Analytical Techniques are continued as core courses, while a music history course is added. Music History courses are rotated on a yearly basis and each of the courses listed will count toward degree completion. By including one course from each musical sub-area of study, students can continue to receive a sufficient breadth of musical knowledge regardless of track. Similarly, the design of this degree through its flexibility and emphasis on individual music-making makes this degree more marketable to interested students since it more closely matches requirements for a similar degree at other institutions.

**Side-by-side comparison:**

Current Program	Revised Program
<p>MASTER OF ARTS IN MUSIC PERFORMANCE (31 CR.)</p> <p><b>I. Core Courses (9 cr.)</b>  MUSC 516 Analytical Techniques 3 cr.  LIBR 600 Bibliography of Music 3 cr.  <u>MUSC 632 Research Techniques in Music</u> 3 cr.</p> <p><b>II. Applied Music Courses (12 cr.)</b>  APMU 601-771 12 cr.</p> <p><b>III. Electives (6 cr.)</b>  (Music Theory or Music History courses and others as approved by advisor)</p> <p><b>IV. Thesis (4 cr.)</b>  MUSC 795 Thesis 4 cr.  At least 50 percent of the courses must be 600 level or above. A maximum of three hours of ensembles (MUSC 575) can be approved for credit toward any of the degree programs.</p> <p>Total: 31 credits</p>	<p>MASTER OF ARTS IN MUSIC PERFORMANCE (31 CR.)</p> <p><b>I. Core Courses (9 cr.)</b>  MUSC 516 Analytical Techniques 3 cr.  LIBR 600 Bibliography of Music 3 cr.  And one of the following Graduate Music History Courses:  <b>MUHI 503, 504, 505, 507, or 521</b> 3 cr.</p> <p><b>II. Applied Music Courses (12 cr.)</b>  APMU 601-771 4 cr. each</p> <p><b>III. Music Ensembles (2 cr.)</b>  <b>MUSC 575</b> 1 cr. each  (must be taken for a minimum of 2 semesters)</p> <p><b>IV. Electives* (4 cr.)</b>  APMU, MUSC or MUHI prefix, 500 or above</p> <p><b>V. Culminating project** (4 cr.)</b>  MUSC 795 Thesis 4 cr.  <b>OR</b>  <b>APMU 740 Graduate Recital</b> 4 cr.</p> <p>Total: 31 credits</p> <p>*MUSC 575 may only be taken for a maximum of 2 elective credits.  ** Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is chosen, Thesis could be selected as an elective subject with advisor approval.</p>

**Current catalog description:**

The Performance degree is designed to enhance musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice.

The performance degree thesis includes a recital in the principal performing area, as well as a research document pertaining to the literature presented. This research document should include aesthetic research into areas such as the history, analysis, performance practice, and teaching strategies of their recital literature.

**Admissions Criteria**

In addition to meeting School of Graduate Studies and Research requirements, the applicant must meet Music Department admission requirements. All applicants must have an undergraduate degree with major in music or its demonstrated equivalent. Applicants for the Performance degree must complete a satisfactory audition on their major instrument (specific audition requirements are available upon application). In addition to these requirements, the department may request additional supporting evidence of adequate preparation in specific concentration areas. Once accepted to a specific program of study, all music graduate students will be required to take a diagnostic exam in Music Theory and History prior to attending classes, so that advisors may better direct the students in their degree programs.

**Proposed catalog description:**

The Performance degree is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice.

The Performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval.

3. New Course

**APPROVED**

**Department:** English – Composition and Literature

**Course:** ENGL 757/857: Digital Composition, Literature, and Pedagogy

**Catalog Start Date:** Fall 2013

**Rationale:**

In the preface to Blackwell's *Companion to Digital Literary Studies*, Alan Liu writes: "that the boundary between codex-based literature and digital information has now been so breached by shared technological, communicational, and computational protocols that we might best think in terms of an encounter rather than a border." As a component of a society increasingly penetrated and reshaped by digital networks, the contemporary classroom is also a space of encounter. Fortunately, the academy has begun to move beyond the false dichotomy of "digital immigrants" and "digital natives" to recognize that digital literacy can best be understood as a set of learned knowledges and practices.

As graduate students move into their roles as the classroom teachers of millennials, they will find this course has helped them to teach more effectively. "Digital pedagogy," according to Katherine D. Harris, "borrows from the mainstays of Digital Humanities: collaboration, playfulness/tinkering, focus on process, [and] building (very broadly defined). Digital pedagogy requires re-thinking curriculum, student learning outcomes [and] assessment.... It's not just about the flashy use of tools."

**Catalog description:**

ENGL 757/857 Digital Composition, Literature, and Pedagogy

3c-0l-3sh

This course introduces students to the pedagogical issues at the intersection of literary studies, composition, and emerging digital technologies. Addressing history, theory, and teaching practice, Digital Composition, Literature, and Pedagogy: 1. explores the emerging conventions of writing for digital environments, giving students practice in conceiving, composing, and producing networked texts; 2. extends traditional skills of literary interpretation to emergent, digital genres, including both remediated/ archival, print texts and contemporary, "born digital" e-literature; 3. familiarizes students with changes in the field, exploring exemplary projects of digital scholarship and how they can be integrated into teaching.

**Prerequisites:** None

**4. New Course**

**APPROVED**

**Department:** English – Composition and Literature

**Course:** ENGL 632: Composition Theory and Practice

**Catalog Start Date:** Fall 2013

**Rationale:**

This course provides essential information and training for students who plan to teach in secondary and postsecondary settings. Most English faculty who teach on these levels teach composition courses to students from a variety of backgrounds. Theories have been forwarded over the past forty years to assist teachers in the task of teaching writing to these students and, more importantly, a good deal of effort has gone into developing classroom practices that implement these theories. This course will connect theories of composition to teaching practices.

**Proposed Catalog description:**

ENGL 632: Composition Theory and Practice

3c-01-3sh

A study of current theories of composition and ways those theories might be enacted in the composition classroom for students who will teach on the postsecondary level. Time in the course will be spent on both discussion of readings of theoretical texts and development of teaching activities based upon those theories. The course will include an historical overview of the discipline, focusing on process and post process theories for teaching composition that have emerged since the publication of Peter Elbow's seminal *Writing without Teachers* (1973).

**Prerequisites:** None

**5. Course Revision: Course Title**

**APPROVED**

**Department:** English – Composition and Literature

**Course:** ENGL 674: Research Trends in English

**Catalog Start Date:** Summer 2013

**Rationale:**

The new course title is intended to reflect changes in research methods and methodologies in English studies, and to more accurately describe the learning content and activities of the course. No other changes to this course are proposed.

**Current course title:** ENGL 674 Bibliographical Methods in English

**Proposed course title:** ENGL 674 Research Trends in English

## 6. Program Revision

**APPROVED**

**Department:** English

**Program:** M.A. in **English**

**Catalog start term:** Fall 2013

### **Summary:**

This revision will modify the MA Generalist program to better match current professional and academic designations of a generalist in English. Specifically, the revised program prepares students equally well in both composition and literature, the two primary subfields of the English discipline. The updated program will be known as the MA in Composition and Literature (M.A. Comp-Lit) and is designed for students who wish to combine coursework in composition and literary studies in order to pursue teaching at the community-college level or to prepare for advanced doctoral work. The M.A. Comp-Lit curriculum features a unique focus on pedagogies of writing and literature to prepare graduates to meet the demands of the contemporary job market. A review of Master's programs in English in the mid-Atlantic region reveals no other blended program in composition and literature.

### Proposed Changes

There will be no changes to the admission and degree candidacy requirements. Changes to the program will remove TESOL courses that were part of the Generalist program and replace them with Composition courses. The new collection of courses is reorganized and packaged so that students can see the discrete learning areas (composition and literature) of the M.A. in Composition and Literature.

Core courses to be removed:

ENGL 643 TESL/TEFL Methodology  
ENGL 692 American English Grammar

Required courses to be added:

ENGL 632 Composition Theory and Practice  
ENGL 730 Teaching Writing  
ENGL 757 Digital Composition, Literature, and Pedagogy  
ENGL 760 Teaching College Literature

Electives to be removed:

ENGL 675 Literature and the International Student  
ENGL 703 Language and Cognition

Electives to be added:

ENGL 742 Cross-Cultural Communication  
ENGL 754 World Englishes in Composition and Applied Linguistics

ENGL 767 Research on Writing Centers and Writing Program Administration

Descriptions of New Courses

**ENGL 632 Composition Theory and Practice**

This course offers a study of current theories of composition and ways those theories might be enacted in the composition classroom for students who will teach on the postsecondary level. Time in the course will be spent on both discussion of readings of theoretical texts and development of teaching activities based upon those theories. The course will include an historical overview of the discipline, focusing on process and post process theories for teaching composition that have emerged since the publication of Peter Elbow's seminal *Writing without Teachers* (1973).

**ENGL 757 Digital Composition, Literature, and Pedagogy**

This course introduces students to the pedagogical issues at the intersection of literary studies, composition, and emerging digital technologies. Addressing history, theory, and teaching practice, Digital Pedagogy: 1. explores the emerging conventions of writing for digital environments, giving students practice in conceiving, composing, and producing networked texts; 2. extends traditional skills of literary interpretation to emergent, digital genres, including both remediated/ archival, print texts and contemporary, "born digital" e-literature; 3. familiarizes students with changes in the field, exploring exemplary projects of digital scholarship and how they can be integrated into teaching.

Course Name Change

ENGL 674 Bibliographic Methods in English will become ENGL 674 Research Trends in English

Rationale for Changes

The "Generalist" was once a clearly defined professional position in English Studies. With the shift to specializations in the field over the last decade, positions listed specifically as Generalist have dwindled. Applications to and enrollments in the MA-Generalist program have, as a result, decreased significantly. Ironically, however, the skill sets and professional preparation provided by a Generalist program are still highly sought after, as evidenced by a sampling of position advertisements in the most recent *MLA Job List*.

The declining enrollment in the Generalist program is largely the result of changes in the professional market that make the *title* of the program less effective and attractive. Absent a clearly identifiable target job market and undergraduate programs that encourage broad preparation in English Studies themselves, potential students are unclear of the usefulness of the Generalist program for future employment and are being encouraged to specialize even at the MA level.

This proposal retools the Generalist program to align it with current trends in the field and strategies for advertising jobs in the profession. This revision will modify our existing Generalist program so that it better prepares students in both composition and literature.

Given the current job market in English Studies, the **MA in Composition and Literature** would position our graduates especially well. Employers are seeking candidates who have broad preparation and can teach a range of courses at the community college level. Having equal coursework in both composition, which is a staple course at most community colleges, and literature would be attractive to many institutions looking to hire M.A.-degree holders. Additionally, this proposal requires specific coursework in both literature and composition *pedagogy*, helping to ensure that candidates are prepared to enter teaching positions in private schools, community colleges, and as adjunct faculty at 4-year universities, immediately upon completion of the program. The proposed program is distinctive from IUP's other M.A. in English programs in its dual focus on composition *and* literary studies; in addition to preparing graduates for community college and adjunct teaching positions, this unique focus will make graduates attractive applicants to Ph.D. programs in either literature or composition.

The new program will be known as the MA in Composition and Literature (M.A. Comp-Lit). This revision should enhance the marketing potential and ability to draw students to the program.

### Side-By-Side Comparison

Old Program-MA Generalist	New Program-MA Generalist <b>Composition and Literature Track</b>
<p>A. <i>Core Courses (15 cr)</i>                      ENGL 630 Research in Teaching Literacy and Literature  <u>ENGL 643 TESL/TEFL Methodology</u>                       ENGL 674 Bibliographic Methods in English                      ENGL 676 Critical Approaches to Literature  <u>ENGL 692 American English Grammar</u></p>	<p>A. <i>Core Courses (15cr)</i>                      ENGL 630 Research in Teaching Literacy and Literature  <b>ENGL 632 Composition Theory and Practice</b>                      ENGL 674 Research Trends in English                      ENGL 676 Critical Approaches to Literature  <b>ENGL 757 Digital Composition, Literature, and Pedagogy</b></p>
<p>B. <i>Literature/Linguistics Electives (12 cr) — choose four courses</i>  <u>ENGL 675 Literature and the International Student</u>  <u>ENGL 703 Language and Cognition</u>                      ENGL 705 Language and Social Context                      ENGL 734 Linguistics and the English Teacher                      ENGL 753 Studies in Literature as a Profession                      ENGL 760 Teaching College Literature                      ENGL 761 Topics in American Literature Before 1870                      ENGL 762 Topics in American Literature After 1870                      ENGL 763 Topics in British Literature Before 1660                      ENGL 764 Topics in British Literature After</p>	<p>B. <i>Literature Required and Elective Courses (total 9 cr)</i>   <u>Required (3 cr)</u>  <b>ENGL 760 Teaching College Literature</b>   <u>Choose one course: (3 cr)</u>                      ENGL 761 Topics in American Literature Before 1870                      ENGL 762 Topics in American Literature After 1870                      ENGL 763 Topics in British Literature Before 1660                      ENGL 764 Topics in British Literature After 1660</p>

<p>1660  ENGL 765 Topics in Literature as Genre  ENGL 766 Topics in Comparative Literature  ENGL 771 Topics in Postmodern Literature  ENGL 772 Topics in Women’s Literature  ENGL 773 Topics in American or British  Minority Literature</p>	<p><u>Choose one course:</u> (3 cr)  ENGL 765 Topics in Literature as Genre  ENGL 766 Topics in Comparative Literature  ENGL 771 Topics in Postmodern Literature  ENGL 772 Topics in Women’s Literature  ENGL 773 Topics in American or British  Minority Literature</p>
	<p><i>C. Composition Required and Elective Courses (total 9 cr)</i></p> <p><u>Required</u> (3 cr)  <b>ENGL 730 Teaching Writing</b></p> <p><i>Choose two courses</i> (6 cr)  ENGL 705 Language and Social Context  ENGL 734 Linguistics and the English  Teacher  <b>ENGL 742 Cross-Cultural Communication</b>  <b>ENGL 754 World Englishes in Composition  and Applied Linguistics</b>  <b>ENGL 767 Research on Writing Centers  and Writing Program Administration</b></p>
<p><i>C. Open Electives Choose (9 cr) — choose three courses</i></p> <p>Nine additional semester hours of electives approved by the Director of Graduate Studies in Composition and TESOL and the Director of Graduate Studies in Literature and Criticism. Up to six of these semester hours may be taken outside of the English Department. In addition, with the approval of a thesis advisor, a student may, as a part of this requirement, register for from one to six hours of ENGL 850, Thesis.</p>	<p><i>D. Open Electives Choose (3 cr) — choose one course</i></p> <p>Three additional semester hours of electives approved by the M.A. program coordinator. Any MA-level course offered in composition or literature not already applied to a program requirement may be taken. Up to three credit hours may be taken outside of the English Department.</p>

**Catalog Description**

The Composition and Literature (M.A. Comp-Lit) option is designed for students who wish to combine coursework in composition and literary studies—the two primary subfields of the English discipline—in order to pursue teaching at the community-college level or for beginning advanced doctoral work. The M.A. Comp Lit curriculum features a unique focus on pedagogies of writing and literature to prepare graduates to meet the demands of the contemporary job market.



7. New Course

**APPROVED**

**Department:** English

**Course:** ENGL 749: Advanced Research Seminar

**Catalog Start Date:** Spring 2014

**Rationale:**

Over the last decade, the field of language studies and language teacher preparation has undergone a process of enhanced professionalization. This process has involved an ever increasing emphasis on research. Second language English teachers are expected to be able to read and comprehend current research published in academic journals, to be able to understand the empirical assessments of their teaching and student abilities and are expected to be able to conduct classroom research on their students' needs and educational outcomes. Furthermore, across the world, ESL/EFL teaching positions require applicants to be able to conduct research and to have relevant research experiences. With the research tools and strategies learned from "ENGL 649: Introduction to Research in Applied Linguistics and TESOL", the proposed new course answers these needs by having advanced MA level students complete their first three chapters of the MA Thesis (for those taking as an elective, a draft of a research paper), complete the IRB application and its approval, be ready to conduct data collection.

This will be a required course in the MATESOL program for second year students in the MA Thesis Research track and an elective course for second year students in the MA non-Thesis track.

**Proposed Catalog description:**

ENGL 749: Advanced Research Seminar

3c-01-3sh

Prepares advanced MA TESOL students (Thesis) with the knowledge required to conceptualize, conduct and analyze a research project in the field of applied linguistics. The aim of this course is to learn about advanced concepts in research methodology and provide the thesis students with the research background that will allow them to successfully complete an extended research project.

**Prerequisites:** ENGL 649: Introduction to Research in Applied Linguistics and TESOL, ENGL 625: Introduction to TESOL, and ENGL 644: ESOL Teaching Methodology, Materials, and Instructional Technology

**8. Major Course Revision: Title and Course Description Change; Establish a new syllabus of record**

**APPROVED**

**Department:** English

**Course:** ENGL 644: ESOL Teaching Methodology, Materials, and Instructional Technology

**Catalog Start Date:** Fall 2013

**Rationale:**

With the use of technology impacting the ways we teach languages and do teacher preparation, the MATESOL program has decided to do a major course revision to include not only teaching methodological approaches but also teaching materials and curricula development as well as instructional technology in this new course (major course revision) proposal. This integration will not only assist MATESOL program students in understanding the importance of the role of technology in teaching but also assist them in knowing how to integrate technology into a variety of teaching methodologies.

This will be a **required** course in the MATESOL program.

**Current Catalog Description**

**ENGL 644 ESL Material and Media**

**3c-01-3sh**

Introduces the basic principles of ESL course design and the evaluation, adaptation, and design of ESL classroom materials and media. Students gain an understanding of the structure and uses of ESL materials, as well as a hands-on experience in syllabus design and the evaluation, adaptation, and creation of ESL materials for specific purposes. Students work on an ESL/EFL media and materials project and put on a Materials and Media Fair where they show their projects.

**Proposed Catalog description:**

ENGL 644: ESOL Teaching Methodology, Materials, and Instructional Technology

3c-01-3sh

This course surveys current theory and practice in teaching English to non-native speakers. It includes traditional and innovative approaches for integrating instructional technology and multimedia, designing of classroom materials for specific purposes, and preparing procedures for teaching all language skills at various educational levels. This is meant to heighten awareness of unequal social hierarchies that may be embedded in approaches, materials and media used in the classroom.

**Prerequisite:** None

**9. Course Revision**

**APPROVED**

**Department:** Geography & Regional Planning

**Course:** GEOG 535: Geography of Energy

**Catalog Start Date:** Fall 2013

**Rationale:**

The College of Business has requested that this course be a part of a new Masters Certificate in Energy (currently in preparation). Furthermore, this expands opportunities for students in the Masters program in Geography.

**Proposed Catalog description:**

GEOG 535 Geography of Energy

3c-0l-3sh

Covers patterns and problems of energy production and consumption in human societies. Descriptions of what, where, and how much are combined with issues such as technological change, conservation, allocation, environmental impacts, and economic development. Specific topics global history and trends of energy development, pricing systems, types of energy, locations of production areas, and the energy status of the United States.

**Prerequisites:** None

**10. Program Revision**

**APPROVED**

**Department:** Art

**Degree Program:** M.A. in **Art**

**Catalog start term:** Summer 2013

The Department of Art is seeking to revise the elective options for the Master of Arts in Studio. The revision will change the program's *controlled electives* to *free electives*. This change will enable interested students to select coursework in the College of Education that fulfill specific Pennsylvania Department of Education (PDE) Level II certificate educational requirements. Specifically, students who are working art teachers may opt to use their free electives to enroll in two College of Education (COE) courses that satisfy *Inclusive Classroom* and *Standardized Aligned Systems (SAS)* coursework required for their permanent certification. Interested students will be directed to seek advisement through the College of Education for appropriate courses.

## **Rationale**

The MA degree seeks in part to serve Pennsylvania's working art educators who are interested in pursuing a studio-focused master's degree. Recent curricular revisions structured the program as summer intensive with online coursework during the academic year, accommodating the schedules of working art educators. The proposed changes in elective offerings will add another desirable component to the program that will better serve Pennsylvania's art educators, thereby increasing enrollments.

PDE Level II Certification educational requirements state "Educators holding a Level I certificate...must provide evidence of 24 semester hours post-baccalaureate credits to meet the education requirements for conversion to a Level II certificate." The policy further requires..."Educators who have been issued a Level I instructional certificate...must complete 6 specific credit hours as part of the 24 semester hour post-baccalaureate credits." It continues, "individuals applying for Level II conversion must have earned at least six post-baccalaureate credits of collegiate study in the area of *Inclusive Classroom* and/or in the area of *Standards Aligned Systems (SAS)*." By changing the MA program electives from *controlled to free*, interested students may choose to select appropriate coursework in the College of Education and fulfill these PDE requirements.

## **Program Goals**

- Work created in studio results in contributions to the body of knowledge and practice in art and design
- Development and application or incorporation of various types of inquiry and investigation, including formal research or scholarship in various fields used in the creation or production of a work of art or design
- Each type of work and each individual work of art exhibit specific intent, content, methodology, and product.
- Breadth of competence: the ability to work in one or more fields of art and design with a broad range of knowledge, skills, and perspectives.
- Capacity to engage artistically, intellectually, and operationally beyond the major specialization or field, connect art and design to other fields and issues, and apply appropriate techniques and technologies to work in and about art and design
- Deepening understanding of the relationships among art and design specializations in areas such as studio, history, theory and analysis, and pedagogy.
- Advanced capacity to work independently and make effective artistic and intellectual judgments, and professional decisions in the area of specialization
- Demonstrate professional competence in the area of specialization before peers and faculty

### Master of Arts Side by Side Comparison

Current			Proposed		
Master of Arts (M.A.)			Master of Arts (M.A.)		
The 30 credit M.A. conveys the precepts of contemporary fine art aesthetics and professional practices directed toward the creation of works of art, the application of creative ideas, and the transmission of knowledge about works of art and their interrelationships. The M.A. is a practice-oriented degree leading to personal creative development and achievement. The program's summer residency and blended online offerings are designed to accommodate the practicing art educator who desires a studio-focused degree.			The 30 credit M.A. conveys the precepts of contemporary fine art aesthetics and professional practices directed toward the creation of works of art, the application of creative ideas, and the transmission of knowledge about works of art and their interrelationships. The M.A. is a practice-oriented degree leading to personal creative development and achievement. The program's summer residency and blended online offerings are designed to accommodate the practicing art educator who desires a studio-focused degree. <b>The program is also appropriate for educators seeking to fulfill PDE Level II Certificate requirements.</b>		
Current			Proposed		
I. Core Courses (12 cr.)					
ART 610	Creative Inquiry: Visual Concepts	3 cr.	ART 610	Creative Inquiry: Visual Concepts	3 cr.
ART 611	Creative Inquiry: Inter-Media Contexts	3 cr.	ART 611	Creative Inquiry: Inter-Media Contexts	3 cr.
ART 612	Expanded Drawing	3 cr.	ART 612	Expanded Drawing	3 cr.
<i>Select one course from the following:</i>			<i>Select one course from the following:</i>		
ART 680	Graduate Studio Critique	3 cr.	ART 680	Graduate Studio Critique	3 cr.
ART 630	Critical Practice	3 cr.	ART 630	Critical Practice	3 cr.
II. Studies in Visual Culture (3 cr.)			II. Studies in Visual Culture (3 cr.)		
ART 620	Art and Visual Culture	3 cr.	ART 620	Art and Visual Culture	3 cr.
III. Elective Courses (6 cr.)			<b>III. Graduate-Level Elective Courses (6 cr.)<sup>4,5</sup></b>		
<i>Select two courses from the following:</i>					
Graduate-Level Studio		0-6 cr.			
Graduate-Level Art Education <sup>4</sup>		0-6 cr.			
IV. Synthesis (9 cr.)			IV. Synthesis (9 cr.)		
M.A. Studio Concentration <sup>1,2,3</sup>		6 cr.	M.A. Studio Concentration <sup>1,2,3</sup>		6 cr.
ART 740	M.A. Exhibition	3 cr.	ART 740	M.A. Exhibition	3 cr.
Total		30 cr.	Total		30 cr.
1. Courses that can count toward the concentration are:			1. Courses that can count toward the concentration are:		
ART 557	Graduate Studio in Print Media		ART 557	Graduate Studio in Print Media	
ART 559	Graduate Studio in Fibers		ART 559	Graduate Studio in Fibers	
ART 560	Graduate Studio in Jewelry and Metal Work		ART 560	Graduate Studio in Jewelry and Metal Work	
ART 572	Graduate Studio in Ceramics		ART 572	Graduate Studio in Ceramics	
ART 573	Graduate Studio in Sculpture		ART 573	Graduate Studio in Sculpture	
ART 574	Graduate Studio in Oil Painting		ART 574	Graduate Studio in Oil Painting	
ART 574	Graduate Studio in Drawing		ART 574	Graduate Studio in Drawing	
ART 575	Graduate Studio in Woodworking		ART 575	Graduate Studio in Woodworking	
ART 576			ART 576		
2. Select two Graduate Studio Courses in concert with M.A. Project goals as approved by the student's M.A. Project Committee.			2. Select two Graduate Studio Courses in concert with M.A. Project goals as approved by the student's M.A. Project Committee.		
3. Student will submit a M.A. Project Proposal and undergo a candidacy review by the Art Graduate Committee upon the completion of 12-15 cr.			3. Student will submit a M.A. Project Proposal and undergo a candidacy review by the Art Graduate Committee upon the completion of 12-15 cr.		
<b>4. Courses that can count toward the art education electives are:</b>			<b>4. Elective coursework must relate to your artistic research and requires advisor approval.</b>		
ARED 640	Curriculum Theory & Practice		<b>5. Educators choosing to use their free electives to fulfill Inclusive Classrooms and/or Standards Aligned Systems (SAS) requirements for Level II Certification should seek advisement from the College of Education for appropriate courses.</b>		
ARED 710	Teaching Art History				

**Catalog description:**

The 30 credit M.A. conveys the precepts of contemporary fine art aesthetics and professional practices directed toward the creation of works of art, the application of creative ideas, and the transmission of knowledge about works of art and their interrelationships. The M.A. is a practice-oriented degree leading to personal creative development and achievement. The summer residency and blended online offerings are designed to accommodate the working art educator who desires a studio-focused degree. **The program is also appropriate for educators seeking to fulfill PDE Level II Certificate requirements.**

**11. Program Revision**

**APPROVED**

**Department:** Physics

**Degree Program:** PSM in Physics - Nano-science for Industrial Materials

**Catalog start term:** Summer 2013 or as soon as possible

**Summary:**

The Department of Physics at Indiana University of Pennsylvania seeks to change the name of its PSM program from “PSM in Nano-science for Industrial Materials” to “PSM in Physics - Nano-science for Industrial Materials,” effective Fall 2013.

**Rationale:**

The proposed change is made to reflect the general trend in the Physics PSM programs and to reflect the association of our PSM track to the department of physics for the prospective students searching for a physics graduate program online. The name change is also reflective of the physics coursework (70% or more) involved in our PSM program compared to the professional skills component.

This is our first semester of the program and two students have already enrolled in the program, with a third one planning to switch from MS in Physics to the PSM degree. Several inquiries demonstrated confusion as to whether Physics department has a Master’s program at all. The presence of Physics in the name of the program will help with recruitment at this crucial juncture.

**Catalog description:**

Current	Proposed
PSM in Nano-science for Industrial Materials	PSM in Physics - Nano-science for Industrial Materials

**FOR INFORMATION:**

**Title Correction:** COUN 720

The new course title was reported incorrectly in the body of the senate agenda item (it was reported correctly on the heading). The approved titled is: COUN 720 Professional Orientation and Ethical Practice in Counseling

**The following were approved by the UWGC to be offered as distance education courses:**

- MUSC 516: Analytical Techniques
- MUSC 631: Administration and Advocacy in Music Education
- MAED 650/ELMA 650: Curriculum and Instruction in Mathematics Education

**Appendix C**  
**Library and Educational Services Committee**  
**Chair Jozefowicz**

**FOR INFORMATION**

During the Fall 2012 semester LESC met face-to-face on September 20, October 16, November 13, and December 11. For the Spring 2013 semester, LESC has met/is planning on meeting on February 5, March 5, April 2, and April 16. For each of the listed dates, the LESC meeting starts at 3:40 pm in Stabley 101.

*Across recent meetings, major talking points have included the following:*

- A. Launch of DegreeWorks (gradual soft launch of various functionality)
- B. IUP Libraries LibQUAL survey
- C. Adoption/rollout of Luminis portal (to go live circa April 2013)
- D. Copyright Policy draft development process
- E. Revisions to E-mail as an Official Means of Communications policy
- F. Transition to new voicemail system
- G. PASSHE Virtual Conference (February 11-22, 2013)
- H. IUP Libraries consideration of changes to individual study carrel assignment policy
- I. IUP Libraries consideration of expansion of library hours
- J. Progress of Taskforce on Accessibility Guidelines
- K. Development and planned soft launch of IUP mobile application
- L. Newly acquired Adobe Education Enterprise License
- M. Newly acquired *Chronicle of Higher Education* subscription
- N. Ongoing IT discussion of SmartBoard technology adoption by different constituency groups
- O. IUP bandwidth issues
- P. Optical Test Scoring issue of faculty abandoning their exams at the scanning center
- Q. Massive Online Open Courses (MOOCs)
- R. Moodle/D2L
  1. Faculty still using the (old) Moodle 1.9 system CANNOT choose to do nothing...they must either
    - Actively migrate to D2L, or
    - Actively migrate to the (new) Moodle 2.x system.
  2. The deadline for migration out of the (old) Moodle 1.9 system is the end of Summer 2013. No Moodle 1.9 course will be available for conversion after Moodle 2.3 comes online for Fall 2013.
  3. There remains no guarantee faculty will have access to a migration tool to migrate away from Moodle 2.x.
  4. Moodle 2.x Form and Functionality Demonstrations were held February 12-13, 2013. Beyond these demonstrations, no additional training workshops related to Moodle 2.x will be held. Nevertheless, D2L training workshops will continue to be on-going.
  5. Faculty should have requested that their courses be converted using the online request form at [https://iup.qualtrics.com/SE/?SID=SV\\_cBYg5Xtc9Q1TBGZ](https://iup.qualtrics.com/SE/?SID=SV_cBYg5Xtc9Q1TBGZ).



When completing the request form, should have provided the name of the Moodle 1.9 course(s) to be converted. Up to 10 course conversions could be requested on a single form. All current Moodle 1.9 faculty were advised that they should have responded by March 15, 2013. It was understood that some course conversion requests would be for courses being taught over the summer, but those courses also should have been included in the request form.

**FOR ACTION**

The following proposed Use of IUP E-mail as an Official Means of Communications policy revision is being brought forward by LESC to the Senate for a vote. **APPROVED**

**Rationale:** One spelling correction has been made. Obsolete references have been updated.

**Current policy:**

POLICY STATEMENT

Subject: Use of IUP E-mail as an Official Means of Communications

Date: 16-SEPT-2005

Distribution Code: A

Reference Number:

Addition \_\_\_\_\_

Originating Office: Provost

President's

Approval \_\_\_\_\_

Deletion \_\_\_\_\_

Vice Provost for Admin & Tech

New Item  X

Library & Educational Services Committee

1. PURPOSE:	The purpose of this policy is to define IUP e-mail as an official method of communication for the University.
2. SCOPE:	This policy applies to all students and employees except those employees who do not normally have access to e-mail.
3. OBJECTIVE:	The objective of this policy is to define the use of IUP e-mail as an official method of communication and the responsibility of e-mail users to monitor, read and use their IUP e-mail accounts. As the IUP e-mail system provides a recognized method to authenticate the user, it is suitable to use for official communications.

4. POLICY:	Indiana University of Pennsylvania provides e-mail services to all students and employees as an official method of communication. Students and employees (except those employees who do not normally have access to e-mail) have a responsibility to read their IUP e-mail accounts and, if responding to or sending e-mail about IUP business, use their IUP e-mail accounts to do so.				
5. DEFINITIONS:	<p><b><u>E-mail User</u></b> is defined as any student or employee that has been issued an IUP e-mail account.</p> <p><b><u>E-mail Account</u></b> is an active IUP e-mail (@iup.edu).</p>				
6. RESPONSIBILITIES:	Users are expected to check their e-mail accounts regularly and to use their IUP e-mail accounts when responding to or sending e-mail to IUP employees and students about IUP academic and administrative matters.				
7. PROCEDURES:	<p>The rationale for this policy is that for faculty who wish to use IUP e-mail for communication to and from students, there is a policy that states that this is approved. Faculty can put this policy in their syllabi and other documents.</p> <p>Communicating via the IUP e-mail system facilitates determining the identity of the sender.</p> <p>Where applicable, academic and administrative offices should publish e-mail addresses that can be used to receive such e-mail. Faculty should make students aware of their e-mail address by including it on their syllabus or by other means.</p>				
8. REVISION:	None				
9. PUBLICATIONS STATEMENT:	<p>This policy should be published in the following publications: Undergraduate Catalog, Graduate Catalog, Student Handbook, Administrative Manual.</p> <p>This policy should also be included on the TSC and ATS websites.</p>				
10. DISTRIBUTION:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Distribution Code</u></th> <th style="text-align: left;"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td>All Employees</td> </tr> </tbody> </table>	<u>Distribution Code</u>	<u>Description</u>	A	All Employees
<u>Distribution Code</u>	<u>Description</u>				
A	All Employees				

***Revised Policy Proposal:***

Use of IUP E-mail as an Official Means of Communications

**Purpose**

The purpose of this policy is to define IUP e-mail as an official method of communication for the University.

**Scope**

This policy applies to all students and employees except those employees who do not normally have access to e-mail.

**Objective**

The objective of this policy is to define the use of IUP e-mail as an official method of communication and the responsibility of e-mail users to monitor, read and use their IUP e-mail accounts. As the IUP e-mail system provides a recognized method to authenticate the user, it is suitable to use for official communications.

**Policy**

Indiana University of Pennsylvania provides e-mail services to all students and employees as an official method of communication. Students and employees (except those employees who do not normally have access to e-mail) have a responsibility to read their IUP e-mail accounts and, if responding to or sending e-mail about IUP business, use their IUP e-mail accounts to do so.

**Definitions**

**E-mail User** is defined as any student or employee that has been issued an IUP e-mail account.

**E-mail Account** is an active IUP e-mail (@iup.edu).

**Responsibilities**

Users are expected to check their e-mail accounts regularly and to use their IUP e-mail accounts when responding to or sending e-mail to IUP employees and students about IUP academic and administrative matters.

**Procedures**

The rationale for this policy is that for faculty who wish to use IUP e-mail for communication to and from students, there is a policy that states that this is approved. Faculty can put this policy in their syllabi and other documents. Communicating via the IUP e-mail system facilitates determining the identity of the sender.

Where applicable, academic and administrative offices should publish e-mail addresses that can be used to receive such e-mail. Faculty should make students aware of their e-mail address by including it on their syllabus or by other means.

**Rescision**

None

**Publications Statement**

This policy should be published in the following publications: Undergraduate Catalog, Graduate Catalog, Student Handbook, Administrative Manual.

| This policy should also be included on the ~~TSC and ATS websites~~ IUP website.

**Distribution**

All Employees

**History**

September 16, 2005                      Initial document publication

| November 2012                      LESC Update – Obsolete references updated.

**Appendix D**  
**Research Committee**  
**Chair Bonach**

The USRC committee met March 5<sup>th</sup>, 2013. The committee reviewed 7 Senate Fellowship proposals and the decision was made to fund 3 proposals totaling \$12,989.00. The committee reviewed 21 USRC Small Grant proposals and the decision was made to fund 19 proposals totaling \$22,183.00. The next meeting will be held on April 2, 2013 at 3:15 pm in Stright 301.

- Dr. Anastasia Hudgins
- Dr. Laura Knight
- Dr. Christian Vaccaro and Dr. Michele Papakie
- Dr. Jonathon A. Cooper
- Dr. Justin Fair & Dr. Anne Kondo
- Dr. Vida R. Irani
- Dr. Frederick Adkins
- Dr. Francis Allard
- Dr. Pearl Berman
- Dr. Susan Boser
- Dr. Kristy Chunta
- Dr. Dighton Fiddner
- Dr. Lorraine Guth
- Dr. Crystal Machado
- Dr. John McCarthy
- Dr. Bruce Novak
- Dr. Bruce Novak
- Dr. Gloria Park
- Dr. Lisa Hammett Price
- Dr. Lisa Sciulli
- Dr. Brion Scudder
- Dr. Robert Sweeny

**Appendix E**  
**Student Affairs Committee**  
**Chair Desmond**

**INVOLUNTARY WITHDRAWAL POLICY**

**Office of the Vice President for Student Affairs 724-357-4040**

**<http://www.iup.edu/page.aspx?id-127432>**

**1. PURPOSE:**

**APPROVED**

The purpose of this policy is to provide a procedure for determining whether an identified student's behavior poses a Direct Threat (as defined herein) and for responding to such behavior. Rarely does student behavior pose a Direct Threat. However, involuntary withdrawal may be appropriate when:

- the student displays behavior which is not prohibited by and/or could not be adjudicated by the Student Behavior Regulations or the Academic Integrity Policy, but that nonetheless poses a Direct Threat; and
- the student demonstrates a risk of repeated display of such behavior.

**2. POLICY:**

**APPROVED**

In the absence of other reasonable means or University procedures available for addressing a student's behavior which poses a Direct Threat, the University will conduct an individualized assessment of the student behavior and circumstances related to the observed behavior of concern and, if appropriate, implement the involuntary, total withdrawal of the identified student from the University.

The student may appeal an involuntary withdrawal decision, or may seek reenrollment to the University at a later time, in accordance with the guidelines and procedures articulated below. The decision regarding an appeal or reenrollment request will be considered on the basis of whether the student continues to pose a Direct Threat.

The policy will be applied in a nondiscriminatory manner and decisions will be based on consideration of the student's conduct, actions, and statements, not on knowledge or belief that the student has a disability.

**3. DEFINITIONS:**

**APPROVED**

**A. Direct Threat:** behavior which poses:

- significant risk to the health or safety of others, or
- significant risk of damage to University property, or

- substantial disruption to the activities or education of other students.
- B. Significant Risk:** behavior which has a high probability (not just a slightly increased, speculative, or remote risk) of substantial harm to the University community, given information concerning the behavior that is available at the time of consideration.
- C. Substantial Disruption:** behavior which continually and considerably interferes with other students' participation in academic, work, extracurricular, housing/residence life or other university-related activities.

#### 4. PROCEDURES:

**APPROVED**

##### A. Review Process

1. When made aware of an identified student whose behavior could warrant involuntary withdrawal, the Vice President for Student Affairs (or designee) will convene and oversee an Involuntary Withdrawal Review Team to conduct an individualized assessment of the student behavior and circumstances related to the observed behavior of concern, and advise him/her whether or not a Direct Threat exists. Members of this team will include a representative from the Health Center, the Counseling Center, Disability Support Services, and the student's academic dean (or designee). Depending on the nature of a particular case, and in accordance with FERPA and other relevant laws, other individuals who can assist in evaluating the potential risk posed by the student's behavior may be identified to advise the Vice President and Review Team, including professionals qualified to interpret the information available for consideration.

The goal of the Vice President and Review Team will be to ascertain whether the student's behavior poses a Direct Threat. Factors to consider may include:

- the nature, duration, and severity of the risk of harm;
  - the likelihood that the potential harm will occur;
  - if the student asserts to have a legally protected disability entitled to reasonable accommodation, consideration should be given to whether reasonable modification of University policies, practices, and procedures would sufficiently mitigate the risk.
2. The Vice President and Review Team may request to review educational records and/or to consult with various University community members or others who may be knowledgeable of the student and/or the behavior of concern.
  3. The Vice President and Review Team may request that the student take part in a medical/psychological evaluation. In such a case, the Vice President and Review Team will identify a qualified and licensed health professional who is independent

from the University to conduct the evaluation. The University will be responsible for the fees associated with this evaluation.

4. The Vice President and Review Team will request a personal meeting(s) with the student. Although it is highly desirable that the student choose to attend such a meeting(s), the review process may will proceed if s/he does not attend. Furthermore, the Direct Threat review process will proceed regardless of the student's ongoing University status.

At the meeting(s), the Vice President and Review Team will present and discuss the information that is available for consideration. The student may choose to have an advocate accompany and take part with him/her in the meeting(s).

5. Based upon the Review Team's assessment, including consultation with professionals qualified to interpret the information available for consideration, the Vice President may conclude that a Direct Threat exists and, if so, will determine an appropriate next step, which may entail involuntary, total withdrawal of the student from the University, but would not preclude other actions depending on the particular situation.
6. The review decision will be communicated by the Vice President to the student, and will provide the primary information that led to the decision. Any conditions for later reenrollment will also be communicated at that time. The decision and related information will be communicated in writing to the student, and may be additionally communicated in other forms if the situation permits.
7. At any time prior to conclusion of the review process, the student may withdraw voluntarily.

## **B. Appeal Process**

**APPROVED**

1. The decision of the Vice President may be appealed in writing by the student to the IUP President.
2. An appeal must be filed within 90 calendar days after the decision of the Vice President is communicated in writing to the student.
3. The President's decision on the appeal will be final and conclusive.
4. During the appeal process the student will remain totally withdrawn from the University.



**C. Reenrollment Process**

**APPROVED**

1. An ~~involuntarily withdrawn~~ student for whom the Vice President for Student Affairs concluded a Direct Threat exists may later request reenrollment to the University. A request must be made to the Vice President for Student Affairs. In his/her request, the student should provide evidence that s/he would no longer pose a Direct Threat, and that any conditions for reenrollment have been met. Such student is responsible for any fees associated with treatment, activities, and/or evaluations that s/he has taken part in or obtained in an attempt to demonstrate appropriateness for reenrollment.
2. The Vice President will convene and oversee the Involuntary Withdrawal Review Team regarding the reenrollment of the student.
3. The Vice President and Review Team may request an updated, independent, University-obtained medical/psychological evaluation and/or request to meet with the student. The University will be responsible for the fees associated with this evaluation.
4. The decision of the Vice President will be based on a determination of whether the student can return safely to the University community and no longer pose a Direct Threat.

**D. Emergency Situation**

**APPROVED**

At any time prior to the initiation or conclusion of the review process, the Vice President may implement an interim involuntary withdrawal of the student from the University, should immediate action appear warranted. A review process, as outlined above, will occur as soon as reasonably possible to consider the interim decision.

Reasonable deviation from these procedures due to crisis and/or emergency situations will not invalidate the need for a review process and its subsequent decision.

**5. RECISION:**

**APPROVED**

This policy will not be rescinded or modified except by action of the IUP President, following consultation with the University Senate, and in accordance with University Senate By-Laws and Constitution.

**6. PUBLICATIONS STATEMENT:**

**APPROVED**

The IUP office of the Vice President for Student Affairs will publicize and transmit this policy to all members of the University community.

**7. DISTRIBUTION:**

**APPROVED**

Code Description \_\_\_\_\_ A All Employees \_\_\_\_\_