

**MINUTES OF THE
IUP UNIVERSITY SENATE**

Feb 21, 2012

Chairperson LaPorte called the February 21, 2012 meeting of the University Senate to order at 3:32 p.m., in Eberly Auditorium.

The following senators informed the Senate Leadership that they could not attend: Ayebo, Begany, Catlos, Dennison, Farnsworth, Hulings, Jozefowicz, Mocek, Norris, Perdue, Potts, Rieg, Smith, J., Yeger.

The following senators were absent from the meeting: Anspacher, Bolden, Camp, Carse, Contrucci, Cowles, Dils, Domaracki, Fries, Getchell, Johnson, Jones, Kennedy, Loomis, Marshall, McGowan, Meyer, Mortimer, Muth, Hyde, Newcomer, Palmisano, Pike, Sherman, Simon, Sink, W., Sullivan, Van Dyke, Villemain.

The minutes for the January 24, 2012, meeting were **APPROVED**.

Agenda items for the February 21, 2012, meeting were **APPROVED** pending minor revisions and the changing of the order of reports. The parliamentarian's report will follow the vice chairperson's report.

REPORTS AND ANNOUNCEMENTS

President's Report

UPC recently met to continue working on the variables to be used for performance funding. The process will need to be brought to a closure by June 30th.

The governor's Budget Proposal includes a 20% appropriation cut in funding. To offset this a 11% increase in tuition would be required. This is something beyond what the Board of Governors have ever asked for in the past. Hearings on this will continue next week.

Dr. Driscoll will be here July 1st. The president's office will work to make the transition as smooth as possible. Dr. Driscoll will be coming in March to meet with a small group of people.

Question was asked about the sabbatical proposals that were awarded. The president responded that he had read and made the decisions to award the sabbaticals based on the quality of the proposals.

Provost's Report

I want to report to the Senate that the academic program reviews related to the Workforce Plan are progressing and have now reached the appropriate university curriculum committee (UWUCC or UWGC) depending on whether a given program is an undergraduate or graduate program. Those committees will be forwarding their recommendations to this body during the remainder of this semester for final consultation by the Senate. It is imperative that we conclude this consultative process with the Senate by the last Senate meeting for all programs being reviewed so that final decisions can be made on placing any of these programs in moratorium by early May.

Curriculum Revisions

In response to the Senate recommendations from the January 24, 2012 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:
 - SAFE 215 – Safety, Health and Environmental Communications
 - SAFE 335 – Industrial and Environmental Stressors
 - SAFE 435 – Ethics and Professionalism

- B. Program revision from the Safety Sciences department for the Bachelor of Science – Safety Sciences along with a name change to Bachelor of Science – Safety, Health and Environmental Applied Science as well as a revision of the Minor’s name to change to Minor-Safety, Health and Environmental Applied Science.

- C. Program revision from the College of Humanities and Social Sciences for the Minor – Pan African Studies.

Chairperson’s Report

Good afternoon. This is the first of three scheduled senate meetings left for this academic year. We have a few recommendations from standing committees to place programs in moratorium. These I suspect are programs that everyone agrees should be put in moratorium; the “no-brainer” category. I anticipate in the remaining two meetings we will have ones for consideration and that some of these will be more contentious, requiring careful discussion and debate. They will obviously need more time than the no-brainer ones will. My concern is that we also can anticipate liberal studies revisions to start rolling in. These will probably occupy as much senate time as it takes me to say “all in favor say aye; all those opposed nay; the motion carries” over and over again *ad nauseam*. The combination of moratorium programs with the accompanying discussion plus liberal studies revisions may quickly exhaust the time we have scheduled for this semester. In light of this we may have to utilize two options. First, we may need to extend meetings in order to complete the agenda. Second, we may need another meeting. I would like to propose now that we meet IF NECESSARY on Tuesday May 1st at the usual time. This is the last week of classes and so hopefully most of you will be able to attend. Please arrange your schedules to allow for these extra times if they are needed. To help the process I will keep my remarks at future meetings brief and ask that each of the other speakers (president, provost and vice-chair) do the same. We will suspend for the remainder of the year Robert’s Rules tip of the month; but not today. Thanks for your understanding.

There is one issue I’d like to bring to your attention today. A committee is bringing forward a set of guidelines for information. We as a body must scrutinize such “guidelines” very carefully lest they take the form of policy in sheep’s clothing. Act 188 empowers the university president to make “policy and procedures” which they do in conjunction with our senate. There are no provisions, nor are there any references to “guidelines”. Policies represent essentially the law of the university. We are required to follow them and violation of the policy often carries with it penalties and punishments. Guidelines reflect advice or things you should think about or recommendations you might want to consider following. They are not compulsory or enforceable. They are guides, to be followed or ignored as you see fit. With respect to the document in front of us today: “Private Industry-University Partnership Guidelines” there is frequent use of the terms “may” and “should”, as befits guidelines. But then there are statements like this: “...a proposal must go through standard IUP review process and follow all IUP-RI proposal development guidelines”. “IUP shall not create...”, “IUP shall allow

private industry”, “...the author(s) shall work with IUP management”, “the proposal will be submitted...”. These are not the language of guidelines, but of policy. Since I suspect many of us have not read this document with that consideration in mind I am asking the committee to consider removing this document from the agenda today and review it for language suggesting policy cloaked as guideline. I also ask administration to consider what they want this document to be. Should it be a policy that will presumably reduce IUP’s liability or prevent untoward events? Or are do they merely want to provide us all with some things to consider and ignore if we so choose?

Vice Chairperson’s Report

Penn State just held their annual dance marathon, THON, where they raised a record \$10.6 million in donations. Not to be outdone, IUP will be holding the Hawk Rock, a twenty-four-hour dance marathon planned from Friday March 30 at 9:00 p.m. to Friday March 31 at 9:00 p.m. at the Kovalchick Convention and Athletic Complex. It will benefit ICCAP Food Bank, the Community Kitchen, and Family Promise. Serving as chair of the Hawk Rock Committee is IUP student Malia Lazor from the Office of Service Learning.

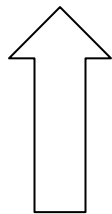
Judicial Board Training will be held Friday, February 24, 2012 at the Susquehanna Room, HUB from 1:00 PM to 4:30 PM. If you are interested in participating, please send your information to Dr. Amber Sherman via e-mail (amber.sherman@iup.edu).

Summer Employment and Internship Fair will take place Wednesday, February 29, 2012 11:00 a.m.–3:00 p.m. Kovalchick Convention and Athletic Complex. An opportunity for students meet with employers who are hiring for summer, part-time, temporary, and internship positions.

Finally, Student Government Association elections will be held on Wednesday March 28 and Thursday March 29. Petitions are currently circulating and are due by Friday March 9, the last day before spring break. If you recognize anyone in your classes as a professor or any of your student workers as a staff member or administrator whom you feel would be a both a quality leader and proponent of the student body, please mention to them the possibility of running for student government. Student Government is the official voice of the student body, but that voice must be spoken by students of different temperaments, talents, and convictions for it to resonate and be effective. All majors and student types are not only appreciated but necessary.

Parliamentarian’s Report

Robert’s Rules Tip of the Month– Motion to Amend



- | | |
|-----------------------------------|-------------------|
| <i>Adjourn</i> | <i>Privileged</i> |
| <i>Lay on the Table</i> | |
| <i>Previous Question</i> | <i>Subsidiary</i> |
| <i>Postpone to a Certain Time</i> | |
| <i>Amend</i> | |
| <i>Main</i> | |

Type of Motion	Second required?	Debatable?	Vote
<i>Previous Question</i>	Yes	No	2/3
<i>Postpone to a Certain Time</i>	Yes	Yes	Majority
<i>Amend</i>	Yes	Yes	Majority
Main	Yes / No (if from Cmte)	Yes	Majority

Two basic types of amendments:

- I. Word changes
 - 1) Insert or add words – “*I move to amend by inserting/adding...*”
 - 2) Strike out words – “*I move to amend by striking out...*”
 - 3) Strike out and insert words – “*I move to amend by striking out X and inserting Y...*”
- II. Paragraph changes
 - 1) Insert or add paragraph – as above
 - 2) Strike out paragraph – as above
 - 3) Substitute (strike out and insert) paragraph – as above

Additional considerations:

- “Amendments should say *exactly* where in the main motion the change is to be made, and *precisely* what words to use” (39).
- “The chair can, and often should, require that amendments, like main motions, be submitted by the mover in writing” (39).
- “The vote on your amendment does *not* decide whether the main motion will be adopted, only whether the wording in the main motion will be changed” (39).
- “Any amendment proposed must in some way involve the question raised by the motion in amends” (50). aka ‘the germaneness rule’
- “...once the group has voted on an amendment, that specific matter is considered settled” (50). aka ‘the settled rule’

--Quoted excerpts from Robert’s Rules of Order Newly Revised: In Brief (2011)

Rules Committee (Senator Korns)

Phase 1 of the 2012 Senate election is underway and by now you should have received a call for nominations. If your term as an at-large senator is expiring this year and you wish to continue to serve in the Senate, please remember to submit your nomination for an at-large seat. Faculty members can also run for the University Wide Undergraduate Curriculum Committee and the University Wide Graduate Committee as well. If you are a department senator or an appointed administrative senator and you wish to run for an at-large seat you are eligible. If so, please nominate yourself in the nomination process.

As a reminder to department senators, if your term is expiring this year, please ask your department to hold an election for another two year term. It is important that all senators are identified before phase II of the elections for committee seats commences in April. If you are unsure about your term contact me.

The next meeting of the Rules Committee will be next Tuesday, February 28th at 3:30 pm in Room 6, Keith Hall.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

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

- SOC 151 Principles of Sociology
- ENGL 211 British Literature 1660-1900
- ENGL 222 Technical Writing
- ENGL 342 Short Fiction
- GEOG 230 Cultural Geography

1 Department of Anthropology—Program Catalog Description Change, Program Revisions

a Program Catalog Description Revision: APPROVED

Current Catalog Description

Anthropology Honors Program

The honors program is open by departmental permission to declared Anthropology majors with a minimum 3.25 cumulative GPA and a 3.25 GPA in Anthropology courses. Students complete ANTH 483; CHSS 489 (a multi-disciplinary colloquium emphasizing problem solving, discussion, reading, and writing on a topic or theme); and HNRC 499, which fulfills the Liberal Studies Synthesis requirement. To determine how honors track courses will be integrated into existing requirements for the Anthropology major, students should consult their advisors.

To apply, students must petition the department honors committee for admission no earlier than the completion of their sophomore year. An application must be filed with the chairperson of the Department of Anthropology and should include an application form, a letter of intent, a description of the work plan, a full transcript, and two letters of recommendation from faculty members.

Proposed Catalog Description

Anthropology Honors Program

The honors program is open by departmental permission to declared Anthropology majors with a minimum 3.25 cumulative GPA and a 3.25 GPA in Anthropology courses. Students who are thinking about attending graduate school in anthropology are encouraged to consider applying for this track. Students complete six hours of ANTH 483, Honors Thesis in Anthropology and two other Honors courses. Students also may substitute graduate courses **approved by the department** for the two other Honors courses if they meet the Graduate School's requirements for undergraduates taking graduate level courses. To determine what courses they should take, as well as how honors track courses will be integrated into existing requirements for the Anthropology major, students must consult closely with their advisor.

To apply, students must petition the department honors committee for admission no earlier than the second semester of their sophomore year. An application must be filed with the chairperson of the Department of Anthropology and should include an application form, a letter of intent, a description of the work plan, a full transcript, and two letters of recommendation from faculty members.

b Program Revisions: APPROVED

i. Current Program:

Bachelor of Arts—Anthropology/General Anthropology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217
Social Science: GEOG 104 (recommended)
Liberal Studies Electives: 9cr, no courses with ANTH prefix

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

Major: 36
Required Courses:

ANTH 211	Cultural Anthropology	3cr
ANTH 222	Biological Anthropology	3cr
ANTH 233	Language and Culture	3cr
ANTH 244	Basic Archaeology	3cr
ANTH 456	Ethnographic Research Methods <i>or</i> ANTH 425 Archaeology Theory and Research Design	3cr
ANTH 480	Anthropology Seminar	3cr

Controlled Electives:
 Two courses in Topical Area Ethnography such as ANTH 271, 272, 273, 274, 314, 370 6cr
 Three additional ANTH electives (300 or 400 level) 9cr
 One additional ANTH elective (any level) 3cr

Free Electives: 25-31(2)

Total Degree Requirements 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) State System Board of Governors' policy states that at least 40 percent of the coursework in a degree must consist of courses numbered 300 or above.

Proposed Program:

Bachelor of Arts—Anthropology/General Anthropology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 49-50
Mathematics: MATH 217
Social Science: GEOG 104 (recommended)
Liberal Studies Electives: 9cr, no courses with ANTH prefix

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

Major: 36
Required Courses:

ANTH 211	Cultural Anthropology	3cr
ANTH 222	Biological Anthropology	3cr
ANTH 233	Language and Culture	3cr
ANTH 244	Basic Archaeology	3cr
ANTH 456	Ethnographic Research Methods <i>or</i> ANTH 425 Archaeological Theory and Research Design	3cr
ANTH 480	Anthropology Seminar	3cr

Controlled Electives:
 Two courses in Topical Area Ethnography such as ANTH 271, 272, 273, 274, 314, 370 6cr
 Three additional ANTH electives (300 or 400 level) 9cr
 One additional ANTH elective (any level) 3cr

Free Electives: 28-35(2)

Total Degree Requirements 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) State System Board of Governors' policy states that at least 40 percent of the coursework in a degree must consist of courses numbered 300 or above.

ii Current Program:

**Bachelor of Arts—Anthropology/
Archaeology Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217
Natural Science: GEOS 121-122 and 131-132 (recommended)
Social Science: ANTH 213, GEOG 104 (recommended)
Liberal Studies Electives: 9cr, no courses with ANTH prefix

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

Major: 39
Required Courses:

ANTH 211	Cultural Anthropology	3cr
ANTH 222	Biological Anthropology	3cr
ANTH 233	Language and Culture	3cr
ANTH 244	Basic Archaeology	3cr

Controlled Electives:
 Three methods courses:
 ANTH 320 Archaeological Field School (2, 3) 6cr
 ANTH 325 Archaeological Lab Methods 3cr
 ANTH 415 Cultural Resource Management 3cr
 Two theory courses: ANTH 425 and 480 6cr
 One archaeology are course such as ANTH 315 or 323 3cr
 Any two anthropology courses from the following: 6cr
 ANTH 271/272/273/274, ANTH 314, 318, 370, 420, 484 (3), or 485 (3)

Free Electives:(4,5) 21-27

Total Degree Requirements 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) With departmental approval, an equivalent field school with lab component from another university may be used.
- (3) May be repeated for credit with departmental approval but may only count once toward the requirements of the Archaeology Track.
- (4) A minor in Geoscience, Geography, History, or other approved field is recommended. An internship (ANTH 493) also is recommended. Your advisor should be consulted.
- (5) State System Board of Governors' policy states that at least 40 percent of the coursework in a degree must consist of courses numbered 300 or above.

Proposed Program:

**Bachelor of Arts—Anthropology/
Archaeology Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 49-50
Mathematics: MATH 217
Natural Science: Geosciences courses (recommended)(1)
Social Science: ANTH 213 (required), GEOG 104 (recommended)
Liberal Studies Electives: 9cr, no courses with ANTH prefix

College: 0-6
 Foreign Language Intermediate Level (2)

Major: 39
Required Courses:

ANTH 211	Cultural Anthropology	3cr
ANTH 213	World Archaeology	*cr (3)
ANTH 222	Biological Anthropology	3 cr
ANTH 233	Language and Culture	3cr
ANTH 244	Basic Archaeology	3cr

Controlled Electives:
 Three methods courses:
 ANTH 320 Archaeological Field School (4,5) 6cr
 ANTH 325 Archaeological Lab Methods 3cr
 ANTH 415 Cultural Resource Management 3cr
 Two theory courses: ANTH 425 and 480 6cr
 One archaeology area course such as ANTH 315 or 323 3cr
 Any two anthropology courses from the following: ANTH 271, 272, 273, 274, 314, 318, 370, 420, 484(5), or 485(5) 6cr

Free Electives: (6,7) 25-32

Total Degree Requirements 120

- (1) Determine the specific courses in consultation with your academic advisor.
- (2) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (3) Courses counted toward Liberal Studies credits do not receive duplicate credit in major.
- (4) With department approval, an equivalent field school with lab component from another university may be used.
- (5) May be repeated for credit with departmental approval but may only count once toward the requirements of the Archaeology Track.
- (6) A minor in Geoscience, Geography, History, or other approved field is recommended. An internship (ANTH 493) also is recommended. Your advisor should be consulted.
- (7) State System Board of Governors' policy states that at least 40 percent of the coursework in a degree must consist of courses numbered 300 or above.

iii Current Program:

Bachelor of Arts—Anthropology/Applied Anthropology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217
Social Science: GEOG 104 (recommended)
Liberal Studies Electives: 9cr, no courses with ANTH prefix

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

Major: 36
Required Courses:

ANTH 211 Cultural Anthropology 3cr
 ANTH 222 Biological Anthropology 3cr
 ANTH 233 Language and Culture 3cr
 ANTH 244 Basic Archaeology 3cr
 Two methods courses: ANTH 360, 456 6cr
 One theory course: ANTH 480 3cr

Controlled Electives:
 One area course from the following: ANTH 271, 272, 273, 274, 314, 370 3cr
 Two additional ANTH electives (300 or 400 level) 6cr
 ANTH 493 Internship in Anthropology *or* 6cr
 ANTH 460 Ethnographic Field School (2)

Free Electives: 25-31(3)

Total Degree Requirements 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship or ethnographic field school is highly desirable but may be replaced by 6cr of pragmatic skill courses upon approval of the advisor.
- (3) State System Board of Governors' policy states that at least 40 percent of the coursework in a degree must consist of courses numbered 300 or above.

Proposed Program:

Bachelor of Arts—Anthropology/Applied Anthropology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217
Social Science: GEOG 104 (recommended)
Liberal Studies Electives: 9cr, no courses with ANTH prefix

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

Major: 36
Required Courses:

ANTH 211 Cultural Anthropology 3cr
 ANTH 222 Biological Anthropology 3cr
 ANTH 233 Language and Culture 3cr
 ANTH 244 Basic Archaeology 3cr
 Two methods courses: ANTH 360, 456 6cr
 One theory course: ANTH 480 3cr

Controlled Electives:
 One area course from the following: ANTH 271, 272, 273, 274, 314, 370 6cr
 Two additional ANTH electives (300 or 400 level) 6cr
 ANTH 493 Internship in Anthropology *or* 6cr
 ANTH 460 Ethnographic Field School (2) 6cr

Free Electives: 28-35(3)

Total Degree Requirements 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship or ethnographic field school is highly desirable but may be replaced by 6cr of pragmatic skill courses upon approval of the advisor.
- (3) State System Board of Governors' policy states that at least 40 percent of the coursework in a degree must consist of courses numbered 300 or above.

iv Current Program:

Anthropology Honors Track	12
Prerequisites: Declared major in Anthropology, completion of 60cr, and permission of department honors committee, academic advisor, and department chair	
Required Courses:	
ANTH 483/H/ Honors Thesis in Anthropology	6cr
CHSS 489/H/ Honors Colloquium	3cr
HNRC 499 Honors Senior Synthesis	*cr(1)

(1) Credits for HNRC 499 are counted in Liberal Studies Synthesis requirement.

Proposed Program:

Anthropology Honors Track	12
Prerequisites: Declared major in Anthropology, completion of 60cr, and permission of department honors committee, academic advisor, and department chair	
Required Courses:	
ANTH 483/H/ Honors Thesis in Anthropology	6cr
Two other Honors courses	6cr(1)

(1) Students also may substitute graduate courses approved by the department for the two other Honors courses if they meet the Graduate School's requirements for undergraduates taking graduate level courses.

Rationale: The changes to the Honors Track description clarify the nature of this program. Neither of these two courses are offered any longer. Other Honors courses or Graduate courses are the available substitutes. The number of required Liberal Studies hours has been reduced. The revised title **for ANTH 213 is in the General Track** is the correct title for the course. GEOS 121-122 and 131-132 are no longer taught by the Geoscience Department. They allow Anthropology majors to enroll for GEOS 201 and another Geoscience course along with Geoscience and Geography majors instead, but it is not always feasible for our Archaeology Track students to take GEOS 201 so flexibility in recommended courses will allow us to best meet the needs of Archaeology Track majors. The fact that ANTH 213 is required as a Social Science is clarified. The new listing of ANTH 213 under required courses makes the Archaeology Track parallel to the Anthropology Social Science Education Track in treatment of a course in the major that is a Liberal Studies requirement. The footnote explains that the course is credited only once. Footnote numbers have been changed due to the addition of a new footnote (1). **In the Anthropology Track**, there is no reason to have slashes between some of these courses and commas between others.

2 Department of Management – Program Revisions

i

APPROVED

Current Program:

Proposed Program:

Bachelor of Science--International Business

Bachelor of Science--International Business

	Credits
Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Humanities: PHIL 222 Mathematics: MATH 115 Social Science: ECON 121, PSYC 101, ANTH 110/ANTH 211/GEOG 104/PLSC 101 Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix	55
Business Core:	33
Foreign Language:	0-9
Major:	21
Free Electives:	2-11
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Humanities: PHIL 222 Mathematics: MATH 115 Social Science: ECON 121, PSYC 101, ANTH 110/ANTH 211/GEOG 104/PLSC 101 Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix	49-50
Business Core:	33
Foreign Language:	0-9
Major:	21
Free Electives:	7-17
Total Degree Requirements:	120

ii

APPROVED

Current Program:

Proposed Program:

**Bachelor of Science—Management/
Entrepreneurship and Small Business
Management Track**

**Bachelor of Science—Management/
Entrepreneurship and Small Business
Management Track**

	Credits
Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101, ECON 122, MATH 214	55
Business Core	33
Major Credits	27
Free Electives	5
Total Degree Requirements:	120

	Credits
Liberal Studies Section: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101, ECON 122, MATH 214	49-50
Business Core	33
Major Credits	27
Free Electives	10-11
Total Degree Requirements:	120

iii

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Management/General Management Track

Bachelor of Science—Management/General Management Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101, ECON 122, MATH 214	55
Business Core:	33
Major:	27
Free Electives:	5
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101, ECON 122, MATH 214	49-50
Business Core:	33
Major:	27
Free Electives:	10-11
Total Degree Requirements:	120

iv

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Human Resource Management

Bachelor of Science—Human Resource Management

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101, ECON 122, MATH 214	55
Business Core:	33
Major:	27
Free Electives:	5
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101, ECON 122, MATH 214	49-50
Business Core:	33
Major:	27
Free Electives:	10-11
Total Degree Requirements:	120

v

APPROVED

Current Program:

Proposed Program:

**Bachelor of Science—Management/Operations
Management Track**

**Bachelor of Science—Management/Operations
Management Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101, ECON 122, MATH 214	55
Business Core:	33
Major:	27
Free Electives:	5
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101, ECON 122, MATH 214	49-50
Business Core:	33
Major Credits:	27
Free Electives:	10-11
Total Degree Requirements:	120

3 Department of Political Science—New Courses, Course Title Change, Course Deletions, Revision of Minor

a New Courses:

APPROVED

- i PLSC 422 International Law and Organizations** **3c-01-3cr**
 A survey of the main concepts and history of international law and an analysis of the major international organizations such as the United Nations, the European Union, Organization of American States. Knowledge of how such organizations operate is essential to understand international relations.

Rationale: The new course consolidates the material from two different existing courses, PLSC 320 International Law and PLSC 321 International Organizations into a single course, PLSC 422 International Law and Organizations.

- ii PLSC 260 Contemporary Political Ideas** **3c-01-3cr**
 A survey of political ideas influential in contemporary politics, knowledge of which is essential for various analyses in political science. Ideas discussed include conservatism, “liberalism” or social democracy, socialism, anarchism, fascism, political Islam, and feminists and environmentalist thought.

Rationale: At present this course will be offered as an addition to our offerings in political thought. Unlike the others it will take a more introductory approach and covering topics that cannot be given adequate attention in the existing, more specialized courses in political thought. Its primary audience is first and second year majors in political science. There is simply no time to cover these topics in any detail in any courses in our present curriculum.

b Course Title Change:

APPROVED

Current Course Title:

PLSC 389 Developing Nations

Proposed Course Title:

PLSC 389 International Development Strategies

Rationale: The new title will better explain that the emphasis on the course is to examine development strategies, not simply to describe the current situation of less developed countries.

c Course Deletions:

APPROVED

i PLSC 320 International Law

Rationale: PLSC 320 International Law is being deleted along with PLSC 321 International Organizations because we are combining the two courses into one new course PLSC 422 International Law and Organizations. They are related topics. International Organizations and how they operate go hand in hand with a discussion of International Law.

ii PLSC 321 International Organizations

Rationale: PLSC 321 International Organizations is being deleted along with PLSC 320 International Law because we are combining the two courses into one new course: PLSC 422 International Law and Organizations. They are related topics. International Organizations and how they operate go hand in hand with a discussion of International Law.

iii PLSC 489 Internship

Rationale: PLSC 489 Internship has not been used for internships since 1974. We now use PLSC 493 for Internships.

d Revision of Minor:

APPROVED

Current Program:

Minor–International Studies **18**

Required Courses:

PLSC 101 World Politics 3cr
PLSC 111 American Politics *cr (1)

Controlled Electives:

Interdisciplinary sequence (see major) 15cr
(1) Credits counted with Liberal Studies Social Sciences.

Proposed Program:

Minor–International Studies **18**

Required Course:

PLSC 101 World Politics 3cr

Controlled Electives:

Any five of the courses listed below:

PLSC 280, 282, 283, 285, 383, 384, 387, 388, 389, 422, 465

Rationale: The current ITST minor is an eighteen-credit program, but with an additional requirement of PLSC111 American Politics (which is not related to International Studies), making it effectively a twenty-one credit minor. In the process of revising the major, the department considered it necessary to also address the minor. The minor will be eighteen-credits with one required course PLSC 101 and then five other courses from the mandated ITST major area courses.

4 Department of Foreign Languages—Program Deletions, Catalog Description Changes

a Program Deletions:

APPROVED

i Bachelor of Arts–German

Rationale: The Bachelor of Arts is already in moratorium. The Department of Foreign Languages recognizes the need to eliminate this program in order to apply resources elsewhere.

ii Bachelor of Science in Education—Secondary German Education

Rationale: The Bachelor of Arts in Education in German is already in moratorium. The Department of Foreign Languages recognizes the need to eliminate this program in order to apply resources elsewhere.

b Catalog Description Changes:

APPROVED

i Current Catalog Description:

SPAN 362 Survey of Peninsular Literature

3c-01-3cr

Prerequisite: SPAN 260 or permission

Introduces a careful and critical reading of literary texts from Spain, read either in their entirety or in select passages. Taught in Spanish; offered alternate years.

Proposed Catalog Description:

SPAN 362 Survey of Peninsular Literature

3c-01-3cr

Prerequisite: SPAN 260 or SPAN 385 or permission

Introduces a careful and critical reading of literary texts from Spain, read either in their entirety or in select passages. Taught in Spanish; offered alternate years.

ii Current Catalog Description:

SPAN 364 Survey of Spanish-American Literature 3c-01-3cr

Prerequisite: SPAN 260 or permission

Introduces a careful and critical reading of Spanish-American literary texts, read either in their entirety or in select passages. Taught in Spanish; offered alternate years.

Proposed Catalog Description:

SPAN 364 Survey of Spanish-American Literature 3c-01-3cr

Prerequisite: SPAN 260 or SPAN 385 or permission

Introduces a careful and critical reading of Spanish-American literary texts, read either in their entirety or in select passages. Taught in Spanish; offered alternate years.

iii Current Catalog Description:

SPAN 410 Medieval Literature 3c-01-3cr

Prerequisite: SPAN 260 or permission

Reading and discussion of various medieval genres: brief prose narrative, epic, lyric, and didactic poetry, prose, and medieval drama. Taught in Spanish.

Proposed Catalog Description:

SPAN 410 Medieval Literature 3c-01-3cr

Prerequisite: SPAN 260 or SPAN 385 or permission

Reading and discussion of various medieval genres: brief prose narrative, epic, lyric, and didactic poetry, prose, and medieval drama. Taught in Spanish.

iv Current Catalog Description:

SPAN 411 Golden Age Spanish 3c-01-3cr

Prerequisite: SPAN 260 or permission

An analysis of themes, motifs, and stylistic devices of Spanish poetry, novel, and theater of the Renaissance and Baroque. Taught in Spanish.

Proposed Catalog Description:

SPAN 411 Golden Age Spanish 3c-01-3cr

Prerequisite: SPAN 260 or SPAN 385 or permission

An analysis of themes, motifs, and stylistic devices of Spanish poetry, novel, and theater of the Renaissance and Baroque. Taught in Spanish.

v Current Catalog Description:

SPAN 412 The Spanish Novel of the Nineteenth and Twentieth Centuries 3c-01-3cr

Prerequisite: SPAN 260 or permission

An analysis of selected novels from three major periods: the nineteenth century, the Generation of 1898, and the post Civil War. Taught in Spanish.

Proposed Catalog Description:

SPAN 412 The Spanish Novel of the Nineteenth and Twentieth Centuries 3c-0l-3cr

Prerequisite: SPAN 260 or SPAN 385 or permission

An analysis of selected novels from three major periods: the nineteenth century, the Generation of 1898, and the post Civil War. Taught in Spanish.

vi Current Catalog Description:

SPAN 413 Spanish Poetry of the Nineteenth and Twentieth Centuries 3c-0l-3cr

Prerequisite: SPAN 260 or permission

The study and analysis of lyric poetry in Spain from nineteenth-century poetry through modernism and its evolution to the present. Taught in Spanish.

Proposed Catalog Description:

SPAN 413 Spanish Poetry of the Nineteenth and Twentieth Centuries 3c-0l-3cr

Prerequisite: SPAN 260 or SPAN 385 or permission

The study and analysis of lyric poetry in Spain from nineteenth-century poetry through modernism and its evolution to the present. Taught in Spanish.

vii Current Catalog Description:

SPAN 420 Modern Hispanic Theater 3c-0l-3cr

Prerequisite: SPAN 260 or permission

The study and analysis of modern dramatic works from Spain and Spanish America. Particular emphasis is given to the representational aspect of the works. Taught in Spanish.

Proposed Catalog Description:

SPAN 420 Modern Hispanic Theater 3c-0l-3cr

Prerequisite: SPAN 260 or SPAN 385 or permission

The study and analysis of modern dramatic works from Spain and Spanish America. Particular emphasis is given to the representational aspect of the works. Taught in Spanish.

viii Current Catalog Description:

SPAN 421 Modern Hispanic Short Story 3c-0l-3cr

Prerequisite: SPAN 260 or permission

The critical analysis of short stories by Spanish and Spanish-American authors. Taught in Spanish; offered in four-year rotation.

Proposed Catalog Description:

SPAN 421 Modern Hispanic Short Story **3c-0l-3cr**

Prerequisite: SPAN 260 or SPAN 385 or permission

The critical analysis of short stories by Spanish and Spanish-American authors. Taught in Spanish; offered in four-year rotation.

ix Current Catalog Description:

SPAN 430 Twentieth-Century Spanish-American Prose **3c-0l-3cr**

Prerequisite: SPAN 260 or permission

Traces literary expressions from the turn of the century to the present in the major prose expressions of the essay, the short story, and the novel. Taught in Spanish; offered in four-year rotation.

Proposed Catalog Description:

SPAN 430 Twentieth-Century Spanish-American Prose **3c-0l-3cr**

Prerequisite: SPAN 260 or SPAN 385 or permission

Traces literary expressions from the turn of the century to the present in the major prose expressions of the essay, the short story, and the novel. Taught in Spanish; offered in four-year rotation.

x Current Catalog Description:

SPAN 431 Spanish-American Poetry **3c-0l-3cr**

Prerequisite: SPAN 260 or permission

A study of Spanish-American poetry from its early manifestations through modernism, post-modernism, and avant-garde. Taught in Spanish.

Proposed Catalog Description:

SPAN 431 Spanish-American Poetry **3c-0l-3cr**

Prerequisite: SPAN 260 or SPAN 385 permission

A study of Spanish-American poetry from its early manifestations through modernism, post-modernism, and avant-garde. Taught in Spanish.

Rationale: In 2010-11, the then Department of Spanish (now Foreign Languages) decided that students could take SPAN 385 in Valladolid as a substitute for SPAN 260.

5 College of Natural Sciences and Mathematics—Program Deletion

Bachelor of Science—Natural Science/Pre-Engineering Track **APPROVED**

Rationale: For more than twenty years, there has been an articulation agreement between the University of Pittsburgh and IUP regarding 3/2 BS Natural Science pre-engineering program. Prospective students enrolled in this program spend 3 years at IUP and complete introductory core science and liberal study course requirements. After completing 90 to 92 credits of the required course work, the students are eligible to apply to their chosen engineering department and spend 2 years at University of Pittsburgh to earn BS degree in engineering.

In view of the advances in the field of engineering, the IUP Physics Department and University of Pittsburgh School of Engineering have agreed that the students should take more Physics courses at IUP—Specifically PHYS 441 Classical Mechanics, PHYS 355 Computer Interfacing, PHYS 345 Optics, and PHYS 350 Intermediate experimental Physics.

6 Department of English—Course Revision, Catalog Description Change, Course Title Change

APPROVED

Current Catalog Description:

ENGL 101 College Writing

3c-var-4cr

Prerequisites: ENGL 100, where required by placement testing

Normally to be taken the first semester at IUP. Uses readings in the nature and history of language, semantic and linguistic analysis, and problems in rhetoric and other approaches to composition. Seven theme-length expository papers (or the equivalent) are written, in addition to shorter exercises and a written final examination.

Proposed Catalog Description:

ENGL 101 Composition I

3c-01-3cr

Prerequisites: ENGL 100, where required by placement testing

A first-year writing course. Students use a variety of resources to create projects in a variety of writing genres. Resources for writing include but are not limited to memory, observation, critical reading and viewing, analysis, and reflection. Students will use writing processes to draft, peer review, revise and edit their projects.

Rationale: Composition I is a Liberal Studies course. It is designed to improve the writing performance of all first-year students who have not exempted the course. It is predisciplinary and does not carry majors credit.

7 Department of Finance and Legal Studies—Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Finance (*)

Bachelor of Science—Finance

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 115
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with FIN prefix

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 115
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, EOCN 122, MATH 214, no courses with FIN prefix

College: Business Administration Core 33
Required Courses:

College: Business Administration Core 33
Required Courses:

ACCT 201 Accounting Principles I 3cr
 ACCT 202 Accounting Principles II 3cr
 BLAW 235 Legal Environment of Business 3cr
 BTST 321 Business and Interpersonal Communications 3cr
 FIN 310 Fundamentals of Finance 3cr
 IFMG 300 Information Systems: Theory and Practice 3cr
 MGMT 310 Principles of Management 3cr
 MGMT 330 Production and Operations Management 3cr
 MGMT 495 Business Policy 3cr
 MKTG 320 Principles of Marketing 3cr
 QBUS 215 Business Statistics 3cr

ACCT 201 Accounting Principles I 3cr
 ACCT 202 Accounting Principles II 3cr
 BLAW 235 Legal Environment of Business 3cr
 BTST 321 Business and Interpersonal Communications 3cr
 FIN 310 Fundamentals of Finance 3cr
 IFMG 300 Information Systems: Theory and Practice 3cr
 MGMT 310 Principles of Management 3cr
 MGMT 330 Production and Operations Management 3cr
 MGMT 495 Business Policy 3cr
 MKTG 320 Principles of Marketing 3cr
 QBUS 215 Business Statistics 3cr

Major: Finance 27
Required Courses:

Major: Finance 30
Required Courses:

FIN 315 Financial Analysis Using Electronic Spreadsheets 3cr
 FIN 320 Corporate Finance 3cr
 FIN 324 Principles of Investments 3cr
 FIN 360 Insurance and Risk Management 3cr
 FIN 410 Financial Institutions and Markets 3cr
 FIN 422 Seminar in Finance 3cr

FIN 315 Financial Analysis Using Electronic Spreadsheets 3cr
 FIN 320 Corporate Finance 3cr
 FIN 324 Principles of Investments 3cr
 FIN 360 Insurance and Risk Management 3cr
 FIN 410 Financial Institutions and Markets 3cr
 FIN 422 Seminar in Finance 3cr
 FIN 425 Financial Derivatives 3cr

Controlled Electives: 9cr
 Two courses from the following:
 ACCT 305, 421, BLAW 336, 440, FIN 350, 420, 424, 481, 493, REAL 383

Controlled Electives: 9cr
 Two courses from the following:
 ACCT 305, 421, BLAW 336, 440, FIN 350, 420, 424, 481, 493, REAL 383

One course from the following: ECON 325, 334, 345, 356

One course from the following: ECON 325, 334, 345, 356

Free Electives:(*) 5

Free Electives: 7-8

Total Degree Requirements 120

Total Degree Requirements 120

(*)Distribution Requirements: All Eberly College of Business and Information Technology majors (except those majoring in Business Education) must take a minimum of 50 percent of their degree requirements (i.e., at least 60cr) in nonbusiness coursework.

Rationale: The Liberal Studies section is revised based on revisions in the Liberal Studies section of the curriculum. Financial derivatives have existed for centuries, but innovations and explosive growth of derivative securities in the past 10 to 15 years has made an understanding of derivatives essential for any finance professional. Finance Department faculty have been recommending the course to students for years, but many students have chosen other controlled electives. The availability of credit hours due to the liberal studies revision has provided the opportunity to make FIN 425 a required course as deemed necessary by not only the finance faculty but by our Business Advisory Council members as well. The Free Electives section has been increased to 8 credits to account for the additional hours available from changes in the Liberal Studies requirements. This increase will make it easier for students to pursue a minor, or to explore another area of personal interest.

8 Department of Marketing—New Course and Program Revision

a New Course:

APPROVED

MKTG 450 Marketing Strategy

3c-0l-3cr

Designed to develop marketing and business decision-making skills to evaluate real-world business situations, analyze marketing problems and scenarios, and produce solutions in the form of marketing and business strategies. Involves analyses based on quantification of marketing decisions and problem-solving scenarios using exercises and in-depth case studies which develop analytical reasoning. This senior-level course integrates knowledge of marketing and other business management functions into marketing strategy development, implementation, and control using either a Marketing Plan or marketing simulation exercises. Readings on classic and emerging issues will provide applied perspectives of marketing in the business environment.

Rationale: This course will be a core course for students in the BS in Marketing program. It is not intended to be a Liberal Studies course.

b Program Revision:

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Marketing (*)

Bachelor of Science—Marketing

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 55
Mathematics: MATH 115
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MKTG prefix

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 49-50
Mathematics: MATH 115
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with FIN prefix

College: Business Administration Core 33
Required Course:

College: Business Administration Core 33
Required Course:

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MGMT 330	Production and Operations Management	3cr
MGMT 495	Business Policy	3cr
MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MGMT 330	Production and Operations Management	3cr
MGMT 495	Business Policy	3cr
MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr

Major: Marketing 12
Required Courses:

Major: Marketing 15-18
Major Required Courses:

MKTG 321	Consumer Behavior	3cr
MKTG 420	Marketing Management	3cr
MKTG 421	Marketing Research	3cr
MKTG 422	Seminar in Marketing	3cr

MKTG 321	Consumer Behavior	3cr
MKTG 421	Marketing Research	3cr
MKTG 450	Marketing Strategy	3cr
Minimum of Two Courses from following:		
MKTG 430	International Marketing	3cr
MKTG 431	Business-to-Business Marketing	3cr
MKTG 435	Professional Selling and Sales Management	3cr

Controlled Electives: Five courses from the following: 15
 MGMT/MKTG 350, MKTG 430, 431, 432, 433, 434, 435, MKTG 436, 438, 439, 440, 441, 481 (3cr max), MKTG 482 (3cr max), 493 (3cr max), a maximum of two (6cr) senior-level non-MKTG prefix courses from complementary areas (such as ACCT, COMM, ECON, GEOG, JRNL, IFMG, MATH, MGMT, PSYC, etc.) to meet individual student program and career preparation needs (with advisor permission)

Major Electives: 12-15
 MKTG/MGMT 350, 432, 433, 434, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 481, 482, 493; a maximum of two (6 credits) advanced-level non-MKTG prefix courses from complementary areas where the student is seeking a Minor, Double Major, or pursuing a career interest in another discipline may be substituted for Marketing Electives with prior Advisor's or Chair's documented permission.

Free Electives:(*) 5

Free Electives: (*) 7-8
 (Maximum of 8cr in non-business courses)

Total Degree Requirements 120

Total Degree Requirements 120

(*) If the student graduates with no more than a maximum of 120cr, no more than 50 percent, or 60cr, can be business-related courses. BTED/COSC/IFMG 101, QBUS 215, and all ECON courses are considered nonbusiness.

Rationale:

- a. Based on Revisions in the Liberal Studies section of the curriculum.
- b. The first major change is in the deletion of two current courses namely MKTG 420 Marketing Management and MKTG 422 Seminar in Marketing from the Marketing Major Requirements, followed by the addition of a new course MKTG 450 Marketing Strategy in the Marketing Major Requirements.
- c. The second significant change is in the total minimum number of required credits in the Marketing Major Requirements sections being increased from 12 credits to 15 credits giving the students greater flexibility within the marketing major core requirements. Given the wide scope of the Marketing field with its integral role in business functioning, this provides for the objective to induce rigor within the major core requirements, while also giving students some flexibility of choice. The Marketing faculty have identified these 5-6 courses that all Marketing majors should take, factoring in core knowledge areas and skills-sets, based on benchmarking conducted with other peer-group and aspirant-group accredited business schools. Thereupon the varied range of electives (15 credits as currently required) offers scope for students to concentrate in their areas of interest and aptitude.
- d. The Free Electives section has been increased to 8 credits. This is to adjust for the proposed changes in the Liberal Studies section of the curriculum. Students may apply these 8 credits with electives toward their other program interests.

9 Department of History—New Courses

APPROVED

HIST 196 Explorations in U.S. History

3c-01-3cr

Interprets and analyzes the development of U.S. History through a chronological survey of a historical era or a topical theme central to U.S. History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

HIST 197 Explorations in European History

3c-01-3cr

Interprets and analyzes the development of European History through a chronological survey of a historical era or a topical theme central to European History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

HIST 198 Explorations in Global History

3c-01-3cr

Interprets and analyzes the development of Global History through a chronological survey of a historical era or a topical theme central to Global History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

Rationale: These courses are designed to fulfill the Humanities: History course in the Liberal Studies program. It is specifically targeted for non-majors. The proposed slate of new courses, HIST 196 Explorations in U.S. History, HIST 197 Explorations in European History, and HIST 198 Explorations in Global History are proposed as a substitute for the current university-wide HIST 195 History of the Modern Era course. They, therefore, affect the liberal studies requirements of every program. It is further intended to meet the Pennsylvania Department of Education Requirement for a U.S. history course in the Teacher Education curriculum.

10 Department of Geography and Regional Planning-Program Revisions

i

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Regional Planning/Environmental Planner Track

Bachelor of **Science—Regional Planning/Environmental Planner Concentration**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Natural Science: BIOL 103-104 recommended Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101 recommended; no courses with RGPL prefix	53
College: Foreign Language Intermediate Level (1)	0-6
Major:	54
Free Electives: PLSC 376 strongly recommended and BIOL 144 recommended	7-13
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Natural Science: BIOL 103-104 recommended Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101 recommended; no courses with RGPL prefix	49-50
College: Foreign Language Intermediate Level (1)	0-6
Major:	54
Free Electives: PLSC 376 strongly recommended and BIOL 144 recommended	10-17
Total Degree Requirements:	120

ii

APPROVED

Current Program:

Bachelor of Science—Regional Planning/Land Use Planning and GIS Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101 recommended; no courses with RGPL prefix	Credits 53
College: Foreign Language Intermediate Level (1)	0-6
Major:	51
Free Electives:	10-16
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Regional Planning/Land Use Planning and GIS Concentration

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3 cr, MATH 217 recommended Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101 recommended; no courses with RGPL prefix	49-50
College: Foreign Language Intermediate Level (1)	0-6
Major:	51
Free Electives:	13-20
Total Degree Requirements:	120

Rationale: For Changing Tracks to Concentrations: The department originally created tracks to provide our majors with some areas within the major to focus their course work in. This has been successful in providing specific subdisciplines for students to focus their major. The problem is that each Track is considered a separate program by the System and the IUP administration when in reality all four tracks are part of the Bachelors of Art in Geography. Converting the current tracks to concentrations will allow easier and more efficient administration of the Geography degree program since concentrations are not counted separately. A concentration can still be listed separately in the catalog and will have all of the same courses as are currently listed in the tracks. The Economic Geographer Track is being revised and is part of a separate proposal. The Liberal Studies credits are being modified to accommodate the new Liberal Studies program. The credits are moving from Liberal Studies to free electives.

iii

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Geography/General Track

Bachelor of Arts—Geography/General Concentration

Credits
53-56

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217 or 6cr of MATH courses
Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101 recommended; no courses with GEOG prefix

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

Major: 42

Free Electives: 16-25

Total Degree Requirements: 120
 (1) Intermediate-level Foreign Language may be included in Liberal Studies Electives.

Credits
49-50

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217(1)
Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101 recommended; no courses with GEOG prefix

College:
Foreign Language Intermediate Level (2) 0-6

Major: 42

Free Electives: 22-29

Total Degree Requirements: 120
 (1) An alternative to MATH 217, is 6cr of MATH courses only one must be a Liberal Studies MATH course.
 (2) Intermediate-level Foreign Language may be included in Liberal Studies Electives.

iv

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Geography/GIS and Cartography Track

Bachelor of Arts—Geography/GIS and Cartographer Concentration

Credits
53-56

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217 or 6cr of MATH courses
Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101 recommended; no courses with GEOG prefix

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

Major: 42

Free Electives: 16-25

Total Degree Requirements: 120
 (1) Intermediate-level Foreign Language may be included in Liberal Studies Electives.

Credits
49-50

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217(1)
Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101 recommended; no courses with GEOG prefix

College:
Foreign Language Intermediate Level (2) 0-6

Major: 42

Free Electives: 22-29

Total Degree Requirements: 120
 (1) An alternative to MATH 217, is 6cr of MATH courses only one must be a Liberal Studies MATH course.
 (2) Intermediate-level Foreign Language may be included in Liberal Studies Electives.

v

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Geography/Environmental Geographer Track

Bachelor of Arts—Geography/Environmental Geographer Concentration

	Credits		Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	53-56	Liberal Studies: As outlined in Liberal Studies section with the following specifications:	49-50
Mathematics: MATH 217 or 6cr of MATH courses		Mathematics: MATH 217(1)	
Natural Science: BIOL 103-104 or GEOS 101-102 and GEOS 103-104		Natural Science: BIOL 103-104 or GEOS 101-102 and GEOS 103-104 recommended	
Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101 recommended; no courses with GEOG prefix		Liberal Studies Electives: 9cr, BETD/COSC/IFMG 101 recommended; no courses with GEOG prefix	
College: Foreign Language Intermediate Level (1)	0-6	College: Foreign Language Intermediate Level (2)	0-6
Major:	42	Major:	42
Free Electives:	16-25	Free Electives:	22-29
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) Intermediate-level Foreign Language may be included in Liberal Studies Electives.		(1) An alternative to MATH 217, is 6cr of MATH courses only one must be a Liberal Studies MATH course.	
		(2) Intermediate-level Foreign Language may be included in Liberal Studies Electives.	

Rationale: For Changing Tracks to Concentrations: The department originally created tracks to provide our majors with some areas within the major to focus their course work in. This has been successful in providing specific subdisciplines for students to focus their major. The problem is that each Track is considered a separate program by the System and the IUP administration when in reality all four tracks are part of the Bachelors of Art in Geography. Converting the current tracks to concentrations will allow easier and more efficient administration of the Geography degree program since concentrations are not counted separately. A concentration can still be listed separately in the catalog and will have all of the same courses as are currently listed in the tracks. The Economic Geographer Track is being revised and is part of a separate proposal.

The Liberal Studies credits are being modified to accommodate the new Liberal Studies program. The credits are moving from Liberal Studies to free electives. The mathematics option two is becoming a footnote because LS mathematics is now 3-4crs.

Prior to approval a question was raised regarding shifting tracks to concentration. The question is how are we keeping track of tracks. Geography had wanted to keep them as tracks but were asked to change by the provost's office.

What is needed is a transcript that can assign a concentration. This however is highly unlikely to occur.

University-Wide Graduate Curriculum Committee (Senator Piper)

1. Provost Workforce Development Plans

APPROVED

The UWGC accepts the recommendation of moratorium for the following programs as received by the sponsoring departments and appropriate college curriculum committees:

College	Program
Fine Arts	M.A. Music History and Literature
	M.A. Music Theory and Composition
Health and Human Services	Certificate of Recognition (COR) Criminology/Law Enforcement Leadership
	M.S. Sport Science/Aquatic Management
	M.S. Sport Science/Undeclared
	Certificate of Recognition (COR) Safety Management
	M.S. Safety Sciences/Technical
	Certificate of Recognition (COR) Safety Sciences
	M.S. Safety Science/Management
Natural Sciences and Mathematics	MED Mathematics
	MA Physics

2. The University Wide Graduate Committee provided distance education approval for the following courses:

ELR 622: Discrimination in Employment

ELR 625: Processes of Collective Bargaining

ACE 650: Current Topics in Adult and Community Education

3. New Course: SAHE 727

3c-01-3sh
APPROVED

Prior to approval there was a question from the Department of Religious Studies as to where they had been contacted regarding this course. The department had been contacted and agreed that there was no conflict with this course since it is a graduate course and the Department of Religious Studies do not teach graduate courses. It was also noted that a department does not have to approve the course, only to comment on it.

Speaking in favor of the course, a senator stated that this course examines the holistic development of college students—it is not a survey course of religion but a course that looks at how college students develop spiritually.

Name of Course: Spirituality in Higher Education

Sponsoring Department: Student Affairs in Higher Education

Catalog Start Time: Fall 2012

Rationale

After offering this course three times as a special topics seminar, the SAHE faculty are seeking to have this course made a permanent part of the SAHE program curriculum as an elective. Over the past decade, spirituality has become an increasingly common area for practice, research, and teaching within the student affairs field.

Over the past decade, spirituality has emerged as a distinct area of inquiry within the field of student affairs in higher education as demonstrated by a burgeoning body of research and literature including:

Astin, A. W., Astin, H. S., & Lindholm, J. A. (2010). *Cultivating the spirit: How college can enhance students' inner lives*. San Francisco: Jossey-Bass.

Hoppe, S. L. & Speck, B. W. (Eds.) (2005). *Spirituality in higher education*. San Francisco, CA: Jossey-Bass.

Jablonski, M. A. (Ed.) (2001). *The implications of student spirituality for student affairs practice*. San Francisco, CA: Jossey-Bass.

Nash, R. J. (2001). *Religious pluralism in the academy: Opening the dialogue*. New York: Peter Lang.

Nash, R.J., & Murray, M.C. (2010). *Helping college students find purpose: The campus guide to meaning making*. San Francisco, CA: Jossey-Bass

Parks, S. D. (2000). *Big questions, worthy dreams: Mentoring young adults in their search for meaning, purpose, and faith*. San Francisco, CA: Jossey-Bass.

Rogers, J. L., & Love, P. (2007). Graduate student constructions of spirituality in preparation programs. *Journal of College Student Development*, 48(6), 689-705.

Watt, S., Fairchild, E., Goodman, K. (Eds.), *Intersections of religious privilege: Difficult dialogues and student affairs practice*. New Directions for Student Services, No. 125. San Francisco, CA: Jossey-Bass.

As Stewart, Kocet, and Lobdell (2011) argued, “In order for higher education to incorporate, not just accommodate, the diverse religious, spiritual, and secular tapestries that cover our campuses, an examination of how these issues affect the learning process must be conducted” (p. 17).

Description

Explores the intersection of spirituality with the learning, growth, and development that takes place as a function of participating in higher education. Addresses

questions about the historical and current role of faith and spiritual development in higher education, various dimensions of religious and spiritual expressions and traditions in higher education, and how colleges and universities incorporate spirituality as a function of higher education.

Prerequisites: Admission to the SAHE program or permission of instructor.

4. New Course: HIST 790

APPROVED

Name of Course: Seminar in Public History

Sponsoring Department: History

Catalog Start Time: Fall 2013

Rationale

The creation of HIST 790 is a response to a necessary increase in course offerings that will strengthen the public history track of the current History M.A. program. At present students have only three offerings - the required HIST 605: Introduction to Public History; HIST 606: Topics in Public History; and HIST 770: Archival Principles and Practice. There are two other courses proposed which also seek to strengthen and expand the public history track of the history master's program: HIST 771: Museum Studies and HIST 772: Oral History Theory and Methods. Students in the public history track need a capstone course to draw together their coursework and internship experiences and prepare them for the job market. The prerequisites for this course are HIST 605: Introduction to Public History; two courses from the following: HIST 606, 770, 771, 772; and, 6 credits of internship (can be concurrent with HIST 790).

Catalog Description

HIST 790: Seminar in Public History

3c-01-3cr

This course is designed as the capstone for students in the public history track. Students will be required to draw on program experience to conduct a major project, write a research paper, and assemble a professional portfolio.

Prerequisites: HIST 605; two courses from the following: HIST 606, 770, 771, 772; and, 6 credits of internship (can be concurrent with HIST 790).

5. Major Course Revision: MEDU 762

APPROVED

Name of Course: Instruction in the Inclusive Classroom

Sponsoring Department: Professional Studies in Education, College of Education and Educational Technology

Catalog Start Time: Fall 2012

Rationale

Approximately 96 percent of the teachers in the U.S. have students with disabilities in their classroom (Graham, Morphy, Harris, Fink-Chorezempa, Saddler, Moran et al., 2008). Additionally, approximately six percent of students are identified as gifted; many of whom do not receive enrichment services (National Association for Gifted Children, 2008). In an attempt to be responsive to the needs of these students in K-12 classrooms the Pennsylvania Department of Education (PDE) is requiring educators who have been issued a Level I instructional certificate after September 22, 2007 to have at least six post-baccalaureate credits of college study in the area of Inclusive Classrooms and/or in the areas of Standards Aligned System (SAS). Failure to respond to this requirement could result in student attrition in the Masters in Education program; students who plan on using 24 of the Masters in Education program credits to meet the Instructional II certification requirement might decide to get these credits elsewhere.

The Masters in Education Committee, after a careful evaluation of the syllabi of all six courses, decided to select the **Inclusive Classroom** option. Given that each of the six MEDU courses is worth six credit hours, PDE requirements could be met by revising one course. MEDU 762, the second course in the six course sequence, which is taught in spring, was identified as the course that should be revised.

Catalog Description

Existing Course Description:

MEDU 762: Instruction and the Learner

Prerequisites: MEDU 761

This team-taught thematic unit is designed to prepare graduate students with a strong theoretical and practical knowledge base in regard to instruction and the learner. Cognitive, humanist, and behavioral views of instruction are analyzed and identified with their corresponding classroom practices. In addition, various aspects of the learner are examined developmentally and within the instructional context. Students will have an opportunity to use a model of reflective thinking and teaching to apply their knowledge of instructional technology to facilitate classroom learning. Students will also learn to apply constructivist perspectives on instruction to personal educational practices.

Revised Course Description: (change in language)*

MEDU 762: Instruction in the Inclusive Classroom*

Prerequisites: MEDU 761

This team-taught thematic unit is designed to prepare graduate students with a strong theoretical and practical knowledge base which supports instruction of all diverse learners included in a general education classroom. Research proven strategies, especially those that relate to cognitive, humanist, and behavioral views of instruction, classroom management, and motivation of diverse learners included in elementary, middle, and secondary classroom will be explored. Students will learn how to use a model of reflective thinking to assess the effectiveness of instruction and improve the outcomes for all students. *

6. **New Course:** HPED 675

APPROVED

Name of Course: Fitness Technology for Health and Physical Educators

Sponsoring Department: Department of Health and Physical Education

Catalog Start Time: Summer 2012

Rationale

Recent developments in health and physical education specific technologies, such as heart rate monitors, pedometers, digital technology, virtual gaming, and tablet computers, health and physical education teachers have new options to help engage students and facilitate learning (Gibbone, Rukavina, & Silverman, 2010). Recent studies have shown that physical education teachers who incorporate technology are more effective and efficient. The use of technology in physical education enhances learning by providing new options for differentiated instruction, aiding the visual learner, allowing more efficient assessment, and helping develop problem solving and critical thinking activities (Wood, Karp, Hui, & Dana, 2008). Additionally, a study by McKethan and Everhart concluded that use of technology in physical education increased student motivation and time on task (McKethan & Everhart, 2001).

These studies demonstrate the benefits of technology in physical education; however, many teachers do not use technology in physical education. A recent study by Gibbone et al. found that physical education teachers may be more willing to incorporate technologies into their teaching methods if they are given opportunities for technology training and practice (Gibbone, Rukavina, & Silverman, 2010). Results of studies like this have prompted universities and colleges across the country to revise their current curriculums to include a technology course for physical education teacher candidates.

The purpose of this new course proposal is to provide health and physical education graduate students with the knowledge, tools and skills necessary to incorporate physical education specific technologies into appropriate instruction in a K-12 setting. Students successfully completing this course will be able to use technology to collect and interpret data, design appropriate assessments, and to enhance teaching strategies resulting in more improved teacher effectiveness and efficiency.

Catalog Description

HPED 675: Fitness Technology for Health and Physical Educators

3c-0l-3cr

Prerequisites: none

Through guided classroom experiences and activities, students will develop the skills necessary for incorporating physical education specific technologies into appropriate instruction in a K-12 setting. Students will use technology to collect and interpret data, design appropriate assessments, and enhance teaching strategies resulting in improved teacher effectiveness and efficiency. Students will also have an opportunity to obtain the National Association of Sports and Physical Education (NASPE) Physical Best Certification.

7. Minor Course Revision: SAHE 638

APPROVED

Name of Course: Topical Areas in Higher Education

Sponsoring Department: Student Affairs in Higher Education

Catalog Start Time: Fall 2012

Rationale

The proposed change in course description is intended to more accurately reflect course content in light of the proposed new course, SAHE713: Legal Issues in Student Affairs.

Course Description and Particulars

Current Course Description

Provides the graduate student an opportunity to examine four areas of content related to the study of student affairs (technology, academic governance, law, and the community college) in higher education that have an impact on the student affairs profession and the work of practitioners.

Proposed Revised Course Description

Provides the graduate student an opportunity to examine areas of content related to the study of student affairs (technology, academic governance, small colleges, and the community college) in higher education that have an impact on the student affairs profession and the work of practitioners.

8. Admission Classifications Policy

APPROVED

Implementation Date: May 14, 2012

POLICY STATEMENT

Subject: Reduction to the Number of Admission Classifications

Date: December 6, 2011
Revision Date:

Distribution:

Reference Number:

Addition _____
Deletion _____
New Item X

Originating Office: SGSR

President's Approval:

PURPOSE: Currently, there are 7 "Admission Classifications" listed in the graduate catalog. A number of applicants, current students, graduate coordinators and staff have expressed confusion and misunderstanding about the number of and types of classifications that have existed over several years.

After researching the admission classifications of IPEDS Doctoral Research Universities similar to IUP, and consulting with graduate coordinators, the Registrar's Office, and the Financial Aid Office, the SGSR proposes that the Admission Classifications be reduced to two (2) with appropriate sub-

categories represented under each category.

SCOPE: This policy applies to graduate applicants who are applying for admission to the summer 2012 term and beyond.

POLICY: The two (2) Admission Classifications will be Degree-seeking Admission and Non-degree Seeking Admission. Those admitted to IUP Master's and Doctoral programs are considered Degree-seeking.

Non-degree seeking Admission sub-categories include Certificate of Recognition (COR), Certification Only, Special Status, and One Course Only. Applicants who are admitted as Non-degree seeking students can apply for Degree-seeking Admission for future terms.

Establishing two Admission Classifications will not change the coding system used in the IUP student records system (Banner).

University Senate Research Committee (Senator Bonach)

The committee met on February 7, 2012. There were 16 USRC Small Grant proposals and the decision was made to fund 13 proposals totaling \$11,449.00. The next meeting will be held on March 6, 2012 at 3:15 pm in 301 Stright Hall.

- Dr. Charlene Bebko
- Dr. Lynanne Black
- Dr. Roger Briscoe
- Dr. Thomas Gerber
- Dr. Steven Hovan
- Dr. DeAnna Laverick
- Dr. John Wesley Lowery
- Dr. Mark McGowan
- Dr. Raymond Pavloski
- Dr. Teresa Shellenbarger
- Dr. Robert Sweeney
- Dr. John Taylor
- Dr. Veronica Watson

FOR INFORMATION

These guidelines summarize inches of documentation regarding the partnerships between private industry and the university. They are to be used as a resource for faculty. They have been created to help elevate the confusion over submitting a white paper versus a grant application. These guidelines have been presented to the Council of Deans and to the President's Cabinet.

Concern was expressed over the language used throughout the document—language should as “shall and will” which usually refer to policy. Senator Creely said that she would place links to the laws reference throughout the document.

It was asked if this could be moved for action and so voted on. The committee decided to keep the guidelines for information.

Private Industry-University Partnership Guidelines

February 2012

Introduction

IUP wishes to increase its cooperation with private industry and believes that it can combine its resources with those of private industry to advance knowledge and help solve problems. Public universities generate and disseminate knowledge for the benefit of society, and knowledge itself is considered to be a public good. IUP, as a public university, ascribes to the tenant of promptly making all research findings public so that the public many benefit from such knowledge. Private industry, by definition, is interested in profiting from its investments and in retaining rather than freely sharing new knowledge that has been acquired. Such new knowledge often is viewed as a competitive ‘edge’ that helps private industries compete.

These two differences in outlook- sharing versus retaining knowledge-can at times be in conflict; however, IUP wishes to protect and preserve its academic traditions and values while working with industry. IUP will seek to accommodate whenever possible, without sacrificing its own commitments to free inquiry, education, and acting in the interests of the public good.

Submission of Concept Papers to Private Industry

A normal method of engaging a potential private industry sponsor is to create a concept paper, which is defined as a short document that does not commit IUP to any particular course of action and does not contain a budget or timeline. Faculty are encouraged to develop concept papers. Concept papers do not undergo a formal review prior to submission to private industry. They should be submitted to private industry by a management representative of IUP such as a Dean, a member of President's Cabinet or a member Provost's Staff.

A concept paper is not a proposal. The difference is that a proposal includes a budget, a timeline, defined deliverables, and it commits IUP to a specific course of action. Under no circumstances should the concept paper be considered a proposal submission.

At IUP, prior to submission of any external funding request, a proposal must go through a standard IUP review process and follow all IUP-RI proposal development guidelines. These guidelines can be

found at <http://www.iup.edu/page.aspx?id=94529>

Limits on the Sponsor's Power to Direct or Control Research

While private industry may define broadly the project they will support, IUP's principal investigators have wide discretion in designing and modifying their sponsored research. Although private industry may request or consult on matters of concern, generally it is not appropriate for private industry to specify how the work is to be done in detail. Private industry shall have the privilege to define broadly the topic of the research to be funded. IUP's principal investigators shall have final decision on accepting requested industry terms over the design and control of that research.

Limits on the Control of Sponsors Over Centers and Institutes

IUP may choose to establish, in cooperation with a private industry, an Institute or Center. In such a situation, private industry may seek a formal voice in how its committed funds are spent. The situation, while offering important opportunities, also poses certain risks. If inappropriate control over the unit's research program is provided to private industry, the academic freedom of the faculty involved may be diminished. IUP shall not create an Institute or Center that would restrict the academic freedom of the faculty.

Publication and Public Dissemination of Information

Tradition has long held that IUP's researchers must be free to publish their research results. This freedom is essential if IUP is to be the source of new knowledge for society. At the same time, good business practice requires that sponsors protect their proprietary rights, trade secrets, or other confidential information. These separate and legitimate interests may diverge on questions relating to publication and public dissemination of information.

Faculty members have intellectual property rights as defined in Article 39 of the Collective Bargaining Agreement. CBA Article 39 can be found at:

<http://www.passhe.edu/executive/HR/Documents/APSCUF%20Agr%202007-2011.pdf>

The Technology Transfer and Commercialization Guide for PASSHE Faculty can be found at:

<http://www.passhe.edu/executive/academic/technologyTransfer/default.aspx>

SCUPA, AFSCME and other employees may also have intellectual property rights.

It should be noted that publication and dissemination interests between faculty and IUP may not always align. For example, a faculty member may wish to waive publication and dissemination rights because obtaining the funding is an overriding concern. IUP must weigh this valid and legitimate goal against possible consequences to the reputation of IUP as a public university and acting in the public good.

Clearly, it is in both IUP's and private industry's best interests to find ways to protect academic freedom while meeting nondisclosure requirements. There are three ways in which private industry may affect the process of publication and dissemination of information:

- by reviewing materials prior to publication
- by delaying the date of publication
- by preventing publication

IUP shall allow private industry to review materials prior to publication, but such review will be allowed only under certain circumstances and will be limited to a reasonable period of time. This

practice will be allowed when it is important to prevent inadvertent disclosure of a sponsor's proprietary information and/or to allow the sponsor time to file proper proprietary protection on research-generated technology. Such a review may delay publication or public dissemination for no more than a brief period, typically less than one year. IUP retains final authority over publication rights, including the right to publish. The final determination of what may be published or not published normally will remain with IUP.

Next Steps

When a private industry expresses interest in an IUP concept paper, the author(s) shall work with IUP management and the Research Institute to develop a formal proposal for submission to industry through the normal IUP review and approval process. The proposal will be submitted by IUP management on behalf of the authors, and any issues identified will be resolved through negotiation if possible.

Resolution of Issues

The School of Graduate Studies and Research is responsible for maintaining and interpreting IUP's research policies and practices. As such, it shall advise the President and Provost on risks involved in any particular private industry research, and, if so, whether the level of risk is acceptable. It may obtain the opinions of PASSHE Legal Counsel and of the IUP Research Institute's Legal Counsel as needed. The goal shall be to promote increased cooperation and improved working relationships between IUP and private industry.

Guidelines Developed by: Mark Berezansky, Hilliary Creely, Robin Gorman, Tim Mack

FOR ACTION

Policy for the Classification of Gifts, Grants, and Contracts

Implementation Date: March 20, 2012

APPROVED

The purpose of this policy is to clarify the roles of the various offices in the matter of the solicitation and administration of gifts and grants that originate from private corporations and foundations and to provide guidance and a review process for those cases that may seem unclear.

Scope

This policy details the distinctions between gifts, grants, and contracts and defines the appropriate offices of the university, the IUP Research Institute, and the Foundation for IUP that will be responsible for the solicitation and administration of these funds. Related policies include "Grants Administration" Administrative Manual Section 7124 and University Policy on Soliciting and Acknowledging Gifts" Administrative Manual Section 7521.

Objective

Because of the increased levels of varied but sometimes overlapping activity and the corresponding need for proper coordination and accountability, this policy specifies the various responsibilities for those offices and individuals involved in the solicitation and custodianship of grants, contracts, and gifts awarded to the university, the IUP Research Institute, and the Foundation for IUP.

Policy

The following university policy addresses gift, grants, and contractual activities, including all aspects of those efforts which relate to identification, coordination, fund solicitation, acceptance, and administrative procedures.

Areas of overlapping interest exist among private agencies, professional associations, private foundations, corporate foundations, and corporations. These entities can sometimes be perceived as either donors or sponsors, depending on the circumstances of the solicitation and the specifics of the award instrument.

Definitions

For purposes of this policy, the following basic definitions are provided:

A **gift** or **donation** is a voluntary and irrevocable transfer of money, property, or other assets made by a donor without any expectation of or receipt of direct economic benefit or any other tangible compensation (i.e., goods and services) from the donee that is commensurate with the worth of the donation. A gift or donation may, however, be restricted for a limited use (e.g., establish an Honors College, naming a building).

A **grant** or **contract** is a written agreement representing the voluntary transfer of money or other assets by the sponsor in exchange for the specifically enumerated performance of services, often including proprietary rights to and provisions of work products derived from this performance, and usually including some formal financial and/or technical reporting by the recipient as to the actual use of the money or assets involved. The agreement is enforceable by law, and performance is usually to be accomplished under time and other constraints, with the transfer of support revocable for cause.

In cases where a donor/sponsor uses the terms gift and grant interchangeably, the definitions and procedures in this document will apply. For the purpose of this policy, **grants** that are gifts can be distinguished from grants that are grants/contracts by examining the nature and purpose of the award.

Responsibilities

University Relations is charged with the responsibility for actively soliciting the private sector for gifts in support of IUP. At times, particularly when dealing with corporate prospects, it may become apparent that there is interest in providing some other form of university support (e.g., a sponsored research project or an employee training program). In these cases, the funding mechanisms could be a grant or a contract rather than a gift.

When a private sector contact by the development staff leads to the possibility of a sponsored project grant or contract support, this information will be brought to the attention of the School of Graduate Studies and Research, and also the IUP Research Institute.

The School of Graduate Studies and Research promotes university participation in seeking grant and contract awards to support and develop university programs, research, and scholarly activities. It also provides a variety of services to faculty and staff to facilitate the acquisition of grants and contracts.

Therefore, it is recognized that there may also be opportunities for representatives of these three offices (University Relations, the School of Graduate Studies and Research, and the IUP Research Institute) to work together and identify the potential for a gift or for a non-competitive grant/contract on the part of the private sector sponsor.

The administrative leaders of these three units will be responsible for communicating to each other as soon as contacts are known to be (or thought to be) more appropriately pursued by the other office to ensure prompt information sharing and the maintenance of good sponsor/donor relations. University Relations will lead in all charitable gift and friend-raising activities and the School of Graduate Studies and Research/IUP Research Institute will lead in all grant and contract activities.

Procedures

The following indicators have been developed to direct specific awards to the proper university office for administration of accounts.

A. Indicators for Administration by the University

If any of the following indicators exists, the IUP Research Institute shall have responsibility for solicitation, negotiation, and receipt of the award. This unit will also have responsibility for the administration of the award by insuring proper accounting for expenditures, maintaining auditable records, and providing accountability to sponsors.

1. The award is from a governmental or quasi-government entity (i.e., federal, state, municipal, or foreign), or is from a sponsor that provides a subcontract containing federal "flow down" provisions.
2. The award is from a private sector sponsor for the work of an individual employee or department (center, institute, program), and the work is characterized by precise programmatic objectives that are to be accomplished within a specific time and budget framework.
3. The award is the result of a formal application process to solicit funds on a competitive basis, which is characterized by the sponsor as an application for grants/contracts, as defined within this document.
4. The award is subject to formal conditions outlined in a contractual instrument signed by an authorized university official.
5. The award document stipulates the method of payment as cost reimbursable or a letter of credit.

6. The sponsor desires restrictions on publication of data from studies supported by the agreement. This would include outright restriction of publication or the requirement for prior review or approval by the sponsor.
7. The sponsor wishes to obtain ownership of propriety rights in data resulting from activities conducted under the agreement. This would include any specification of deposition of propriety rights and/or references to licensing arrangements for patents or copyrights developed as a consequence of the funded activity.
8. The award will fund studies that are to be conducted on substances, products, and/or processes, etc., that are owned by the sponsor.
9. The for-profit private sector sponsor hopes to gain direct economic benefit or other tangible benefits as a result of the activity to be conducted under the agreement.
10. The sponsor places restrictions on the use of funds, and/or retains the right to revoke the award. Examples of restrictions include: requirement of prior sponsor approval for deviation from originally approved budget items, and disallowance of pre-award costs.
11. The grant/contract award instrument requires formal financial reporting on the specific use of funds and/or the project status.
12. The sponsor has participated in determining the statement of work to be performed or services to be provided on a research and development project.
13. The solicitation requires that compliance certification must be submitted (i.e., human subjects, clean air, Davis Bacon) and requires an authorized institutional signature.
14. The solicitation contains specific requirements concerning dispositions of residual funds, property and equipment, stipulations of direct costs, or a direct cash or in-kind match commitment of university resources (i.e., personnel, facilities, and equipment).

The School of Graduate Studies and Research, which is responsible for all research policies of IUP, shall be responsible for enforcing this Policy in consultation with University Relations.

B. Indicators for Administration of Gifts by the Foundation for IUP

If any one of the following indicators exists, the Foundation for IUP will have responsibility for solicitation, negotiation, receipt, and administration of the award by ensuring proper accounting for expenditures, maintaining auditable records, and providing proper stewardship with the donor.

1. Funds received from individuals, closely held corporations, and private foundations are usually classified as gifts; also, funds received from corporations, corporate foundations, and major foundations may be classified as gifts, depending on the circumstances.
2. The award is from a non-governmental source and is for the annual fund, a capital campaign, general project support, for bricks and mortar, or for a Foundation-held endowment.
3. Contractual requirements are not imposed. However, as gifts are transmitted to the university, objectives may be stated; the use of the funds may be restricted to a

particular purpose such as scholarships, bricks and mortar, or general research support; and status reports of expenditures, fund balance, and activity may be requested.

4. The donor intends the gift to be irrevocable and, therefore, relinquishes the right to reclaim the gift or any unused remainder.
5. The donor makes the gift without expectations of direct economic benefit or other tangible benefits.
6. The gift award instrument requires formal financial reporting on the specific use of funds and/or the project status

C. Reporting of Assets

All equipment acquired through the Foundation for IUP intended for the use of the university will be transferred and recorded on the university’s Fixed Assets System to ensure accountability for all fixed assets on campus..

Expenditures for renovations to university buildings and facilities are to be processed through the University. PASSHE requires that these funds must be transferred to IUP to be recorded as a capital improvement expense.

D. Reporting External Financial Support

The Foundation for IUP may count all private sector (non-governmental) grants and contracts managed by the IUP Research Institute toward private sector development totals for external reporting purposes. The IUP Research Institute shall manage all grant funds garnered by Foundation for IUP staff. Similarly, the Foundation for IUP shall manage all gifts garnered or donated to the IUP Research Institute.

E. Employee Compensation

All compensation paid to IUP employees, regardless of fund source, must be paid through the university payroll system.

Recision

Not applicable.

Publications Statements

This policy will be published through memorandum to various campus offices.

Distribution

Distributed to administrative group, department chairs, and directors of functions.

Senate Committee on Student Affairs Committee (Senator Desmond)

POLICY STATEMENT

APPROVED

Subject:

IUP Sexual Harassment Policy

Date:

Distribution Code:

Reference Number:

Effective August 24, 2003

A

Addition _____

Originating Office:

President's Approval

Deletion _____

New Item _____

President

Revision X (8/8/09; xx/xx/2012)

POLICY

Indiana University of Pennsylvania is committed to maintaining a learning and work environment that is free from sexual harassment **and sexual violence**. Acts of sexual harassment seriously undermine the atmosphere of trust and respect that is essential to a university community. Moreover, sexual harassment is legally prohibited and will not be tolerated. Sexual harassment is a form of sex discrimination that is prohibited under Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Pennsylvania Human Relations Act. It is imperative that all employees, students and vendors comply with both the spirit and intent of federal, state and local laws, government regulations and court orders which relate to sexual harassment. It is the purpose of this policy to define prohibited conduct and provide guidance on the procedures for addressing complaints.

All students, managers, administrators, faculty, staff and vendors have a responsibility to adhere to the contents of this policy. Members of the university community are encouraged to report complaints of sexual harassment promptly in accordance with the Sexual Harassment Complaint Procedures set forth below. Any persons found to be in violation of this policy will be subject to disciplinary action up to and including expulsion for students and termination for employees.

IUP prohibits retaliatory action against persons filing an informal or formal complaint of sexual harassment or any person cooperating in the investigation of such a charge, as a complainant, respondent, witness or other participant. Nor will the university tolerate knowingly false charges of sexual harassment. Acts of retaliation or knowingly false charges shall constitute misconduct subject to disciplinary action up to and including expulsion for students and termination for employees.

To the extent possible, all complaints of sexual harassment shall be considered confidential and only those persons who are necessary for the investigation and resolution of the complaints will be given information regarding the matter. As much as possible consistent with the University's legal obligations to protect the rights and security of its employees and students, the university will respect the confidentiality of both the complainant and the accused.

Questions about the Sexual Harassment Policy should be referred to the Assistant to the President for Social Equity Director of and Civic Engagement, B17 Susan Snell Delaney Hall at 724-357-3402

IUP SEXUAL Harassment policy procedures

DEFINITION

Sexual harassment consists of:

- Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is either explicitly or implicitly a term or

condition of an individual's employment or education; or

- when submission to, or rejection of that conduct is used as the basis for an employment or academic decision affecting such individuals; or
- such conduct that is sufficiently severe or pervasive as to have the effect of creating an intimidating, hostile, or offensive work or educational environment that substantially interferes with work or educational performance, or negatively affects an individual's employment or educational opportunities.

Sexually harassing conduct may include but is not limited to verbal, physical, written, graphic or pictorial incidents. Not every act that may be offensive to an individual or group constitutes sexual harassment. In determining whether sexual harassment has occurred, the totality of the circumstances surrounding the incident must be carefully reviewed and due consideration must be given to the protection of individuals' rights, freedom of speech, academic freedom and advocacy. Sexual harassment complaints will be reviewed from a standard of a "reasonable person" of the same sex of the complainant.

SEXUAL HARASSMENT COMPLAINT PROCEDURES

Sexual harassment concerns can often be resolved by the person who feels he or she is being harassed by informing the alleged offender of such harassment that the conduct is unwelcome and must stop. The complainant should do so as soon as possible after the incident occurs. As time passes, it may become more difficult to investigate and resolve complaints. In addition, because there are time limitations for filing external complaints with state and federal agencies, prompt action by the complainant is important.

In some circumstances, however, this course of action may not be feasible, may be unsuccessful, or the complainant may be unwilling to deal with the matter in this manner. To encourage persons experiencing alleged sexual harassment to come forward, the University provides both informal and formal complaint resolution procedures. *Questions about the Sexual Harassment complaint procedures involving employees or vendors should be referred to the **Assistant to the President for Social Equity Director of Social Equity and Civic Engagement**, B17 Susan Snell Delaney Hall at 724-357-3402.*

The procedures for processing a sexual harassment complaint against a student (student to student or allegations where the alleged offender is a student) are described in and governed by the IUP Student Handbook, Student Behavior section. *To report a sexual harassment complaint against a student and discuss options, contact the Office of Student Conduct, 102 Pratt Hall, at 724-357-1264.*

Reports of sexual assault and other crimes ~~should~~ **are always to** be directed to the Office of Public Safety regardless of whether the matter is also reported as sexual harassment. To report sexual assault, contact the Office of Public Safety, University Towers, at 724-357-2141. **In addition, after notifying the Office of Public Safety, employees are to notify his/her immediate supervisor who in turn will report the sexual assault incident to the vice president for administration and finance and the president of the university.**

Informal Complaint Resolution Procedure

If the complainant is unwilling to inform _____ the alleged offender that the behavior is unwelcome,

the informal complaint resolution procedure requires the complainant to report the complaint, either verbally or in writing, to one of the following: the complainant's immediate management supervisor or academic dean; or the alleged offender's management supervisor or academic dean, (hereafter referred to collectively as "informal investigator"); the Associate Vice President for Human Resources; or the **Assistant to the President for Social Equity ~~Director of Social Equity and Civic Engagement (DSECE)~~**. The informal investigator receiving the complaint must report it immediately to the **Assistant to the President for Social Equity ~~DSECE~~** who will work with the informal investigator to facilitate a resolution of the sexual harassment complaint. **A complaint against the Assistant to the President for Social Equity ~~DSECE~~ must be reported to the Associate Vice President for Human Resources, G-8 Sutton Hall, at 724-357-2431.** The informal complaint resolution process provides an opportunity for the sexual harassment complaint to be resolved by mutual agreement between the complainant and the alleged offender of sexual harassment. The implementation of this informal process is the responsibility of the informal investigator. To ensure compliance with the University's legal obligations, and/or as otherwise determined to be appropriate by the complainant or the **Assistant to the President for Social Equity ~~DSECE~~**, the complainant or the **Assistant to the President for Social Equity ~~DSECE~~** may move a complaint from Informal Complaint Resolution to Formal Complaint Resolution at any time.

The informal investigator is expected to review the complaint expeditiously and explore avenues for informal resolution with the complainant. The university recognizes that it must balance the complainant's right of privacy and the need to be fair to the alleged offender by notifying the alleged offender of the allegation. The written complaint or a summary of the complaint will be provided by the informal investigator to the alleged offender. The informal investigator has the discretion to determine whether the situation warrants a meeting(s), either jointly with the complainant and the alleged offender or separately. Any person involved in the informal resolution discussion may be accompanied by an individual or appropriate union official if he/she so desires. The complainant may not be compelled to meet with the alleged offender. The informal investigator has the discretion to determine whether investigation of the complaint requires interviewing other persons who may have witnessed the alleged behavior or might have information that would be helpful.

Informal investigators should attempt to resolve sexual harassment complaints expeditiously, but in a manner that is consistent with the severity or complexity of the matter. To the extent possible, it is expected that the informal resolution process will be completed in a timely manner. If informal resolution fails to resolve the matter to the complainant's satisfaction, the complainant may file a formal complaint.

At the conclusion of the informal investigation, all records from the informal resolution process will be forwarded to the **Assistant to the President for Social Equity ~~DSECE~~** to be maintained in a confidential file for seven years as advised by legal counsel.

Formal Complaint Resolution Procedures

If the complainant is not satisfied with the outcome of the informal resolution or if the complainant prefers to file his or her complaint directly at the formal complaint level, he or she may do so by filing a written complaint with the **Assistant to the President for Social Equity ~~DSECE~~** or the Associate Vice President for Human Resources (hereafter referred to collectively as "formal investigator"). ***If the complaint is against the Assistant to the President for Social Equity ~~DSECE~~, the formal complaint must be filed with the Associate Vice President for Human Resources. If the complaint is against the Associate Vice President for Human Resources, the formal complaint must be filed with the***

Assistant to the President for Social Equity ~~DSECE~~. A complaint against the president or a member of the council of trustees may be directed to the Office of the Chancellor or to the **Assistant to the President for Social Equity ~~DSECE~~** who will forward the written complaint to the Office of the Chancellor for investigation. The written complaint describes the incident or incidents as completely as possible. The complainant may seek guidance regarding the formal submission of the complaint from the formal investigator. The formal investigator will conduct the investigation including notifying the alleged offender, providing a copy of the written complaint to the alleged offender, conducting interviews with the complainant and the alleged offender, and with anyone who might have witnessed the behavior or who might have information that would be helpful. Any person involved in the formal resolution discussion may be accompanied by an individual or appropriate union official if he/she so desires. The formal investigator will conduct the investigation expeditiously, but in a manner consistent with the complexity and severity of the matter. At the conclusion of the investigation, the formal investigator will prepare a report of findings and submit the report to the president or his or her designee. The president or designee will determine what appropriate action, if any, will be taken. A pre-disciplinary conference will be held if sufficient evidence is found in the report of findings. If disciplinary action is taken as a result of the pre-disciplinary conference, the alleged offender may appeal the decision as provided in the grievance procedures of their respective collective bargaining agreement or the Management Merit Principles Policy, whichever is applicable.

Once the president or designee has rendered a decision and notified the alleged offender in writing, the formal investigator shall notify the complainant in writing of the results of the investigation and the action taken by the university to resolve the complaint. At the conclusion of the formal investigation, all records will be maintained by the **Assistant to the President for Social Equity ~~DSECE~~** in a confidential file for seven years as advised by legal counsel.

Records of investigations will not be maintained in personnel files unless formal disciplinary action is taken. Upon filing of a complaint outside the University, information gathered in the course of the investigation may be disclosed to the investigating agency.

Responsible Parties

While it is the responsibility of the University to disseminate this Policy, it is the responsibility of each member of the University community to read the Policy and to become familiar with its provisions. Failure to follow the procedures set forth in this Policy may inhibit or prevent the University from properly investigating an instance of alleged sexual harassment, or from taking appropriate remedial action. Any administrator, supervisor, faculty member, staff member, or student having knowledge of conduct involving sexual harassment or receiving a complaint of sexual harassment that involves a member of the university is urged to take immediate steps to deal with the matter appropriately. These steps are outlined in the Sexual Harassment Complaint Procedures section.

It is imperative to maintain an environment free from sexual harassment. To provide such an environment, the following actions shall be taken:

- Deans, directors, department heads and supervisors shall inform all employees that sexual harassment is prohibited. The Sexual Harassment Policy shall be emphasized by the deans at college meetings and explained by department chairs to academic staff and classified employees. Managers and directors shall discuss the issue in staff meetings. Those who have questions about the policy shall be referred to the **Assistant to the President for Social Equity**

~~DSECE~~ immediately.

- The ~~Assistant to the President for Social Equity DSECE~~ shall distribute and disseminate pamphlets and educational materials for display in every department and college office.
- The ~~Assistant to the President for Social Equity DSECE~~ shall ensure the policy is placed in appropriate publications including the undergraduate and graduate catalogs and appropriate university websites.
- The ~~Assistant to the President for Social Equity DSECE~~ shall be responsible for distributing the Sexual Harassment Policy annually to all employees and for coordinating sexual harassment training for all employees.
- The ~~Assistant to the President for Social Equity DSECE~~ shall ensure the Sexual Harassment Policy is distributed to appropriate offices that will distribute the policy to outside vendors.
- All community directors and community assistants shall display posters, distribute pamphlets and discuss the information with residents in their residence halls.
- Deans, department chairs, directors, managers, and community directors shall be encouraged to invite the ~~Assistant to the President for Social Equity DSECE~~ to talk to others concerning IUP's Sexual Harassment Policy.

X:PUBLIC/HUMAN RESOURCES/POLICIES

APPROVED

Substantive changes made to SCOSA's Involuntary Withdrawal Policy draft since having been originally presented at the October 2011 Senate meeting.

- Section III.A – The definition of *direct threat* was modified to now focus solely on significant risk and/or substantial disruption to others and/or University property (no longer focused additionally on risk and/or disruption to the identified student him/herself).
 - The Department of Education's Office for Civil Rights (OCR) very recently amended their interpretation of Title II of the Americans with Disabilities Act (ADA) to conform to the Department of Justice's recent updates to the regulations, which have now eliminated harm-to-self language.
- Section III.C – Definition for *substantial disruption* was added
- Section IV.A.4 – Language was modified to indicate that the VP for Student Affairs and the Review Team "**will** request" a personal meeting(s) with the student (as opposed to "may request")
- Section IV.A.4 – A statement was added to explicitly inform that the student may choose to have an **advocate** accompany and take part with him/her in the meeting(s) with the VP for Student Affairs and the Review Team
- Section IV.A.6 – A statement was added to explicitly inform that the VP for Student Affairs' decision will be communicated to the student in **writing**, and may additionally be communicated in other forms.
- Related to a recent ruling concerning another university's involuntary removal from campus of a student with a disability, the OCR provided guidelines for language and elements that should be present in an institution's protocols. The prior policy draft essentially contained all of these elements. However, the wording in this updated draft has been modified in places to more explicitly state these elements. Examples:
 - Sections II & IV.A.1 – The University will conduct an "individualized assessment" of the student's behaviors.
 - Section II – The policy will be applied in a "nondiscriminatory" manner, and decisions will be based on the student's "conduct, actions, and statements", not on knowledge or belief that the student has a disability.
 - Section III.B – A high probability of significant risk = "not just a slightly increased, speculative, or remote risk"
 - Section IV.B.2 – An appeal must be filed within **90** calendar days (as opposed to 10).

Involuntary Withdrawal Policy - DRAFT

Implementation Date: Fall 2012

I. Purpose

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.

II. Policy

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.

III. Definitions

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.

IV. Guidelines and Procedures

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 proceed if s/he does not attend. 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

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

1. An involuntarily withdrawn student 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

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.

V. Recision

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.

VI. Publication Statements and Distribution

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

University Development and Finance Committee (Senator Wick)

APPROVED

**Proposed Five-Year Priority Spending Plan
For
Commonwealth Capital Budget Projects**

The following is the proposed five-year priority order of Commonwealth Capital Projects for IUP:

Proposed 2012-2013

Renovation by Replacement of Keith & Leonard Halls – Construction
Renovation by Replacement of Keith & Leonard Halls - OF&E

Proposed 2013-2014

No Projects Submitted

Proposed 2014-2015

No Projects Submitted

Proposed 2015-2016

Renovation by Replacement of Weyandt & Walsh Halls – Design

Proposed 2016-2017

Renovation by Replacement of Weyandt & Walsh Halls – Construction

APPROVED BY DEVELOPMENT AND FINANCE COMMITTEE ON
JANUARY 31, 2012

HARRISON WICK, CHAIRMAN

DATE

Academic Affairs (Senator Dugan)

APPROVED

Approval followed a lengthy discussion regarding what departments could do in the case where their programs have already been closed by admissions. The impression was that under this policy, students could now be admitted during their first semester. It was pointed out that departments still have the final say on who can be admitted. The chair of a department or the assistant dean can still refuse to sign the change of major form. This policy is only allowing students to apply for admission to a certain major. The wording in the rationale was changed to address this issue.

Implementation Date: Fall 2012

Change of Major

~~For students changing majors (or minors) in the College of Education and Educational Technology or in the Eberly College of Business and Information Technology, special policies apply. Please refer to the individual college sections in this catalog for change of major policies pertaining to specific colleges and majors.~~

To qualify for change of major, a student must be in academic good standing (2.00 cumulative GPA). **This requirement does not apply to students in their first semester at IUP without a GPA. All students and must meet any other requirements specific to the new major. All teacher certification programs have requirements beyond a 2.00 GPA. Please refer to the individual college sections in this catalog for change of major policies pertaining to specific colleges and majors.**

A student must apply for a change of major in the office of the dean of the new major. Before seeking a change of major, it is advisable that the student consult with the departmental chairpersons of both the “old” and “new” majors.

When a student changes colleges, the dean (or dean’s designee) of the college of the new major will evaluate the student’s credits before approving the change. A copy of the evaluation will be made available to the student and his/her new advisor if a change of major is effected.

In cases involving students who are veterans, the dean (or dean’s designee) of the new major shall give the veteran a statement of prospective approval and the effective date of the proposed changes. This statement shall also indicate the amount of extended time the change of major will entail, if any. The veteran shall take this statement to the veteran’s counselor at least one month prior to the effective date of the change. No change of major shall be made by veterans until V.A. approval has been assured.

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When a student changes colleges, the dean (or dean’s designee) of the college of the new major will

evaluate the student’s credits before approving the change. A copy of the evaluation will be made available to the student and his/her new advisor if a change of major is effected.

In cases involving students who are veterans, the dean (or dean’s designee) of the new major shall give the veteran a statement of prospective approval and the effective date of the proposed changes. This statement shall also indicate the amount of extended time the change of major will entail, if any. The veteran shall take this statement to the veteran’s counselor at least one month prior to the effective date of the change. No change of major shall be made by veterans until V.A. approval has been assured.

Rationale: Currently, students must be in good standing (2.00 cumulative GPA) in order to change their majors, preventing students in their first semester from doing so. First year students who do not have a GPA yet should be allowed to apply to change their major during their first term.

APPROVED

Implementation Date: Fall 2012

Provost’s Scholar

Provost’s Scholars are recognized annually. At the start of the Fall semester, any undergraduate student who meets all the following requirements is eligible to will be named a Provost Scholar if he or she:

- Is a candidate for first bachelor’s degree
- Is a current junior or senior with a minimum of 45 credits earned at IUP
- Has a cumulative GPA of 3.50 or higher
- Must not have Has not received this award previously (recognition is given only once)

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- Has a cumulative GPA of 3.50 or higher
- Has not received this award previously (recognition is given only once)

Rationale: The revision restricts eligibility to students pursuing their first bachelor’s degree while allowing seniors who have previously transferred to IUP to be eligible for this award.

APPROVED

Honorary Doctorate Recipient for May 2012:

The expansive career of Mr. Clyde Mills McGeary represents extensive distinguished service to the arts, education, the military, philanthropy and public service. Mr. Geary has been involved in arts community and non-profit activities for over 35 years, and a partner in McGeary Associates for over 20 years. In this capacity he has provided advisory services to all aspects of fine art, art history, museum services and arts organizations related to arts education. Among Mr. McGeary’s many accomplishments are service as the Past Commissioner of the Pennsylvania Council on the Art and the Pennsylvania Historical and Museum Commission; founding member of the Susquehanna Art Museum, the first such museum in Harrisburg; Vice President of the Perry County Council on the Arts; and had established in his name, the Clyde M. McGeary Scholarships program of the Pennsylvania Art Education Association (PAEA).

A resident of Camp Hill, PA, Mr. McGeary graduated with a B.S. in Art Education from Indiana University of Pennsylvania in 1954. In addition to receiving his MFA in Painting from Carnegie Mellon University in 1962, Mr. McGeary has undertaken graduate and post graduate study at American University; The University of Georgia (Arts Management, Photo Media); Harvard

University (Business and Arts Management) and, despite having the terminal MFA degree, also pursued doctoral studies at the University of Pittsburgh in Art Education and Art History. Mr. McGeary received an honorable discharge from the U.S. Army Corps of Engineers and was a civilian student and observer at the U.S. Army War College in Carlisle, PA.

After graduation from IUP, Mr. McGeary served as the chairman of the North Allegheny Schools Art Department and as the Assistant to the Superintendent. He later served on the School of Education faculty at the University of Pittsburgh and was a visiting professor at Kutztown University and the University of South Florida. From 1964-1991, Mr. McGeary served as the Senior Fine Arts Adviser and as the Director of the Division of Arts and Sciences for the Commonwealth of Pennsylvania Department of Education,.

Among Mr. McGeary's accomplishments are: helping to originate the concept of "Arts in Education" nationally and internationally; involvement with the origination and creation of the PA Governors Schools; serving as a delegate to two White House conferences on Education; serving as an adjudicator for "We the People," Center for Constitutional Studies; being an adviser/special adviser to the National Gallery of Art, the Ford Foundation, the John D. Rockefeller III Foundation, the J. Paul Getty Institute for Arts Education and the Kellogg Foundation. As extensive as Mr. McGeary's accomplishments are his honors. Among others, these include being a distinguished Alumni of IUP with academic and arts honors; honors from the National and the Pennsylvania Art Education associations; Special Commendations from the Pennsylvania Secretary of Education, the Pennsylvania Senate, and the Pennsylvania House of Representatives; a Distinguished Service to the Arts award and special honors for community service.

As befits his description of himself as a "working artist," Mr. McGeary has had exhibitions ranging from individual and corporate to the Smithsonian, the Corcoran Gallery, the Tyler School of Art, Carnegie Mellon, and other colleges and universities. He has authored numerous journal articles and reviews; has written or co-written three books; and has produced 6 series of films, videos or DVDs.

Awards Committee (Senator Wisniewski) Next meeting Feb 28 Eberly 108

Noncredit Committee (Senator Pike) Next meeting Feb 28 Sutton 207A

Library and Educational Services Committee (Senator Jozefowicz)

During the Spring 2012 semester LESC has met/is planning to meet face-to-face beginning at 3:40 pm in Stabley 101 on the following dates: January 31, February 28, March 27, and April 3.

Major talking points at the December 13 and January 31 LESC meetings included the following:

- potential vulnerability to copyright based litigation—TEACH Act (Technology, Education, and Copyright Harmonization Act, 2002) compliance and current ongoing litigation involving other colleges and universities regarding copyright issues across digital and print mediums
- potential vulnerability to accessibility based litigation—recent litigation involving other colleges and universities regarding online instruction/overall online resources
- IUP Mobile Device Guidelines—intended to assist member of the University community in

complying with IUP Computing Policies when using a mobile device (laptop and net book computers, tablet devices, smartphones, etc.)—for details, see <http://www.iup.edu/itsupportcenter/page.aspx?id=118377>

- Liaison Reports
 - Highlights from ACPAC:
 - Optical Scanning Action Team update—new test scoring system has been launched for the campus as a whole as of January 2012
 - IT Services received approval to purchase the Luminis Portal, with planned implementation potentially as early as mid-summer continuing through most of the 2012-13 academic year
 - Winter Session 2011 enrollment exceeded the Winter 2010 enrollment
 - E-portfolio subcommittee will reconvene
 - Codes for Fedora Commons and D-Space will eventually merge, and there will be an ultimate migration from Fedora to D-Space
 - Highlights from DEPWG: no report/no meeting
 - Highlights from ESF: no report/no meeting
- Reminder: 2012 PASSHE Virtual Conference, “Transforming the Teaching and Learning Environment,” February 13-24, 2012—for more information, see the 2012 Virtual Conference page on the PASSHE website: <http://www.passhe.edu/inside/asa/DEConf/Pages/Virtual-Conference-Home.aspx>

Senate Representative Reports

University Planning Council (Secretary Reilly) UPC met on March 20th to discuss the variables to be selected for performance funding. Information on the framework for the performance funding can be found on the XDrive: X/Committees/UPC/Jan 2012 Information.

Presidential Athletic Council (Senator Hinrichsen) No report

Academic Computing Policy Advisory Committee (Senator Ford) next meeting Mar 21 Stouffer 138 3:00 pm

University Budget Advisory Committee (Senator Soni) No report

Adjournment

The meeting was adjourned at 5:10 PM.

Respectively Submitted

Edel Reilly, Senate Secretary