

**MINUTES OF THE  
IUP UNIVERSITY SENATE**

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**November 5, 2013**

Chairperson LaPorte called the November 5<sup>th</sup> 2013 meeting of the University Senate to order at 3:34 PM, in Eberly Auditorium.

Minutes from the October 8<sup>th</sup> 2013, meeting were **APPROVED** pending minor revisions

Attendance at the Senate meeting can be found on the Senate website under Meeting Minutes.

Agenda items for the November 5<sup>th</sup> 2013, meeting were **APPROVED**

**REPORTS AND ANNOUNCEMENTS**

**President's Report**

- First I wanted to thank everyone who participated in the Strategic Visioning Summit last Monday. The interaction between faculty, staff, and students was very powerful during all parts of the day. We have 40 pages of notes from the day with which we are working. We hope to have something out before Thanksgiving.
- Monday is Veterans Day and there will be several activities throughout the day culminating with the Six O' Clock Series on Veterans Day
- Budget: The University Advisory Budget Committee (UBAC) met this past Friday and one of the items discussed was the 2013-2014 year budget
  - Projected a \$2.5 million shortfall for this year.
  - The enrollment for this year covered it so we did not need to draw on reserves.
  - Better than we projected but we still need to deal with reductions.
  - During 2014-15 there will be a \$7.5 million deficit, and by 2016-17 it will be \$19.5 million if we do nothing. Items being considered:
    - We assume that a 3% increase in technology fees and another increase for per credit hour (this is for 2014-2015)
    - We are planning to pay off the KCAC debt by central reserves and this will save us about \$3.2 to \$3.3 million dollars a year in our operating budget and save on the interest. This saves about \$20 million over the life of the loan.
  - So we will continue to work towards a balanced budget and will need to cut in other places
- Building projects: This morning fences starting going up around where the new Humanities building will be. The length of this construction project will be 20-24 months. Look to the website for updates on construction.

**Provost's Report**

The Strategic Visioning Summit on October 28, 2013 was a success with over 400 university members, faculty, staff, and students all collaboratively coming together to refine IUP's vision statement and values. This process began in Fall 2012 and it is anticipate that a

finalized vision statement will be published in late November and it will be coming to this body for endorsement in December.

The next step is strategic planning which has already started including discussions with the UPC subcommittee chairs on October 28<sup>th</sup> after the visioning summit. Like the visioning process, the planning process is to be a collaborative process with input from across the campus. The strategic plan will be the map for IUP's shared future regarding our commitments and priorities. This plan will be a living document which will be used in part as the basis for a future of continuous strategic implementation. Parallel to this process is our ongoing efforts to receive reaffirmation of the university's accreditation from Middle States. This process is underway and the steering committee and subcommittees are hard at work. We anticipate onsite accreditors to be at IUP in 2015.

A few good news announcements:

- We have 89 new graduate students starting in the Spring semester. This is more than 43 more students than last spring. This was in part due to two spring cohort starts in Safety Science and Criminology, along with our Bangalore MBA cohort.
- Grant numbers – We have had an impressive increase in grant awards for the first quarter of almost 4 million dollars. Part of this increased funding is two new international programs within the Eberly College of Business. The combined award amount for these two programs is \$735,000.

### Curriculum Revisions

In response to the Senate recommendations from the October 8, 2013 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following course is approved by me and may be offered immediately:
  - HIST 385 – People in Nature: An Introduction to Environmental History
  - DISB 440 – Ethical and Professional Behaviors
  - BIOL 201 – Principles of Ecology and Evolution
  - BIOL 202 – Principles of Cell and Molecular Biology
  - BIOL 203 – Principles of Genetics and Development
  - PLSC 404 – Women and Politics
  - MUSC 503 – Practicum in String Pedagogy (to be dual listed with MUSC 403)
- B. Revisions from the Nursing department of the Bachelor of Science – Clinical Laboratory Science.
- C. Revision from the Accounting department of the Minor in Accounting.
- D. Revision of the Masters of Business Administration-Information Systems Concentration

### **Chair's Report**

Good afternoon. I wanted to say a few words about agenda items coming from committees. A couple of committees have sent items under the designation of "for information". I believe that with rare exceptions everything coming from a committee should be "for action" by the full senate. I think the threshold for discussing ideas, policies, and any other matters that impact the university should be low. This is the forum where the university is fully represented. As such we should discuss and vote on all matters. The exceptions: elements of the CBA such as distance education notifications are "for information". Additionally, mandates from the state or state

system, such as sexual abuse reporting procedures, that come fully articulated and must be followed and unmodified by schools in the state system, should come as “for information” since there is nothing we can do about them anyway. Finally, changes internal to the committee, such as the creation of screening subcommittees, don’t need discussion and vote by the full senate. I’ve communicated this to the committee chairs involved and thank them for their kind responses and understanding of my position on this matter. So this is a long-winded way of asking all committees to bring matters “for approval” as the default setting for work that they do. Thank you.

Robert’s Rule Tip-o-the-Month is taking the month off and asks that you all take the time saved and vote.

### **Vice chair’s Report**

- Today is Election Day and 2 IUP students are running for Indiana Borough Council.
- The next SGA meeting is scheduled for Nov. 18<sup>th</sup>.
  - Guest speaker from the Co-op to host a budget work shop – this will be a great opportunity for student organizations.
- SGA is putting together a dinner or lunch to recognize organizations and leaders
  - New constitution was passed and on Jan. 1, 2014 it will take effect.

### **Rules Committee (Senator Korns)**

The Rules Committee discussed the following issues and wanted to bring them to the attention of the Senate:

- Shared Governance
  - According to the Senate Constitution, all curricular matters and policies shall be brought to the Senate for approval. (Act 188)
  - According to the Senate Bylaws, all official actions of committees shall be brought to the Senate for approval.
- Informational Items
  - Committee reports, actions of committees that are not official, or administration actions that are not curricular matters or policies can be brought to the Senate for information only.
  - When in doubt, contact the Senate Chair and Rules Chair prior to issuing Senate agenda
  - Research Committee has modeled this behavior on several recent occasions.

Chair Korns referred the Senate to a letter that the Rules Committee had written President Driscoll advising him of an instance at the October meeting in which the Senate Constitution's requirements for making curricular changes when the Senate was not in session were not met. He also noted that the President responded to this letter within a day of receiving it. With the President's permission, Chair Korns read the letter to the body and thanked President Driscoll on behalf of the Rules Committee for a very prompt and thoughtful response regarding this important issue.

IUP University Senate  
416 Sutton Hall  
Indiana, Pennsylvania 15705

724-357-4424  
Internet: <http://www.iup.edu/senate>  
October 28, 2013

Dear Dr. Driscoll,

On behalf of the Rules Committee of the IUP University Senate, I am writing to offer a friendly reminder of the official governance structure of the University. At the October meeting, the Senate was asked to vote on a motion for the variability of delivery of the MBA and MBA Executive Track program from the Eberly College of Business at Arab American University. There was a significant amount of discussion regarding this initiative, however, it dealt with issues regarding the proper name of where it was to be taught, and not the apparent lack of involvement of the Senate and its standing committee, the University-Wide Graduate Committee (UWGC), in its implementation. The Rules Committee discussed this at our most recent meeting and approved a motion to bring this issue to your attention.

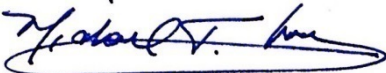
Section 20-2010 of Act 188, the state law governing the institutions of the State System of Higher Education, addresses the Powers and Duties of Institution Presidents. Item #2 states that “[*presidents have the power*] To make and implement specific campus policies pertaining to instructional programs, research programs, and public service programs and academic standards in accordance with policies of the Board following consultation with council, faculty, and students.” (Emphasis mine) From the Senate Constitution, “*The University Senate shall approve all curricular matters before they are implemented. The Association of Pennsylvania State College and University Faculties (APSCUF) has delegated its contractual curricular responsibility to the University-Wide Graduate Committee and the University-Wide Undergraduate Curriculum Committee.*” It also states that “*These committees shall forward curricular proposals to the University Senate for approval.*”

The UWGC was not involved in this curricular matter until it had already been approved and a number of students provisionally admitted. Perhaps this was because these activities took place during the summer when the Senate is not in session. If that is the case, the Constitution provides for that, stating, “*As a matter of expediency, occasionally it may be necessary for administrative personnel, during the normal exercise of their duties, to initiate or modify policies when there is insufficient time to present such matters to the University Senate for consultation. The initiators of such policies shall immediately give notification of their action to the University Senate chair and the chair of the Rules Committee. If it applies, notification shall also be given to the chair of the Senate committee within whose purview subject policy matters ordinarily fall. Such policies will automatically be included as new business on the agenda of the University Senate meeting immediately following such enactment.*”

This requirement would have been met by contacting the Senate chair, the chair of the Rules Committee and the co-chairs of the UWGC, and including the matter on the agenda of the Senate’s September meeting.

The Rules Committee hopes that this letter provides clarity in this instance and guidance in the future when dealing with curricular and policy matters that cannot be handled according to the normal process. If there are any questions or you require further information, I or the Rules Committee would be happy to discuss this with you.

Respectfully,



Michael T. Korn  
Chair, Senate Rules Committee

cc: Dr. Timothy S. Moerland  
Dr. David J. LaPorte  
Dr. Timothy P. Mack



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October 29, 2013

IUP University Senate  
Indiana University of Pennsylvania  
416 Sutton Hall

Dear Dr. Korn:

In response to your letter of October 28, 2013, I want to thank you and the Rules Committee for explaining how the process concerning implementation of a curricular matter should have been handled. I apologize for not following Senate procedure for handling urgent issues during the summer, which I did not understand. I am most appreciative of the Senate's indulgence in this matter.

Regards,

A handwritten signature in blue ink, appearing to read 'M. Driscoll', written over the word 'Regards,'.

Michael A. Driscoll  
President

cc: Dr. Timothy S. Moerland  
Dr. David J. LaPorte  
Dr. Timothy P. Mack

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

#### **FOR INFORMATION:**

**The following were approved by the UWUCC to be offered as distance education courses:  
Note that the provost is the final signature on these proposals.**

- JAPN 101 Elementary Japanese I
- JAPN 281 Elementary Japanese II
- FRNC 281 Provence, Je t'aime
- ENGL 281 Nautical Film and Literature
- LIBR 151 Introduction to Information Literacy
- MKTG 440 Direct Marketing
- HPED 341 Evaluation in Health and Physical Education
- HPED 351 Managing Budgets and Technology in Sport

**FOR ACTION:**

**1 Departments of Religious Studies and Anthropology—Course Revisions**

**a Current Catalog Descriptions:**

**APPROVED**

**RLST 365 Native North American Religions**

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

An introduction to the indigenous religions of North America and to the peoples who practice these rich and varied approaches to the sacred. Not only examines major religious themes and dimensions (myth, ritual, ethics, etc.) but includes a historical perspective on North American Indian lifeways. This perspective involves discussion of the clash with Euro-American values and contemporary native religious responses to social crisis and change.

**ANTH 365 Native North American Religions**

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

An introduction to the indigenous religions of North America and to the peoples who practice these rich and varied approaches to the sacred. Not only examines major religious themes and dimensions (myth, ritual, ethics, etc.), but also includes a historical perspective on North American Indian lifeways. This perspective involves discussion of the clash with Euro-American values and contemporary native religious responses to social crisis and change. (Also offered as RLST 365; may not be taken for duplicate credit.)

**Proposed Catalog Descriptions:**

**RLST 365 Native North American Religions**

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

An introduction to the indigenous religions of North America and to the peoples who practice these rich and varied approaches to the sacred. Not only examines major religious themes and dimensions (myth, ritual, ethics, etc.), but includes an historical perspective on Native North American lifeways. This perspective involves discussion of the clash with Euro-American values and contemporary Native religious responses to social crisis and change. (Also offered as ANTH 365; may not be taken for duplicate credit)

**ANTH 365 Native North American Religions**

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

An introduction to the indigenous religions of North America and to the peoples who practice these rich and varied approaches to the sacred. Not only examines major religious themes and dimensions (myth, ritual, ethics, etc.), but includes an historical perspective on Native North American lifeways. This perspective involves discussion of the clash with Euro-American values and contemporary Native religious responses to social crisis and change. (Also offered as RLST 365; may not be taken for duplicate credit)

**Rationale:** The changes more clearly indicate the emphasis in this Liberal Studies

Elective course on global citizenship and multicultural awareness in a global context. The religious dimension of Native American culture is studied on both its own terms and in interaction with European based systems of belief and value in North America. Further, the course is not just an “area study” as it foregrounds autobiographical and scholarly work by Native North Americans while exploring issues of Native North American ontology, cosmology and epistemology. The objectives have been updated to meet the requirements for the Expected Undergraduate Student Learning Outcomes. These revisions also reflect changes in the expectation for a syllabus of record and newer academic resources available since the last version of this syllabus.

**b Current Catalog Description:**

**APPROVED**

**RLST 380 Islam**

**3c-01-3cr**

A study of Islam including historical and theological foundations, developments of thought, contemporary expressions, and encounters with the modern world.

**Proposed Catalog Description:**

**RLST 380 Islam**

**3c-01-3cr**

An introduction to and basic survey of the history, beliefs, traditions, institutions, and practices of Islam, with attention to its development and participation in contemporary societies globally.

**Rationale:** The catalog description no longer tacitly implies that Islam is not part of the modern world. Furthermore, it emphasizes the examination of Islam globally. The objectives have been updated to meet the requirements for the Expected Undergraduate Student Learning Outcomes for Liberal Studies Electives within the Global Citizenship Category, and as a Global and Multicultural Awareness course. Specifically, this class has been revised in such a way as to demonstrate that it easily meets the Global Citizen competency. A significant portion of the course content pertains to the interconnectedness of individuals, institutions, and countries, and to the awareness of Islam as a global religion. The course's redesign introduces students to Islam across the world but also within the U.S., and promotes a better understanding of and respect for other cultures. These revisions reflect changes in the expectation for a syllabus of record and newer academic resources available since the last version of this syllabus.

**2 Department of Human Development and Environmental Studies – Course Revision and Catalog Description Change**

**APPROVED**

**Current Catalog Description:**

**FCSE 101 Personal and Family Management**

**3c-01-3cr**

Management as a system and its relationship to individuals and families. Formulation of goals, values, and standards; use of decision-making process; utilization of resources.

**Proposed Catalog Description:**

**FCSE 101 Personal and Family Management**

**3c-01-3cr**

Personal and family management as a system and its relationship to the global environment, individuals and families. Formulation of goals, values and standards; use of decision-making process; sustainability and utilization of resources.

**Rationale:** The course is a currently approved Liberal Studies Elective and is being revised to meet the new curriculum for this category and is now approved for the Global Citizenship category.

**3 Department of Special Education and Clinical Services—Program Revision and Program Catalog Description Change**

**APPROVED**

**a Program Revision:**



<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Science–Disability Services</b>		<b>Bachelor of Science–Disability Services</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section 43-44 with the following specifications: <b>Mathematics:</b> 3cr <b>Social Science:</b> PSYC 101, SOC 151 <b>Liberal Studies Electives:</b> 3cr, CDFR 224		<b>Liberal Studies:</b> As outlined in Liberal Studies section 43-44 with the following specifications: <b>Mathematics:</b> 3cr <b>Social Science:</b> PSYC 101, SOC 151 <b>Liberal Studies Electives:</b> 3cr, CDFR 224	
<b>Major:</b>		<b>Major:</b>	
<b>Required Courses:</b>		<b>Required Courses:</b>	
	<b>48</b>		<b>49</b>
CDFR 218 Child Development	3cr	CDFR 218 Child Development	3cr
CDFR 310 Childhood Observation and Assessment	3cr	CDFR 310 Childhood Observation and Assessment	3cr
CDFR 315 Introduction to Early Intervention	3cr	CDFR 315 Introduction to Early Intervention	3cr
EDEX 111 Introduction to Exceptional Persons	3cr	DISB 440 Ethical and Professional Behaviors	1cr
EDEX 340 Introduction to Behavior Management in Special Education	3cr	EDEX 111 Introduction to Exceptional Persons	3cr
EDEX 415 Preschool Education for Children with Disabilities	3cr	EDEX 340 Introduction to Behavior Management in Special Education	3cr
EDEX 458 Transition for Youth with Disabilities	3cr	EDEX 415 Preschool Education for Children with Disabilities	3cr
EDEX 460 Family Perspectives on Disability	3cr	EDEX 458 Transition for Youth with Disabilities	3cr
EDEX 469 Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities, or Brain Injury	3cr	EDEX 460 Family Perspectives on Disability	3cr
EDEX 478 Education of Persons with Mental Retardation/ Developmental Disabilities and Physical/ Multiple Disabilities	3cr	EDEX 469 Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities, or Brain Injury	3cr
EDEX 493 Internship/Field Training	12cr	EDEX 478 Education of Persons with Mental Retardation/ Developmental Disabilities and Physical/ Multiple Disabilities	3cr
EDHL 114 Introduction to Deaf and Hard-of-Hearing Persons	3cr	EDEX 493 Internship/Field Training	12cr
EDHL 115 Introduction to American Sign Language	3cr	EDHL 114 Introduction to Deaf and Hard-of-Hearing Persons	3cr
		EDHL 115 Introduction to American Sign Language	3cr
<b>Other Requirements:</b>		<b>Other Requirements:</b>	
<b>Professional Sequence:</b>		<b>Professional Sequence:</b>	
	<b>6</b>		<b>6</b>
EDEX 103 Special Education Technology <i>or</i> COMM 103 Digital Instructional Technology	3cr	EDEX 103 Special Education Technology <i>or</i> COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3cr	EDSP 102 Educational Psychology	3cr
<b>Free Electives:</b> (1) Students may use these 18cr toward study of a minor discipline and/or as free electives.		<b>Free Electives:</b> (1) Students may use these 18cr toward study of a minor discipline and/or as free electives.	
	<b>22-23</b>		<b>21-22</b>
<b>Total Degree Requirements:</b>		<b>Total Degree Requirements:</b>	
	<b>120</b>		<b>120</b>
(1) It is recommended that students pursue minor studies in one of the following minor tracks: Child Development and Family Relations (18cr), Deaf Studies (18cr), Educational Psychology (15cr), Psychology (18cr), or Sociology (18cr)		(1) It is recommended that students pursue minor studies in one of the following minor tracks: Child Development and Family Relations (18cr), Educational Psychology (18cr), Psychology (18cr), or Sociology-Disability Track or Human Services Track (18cr).	

**b Program Catalog Description Change:**

**APPROVE**  
**D**

**Current Catalog Description:**

**Disability Services**

Completion of this multidisciplinary curriculum in educational, social, and natural sciences prepares graduates to work as professionals serving individuals with disabilities in a wide array of public and private sector agencies and service providers, including adult Mental Health/Mental Retardation (MH/MR) programs. Students who complete the program will earn a Bachelor of Science degree and will be prepared for employment as instructional assistants in public or private schools, as therapeutic staff support personnel, or in a wide variety of capacities in MH/MR programs, community-based employment/living programs, early intervention programs, residential treatment programs, preschool/day care programs, and other agency service providers for individuals with disabilities. The minimum standard of eligibility for entrance into the program is a 2.75 GPA.

**Proposed Catalog Description:**

**Disability Services**

Completion of this multidisciplinary curriculum in educational, social, and natural sciences prepares graduates to work as professionals serving individuals with disabilities in a wide array of public and private sector agencies and service providers, including adult Mental Health/Mental Retardation (MH/MR) programs. Students who complete the program will earn a Bachelor of Science degree and will be prepared for employment as instructional assistants in public or private schools, as therapeutic staff support personnel, or in a wide variety of capacities in MH/MR programs, community-based employment/living programs, early intervention programs, residential treatment programs, preschool/day care programs, and other agency service providers for individuals with disabilities. Disability Services majors must achieve and maintain a 2.75 overall GPA.

**Rationale:** As a new program, we are still fine-tuning our program. The recent PASSHE Five-Year review resulted in some recommendations that we are now starting to address. This program review is just one of several recommendations we are working on. The catalog description is being changed to establish a program GPA of 2.75. The previous description required a 2.75 GPA for “admission” into the program, but no GPA required after admission until the internship. This now will require our students to maintain a 2.75 GPA to maintain their enrollment in the DISB program.

It was recommended that we needed to better address the professional standards of our field; the DISB 440 class allows us to do this. Because of the program is built on classes utilized by other majors, we were not able to add these standards into current courses. The class also addresses an issue of better preparing the students for their internship placements. The revision of EDEX 493 addresses two issues facing the program. With

the various changes in the EDEX programs and courses, the EDEX writing intensive class was lost. Again, because we do not own a course along with the writing nature of the internship, EDEX 493 seemed the best fit for a WI course. As the course was revised, we were able to revise the objectives and description so they better fit the nature of the internship experience. This was another recommendation from the five year review.

**5 College of Humanities and Social Sciences—Women’s Studies Program—Course Revision**

**APPROVED**

**Current Catalog Description:**

**WMST 200 Introduction to Women’s Studies**

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

Focuses on women as they are and as they have been—as represented by the work of writers and as presented in the theory and research of various disciplines. Historical and contemporary images of women are examined in terms of their impact on our lives. The relationships of women to social institutions such as education, religion, and health care are explored. Alternative theories explaining the roles and status of women are compared. Attempts to help us understand the choices and experiences women face in their everyday personal, work, and public lives.

**Proposed Catalog Description:**

**WMST 200 Introduction to Women’s Studies**

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

An interdisciplinary, cross-cultural survey of the ways in which gender interacts with race, age, class, nationality, and sexual identities to shape human consciousness and determine the social, political, and cultural organization of human institutions and societies.

**Rationale:** This course has not been revised to our knowledge since it was first introduced into the curriculum, and the discipline has undergone significant changes in all those years. The course is being revised so it reflects current theories and trends in Women’s Studies. Also, as part of the overall Liberal Studies revision, the objectives have been updated to meet the requirements for the Expected Undergraduate Student Learning Outcomes for Liberal Studies Electives, with a clear emphasis on Global Citizenship. These revisions reflect changes in the expectation for a syllabus of record and newer academic resources available since the last version of this syllabus.

**6 Department of History—Course Revision**

**APPROVED**

**Current Catalog Description:**

**HIST 206 The History of East Asia**

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

History of China and Japan from ancient times, Buddhism, medieval Japan, Chinese communism, industrialization and the modern Pacific Rim. Some consideration of peripheral Asia.

**Proposed Catalog Description:**

**HIST 206 The History of East Asia**

**3c-01-3cr**

History of China and Japan from ancient times, Buddhism, medieval Japan, Chinese communism, industrialization and the modern Pacific Rim. Some consideration of peripheral Asia.

**Rationale:** The course promotes a better understanding of other cultures by providing course content that emphasizes cross-cultural awareness and deepens students understanding of East Asian cultures. The course addresses critical-thinking and scholarly discourse. The course meets the Information Literacy standards. Students will use and analyze information from a variety of sources, including philosophical works (Confucius), belles- lettres (Sei Shonagon) literature (*Water Margin*) and web pages (Canton Trade System.)

**7 Departments of Criminology and Political Science—Course Revision/New Course**

*Prior to approval, there was discussion as to why the focus of this course was international terrorism when domestic terrorism is a lot more likely to occur and using the term international could lead to stereotyping of certain groups of people.*

*Response from the Department of Criminology stated that U.S. terrorists are tried under criminal law unlike international terrorists where military tribunals are used.*

**Current Catalog Description:**

**APPROVED**

**CRIM 344 Terrorism**

**3c-01-3cr**

**Prerequisite:** CRIM 101 or 102

Investigation of the context, causes, correlates, consequences, and responses to of terrorism from a variety of perspectives. Individual, group, and organizational factors that shape terrorism and responses to terrorism will be explored. Strategies for reducing the threat of terrorism and its consequences will be examined.

**Proposed Catalog Descriptions:**

**CRIM 344 Terrorism**

**3c-01-3cr**

**Prerequisites:** CRIM 101 or 102 or instructor permission

Provides an in-depth study of the legal and international issues that the U.S. faces in response to combating international terrorism. Emphasis is placed on identifying causes of terrorism and the most plausible threats; terrorist networks, their commonalities and differences, and the difficulty in countering; and determining appropriate responses, to include political and legal implications, threat analysis, physical security, and target hardening. (Also offered as PLSC 344; may not be taken as duplicate credit.)

**PLSC 344 Terrorism**

**3c-01-3cr**

**Prerequisites:** PLSC 101 and 111 or instructor permission

Provides an in-depth study of the legal and international issues that the U.S. faces in

response to combating international terrorism. Emphasis is placed on identifying causes of terrorism and the most plausible threats; terrorist networks, their commonalities and differences, and the difficulty in countering; and determining appropriate responses, to include political and legal implications, threat analysis, physical security, and target hardening. (Also offered as CRIM 344; may not be taken as duplicate credit.)

**Rationale:** The new course description and syllabus of record were updated based on recent terrorism related research not available when the course originally was developed in 2004. Additionally, the new syllabus of record permits a broader view of the material, embracing more of a social science approach to the issue of terrorism than one restricted only to a criminological perspective, which permits the correlational listing of the course as PLSC 344. The old objective 2 (apply major criminological theories to terrorism) was deleted. The remaining five objectives were clarified and collapsed into four objectives.

## 8 Department of Political Science—New Minor and Program Catalog Description Change

### a New Minor

**APPROVED**

#### Minor—Homeland Security

18

##### Required Courses:

PLSC 101 World Politics (1)	3cr
PLSC 111 American Politics (1)	3cr
PLSC 283 American Foreign Policy	3cr
PLSC/CRIM 344 Terrorism	3cr
PLSC 388 Dimensions of National Security	3cr
PLSC 465 Intelligence Process and Policy	3cr

(1) Must be completed prior to taking additional course in the minor.

**Rationale:** A minor in Homeland Security is appropriate for many majors in the social sciences and natural sciences. The United States Department of Homeland Security aligned twenty-two agencies under a single department with a mission that includes prevention and protection against threats and disasters of all kinds. The Homeland Security minor is designed to assist students in gaining knowledge of the political aspects of this subject area. The minor requires eighteen credits in PLSC courses, with the exception that CRIM 344 can be substituted for PLSC 344. The 100 level courses must be completed prior to taking the remaining four courses.

Minors in Homeland Security (or a close variant) are offered at many colleges and universities, e.g., the University of Maryland (online), SUNY – Canton, and Penn State (online, “World Campus”). Penn State also offers an M.A. and a Certification in the field. California University of Pennsylvania offers a M.S. in Legal Studies: Homeland Security (online, “Global Campus”), and Westmoreland County Community College offers a Certificate.

**b Program Catalog Description Change**

**APPROVED**

**Current last Paragraph of Department Description:**

Degrees offered by the Political Science Department are the bachelor of arts degree with a major in political science or political science/pre-law track. An interdisciplinary major and a minor in international studies are sponsored by the Political Science Department. The department also offers a minor in political science.

**Proposed last Paragraph of Department Description:**

Degrees offered by the Political Science Department are the bachelor of arts degree with a major in political science or political science/pre-law track. An interdisciplinary major and a minor in international studies are sponsored by the Political Science Department. The department also offers a minor in political science and a minor in homeland security.

**9 Department of Biology—Course Revision and Catalog Description Change**

**APPROVED**

**Current Catalog Description:**

**BIOL 119 Emerging Diseases**

**3c-01-3cr**

**Prerequisite:** Non-BIOL majors/minors only

Intended primarily to provide an understanding of the biological basis of infectious diseases and the social, historical, and ethical consequences of these types of afflictions. Covers background material such as the germ theory of disease and the cell theory at an introductory level. Includes specific cases of emerging or reemerging infectious diseases with emphasis on current events relating to disease outbreaks.

**Proposed Catalog Description:**

**BIOL 119 Emerging Diseases**

**3c-01-3cr**

**Prerequisite:** Non-BIOL majors/minors only

Introduces infectious diseases and their biological basis as well as the social, historical and ethical consequences of these types of afflictions. Covers background material such as the germ theory of disease, the cell theory, disease transmission and the structure of scientific knowledge at a fundamental level. Emphasizes ecology, epidemiology, evolution and control of infectious agents as well as prevention and treatment of infectious disease. Includes specific cases of emerging or re-emerging diseases with an emphasis on current events related to disease outbreaks. (Does not count towards Biology Electives, Controlled Electives, or Ancillary Sciences for Biology majors and minors.)

**Rationale:** BIOL 119 is a course approved as a Liberal Studies Non-Laboratory Natural Science course and is being revised to meet the new curriculum criteria in this category.

**10 The University Libraries—Course Revision, Catalog Description Change and Title Change**

**APPROVED**

**Current Catalog Description:**

**LIBR 151 Introduction to Library Resources**

**var-1cr**

A lecture/laboratory course (14 one-hour classes) that provides an introduction to the resources of a university library, how those resources are organized, and how to use those resources effectively.

**Proposed Catalog Description:**

**LIBR 151 Introduction to Information Literacy**

**1c-0l-1cr**

Information literacy is the ability to locate, evaluate, and use information effectively. These skills are essential to students while in college but also for success in their personal and professional lives after they have graduated. In this course, students will explore online, print and non-print information resources and hone their information-seeking skills and knowledge as they relate to critical thinking, resource analysis, and the ethical and appropriate use of information and develop a base level of information literacy skills.

**Rationale:** LIBR 151 was created about forty years ago to introduce students to traditional library resources. With the internet and altered vehicles for information storage and retrieval, the course has been modified considerably in keeping with the way individuals and publishers access and store information and the standards set forth by the Association of College and Research Libraries.

**11 Department of Mathematics—Course Revision and Catalog Description Change**

**Current Catalog Description:**

**APPROVED**

**MATH 219 Discrete Mathematics**

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

**Prerequisites:** COSC 110 and MATH 122 or 125

Topics include set algebra, mappings, relations, semigroups, groups, directed and undirected graphs, Boolean algebra, and propositional logic, with examples and applications of these to various areas of computer science. Emphasizes developing an intuitive understanding of basic structures rather than formal theories and influence of these topics on theory and practice of computing.

**Proposed Catalog Description:**

**MATH 219 Discrete Mathematics**

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

**Prerequisites:** COSC 110 and MATH 121 or 125

Topics include set algebra, mappings, relations, semigroups, groups, directed and undirected graphs, Boolean algebra, and propositional logic, with examples and applications of these various areas of computer science. Emphasizes developing an intuitive understanding of basic structures rather than formal theories and influence of these topics on theory and practice of computing.

**Rationale:** This class is aimed largely at computer science majors. The Computer Science department changed their requirement so that their majors only need MATH 121, not MATH 122.

## 12 Department of Art—New Course, Course Revision and Catalog Description Change

### a New Course:

**APPROVED**

#### **ARHI 427 Japanese Narrative Art**

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

Introduces the Japanese tradition of presenting narratives pictorially. Works considered include historical and fictional stories imaged in screens and scrolls, as well as modern and contemporary films which continue this visual idiom.

**Rationale:** This course adds to the controlled electives available to the growing number of students majoring or minoring in Art History. As such, it is a needed course that expands the selections available to students within the department. Additionally, it exposes non-majors to monuments in art, as well as the culture, society and religions of Japan. The course material is too expansive to be included in any existing course. The Department currently offers courses that examine selected works from China, India and Japan, as well as a survey of Asian art that touches on the major works and movements, and their context, from pre-history to the present. The proposed course will expand on a particular tradition in Japanese visual culture, utilizing a unifying theme to touch on several different expressions.

### b Course Revision and Catalog Description Change:

#### **Current Catalog Description:**

**APPROVED**

#### **ARHI 224 Introduction to Asian Art**

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

Surveys a selection of art and architectural forms from China, Japan, India, Korea, and Southeast Asia. Students are introduced to religious and secular sculpture, painting, and ceramics, as well as the philosophical, political, and social forces that prompted their creation.

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

#### **ARHI 224 Introduction to Asian Art**

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

Examines a selection of art and architectural forms from China, Japan and India, ancient and modern. Students are introduced to religious and secular sculpture, painting, and ceramics, as well as the philosophical, political, and social forces that prompted their creation.

**Rationale:** The new description more accurately reflects how the course has been taught in recent semesters. The course is a currently approved Liberal Studies Elective and



Non-Western Course. The revisions will allow it to remain as a LS Elective and qualify as Global and Multicultural Awareness, which we hope will encourage non-majors interested in Asia to take the course. Updating the bibliography is necessary to bring new scholarship and perspectives into the course readings.

**13 Department of Geography and Regional Planning—Course Revision and Catalog Description Change**

**Current Catalog Description:**

**APPROVED**

**GEOG 255 Geography of Africa**

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

A systematic survey of the physical, economic, political-historical, and cultural geography of the continent is followed by regional studies of countries and peoples in Africa, south of the Sahara.

**Proposed Catalog Description:**

**GEOG 255 Geography of Africa**

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

Provides a critical geographic analysis and understanding of Africa, and the continent's level of development against the background of traditional misconceptions about the region. Offers a survey of the human geography and physical resources of contemporary Africa in a historical and global context. Covers a broad range of topics, including: Africa in historical perspective; physical geography; human-environment interactions; population dynamics; culture and change; economic and agricultural development; urbanization and migration; and political geography.

**Rationale:** The catalog description has been changed to update it. The course objectives were made measurable and student centered. The course outline and bibliography have been updated.

**14 Liberal Studies Committee and UWUCC approved the above courses in the following categories:**

**APPROVED**

- RLST/ANTH 365 Native North American Religions was approved as a Liberal Studies Elective in the Global Citizenship and Multicultural Awareness categories.
- RLST 380 Islam was approved as a Liberal Studies Elective in the Global Citizenship and Multicultural Awareness categories.
- FCSE 101 Personal and Family Management was approved as a Liberal Studies Elective in the Global Citizenship category.
- WMST 200 Introduction to Women's Studies was approved as a Liberal Studies Elective in the Global Citizenship category.
- HIST 206 The History of East Asia was approved as a Liberal Studies Elective in the Information Literacy and Global and Multicultural Awareness categories.
- BIOL 119 Emerging Diseases was approved as a Liberal Studies Knowledge Area

course.

- ARHI 224 Introduction to Asian Art was approved as a Liberal Studies Elective in the Information Literacy and Global and Multicultural Awareness categories.
- ARHI 427 Japanese Narrative Art was approved as a Liberal Studies Elective in the Information Literacy and Global and Multicultural Awareness categories. The course was also approved as a Type II Writing Intensive Course every time it is offered.
- GEOG 255 Geography of Africa was approved as a Liberal Studies Elective in the Global and Multicultural Awareness and Global Citizenship categories.

### **University-Wide Graduate Committee (Senator Piper)**

#### **FOR ACTION:**

#### **1. New Course**

**APPROVED**

**Course:** MAED 611: Algebra for Secondary Teachers

**Department:** Mathematics

**Catalog start date:** Fall 2015

#### **Catalog description:**

MAED 611 – Algebra for Secondary Teachers

3 credits

Prerequisites: Appropriate major or permission of the instructor

In this advanced course, practicing teachers will explore essential components in algebra, attain a deep understanding of the content that they will teach, develop the habits of the mind of a mathematical thinker, identify effective ways to help secondary students to build mathematical understanding, and demonstrate flexible, interactive styles of teaching. Topics will include equations and systems of equations, inequalities, polynomials, structures, fitting lines to data, and matrices. Furthermore, students will examine real-world applications, standards and curricula, and when appropriate, incorporate technology to enhance learning.

#### **Rationale for the course:**

- MAED 611 is a new course that will be required in the new Master of Education in Mathematics Education – Secondary Mathematics Education Track. (proposal for the new program is forthcoming)
- MAED 611 focuses on the teaching and learning of high school algebra. Algebraic concepts have been identified at both the state and national levels as key mathematics concepts to be taught at the secondary level. For example Pennsylvania has recently adopted a Keystone Exam in Algebra as an exit exam for all graduating high school

students. The concepts covered in this course are identified in Pennsylvania Standards Aligned System (SAS), the National Council of Teachers of Mathematics (NCTM) *Principles and Standards for School Mathematics* (PSSM), and the Common Core State Standards for Mathematics.

**2. New Course**

**APPROVED**

**Course:** MAED 612: Geometry for Secondary Teachers

**Department:** Mathematics

**Catalog start date:** Spring 2015

**Catalog description:**

MAED 612 Geometry for Secondary Teachers

3 credits

Prerequisite: Appropriate major or permission of the instructor.

Explores essential components of geometric reasoning; extends understanding of the underlying concepts of geometry taught at the secondary level; examines appropriate use of technology, innovative curricula and materials, and methods, research and standards related to teaching geometry concepts at the secondary level.

**Rationale for the course:**

- MAED 612 is a new course that will be required in the new Master of Education in Mathematics Education – Secondary Mathematics Education Track. (proposal for the new program is forthcoming)
- MAED 612 focuses on the teaching and learning of high school geometry. Geometry concepts have been identified at both the state and national levels as key mathematics concepts to be taught at the secondary level. These concepts are identified in the Pennsylvania Standards Aligned System (SAS), the National Council of Teachers of Mathematics (NCTM) *Principles and Standards for School Mathematics* (PSSM), and the Common Core State Standards for Mathematics.

**3. New Course**

**APPROVED**

**Course:** MAED 613: Probability and Statistics for Secondary Teachers

**Department:** Mathematics

**Catalog start date:** Fall 2014

**Catalog description:**

MAED 613 – Probability and Statistics for Secondary Teachers

3 credits

Prerequisites: Appropriate major or permission of the instructor

Explores essential components of statistical and probabilistic reasoning; extends understanding of underlying concepts of probability and statistics taught at the secondary level; examines appropriate use of technology, innovative curricula and materials, and methods, research and standards related to teaching probability and statistics concepts at the secondary level.

**Rationale for the course:**

- MAED 613 is a new course that will be required in the new Master of Education in Mathematics Education – Secondary Mathematics Education Track. (proposal for the new program is forthcoming)
- MAED 613 focuses on the teaching and learning of high school data analysis and probability. Data analysis and probability concepts have been identified at both the state and national levels as key mathematics concepts to be taught at the secondary level. These concepts are identified in the American Statistical Association’s *Guidelines for Assessment and Instruction in Statistics Education*, Pennsylvania Standards Aligned System (SAS), the National Council of Teachers of Mathematics (NCTM) *Principles and Standards for School Mathematics* (PSSM), and the Common Core State Standards for Mathematics.

**4. New Course**

**APPROVED**

**Course:** MAED 614: Precalculus and Discrete Math for Secondary Teachers

**Department:** Mathematics

**Catalog start date:** Fall 2014

**Catalog description:**

MAED 614 Precalculus/Discrete Math for Secondary Teachers

**3 credits**

Prerequisites: Appropriate major or permission of the instructor

Explores essential components of precalculus and discrete mathematics; extends understanding of underlying concepts of precalculus and discrete mathematics taught at the secondary level; examines appropriate use of technology and methods, research, curricula and standards related to teaching precalculus and discrete mathematics at the secondary level.

**Rationale for the course:**

- MAED 614 is a new course that will be required in the new Master of Education in Mathematics Education – Secondary Mathematics Education Track. (proposal for the new program is forthcoming)
- MAED 614 focuses on the teaching and learning of discrete mathematics and function concepts at the high school level. Function concepts and discrete concepts have been identified at both the state and national levels as key mathematics concepts to be taught at the secondary level. These concepts are identified in the Pennsylvania Standards Aligned System (SAS), the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics (PSSM), and the Common Core State Standards for Mathematics.

**5. Program Moratorium**

**APPROVED**

**Department:** Foreign Languages

**Program:** M.A. in Spanish

**Effective Date:** Spring 2014

**Rationale:**

Enrollments in the MA in Spanish program have not matched our expectations. At the moment, for example, we are obliged to offer core degree courses through individualized instruction. This is unsustainable. We believe our department and institutional resources are better directed toward our undergraduate offerings.

Enrollment figures:

<b>Semester</b>	<b>Full Time Students</b>	<b>Part Time Students</b>	<b>Non-Degree Students</b>
Fall 2012	5	3	0
Spring 2013	3 (continuing) (1 left program) (1 went part-time)	3	0
Summer 2013 (1 course Applied Linguistics track offered)	2 (continuing)	3	2
Fall 2013	5 (2 new/3 continuing)	1	0
Spring 2014	3 (continuing to Thesis) 2 continuing	Not known	0

6. GRADUATE CURRICULUM HANDBOOK REVISION

**APPROVED**

The following language will be added to the graduate curriculum handbook to outline the procedures for course prefix transfers.

Prefix Transfers

Course prefixes are the property of the department and when departments are transferred to other colleges, or merged with other departments the course prefix remains in control of the department being transferred.

Courses can be transferred to other departments with a course revision showing the old prefix and new prefix being submitted by the receiving department and must include a letter of support from the originating department of the course transfer. If the originating department is dissolved, the college dean can give permission for the transfer.

Mass prefix changes can be submitted using a single minor program revision submitted by the receiving department but must include a letter of support from the originating department for all courses submitted.

The program revision should include a listing of the programs that will be affected by the prefix change and documentation that the affected programs have been informed of this prefix change.

Once the program revision is approved, the graduate school will make the prefix changes in the graduate catalog for all affected programs.

**FOR INFORMATION:**

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

- **ACCT 531:** Auditing
- **ELR 526:** Case Studies in Labor-Management Relations
- **CURR 925:** Critical Analysis of Issues in Education
- **CURR 951:** Issues and Processes in Curricular Change
- **ELR/HSAD 619:** Advanced Research Methods in Employment and Labor Relations and Health Services Administration
- **HPED 635:** Sport Management
- **HPED 640:** Research Methods for Health, Sport, and Physical Activity
- **CURR 915:** Writing for Professional Publication

**Appendix D**  
**Academic Affairs Committee**  
**Co-Chairs Dugan and Perdue**

**FOR ACTION:**

**APPROVED**

**Rationale:**

As part of its regular five year review of academic policies, the Academic Committee revised the Academic Standards Policy in order to better represent the policy's intent, the needs of all undergraduate populations served by the policy, and changes in the IUP academic calendar.

As a result of this review and conversations with the populations affected, changes to the policy include:

1. Cleaning up and tightening terms and definitions.
2. More accurately representing the policy's impact on the now continuous academic year.
3. Including what was formerly known as "special populations" within the main policy because they follow the same policy.
4. Aligning the provisions of the policy for regional campus students with the provisions of transition for said students elsewhere within the policy, so that they are in agreement.
5. Clarifying that the policy is in force for any period during which there are classes, even if only one course is taken.

Minor revisions include:

1. Clarification of administrator roles and when designees are acceptable.
2. Clarification of responsibilities for students and administrators.
3. Clarification of readmission procedures after dismissal.

**Academic Standards Policy (Original & Revisions)**

A. **Purpose:** The university establishes minimum standards for cumulative grade point average (CGPA) to encourage academic accomplishment and timely progress toward graduation. This policy applies to all undergraduate students. ~~Designated subpopulations are subject to modifications listed in Section F.~~

**B. Definitions**

1. *Academic Good Standing:* Students maintaining a CGPA of at least 2.00 are in Academic Good Standing.
2. *Probation:* Students whose CGPA falls below the 2.00 standard are on probation during the next fall, spring, or summer semester for which they are registered.
3. *Extended Probation:* Students who have been authorized to continue, even though they have not achieved a 2.00 CGPA after one semester of probation, are on extended probation.
4. *Academic Recovery Plan:* Students whose CGPA falls below the 2.00 standard must develop an Academic Recovery Plan for achieving academic good standing.

5. *Academic Recovery Hold*: An Academic Recovery Hold is placed on the records of students who fail to submit an Academic Recovery Plan, preventing them from processing any registration transaction.

**C. Administrative Review and Enforcement of Standards**

1. Each college, regional campus, and the Department of Developmental Studies will designate an Academic Standards Officer who will be responsible for academic review and enforcement of standards.
2. An academic review is conducted at the end of each fall, spring, and summer semester.
  - a. Students earning a 0.00 CGPA at the end of their first semester of full-time enrollment, except for students enrolled in only one course (up to four credit hours), will be dismissed from the university.
  - b. Other students falling below the 2.00 CGPA standard will be continued on probation for one semester and be required to develop and implement an Academic Recovery Plan.
  - c. Students still below the 2.00 cumulative GPA standard after a semester of probation are subject to dismissal. The Academic Standards Officer may grant one semester of extended probation to those who (1) made progress toward academic good standing while on probation or followed their approved Academic Recovery Plan, and (2) have a reasonable mathematical chance of reaching a 2.00 CGPA after one additional semester. Other probation students will be dismissed.
  - d. Students still below the 2.00 CGPA standard after a semester of extended probation will be dismissed.
  - e. Students who regain academic good standing but again fall below the 2.00 CGPA standard in a subsequent semester are awarded another semester of probation and, where appropriate, extended probation.
  - f. Students who fail to establish an Academic Recovery Plan prior to the beginning of registration for the next semester will incur an Academic Recovery Hold preventing registration.
  - g. Students referred by the Office of Admissions for first year study at a regional campus may transition to the Indiana Campus upon achieving 24 credits through two regular academic semesters at a 2.00 CGPA.
  - h. Students admitted through the Department of Developmental Studies remain under the direction of the Department for at least an academic year after initial enrollment and until reaching the 2.00 CGPA standard.

**D. Academic Recovery Plan:** Students not meeting the 2.00 CGPA standard must design and implement a comprehensive plan leading to academic good standing. The plan must be developed with and approved by the appropriate Academic Standards Officer (or designee).

1. **Analysis:** Students must identify the factors causing their unsatisfactory achievement.



2. **Planning:** Plans must include a schedule of minimum grades needed to achieve academic good standing.
3. **Commitment:** Students must commit to the changes in behavior necessary to achieve academic success. This might include changes in time management, career exploration, and the use of such support services as academic advisors, tutoring, the Writing Center, the Counseling Center, the Department of Developmental Studies workshops on study skills and related activities, and any other opportunities deemed important by the Academic Standards Officer (or designee).
4. **Documentation:** Each plan must include a satisfactory method of documentation. Records of attendance at classes and support services, journaling of activities supporting academic success, and conferences are potential vehicles to be considered. an explanation of satisfactory methods of documentation. It is the student's responsibility to provide documentation supporting compliance with the agreed upon plan, if requested.

#### **E. Dismissal and Readmission**

1. Students dismissed under this policy may not be readmitted for at least one calendar year.
2. *Becomes #3* Dismissed students are not eligible for enrollment in any session (including summer sessions) for at least one calendar year. After one calendar year dismissed students may enroll in summer courses, but they are cautioned against enrolling without consulting their Academic Standards Officer.
3. *Becomes #2* Dismissed students may, after one calendar year, apply for readmission through the Office of the Registrar.
  - a. Those students who, in the opinion of the appropriate Academic Standards Officer, are likely to achieve academic success may be readmitted.
  - b. Decisions for readmission of students in university probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, are the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision.
  - c. The Registrar's Office will officially change the major based on the officer's readmission letter to the student.
4. Students may be readmitted only once under this policy. Subsequent readmission may be available under the Cancelled Semester Policy after two or more years of separation or the Fresh Start Policy after three or more years of separation.

#### **F. Special Populations**

1. **Department of Developmental Studies/Act 101 Program:**  
Students admitted through the Department of Developmental Studies remain under the direction of the Department of Developmental Studies until reaching the

~~2.00 CGPA standard. Students dismissed after earning a 0.00 CGPA in their initial Department of Developmental Studies/Act 101 program may apply for readmission only to the next Department of Developmental Studies/Act 101 program.~~

~~2. **Regional Campuses:** Students admitted through a regional campus must remain at that campus until reaching the 2.00 CGPA standard.~~

~~3. **Part-time Students: Continuing Education and Others:**~~

~~This policy will be applied on a pro-rata basis for part-time students. Students are considered to be part-time if, at the close of the drop-add period of the given semester, they are enrolled in fewer than 12 credits of classes.~~

## Academic Standards Policy **Revision for 2014-15 Catalog**

A. **Purpose:** The university establishes minimum standards for cumulative grade point average (CGPA) to encourage academic accomplishment and timely progress toward graduation. This policy applies to all undergraduate students.

### B. Terminology

1. *Academic Good Standing:* Students maintaining a CGPA of at least 2.00 are in Academic Good Standing.
2. *Probation:* Students whose CGPA falls below the 2.00 standard are on Probation during the next semester for which they are registered.
3. *Extended Probation:* Students who have been authorized to continue, even though they have not achieved a 2.00 CGPA after one semester of probation, are on Extended Probation during the next semester for which they are registered.
4. *Academic Recovery Plan:* Students whose CGPA falls below the 2.00 standard must develop an Academic Recovery Plan for achieving Academic Good Standing.
5. *Academic Recovery Hold:* An Academic Recovery Hold is placed on the records of students who fail to submit an Academic Recovery Plan, preventing them from processing any registration transaction.

### C. Administrative Review and Enforcement of Standards

1. Each college, regional campus, and the Department of Developmental Studies will designate an Academic Standards Officer who will be responsible for academic review and enforcement of standards.
2. An academic review is conducted at the end of each semester.
  - a. Students earning a 0.00 CGPA at the end of their first semester of enrollment will be dismissed from the university, except for students enrolled in only one course (up to four credit hours), who may be placed on probation at the discretion of the appropriate Academic Standards Officer.
  - b. Other students falling below the 2.00 CGPA standard will be placed on probation at the end of the semester. They may continue on probation

for one semester. They will be required to develop and implement an Academic Recovery Plan.

- c. Students still below the 2.00 CGPA standard after a semester of probation are subject to dismissal. The Academic Standards Officer may grant one semester of extended probation to those who (1) made progress toward Academic Good Standing while on probation or followed their approved Academic Recovery Plan, and (2) have a reasonable mathematical chance of reaching a 2.00 CGPA after one additional semester. Other probation students will be dismissed.
- d. Students still below the 2.00 CGPA standard after a semester of extended probation will be dismissed.
- e. Students who regain Academic Good Standing but again fall below the 2.00 CGPA standard in a subsequent semester are permitted another semester of probation and, where appropriate, extended probation.
- f. Students who fail to establish an Academic Recovery Plan prior to the beginning of registration for the next semester will incur an Academic Recovery Hold preventing registration.
- g. Students referred by the Office of Admissions for first year study at a regional campus may transition to the Indiana Campus upon achieving 24 credits through two regular academic semesters at a 2.00 CGPA.
- h. Students admitted through the Department of Developmental Studies remain under the direction of the Department for at least an academic year after initial enrollment and until reaching the 2.00 CGPA standard.

**D. Academic Recovery Plan:** Students not meeting the 2.00 CGPA standard must design and implement a comprehensive plan leading to Academic Good Standing. The plan must be developed with and approved by the appropriate Academic Standards Officer (or designee).

- 1. **Analysis:** Students must identify the factors contributing to their unsatisfactory achievement.
- 2. **Planning:** Plans must include a schedule of minimum grades needed to achieve Academic Good Standing.
- 3. **Commitment:** Students must commit to changes in behavior necessary to achieve academic success. This might include better time management, career exploration, and the use of such support services as academic advisors, tutoring, the Writing Center, the Counseling Center, the Department of Developmental Studies workshops on study skills and related activities, and any other opportunities deemed important by the Academic Standards Officer (or designee).
- 4. **Documentation:** Each plan must include an explanation of satisfactory methods of documentation. It is the student's responsibility to provide documentation supporting compliance with the agreed upon plan, if requested.

**E. Readmission**

- 1. Students dismissed under this policy may not be readmitted for at least one calendar year.

2. Dismissed students may, after one calendar year, apply for readmission through the Office of the Registrar.
  - a. A decision for readmission of a student in probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, is the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision. The Registrar's Office will officially change the major based on the Academic Standards Officer's readmission letter to the student.
  - b. A decision for readmission of a student enrolled at a regional campus at the time of dismissal or voluntary withdrawal, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, is the responsibility of the Academic Standards Officer of the regional campus.
  - c. A decision for readmission of a student enrolled in the Department of Developmental Studies/Act 101 at the time of dismissal or voluntary withdrawal is the responsibility of the DVST Academic Standards Officer.
3. Those students who, in the opinion of the appropriate Academic Standards Officer, are likely to achieve academic success may be readmitted.
4. Students may be readmitted only once under this policy. Subsequent readmission may be available under the Cancelled Semester Policy or the Fresh Start Policy.

**Awards Committee (Senator Wisnieski)** The deadline for nominations is December 18<sup>th</sup>. Application process has been streamlined and application forms can be found on the website. Faculty are strongly encouraged to nominate themselves or others.

**Noncredit Committee (Senator O'Neil)**. The committee is meeting on Nov 19<sup>th</sup>.

**Library and Educational Services Committee (Senator Ford)**

**FOR ACTION:**

**APPROVED**

This policy replaces an existing 1995 policy, and addresses changes in technology and law. Specifically, the policy addresses the standards of Fair Use; the Digital Millennium Copyright Act (DMCA); and the Technology, Education, and Copyright Harmonization (TEACH) Act. It also establishes the Dean of University Libraries, or his or her designee, as the copyright compliance officer. The purpose of this policy is to facilitate legitimate use of copyrighted materials by members of the University community while carrying out educational, research, creative, and scholarly pursuits.

**Implementation Date:** Upon approval.

POLICY STATEMENT

Subject: Copyright Policy

Date:

Distribution Code:

Reference Number:

Revision Date:

Addition

Originating Office:

President's Approval

Deletion

New Item

1. PURPOSE:

This policy addresses the use of any copyrighted resources at Indiana University of Pennsylvania (“the University”) in compliance with all applicable copyright laws, including the standards of Fair Use; the Digital Millennium Copyright Act (DMCA); and the Technology, Education, and Copyright Harmonization (TEACH) Act. The purpose of this policy is to facilitate legitimate use of copyrighted materials by members of the University community while carrying out educational, research, creative, and scholarly pursuits.

2. SCOPE:

This policy applies to all members of the University community who use copyrighted materials in their educational, research, creative, and scholarly pursuits. This policy does not supersede any applicable federal, state, or local laws; PASSHE policies or Collective Bargaining Agreements; or IUP’s Acceptable Use Policy.

3. OBJECTIVE:

The objective of this policy is to ensure that the University is in compliance with applicable federal, state, and local laws governing copyright and that the University provides the appropriate educational resources and guidelines to facilitate compliance with copyright laws.

4. POLICY:

It is the policy that all members of the University community must comply with U.S. copyright law. Copyright law includes, but is not limited to, provisions of copyright ownership, Fair Use, the

DMCA, and the TEACH Act. Copyrighted materials may be copied freely by the copyright owner. Faculty and staff are permitted to use and duplicate the copyrighted materials of other parties for educational and classroom uses with permission of the copyright holder or provided such activities are within the Fair Use standard, 17 USC §107. The Fair Use standard requires consideration and balancing of four factors to determine if duplication or use constitutes a Fair Use by Users of Copyrighted Materials. The DMCA includes prohibitions against the circumvention of technological preventative measures applied to copyrighted works (e.g., anti-piracy encryption or encoding) or the manufacture or use of software to circumvent protection measures. The TEACH Act expands provisions of Fair Use for the purposes of distance education under strict conditions, including the adoption of a university copyright policy, access to copyright information, and limitations on access to copyrighted materials.

5. DEFINITIONS:

Copy—The material object, other than a phonorecord, in which the copyrighted work is first fixed, and from which the work can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device (U.S. Copyright Office)

Copyright— A form of protection provided by the laws of the United States for "original works of authorship," including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. "Copyright" literally means the right to copy but has come to mean that body of exclusive rights granted by law to copyright owners for protection of their work. Copyright protection does not extend to any idea, procedure, process, system, title, principle, or discovery. Similarly, names, titles, short phrases, slogans, familiar symbols, mere variations of typographic ornamentation, lettering, coloring, and listings of contents or ingredients are not subject to copyright (U.S. Copyright Office).

Copyright Infringement—The unauthorized reproduction, distribution, performance, public display, or creation of derivative works of a copyrighted work without the permission of the copyright holder.

Digital Millennium Copyright Act (DMCA)—1998 legislation that includes prohibitions against the use of software for the circumvention of encryption or encoding to protect copyright and/or the creation or use of measures for circumventing copyright protections.

Fair Use—The right to reproduce materials for the purposes of criticism, comment, news reporting, teaching, scholarship, and research following the limitations in Sections 107-118 in U.S. copyright law (title 17 U.S. Code).

TEACH Act—2002 law that governs the use of copyrighted materials for the purposes of distance education delivery.

Use—The reproduction, distribution, performance, public display, or creation of derivative works of copyrighted materials. Use may qualify as authorized or unauthorized, given the provisions of copyright law.

Users of Copyrighted Material (Users)—Herein defined as any faculty, staff, or student member of the University community using materials for which he or she does not hold the copyright in carrying out educational, research, creative, and scholarly pursuits.

6. RESPONSIBILITIES:

It is the responsibility of the Users of Copyrighted Materials to respect the intellectual property of authors, contributors, and publishers in all media and to understand and comply with the provisions of this University copyright policy.

The Dean of the University Libraries, or his or her designee, will serve as the copyright compliance officer. The compliance officer's duties shall include ensuring compliance in the provision of

educational and training resources and opportunities, maintaining the appropriate registration with the Library of Congress, receiving notices of infringement, contacting the infringing parties in the event of violations, and addressing questions regarding compliance with the policy.

7. PROCEDURES:

**A. Copyright Holders.** Users may freely duplicate works for which they maintain copyright.

**B. Fair Use.** Fair Use standards require the User to consider and balance all of the following factors to determine if duplication or use by a third party constitutes a Fair Use:

1. *What is the character of the use?* Non-profit educational purposes, such as duplication for classroom purposes rather than commercial purposes, generally tend to support a finding of Fair Use.
2. *What is the nature of the work to be used?* Is the work published or unpublished, fact or fiction? Published factual works, such as form books, dictionaries, or other factual works, by their nature more readily support a finding of Fair Use than do unpublished works or non-factual, fictional, or creative works.
3. *How much of the work do you intend to use?* If the portion of the work copied or used in relation to the entire work is quantitatively and qualitatively insignificant, that supports a finding of Fair Use. No specific number of words or percentage copied of the work is set as being permissible. Copying of a minor portion of a work may be found to be other than a Fair Use if the portion constitutes the essence or critical part of the copied or used work.
4. *What is the market effect from the use of this material?* This factor is perceived as the most important element to be considered under the Fair Use analysis. Duplication or use of a copyrighted



work that does not diminish the potential market or infringe upon the revenues generated from the sale or distribution of the work will support a finding of Fair Use.

Fair Use analysis is, in many circumstances, difficult and complex. Additionally, when the balancing test does not support Fair Use, Users should consider the following:

**C. Educational Licensing.** Copyright holders may explicitly release the published materials from strict observance of the law. Frequently publishers, particularly associations and scholarly entities, will exempt educational uses of their materials from strict observance of the copyright law. Exemptions must be stated within the published materials. In such cases, it is permissible to use the materials without permission or recompense, up to and including the limits set by the publishers, even when they exceed Fair Use requirements.

**D. Copyright Holder Permission.** The User may obtain permission in writing from the copyright holder(s) to use the materials for an explicitly stated purpose. Notwithstanding the limitations of the law, publishers generally have established copyright clearance offices and standard practices to allow for uses in excess of legal limitations. Frequently, publishers will not ask for payment and all that is required is a written request for permission to use materials for classroom purposes. Furthermore, members of the IUP community are reminded to be diligent regarding agreements the University has with vendors of electronic services and software. The Library makes available selected databases and e-journals, and IT Services offers licenses for selected software. Behind each of these services are license agreements which govern how the material can be used by individuals. These are, in effect, contracts, which are legal

and binding documents between you and the software/service provider. Some carry specific limitations as to the purposes for which downloaded material may be used or the number of pages, articles, or records that can be downloaded at any one time. It should be noted that the contractual provisions IUP has signed overrule the provisions of Fair Use.

**E. Copyright Violations.** Copyright holders are becoming increasingly sophisticated in monitoring use of their products; their ability to detect violations should not be underestimated. Additionally, use of University resources and networks to violate copyright are contrary to IUP’s acceptable use policies and may result in sanctions being imposed or revocation of network privileges by the University. The IUP Libraries provide notice to Users about licensing limitations through its web page. Furthermore, electronic resources carry click-through licensing terms that must be accepted before proceeding.

Violations of this policy will be reported to appropriate levels of administrative oversight, depending on the statutes and policies violated. A User who violates this policy risks a range of sanctions imposed by relevant University disciplinary processes. He or she also risks referral for prosecution under applicable local, state or federal laws.

8. REVISION:

This policy supersedes the IUP Copyright Policy approved by the Council of Trustees on May 12, 1995.

9. PUBLICATIONS STATEMENT:

Not Applicable

10. DISTRIBUTION:

All Employees annually (by the Dean of the Libraries) and via the IUP Library website (updated within 60 days of any modification to the policy)

<u>Distribution Code</u>	<u>Description</u>
A	All Employees

C	All Non-Instructional Employees
E	All Managers
F	All Faculty

**Research Committee (Senator Bonach)**

The entire October 15<sup>th</sup>, 2013 meeting was devoted to reviewing the University Senate Research Committee proposals. Overall there were 22 USRC Small Grant proposals and the decision was made to fund 15 proposals totaling \$19,770.00. The next meeting will be held on November 12, 2013 at 3:30 P.M. in Stright 301.

- Ms. Susan Palmisano
- Dr. John R. Roby
- Dr. Parimal S. Bhagat
- Dr. Lynn Botelho
- Dr. Zach Collins
- Ms. Kelley Cotter
- Dr. Alfred M. Dahma
- Dr. Soundararjan Ezekiel
- Dr. Arden B. Hamer
- Dr. Derek R. Hatfield
- Dr. Sally Lipsky
- Dr. Laura E. Marshak
- Dr. Teresa Shellenbarger
- Dr. Todd A. Van Wieren
- Dr. Danhua Wang

**Student Affairs Committee (Senator Stocker)** The next meeting will be held on Tuesday Nov 12<sup>th</sup> in the HUB.

**University Development and Finance (Senator Wick)** The next meeting will be held Tuesday Nov 12<sup>th</sup> in 218 Sutton.

**University Planning Council (Senator Reilly)** No report.

**Presidential Athletic Advisory Council (Senator Hinrichsen)** No report.

**Academic Computing Advisory Committee (Senator Ford)** The next meeting is scheduled for Nov. 20<sup>th</sup> at 3:00 in Stouffer 138.

**University Budget Advisory Committee (Senator Radell)** The committee met just this past Friday and many of the discussion points have been covered very well in Dr. Driscoll's remarks. Senator Radell also remarked that 24 years ago Provost Richards discussed using the Cogen Plant to cover transition costs at that time. The discussion continues at this time.

**New Business** none

The meeting was adjourned at 4:42 PM.

Respectfully submitted by  
Edel Reilly  
University Senate Secretary