

**UNIVERSITY SENATE AGENDA**

**EBERLY AUDITORIUM**

February 25, 2014

3:30 – 5:00 p.m.

**Approval of Order**

- A. Approval of minutes from Jan. 28<sup>th</sup> Senate meeting
- B. Approval of current agenda items and order

**Reports and Announcements**

**Appendix**

**Page(s)**

- A. President Driscoll
- B. Provost Moerland
- C. Chairperson LaPorte
- D. Parliamentarian Smith-Sherwood
- E. Vice Chairperson Chandler

**Standing Committee Reports**

**Chairperson**

A. Rules Committee	Korns	A	2
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Lewis	B	3-22
C. University-Wide Graduate Committee	Piper/Baumer	C	23-53
D. Noncredit Committee	O'Neil		
E. Library and Educational Services Committee	Ford	D	54-58
F. Research Committee	Bonach	E	59
G. Student Affairs Committee	Stocker		
H. University Development and Finance Committee	Wick	F	60
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J. Awards Committee	Wisnieski/Ritchey		

**Senate Representative Reports**

**Representative**

A. University Planning Council	Reilly
B. Presidential Athletic Advisory Council	Hinrichsen
C. Academic Computing Policy Advisory Committee	Ford
D. University Budget Advisory Committee	Radell

**New Business**

**Adjournment**

**Appendix A  
Rules Committee  
Chair Korn**

**FOR INFORMATION:**

**Senate Bylaws Change Request**

**Proposal:** Amend Bylaws IV.C.2.a regarding the membership of the University-Wide Undergraduate Curriculum Committee.

**Rationale:** The provost and vice president of academic affairs is an ex-officio member of two committees: University-Wide Undergraduate Curriculum and Academic Committee. The language regarding membership on the Academic Committee permits the provost and vice president of academic affairs to appoint a designee. This amendment to the bylaws permits the provost and vice president of Academic Affairs to appoint a designee to the University-Wide Undergraduate Curriculum Committee. This amendment was recommended to the Rules Committee as a formal action by the University-Wide Undergraduate Curriculum Committee.

***Current Bylaw:***

2. Membership:
  - a. Ex officio: The provost and vice president for Academic Affairs, and the president of APSCUF or her/his designee from the FACULTY.

***Proposed Bylaw:***

2. Membership:
  - a. Ex officio: The provost and vice president for Academic Affairs or her/his designee, and the president of APSCUF or her/his designee from the FACULTY.

**Appendix B**  
**University-Wide Undergraduate Curriculum Committee**  
**Co-Chairs Sechrist and Lewis**

**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 102 Elementary Japanese II
- COMM 325 Women in Media
- ACCT 401 Advanced Accounting
- BIOL 107 Introduction to Forensic Biology

**FOR ACTION:**

**1 Department of Political Science—Catalog Description Change and Course Title Change**

**Current Catalog Description:**

**PLSC 111 American Politics**

**3c-01-3cr**

An introduction to American national government and politics, emphasizing Constitution, party system, Congress, Presidency, courts, and problems in national-state relations, civil rights, foreign policy, and social and economic policies.

**Proposed Catalog Description:**

**PLSC 111 Power and Democracy in America**

**3c-01-3cr**

Investigates the way American government works (and why sometimes it doesn't). Examines who gets what, why and how in America and who pays for it, with an emphasis on understanding the origin, structure and functions of U.S. national government. Looks beyond the divisions between "liberals" and "conservatives" to understand and evaluate contemporary political events and practices. Founding principles and their modern application are a core focus.

**Rationale:** The proposed revisions to the title and catalog descriptions better reflect the way the course is currently being approached in the discipline.

**2 Department of Criminology—New Course**

**CRIM 420 Media Portrayal of Crime**

**3c-01-3cr**

**Prerequisite:** CRIM 101 or COMM 101, or departmental permission

Provides an examination of the portrayal of crime in the media (television, film, newspapers, music, video games, electronic/internet). This includes but is not limited to: victims, offenders, criminal justice actors, and the criminal justice system. Of importance is how the media select what is newsworthy and how they describe and/or alter criminal justice issues.

Attention will be paid to the media's influence on perceptions of crime, the ethics behind the media's perceptual influence, criminology and criminal justice issues of the general population and the resultant criminal justice policies. The course will be seminar based.

**Rationale:** This course will be part of the group C controlled electives for Criminology or Criminology Pre-law majors or can be taken as a free elective for Criminology, Criminology Pre-law majors, or Communication Media majors. This course also could be a liberal studies elective eligible for all students. The content of this course is too broad to be included in another course.

### 3 Department of Mathematics—Course Revisions

#### a Current Catalog Description:

**MATH 214 Probability and Statistics for Business Majors** **3c-0l-3cr**  
Studies the methods of describing data, probability theory, discrete and continuous random variables, sampling distributions, estimation and tests of hypothesis for means, proportions and variance, and simple linear regression and correlation.

#### Proposed Catalog Description:

**MATH 214 Probability and Statistics for Business Majors** **3c-0l-3cr**  
Studies the methods of describing data, probability theory, discrete and continuous random variables, sampling distributions, estimation and tests of hypothesis for means, proportions and variance, and simple linear regression and correlation.

**Rationale:** The objectives in this course were aligned with the Expected Undergraduate Student learning Outcomes as part of the Liberal Studies Elective Revisions. Objectives four and six were combined as each objective covers the same content and an additional objective has been included. An additional supplementary reading was assigned that addresses responsible learners.

#### b Current Catalog Description:

**MATH 216 Probability and Statistics for Natural Sciences** **3c-0l-3cr**  
**Prerequisites:** MATH 121 or 125  
Frequency distributions, graphical representations of data, measures of central tendency and variation, correlation and regression, probability, probability distributions, and sampling distributions. Inferential statistics including confidence intervals and parametric and nonparametric tests of hypotheses. Emphasis is on applications in the natural sciences using graphing calculators and statistical software.

#### Proposed Catalog Description:

**MATH 216 Probability and Statistics for Natural Sciences** **3c-0l-3cr**  
**Prerequisites:** MATH 121 or 125

Frequency distributions, graphical representations of data, measures of central tendency and variation, correlation and regression, probability, probability distributions, and sampling distributions. Inferential statistics including confidence intervals and parametric and nonparametric tests of hypotheses. Emphasis is on applications in the natural sciences using graphing calculators and statistical software.

**Rationale:** The objectives in this course were aligned with the Expected Undergraduate Student learning Outcomes as part of the Liberal Studies Elective Revisions. An additional objective has been included which addresses responsible learners. An additional supplementary reading was assigned that addresses responsible learners. The required textbook has been changed.

**c Current Catalog Description:**

**MATH 217 Probability and Statistics** **3c-0l-3cr**

**Prerequisite:** For non-MATH majors

Frequency distributions, measures of central tendency and variation, elementary probability, sampling, estimation, testing hypotheses, correlation, and regression. Emphasis is on applications in the social sciences using appropriate technology, as opposed to theoretical development of topics.

**Rationale:** On the BSED-English Education Program revision the footnote by Controlled Electives was incorrectly numbered (3) when it should have been (2). Also there was a 3cr missing across from One general English elective (any track).

**Proposed Catalog Description:**

**MATH 217 Probability and Statistics** **3c-0l-3cr**

**Prerequisite:** For non-MATH majors

Frequency distributions, measures of central tendency and variation, elementary probability, sampling, estimation, testing hypotheses, correlation, and regression. Emphasis is on applications in the social sciences using appropriate technology, as opposed to theoretical development of topics.

**Rationale:** The objectives in this course were aligned with the Expected Undergraduate Student learning Outcomes as part of the Liberal Studies Elective Revisions. An additional objective has been included that addresses responsible learners. An additional supplementary reading was assigned that addresses responsible learners.

**4 Department of Religious Studies—Course Revision and Catalog Description Change**

**Current Catalog Description:**

**Current Catalog Description:**

**RLST 329 Philosophy of Religion** **3c-0l-3cr**

A philosophical critical examination of religion to include the nature of religion, religious argumentation, existence and nature of God, meaning and relation of faith and knowledge, theories of origin or religion.

**Proposed Catalog Description:**

**RLST 329 Philosophy of Religion 3c-0l-3cr**

Critically examines temporally and culturally diverse understandings of the human religious impulse. Considers theories regarding the sacred and the existence of divinity, the meaning of being human, the interactions of culture and religious interpretations of human experience, good and evil, authority, knowledge, and ethical responsibility.

**Rationale:** The course objectives were revised to meet the learning objectives and required content of Liberal Studies electives, in particular those of the Global Citizenship sub-category, and of the Global and Multicultural Awareness category. One simply cannot fully understand the world and its diverse peoples without considering the role of religious values and ideals in shaping cultural, social, and political norms. The Department of Religious Studies is therefore providing a significant offering of courses under the Global Citizenship sub-category of Liberal Studies electives and under the Global and Multicultural Awareness category. RLST 329 fits into this scheme in that it examines theory which undergirds and/or produces diversity.

**5 Department of Music—Revision of Minor**

<p><b>Current Music Minor:</b></p> <p><b>Music Minor</b> A student wishing to minor in music must elect a minimum of 18 credits in music courses as approved by the department chairperson. An audition for admission is required.</p>	<p><b>Proposed Music Minor:</b></p> <p><b>Minor – Music (1) <span style="float: right;">18</span></b></p> <p><b>Required Courses:</b> <span style="float: right;">12-15</span></p> <p>Applied Music (APMU ____ ) (2) <span style="float: right;">2cr</span></p> <p>MUSC 115 Theory I (3) <span style="float: right;">3cr</span></p> <p>MUSC 111 Theory Skills I OR <span style="float: right;">2cr</span></p> <p>MUSC 116 Theory II <span style="float: right;">3cr</span></p> <p>ONE of the following:</p> <p>MUHI 102 Survey of Music Literature <span style="float: right;">3cr</span></p> <p>MUHI 301 Music History I <span style="float: right;">3cr</span></p> <p>MUHI 302 Music History II <span style="float: right;">3cr</span></p> <p>2-4 Semesters of the following:</p> <p>MUSC 120-138 <span style="float: right;">1cr</span></p> <p><b>Electives</b> <span style="float: right;">3-6</span></p> <p>Courses with MUSC, MUHI or APMU (by permission only) prefix, EXCEPT ensembles (MUSC 120-138) and courses in the music education sequence (MUSC 157, 159, 161, 219, 240, 331, 333, 335, 337).</p> <p>(1) Students must audition to be admitted into the minor.</p> <p>(2) Admitted minors will receive one semester of 2cr applied lessons, and may (when possible) receive</p>
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	<p>further semesters depending on instructor availability. Students must be enrolled in an ensemble (as advised) during any semester in which they receive applied lessons.</p> <p>(3) Students who do not pass the theory placement exam at their audition must take and pass MUSC 110 Fundamentals of Theory to be admitted to MUSC 115. MUSC 110 is offered as a summer online course and will not count toward the minor.</p>
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**Rationale:** Our previous minor was never clarified in the catalog, although we have offered it for many years; the program listing was only available in the department office. We are also making some adjustments in the requirements as follows: clarifying the audition requirement, the availability of applied lessons, and the requirements for music theory placement; restricting minors from heavily enrolled music education courses; requiring two theory courses instead of one in order to bolster basic knowledge in the vocabulary and grammar of music; adding music ensembles to the requirement, previously these could have functioned as electives, but now are specified in the program, as most music minors come to the minor via ensembles; reducing the applied music requirement from two semesters to one semester.

In some areas, admitting a minor would mean reducing the number of majors that we could admit because of the availability of applied lessons. Reducing the requirement to one semester allows more flexibility to accept a minor. If the applied teacher has room in his or her load to teach further semesters, these can be included as electives.

**6 Department of Philosophy—Revision of Minor**

<p><b>Minor—Philosophy</b> <span style="float: right;"><b>15</b></span></p> <p><b>Controlled Electives:</b> Five PHIL courses (with restrictions) (1, 2) <span style="float: right;">15cr</span></p> <p>(1) No more than three 100- and 200-level courses may be counted toward the minor. Only PHIL courses may be counted toward the minor. Unless otherwise indicated in the Course Descriptions, all 300- and 400-level courses require either philosophy major or minor status, junior or senior standing, or permission of the instructor.</p> <p>(2) No more than 3 non-classwork credits may be counted toward the minor. Non-classwork credits include independent study, independent honors project, and internship in philosophy.</p>	<p><b>Minor—Philosophy</b> <span style="float: right;"><b>18</b></span></p> <p><b>Controlled Electives:</b> Six PHIL courses (with restrictions) (1, 2) <span style="float: right;">18cr</span></p> <p>(1) No more than three 100- and 200-level courses may be counted toward the minor. Only PHIL courses may be counted toward the minor. Unless otherwise indicated in the Course Descriptions, all 300- and 400-level courses require either philosophy major or minor status, junior or senior standing, or permission of the instructor.</p> <p>(2) No more than 3 non-classwork credits may be counted toward the minor. Non-classwork credits include independent study, independent honors project, and internship in philosophy.</p>
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**Rationale:** Changed from 15 to 18 credits for minor in Philosophy as mandated by PASSHE Board of Governors.

**7 Department of Health and Physical Education—Course Revision, Catalog Description Change and Designation of a Writing Intensive Course**

**Current Catalog Description:**

**HPED 493 Internship**

**var-3-12cr**

**Prerequisites:** HPED 410 and 411 with a grade of C or better in each

An educational opportunity that integrates classroom experience with practical experience in community service agencies or industrial, business, or governmental organizations. Junior standing required.

**Proposed Catalog Description:**

**HPED 493 Internship**

**var 3–12cr**

**Prerequisites:** HPED Physical Education and Sport–Exercise Science, Physical Education and Sport–Sport Administration and Athletic Training Majors, senior status or permission.

Integrates classroom experience with practical experience in community service agencies or industrial, business, or governmental organizations. Senior standing required.

**Rationale:** The department has elected to designate HPED 493 as writing intensive because of the amount of time that writing has been a part of this course for the past several years. Writing assignments include between 10-14 weeks of electronic diaries or logs, a site specific project, and a culminating reflection paper. A résumé has been added to the writing requirements because of its appropriateness to an internship experience. The catalog description has been modified as HPED 493 is viewed as a culminating experience for most undergraduates students and thus the designation, "senior status," has been added.

The prerequisites for this course have been modified to make this a department wide designation and thus it includes all tracks: Exercise Science, Athletic Training and Sport Management.

**8 Department of Art—Course Revision and Catalog Description Change**

**Current Catalog Description:**

**ARHI 205 Ancient to Medieval Art**

**3c-01-3cr**

A study of art from prehistoric times to the Middle Ages. Humankind's artistic development is seen in relation to political, social, economic, and religious events.

**Proposed Catalog Description:**

**ARHI 205 Ancient to Medieval Art**

**3c-01-3cr**

Examines a selection of art and architectural forms from the Prehistoric period through the late Middle Ages in relation to the political, social, economic, and religious forces that have shaped Western cultures.

**Rationale:** The new description more accurately reflects how the course has been taught in recent semesters. The course objectives were revised from the original syllabus of record and aligned with the Expected Undergraduate Student Learning Outcomes (EUSLO) and



Common Learning Objectives. Updated the readings and bibliography. Changed the course description to more accurately reflect how the course has been taught. The course is a currently approved Liberal Studies Elective. The revisions will allow it to remain as a LS Elective.

**9 Department of Sociology—Program Revision and Revision of Minors**

**a Program Revision:**

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Arts—Sociology/Human Services Track</b>		<b>Bachelor of Arts—Sociology/Human Services Track</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 217 recommended <b>Social Science:</b> SOC 151 required, ANTH 110 and PSYC 101 recommended <b>Liberal Studies Electives:</b> 9cr, no courses with SOC prefix	<b>49-51</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 217 recommended <b>Social Science:</b> SOC 151 required, ANTH 110 and PSYC 101 recommended <b>Liberal Studies Electives:</b> 9cr, no courses with SOC prefix	<b>49-51</b>
<b>College:</b>	<b>0-6</b>	<b>College:</b>	<b>0-6</b>
Foreign Language Intermediate Level (1)		Foreign Language Intermediate Level (1)	
<b>Major:</b>	<b>45</b>	<b>Major:</b>	<b>45</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
SOC 151 Principles of Sociology (2)	*cr	SOC 151 Principles of Sociology (2)	*cr
SOC 320 Sociological Theory	3cr	SOC 320 Sociological Theory	3cr
SOC 391 Foundations of Sociological Practice	3cr	SOC 391 Foundations of Sociological Practice	3cr
SOC 392 Clinical Sociological Practice	3cr	SOC 392 Clinical Sociological Practice	3cr
SOC 460 Social Research Methods I	3cr	SOC 460 Social Research Methods I	3cr
SOC 461 Social Research Methods II	3cr	SOC 461 Social Research Methods II	3cr
SOC 493 Internship in Sociology (3)	12cr	SOC 493 Internship in Sociology (3)	12cr
<b>Controlled Electives:</b> One substantive area (4, 5) <i>Medical Sociology:</i> ANTH 444 or SOC 342, and four courses from the following: ANTH 222, 444, BIOL 151 or 155, ECON 335, FDNT 212, PSYC 321, 378, RGPL 350, SOC 231, 336, 342, 357, 448, 452, 457 <i>Gerontology:</i> PSYC 378 or SOC 357, and four courses from the following: ANTH 444, ECON 335, PSYC 312, 378, RGPL 350, SOC 231, 251, 336, 342, 352, 357, 387, 448, 457	15cr	<b>Controlled Electives:</b> One substantive area (4, 5) <i>Medical Sociology:</i> SOC 342, and four courses from the following: ANTH 222, 444, BIOL 151 or 155, ECON 335, FDNT 212, PSYC 321, 378, SOC 231, 336, 357, 387, 448, 452, 457 <i>Gerontology:</i> SOC 357, and four courses from the following: ANTH 444, ECON 335, PSYC 312, 378, SOC 231, 251, 336, 342, 352, 357, 387, 448, 457	15cr
<i>Juvenile Delinquency:</i> SOC 333, and four courses from the following: CRIM 102, 225, 235, 394, GEOG 432, HIST 374, SOC 231, 269, 335, 336, 345, 361, 362, 428, 448, 457 <i>Interpersonal and Family Sociology:</i> SOC 336 or 345, and four courses from the following: CDFR 218, 224, PSYC 311, 321, 330, SOC 251, 269, 335, 336, 345, 361, 363, 427, 428, 448, 452, 457		<i>Juvenile Delinquency:</i> SOC 333, and four courses from the following: CRIM 102, 225, 235, 394, GEOG 230, 231, HIST 374, SOC 231, 269, 335, 336, 345, 361, 362, 387, 428, 448, 457 <i>Interpersonal and Family Sociology:</i> SOC 336 or 345, and four courses from the following: CDFR 218, 224, PSYC 311, 321, 330, SOC 251, 269, 333, 335, 336, 345, 361, 362, 363, 387, 427, 428, 448, 452, 457, SOWK 238	

<i>Labor and Industry:</i> SOC 340 or 348, and four courses from the following: ECON 330, 350, 371, 372, 373, ELR 426, 480, HIST 373, PSYC 390, SOC 231, 340, 348, 361, 448, 457, 458 <i>Community Development:</i> SOC 231 or 448, and four courses from the following: ANTH/SOC 271, 272, 314, ECON 336, 383, FDNT 402, GEOG 331, 332, PLSC 251, RGPL 350, SOC 269, 333, 336, 341, 363, 448, 457		<i>Labor and Industry:</i> SOC 340 or 348, and four courses from the following: ECON 330, 350, 371, 372, 373, ELR 426, 480, HIST 373, PSYC 390, RGPL 350, SOC 231, 340, 348, 361, 387, 448, 457, 458 <i>Community Development:</i> SOC 231 or 448, and four courses from the following: ANTH/SOC 271, 272, 314, ECON 336, 383, FDNT 402, GEOG 331, 332, PLSC 251, RGPL 350, SOC 269, 333, 336, 341, 363, 387, 448, 457	
<b>Free Electives:</b>	<b>18-26</b>	<b>Free Electives:</b>	<b>21-29</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>120</b>
<ul style="list-style-type: none"> <li>(1) Intermediate-level foreign language may be included in Liberal Studies electives.</li> <li>(2) Credits counted in Liberal Studies, not in the major.</li> <li>(3) SOC 391 and 392 must be taken before SOC 493. Generally, SOC 493 is taken in the summer before the senior year.</li> <li>(4) Students may create their own substantive area with the approval of the department chairperson.</li> <li>(5) At least three courses in any substantive area must be SOC courses.</li> </ul>		<ul style="list-style-type: none"> <li>(1) Intermediate-level foreign language may be included in Liberal Studies electives.</li> <li>(2) Credits counted in Liberal Studies, not in the major.</li> <li>(3) SOC 391 and 392 must be taken before SOC 493. Generally, SOC 493 is taken in the summer before or after the senior year.</li> <li>(4) Students may create their own substantive area with the approval of the department chairperson.</li> <li>(5) At least four courses in any substantive area must be SOC/SOWK courses.</li> </ul>	

**Rationale:** RGPL 350 has been listed as an option in the Gerontology substantive area since 2000-01 and the Medical substantive area since 2001-02. However, there is no record or collective memory of the rationale for including RGPL 350 in either of these areas. We are therefore removing it from these substantive areas. We are adding RGPL 350 to the Labor and Industry substantive area since the course covers material relevant to the study of industrial and residential land use, zoning, development regulation, etc. SOWK 238 is a Sociology course that has been in the Undergraduate Catalog as far back as the 1970s. The course has been reactivated in response to growing student interest in the helping professions. The subject matter covered in the course supplements material covered in four substantive areas: Medical, Gerontology, Juvenile Delinquency, and Interpersonal and Family sociology, and enables our majors who are considering entering the social work profession to make better-informed decisions. SOC 362 and SOC 333 are both being added to the Interpersonal and Family substantive area.

SOC 362 emphasizes the importance of developing cross-cultural communication skills and raises student awareness of ways that racism, power and privilege operate on individual, interpersonal, and institutional levels. SOC 333 explores the social and cultural factors involved in various youth lifestyles, including delinquency, with a view to understanding how socialization and norms are culturally shaped and enacted. Both courses provide students more options. To ensure that students in the Human Services track are optimally prepared for their internships in the helping professions, we are reducing the number of non-SOC/SOWK classes from two to one. It is believed this change will increase the likelihood of students having more than one upper-level (300-400) Sociology courses in their substantive area prior to internship and graduation. The prefix used in footnote (5) is changed from SOC to SOC/SOWK to reflect the reactivation of SOWK 238. The words “or after” are added to footnote (3) to bring the catalog language in line with departmental policy and practice. This does not reflect a change of policy. Students have always been permitted to choose whether they do their internships between junior

and senior years or following their senior year.

SOC 387 is removed as a required course to comply with the Board of Governors’ mandate that BA majors NOT exceed 42 credits. GEOG 432 is no longer offered regularly. It was recommended that that course be replaced with other GEOG offerings. We have decided to add GEOG 230 and 231 as possible electives for the Juvenile Delinquency substantive area. The listing of ANTH 444 as one of the required course options is a holdover from the early 1990s when Sociology and Anthropology were one department. ANTH 444 is retained as an elective in the Medical Sociology substantive area. PSYC 378 is deleted from the required course options to ensure that students in the Gerontology substantive area are required to take SOC 357 as this course best prepares students for internships related to the elderly.

**b Revisions of Minors**

<b>Minor—Sociology/General Sociology</b>  <b>Required Courses:</b> SOC 151 Principles of Sociology SOC 320 Sociological Theory <b>Controlled Electives:</b> One course from the following: SOC 361, 362, 363 Three additional courses in SOC	<b>18</b>  3cr 3cr 3cr 9cr	<b>Minor—Sociology/General Sociology</b>  <b>Required Courses:</b> SOC 151 Principles of Sociology SOC 320 Sociological Theory <b>Controlled Electives:</b> One course from the following: SOC 361, 362, 363 Three additional courses in SOC/SOWK, at least one of which must be 300 level or above	<b>18</b>  3cr 3cr 3cr 9cr
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<b>Minor—Sociology/General Sociology</b>  <b>Required Courses:</b> SOC 151 Principles of Sociology SOC 391 Foundations of Sociological Practice SOC 392 Clinical Sociological Practice <b>Controlled Electives:</b> One course from the following: SOC 320, 361 Two additional courses in SOC	<b>18</b>  3cr 3cr 3cr 3cr 6cr	<b>Minor—Sociology/General Sociology</b>  <b>Required Courses:</b> SOC 151 Principles of Sociology SOC 391 Foundations of Sociological Practice SOC 392 Clinical Sociological Practice <b>Controlled Electives:</b> One course from the following: SOC 320, 361 Two additional courses in SOC/SOWK, at least one of which must be 300 level or above	<b>18</b>  3cr 3cr 3cr 3cr 6cr
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**Rationale:** All of our programmatic language is being adjusted to SOC/SOWK to reflect the reactivation of SOWK 238. With the reactivation of SOWK 238, students potentially could fulfill the minor requirements with only 200 level electives. The proposed change is intended to strengthen the Minor and better prepare students by ensuring that they take a minimum of one upper level elective.

**10 Department of Economics—New Course**

**ECON 462 Energy Economics** **3c-0l-3cr**

**Prerequisites:** ECON 122 or equivalent and MATH 115 or MATH 121 or equivalent  
 Focuses on a variety of energy related topics from an economics perspective. Topics include energy demand and supply, market structure and energy pricing, renewable and

nonrenewable sources of energy, environmental impacts of energy use, climate change, and energy policy.

**Rationale:** This course is designed for Economics majors, new majors in the proposed B.S. in Energy Management through the Eberly College of Business and Information Technology, and as an elective for those business school majors who are required to take a 400 level economics course.

## 11 Department of Anthropology—Catalog Description Change

### Current Catalog Description:

#### **ANTH 484 Specialized Methods in Archaeology** **3c-01-3cr**

Provides an opportunity to learn specialized techniques and approaches presently in use in archaeology. In any one semester, will concentrate on one of a range of possible themes, including lab methods, field methods, statistical methods, computer applications, or text-based approaches. The specific topic varies but focuses on instructing in the mechanics of the selected technique, its application to real archaeological problems, and the interpretation of the results. May appeal to students from other disciplines who wish to gain applied expertise in a topic that is relevant to their own field of study. Interested students should contact the instructor to find out which topic will be taught in any one semester.

### Proposed Catalog Description:

#### **ANTH 484 Specialized Methods in Archaeology** **3c-01-3cr**

Provides an opportunity to learn specialized techniques and approaches presently in use in archaeology. In any one semester, the course will concentrate on one of a range of possible themes, including lab methods, field methods, statistical methods, computer applications, or text-based approaches. The specific topic varies but focuses on instructing in the mechanics of the selected technique, its application to real archaeological problems, and the interpretation of the results. May appeal to students from other disciplines who wish to gain applied expertise in a topic that is relevant to their own field of study. Interested students should contact the instructor to find out which topic will be taught in any one semester. May be repeated for credit under a different methods title.

**Rationale:** The proposed change aligns the catalog description of ANTH 484 and ANTH 584, which is taught as a dual-listed course. Additionally, the proposed change makes explicit the past practice that this course may be repeated for credit.

## 12 Department of Communications Media—Course Revisions

### a Current Catalog Description

#### **COMM 230 Issues in International Communication** **3c-01-3cr**

A survey of international communications with particular emphasis on communications flow, four-press theories, ownership, structure and access to media,

government/media relationships, the impact of communications on developed and developing countries.

### **Proposed Catalog Description**

#### **COMM 230 Global Media and Communication**

**3c-01-3cr**

Provides an overview of global media and international communications. Describes how international communication and development of global media has influenced relationships among nations and among people with different cultural backgrounds. Covers social, economic and political situations prior to and after globalization. Also covers press theories, media ownership, access to media, and the impact of media communications on culture and people living in developed and developing countries.

**Rationale:** The proposed catalog description provides an updated course that better reflects changes in the field of international communication and to meet the requirements of liberal studies. In addition, the previous syllabus of record is outdated with heavy emphasis on history and minimum discussion on the contemporary context related to the global context of media and communication. With the current global context and rapid development in media and technology, there is a need to update the discussion and information to create better awareness among students. Discussion of global media and culture, for example, is necessary in order to enhance students understanding of diversity and multiculturalism that media created in the world around them. The class has been also been revised to highlight the interconnectedness of individuals, institutions, and countries in order to create better understanding of the role of individuals and groups in their effort to create changes in their communities.

### **b Current Catalog description**

#### **COMM 325 Women in Media**

**3c-01-3cr**

An overview of women in media (including television, film, radio, the Internet, etc.) and some of the issues women face. Emphasizes the historical development of women in the media both nationally and internationally. Identifies some key women in the history of media and discusses the difference between female icons of the past and present. Explores the impact women have had on media and society and the way women are portrayed by the media.

### **Proposed Catalog Description**

#### **COMM 325 Women in Media**

**3c-01-3cr**

Provides an overview of women in media (including television, film, radio, the Internet, etc.) and the historical development, along with social context that influence women's involvement in the media, both nationally and internationally. Analyzes topics related to media effect theories and portrayal of women in media

that influence some of the issues women face in their gender roles. The class also identifies key women in media from the past and present and their contributions to the field.

**Rationale:** The proposed catalog description provides an updated course that better reflects changes and meets that expectations of liberal studies especially in the area of Global Citizen competency. In addition, the previous syllabus of record is outdated with a heavy emphasis on history and minimum discussion on the contemporary context and issues facing women in media. With the current global context and rapid development in media and technology today, there is a need to update the discussion and information to create better awareness among students. Discussion of women in other countries will enhance students' understanding of the impact of media globally. The class has been revised in such a way to meet Liberal Studies elective. It introduces students to the past and present issues related to women and minorities in their effort to create changes not only in their roles in media institutions but also in their communities.

**13 Department of Safety Sciences—Course Revision, Catalog Description Change, and Course Title Change**

**Current Catalog Description:**

**SAFE 100 Workplace Safety Today and Tomorrow** **3c-0l-3cr**

**Prerequisites:** Non Safety Sciences Major

Introduces workplace safety, health and environmental aspects to students with limited knowledge of the subject. It includes the historical development of safety and health regulations, the impact of injury on society, identifying and evaluating hazards and hazard controls in specific industrial processes, basic principles of loss management, and the future of safety, health and environmental regulations.

**Proposed Catalog Description:**

**SAFE 100 The Science of Living Safety** **3c-0l-3cr**

**Prerequisites:** Non Safety, Health and Environmental Applied Sciences Major or Minor

Examines the relevance, impact and role that safety plays in the world today, especially in the workplace. Includes the historical and scientific development of safety and health regulations, the impact of injury on society, identification of hazards and hazard controls in specific industrial processes, and the personal and ethical responsibilities that individuals have for the safety and health protection of themselves, others and their community.

**Rationale:** Objectives were changed to align with the new liberal studies requirements for expected undergraduate student learning outcomes. In particular, objectives were changed so that the course is considered as a liberal studies elective under the scientific literacy category. The course catalogue description was revised to align better with the new objectives and the scientific literacy category. The course outline was revised to better

reflect the objectives. Assignments were revised to align closely with the objectives. Evaluation methods were changed due to the assignments changing. This required text is a seminal literary work in terms of workplace safety in America and showcases the social justice and political issues associated with safety conditions. The bibliography was outdated and needed to be updated.

**14 Department of Foreign Languages—Course Revision and Catalog Description Changes**

**a Course Revision**

**Current Catalog Description:**

**SPAN 101 Elementary Spanish I** **4c-0l-4cr**

For beginning students. The primary emphasis is on aural/oral skills. Students learn to converse and ask questions in simple present time and become acquainted with location of Hispanic populations and elements of their daily lives. Attendance is required. Students may not register for or take a D/F repeat in SPAN 101 when credit has already been received for a higher-numbered SPAN course.

**Proposed Catalog Description:**

**SPAN 101 Elementary Spanish I** **4c-0l-4cr**

For beginning students. The primary emphasis is on aural/oral skills. Students learn to converse and ask questions in simple present time and become acquainted with location of Hispanic populations and elements of their daily lives. Attendance is required. Students may not register for or take a D/F repeat in SPAN 101 when credit has already been received for a higher-numbered SPAN course.

**Rationale:** The revisions are needed to update the course outcomes to current standards for foreign language teaching. The course outcomes for Spanish 101 are based on the proficiency guidelines developed by the *American Council on the Teaching of Foreign Languages* (ACTFL) and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency, and the revised course outcomes remain aligned with this field-specific course content.

**b Catalog Description Changes:**

**i Current Catalog Description:**

**GRMN 102 Elementary German II** **4c-0l-4cr**

**Prerequisite:** GRMN 101 or equivalent

A continuation of GRMN 101. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and

future tenses in a variety of situations. Students will be able to negotiate a limited number of personal needs, handle a range of interactions related to their daily lives, and manage simple social transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 102 when credit has already been received for a higher-numbered GRMN course.

**Proposed Catalog Description:**

**GRMN 102 Elementary German II** **4c-0l-4cr**

**Prerequisite:** GRMN 101 or equivalent

A continuation of GRMN 101. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate a limited number of personal needs, handle a range of interactions related to their daily lives, and manage simple social transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Liberal Studies credit is given. Students may not register for or take a D/F repeat in GRMN 102 when credit has already been received for a higher-numbered GRMN course.

**ii Current Catalog Description:**

**GRMN 201 Intermediate German** **4c-0l-4cr**

**Prerequisite:** GRMN 102 or equivalent

A continuation of GRMN 102. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate an increasing number of personal needs, handle a range of interactions related to their daily lives, and manage simple social situations and transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 201 when credit has already been received for a higher-numbered GRMN course.

**Proposed Catalog Description:**

**GRMN 201 Intermediate German** **4c-0l-4cr**

**Prerequisite:** GRMN 102 or equivalent

A continuation of GRMN 102. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate an increasing number of personal needs, handle a range of interactions related to their daily lives, and manage simple social situations and transactions. They



expand their cultural knowledge of German-speaking countries. Attendance is required. Liberal Studies credit is given. Students may not register for or take a D/F repeat in GRMN 201 when credit has already been received for a higher-numbered GRMN course.

**Rationale:** The phrase 'Liberal Studies credit is given' was added to the catalog descriptions to make them consistent with the other foreign language courses.

**15 Department of Management—Prefix Changes**

<b>Current Course Prefixes:</b>	<b>Course Titles:</b>	<b>Proposed Course Prefixes:</b>
BTST 105	Introduction to Business	MGMT 105
BTST 221	Business Technical Writing	BCOM 221
BTST 231	Speech Communication for Professional	BCOM 231
BTST 321	Business and Interpersonal Communication	BCOM 321
BTST 342	Intercultural Bus Communication	BCOM 342

**Rationale:** The following courses have been approved by both Departments: Technology Support and Training (TST) (sending Department) and Management (receiving Department), subject to the proposed restructuring of the Eberly College of Business. As part of this restructuring, Business Communications faculty and courses taught as part of this subdiscipline will be housed within the Management Department. A support letter (e-mail) from the TST Department is attached.

BCOM is a very common prefix for Business Communication. Some other universities using this prefix include: University of Texas, Dallas; University of Texas, Arlington; University of Minnesota; Oklahoma State University; Georgia State. It is not uncommon for a department to have multiple prefixes in the same department. Business Communication does have a different connotation than Management and even different from the more narrow focus of managerial communication. For example, the Music Department offers MUHI, MUSC, and APMU courses.

The Management Department has a “general” numbering scheme in place already: 300s/400s are for HR; 310s/20s and 410s/20s are for General Management/OB; 330s/430s for operations; 350s/450s for IB; 360s/460s for leadership; 370s/470s for entrepreneurship; 480s/580s for special topics or Independent Study; 490s for internship and capstone courses. We don’t want to haphazardly mix communication courses in our numbering scheme.

Finally, it has been suggested that students might get confused with COMM and BCOM. The MGMT Department rejects that argument. They do not even start with the same letter. As students search URSA for a course, they look alphabetically. Also, that criteria was not applied to other course proposals. Here are some confusing examples which actually start with the same letter: NMDT vs. NMTT; GEOS vs. GEOG; GERN vs. GMRN; ECSP vs. EDSP; MLSC vs. MUSC; CNSD vs. CNSV; BIOC vs. BIOL.

**16 Department of Geography and Regional Planning—Program Revisions**

<p><b>Current Programs:</b></p> <p><b>Geography Honors Program</b>                  The honors program is open by departmental permission to majors with at least a 3.25 GPA in total university course work and a 3.25 GPA in Geography courses. After completing 60 credits, all qualified majors will be invited to join the Geography Honors Track. Social Studies Education—Geography Track majors are encouraged to participate, with the realization that participation will require more than 120 credits.</p> <p>Students complete CHSS 489, a multidisciplinary colloquium emphasizing problem solving, discussion, reading, and writing on a topic or theme; GEOG 483; and HNRC 499, which fulfills the Liberal Studies synthesis requirement. Students must maintain a 3.0 GPA in the track. To determine how honors track courses will be integrated into existing requirements for the Geography major, students should consult their academic advisors.</p> <p>To apply, students must submit a letter of intent that includes a two-page self-statement describing the student’s academic and career goals. Two Geography faculty members must endorse the student’s application.</p> <p><b>Geography Honors Track</b> <span style="float: right;"><b>12</b></span>  <b>Prerequisites:</b> Declared major in Geography, completion of at least 60cr, and endorsement of two Geography faculty members  <b>Required Courses:</b>                  CHSS 489/H/ Honors Colloquium <span style="float: right;">3cr</span>                  HNRC 499 Honors Senior Synthesis <span style="float: right;">*cr (1)</span>                  GEOG 483/H/ Honors Thesis in Geography <span style="float: right;">6cr (2)</span></p> <p>(1) Credits for HNRC 499 are counted in the Liberal Studies synthesis requirement.                  (2) Credits for GEOG 483 are counted in the appropriate departmental track requirement.</p>	<p><b>Proposed Programs:</b></p> <p><b>Geography Honors Program</b>                  The honors program is open by departmental permission to majors with at least a 3.25 GPA in total university coursework and a 3.25 GPA in Geography courses. After completing 45 credits of university coursework, all qualified majors will be invited to join the Geography Honors Track. Social Studies Education/Geography Track majors are encouraged to participate, with the realization that participation will require more than 120 credits.</p> <p>Students select one of the following 12 credit options: 1) Two courses from GEOG 333, 334, 337 or 440 and two 600-level (graduate seminar) courses, 2) Two courses from GEOG 333, 334, 337 or 440 and one 600-level (graduate seminar) course and GEOG 483 Honors Thesis, 3) Three courses from GEOG 333, 334, 337 or 440 and GEOG 483 Honors Thesis, 4) Three courses from GEOG 333, 334, 337 or 440 and one 600-level (graduate seminar) course. Honors students who enroll in the above designated undergraduate courses will undertake an honors project identified in conjunction with the course instructor, and reviewed by the Geography Program Director or the department chair (if the director is the course instructor).</p> <p>Students must maintain a 3.0 GPA in the track. To determine how honors track courses will be integrated into existing requirements for the Geography major, students should consult their academic advisor. To apply, students must submit a letter of intent to the Geography Program Director. The student’s advisor and one other Geography faculty member must endorse the student’s application.</p> <p><b>Geography Honors Track</b> <span style="float: right;"><b>12</b></span>  <b>Prerequisites:</b> Declared major in Geography, completion of at least 45cr of university coursework, 3.25 or higher GPA in major and overall plus endorsement of advisor and one other Geography faculty member</p> <p><b>Select one of the following options:</b>                  Two from GEOG 333, 334, 337, and 440 (1) and two 600 level seminars                  Two from GEOG 333, 334, 337, and 440 (1) and one 600 level seminar and GEOG 483/H/ (2) GEOG 333, 334, 337, and 440 (1) and GEOG 483/H/ (2)                  Three from GEOG 333, 334, 337, and 440 (1) and one 600 level seminar</p> <p>(1) Students in these designated undergraduate courses will undertake an honors project identified in conjunction with the course instructor, and reviewed by the Geography Program Director or the department chair (if the director is the course instructor).                  (2) Credits for GEOG 483 are counted in the appropriate departmental concentration requirement.</p>
<p><b>Regional Planning Honors Program</b>                  The honors program is open by departmental permission to Regional Planning majors with at least a 3.25 GPA in total university course work and a 3.25 GPA in Regional Planning courses. After completing 60 credits, all qualified majors will be</p>	<p><b>Regional Planning Honors Program</b>                  The honors program is open by departmental permission to regional planning majors with at least a 3.25 GPA in total university coursework and a 3.25 GPA in Regional Planning courses. After completing 45 credits of university coursework, all</p>

<p>invited to join the Regional Planning Honors Track. Social Studies Education—Geography Track majors are encouraged to participate, with the realization that participation will require more than 120 credits.</p> <p>Students complete CHSS 489, a multidisciplinary colloquium emphasizing problem solving, discussion, reading, and writing on a topic or theme; RGPL 483; and HNRC 499, which fulfills the Liberal Studies synthesis requirement. Students must maintain a 3.0 GPA in the track. To determine how Honors Track courses will be integrated into existing requirements for the Regional Planning major, students should consult their academic advisors.</p> <p>To apply, students must submit a letter of intent that includes a two-page self-statement describing the student’s academic and career goals. Two Regional Planning faculty members must endorse the student’s application.</p> <p><b>Regional Planning Honors Track</b> <span style="float: right;"><b>12</b></span>  <b>Prerequisites:</b> Declared major in Regional Planning, completion of at least 60cr, and endorsement of two Regional Planning faculty members  <b>Required Courses:</b>          CHSS 489/H/ Honors Colloquium <span style="float: right;">3cr</span>          HNRC 499 Honors Senior Synthesis (1) <span style="float: right;">*cr</span>          RGPL 483/H/ Honors Thesis in Regional Planning (2) <span style="float: right;">6cr</span></p> <p>(1) Credits for HNRC 499 are counted in the Liberal Studies synthesis requirement.          (2) Credits for RGPL 483 are counted in the appropriate departmental track requirement.</p>	<p>qualified majors will be invited to join the Regional Planning Honors Track.</p> <p>Students select one of the following options: 1) Two courses from RGPL 333, 345, 426, or 440 and two 600-level (graduate seminar) courses, 2) Two courses from RGPL 333, 345, 426, or 440 and one 600-level (graduate seminar) course and RGPL 483 Honors Thesis, 3) Three courses from RGPL 333, 345, 426, or 440 and RGPL 483 Honors Thesis, 4) Three courses from RGPL 333, 345, 426, or 440 and one 600-level (graduate seminar) course. Honors students who enroll in the above designated undergraduate courses will undertake an honors project identified in conjunction with the course instructor, and reviewed by the Regional Planning Program Director or the department chair (if the director is the course instructor).</p> <p><b>Regional Planning Honors Track</b> <span style="float: right;"><b>12</b></span>  <b>Prerequisites:</b> Declared major in Regional Planning, completion of at least 45cr of university coursework, 3.25 or higher GPA in major and overall plus endorsement of advisor and one other Regional Planning faculty member</p> <p><b>Select one of the following options:</b>          Two from RGPL 333, 345, 426, and 440(1) and two 600 level seminars          Two from RGPL 333, 345, 426, and 440(1) and one 600 level seminar and RGPL 483/H/ (2)          Three from RGPL 333, 345, 426, and 440(1) and RGPL 483/H/ (2)          Three from RGPL 333, 345, 426, and 440(1) and one 600 level seminar</p> <p>(1) Students in these designated undergraduate courses will undertake an honors project identified in conjunction with the course instructor, and reviewed by the Regional Planning Program Director or the department chair (if the director is the course instructor).          (3) Credits for RGPL 483 are counted in the appropriate departmental track requirement.</p>
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**Rationale:** CHSS 489 Honors Colloquium has been infrequently offered and HNRC 499 Honors Synthesis no longer exists. The modification is being made to make the undergraduate Geography and Regional Planning Honors Tracks more accessible to our high-achieving students. The proposed revisions will use a combination of regularly offered upper division major’s courses with an honors project component or 600 level seminar courses or an honors thesis.

The number of credits for eligibility is being lowered from 60 to 45 credits of university coursework because we have found that students that might have been interested in the Honors Programs were unwilling to select the option because it would have extended their time at IUP. Making the programs available to students earlier will allow them to plan their course work in order to be able to complete the Honors Track and still graduate on schedule.

The reference to the Social Studies Education/Geography Track is being removed from the Regional Planning Honors Program because these students take no Regional Planning courses.

**17 Liberal Studies Committee and UWUCC approved: 1) the following individuals as Writing Intensive faculty or the following course as writing intensive, 2) the above courses in the following categories, and 3) the removal of the following courses from the Liberal Studies Elective List:**

- David T. Smith, Computer Science, was approved as a Type I Writing Intensive, Professor Commitment.
- HPED 493 Internship was approved as a Type II Writing Intensive, Department Commitment course.
- ARHI 205 Ancient to Medieval Art was approved as a Liberal Studies Elective in the Information Literacy category.
- RLST 329 Philosophy of Religion was approved in the Global and Multicultural Awareness, Liberal Studies Elective, and Global Citizenship categories.
- MATH 214 Probability and Statistics for Business Majors was approved as a Liberal Studies Elective in the Quantitative Reasoning category.
- MATH 216 Probability and Statistics for Natural Sciences was approved as a Liberal Studies Elective in the Quantitative Reasoning category.
- MATH 217 Introduction to Probability and Statistics was approved as a Liberal Studies Elective in the Quantitative Reasoning category.
- COMM 230 Global Media and Communication was approved in the Global and Multicultural Awareness category.
- COMM 325 Women in Media was approved as a Liberal Studies Elective in the Global Citizenship and Information Literacy categories.
- SAFE 100 The Science of Living Safety was approved as a Liberal Studies Elective in the Scientific Literacy category.
- PHIL 110 Reasoning and the Law was removed from the Liberal Studies Elective category.
- PHIL 321 Symbolic Logic II was removed from the Liberal Studies Elective category.
- PHIL 325 Modern Philosophy was removed from the Liberal Studies Elective category.
- PHIL 326 Phenomenology and Existentialism was removed from the Liberal Studies Elective category.
- PHIL 420 Metaphysics was removed from the Liberal Studies Elective category.
- PHIL 421 Theory of Knowledge was removed from the Liberal Studies Elective category.
- PHIL 460 Philosophy of Language was removed from the Liberal Studies Elective category.
- SOC 271 Cultural Area Studies: Africa was removed from the Liberal Studies Elective and Global and Multicultural Awareness categories.
- SOC 272 Cultural Area Studies: China was removed from the Liberal Studies Elective and Global and Multicultural Awareness categories.
- SOC 273 Cultural Area Studies: South East Asia was removed from the Liberal Studies Elective and Global and Multicultural Awareness categories.
- SOC 274 Cultural Area Studies: Latin America was removed from the Liberal

- Studies Elective and Global and Multicultural Awareness categories.
- SOC 286 Marriage, Kinship and the Family was removed from the Liberal Studies Elective category.
  - SOC 340 Sociology of Industry was removed from the Liberal Studies Elective category.
  - SOC 458 Political Sociology was removed from the Liberal Studies Elective category.

**18 University-Wide Undergraduate Committee—Fast Track Procedures**

**a Changing Biology Natural Science Requirements or Prerequisites:**

The programs and/or courses with BIOL 103 and/or 104 as Natural Science requirements or for courses with one or both of these courses as a prerequisite have been identified. The departments with these programs or courses will be contacted and asked if they wish to change their BIOL listing because of the revisions to BIOL 103 now titled Life on Earth (was titled General Biology I) and BIOL 104 now titled Human Biology: How the Human Body Works (was titled General Biology II) and the addition of BIOL 106 Human Genetics and Health. Similarly BIOL 111/112 Principles of Biology I/II are being replaced by BIOL 201 Principles of Ecology and Evolution, BIOL 202 Cell and Molecular Biology, and BIOL 203 Principles of Genetics and Development. The UWUCC will then approve the changes that departments want and forward it to Senate for approval.

**b Reducing Major Credits to meet the PASSHE Maximum Limits**

For programs that are simply removing credits/courses to meet the PASSHE maximum number of credits for a BA of 42 credits or for a BS of 60 credits, a simplified program revision proposal that includes a table with the current degree requirements on one side and the proposed degree requirements on the other side may be submitted, along with a brief rationale. The PASSHE deadline for approval of these changes is by July of 2015, which means that proposals need to be approved by the final Senate meeting of 2014-15.

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

**FOR ACTION:**

**1) New Dual Level Course**

**Course:** PLSC 404/504: Women and Politics

**Department:** Political Science

**Catalog start date:** Fall 2014

**Catalog description:**

PLSC 504 Women and Politics

3 cr

Focuses on the role of women in political life, and policies that especially affect women in both developing and developed countries.

Prerequisites: None.

**Rationale:**

Women are the majority of most countries' population yet they remain a political minority. The political situation of women and the strategies developed to enhance women's participation in governance varies greatly. By examining these different strategies and divergent outcomes students also learn about different cultures as well. This course is quite standard at many other universities. We will focus especially on women's participation in political parties and social movements, women as voters and candidates in political national elections, the relationship between feminism and the state and gender within international politics. The course will draw on examples from various regions in the world without having false dichotomies of developed and developing nations. We will examine in a cross-national, cross-regional perspective current developments in the field of women and politics. Women comprise roughly half the population of almost every country and make up fewer than 19% of all parliamentarians. We will examine women's participation in institutional and noninstitutional politics and uncover the factors that contribute to their participation as well as to understand the consequences of their participation.

**2) New Course**

**Course:** MATH 550: Topics in Applied Computational Mathematics

**Department:** Mathematics

**Catalog start date:** Spring 2015

**Catalog description:**

MATH 550: Topics in Applied Computational Mathematics 3cr

Focuses on using computational methods to solve applied mathematics problems. Content will vary from year to year. Students will gain experience in solving practical problems, using various mathematical software packages, giving oral presentations, preparing technical reports, reading field-related journals and integrating scientific visualization.

Prerequisites: permission of instructor

**Rationale:**

MATH 550 was designed to be a writing intensive course for our applied mathematics students, and we believe the writing components in MATH 550 are extremely valuable for our M.S. in Applied Math students.

### 3) **Minor Course Revision**

**Course:** MATH 650: Themes in the History of Mathematics

**Department:** Mathematics

**Catalog Start Date:** Summer 2014

**Current Catalog Description:**

MATH 650 History of Mathematics 3 cr

Men and ideas that have shaped the course of events in mathematics are examined. Some attention may be given to developing activities for secondary school mathematics classrooms which incorporate the historical viewpoint.

**New Catalog Description:**

MATH 650 Themes in the History of Mathematics 3 cr

Traces the historical development of major themes in mathematics from their origins to their modern forms. Themes include mathematics of the heavens and earth (trigonometry), solving algebraic equations, areas and volumes (calculus), and optimization.

Prerequisite: A calculus sequence



### **Summary of the Proposed Revisions**

The emphasis of the course is changing from a general overview of the history of mathematics to a more focused development of specific themes in mathematics. Instead of developing activities for the secondary school mathematics classroom, each student will research a theme of mathematics on her own.

### **Rationale:**

The course MATH 650 was designed as a content course to be taken primarily by students in the M.Ed. in Mathematics Education Program. By modifying the course to eliminate references to “developing activities for the secondary school mathematics classroom” we hope to open the course to other students interested in the history of mathematics, perhaps students in our M.S. in Applied Mathematics Program.

We have also modified the course to focus on the development of specific themes in mathematics rather than a general history of mathematics. This will allow students to see the development of topic all the way through from its origins to the present. This also ensures that the course content is more in line with a graduate course and expands upon an undergraduate history of mathematics course that students may have taken prior to entering a graduate program. The thematic approach also allows for more coverage of modern mathematics, as we will see a theme through to modern times. Current and prospective teachers will still benefit from the development of themes because each theme is related to subjects that are taught in secondary schools. In addition, the required project is flexible enough to allow a current or prospective teacher to create a historical teaching module as a project.

### **4) New Course**

**Course:** MAED 660: Survey of Research in Mathematics Education

**Department:** Mathematics

**Catalog start date:** Summer 2015

### **Catalog description:**

MAED 660 – Survey of Research in Mathematics Education 3 cr

Provides students with an introduction to research issues and trends in mathematics education. Students will read, interpret, and synthesize research articles in mathematics education related to past and current issues and trends. Focus is on how research informs and has informed the practice of teaching mathematics.

Prerequisites: Appropriate major or permission of the instructor

**Rationale:**

- MAED 660 is a new course that will be required in the new, forthcoming Master of Education in Mathematics Education Program.
- MAED 660 focuses on the interpretation and synthesis of research in the field of mathematics education and how such research has informed the practice of classroom mathematics teachers. The concept of putting research into practice is promoted by both the National Council of Teachers of Mathematics and the Association of Mathematics Teacher Educators.

**5) New Course**

**Course:** MAED 616: Writing in Mathematics Education

**Department:** Mathematics

**Catalog start date:** Summer 2014

**Catalog description:**

MAED 616– Writing in Mathematics Education 3 cr

Topics include using writing as a teaching tool, how to introduce writing into K-12 mathematics classes, and the types of writing that can be done. Both formal and informal mathematics writing will be explored. Rubrics and other forms of writing assessment will also be examined.

Prerequisite: Appropriate major or permission of the instructor

**Rationale for the course:**

- MAED 616 is a new course that will be a math elective in the new Master of Education in Mathematics Education. (proposal for the new program is forthcoming)
- MAED 616 focuses on writing in the secondary math classrooms. The National Council of Teachers of Mathematics (NCTM), the world's largest organizations of mathematics educator's Pre K – 16. NCTM notes in *Principles and Standards for School Mathematics*, (2000), that communication is an essential part of mathematics and mathematics education. Because mathematics is so often conveyed in symbols, oral and written communication about mathematics needs to be recognized as an important part of mathematics education.

**6) New Course**

**Course:** MAED 652: Differentiated Instruction in Secondary School Mathematics

**Department:** Mathematics

**Catalog start date:** Fall 2014

**Catalog description:**

MAED 652: Differentiated Instruction in Secondary School Mathematics 3 cr

Participants will deepen their knowledge about topics relating to essential components of differentiated instruction in a secondary math classroom through the exploration of tools, simulations, discussions, and research. They will apply this knowledge through the creation of original differentiated products and will reflect on how differentiated instruction connects to their work in the classroom. Throughout the course, differentiated strategies will be embedded and modeled.

Prerequisite: Appropriate major or permission of the instructor

**Rationale for the course:**

- MAED 652 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 652 focuses on differentiating instruction in the secondary math classrooms. The National Council for Teachers of Mathematics has made Equity the first of the six principles that guide mathematics education. For NCTM equity requires accommodating differences to help everyone learn mathematics. This course will show teachers how to set high expectations for all students and provide tools so that students can reach to meet those expectations.

**7) Course Revision – Dual Level Course**

**Course:** MKTG 440/540: Direct Marketing

**Department:** Marketing

**Catalog start date:** Summer 2014

**Catalog Description:**

MKTG 540 Direct Marketing 3cr

Introduces students to the role and nature of Direct Marketing including its current theory and practice. Topics include designing and implementing (1) Direct mail marketing (2) Telemarketing (3) Catalog Marketing (4) E-mail Marketing (4) Web/Internet based direct marketing for consumer and industrial markets. Case studies and applications will be utilized. Social, public policy and legal issues in direct marketing will also be explored.

Pre-requisites: MKTG 603

**Rationale for the revision**

Course is being revised to add graduate student components so that it can be offered as an elective to MBA students.

**8) Course Deletion**

**Course:** BLAW 539: Energy Law

**Department:** Finance and Legal

**Catalog start date:** Summer 2014

**Rationale:**

In the Spring of 2013 the University Wide Graduate Committee approved BLAW 439/539 Energy Law. However, after consultation with Eberly College of Business and Information Technology (EBIT) Energy Committee and the (EBIT) Dean, it was decided that a two sequence law course with the first course in the sequence as mandatory was the most academically appropriate structure.

**9) Minor Course Revision: Change Course Prefix**

**Course:** BTST 670 to **BCOM 670**

**Department:** Management

**Catalog start date:** Summer, 2014

**Rationale:**

This prefix change is being made in anticipation of the transfer of faculty and curriculum from the BTST Department to the Management Department. The prefix change has been approved by both Departments: TST (sending department) and Management (receiving department).

**Current Catalog Description**

BTST 670: Organizational Communication 3 cr

Investigates all levels of organizational communication. Students will identify, evaluate, and develop communications appropriate for various internal and external constituents of the corporation. In this process, students learn principles of corporate imaging, identity, and reputation building. Students will study and apply advanced communication skills required for leadership, execute responsibilities, and group dynamics. Emphasis will be on active learning. Cases and exercises will help develop team-building skills and insights into the problems faced by teams. The influence of emerging team structures

will be explored through simulations and various communication technologies, including the virtual environment.

### **Proposed Catalog Description**

**BCOM 670:** Organizational Communication

3 cr

Investigates all levels of organizational communication. Students will identify, evaluate, and develop communications appropriate for various internal and external constituents of the corporation. In this process, students learn principles of corporate imaging, identity, and reputation building. Students will study and apply advanced communication skills required for leadership, execute responsibilities, and group dynamics. Emphasis will be on active learning. Cases and exercises will help develop team-building skills and insights into the problems faced by teams. The influence of emerging team structures will be explored through simulations and various communication technologies, including the virtual environment.

### **10) New Course**

**Course:** COUN 678: Spirituality Issues in Counseling

**Department:** Counseling

**Catalog start date:** Spring 2014

#### **Catalog description:**

COUN 678: Spirituality Issues in Counseling

3 cr

This is a special topics course that is designed to assist counseling students to become more informed about and aware of spiritual issues that affect them, their clients, their communities and society. Emphasis is placed on how spiritual practice influences one's work as a counselor and how in-session psycho-spiritual interventions and between-session spiritual practice may deepen the client's work beyond the levels typically addressed by traditional "talk therapies."

#### **Rationale:**

Current trends in counseling include acknowledgment of a need for counselors to be able to recognize religious and spiritual issues with clients.

The Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), a subdivision of the American Counseling Association (ACA) developed a set of competencies to assist counselors in honoring the various faith practices and traditions of their clients, and to recognize religious and spiritual themes in their clients' presenting issues. Such themes might include but are not limited to: one's meaning and purpose in

life, making personal decisions that conflict with the influences of one's upbringing/family of origin, dealing with grief and loss as well as death and dying, To be able to recognize such issues is critical in working with clients from diverse populations in a pluralistic society.

#### 11) Course Deletion

**Course:** SOC 712/812: Methods for Human Service Practitioners

**Department:** Sociology

**Catalog start date:** Summer 2014

**Rationale:**

This course has not been taught in over a decade. We do not need to retain the course under a revised “trackless” program.

#### 12) New Course

**Course:** SOC 746/846: Theories of Sociological Social Psychology

**Department:** Sociology

**Catalog start date:** Fall 2014

**Catalog description:**

SOC 746/846: Theories of Sociological Social Psychology 3 cr

Surveys a broad range of theories and substantive topics within field of sociological social psychology. Includes examination of influential theoretical and empirical work, both classic and contemporary that comprise the field’s various perspectives. Emphasis on themes, perspectives, methods, and substantive topics specific to the sociological perspective on social psychology.

Prerequisite: Graduate standing

**Rationale for the course:**

This course will expose our Sociology master’s students to one of the major perspectives within our discipline. For example, students will delve into sociological theories on socialization, interpersonal relations and social interaction, attitudes and public opinion, and collective behavior, and address scholarship on identity, social cognition, small group dynamics, and the psychological consequences of inequality.

**13) New Course**

**Course:** SOC 700: Proseminar

**Department:** Sociology

**Catalog start date:** Fall, 2014

**Catalog description:**

SOC 700: Proseminar

1 cr

Proseminar (professional seminar) helps students to develop master's-level academic skills in Sociology. It introduces students to the skills needed to become a professional sociologist with attention focused on first-year initiation, preparation, and socialization into the discipline and local departmental culture.

Prerequisites: Graduate standing in the Sociology Master's Program

**Rationale:**

Our faculty identified the need for improved socialization and social integration of incoming students. To this end, we propose adding this required one-credit **Proseminar (SOC 700)** course. The course will provide students with practical information and academic expectations within the master's program. The Proseminar course will cover professional and ethical issues within our field and help students develop realistic personal academic and career goals.

**14) New Dual Level Course**

**Course:** SOC 707/807: Scholarly Writing in the Social Sciences

**Department:** Sociology

**Catalog start date:** Fall 2014

**Catalog description:**

SOC 707/807: Scholarly Writing in the Social Sciences

3 cr

This seminar focuses on scholarly writing and communication for sociologists. Students will review the mechanics of writing social scientific papers, reports and presentations and will learn how to synthesize research literature, develop conceptual frameworks, and persuasively argue based on evidence. Students will learn and practice skills for writing, editing and revision. Coverage includes writing for thesis/dissertation, applied research projects, and practical applications within the discipline.

Prerequisites: Graduate standing

**Rationale:**

Students with communication problems who have difficulty expressing themselves in writing may become frustrated with writing assignments and, especially, with thesis projects. To address this issue, our program revision includes this new three-credit Scholarly Writing in the Social Sciences (SOC 707/807) course as a requirement. The course goals include improved writing, editing and revising skills. Students will learn how to synthesize research literature, develop conceptual frameworks, and persuasively argue based on evidence. By addressing students' writing and communication weaknesses within a required course, we hope to reduce some of the writing (and excessive editing) challenges students face when completing papers and theses. Whether students plan to continue their graduate sociological training at the doctoral level or to enter the social science workforce, effective writing is an essential skill. In addition, this new required Scholarly Writing in the Social Sciences course will address students' writing and communication deficiencies and provide skill-based training for transitions to professional sociological careers or doctoral level training.

**15) Minor Course Revision: Course Title and Description**

**Course:** SOC 542: Medical Sociology

**Department:** Sociology

**Current Catalog Description:**

SOC 542: Social and Cultural Aspects of Health and Medicine 3 cr

A review of the fields of medical sociology and anthropology. Focuses on such topics as health and illness in cross-cultural context, aging, social and psychological aspects of pain, and social organization of health facilities and services. Definitions of limits of "life" and "death" in context of holistic health.

**New Catalog Description:**

SOC 542: Medical Sociology 3 cr

A review of medical sociology. Focuses upon the sociological examination of health, illness, and healing, health inequalities, medicalization, medicine as a profession, healing occupations, interactions within medical settings, the social organization of health services, and bioethics. Current, major issues in public policy and healing.



**Summary:**

This minor revision re-titles **Social and Cultural Aspects of Health and Medicine (SOC 542)** as **Medical Sociology** and revises the course description.

**Rationale:**

These changes align the course with a recent revision to the undergraduate version, **Medical Sociology (SOC 342)**, which was retitled by Senate approval on April 30, 2013. We are separately proposing to renumber the undergraduate version as **SOC 442** so that the course may retain its dual listed status.

Medical Sociology is major area of specialization within Sociology, and it represents one of the largest and oldest research sections in the American Sociological Association, our professional organization. The field seeks to understand the social contexts of health, illness and health care. Focal topics include an array of cross-cutting interests from subjective experiences of health and illness to the socio-political and socio-economic systems that frame the organization and financing of public health, medical treatments, and disease. Scholarly research within Medical Sociology has contributed to innovations within Sociology itself. This course provides our master's students with a broad survey of this large field. Our students also have access to a more-focused, elective graduate-only course, Sociology of Health Care (SOC 721/821).

The old title and old description for SOC 542 date back to when Sociology and Anthropology were housed within a single department at IUP.

**16) Minor Program Revision**

**Title of the program:** Master of Arts in Sociology

**Department:** Sociology

**Catalog start term:** Fall 2014

**Summary of the rationale for the revision:**

The Department of Sociology is initiating a revision to the current Master of Arts in Sociology Program in order to: better integrate students into graduate school; provide them with more standardized, rigorous mentorship; and enhance their sociological research training. The proposed revisions address recent changes in the field, in the labor market for our graduates and among our faculty areas of expertise. We believe these revisions will help our faculty to better serve the needs of our students by providing more standardized and rigorous sociological training with an emphasis on application of sociological perspectives, public sociology (Clawson, 2007) and engaged scholarship.

**Side-by-side comparison:**



<p>SOC 795 Thesis 6 cr.  <u>Approved electives (including at least 9 cr. in Area of Specialization)</u></p> <p>or</p> <p>B. (Non-Thesis Option)  <u>Approved electives (including at least 9 cr. in Area of Specialization)</u>  <u>Comprehensive exam</u> 0 cr.</p> <p><u>III. Areas of Specialization (choose one) <sup>1</sup></u>  <u>A. Sociology of Deviance</u>  <u>B. Sociology of the Family/Sociology of the Lifecourse</u>  <u>C. Medical Sociology</u>  <u>D. Sociology of Organizations</u>  <u>E. Social Stratification</u>  <u>F. Social Change</u></p> <p><u>A specialization enables the student to select a combination of three to five courses (including courses from various other departments) focusing on a particular area of interest. Complementary courses are offered in Women's Studies, Clinical Psychology, Counselor Education, Criminology, Public Administration, Adult and Community Education, Political Science, Library Relations, History, and other departments or programs.</u></p> <p><u>Human Services Program</u></p> <p><u>The Human Services Program is designed to prepare students to work in a variety of human service fields and to offer advanced training for those already employed in human service professions. The Human Services Program is designed for those interested in service delivery to special client groups like the aging, the abused, and the alcohol dependent, or for those interested in human service administration or evaluation.</u></p> <p><u>I. Required Core (15 cr.)</u>  <u>SOC 710 Sociology of Human Services</u> 3 cr.  <u>SOC 711 Human Services Administration</u> 3 cr.          or  <u>SOC 712 Methods for Human Service Practitioners</u> 3 cr.  <u>SOC 705 Research Seminar in Sociology</u> 3 cr.  <u>SOC 762 Analysis of Social Data</u> 3 cr.  <u>SOC 709 Contemporary Sociological Theory</u> 3 cr.</p> <p><u>II. Internship (6 cr.)</u>  <u>SOC 798 Internship</u> 6 cr.</p> <p><u>III. Areas of Specialization (Choose one) <sup>1</sup></u>  <u>A. Administration and Evaluation of Human Services</u>  <u>B. Alcohol and Drug Abuse</u>  <u>C. Health and Medicine</u>  <u>D. Children and Families</u>  <u>E. Aging</u></p> <p><u>A specialization enables the student to select a combination of three to five courses (including courses from various other departments) focusing on a particular area of interest. Complementary courses are offered in Women's Studies, Clinical Psychology, Counselor Education, Criminology, Public Administration, Adult and Community Education, Political Science, History, and other departments or programs.</u></p> <p><u>IV. Either</u></p>	<p>or</p> <p>B. (Non-Thesis Option)  <u>Approved electives</u> <b>21 cr.</b>  <b>Portfolio</b> <b>0 cr.</b></p> <p><sup>1</sup>No more than 9 semester hours of approved electives may be from outside the department.</p>
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<p><u>A. (Thesis Option)</u>  <u>SOC 795 Thesis</u> 6 cr.  <u>Approved electives in a chosen area of specialization</u> 9 cr.</p> <p>or</p> <p><u>B. (Non-Thesis Option)</u>  <u>Approved electives including at least 9 cr. in a chosen area of specialization</u> 15 cr.  <u>Comprehensive exam</u> 0 cr.</p> <p><u>Both thesis and non-thesis options in the Human Services Program require a total of 36 credit hours.</u></p> <p><u><sup>1</sup> Students may also design their own specialization, with the approval of the graduate coordinator.</u></p> <p><u><sup>2</sup> No more than 9 of these 15 semester hours of approved electives may be from outside the department.</u></p>	
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**Catalog description:**

*Department of Sociology*

Advanced training in sociology should enable students to think insightfully and critically about society and human relationships and to serve more effectively in a variety of professions. The department's M.A. in Sociology prepares students for research professions, doctoral studies, teaching in the social sciences, as well as employment in human services, government agencies, corporations, higher education, and social research positions. Recent graduates are working as directors or supervisors in human services agencies, researchers, data analysts, and educators. The M.A. in Sociology is designed to prepare students for such opportunities.

In addition to School of Graduate Studies and Research admissions requirements, the applicants to the Sociology M.A. program should have completed at least 12 hours of undergraduate social science courses with an average of "B" or better. Students not meeting this requirement may be admitted if they agree to take additional undergraduate or graduate sociology courses designated by the department.

Master of Arts in Sociology

Students select either a six-credit thesis option or a non-thesis option. Students selecting the thesis option must successfully complete a six-credit thesis (see requirements for the thesis listed under the catalog description for SOC 795). Including the six-credit thesis, the thesis option requires a total of 37 credit hours. The non-thesis option requires a total of 37 credit hours and successful completion of a Portfolio.

Additional courses are available from other departments on related topics such as counseling, individual assessment, women’s studies, criminology, cross-cultural studies, public policy and finance, community and urban planning, statistical analysis, and program evaluation. Up to nine credit hours may be taken outside the department. No more than one-third of a student’s total credit hours may be dual-level (500-level) courses. Students who enrolled for dual-level courses while undergraduates at IUP may not repeat the same courses for credit as graduate students.

The Sociology Program is designed especially for those students preparing for research professions, doctoral studies, or teaching in the social sciences.

I. Required Core (16 cr.)

SOC 700	Proseminar	1 cr.
SOC 705	Research Seminar in Sociology	3 cr.
SOC 762	Analysis of Social Data	3 cr.
SOC 709	Contemporary Sociological Theory	3 cr.
SOC 707	Scholarly Writing in the Social Sciences	3 cr.
SOC 765	Qualitative Research Methods	3 cr.

II. Either

A. (Thesis Option)

SOC 795	Thesis	6 cr.
Approved electives <sup>1</sup>	15 cr.	

or

B. (Non-Thesis Option)

Approved electives <sup>1</sup>	21 cr.
Portfolio	0 cr.

<sup>1</sup> No more than 9 semester hours of approved electives may be from outside the department.

**Summaries of each major change:**

This Master of Arts in Sociology Program revision proposes to do the following:

- (a) delete separate tracks to become a trackless program;
- (b) delete areas of specialization;
- (c) revise non-thesis option (delete comprehensive exams and add Portfolio);
- (d) add SOC 700 Proseminar as a new and required course;
- (e) add SOC 707/807 Scholarly Writing in the Social Sciences as a new and required course;
- (f) add SOC 765 Qualitative Research Methods an existing course as a required course; and
- (g) increase the number of credits required for graduation to 37 credits.

**17) New Course**

**Course:** EDEX 750: Assessment for Instructional Planning for Students with Autism Spectrum Disorders

**Department:** Special Education

**Catalog start date:** Summer 2014

**Catalog description:**

EDEX 750	Assessment for Instructional Planning for Students with Autism Spectrum Disorders	3 cr
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Particular attention will be given to the identification of the range of assessment domains and the valid use of the functional behavior assessment process. Practical strategies for teaching skills in the domain areas based on assessment results will be addressed. An overview of curricula, approaches, strategies, and materials used with students with Autism Spectrum Disorder will also be provided.

**Rationale:**

EDEX 750 has been created to fully meet the curriculum requirements of the Department of Education Certificate of Recognition (COR) in Autism. This COR will provide our graduate students advanced training in working with students with Autism Spectrum Disorders. The PDE guidelines are very specific regarding content and this course was designed to address those requirements not covered in any existing graduate level courses.

**18) New Course**

**Course:** EDEX 520: Characteristics and Etiology: A Theoretical and Practical Introduction to Autism Spectrum Disorder.



**Summary of proposed revision:**

1. First, this course has been a dual listed undergraduate/ graduate course (EDEX 458/558 Transition For Youth With Disabilities). We are proposing to split the dual listing and offer this course as graduate only.
2. We changed the course title.
3. We changed the course description
4. We changed the course objectives
5. We are submitting this as a course that can also be offered as a distance education course.

**Rationale for the course:**

1. The justification for splitting this course from the undergraduate course is based on several reasons.
  - a. First, PDE has split the special education certifications and students must choose certification in either PreK-grade 8 or Grades 7-12. Certification in grades 7-12 requires students to have a transition course.
  - b. Second, we are now offering an undergraduate 7-12 certification that can be added to a secondary content area at the undergraduate level.
  - c. Third, we are revising our graduate certification program to reflect the split in certifications and will be requiring this course for those graduate students pursuing the 7-12 certification
  - d. Finally, the current numbers in the EDEX 458 undergraduate course have increased due to Disability Service Majors taking this course, an increase of undergraduates taking special education as a minor and students pursuing 7-12 add on certification at the undergraduate level. The numbers of students in the undergraduate programs and the increase of students in the graduate certification program pursuing 7-12 certification make it reasonable and necessary to split the course.
2. Rationale for changing the course title is to reflect the emphasis on the application of course content to assessment and planning for transition.
3. Rationale for changing the course description is to reflect the emphasis on the application of course content to assessment and planning for transition.
4. Rationale for changing the course objectives is to reflect the higher level thinking and application skills expected of a graduate level course as well as to address the assessment and planning focus of the course.
5. Rationale for submitting this as a distance education course is that the Special Education Graduate Certification Program is currently an online program as targeted by the University Graduate Online Program Initiative. This course is a required course in the 7-12 graduate certification program and therefore, will need to be offered online.



## 20) Minor Program Revision

**Title of the program:** Education of Exceptional Persons - Students Seeking Special Education Certification Only

**Department:** Special Education and Clinical Services

**Catalog start date:** Summer 2014

### **Rationale for the revision:**

- a. The purpose of this proposal is to revise the graduate program for students seeking Pennsylvania Special Education Certification as an add-on to initial teacher certification. We are proposing two changes to the current program
  - First, we have established two options to reflect changes in certification in PA. Beginning September 1, the PA Department of Education offers two certification options: PreK-8 Special Education Certification and 7th-12<sup>th</sup> grade Special Education Certification. On admission, each student will select either the Pre-K-8 Special Education Certification option or the 7th-12<sup>th</sup> grade Special Education Certification option.
  - Second, we are increasing the minimum credit requirements from 15 to 18 credits to meet state competencies through coursework. All students will take 15 credits of EDEX 569, EDEX 578, EDEX 752, EDEX 754, and EDEX 785. For the 7th-12<sup>th</sup> grade certification option, students will take an additional course (EDEX 558) focusing on transition services. For the PreK-8 certification option, students will take a course (EDEX 755) focusing on multi-disciplinary collaborations. Students who do not have prerequisite methods courses may be required to take additional courses (e.g., EDEX 221 and EDEX 222); individual programs will be designed based on a review of transcripts.

In this proposal, the term Exceptional Persons refers to students with disabilities as defined by federal law and PA state regulations. The disability categories include students with high incidence disabilities (e.g., learning disabilities and low incidence disabilities (e.g., autism). The term Exceptional Persons does not include students with sensory impairments or students who are gifted.

- b. The proposed revision will address the changes in teacher certification guidelines from the Pennsylvania Department of Education.

**Side-by-side comparison:**

Current Program	Proposed Program
<p>EDEX 569 Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities or Brain Injury                      EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical or Multiple Disabilities                      EDEX 752 Assessment of Persons with Disabilities                      EDEX 754 Advanced Instructional Design in Special Education                      EDEX 785 Practicum and Internship (severe)</p> <ul style="list-style-type: none"> <li>• These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities).</li> <li>• Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.</li> </ul>	<p>EDEX 569 Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities or Brain Injury                      EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical or Multiple Disabilities                      EDEX 752 Assessment of Persons with Disabilities                      EDEX 754 Advanced Instructional Design in Special Education                      EDEX 785 Practicum and Internship (severe)  <b>EDEX 558 Transition for Youth with Disabilities (required for 7-12 certification)</b>  <b>EDEX 755 Professional Collaboration and Team Building for Special Educators (required for PreK-8 certification)</b></p> <ul style="list-style-type: none"> <li>• These are minimum requirements. Additional coursework may be required depending on present certification</li> </ul>

**Catalog description:**

Master of Education: Education of Exceptional Persons

The M.Ed. program is structured to address the educational needs of five types of graduate students: (a) those who hold Pennsylvania Mentally and/or Physically Handicapped certification; (b) those who hold another teaching certificate who wish to obtain Special Education Certification (either PreK-8<sup>th</sup> grades or 7<sup>th</sup>-12<sup>th</sup> grades) while working toward an M.Ed. degree in Education of Exceptional Persons; (c) those who hold another teaching certificate who wish to obtain Special Education Certification (either PreK-8<sup>th</sup> grades or 7<sup>th</sup>-12<sup>th</sup> grades) without earning the M.Ed. degree; and (d) those who do not want to qualify for a teaching certificate but who wish to earn an M.Ed. degree and to work professionally with persons with disabilities.

The program intends to prepare graduates who will: a) implement curricula to meet individual needs of students with disabilities; b) demonstrate adaptability, flexibility, and initiative in meeting the changing needs of students with disabilities; c) use positive

behavior management techniques; d) assess pupils strengths and limitations for instructional planning; e) practice diagnostic prescriptive instructional procedures; f) adapt special equipment for individuals; g) plan for and effective use paraprofessionals; h) engage in effective communication and collaborative partnerships; and i) apply professionalism and ethical practices.

Students working toward a master's degree may select a thesis or a non-thesis option at an appropriate point in their program of studies. All M.Ed. candidates must successfully complete a comprehensive examination as the terminal experience in their course of studies. For candidates wanting special education certification, individual programs of study will be designed based on review of transcripts.

Applications are due by March 15 for consideration for Summer/Fall acceptance and by October 15 for Spring acceptance.

**Summary:**

**Students Seeking Pennsylvania Special Education Certification**

EDEX 569 Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities, or Brain Injury

EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical, or Multiple Disabilities

EDEX 752 Assessment of Persons with Disabilities

EDEX 754 Advanced Instructional Design in Special Education

EDEX 785 Practicum and Internship (severe)

EDEX 558 Transition for Youth with Disabilities (required for 7-12 certification)

OR

EDEX 755 Professional Collaboration and Team Building for Special Educators (required for PreK-8 certification)

These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities).

**21) Minor Program Revision**

**Title of the program:** Masters of Science in Biology

**Department:** Biology

**Catalog start date:** Fall 2014

**Rationale for the revision:**

To address changes suggested in our previous 5-year review, the current proposal would 1) eliminate the requirement for “core elective courses”, and 2) reduce the total credit hours to 32 for students pursuing a thesis-based degree. Additionally, we would like to eliminate the competency exam requirement for students pursuing a thesis based degree. We feel that these changes make sense for a number of reasons. Eliminating the “core elective courses” requirement allows more flexibility in our program, and allows students a greater ability to tailor their course work to fit their specific career objectives. It will also eliminate a requirement that often causes a student to take a course that neither the student nor their advisor feels is relevant to their chosen field of study. The overall reduction in required courses work represents a 3 credit (1 course) reduction in the required coursework for our students pursuing a thesis based degree. This reduction brings our program more in-line with similar programs at other universities. At other institutions, 30 credit hours are typically required for a M.S. in Biology that involves thesis research. The purpose of a competency exam is to ensure that students have successfully learned the fundamental concepts from their field. However, for thesis students, this purpose is also achieved as part of their Thesis Defense. Therefore we plan to eliminate a redundant requirement for our Thesis Students.

**Side-by-side comparison:**

**Table 1: Side-by-side comparison Thesis Option**

Current M.S. Biology Requirements Thesis Option	Revised M.S. Biology Requirements Thesis Option
Total Credits Required = <u>35 c.h.</u>	Total Credits Required = <b>32 c.h.*</b>
Core Courses = <u>20 c.h.</u>	Core Courses = <b>11 c.h.</b>
IA. Required Courses = 11 c.h.	IA. Required Courses = 11 c.h.
BIOL 602 Biometry 3 c.h.	BIOL 602 Biometry 3 c.h.
BIOL 611 Biology Seminar I 1 c.h.	BIOL 611 Biology Seminar I 1 c.h.
BIOL 612 Biology Seminar II 1 c.h.	BIOL 612 Biology Seminar II 1 c.h.
BIOL 795 Thesis 6 c.h.	BIOL 795 Thesis 6 c.h.
IA. Required Courses = <u>9 c.h.</u>	IA. Required Courses = <b>0 c.h.</b>
BIOL XXX Cell/Molecular Course 3 c.h.	
BIOL XXX Organismal Course 3 c.h.	
BIOL XXX Ecology Course 3 c.h.	
Elective Courses <u>15c.h.</u>	Elective Courses <b>21 c.h.*</b>
<u>Fifteen credit hours</u> of courses to be selected with the approval of the thesis advisor from the 500- and 600-level biology elective courses. Up to 6 credit hours of the 15 may be selected from related science and mathematics courses.	<b>Twenty-one credit hours</b> of courses to be selected with the approval of the thesis advisor from the 500- and 600-level biology elective courses. Up to 6 credit hours of the 21 may be selected from related science and mathematics courses.
<u>Competency Exam</u>	
Required Thesis with Public Defense	Required Thesis with Public Defense

\*The program revision would then require 3 fewer elective hours than the current program. No courses or other items are added or eliminated in the proposed revision.

**Table 1b: Side-by-side comparison Non-Thesis Option**

Current M.S. Biology Requirements Non-thesis Option	Revised M.S. Biology Requirements Non-thesis Option
Total Credits Required = 35 c.h.	Total Credits Required = 35 c.h.
Core Courses = <u>17 c.h.</u>	Core Courses = <b>8 c.h.</b>
IA. Required Courses = 8 c.h.	IA. Required Courses = 8 c.h.
BIOL 602 Biometry 3 c.h.	BIOL 602 Biometry 3 c.h.
BIOL 611 Biology Seminar I 1 c.h.	BIOL 611 Biology Seminar I 1 c.h.
BIOL 612 Biology Seminar II 1 c.h.	BIOL 612 Biology Seminar II 1 c.h.
BIOL 699 Independent Study 3 c.h.	BIOL 699 Independent Study 3 c.h.
IA. Required Courses = <u>9 c.h.</u>	IA. Required Courses = <b>0 c.h.</b>
BIOL XXX Cell/Molecular Course 3 c.h.	
BIOL XXX Organismal Course 3 c.h.	
BIOL XXX Ecology Course 3 c.h.	
Elective Courses <u>18 c.h.</u>	Elective Courses <b>27 c.h.*</b>
<u>Eighteen credit hours</u> of courses to be selected with the approval of the thesis advisor from the 500- and 600-level biology elective courses. Up to 6 credit hours of the 18 may be selected from related science and mathematics courses.	<b>Twenty-seven credit hours</b> of courses to be selected with the approval of the thesis advisor from the 500- and 600-level biology elective courses. Up to 6 credit hours of the 27 may be selected from related science and mathematics courses.
Competency Exam	Competency Exam
Required Non-thesis Research Report	Required Non-thesis Research Report

### Catalog description:

#### M.S. in Biology

The Department of Biology offers a Master of Science degree that is intended both for the student who wishes to pursue further graduate work leading to the Ph.D. degree and for the student who desires the M.S. degree as a means to seek a career as a biologist in a number of different professions.

The M.S. degree in Biology has two alternatives, the thesis and non-thesis options. The thesis option is research oriented, with an emphasis on a comprehensive research project under the supervision of a thesis advisory committee. The non-thesis option also requires a research component that is under the direction of a faculty member. Both alternatives are intended to provide the student with a well-rounded biology background, as well as furnish the research skills required for postgraduate positions.

***Admission Criteria***

To be admitted to the Department of Biology, the applicant must have completed the requirements for a bachelor’s degree from an accredited college or university. These requirements should include a major in Biology (or related subject), one year of inorganic chemistry, one semester of organic chemistry, and one semester of calculus or statistics. Applicants with undergraduate deficiencies may be required to register for courses that help to fill these deficiencies.

***Program Requirements***

The departmental requirements for candidacy for the M.S. degree are:

- Satisfactory completion of 15 semester hours of graduate work, with at least eight hours in core courses.
- The selection of a thesis advisor and a thesis advisory committee of at least two additional faculty members (in the case of the thesis student) or a research advisor (in the case of non-thesis student) to guide the candidate in completing the program.
- An official application to candidacy, including a research proposal approved by the advisor, must be submitted to the Biology Department Graduate Committee.

Candidates must maintain a grade point average of at least 3.0. Continuance in the graduate program for those receiving two individual course grades below a “B” is contingent upon review of the Graduate Committee.

Students working for this degree will complete 32 semester hours of work if pursuing a Thesis Degree or 35 semester hours of course work if pursuing a Non-thesis Degree.

**I. Required Core Courses**

Thesis option— 11 semester hours

Non-thesis option— 8 semester hours

Thesis option (11 cr.)

<b>BIOL 602</b>	Biometry	3 cr.
<b>BIOL 611</b>	Biology Seminar I	1 cr.
<b>BIOL 612</b>	Biology Seminar II	1 cr.
<b>BIOL 795</b>	Thesis	6 cr.

Non-thesis option (8 cr.)

<b>BIOL 602</b>	Biometry	3 cr.
<b>BIOL 611</b>	Biology Seminar I	1 cr.
<b>BIOL 612</b>	Biology Seminar II	1 cr.
<b>BIOL 699</b>	Independent Study	3 cr.

## II. Elective Courses

Thesis option— 21 semester hours

Non-thesis option— 27 semester hours

Courses are to be selected with the approval of the advisor from the 500- and 600-level biology elective courses. Up to 6 credit hours of the elective courses may be selected from related science and mathematics courses.

## III. Research Requirement and Assessment for the M.S.

### *Non-thesis option*

The candidate must conduct an original research project under the direction of a faculty advisor. A report in the format of a journal article must be submitted at the conclusion of the study. This requirement is programmed as BIOL 699, Independent Study.

Students pursuing a Non-thesis option are required to take and pass a competency exam administered by the candidate's advisory committee. The purpose of this examination is to assure that all graduates have a broad-based knowledge of biology, as well as a mastery of the subject matter pertaining directly or indirectly to their research project.

This examination must be scheduled after completion of 18 semester hours but before completion of 27 semester hours. If a student fails this exam, a second exam will be administered which, at the discretion of the committee, can be oral or written. This exam must be taken within a four-month period following the first exam. Failure of the second exam will result in dismissal from the program.

### *Thesis option*

The candidate must conduct original research under the direction of the thesis advisory committee and present a research thesis at the conclusion of the program. The candidate registers for BIOL 795, Thesis, while engaged in research and preparation of the thesis. The candidate will prepare a written thesis, and then present a public seminar, reporting results of the research. Following the public seminar, the candidate also must complete an oral defense of the research before the thesis committee.

In many courses in the Department of Biology, additional laboratory time and/or field trips may be required beyond the regularly scheduled periods.

**Summary:**

The current proposal intends to implement suggested revisions that came out of the Department of Biology's 5-year review. The suggested changes to our graduate program were as follows: 1) reduce the amount of formal coursework required for our students pursuing a thesis, and 2) allow master's students to take courses that are more related to their specific biological discipline. Additionally, we propose to eliminate the requirement for a competency exam for students pursuing a thesis.

Our current Master of Science in Biology (MS in BIOL) program requires 35-credit hours of coursework. For a student earning a Thesis degree, eleven of these credits represent our "core courses" and consist of 6 credits for thesis research (BIOL 795), 2 credits for seminar courses (BIOL Seminar I and BIOL Seminar II), and 3 credits for our biometry course (BIOL 602). For a non-thesis degree, the requirements are identical except that 6 credits of thesis research are replaced by 3 credits of Independent study, and an additional 600-level course. Our program also requires students to take 9 credit hours of "core elective courses". These courses can consist of any 3 graduate level courses in Biology with the caveat that they each are related to a distinct scale of biology: Cell/Molecular, Organismal (whole organism), and Ecology. The aim of this requirement was to produce a broadly trained biologist. The purpose of a competency exam is to ensure that students have successfully learned the fundamental concepts from their field. However, for thesis students, this goal is also achieved as part of a student's Thesis Defense. Therefore, we plan to eliminate a redundant requirement for our Thesis Students.

**22) Minor Program Revision**

**Title of the program:** Doctoral Program in Curriculum and Instruction

**Department:** Professional Studies in Education

**Catalog start date:** These changes would go into effect with the Fall 2014 cohort.

**Rationale for the revision:**

The primary mission of the Doctoral Program in Curriculum and Instruction is to support teachers in making the transition from basic education to teaching at the college/university level. The proposal is to update nine of the titles and ten of the course descriptions for the fifteen required, CURR-prefix courses in the Doctoral Program in Curriculum and Instruction. All of the courses have been an approved part of the Doctoral Program in Curriculum and Instruction and all are 900-level, doctoral only courses. The program, housed in the Professional Studies in Education Department, has been in existence since a major curriculum revision in 2000.



- a. There are no changes to the program admission and/or graduation requirements nor are there any changes to the general evaluation procedures used to monitor students' progress throughout the program (i.e., admission, candidacy, comprehensive examination, dissertation). There are no changes to prerequisites; this is a cohort program and students proceed through the entire sequence of required courses as a group. The courses that are required and the courses that are categorized as electives would remain the same. The total number of credits (60 crs.) would not change. If possible, the proposed changes would go into effect with the Fall 2014 cohort.
- b. None of the course numbers would change. Nine of the course titles and descriptions would change slightly. The appendix contains the new titles and revised course descriptions; no new courses are being proposed. There are no issues with other departments; these courses are designed exclusively for the main campus, Monroeville, and Harrisburg cohorts of the Doctoral Program in Curriculum and Instruction. The courses are not cross-listed; therefore, coordination of these course offerings is not applicable.
- c. Based on participation in the "How to Recruit Graduate Students" workshop sponsored by the SGSR, we have decided that some of our course titles are outdated or vague. We want to revise the course titles and course descriptions to make them not only more contemporary but also clearer and more interesting to prospective students.

Note: There are no issues with other departments; all of these courses have been part of the Doctoral Program in Curriculum and Instruction since 2000. The courses are not cross listed; therefore, no coordination of schedules or approval from other departments is necessary.

**SIDE-BY-SIDE COMPARISON OF TEN REVISED COURSE DESCRIPTIONS**

*Note: The prerequisite statement has been removed from all but the first two courses; this is a cohort program; therefore, students will not take courses out of sequence.*

EXISTING COURSE DESCRIPTION	REVISED COURSE DESCRIPTION
<p><u>CURR 905 Curriculum Evaluation 3 cr.</u></p> <p><u>Provides students with a framework for the systematic analysis of curriculum from the context of social, historical, and philosophical foundations and theory and research in the field. Emphasis is on curricular evaluation in the context of theoretical foundations of curriculum.</u></p> <p><u>Prerequisite: Admission to the Curriculum and Instruction doctoral program.</u></p>	<p><b>CURR 905 Implementation and Evaluation of Curriculum 3 cr.</b></p> <p><b>Provides students with frameworks for the systematic implementation and evaluation of research-based curricula.</b></p> <p><b>Prerequisite: Admission to the Curriculum and Instruction doctoral program.</b></p>

<p><u>CURR 920 Doctoral Seminar in Research Methods 3 cr.</u></p> <p><u>Provides students with the opportunity to acquire, refine, and apply the knowledge and skills to evaluate and design educationally relevant research. Emphasis is on quantitative and qualitative research approaches within educational settings.</u></p> <p><u>Prerequisites: Admission to the Curriculum and Instruction doctoral program and permission of program coordinator.</u></p>	<p><b>CURR 920 Quantitative Research Methods in Education 3 cr.</b></p> <p><b>Provides students with the requisite quantitative research skills to evaluate published research in education.</b></p>
<p><u>CURR 925 Critical Analysis of Issues in Education 3 cr.</u></p> <p><u>Examines current issues and innovations which influence reform in basic and postsecondary education. Relationships between research, policymaking, and implementation are emphasized.</u></p> <p><u>Prerequisites: Admission to the Curriculum and Instruction doctoral program and permission of program coordinator.</u></p>	<p>[no title change]</p> <p><b>Examines current issues, innovations, and persistent controversies that influence reform in basic and postsecondary education.</b></p> <p><b>Prerequisite: Admission to the Curriculum and Instruction doctoral program.</b></p>
<p><u>CURR 930 Analysis of Effective Instruction 3 cr.</u></p> <p><u>Explores reflective practice as it relates to the design, implementation, and evaluation of instruction at all educational levels, with particular emphasis on preparation for teaching and supervising in teacher education. Topics include contemporary models of supervision and research on teaching and learning..</u></p> <p><u>Prerequisites: Admission to the Curriculum and Instruction doctoral program and permission of program coordinator.</u></p>	<p><b>CURR 930 Effective Teaching and Supervision 3 cr.</b></p> <p><b>Focuses on the interrelationship between instructional effectiveness and student achievement, with particular emphasis on postsecondary teaching and supervision.</b></p>
<p><u>CURR 935 Education for Cultural Pluralism 3 cr.</u></p>	<p><b>CURR 935 Democratizing Education: Diversity, Citizenship and Social Justice 3 cr.</b></p>

<p><u>Combines theory and practice related to culture and perceived social and philosophical ideology of pluralism as significant forces in education. Critical analysis of research, theory and practice, and curriculum design in multicultural environments. Focus is on the exploration of a variety of perspectives related to race, gender, culture, disability, and socioeconomic status.</u></p> <p><u>Prerequisites: Admission to the Curriculum and Instruction doctoral program and permission of program coordinator.</u></p>	<p><b>Integrates theory and practice related to the social and philosophical ideology of equity and excellence in education. Focus is on ways in which race, gender, culture, disability, and socioeconomic status influence educational perspectives, programs, and policies.</b></p>
<p><u>CURR 940 Technology in the Curriculum 3 cr.</u></p> <p><u>Focuses on the dynamics of technology and how technology permeates all educational processes. The course is designed for those working in curriculum development at the district level or teaching in higher education. Through critical inquiry and reflection of relevant research, students explore the theoretical and the practical issues of technology in the curriculum as they apply to education in the twenty-first century.</u></p>	<p><b>CURR 940 Emerging Technologies in Education 3 cr.</b></p> <p><b>Focuses on educational applications of technology, from basic education through higher education, as they relate to the college faculty member’s role.</b></p>
<p><u>CURR 951 Issues and Processes in Curricular Change 3 cr.</u></p> <p><u>Designed to provide students opportunities to analyze and evaluate critically curricular development processes and to examine those elements as they affect school curricula.</u></p> <p><u>Prerequisites: Admission to the Curriculum and Instruction doctoral program and permission of program coordinator.</u></p>	<p><b>CURR 951 Innovations in Curriculum and Instruction 3 cr.</b></p> <p><b>Designed to provide students with opportunities to critically evaluate educational innovation as it influences programs and outcomes for students. Emphasis will be on critical thinking, creativity, collaboration, and communication.</b></p>
<p><u>CURR 955 Doctoral Seminar in Curriculum and Instruction 3 cr.</u></p> <p><u>Students engage in collegial discourse about scholarly works that they have produced and refine those works based on responses from</u></p>	<p><b>CURR 955 Research Proposals and Peer Review Processes</b></p> <p><b>Students will refine their written scholarly work based on instructor feedback and peer review. Dissemination of research through professional conference presentations and</b></p>

<p><u>instructors and peers. Reviewed material will become part of the professional portfolio.</u>  <u>Prerequisites: Admission to the Curriculum and Instruction doctoral program and permission of program coordinator.</u></p>	<p><b>publications will be the focus.</b></p>
<p><u>CURR 982 Research Instrument Design 3 cr.</u></p> <p><u>Designed to prepare doctoral students to critique and develop research instruments for use in dissertation research. Emphasizes identifying the key issues associated with instrument design, critiquing the published instruments, writing instrument items, and conducting instrument reliability and validity analysis. Students will learn to evaluate and develop instruments through hands-on activities and individual projects.</u></p>	<p><b>CURR 982 Quantitative Data Analysis in Education 3 cr.</b></p> <p><b>Designed to prepare doctoral students to identify, critique, adapt, and design data collection tools that are reliable and valid.</b></p>
<p><b>CURR 983 Qualitative Research Methods in Education 3 cr.</b></p> <p>Designed to prepare doctoral students to conduct qualitative data analysis in dissertation research. Emphasizes identifying the key issues associated with qualitative research, critiquing the published qualitative research, transcribing qualitative data, interpreting patterns, and using computers to perform data analysis. Students will learn to analyze, present, and write qualitative research reports.</p>	<p><b>CURR 983 Qualitative and Mixed Methods Research in Education 3 cr.</b></p> <p><b>Guides doctoral candidates in developing the conceptual frameworks that underlie qualitative and mixed methods dissertation research. Students will work with data sets to acquire the skills of transcribing, analyzing, and interpreting data.</b></p>

**Summary of proposed changes:**

The proposal is to update the titles and course descriptions of ten of the fifteen required, CURR-prefix courses in the Doctoral Program in Curriculum and Instruction. All of the courses are an approved part of the Doctoral Program in Curriculum and Instruction; all are 900-level courses. The course numbers would remain the same. No new courses are proposed. There are no changes to the program admission and/or graduation requirements nor are there any changes to the evaluation procedures used to monitor students' progress throughout the program (i.e., admission, candidacy, comprehensive examination, dissertation). There are no changes to prerequisites; this is a cohort program and students proceed through the entire sequence of required courses as a group. The total number of credits—60 credits beyond the master's degree—will remain the same.

**Catalog description: No change to current catalog description**

**23) Revision to Graduate Curriculum Handbook**

<b>(New language for grad curriculum handbook)</b>	<b>Action</b>
<p>Transferring DE Approval when course numbers change. To be placed in Distance Education Chapter of Graduate Curriculum Handbook</p>	<p>Once a course has received distance education approval, that approval will also apply to that course if the course is renumbered, provided that the course description and objectives do not change. For dual-level courses, a new approval is required when a course becomes a dual level undergraduate/graduate course, but not when a graduate course becomes a 700/800 dual-level course.</p>

**FOR INFORMATION:**

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

- **MATH 650:** Themes in the History of Mathematics
- **MAED 612:** Geometry for Secondary Teachers
- **MAED 613:** Probability and Statistics for Secondary Teachers
- **CURR 905:** Curriculum Evaluation
- **EDEX 520:** Characteristics and Etiology: A Theoretical and Practical Introduction to Autism Spectrum Disorder
- **EDEX 558** Transition Assessment and Planning for Youth with Disabilities
- **EDEX 750:** Assessment for Instructional Planning for Students with Autism Spectrum Disorders

**Appendix D**  
**Library and Educational Services Committee**  
**Chair Ford**

**FOR INFORMATION**

Enhanced PC User Privilege Procedure

Effective: March 31 for newly purchased or transferred PCs. Existing PCs are unaffected.

Rationale:

This new procedure will standardize the granting of administrative privileges across the university. Currently, different colleges grant administrative privileges on an ad hoc basis leading to security risks for the university as a whole. This procedure is similar to accepted practice at comparable US institutions. A supporting FAQ will be available before the effective date.

**Enhanced PC User Privilege Procedure**

**Background:**

The university reserves the right to determine the level of user access granted to university-owned desktops and laptops. IUP intends to align its practices with industry best practices as articulated in various standards such as The 20 Critical Security Controls from the SANS Institute. As per the Controls, it is vital to “*Minimize administrative privileges and only use administrative accounts when they are required.*”

As such, the university generally limits such access to information technology (IT) staff specifically trained to perform these duties in a manner that helps protect sensitive university assets while supporting vital academic freedom principles (instruction, research, scholarly activity, etc.) without an undue burden.

However, situations exist in which the user assigned a university-owned desktop or laptop also requires enhanced privileges.

Therefore, the university is implementing the following process for users to obtain/retain enhanced privileges. Situations involving shared desktops or laptops, such as computer labs, are beyond the scope of this process.

**Process:**

1. A user receiving either a new or re-built university-owned desktop or laptop will be asked if they need enhanced privileges by the assigned IT staff person (typically the CTM or their designee in the case of faculty). If the user’s needs suggest enhanced privilege is required, the IT staff person will work with the user to create a request for the privilege, including a very brief explanation (2-3 sentences) of the need.
2. Desktop Services will review the request and engage other IT staff members as appropriate to determine the best alternative that balances user needs with the university’s interests in following account management best practices. These options include: a.) permanent enhanced privilege, b.) temporary enhanced privilege (a short window for the user to complete specific tasks) or c.) standard privilege

3. Desktop Services will inform the user of the resolution and the assigned IT staff person will set up the desktop or laptop accordingly. In cases where the user does not agree with the resolution, the respective Vice President or their designee will review and determine the appropriate action.

A user can work with their assigned IT staff person if their needs for enhanced privilege then change in the future.

**Activation, Compliance and Revocation:**

The user will be required to acknowledge the following restrictions via signature prior to activation of enhanced privilege:

- A. Desktop Services will retain authority to intervene in system and patch management, including the base software inventory.
- B. The university will not accept responsibility for patching software the user installed locally or for license compliance related to such software. If vulnerabilities are found with such software, the user will be responsible for bringing the computer into compliance.
- C. Technical Services retains the responsibility and authority for directing security-related and inventory scans (sensitive data, unpatched softwares, unsecured system configurations, lack of updated/operating antivirus software, etc.) as well as performing event logging analysis. Desktop or laptop network connectivity can be temporarily suspended until the user can bring the computer into compliance in keeping with past practice.
- D. The respective Vice President or their designee can direct Desktop Services to revoke the enhanced privileges, as they deem appropriate. The user will be given a written explanation for the revocation.

**FOR ACTION**

Information Protection Policy

Effective: Immediately upon approval

Rationale:

This policy revises the existing policy (October 31, 2005). It removes references to no longer extant organizations and practices. It also clarifies the definition of ‘University community.’

**Information Protection Policy**

**Purpose**

To develop among the University community an appreciation for the value, and often vulnerable nature, of information, and to reduce the danger of misuse, destruction, or loss of information especially that of a critical or confidential nature, without restricting academic freedom or complicating access to information to which the University community has a legitimate and specific need.

### **Scope**

This policy applies to all employees of the University.

### **Objective**

The objective of this policy is to establish a framework for the use, access, and maintenance of information.

### **Policy**

It is the policy of Indiana University of Pennsylvania that all information be used in a manner that maintains an appropriate and relevant level of confidentiality and that provides sufficient assurance of its integrity in compliance with existing laws and PASSHE and University Policies. [Examples would include (but are not limited to) Copyright Law, US Code Title 18, the Family Educational Rights and Privacy Act of 1974 (FERPA), the Pennsylvania Library Theft law (Act 1982-95), and the Gramm-Leach-Bliley Act (GLBA)]. While the elimination of all risk is impossible, the goal of the policy is to minimize the possibility of information misuse, corruption, and loss through the adoption of reasonable procedures for the University community to follow. While this policy is especially pertinent to information stored electronically, it is also intended to guide users of all information, including what is stored in other formats such as paper, microform, and video, as well as the content of confidential meetings and conversations.

### **Definitions**

*University community*

All employees of the University.

*Information*

Data, in all its forms, collected, maintained, accessed, modified, or synthesized by and for members of the University community. The various forms of data include but are not limited to computer files, paper files, books, microfilm and fiche, video, conversations and oral presentations, and pictures or images.

*Public Information*

Information to which the University community has unrestricted access and for which there are no requirements of confidentiality. The vast majority of information at the University is of a public nature, for example: telephone directories, calendars, schedules, library books in general circulation, most conversations and meetings, and information bulletins.

*Restricted Information*

Information which is sensitive and confidential in nature or legally constrained, and requires access only by that part of the University community with the specific need to do so. Restricted University information includes, for example, individual student class schedules, grades, bills, financial aid applications, health records, personally identifiable financial information, and confidential personnel actions, whether the information is in paper, electronic, micrographic, or conversational form.

### **Responsibilities**



Access

1. Access to public information is limited only by such restrictions as circulation policies, copyright restrictions, license and contractual agreements, University policies (such as the Acceptable Use Policy), and procedures for use.
2. Restricted information may only be accessed by those authorized members of the University community with a specific and legitimate need to know.

Use

1. Responsibility will vary from member to member of the University community, and each user will be accountable for appropriate use.
2. Each member of the University community is responsible for using information appropriately. Appropriate use is wise and prudent use of information so that information resources are not wasted, damaged, or misused. Inappropriate use includes releasing restricted information, erasing or modifying information without proper authorization, defacing or removing pages from books, using information to embarrass, intimidate, or harass, or attempting to subvert the flow of information, such as purposefully attempting to crash or slow down computer systems, modifying or removing posted information without authority, and other such actions.

**Procedures**

Maintenance

1. Each office responsible for University information shall identify the information it maintains, determine whether it is of a restricted nature, and implement reasonable and clear procedures for granting access only to employees with a legal, specific, and legitimate need to know. Employees must be aware of applicable restrictions on the use of information to which they have access.
2. Each member of the University community with access to restricted information is responsible for maintaining the confidentiality of that information whether it has been obtained or created through electronic, paper, or conversational means. Each such person shall take appropriate action to ensure that the information is being used properly and appropriately. For example, confidential files should be locked when not in use. Sensitive or confidential information should be destroyed when discarded. It is particularly important that passwords to computer accounts with access to restricted information not be shared.
3. Members of the University community charged with maintaining restricted information are responsible for maintaining the accuracy and integrity of that information and for determining who requires access to it. Critical information on the University and University-related information systems is automatically backed up on a regular basis to

maintain its integrity and retrievability should it be accidentally or otherwise destroyed or lost. Individual users with critical information maintained locally, i.e., on a personal computer, on paper, or in other media, shall also take appropriate steps to ensure that valuable and confidential information not be lost, damaged, or otherwise compromised.

### Oversight

The Library and Educational Services Committee (LESC) is responsible for the procedures and programs to support the Maintenance (Section 7) of the Information Protection Policy, including the creation and maintenance of any specific programs required by law [example, GLBA Safeguards Rule]. Copies of this policy and all associated procedures shall be maintained on the IUP Policy web site.

Questions regarding the applicability or violation of the policy, or appropriate access to information should be referred to the Chair of the Library and Educational Services Committee (LESC).

Violations of this policy will be reported to the Associate Vice President for Human Resources. Violations of the policy may result in disciplinary action up to and including separation from employment or expulsion from school in accordance with the student handbook, applicable collective bargaining agreements, and/or University and PASSHE personnel policies.

A violation of this agreement may result in criminal action if it is determined that any local, state, or federal law has been violated.

### **Rescission**

Alumni/Development Information System  
Confidentiality Policy

### **Publications Statement**

This policy should be published in the following publications:  
Administrative Manual

### **Distribution**

All Employees

### **History**

December 12, 1994  
October 31, 2005  
Cabinet

Initial document publication  
Approved for implementation by Dr. Tony Atwater and President's

**Appendix E**  
**Research Committee**  
**Chair Bonach**

The USRC met February 4, 2014. Overall, there were 19 USRC Small Grant proposals and the decision was made to fund 13 proposals totaling \$12,468. The next meeting will be held on March 4, 2014 at 3:30 P.M. in Stright 301.

- Dr. Anson Long
- Dr. Maureen McHugh
- Dr. Jason Worzbyt
- Dr. Mimi Benjamin
- Dr. Soo Chun Lu
- Dr. DeAnna Laverick
- Dr. Anson Long
- Dr. John Mueller
- Dr. John Mueller
- Dr. Bruce Novak
- Dr. Margaret Reardon
- Dr. Timothy Runge
- Dr. Teresa Shellenbarger

**Appendix F**  
**University Development and Finance Committee**  
**Chair Wick**

**FOR ACTION**

**Proposed Five-Year Priority Spending Plan**  
**Indiana University of Pennsylvania**

The following is the proposed five-year project funding priority order of commonwealth capital projects for IUP:

**Proposed 2014-15**

Demolition of Leonard Hall\*

**Proposed 2015-16**

Renovation by Replacement of Weyandt and Walsh Halls—Design

**Proposed 2016-17**

Renovation by Replacement of Weyandt and Walsh Halls—Design (Continued)

**Proposed 2017-18**

Renovation by Replacement of Weyandt and Walsh Halls—Construction\*\*

**Proposed 2018-19**

Demolition of Foster Hall for a Proposed Academic Commons Building

\* The demolition of Leonard Hall will be accomplished separately because of the timing of the new science building project. Keith Hall's demolition (approximately spring, 2016) is being funded by the dining project, since the new dining hall is being built in Keith's space.

\*\* As part of the new science building project, Weyandt Hall will be renovated and Walsh Hall will be demolished.

APPROVED BY DEVELOPMENT AND FINANCE COMMITTEE ON  
February 4, 2014

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HARRISON WICK, CHAIRMAN

DATE

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

**FOR ACTION**

**1. Honorary Degree Recipient**

The Academic Affairs Committee recommends for Senate approval the name of Mr. Terry Dunlap as the Honorary Degree recipient at the May 2014 Commencement. His bio follows:

**Terry L. Dunlap**

Terry L. Dunlap is recognized as a 2007 distinguished alumnus for his successful business career as an executive of a global leader in the specialty metals industry.

Mr. Dunlap earned a Bachelor of Science degree in marketing from IUP in 1981 and was a member of Kappa Sigma fraternity and advertising manager of *The Penn*. He attended graduate school at Loyola University Chicago, studying in the MBA program.

Mr. Dunlap currently serves as president of ATI Allegheny Ludlum Corporation, a world leader in the technology, production, and marketing of specialty metals and other alloys. The business serves customers in more than thirty countries.

During his tenure, Mr. Dunlap has succeeded in advancing Allegheny Ludlum from a \$1-billion business to a \$2.5-billion enterprise while generating billions of dollars in shareholder wealth and creating a growth engine for ATI. Last year, ATI jumped to 536th among *Fortune* 500 companies and had ranked 604th in 2005. ATI was also recognized by *Business Week* magazine as 26th amid top-performing companies in the United States for 2006.

Mr. Dunlap began his career in the metals industry as a sales representative for LTV Steel and joined Allegheny Ludlum, owned by Allegheny Technologies, Inc., in 1983. He held several positions in domestic and international sales, marketing, manufacturing, supply chain management, logistics, and general management before he was promoted to vice president of e-business and CIO of ATI in 2000.

In 2001, he was named vice president of procurement and chief information officer and was responsible for procurement, logistics, and information technology at ATI. He became president of ATI Allegheny Ludlum in 2002.

Currently, Mr. Dunlap serves on the board of Metals Service Center Institute. He has served IUP as a member of the Foundation for IUP board and of the Business Advisory Council, as a major gifts volunteer and off-campus volunteer for the Gateways to Opportunity capital campaign, and as an admissions recruitment letter signer.

An advisor to IUP's Eberly College of Business and Information Technology, he was a featured speaker at IUP's Business Day and a sponsor of the college's Golf Classic. For the past ten years, Mr. Dunlap and his wife, Mary Jo, have funded student tuition awarded through the Terry and Mary Jo Dunlap Endowed Scholarship.

In 1997, Mr. Dunlap was honored by IUP's Eberly College of Business as Business Professional of the Year.

A former board member of Pittsburgh Public Theater, Mr. Dunlap has supported and served numerous charities and organizations over the past twenty years. He also continues to serve as a coach for Fox Chapel's Little League and youth basketball programs.

A native of Blairsville, Mr. Dunlap currently resides in Pittsburgh with his wife, Mary Jo, and their children, Matt, Josh, and Samantha.

## 2. Advisory Program

### Current Version:

~~A group of selected faculty members act as freshman advisors for entering freshmen in their departments. In some curricula the advisors continue with the same group of advisees from year to year. In other curricula the freshman advisors remain with their advisee groups only for the students' first year; under this program, the student is then assigned an academic advisor for the remaining years to his/her degree in a chosen field. Faculty members advise students on academic achievement, dropping courses, changing curriculum, student activities, study schedules, and career options. Students may identify advisors by logging in to URSA ([www.iup.edu/ursa](http://www.iup.edu/ursa)) and selecting (1) "Student Services," (2) "Academic Records," and (3) "View Your Advisor." Having identified their advisors, students should contact the advisor. Should a student fail to identify an advisor, he/she may contact the chairperson of the student's major for an advisor assignment.~~

### Proposed Version:

#### **Advisory Program Academic Advising**

**All students are assigned academic advisors.** In some curricula the advisors continue with the same group of advisees from year to year. In other curricula the freshman advisors remain with their advisee groups only for the students' first year. The student is then assigned an academic advisor for the remaining years to his/her degree in a chosen field. Faculty members advise students on academic achievement, dropping courses, changing curriculum, student activities, study schedules, and career options. Students may identify advisors by **signing into MyIUP ([my.iup.edu](http://my.iup.edu)), selecting the "Academics" page and then under the "Advising" section, selecting "Advisor contact information."** Having identified their advisors, students should contact the advisor. Should a student fail to identify an

advisor, he/she may contact the chairperson of the student's major for an advisor assignment.

While a faculty member serves to advise the students as they progress to graduation, students are ultimately responsible for knowing and fulfilling the requirements for graduation in their degree program.

**Rationale:**

- a. The new title more accurately reflects IUP terminology, thus making it easier to locate in the catalog;
  - b. References to URSA are out of date;
  - c. The new final sentence adds an appropriate reminder in this policy: advisors can guide and assist, but students themselves are responsible for their timely progress toward graduation. This is consistent with what students are informed upon entering but provides a written reminder.
3. The committee recommends that the Registrar replace all current references to URSA in the Undergraduate Catalog with updated references to MyIUP.

**4. Canceled Semester Policy**

**Current Version:**

The Canceled Semester Policy provides for cancellation from the cumulative record of the effects of **one semester below a GPA of 2.00** for the purpose of helping a student improve academic standing. The student must have been separated from the university for two calendar years.

*Semester to be canceled* refers to any semester of enrollment, whether full- or part-time. Students may elect to use an enrolled summer as their "semester" to be canceled. The entire summer of any given year will be treated as a semester for the purpose of cancellation of grades. Cancellation removes the mathematic effect of all grades (passing, failing, withdrawals) from the semester, but there is no abridgement of the transcript. All courses and original grades remain visible on the official transcript; credit toward graduation remains for those credits associated with passing grades.

A student readmitted under this policy must meet current degree requirements and will be reviewed under current academic standards requirements applicable at the time of readmission.

This policy may be invoked only once in a student's undergraduate enrollment in the university. While readmission may be based on the application of the canceled semester, the transcript record will reflect this only after the student is enrolled and attending IUP. It is not a tool to qualify for transfer to another institution.

The student must apply to the college of which he/she was a member at the time of last enrollment. If a student wishes to enter a major in a college other than the one from which he/she was separated, he/she will apply to the original college, which will forward the application and related records to the new college for action. The college will inform the Office of the Registrar if the application is approved. Authorization for registration will come from that office.

**Proposed Version:**

The Canceled Semester Policy provides for cancellation from the cumulative record of the effects of **one semester below a GPA of 2.00** for the purpose of helping a student improve academic standing. The student must have been separated from the university for two calendar years **(24 consecutive months)**.

*Semester to be canceled* refers to any semester of enrollment, whether full- or part-time. Students may elect to use an enrolled summer as their “semester” to be canceled. The entire summer of any given year will be treated as a semester for the purpose of cancellation of grades. Cancellation removes the mathematic effect of all grades (passing, failing, withdrawals) from the semester, but there is no abridgement of the transcript. All courses and original grades remain visible on the official transcript; credit toward graduation remains for those credits associated with passing grades.

A student readmitted under this policy must meet current degree requirements and will be reviewed under current academic standards requirements applicable at the time of readmission.

This policy may be invoked only once in a student’s undergraduate enrollment in the university. While readmission may be based on the application of the canceled semester, the transcript record will reflect this only after the student is enrolled and attending IUP. It is not a tool to qualify for transfer to another institution.

The student must apply to the college of which he/she was a member at the time of last enrollment. If a student wishes to enter a major in a college other than the one from which he/she was separated, he/she will apply to the original college, which will forward the application and related records to the new college for action. The college will inform the Office of the Registrar if the application is approved. Authorization for registration will come from that office.

**Rationale:** As a result of reviewing the Fresh Start Policy (following), it was determined that there was a need to clarify the time frame of separation from the university. The committee questioned the clarity of the terminology “two calendar years,” noting that there were variations in interpretation, running from views that the terminology reflected from January to January to views that the terminology meant from the time of separation. The time frame of “24 consecutive months” was added to assist users of the policy.



## 5. Fresh Start Policy

### **Current Version:**

A student who has been separated from the university for a minimum of three consecutive calendar years and has been readmitted may apply for a Fresh Start from the appropriate college dean or designee. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the college dean or designee may implement this policy.

This policy may be applied only once. For a first bachelor's degree, a minimum of 30 credits must be completed at IUP after a student returns to IUP under this policy. For a first associate degree, a minimum of 15 credits must be completed at IUP after a student returns to IUP under this policy.

A student who wishes to enter a major in a college other than the one from which he/she was dismissed will apply to the original college, which will forward the application and related records to the new college for action.

**Conditions for a Fresh Start Record:** All credits and grades for IUP course work taken before readmission under this policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission.

**Prior Record:** Previously accepted transfer credits and IUP courses in which grades of C or better were earned before readmission will be reviewed in terms of appropriateness (applicability, timeliness) to the new degree. Those courses, approved by the college dean or designee, will be counted as credits earned and applied toward graduation in the manner of transfer credits.

**Academic Standards:** A student who is readmitted under the provisions of this policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of rematriculation. A student readmitted under this policy waives the right to exercise the canceled semester policy.

### **Proposed Version:**

A student who has been separated from the university for a minimum of ~~three~~ **two** consecutive ~~calendar years~~ **(24 consecutive months)** and has been readmitted may apply for a Fresh Start from the appropriate college dean or designee. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the college dean or designee may implement this policy.

This policy may be applied only once. For a first bachelor's degree, a minimum of 30 credits must be completed at IUP after a student returns to IUP under this policy. For a

first associate degree, a minimum of 15 credits must be completed at IUP after a student returns to IUP under this policy.

A student who wishes to enter a major in a college other than the one from which he/she was dismissed will apply to the original college, which will forward the application and related records to the new college for action.

**Conditions for a Fresh Start Record:** All credits and grades for IUP course work taken before readmission under this policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission.

**Prior Record:** Previously accepted transfer credits and IUP courses in which grades of C or better were earned before readmission will be re-viewed in terms of appropriateness (applicability, timeliness) to the new degree. Those courses, approved by the college dean or designee, will be counted as credits earned and applied toward graduation in the manner of transfer credits.

**Academic Standards:** A student who is readmitted under the provisions of this policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of rematriculation. A student readmitted under this policy waives the right to exercise the canceled semester policy.

**Rationale:** The goal of a period of separation is to have students who have not been successful to reflect and make life changes allowing return and graduation. An analysis of the data showed that, with a prior reduction in the time period of separation (2010), the number of students applying to return under this policy increased. The number of students who followed through to graduation was commensurate. With this information, the committee recommends this further reduction in time of separation. Under such circumstances, a separation of two years still provides a significant period of reflection while providing an impetus for separated students to return to campus. It is hoped that such a reduction will encourage students to seek to continue degrees, after changes have been made during the separation. Such an impact benefits both the students and the university. As in the past, determinations of use of the policy will be made in concert with the students' college.

**NOTE:** Although the period of separation is the same for both policies, each may be invoked only once and each has permutations that will determine applicability to a student considering use of either. Both encourage return to the university but have restrictions on use to support the integrity of the institution. As well, the different restrictions on each ensure fairness to continuing students not applying for the consideration for either policy.