

**UNIVERSITY SENATE AGENDA**  
**EBERLY AUDITORIUM**

April 29, 2014  
3:30 – 5:00 p.m.

**Approval of Order**

- A. Approval of minutes from Mar. 25<sup>th</sup> Senate meeting
- B. Approval of current agenda items and order

**Reports and Announcements**

**Appendix**

**Page(s)**

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

**Standing Committee Reports**

**Chairperson**

A. Rules Committee	Korns	A	2
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Lewis	B	3-55
C. University-Wide Graduate Committee	Piper/Baumer	C	56-94
D. Research Committee	Bonach	D	95
E. Student Affairs Committee	Stocker	E	96
F. University Development and Finance Committee	Wick		
G. Academic Affairs Committee	Dugan/Perdue	F	97-104
H. Awards Committee	Wisnieski/Ritchey	G	105
I. Noncredit Committee	O'Neil	H	106-107
J. Library and Educational Services Committee	Ford	I	108-112

**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	J	113-115

**New Business**

**Adjournment**

**Appendix A  
Rules Committee  
Chair Korn**

**FOR ACTION:**

**University Senate Graduate Assistantship Selection Process**

The University Senate shall award one highly qualified, full-time graduate student a ten-hour assistantship. The assistantship will be awarded on the basis of academic excellence and relevant experience working with organizations.

During the spring semester the Rules Committee chair will contact the School of Graduate Studies and Research (SGSR) and request they solicit applications for the ten-hour assistantship among all graduate students. Once all applications are received by the SGSR and provided to the Rules Committee, they will be distributed electronically by the Rules Committee chair to the Senate chair and each chair of the University Senate standing committees. The Senate chair and the committee chairs will be provided two weeks to review the applicants' credentials. After the review period, the Rules Committee chair will send a survey in Qualtrics to the Senate chair and to the chair of each committee asking them to rank each applicant according to the following scale:

4. Highly Qualified
3. Qualified
2. Somewhat Qualified
1. Unqualified

For committees with co-chairs, one co-chair will be permitted to vote for the committee. The Rules Committee chair will compile the results and report the successful applicant to the Senate chair. If there is a tie between two or more applicants, a "runoff" vote will be redistributed to the same panel asking them to vote for the most qualified applicant. The applicant that receives the majority vote will be awarded the ten-hour assistantship.

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

**FOR INFORMATION:**

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

- COMM 230 Global Media Communication
- MATH 459 Technology in Elementary/Middle Level Mathematics Instruction
- ENGL 227 Introduction to Legal Writing

**FOR ACTION:**

- 1 Professional Studies in Education--Program Revisions and Program Revisions (Biology Fast Track)
  - a Program Revision:
    - i Bachelor of Science—Middle-Level Education Grades 4-8/Mathematics Specialization

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Science in Education—Middle-Level Education 4-8/ Mathematics Specialization (*)</b>		<b>Bachelor of Science in Education--Middle-Level Education Grades 4-8/ Mathematics Specialization (*)</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities:</b> HIST 196 <b>Mathematics:</b> MATH 151, 152 <b>Natural Science:</b> BIOL 103, SCI 105, GEOS 101-102 <b>Social Science:</b> ECON 101 or 121, GEOG 102 or 104, PLSC 101 or PLSC 111 <b>Liberal Studies Electives:</b> 0cr	<b>52</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities:</b> HIST 196 <b>Mathematics:</b> MATH 151 <b>Natural Science:</b> BIOL 103 or 104 or 106, SCI 105 <b>Social Science:</b> ECON 101 or 121, GEOG 101, 102 or 104, PLSC 101 or PLSC 111 <b>Liberal Studies Electives:</b> 3cr, MATH 152	<b>44</b>
<b>College:</b>		<b>College:</b>	
<b>Preprofessional Sequence:</b>	<b>26</b>	<b>Preprofessional Sequence:</b>	<b>28</b>
COMM 103 Digital Instructional Technology	3cr	COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3cr	EDSP 102 Educational Technology	3cr
<b>Professional Education Sequence:</b>		<b>Professional Education Sequence:</b>	
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr	EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242 Pre-Student Teaching Clinical Experience I	1cr	EDUC 242 Pre-Student Teaching Clinical Experience I	1cr
EDUC 342 Pre-Student Teaching Clinical Experience II	1cr	EDUC 342 Pre-Student Teaching Clinical Experience II	1cr
EDUC 421 Student Teaching	5cr	EDUC 421 Student Teaching-Non-Mathematics Setting	5cr
		EDUC 440 Professional Seminar: Teacher as Leader and Researcher Grades 4-8	2cr
EDUC 441 Student Teaching	5cr	EDUC 441 Student Teaching-Mathematics Setting	5cr

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EDUC 442	School Law	1cr	EDUC 442	School Law	1cr
EDUC 499	Multicultural/Multiethnic Education	2cr	EDUC 499	Multicultural/Multiethnic Education	2cr
<b>Major:</b>		<b>21</b>	<b>Major:</b>		<b>25</b>
<b>Required Middle-Level Courses:</b>			<b>Required Middle-Level Courses: (1)</b>		
MIDL 221	Literature for Middle Level	3cr	GEOS 101	The Dynamic Earth (2)	3cr
MIDL 222	Reading Instruction and Assessment in Grades 4-8	3cr	GEOS 102	The Dynamic Earth Lab	1cr
			MIDL 221	Literature for Middle Level	3cr
MIDL 310	Instructional Theory and Planning for the Middle Level	3cr	MIDL 222	Reading Instruction and Assessment in Grades 4-8	3cr
MIDL 311	Social Studies Instruction and Assessment in Grades 4-8	3cr	MIDL 310	Instructional Theory and Planning for the Middle Level	3cr
MIDL 312	Science Instruction and Assessment in Grades 4-8	3cr	MIDL 311	Social Studies Instruction and Assessment in Grades 4-8	3cr
MIDL 315	Classroom Management and Adolescent Development	3cr	MIDL 312	Science Instruction and Assessment in Grades 4-8	3cr
MIDL 425	Methods of Teaching Language Arts in Grades 4-8	3cr	MIDL 315	Classroom Management and Adolescent Development	3cr
			MIDL 425	Methods of Teaching Language Arts in Grades 4-8	3cr
<b>Mathematics Distribution Requirements:</b>		<b>24</b>	<b>Mathematics Distribution Requirements:</b>		<b>24</b>
MATH 153	Elements of Algebra	3cr	MATH 153	Elements of Algebra	3cr
MATH 317	Probability and Statistics for Elementary /Middle-Level Teachers	3cr	MATH 317	Probability and Statistics for Elementary/Middle-Level Teachers	3cr
MATH 413	Methods of Teaching Mathematics at the Middle Level	3cr	MATH 413	Methods of Teaching Mathematics at the Middle Level	3cr
MATH 420	Patterns and Functions for Elementary/ Middle-Level Teachers	3cr	MATH 420	Patterns and Functions for Elementary/ Middle-Level Teachers	3cr
MATH 456	Geometry for Elementary/Middle-Level Teachers	3cr	MATH 456	Geometry for Elementary/Middle-Level Teachers	3cr
MATH 458	Logic and Logical Games for Elementary/Middle-Level Teachers	3cr	MATH 458	Logic and Logical Games for Elementary/Middle-Level Teachers	3cr
MATH 420	Patterns and Functions for Elementary/ Middle-Level Teachers	3cr	MATH 420	Patterns and Functions for Elementary/ Middle-Level Teachers	3cr
MATH 456	Geometry for Elementary/Middle-Level Teachers	3cr	MATH 456	Geometry for Elementary/Middle-Level Teachers	3cr
MATH 471	Algebra for Elementary/Middle-Level Teachers	3cr	MATH 471	Algebra for Elementary/Middle-Level Teachers	3cr
One course from the following: MATH 457, 459, or 461		3cr	One course from the following: MATH 457, 459, or 461		3cr
<b>Total Degree Requirements:</b>		<b>123</b>	<b>Total Degree Requirements:</b>		<b>121</b>
<p>(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.</p>			<p>(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.</p> <p>(1) The course meets the PDE requirement of four credits in geoscience for Middle Level Education Grades 4-8 certification.</p> <p>(2) A 3.0 cumulative GPA is required to register for the teacher certification sequence courses.</p>		

**ii Bachelor of Science in Education—Middle-Level Program/English/Language Arts Specialization**

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Science in Education—Middle-Level Program/English/Language Arts Specialization (*)</b>		<b>Bachelor of Science in Education—Middle-Level Education Grades 4-8/English/ Language Arts Specialization (*)</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities:</b> HIST 196, ENGL 122 <b>Mathematics:</b> MATH 151, 152 <b>Natural Science:</b> BIOL 103, SCI 105, GEOS 101/102 <b>Social Science:</b> ECON 101 or 121, GEOG 102 or 104, PLSC 101 or PLSC 111 <b>Liberal Studies Electives:</b> 0cr	<b>52</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities:</b> HIST 196, ENGL 122 <b>Mathematics:</b> MATH 151 <b>Natural Science:</b> BIOL 103 or 104 or 106, SCI 105 <b>Social Science:</b> ECON 101 or 121, GEOG 101, 102 or 104, PLSC 101 or PLSC 111 <b>Liberal Studies Electives:</b> 3cr, MATH 152	<b>44</b>
<b>College:</b>		<b>College:</b>	
<b>Preprofessional Education Sequence:</b>	<b>26</b>	<b>Preprofessional Education Sequence:</b>	<b>28</b>
COMM 103 Digital Instructional Technology	3cr	COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3cr	EDSP 102 Educational Psychology	3cr
<b>Professional Education Sequence:</b>		<b>Professional Education Sequence:</b>	
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr	EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242 Pre-Student Teaching I	1cr	EDUC 242 Pre-Student Teaching Clinical Experience I	1cr
EDUC 342 Pre-Student Teaching II	1cr	EDUC 342 Pre-Student Teaching Clinical Experience II	1cr
EDUC 421 Student Teaching-Non-English/ Language Arts Setting	5cr	EDUC 421 Student Teaching-Non-English/ Language Arts Setting	5cr
EDUC 441 Student Teaching-English/Language Arts Setting	5cr	EDUC 440 Professional Seminar: Teacher as Leader and Researcher Grades 4-8	2cr
EDUC 442 School Law	1cr	EDUC 441 Student Teaching-English/Language Arts Setting	5cr
EDUC 499 Multicultural/Multiethnic Education	2cr	EDUC 442 School Law	1cr
		EDUC 499 Multicultural/Multiethnic Education	2cr
<b>Major:</b>	<b>27</b>	<b>Major: (1)</b>	<b>31</b>
<b>Required Middle-Level Courses:</b>		<b>Required Middle-Level Courses:</b>	
MATH 317 Probability and Statistics for Elementary/ Middle-Level Teachers	3cr	GEOS 101 The Dynamic Earth (2)	3cr
MATH 413 Methods of Teaching Mathematics at the Middle Level	3cr	GEOS 102 The Dynamic Earth Lab	1cr
MIDL 221 Literature for Middle Level	3cr	MATH 317 Probability and Statistics for Elementary/Middle-Level Teachers	3cr
MIDL 222 Reading Instruction and Assessment in Grades 4-8	3cr	MATH 413 Methods of Teaching Mathematics at the Middle Level	3cr
MIDL 310 Instructional Theory and Planning for the Middle Level	3cr	MIDL 221 Literature for Middle Level	3cr
MIDL 311 Social Studies Instruction and Assessment Grades 4-8	3cr	MIDL 222 Reading Instruction and Assessment in Grades 4-8	3cr
		MIDL 310 Instructional Theory and Planning for the Middle Level	3cr

MIDL 312	Science Instruction and Assessment in Grades 4-8	3cr	MIDL 311	Social Studies Instruction and Assessment in Grades 4-8	3cr
MIDL 315	Classroom Management and Adolescent Development	3cr	MIDL 312	Science Instruction and Assessment in Grades 4-8	3cr
MIDL 425	Methods of Teaching Language Arts in Grades 4-8	3cr	MIDL 315	Classroom Management and Adolescent Development	3cr
			MIDL 425	Methods of Teaching Language Arts in Grades 4-8	3cr
<b>English/Language Arts Distribution Requirements:</b>		<b>18</b>	<b>English/Language Arts Distribution Requirements:</b>		<b>18</b>
EDUC 408	Reading in the Content Areas	3cr	EDUC 408	Reading in the Content Areas	3cr
ENGL 314	Speech and Communication in the Secondary Classroom	3cr	ENGL 314	Speech and Communication in the Secondary English Classroom	3cr
ENGL 324	Teaching and Evaluating Writing	3cr	ENGL 324	Teaching and Evaluating Writing	3cr
ENGL 330	The Structure of English	3cr	ENGL 415	English Language Studies for Teachers	3cr
MIDL 321	21 <sup>st</sup> Century Literacies for Diverse Students	3cr	MIDL 321	21 <sup>st</sup> -Century Literacies for Diverse Learners	3cr
MIDL 422	Diagnostic and Remedial Reading	3cr	MIDL 422	Diagnostic and Remedial Reading	3cr
<b>Total Degree Requirements:</b>		<b>123</b>	<b>Total Degree Requirements:</b>		<b>121</b>
(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.			(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. (1) A 3.0 cumulative GPA is required to register for the teacher certification sequence courses. (2) The course meets the PDE requirement of four credits in geoscience for Middle-Level Education Grades 4-8 certification.		

**Rationale:** The Middle Level Education Grades 4-8 specializations in Mathematics and English/Language Arts were approved prior to the Indiana University of Pennsylvania’s Liberal Studies changes in the 2011-2012 academic year. The Liberal Studies requirements in these two specializations must be altered to accommodate the new LBST changes and to reflect changes that have occurred since the specializations were initially approved. Program titles and some other changes described above are being made to make all four specializations more similar.

**b. Biology Fast Track Changes**

**i Bachelor of Science in Education—Middle-Level Education Grades 4-8/Social Studies Specialization**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
Natural Science: BIOL 103, SCI 105	Natural Science: BIOL 103 or 104 or 106, SCI 105

**ii Bachelor of Science in Education—Middle-Level Education Grades 4-8/Science Specialization**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
Natural Science: BIOL 103, SCI 105	Natural Science: BIOL 103 or 104 or 106, SCI 105

**Rationale:** Because of the recent revisions in the introductory Biology courses, the department decided to change the recommendation to BIOL 103 or 104 or 106, SCI 105.

<b>2.</b>	<b>Department of Health and Physical Education—Program Revisions (Biology Fast Track) and Course Revision, and Catalog Description Change with Change in Name of Department</b>
	<b>i Program Revisions Biology Fact Track Changes</b>
<b>a</b>	<b>Bachelor of Science—Physical Education and Sport</b>

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106	Natural Science: BIOL 104 and 106, CHEM 101-102, or SCI 105- <del>107/117</del>

**b Bachelor of Science—Athletic Training**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
Natural Science: BIOL 103-104 or CHEM 101-102	Natural Science: BIOL 104 and 106 or CHEM 101-102

**c Bachelor of Science in Education—Health and Physical Education**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
Natural Science: BIOL 103-104 or CHEM 101-102	Natural Science: BIOL 104 and 106 or CHEM 101-102

**Rationale:** Because of the recent revisions in the introductory Biology courses, the department decided to change the recommendation to BIOL 104 and 106 instead of BIOL 103/104.

**ii Course Revision:**

**Current Catalog Description:**

**HPED 460 Law and Issues in Managing Sport**

**3c-01-3cr**

**Prerequisite:** HPED 292

Emphasizes the interaction between the legal system and the sport industry. Topics include liability risk management, contracts, torts, sports agents, dispute resolution, and product liability. A focus on the influence of Title IX, antitrust exemption, religion, drug testing, and ergogenic aids on sport operations. The evolution of NCAA compliance and the issues that social media has on managing sport are included.

**Proposed Catalog Description:**

**HPED 460 Law and Issues in Managing Sport**

**3c-01-3cr**

**Prerequisite:** HPED 292

Emphasizes the interaction between the legal system and the sport industry. Topics include liability risk management, contracts, torts, sports agents, dispute resolution, and product liability. A focus on the influence of Title IX, antitrust exemption, religion, drug testing, and ergogenic aids on sport operations. The evolution of NCAA compliance and the issues that social media has on managing sport are included.

**Rationale:** Course changed to include a writing intensive objective. We have elected to designate HPED 460 as writing intensive because of the amount of writing that the course has incorporated already into the curriculum.

**iii Catalog Description Change with Change in Name of Department**

A department name change is proposed. The new department name, Kinesiology, Health, and Sport Science, will replace the current name, Health and Physical Education, in the undergraduate catalog. All references in the catalog to the department will need to reflect this change.

All references in the catalog to the Department of Health and Physical Education will need to be changed to the Department of Kinesiology, Health, and Sport Science. Also, when the department is referred to in the catalog as HPED, it will need to be replaced with KHSS. This name change will affect only the name of the department and will not affect names of individual programs within the department.

**Rationale:** The change in department name is proposed for two primary reasons. The new name will reflect more current terminology in the professional discipline, and it will also more accurately represent the diverse programs offered within the department.

**3 Department of Food and Nutrition—Catalog Description Change (Biology Fast Track)**

**Current Catalog Description:**

This minor is recommended for students majoring in related disciplines, such as nursing and allied health, pre-medical, pre-pharmacy, food service management, health and physical education, child development, and family and consumer sciences, and for students who have a personal, consumer-oriented interest in nutrition. Science prerequisites for the minor are CHEM 101/102 or BIOL 103/104.

**Proposed Catalog Description:**

This minor is recommended for students majoring in related disciplines, such as nursing and allied health, pre-medical, pre-pharmacy, food service management, health and physical education, child development, and family and consumer sciences, and for students who have a personal, consumer-oriented interest in nutrition. Science prerequisites for the minor are CHEM 101/102 or BIOL 104 and 106.



**Rationale:** Because of the recent revisions in the introductory Biology courses, the department decided to change the recommendation to BIOL 104 and 106 instead of BIOL 103/104.

#### 4 Department of Biology—Program Revision and Minor Revision (Biology Fast Track)

##### a BA--Biology

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Arts—Biology</b>		<b>Bachelor of Arts—Biology</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 121 or 217 <b>Natural Science:</b> CHEM 111-112 <b>Liberal Studies Electives:</b> 3cr, no courses with BIOL prefix	<b>44-45</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 121 or 217 <b>Natural Science:</b> CHEM 111-112 or CHEM 113-114 <b>Liberal Studies Electives:</b> 3cr, no courses with BIOL prefix	<b>44-45</b>
<b>Major:</b>	<b>32</b>	<b>Major:</b>	<b>33</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
BIOL 111 Principles of Biology I BIOL 112 Principles of Biology II BIOL 210 Botany BIOL 220 General Zoology BIOL 250 Principles of Microbiology BIOL 263 Genetics	4cr 4cr 3cr 3cr 3cr 3cr	BIOL 201 Principles of Ecology and Evolution BIOL 202 Principles of Cell and Molecular Biology BIOL 203 Principles of Genetics and Development	4cr 4cr 4cr
<b>Controlled Electives:</b>		<b>Controlled Electives:</b>	
Biology electives (major courses only)	12cr (1)	Biology electives (major courses only)	21cr (1)
<b>Other Requirements:</b>	<b>23-24</b>	<b>Other Requirements:</b>	<b>23-24</b>
PHYS 111 Physics I Lecture PHYS 121 Physics I Lab	3cr 1cr	PHYS 111 Physics I Lecture PHYS 121 Physics I Lab	3cr 1cr
<b>Ancillary Science Courses:</b>	<b>4-5cr</b>	<b>Ancillary Science Courses:</b>	<b>4-5cr</b>
An additional 4-5cr from the following (2,3): BIOC: 301, 302, 311, 312 CHEM: 231, 232, 321, 323, 351 GEOS: 121 and 122, 131 and 132, 141, 310, 330, 331, 361 MATH: 122, 216 or 217 (2), 417, 418 PHYS: 112 and 122, 151		An additional 4-5cr from the following (2,3): BIOC: 301, 302, 311, 312, 401, 480, 490 CHEM: 231, 232, 321, 323, 351 GEOS: 201, 202, 203, 303, 310, 311, 312, 313, 351, 352, 353, 354, 362, 370, 371 MATH: 122, 417, 418 PHYS: 112, 122, 151, 161 PSYC 290, 291, 315, 331, 341, 342 or 345, 350, 355, 356, 359, 372	
<b>Planned Program in Complementary Field</b> (requires advisor approval) with at least 6cr in 300/400-level courses (4)	15cr	<b>Planned Program in Complementary Field</b> (requires advisor approval) with at least 6cr in 300/400-level courses (4)	15cr
<b>Other Requirements:</b>	<b>0-6</b>	<b>Other Requirements:</b>	<b>0-6</b>
Foreign Language Intermediate Level	0-6cr (5)	Foreign Language Intermediate Level	0-6cr (5)
		Exit survey for assessment purposes	
<b>Free Electives:</b>	<b>13-21</b>	<b>Free Electives:</b>	<b>12-20</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>120</b>
(1) No more than 6cr total from Independent Study, Special		(1) No more than 6cr total from Independent Study, Special	

<p>Topics, or Internship applies to major; excess applied as free electives.</p> <p>(2) If MATH 121 (4cr) is elected as the Liberal Studies MATH course the additional requirement is 4cr; if MATH 217 (3cr) is elected, the additional requirement is 5cr. The mathematics course counted in Liberal Studies cannot also count in ancillary courses.</p> <p>(3) Other appropriate major courses in the above departments may be substituted for one or more of those on the above list with the approval of the student's advisor.</p> <p>(4) Recommended complementary fields include Anthropology, Art, Business, Chemistry, Communications</p>	<p>Topics, or Internship applies to major; excess applied as free electives.</p> <p>(2) If MATH 121 (4cr) is elected as the Liberal Studies MATH course the additional requirement is 4cr; if MATH 217 (3cr) is elected, the additional requirement is 5cr. The mathematics course counted in Liberal Studies cannot also count in ancillary courses.</p> <p>(3) Other appropriate major courses at 200-level and above (excluding liberal studies courses) in the above departments may be substituted with permission of the advisor and the biology department chairperson in advance of taking the course.</p>
<p>Media, Computer Science, Criminology, Dietetics, Economics, English, Foreign Language, Geography, Geoscience, Journalism, Mathematics, Physics, Political Science, Psychology, Regional Planning, or Safety Science. Some courses in complementary field may also fulfill Liberal Studies requirements (see Liberal Studies section). However, if complementary field selected is Chemistry, Geoscience, Mathematics, or Physics, courses used to fulfill the ancillary science requirement above may not be applied to the complementary field requirement of 15cr.</p> <p>(5) Two courses beyond placement or intermediate level.</p>	<p>(4) Recommended complementary fields include Anthropology, Art, Business, Chemistry, Communications Media, Computer Science, Criminology, Dietetics, Economics, English, Foreign Language, Geography, Geoscience, Journalism, Mathematics, Philosophy, Physics, Political Science, Psychology, Regional Planning, or Safety Science. Some courses in complementary field may also fulfill Liberal Studies requirements (see Liberal Studies section). However, if complementary field selected is Chemistry, Geoscience, Mathematics, Physics, or Psychology, courses used to fulfill other requirements above may not be applied to the complementary field requirement of 15cr. We encourage students to seek additional interdisciplinary connections not listed here.</p> <p>(5) a) Two courses in one language, including the placement course; or b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of courses in either Computer Science, exclusive of COSC 101 (COSC 110 and 210 recommended), or Geography/Regional Planning (from the following: GEOG/RGPL 213, 314, 316, 415, 417)</p>

**Rationale:** Students who are adequately prepared may take a higher level of freshman chemistry than CHEM 111-112. We are clarifying this option for students by including it here. The revision of the core courses is a complete restructuring of the Principles of Biology. We are revising our core curriculum to create three pillars of biology: BIOL 201 Principles of Ecology & Evolution, BIOL 202 Principles of Cell & Molecular Biology, and BIOL 203 Principles of Genetics & Development. The change in the core curriculum constitutes a shift in philosophy, moving away from a lengthy list of topics to a more integrated and focused cluster of courses. Also, we are shifting away from the old-fashioned botany-zoology dichotomy to a modern levels-of-organization approach.

Updating included deleting obsolete course numbers, adding new courses that are relevant for biology majors. Psychology is closely allied with biology and highly relevant for many biology majors. Inclusion of psychology in the ancillary sciences will allow biology students who are interested in neuroscience to develop a program that includes a psychology minor. The current B.S. in Biology (no track) offers the substitution of computer science courses or geography and regional planning techniques courses for foreign language. This option is being expanded to include the B.A. in Biology. Additional GEOG or COSC courses were added because the content is relevant to biology majors. The two programs (B.S. – Biology and B.A. – Biology) will be consistent in their Foreign Language requirements. The exit survey is added to insure compliance so that assessment data are complete and reliable.

**5 Departments of Biology and Chemistry, Biochemistry—Program Revisions (Biology Fast Track)**

**a Bachelor of Science—Biochemistry**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
BIOL 111 Principles of Biology I 4cr	BIOL 202 Principles of Cell and Molecular Biology 4cr

**b Minor—Biochemistry**

<b>Current Catalog Description:</b>	<b>Proposed Catalog Description:</b>
(1) Or other 200-level or higher biology or chemistry courses with permission of chairperson of offering department. A minimum of 9cr is required. a. BIOL 111 and CHEM 232 are prerequisites	(1) Or other 200-level or higher biology or chemistry courses with permission of chairperson of offering department. A minimum of 9cr is required. a. BIOL 202 and CHEM 232 are prerequisites

**6 Department of Nursing and Allied Health Professions—Program Revision (Biology Fast Track), Course Revision and Catalog Description Change****a Biology Fast Track****Bachelor of Science—Clinical Laboratory Science**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
<b>Other Requirements:</b> 38 BIOL 111 Principles of Biology I 4cr	<b>Other Requirements:</b> 38 BIOL 202 Principles of Cell and Molecular Biology 4cr

**b Course Revision and Catalog Description Change:****Current Catalog Description:****NURS 334 Transitions in Professional Nursing****3c-0l-3cr****Prerequisite or Corequisite:** ENGL 202**Corequisite:** Licensed Practical Nurse or Registered Nurse

Explores the dynamic nature of health and its impact on the practice of nursing. Nursing theories, concepts, and issues related to nursing practice are analyzed. Linkages among theory, research, and practice are explored for relevance and utility. (Writing-intensive course)

**Proposed Catalog Description:****NURS 334 Transitions in Professional Nursing****3c-0l-3cr****Prerequisites or Corequisites:** ENGL 202, Licensed Practical Nurse

Explores the dynamic nature of health and its impact on the practice of nursing. Nursing theories, concepts, and issues related to nursing practice will be analyzed. Linkages among theory, research, and practice will be explored for relevance and utility.

**Rationale:** This course was revised to remove the writing intensive part of the course and also to meet current nursing practice standards. Changes were also made to the course following the American Association of College of Nursing (AACN) the document of Essentials of Baccalaureate Education for Professional Nursing Practice. This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community. The requirement for the two writing intensive courses are being met since all nursing majors are required to take NURS 312 and NURS 316.

**7 College of Natural Sciences and Mathematics, Natural Science—Program Revisions (Biology Fast Track)**

**a Bachelor of Science—Natural Science**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
<b>Major:</b> <span style="float: right;"><b>40</b></span> <b>Required Courses:</b> <b>Biology:</b> BIOL 111 Principles of Biology I 4cr BIOL 112 Principles of Biology II 4cr BIOL 263 Genetics 3cr  <b>Free Electives:</b> <span style="float: right;"><b>29-35</b></span>	<b>Major:</b> <span style="float: right;"><b>41</b></span> <b>Required Courses:</b> <b>Biology:</b> BIOL 202 Principles of Cell and Molecular Biology 4cr BIOL 201 Principles of Ecology and Evolution 4cr BIOL 203 Principles of Genetics and Development 4cr  <b>Free Electives:</b> <span style="float: right;"><b>28-34</b></span>

**b Bachelor of Science—Natural Science/Pre-chiropractic Track**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
<b>Major:</b> <span style="float: right;"><b>40</b></span> <b>Required Courses:</b> <b>Biology:</b> BIOL 111 Principles of Biology I 4cr BIOL 112 Principles of Biology II 4cr BIOL 263 Genetics 3cr  <b>Free Electives:</b> <span style="float: right;"><b>29-35</b></span>	<b>Major:</b> <span style="float: right;"><b>41</b></span> <b>Required Courses:</b> <b>Biology:</b> BIOL 202 Principles of Cell and Molecular Biology 4cr BIOL 201 Principles of Ecology and Evolution 4cr BIOL 203 Principles of Genetics and Development 4cr  <b>Free Electives:</b> <span style="float: right;"><b>28-34</b></span>

**c Bachelor of Science—Natural Science/Pre-dentistry Track**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
<b>Major:</b> <span style="float: right;"><b>40</b></span> <b>Required Courses:</b> <b>Biology:</b> BIOL 111 Principles of Biology I 4cr BIOL 112 Principles of Biology II 4cr BIOL 263 Genetics 3cr  <b>Free Electives:</b> <span style="float: right;"><b>29-35</b></span>	<b>Major:</b> <span style="float: right;"><b>41</b></span> <b>Required Courses:</b> <b>Biology:</b> BIOL 202 Principles of Cell and Molecular Biology 4cr BIOL 201 Principles of Ecology and Evolution 4cr BIOL 203 Principles of Genetics and Development 4cr  <b>Free Electives:</b> <span style="float: right;"><b>28-34</b></span>

**d Bachelor of Science—Natural Science/Pre-optometry Track**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
<b>Major:</b> <span style="float: right;"><b>40</b></span> <b>Required Courses:</b> <b>Biology:</b> BIOL 111 Principles of Biology I 4cr BIOL 112 Principles of Biology II 4cr BIOL 263 Genetics 3cr	<b>Major:</b> <span style="float: right;"><b>41</b></span> <b>Required Courses:</b> <b>Biology:</b> BIOL 202 Principles of Cell and Molecular Biology 4cr BIOL 201 Principles of Ecology and Evolution 4cr BIOL 203 Principles of Genetics and Development 4cr

<b>Free Electives:</b>	<b>29-35</b>	<b>Free Electives:</b>	<b>28-34</b>
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**e Bachelor of Science—Natural Science/Pre-pharmacy Track**

<b>Current Requirement:</b>		<b>Proposed Requirement:</b>	
<b>Major:</b>	<b>40</b>	<b>Major:</b>	<b>41</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
<b>Biology:</b>		<b>Biology:</b>	
BIOL 111 Principles of Biology I	4cr	BIOL 202 Principles of Cell and Molecular Biology	4cr
BIOL 112 Principles of Biology II	4cr	BIOL 201 Principles of Ecology and Evolution	4cr
BIOL 263 Genetics	3cr	BIOL 203 Principles of Genetics and Development	4cr
<b>Free Electives:</b>	<b>29-35</b>	<b>Free Electives:</b>	<b>28-34</b>

**f Bachelor of Science—Natural Science/Pre-physical Therapy Track**

<b>Current Requirement:</b>		<b>Proposed Requirement:</b>	
<b>Major:</b>	<b>40</b>	<b>Major:</b>	<b>41</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
<b>Biology:</b>		<b>Biology:</b>	
BIOL 111 Principles of Biology I	4cr	BIOL 202 Principles of Cell and Molecular Biology	4cr
BIOL 112 Principles of Biology II	4cr	BIOL 201 Principles of Ecology and Evolution	4cr
BIOL 263 Genetics	3cr	BIOL 203 Principles of Genetics and Development	4cr
<b>Free Electives:</b>	<b>29-35</b>	<b>Free Electives:</b>	<b>28-34</b>

**g Bachelor of Science—Natural Science/Pre-podiatry Track**

<b>Current Requirement:</b>		<b>Proposed Requirement:</b>	
<b>Major:</b>	<b>40</b>	<b>Major:</b>	<b>41</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
<b>Biology:</b>		<b>Biology:</b>	
BIOL 111 Principles of Biology I	4cr	BIOL 202 Principles of Cell and Molecular Biology	4cr
BIOL 112 Principles of Biology II	4cr	BIOL 201 Principles of Ecology and Evolution	4cr
BIOL 263 Genetics	3cr	BIOL 203 Principles of Genetics and Development	4cr
<b>Free Electives:</b>	<b>29-35</b>	<b>Free Electives:</b>	<b>28-34</b>

**Rationale:** Because of the recent revisions in the Biology courses for science majors, the program decided to change the recommendation to BIOL 201, 202, and 203 instead of BIOL 111, 112 and 263. This then required a change in the number of credits for the major and a change to free electives.

**8 Department of Geoscience—Program Revisions (Biology Fast Track) and Course Catalog Description Changes**

**a Program Revisions (Biology Fast Track)**

**i Bachelor of Science—Geology/Geology Track**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
<b>Controlled Electives:</b> BIOL 111, 112	<b>Controlled Electives:</b> BIOL 201, 202

**ii Bachelor of Science in Education—Earth and Space Science**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
<b>Required Courses:</b> BIOL 111 Principles of Biology I 4cr	<b>Required Courses:</b> BIOL 201 Principles of Ecology and Evolution 4cr

**b Catalog Description Changes:**

**i Current Catalog Description:**

**GEOS 342 Stellar Astronomy 3c-3l-4cr**

**Prerequisites:** MATH 121, PHYS 111 or instructor permission

Evolution and nature of objects in the universe, including the Sun, stars, and galaxies. A study of methods for gathering astronomical data on motion, distance, and composition.

**Proposed Catalog Description:**

**GEOS 342 Stellar Astronomy 3c-3l-4cr**

**Corequisites:** MATH 121, PHYS 111 or instructor permission

Evolution and nature of objects in the universe, including the Sun, stars, and galaxies. A study of methods for gathering astronomical data on motion, distance, and composition.

**Rationale:** Experience has shown that students co-enrolled in calculus and physics have the required background knowledge to succeed in this class. The companion astronomy class in the curriculum, GEOS 341 Planetary Geology, has MATH 121 and PHYS 111 listed as corequisites, and our students have had not experienced any problems as a result. Listing these classes as corequisites rather than prerequisites will also make it easier for our students to schedule their classes and reduce their time to degree.

**ii Current Catalog Description:**

**GEOS 102 Dynamic Earth Lab 0c-2l-1cr**

**Prerequisite:** No Geoscience Majors/Minors

**Corequisite:** GEOS 101

Introduces the techniques geologists use to study the earth and reconstruct the past. Labs cover minerals, rocks, map interpretations, fossil identification and may include field trips during the scheduled lab period.

**Proposed Catalog Description:**

**GEOS 102 Dynamic Earth Lab 0c-2l-1cr**

**Prerequisite:** No Geoscience Majors/Minors

**Corequisite:** Enrollment in GEOS 102 requires corequisite or previous enrollment in GEOS 101

Introduces the techniques geologists use to study the earth and reconstruct the past. Labs cover

minerals, rocks, map interpretations, fossil identification and may include field trips during the scheduled lab period.

**iii Current Catalog Description:**

**GEOS 106 Exploring the Universe Lab** **0c-2l-1cr**

**Prerequisite:** No Geoscience Majors/Minors

**Corequisite:** GEOS 105

Introduces the techniques astronomers use to study the nature and motions of objects in the sky, including the Sun, Moon, planets, and stars. Includes two observations which are held at night.

**Proposed Catalog Description:**

**GEOS 106 Exploring the Universe Lab** **0c-2l-1cr**

**Prerequisite:** No Geoscience Majors/Minors

**Corequisite:** Enrollment in GEOS 106 requires corequisite or previous enrollment in GEOS 105

Introduces the techniques astronomers use to study the nature and motions of objects in the sky, including the Sun, Moon, planets, and stars. Includes two observations which are held at night.

**Rationale:** This proposal requests a minor change to the co-requisite requirements for two of our introductory LS lab science courses. In a recent revision of these courses approved by Senate on Feb 26, 2013, the catalog descriptions incorrectly listed only a co-requisite requirement of the accompanying lecture section instead of a co-requisite OR previous enrollment in the accompanying lecture section. All other parts of the syllabus of record remain the same.

**9 Department of English—New Course, Course Revision, Catalog Description Change, Course Number and Title Change and Program Revision**

**a New Course**

**ENGL 227 Introduction to Legal Writing** **3c-0l-3cr**

**Prerequisite:** ENGL 202

Introduces legal research and writing. Students learn to prepare research memos, memoranda of law, legal briefs, court observation essays and other legal documents. Other topics include legal terminology, audience analysis, and case study analysis.

**Rationale:** This course is specifically designed for English pre-law and other pre-law students. This course provides study of legal topics. It builds on research skills, report writing, and editing that have been developed in other courses. It provides real world examples to prepare students for possible future work in the legal field.

**b Course Revision, Course Number and Title Change, and Catalog Description Change**

**Current Catalog Description:**

**ENGL 318 Literature for Adolescents** **3c-0l-3cr**

**Prerequisites:** ENGL 101, 122, or permission, English education major

Surveys poetry, drama, and fiction with which the adolescent is familiar through school work and



personal reading.

**Proposed Catalog Description:**

**ENGL 418 Young Adult Literature**

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

**Prerequisites:** ENGL 101, 122, 323, or permission, English Education Major

Introduces literature for and about young adults. Emphasizes critical study of the literature and its classification as well as resources and rationales for using young adult literature in the middle and secondary classroom. Explores selection of literature and various methods of literature instruction.

**Rationale :** Changing the course number from 318 to 418 results from our changing the class to make it reflect more up-to-date understandings of the field as well as our updating the content of the course to create a better dual-level 418/518 course.

**c Program Revision:**

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Science in Education—English Education (*)</b>		<b>Bachelor of Science in Education--English Education (*)</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities:</b> ENGL 122 <b>Mathematics:</b> 3cr, MATH 101 or higher <b>Social Science:</b> PSYC 101 <b>Liberal Studies Electives:</b> 3cr, MATH (1), no courses with ENGL prefix	<b>43-44</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities:</b> ENGL 122 <b>Mathematics:</b> 3cr, MATH 101 or higher <b>Social Science:</b> PSYC 101 <b>Liberal Studies Electives:</b> 3cr, MATH (1), no courses with ENGL prefix	<b>43-44</b>
<b>College:</b>	<b>6</b>	<b>College:</b>	<b>6</b>
Foreign Language Intermediate Level or Free Electives		Foreign Language Intermediate Level or Free Electives	
<b>College:</b>		<b>College:</b>	
<b>Preprofessional Sequence:</b>	<b>30</b>	<b>Preprofessional Sequence:</b>	<b>30</b>
COMM 103 Digital Instructional Technology	3cr	COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3cr	EDSP 102 Educational Technology	3cr
<b>Professional Education Sequence:</b>		<b>Professional Education Sequence:</b>	
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr	EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	EDSP 477/577 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242 Pre-Student Teaching Clinical Experience I	1cr	EDUC 242 Pre-Student Teaching Clinical Experience I	1cr
EDUC 342 Pre-Student Teaching Clinical Experience II	1cr	EDUC 342 Pre-Student Teaching Clinical Experience II	1cr
CHSS 343 Applied Practice in Secondary English Language Arts	1cr	CHSS 343 Applied Practice in Secondary English Language Arts	1cr
EDUC 441 Student Teaching	12cr	EDUC 441 Student Teaching	12cr
EDUC 442 School Law	1cr	EDUC 442 School Law	1cr
EDUC 452 Teaching English and Communication in Secondary School	3cr	EDUC 452 Teaching English and Communication in Secondary School	3cr
<b>Major: Required Courses:</b>	<b>43</b>	<b>Major: Required Courses:</b>	<b>43</b>

ENGL 212 American Literature: Beginnings to 1900	3cr	ENGL 212 American Literature: Beginnings to 1900	3cr
ENGL 220 Advanced Composition I	3cr	ENGL 220 Advanced Composition	3cr
ENGL 314 Speech and Communication in the Secondary English Classroom	3cr	ENGL 314 Speech and Communication in the Secondary English Classroom	3cr
ENGL 318 Literature for Adolescents	3cr	ENGL 323 Teaching Literature and Reading in the Secondary School	3cr
ENGL 323 Teaching Literature and Reading in the Secondary School	3cr	ENGL 324 Teaching and Evaluating Writing	3cr
ENGL 324 Teaching and Evaluating Writing	3cr	ENGL 329 The History of the English Language	1cr
ENGL 329 The History of the English Language	1cr	ENGL 415/515 English Language Studies for Teachers	3cr
ENGL 415 English Language Studies for Teachers	3cr	ENGL 418/518 Young Adult Literature	3cr
ENGL 426 ESL Methods and Materials	3cr	ENGL 426/526 ESL Methods and Materials	3cr
ENGL 434 Shakespeare	3cr	ENGL 434 Shakespeare	3cr
<b>Controlled Electives: (2)</b> One film studies track course	3cr	<b>Controlled Electives: (2)</b> One film studies track course	3cr
One British literature survey course from ENGL 210 or 211	3cr	One British literature survey course from ENGL 210 or 211	3cr
One literary, textual, and cultural studies track course	3cr	One literary, textual, and cultural studies track course	3cr
Choose one course from the following LTC track: ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463	3cr	Choose one course from the following LTC track: ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463	3cr
One general English elective (any track)	3cr	One general English elective (any track)	3cr
<b>Total Degree Requirements: 122-123</b>		<b>Total Degree Requirements: 122-123</b>	
(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education” in the College of Education and Educational Technology section of the undergraduate catalog. (1) The second MATH course is a teacher certification requirement and counts as Liberal Studies elective credits for mathematics. (2) One of the controlled English-elective track courses (either the literary, textual, and cultural studies track or the general English elective from any track) must be a global and multicultural course; this requirement is separate from and in addition to the global and multicultural Liberal Studies requirement.		(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education” in the College of Education and Educational Technology section of the undergraduate catalog. (1) The second MATH course is a teacher certification requirement and counts as Liberal Studies elective credits for mathematics. (2) One of the controlled English-elective track courses (either the literary, textual, and cultural studies track or the general English elective from any track) must be a global and multicultural course; this requirement is separate from and in addition to the global and multicultural Liberal Studies requirement.	

**Rationale:** Changing the course number from 318 to 418 results from our changing the class to make it reflect more up-to-date understandings of the field as well as our updating the content of the course to create a better dual-level 418/518 course. The department also added the 500-level of the four dual level courses listed above to align the course with requirements for the Master of Arts in Teaching English (MATE) accelerated 4+1 program that will permit undergraduate students during the senior year to earn both undergraduate and graduate credit for the course if they have been accepted into the MATE 4+1 accelerated program.

**10 Department of Sociology—Course Revisions, Catalog Description Change and Course Title Change**

**a Course Revision:**

**Current Catalog Description:**

**SOC 269 Sociology of Deviance**

**3c-01-3cr**

**Prerequisite:** SOC 151 or instructor permission

An overview of the sociological study of deviance. Begins with examining the nature and meaning of deviance or how society creates deviance as social and legal constructions and identifies specific human behaviors as types or forms of deviance. Also examines the major theories or multi-causal explanations of why such deviance occurs. Further describes how society, especially its social institutions and agents, attempts to control or suppress such deviance. Social policy implications of such societal reactions are also considered.

**Proposed Catalog Description:**

**SOC 269 Sociology of Deviance**

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

**Prerequisite:** SOC 151 or instructor permission

An overview of the sociological study of deviance. Begins with examining the nature and meaning of deviance or how society creates deviance as social and legal constructions and identifies specific human behaviors as types or forms of deviance. Also examines the major theories or multi-causal explanations of why such deviance occurs. Further describes how society, especially its social institutions and agents, attempts to control or suppress such deviance. Social policy implications of such societal reactions are also considered.

**Rationale:** Course outcomes have been updated to reflect the new Liberal Studies Expected Student Learning Outcomes and common learning objectives. The discipline of sociology is rooted in the scientific method, where theories, observations and empirically grounded analyses require strong information literacy skills. As a result, the Department of Sociology is revising this course to meet the Information Literacy competency subcategory of Liberal Studies electives with its emphasis on accessing, evaluating and analyzing information gathered from a variety of sources.

**b Course Revision, Catalog Description Change, and Course Title Change**

**Current Catalog Description:**

**SOC 337 World Societies and World Systems**

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

**Prerequisite:** One of the following: ANTH 110, ECON 101 or 121, GEOG 230, HIST 202, PLSC 101 or 282, SOC 151

A detailed analysis of the evolution of human societies, with special emphasis on the modern world system of societies that began to emerge in the 16th century and has since expanded to include the entire globe. Topics include societies during the preindustrial era, the emergence of modern capitalism in the 16th century, relations between developed and less-developed societies in the modern world, the ascent and decline of nation-states in the modern world, the current plight of the Third World, the rise and demise of socialism in the 20th century, and various scenarios for the human future.

**Proposed Catalog Description:**

**SOC 337 Society, Globalization and Risk**

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

**Prerequisite:** One of the following: ANTH 110, ECON 101 or 121, GEOG 230, HIST 202, PLSC 101 or 282, SOC 151

Examines the factors driving globalization, and the risks associated with globalization, on both a local and international level. Foundations for thinking in global terms are provided through an overview of historical developments and major international actors that have

shaped current global society. Focuses on major challenges and risks facing global society. Throughout the course, students are encouraged to connect their own personal life experiences to the broader global context.

**Rationale:** The current course description and title dates back to 1992. The new course title and catalog description reflect changes to the content and focus of the course which, in addition to mirroring contemporary thinking in this subfield of sociology, bring the course into alignment with the new liberal studies learning objectives. Course outcomes have been updated to reflect the new Liberal Studies Expected Student Learning Outcomes and common learning objectives. The discipline of sociology is rooted in a tradition of praxis, where theories, lessons, or acquired skills are enacted in hopes of engaging citizens and creating social change. As a result, the Department of Sociology is revising many of its courses to meet the Global Citizenship subcategory of Liberal Studies electives with its emphasis on civic engagement and/or social justice. SOC 337 Society, Globalization, and Rick meets these criteria due to its emphasis on the myriad ways globalization is affecting people and organizations, not only around the world but also locally, in our students' hometowns. The political, social, cultural and economic changes that are transforming global society are the subject matter of this course.

**c Course Revision:**

**Current Catalog Description:**

**SOC 361 Social Stratification**

**3c-01-3cr**

**Prerequisite:** SOC 151

Examines leading perspectives in the major sociological subfield of social stratification. Attention drawn to different ways of ranking people in human societies, issues concerning the distribution of income and wealth, the role of political power in determining who gets what, and the causes and consequences of social inequality for specific groups.

**Proposed Catalog Description:**

**SOC 361 Social Stratification**

**3c-01-3cr**

**Prerequisite:** SOC 151

Examines leading perspectives in the major sociological subfield of social stratification. Attention drawn to different ways of ranking people in human societies, issues concerning the distribution of income and wealth, the role of political power in determining who gets what, and the causes and consequences of social inequality for specific groups.

**Rationale:** Course outcomes have been updated to reflect the new Liberal Studies Expected Student Learning Outcomes and common learning objectives. The discipline of sociology is rooted in a tradition of praxis, where theories, lessons or acquired skills are enacted in hopes of engaging citizens and creating social change. As a result, the Department of Sociology is revising many of its courses to meet the Global Citizenship subcategory of Liberal Studies electives with its emphasis on civic engagement and/or social justice. SOC 361 Social Stratification meets these criteria due to its emphasis on ways that the class structure profoundly shapes social, institutional and cultural practices, and how class inequalities take different forms in other societies, from caste/class systems in India and parts of Africa, to socialist democracies in northern Europe. Americans tend to have difficulty recognizing how social class interacts with systems of social, economic,

cultural, and political power, both at home and abroad, therefore, students who have taken this class will use their increased awareness of social inequality and the intertwining nature of class, race and gender, to engage in debates, take action, or serve as advocates around such issues as health care reform, minimum/living wage increases, immigration policy, welfare and the social safety net, voter identification laws, income and property tax laws, and education policy, etc.

**11 Department of Philosophy—New Courses, Course Revisions, Catalog Description Changes, and Course Title Changes, Course Deletion, Program Revisions**

**a New Courses:**

**i PHIL 240 Philosophy and the Good Life 3c-0l-3cr**

Examines philosophical attempts to say what it means to live a good life. Is living a good life simply about maximizing the pleasure one experiences? Does a good life require religious faith? Is being virtuous essential to living a good life? Historical thinkers considered in this course may include Plato, Aristotle, Confucius, Laozi, Augustine, Aquinas, Rousseau, Nietzsche, and Russell. Contemporary philosophical work on happiness informed by empirical research may also be considered.

**Rationale:** Philosophy departments around the country are starting to offer courses like this one with increasing frequency, presumably in order to highlight the continued practical relevance of philosophy. This course will be open to all IUP students.

**ii PHIL 270 Ethics and the Environment (pending) 3c-0l-3cr**

Applies ethical theory to environmental issues, including resource depletion, animal rights, biotic endangerment, environmental degradation, climate change, and environmental justice. Considers arguments by which human-caused environmental destruction is intrinsically wrong, wrong independently of human interests and purposes, and arguments for environmental policies by which the following are granted rights, interests, or inherent non-human animals, all living things, all natural things, biotic communities, and ecosystems. Also considers arguments that environmental policies cannot be applied globally without injustice to humans, including poor and indigenous peoples.

**Rationale:** This course will be an option in the new Ethics and Values category in the revised major. This course will be open to all undergraduate IUP students.

**iii PHIL 320 Ethical Theory 3c-0l-3cr**

Examines historical and contemporary work on fundamental issues in ethical theory, with an emphasis on the three major approaches in normative ethics: consequentialism, deontology, and virtue ethics. Also explores select topics in contemporary metaethics, such as the meaning of moral discourse, the possibility of moral knowledge, and the nature of reasons and moral motivation.

**Rationale:** The course is to be a controlled elective, one of several courses students may choose from to satisfy controlled electives in value theory. The level and depth of the material covered go beyond what is covered in other courses and thus requires a distinct course.

iv **PHIL 350 The Human Experience of Time** **3c-01-3cr**

Examines philosophical questions about the nature and experience of time. Explores how philosophical views about time are informed by work in different fields, such as anthropology, religious studies, and physics. Questions include whether time is real or an illusion, whether it flows, whether the past, present, and future are equally real, whether time travel is possible, how different cultures think about time and what light that sheds on its true nature. Readings drawn from a wide range of historical and contemporary sources.

**Rationale:** The course is to be a controlled elective in our revised BA program. The course content is drawn primarily from diverse areas of philosophy, as well as from other disciplines, such as anthropology, religious studies, and natural science. The topics explored are not represented in our current course offerings. The number and depth of issues concerning time warrant a course of its own.

v **PHIL 390 Philosophy of Human Nature** **3c-01-3cr**

Examines philosophical theories of human nature, including how traditional philosophical debates about the mind, morality, persons, and freedom are informed by recent empirical work in the cognitive sciences. Topics covered may include philosophical and scientific debates about the innate content and structure of the human mind, moral judgment, the possibility of free will, the extent to which human beings are rational, and the nature of the self and self-knowledge. Connections between conceptions of human nature and political philosophy, as well as bioethical issues concerning enhancement and transhumanism, may also be discussed.

**Rationale:** The course is a controlled elective in our revised BA program. The course content is drawn primarily from the areas of philosophy of biology and philosophy of cognitive science, two areas of increasing importance in our discipline that are not represented in our current course offerings. There are no existing courses into which this content can be integrated.

b **Course Title Change:**

**Current Course Title:** PHIL 325 Modern Philosophy

**Proposed Course Title:** PHIL 325 Early Modern European Philosophy

**Rationale:** PHIL 324 Ancient Philosophy is being renamed as Ancient Greek Philosophy to make explicit that PHIL 324 does not cover ancient works from outside Greek cultures. This renaming of PHIL 325 is proposed for the sake of symmetry and to similarly make explicit that the works covered in this class do not include early modern works from non-European cultures.

c **Course Revision and Course Title Change:**

**Current Catalog Description:**

**PHIL 324 Ancient Philosophy** **3c-01-3cr**

Explores the foundations of Western philosophy through examination of important philosophers of the Ancient period, such as the Pre-Socratic philosophers, Socrates, Plato,

and Aristotle. Topics may include the nature of the physical universe, Plato's theory of Forms, the nature of happiness, and the possibility of morality.

**Proposed Catalog Description:**

**PHIL 324 Ancient Greek Philosophy** **3c-01-3cr**

Explores the foundations of Western philosophy through examination of important philosophers of the Ancient period, such as the Pre-Socratic philosophers, Socrates, Plato, and Aristotle. Topics may include the nature of the physical universe, Plato's theory of Forms, the nature of happiness, and the possibility of morality.

**Rationale:** Course has been updated to reflect emphasis on the history of Ancient Greek philosophy, not Ancient philosophy per se. This course has long been a staple of the LS program, and the present content and title changes are intended to update the course given changes to the LS requirements. Course content in proposal reflects more accurately how the course has been taught more recently and to fit within discipline trends.

**d Course Revision, Course Title Change, and Catalog Description Change**

**Current Title and Catalog Description:**

**PHIL 326 Phenomenology and Existentialism** **3c-01-3cr**

A study of the phenomenological method as developed by Edmund Husserl and of the subsequent phenomenological movement as exemplified in the works of such representative figures as Heidegger, Merleau-Ponty and Paul Ricoeur and of existentialism both as an independent movement of thought and as influenced by phenomenology and exemplified in the works of such representative figures as Kierkegaard, Jaspers, Marcel, Buber, and Sartre.

**Proposed Title and Catalog Description:**

**PHIL 326 Existentialism** **3c-01-3cr**

Examines Existentialism as a philosophical movement, one that rejects both traditional religious and overly reductive, scientific conceptions of human existence. As an alternative, existentialist philosophers share the project of trying to articulate a conception of an authentic, meaningful life outside of the parameters of these approaches. Readings are drawn from major thinkers in this movement, including Søren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, and Albert Camus.

**Rationale:** Existentialism and Phenomenology are two separate philosophical movements that are often connected due to the timeframe and location of the apex of their popularity (late 19<sup>th</sup> and early 20<sup>th</sup> Century Europe) and the fact that some thinkers are associated with both movements (e.g. Heidegger). The department has decided to drop the portion of the course dealing with Phenomenology, since it was deemed too challenging for undergraduate students and too difficult to integrate with Existentialism. The course outline and objectives have been updated to reflect the changes in the course description and title. The bibliography has been updated to reflect the changes in the course and to include more recent work in this area.

e **Course Deletion:**

**PHIL 410 Contemporary Analytic Philosophy**

**3c-01-3cr**

**Rationale:** This course deletion is associated with our PHIL and PHIL/Pre-Law program revisions. This course was part of our old controlled-electives disjunction in the history of philosophy, which required students to take either PHIL 324 Ancient Philosophy or PHIL 325 Modern Philosophy, and one other of Ancient Philosophy, Modern Philosophy, PHIL 326 Phenomenology and Existentialism, or PHIL 410 Contemporary Analytic Philosophy. This disjunction does not exist in the new program. Since contemporary analytic philosophy is linguistic philosophy, our existing PHIL 460 Philosophy of Language course is sufficient to acquaint students with some of the subject matter previously covered in PHIL 410.

f **Program Revisions (pending)**

i **Bachelor of Arts--Philosophy**

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Arts—Philosophy</b>		<b>Bachelor of Arts—Philosophy</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> 3cr <b>Philosophy:</b> Included in major <b>Liberal Studies Electives:</b> 9cr, no courses with PHIL prefix	<b>46-47</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> 3cr <b>Liberal Studies Electives:</b> 9cr, no courses with PHIL prefix	<b>49-50</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>30</b>	<b>Major:</b>	<b>30</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
PHIL 122 Contemporary Moral Issues PHIL 221 Symbolic Logic I <b>Controlled Electives:</b> Eight PHIL courses	3cr 3cr 24cr	PHIL 221 Symbolic Logic I PHIL 324 Ancient Greek Philosophy PHIL 325 Early Modern European Philosophy	3cr 3cr 3cr
PHIL 324 <i>or</i> 325 and one other from the following: (6cr) PHIL 324 Ancient Philosophy PHIL 325 Modern Philosophy PHIL 326 Phenomenology and Existentialism PHIL 410 Contemporary Analytic Philosophy PHIL 420 <i>or</i> 421 and one other from the following: (6cr) PHIL 330 Philosophy of Science PHIL 420 Metaphysics PHIL 421 Theory of Knowledge PHIL 460 Philosophy of Language Four other PHIL courses (12cr) (may be from the above lists) (with restrictions) (2, 3)		<b>Controlled Electives:</b> At least two courses from each of the following two categories: <i>Knowledge and Reality:</i> (6cr) PHIL 330 Philosophy of Science <b>PHIL 350 The Human Experience of Time</b> PHIL 360 Philosophy of Mind PHIL 390 Philosophy of Human Nature PHIL 420 Metaphysics PHIL 421 Theory of Knowledge PHIL 460 Philosophy of Language <i>Ethics and Values:</i> (6cr)	21cr
<b>Free Electives:</b>	<b>37-44</b>	PHIL 223 Philosophy of Art PHIL 232 Philosophies of Love PHIL 240 Philosophy and the Good Life	



<b>Total Degree Requirements:</b>	<b>120</b>	PHIL 270 Ethics and the Environment PHIL 320 Ethical Theory PHIL 323 Political Philosophy PHIL 326 Existentialism PHIL 450 Philosophy of Law	
		An additional three PHIL courses (9cr) (with restrictions) (2, 3)	
		<b>Free Electives:</b>	<b>34-41</b>
		<b>Total Degree Requirements:</b>	<b>120</b>
<p>(1) Intermediate-level foreign language may be included in Liberal Studies electives.</p> <p>(2) No more than four 100- and 200- level courses may be counted toward the major. Only PHIL courses may be counted toward the major. 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>(3) No more than 9 nonclasswork credits may be counted toward the major. Nonclasswork credits include independent study, independent honors project, and internship in philosophy.</p>		<p>(1) Intermediate-level foreign language may be included in Liberal Studies electives.</p> <p>(2) No more than four 100- and 200- level courses may be counted toward the major. Only PHIL courses may be counted toward the major. 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>(3) No more than 9 nonclasswork credits may be counted toward the major. Nonclasswork credits include independent study, independent honors project, and internship in philosophy.</p>	

<b>ii</b>	<b>Bachelor of Arts—Philosophy/Pre-law Track</b>				

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Arts—Philosophy/Pre-law Track</b>		<b>Bachelor of Arts—Philosophy/Pre-law Track</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> 3cr <b>Philosophy:</b> Included in major <b>Liberal Studies Electives:</b> 9cr, no courses with PHIL prefix	<b>46-47</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> 3cr <b>Liberal Studies Electives:</b> 9cr, no courses with PHIL prefix	<b>49-50</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>30</b>	<b>Major:</b>	<b>30</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
PHIL 101 <i>or</i> 110 Critical Thinking <i>or</i> Reasoning and the Law	3cr	PHIL 221 Symbolic Logic I	3cr
PHIL 122 Contemporary Moral Issues	3cr	PHIL 324 Ancient Greek Philosophy	3cr
		PHIL 325 Early Modern European Philosophy	3cr
<b>Controlled Electives: (1)</b>		<b>Controlled Electives:</b>	
PHIL 324 <i>or</i> 325 and one other from the following: (6cr) PHIL 324 Ancient Philosophy PHIL 325 Modern Philosophy PHIL 326 Phenomenology and Existentialism PHIL 410 Contemporary Analytic Philosophy PHIL 420 <i>or</i> 421 and one other from the following: (6cr) PHIL 330 Philosophy of Science PHIL 420 Metaphysics PHIL 421 Theory of Knowledge PHIL 460 Philosophy of Language Four other PHIL courses (12cr) (may be from the above lists) (with restrictions) (2, 3)		At least two courses from each of the following two categories: <i>Knowledge and Reality:</i> (6cr) PHIL 330 Philosophy of Science PHIL 360 The Human Experience of Time PHIL 360 Philosophy of Mind  PHIL 390 Philosophy of Human Nature PHIL 420 Metaphysics PHIL 421 Theory of Knowledge PHIL 460 Philosophy of Language <i>Ethics and Values:</i> (6cr) PHIL 223 Philosophy of Art PHIL 232 Philosophies of Love	21cr

		PHIL 240 Philosophy and the Good Life PHIL 270 Ethics and the Environment <b>PHIL 320 Ethical Theory</b> PHIL 323 Political Philosophy PHIL 326 Existentialism PHIL 450 Philosophy of Law An additional three PHIL courses (9cr) (with restrictions) (2, 3)	
<b>Other Requirements: Pre-Law Interdisciplinary Track</b>	<b>15-21</b>	<b>Other Requirements: Pre-Law Interdisciplinary Track</b>	<b>15-21</b>
Seven courses, including at least one from each of six areas: <i>Business:</i> ACCT 201, ACCT 202, BLAW 235 <i>Criminology:</i> CRIM 210, 215, 255 <i>Economics:</i> ECON 121, 122, 332 <i>English:</i> ENGL 212, 265, 310, 321 <i>History:</i> HIST 320, 321, 346 <i>Political Science:</i> PLSC 358, 359, 361		Seven courses, including at least one from each of six areas: <i>Business:</i> ACCT 201, ACCT 202, BLAW 235 <i>Criminology:</i> CRIM 210, 215, 255 <i>Economics:</i> ECON 121, 122, 332 <i>English:</i> ENGL 212, 265, 310, 321 <i>History:</i> <b>HIST 320, 341, 342, 346, 475</b> <i>Political Science:</i> PLSC 358, 359, 361	
<b>Free Electives:</b>	<b>16-29</b>	<b>Free Electives:</b>	<b>13-26</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>120</b>
(1) Intermediate-level foreign language may be included in Liberal Studies electives. (2) No more than four 100- and 200-level courses may be counted toward the major. Only PHIL courses may be counted toward the major. 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. (3) No more than 9 non-classwork credits may be counted toward the major. Non-classwork credits include independent study, independent honors project, and internship in philosophy.		(1) Intermediate-level foreign language may be included in Liberal Studies electives. (2) In addition to PHIL 221, no more than four 100- and 200-level courses may be counted toward the major. Only PHIL courses may be counted toward the major. (3) No more than 9 non-classwork credits may be counted toward the major. Non-classwork credits include independent study, independent honors project, and internship in philosophy.	

**Rationale:** The most significant change is the addition of a controlled-elective category in Ethics and Values. There are two main reasons for this addition. First, value theory—which comprises ethics, political philosophy, and philosophy of art—is one of the main subfields of philosophy, but it did not have a significant place in our old program. Requiring six credits of coursework in value theory keeps our curriculum current with trends in the discipline. Second, there was a felt demand, based on surveys of current majors and alumni, for an increased emphasis on value theory, which the new program meets by requiring six credits of value theory and offering three new courses under the Ethics and Values controlled elective category (PHIL 240, 270, and 340).

The existing controlled electives in metaphysics and epistemology (PHIL 330, 420, 421, 460) are now included in the broader Knowledge and Reality category, which provides students greater flexibility in meeting requirements in this area. This change also allows us to integrate an existing course (PHIL 360) and two new courses (PHIL 380, 390) into our program. We have deleted Contemporary Analytic Philosophy (PHIL 410). Since contemporary analytic philosophy is linguistic philosophy, our existing PHIL 460 (Philosophy of Language) course is sufficient to acquaint students with some of the subject matter previously covered in PHIL 410.

The old program specified that no more than four 100- and 200- level courses would count toward the major. The new program specifies that in addition to Symbolic Logic I (PHIL 221), no more than four 100- and 200-level courses may be counted toward the major. The new program ensures that students will take at least five

300- and 400- level courses, which the Department takes to be a sufficient number of upper-levels for the major.

The new program does not include Contemporary Moral Issues (PHIL 122) as a required course. PHIL 122 is a Liberal Studies Core course that may still serve as a gateway to the major, but the courses we want to count towards the required six credits in value theory are now included in the Ethics and Values controlled-electives category. The American Philosophical Association recommends requiring philosophy majors to take courses that expose them to the work of Plato, Aristotle, Descartes, Hume, and Kant. Our new program does this by requiring both Ancient Greek Philosophy (PHIL 324) and Early Modern European Philosophy (PHIL 325). This increased rigidity about exposure to the canon offsets the increased flexibility elsewhere in the new program.

The new program does not include the statement: “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.” This requirement has never been enforced and the department takes it to be unnecessary.

**12 Department of Communications Media—New Course**

**COMM 420 Media Portrayal of Crime 3c-0l-3cr**

**Prerequisite:** COMM 101, JRNL 105, or CRIM 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 is seminar based.

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

**13 Department of Mathematics—Program Revision and Minor Revision**

**a Bachelor of Science—Mathematics/Applied Mathematics Track**

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Science—Mathematics/Applied Mathematics Track</b>		<b>Bachelor of Science—Mathematics/Applied Mathematics Track</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 125 <b>Liberal Studies Electives:</b> 9cr, no courses with MATH prefix, includes intermediate-level foreign language	<b>49-50</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 125 <b>Liberal Studies Electives:</b> 9cr, no courses with MATH prefix, includes intermediate-level foreign language	<b>49-50</b>
<b>Major:</b>	<b>42</b>	<b>Major:</b>	<b>42</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
MATH 126 Calculus II for Physics, Chemistry, Mathematics	3cr	MATH 126 Calculus II for Physics, Chemistry, Mathematics	3cr
MATH 171 Introduction to Linear Algebra	3cr	MATH 171 Introduction to Linear Algebra	3cr

MATH 216 Probability and Statistics for Natural Sciences MATH 225 Calculus III for Physics, Chemistry, Mathematics MATH 241 Differential Equations MATH 271 Introduction to Mathematical Proofs I MATH 272 Introduction to Mathematical Proofs II MATH 363 Mathematical Statistics I MATH 447 Modeling and Simulation MATH 450 Topics in Applied Computational Mathematics	3cr 3cr 3cr 3cr 3cr 3cr 3cr	MATH 216 Probability and Statistics for Natural Sciences MATH 225 Calculus III for Physics, Chemistry, Mathematics MATH 241 Differential Equations MATH 271 Introduction to Mathematical Proofs I MATH 272 Introduction to Mathematical Proofs II MATH 363 Mathematical Statistics I MATH 447 Modeling and Simulation MATH 450 Topics in Applied Computational Mathematics	3cr 3cr 3cr 3cr 3cr 3cr 3cr
<b>Controlled Electives: (1)</b>		<b>Controlled Electives: (1)</b>	
One course from the following: MATH 371, 421, 423, 427, 476 One course from the following: MATH 445 or 446 One course from the following: MATH 480 or 493 (2) One course from the following: MATH 342, 364, 445, 446	3cr 3cr 3cr 3cr	One course from the following: MATH 371, 421, 423, 427, 476 One course from the following: MATH 445 or 446 One course from the following: MATH 480 or 493 (2) One course from the following: MATH 342, 364, 445, 446	3cr 3cr 3cr 3cr
<b>Other Requirements:</b>	<b>21</b>	<b>Other Requirements:</b>	<b>18</b>
<b>Computer Science:</b> COSC 110 Problem Solving and Structured Programming COSC/MATH 250 Introduction to Numerical Methods	3cr 3cr	<b>Computer Science:</b> COSC 110 Problem Solving and Structured Programming COSC/MATH 250 Introduction to Numerical Methods	3cr 3cr
Foreign Language Intermediate Level (3) Minor or Planned Program in Complementary Field (requires 15cr advisor approval) with at least 6cr in 300/400-level courses	15cr	Foreign Language Intermediate Level (3) Planned Program in Complementary Field (or minor, requires advisor approval) with at least 6cr in 300/400-level courses	12cr
<b>Free Electives:</b>	<b>7-8</b>	<b>Free Electives:</b>	<b>10-11</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>120</b>
(1) A student may select courses for a specialized area. <i>Statistics/Actuarial Science:</i> MATH 363, 364, 371, 446 Additionally, a student should minor in applied statistics. <i>Math Analysis/Engineering:</i> MATH 342/447, 371, 423 <i>Operations Research:</i> MATH 371, 421, 445/446, 447 (2) Three credits of internship will be applied to the major. Additional credits may count as free electives. (3) Intermediate-level foreign language may be included in Liberal Studies electives.		(1) A student may select courses for a specialized area. <i>Statistics/Actuarial Science:</i> MATH 363, 364, 371, 446 Additionally, a student should minor in applied statistics. <i>Math Analysis/Engineering:</i> MATH 342/447, 371, 423 <i>Operations Research:</i> MATH 371, 421, 445/446, 447 (2) Three credits of internship will be applied to the major. Additional credits may count as free electives. (3) Intermediate-level foreign language may be included in Liberal Studies electives.	

**Rationale:** Reduction to 60 credit hours for major is required due to Pennsylvania State System of Higher Education policies. The major now requires 42 hours of coursework in mathematics plus an additional 18 credits of other requirements for a total of 60 credit hours.

**b Minor Revision**

<b>Current Minor:</b>	<b>Proposed Minor:</b>
<b>Minor—Mathematics</b> 17 <b>Required Courses:</b> MATH 121 or 125 and MATH 122 or 126 6-8cr	<b>Minor—Mathematics</b> 18 <b>Required Courses:</b> MATH 121 or 125 and MATH 122 or 126 6-8cr
<b>Controlled Electives: (1)</b> 9-11cr Other courses for mathematics majors, MATH 219	<b>Controlled Electives: (1)</b> 10-12cr

<p>and 250 may be included</p> <p>(1) The following courses are excluded: MATH 100, 101, 105, 110, 115, 214, 217, 417, 418, and courses for the Middle-Level Education 4-8/Mathematics Specialization.</p>	<p>(1) The following courses are excluded: MATH 100, 101, 105, 110, 115, 214, 217, 417, 418, and courses for the Middle-Level Education 4-8/Mathematics Specialization.</p>
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**Rationale:** The minor has been increased to 18 credits per Pennsylvania State System of Higher Education policies.

**c Program Catalog Description Change:**

**Current Catalog Description:**

**Minor in Mathematics**

The minor consists of a minimum of 17 credits in mathematics. The minor may offer preparation for advanced study in areas such as economics, computer science, physics, and other natural sciences. Any student who is required to take a year of calculus should consider a minor in mathematics.

A cumulative GPA of at least 2.0 in MATH courses is required for a minor in mathematics or applied statistics. The department will not certify a minor for a transfer student unless at least two of the courses counting for the minor have been completed in the Mathematics Department.

**Proposed Catalog Description:**

**Minor in Mathematics**

The minor consists of a minimum of 18 credits in mathematics. The minor may offer preparation for advanced study in areas such as economics, computer science, physics, and other natural sciences. Any student who is required to take a year of calculus should consider a minor in mathematics.

A cumulative GPA of at least 2.0 in MATH courses is required for a minor in mathematics or applied statistics. The department will not certify a minor for a transfer student unless at least two of the courses counting for the minor have been completed in the Mathematics Department.

**Rationale:** Credit hours were increased to a total 18 from prior 17 as per new Pennsylvania State System of Higher Education regulations.

## 14 Department of History—Catalog Description Changes, Course Number Changes and Program Revisions

### a Catalog Description Changes and Course Number Changes

Current Catalog Description:	Proposed Catalog Description:
<p><b>HIST 401 Topics in United States History</b> 3c-0l-3cr  <b>Prerequisites:</b> HIST 200 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission            An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to historical issues of the United States of America. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>	<p><b>HIST 495 Topics in United States History</b> 3c-0l-3cr  <b>Prerequisites:</b> HIST 395 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission            An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to historical issues of the United States of America. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>
<p><b>HIST 402 Topics in European History</b> 3c-0l-3cr  <b>Prerequisites:</b> HIST 200 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission            An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to European historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>	<p><b>HIST 496 Topics in European History</b> 3c-0l-3cr  <b>Prerequisites:</b> HIST 395 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission            An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to European historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>
<p><b>HIST 403 Topics in Non-Western History</b> 3c-0l-3cr  <b>Prerequisites:</b> HIST 200 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission            An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to non-Western historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>	<p><b>HIST 497 Topics in Non-Western History</b> 3c-0l-3cr  <b>Prerequisites:</b> HIST 395 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission            An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to non-Western historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>
<p><b>HIST 404 Topics in Comparative History</b> 3c-0l-3cr  <b>Prerequisites:</b> HIST 200 and junior/senior, HIST, HIST/PLAW, or SSED majors or by instructor permission            An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to comparative historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>	<p><b>HIST 498 Topics in Comparative History</b> 3c-0l-3cr  <b>Prerequisites:</b> HIST 395 and junior/senior, HIST, HIST/PLAW, or SSED majors or by instructor permission            An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to comparative historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>

**Rationale:** The 400-level topics courses are specialized upper-division courses that require students to demonstrate a set of acquired skills. HIST 200, which had prepared students for the more demanding 400-level topics courses, is being replaced by HIST 295 and HIST 395. HIST 295 will serve as a prerequisite for HIST 395. HIST 395 will focus specifically on teaching the fundamentals of research in history. Additionally the courses are being renumbered because students tend to believe that courses like HIST 475 History of the American Constitutionalism and HIST 481 Special Topics in History are courses that are more difficult than courses in the topics series because they have a higher number. This is an increasing problem because new courses that are dual level are required to carry a 400/500 designation. By renumbering the topics courses to give them the highest 4XX numbers, the department believes that most of the numbering confusion will be eliminated.

### b Program Revisions

#### i Bachelor of Arts—History

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Arts—History</b>		<b>Bachelor of Arts—History</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities-History:</b> Fulfilled by required courses in major <b>Mathematics:</b> 3cr <b>Liberal Studies Electives:</b> 9cr, no courses with HIST prefix	<b>46-47</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities-History:</b> Fulfilled by required courses in major <b>Mathematics:</b> 3cr <b>Liberal Studies Electives:</b> 9cr, no courses with HIST prefix	<b>46-47</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>39</b>	<b>Major:</b>	<b>39</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
HIST 295 Introduction to Historical Studies	3cr	HIST 295 Introduction to Historical Studies	3cr
HIST 395 Introduction to Historical Methods	3cr	HIST 395 Introduction to Historical Methods	3cr
<b>Controlled Electives:</b>		<b>Controlled Electives:</b>	
At least three foundation courses from the following: (2) HIST 201 Western Civilization before 1600 HIST 202 Western Civilization since 1600 HIST 204 United States History to 1877 HIST 205 United States History since 1877 HIST 206 History of East Asia HIST 208 Survey of Latin American History	9cr	Three foundation courses from the following: (2) HIST 201 Western Civilization before 1600 HIST 202 Western Civilization since 1600 HIST 204 United States History to 1877 HIST 205 United States History since 1877 HIST 206 History of East Asia HIST 207 History of the Middle East HIST 208 Survey of Latin American History	9cr
Two courses from HIST 401-404 (topics) (3) One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level Five additional history courses (4)	6cr 3cr 15cr	Two courses from HIST 494-498 (Topics) (3) One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level Four additional upper-division history courses 300-498 (4) One additional history course 200, 300, or 400 level	6cr 3cr 12cr 3cr
<b>Free Electives:</b>	<b>28-35</b>	<b>Free Electives:</b>	<b>12-20</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>120</b>
(1) Intermediate-level foreign language may be included in Liberal Studies electives. (2) No more than 12cr in foundation courses may be counted toward the major. (3) This requirement may also be fulfilled by completing one topics course and either the departmental honors program or a graduate seminar with a concluding paper. Students taking two topics courses must take two with different numbers. (4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective. Students who have taken three foundation courses must take at least six 300-400 level HIST courses in addition to topics courses. Those with four foundation courses need take only five 300-400 level HIST courses in addition to topics courses.		(1) Intermediate-level foreign language may be included in Liberal Studies electives. (2) No more than 12cr in foundation courses may be counted toward the major. (3) This requirement may also be fulfilled by completing one topics course and either the departmental honors program or a graduate seminar with a concluding paper. Students taking two topics courses must take two with different numbers. (4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective.	

ii Bachelor of Arts—History/Pre-law Track

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Arts—History/Pre-law Track</b>		<b>Bachelor of Arts—History/Pre-law Track</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities-History:</b> Fulfilled by required courses in major <b>Mathematics:</b> 3cr <b>Liberal Studies Electives:</b> 9cr, no courses with HIST prefix	<b>46-47</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities-History:</b> Fulfilled by required courses in major <b>Mathematics:</b> 3cr <b>Liberal Studies Electives:</b> 9cr, no courses with HIST prefix	<b>46-47</b>
<b>College:</b>	<b>0-6</b>	<b>College:</b>	
Foreign Language Intermediate Level (1)		Foreign Language Intermediate Level (1)	<b>0-6</b>
<b>Major:</b>	<b>39</b>	<b>Major:</b>	<b>39</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
HIST 295 Introduction to Historical Studies	3cr	HIST 295 Introduction to Historical Studies	3cr
HIST 395 Introduction to Historical Methods	3cr	HIST 395 Introduction to Historical Methods	3cr
<b>Controlled Electives:</b>		<b>Controlled Electives:</b>	
At least three foundation courses from the following: (2)	9cr	Three foundation courses from the following: (2)	9cr
HIST 201 Western Civilization before 1600		HIST 201 Western Civilization before 1600	
HIST 202 Western Civilization since 1600		HIST 202 Western Civilization since 1600	
HIST 204 United States History to 1877		HIST 204 United States History to 1877	
HIST 205 United States History since 1877		HIST 205 United States History since 1877	
HIST 206 History of East Asia		HIST 206 History of East Asia	
HIST 208 Survey of Latin American History		HIST 208 Survey of Latin American History	
Two courses from HIST 401-404 (topics) (3)	6cr	Two courses from HIST 494-498 (Topics) (3)	6cr
One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level	3cr	One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level	3cr
Five additional history courses (4)	15cr	Four additional upper-division history courses 300-498 (4)	12cr
		One additional history course 200, 300, or 400 level	3cr
<b>Other Requirements: Pre-Law Interdisciplinary Track</b>	<b>12-21</b>	<b>Other Requirements: Pre-Law Interdisciplinary Track</b>	<b>12-21</b>
Seven courses, including at least one from each of six areas: <i>Business:</i> ACCT 201, ACCT 202, BLAW 235 <i>Criminology:</i> CRIM 210, 215, 255 <i>Economics:</i> ECON 121, 122, 332 <i>English:</i> ENGL 212, 265, 310, 321 <i>Philosophy:</i> PHIL 101, 110, 122, 450 <i>Political Science:</i> PLSC 358, 359, 361		Seven courses, including at least one from each of six areas: <i>Business:</i> ACCT 201, ACCT 202, BLAW 235 <i>Criminology:</i> CRIM 210, 215, 255 <i>Economics:</i> ECON 121, 122, 332 <i>English:</i> ENGL 212, 265, 310, 321 <i>Philosophy:</i> PHIL 101, 110, 122, 450 <i>Political Science:</i> PLSC 358, 359, 361	
<b>Free Electives:</b>	<b>7-23</b>	<b>Free Electives:</b>	<b>7-23</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) No more than 12cr in foundation courses may be counted toward the major.</li> <li>(3) This requirement may also be fulfilled by completing one topics course and either the departmental honors program or a graduate seminar with a concluding paper. Students taking two topics courses must take two with different numbers.</li> <li>(4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective. Students who have taken three foundation courses must take at least six 300-400 level HIST courses in addition to topics courses. Those with four foundation courses need take only five 300-400 level HIST courses in addition to topics 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) No more than 12cr in foundation courses may be counted toward the major.</li> <li>(3) This requirement may also be fulfilled by completing one topics course and either the departmental honors program or a graduate seminar with a concluding paper. Students taking two topics courses must take two with different numbers.</li> <li>(4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective.</li> </ul>
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**Rationale:** HIST 494-498 are the capstone courses of the history majors. Because they currently carry numbers in the low 400s, students tend to believe that courses like HIST 475 History of American Constitutionalism and HIST 481 Special Topics in History are courses that are more difficult than courses in the Topics series because they have a higher number. This is an increasing problem, since new courses that are dual level are required to carry a 400/500 designation. By renumbering the topics courses to give them the highest 4XX numbers, the department believes that most of the numbering confusion will be eliminated.

HIST 207 is a newly developed course designed to fulfill a gap in the 2XX offerings, by providing a survey of the history of the Middle East to the department’s foundation courses.

This program revision modifies the language in the Controlled Electives category. It is a clarification of the previous Controlled Elective requirements in which students had to take three 2XX foundation courses (in addition to 295 and 395) and four 3XX/4XX courses, as well as one additional 2XX or 3XX/4XX course. This gave them a breakdown between foundation courses and 3XX/4XX courses of 3/5 or 4/4. The wording was, however, frequently confusing to students and impossible for programs like DegreeWorks to accurately track. The department believes that adding a separate category for the course which may be either a foundation or a 3XX/4XX will clarify the requirements for students, especially within programs such as DegreeWorks. Lastly the change to the Topics course requirement simply corrects a mistake in the catalog.

**iii Bachelor of Science in Education—Social Studies Education/History Track**

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Science in Education—Social Studies Education/History Track (*)</b>		<b>Bachelor of Science in Education—Social Studies Education/History Track (*)</b>	
<p><b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:  <b>Humanities-History:</b> Fulfilled by required courses in major  <b>Mathematics:</b> 3cr  <b>Natural Science:</b> Option II  <b>Social Science:</b> ANTH 110, ECON 121, PSYC 101  <b>Liberal Studies Electives:</b> 6cr, ECON 122, GEOG 230, no courses with HIST prefix</p>	<b>43</b>	<p><b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:  <b>Humanities-History:</b> Fulfilled by required courses in major  <b>Mathematics:</b> 3cr  <b>Natural Science:</b> Option II  <b>Social Science:</b> ANTH 110, ECON 121, PSYC 101  <b>Liberal Studies Electives:</b> 6cr, ECON 122, GEOG 230, no courses with HIST prefix</p>	<b>43</b>
<b>College:</b>	<b>35</b>	<b>College:</b>	<b>35</b>
3 additional credits of MATH 101 level or above 3cr	3cr	3 additional credits of MATH 101 level or above 3cr	3cr

(in addition to Liberal Studies MATH) (1)		(in addition to Liberal Studies MATH) (1)	
<b>Preprofessional Education Sequence:</b> COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr	3cr 3cr	<b>Preprofessional Education Sequence:</b> COMM 103 Digital Instructional Technology 3cr EDSP -102 Educational Psychology 3cr	3cr 3cr
<b>Professional Education Sequence:</b> CHSS 342 Social Studies Teaching Lab EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings EDEX 323 Instruction of English Language Learners with Special Needs EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures EDUC 242 Pre-Student Teaching Clinical Experience I EDUC 342 Pre-Student Teaching Clinical Experience II EDUC 441 Student Teaching EDUC 442 School Law EDUC 455 Teaching of Social Studies in Secondary Schools	1cr 2cr 2cr 3cr 1cr 1cr 12cr 1cr 3cr	<b>Professional Education Sequence:</b> CHSS 342 Social Studies Teaching Lab EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings EDEX 323 Instruction of English Language Learners with Special Needs EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures EDUC 242 Pre-Student Teaching Clinical Experience I EDUC 342 Pre-Student Teaching Clinical Experience II EDUC 441 Student Teaching EDUC 442 School Law EDUC 455 Teaching of Social Studies in Secondary Schools	1cr 2cr 2cr 3cr 1cr 1cr 12cr 1cr 3cr
<b>Major:</b>		<b>Major:</b>	
<b>Foundation Courses: (2)</b>	<b>30</b>	<b>Foundation Courses: (2)</b>	<b>30</b>
HIST 201 Western Civilization before 1600 HIST 202 Western Civilization since 1600 HIST 204 United States History to 1877 HIST 205 United States History since 1877 <b>Research Courses:</b> HIST 295 Introduction to Historical Studies HIST 395 Introduction to Historical Methods HIST 401-404 Topics (3)	3cr 3cr 3cr 3cr 3cr 3cr 3cr	HIST 201 Western Civilization before 1600 HIST 202 Western Civilization since 1600 HIST 204 United States History to 1877 HIST 205 United States History since 1877 <b>Research Courses:</b> HIST 295 Introduction to Historical Studies HIST 395 Introduction to Historical Methods HIST 495-498 Topics (3)	3cr 3cr 3cr 3cr 3cr 3cr 3cr
<b>Controlled Electives:</b> One non-Western history course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level One United States history course at the 300 or 400 level One history course at the 300 or 400 level	9cr	<b>Controlled Electives:</b> One non-Western history course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level One United States history course at the 300 or 400 level One history course at the 300 or 400 level	9cr
<b>Social Science Distribution:</b>	<b>12</b>	<b>Social Science Distribution:</b>	<b>12</b>
GEOG XXX 200-level or higher GEOG course PLSC 111 American Politics PLSC 280 <i>or</i> 285 Comparative Government I: Western Political Systems <i>or</i> Comparative Government II: Non-Western Political Systems SOC 337 World Societies and World Systems <i>or</i> <i>or</i> 362 Racial and Ethnic Minorities <i>or</i> <i>or</i> 231 Contemporary Social Problems	3cr 3cr 3cr 3cr	GEOG XXX 200-level or higher GEOG course PLSC 111 American Politics PLSC 280 <i>or</i> 285 Comparative Government I: Western Political Systems <i>or</i> Comparative Government II: Non-Western Political Systems SOC 337 World Societies and World Systems <i>or</i> <i>or</i> 362 Racial and Ethnic Minorities <i>or</i> <i>or</i> 231 Contemporary Social Problems	3cr 3cr 3cr 3cr
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>120</b>
(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. To student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach, education/history majors must apply for social studies education certification. (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of		(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. To student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach, education/history majors must apply for social studies education certification. (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must	

<p>which must be 101 level or above.</p> <p>(2) In exceptional cases, the student’s advisor may give special permission to substitute two upper-level courses for one of the foundation courses.</p> <p>(3) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.</p>	<p>be 101 level or above.</p> <p>(2) In exceptional cases, the student’s advisor may give special permission to substitute two upper-level courses for one of the foundation courses.</p> <p>(3) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.</p>
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**Rationale:** HIST 494-498 are the capstone courses of the history majors. Because they currently carry numbers in the low 400s, students tend to believe that courses like HIST 475 History of American Constitutionalism and HIST 481 Special Topics in History are courses that are more difficult than courses in the Topics series because they have a higher number. This is an increasing problem, since new courses that are dual level are required to carry a 400/500 designation. By renumbering the topics courses to give them the highest 4XX numbers, the department believes that most of the numbering confusion will be eliminated.

**15 College of Humanities and Social Sciences, Latin American Studies Program—Course Revisions**

**a Current Catalog Description:**

**LAS 370 Latinos and Diasporas** **3c-01-3cr**  
 Introduces students to the global and local dimensions of the changing Latino communities in the United States and examines the communities’ multiple connections and dynamic interactions with Latin American diasporas. Toward this end, the course covers (1) theories on transnational communities, diasporas, the state, and citizenship; (2) Latino cultures and geography; (3) Latin American immigration and labor migration to the United States; and (4) the impact of Latin American diasporic networks on Latino and non-Latino communities. (Cross-listed as ANTH 370.)

**Proposed Catalog Description:**

**LAS 370 Latinos and Diasporas** **3c-01-3cr**  
 Introduces students to the global and local dimensions of the changing Latino communities in the United States and examines the communities’ multiple connections and dynamic interactions with Latin American diasporas. Toward this end, the course covers (1) theories on transnational communities, diasporas, the state, and citizenship; (2) Latino cultures and geography; (3) Latin American immigration and labor migration to the United States; and (4) the impact of Latin American diasporic networks on Latino and non-Latino communities. (Cross-listed as ANTH 370.)

**Rationale:** The course objectives have been updated to meet current expectations for student centered measurable objectives. With respect to Global and Multicultural Awareness, the diversity of Latino cultures around the world including the nature or diasporic communities will be explored using anthropology’s comparative method. Anthropological method and theory will enable students to think critically about Latino culture and diaspora. The bibliography was revised to include works used to update the course since its original approval. The course outline has been revised to reflect the themes and topics currently addressed in similar courses.

**b Current Catalog Description:**

**LAS 480 Latin American Studies Seminar 3c-01-3cr**

A multidisciplinary colloquium emphasizing reading, discussion, and writing on specialized topics related to Latin American society, culture, history, literature, politics, geography, economics, and business. Topics include, but are not limited to, the nature of pre-Columbian cultures; the effects of colonialism and independence on present-day Latin America; the relationship between Latin America and the United States, Africa, and Europe; and the growing presence and significance of people of Hispanic descent in the United States. Open to all majors; required for LAS minors.

**Proposed Catalog Description:**

**LAS 480 Latin American Studies Seminar 3c-01-3cr**

A multidisciplinary colloquium emphasizing reading, discussion, and writing on specialized topics related to Latin American society, culture, history, literature, politics, geography, economics, and business. Topics include, but are not limited to, the nature of pre-Columbian cultures; the effects of colonialism and independence on present-day Latin America; the relationship between Latin America and the United States, Africa, and Europe; and the growing presence and significance of people of Hispanic descent in the United States. Open to all majors; required for LAS minors.

**Rationale:** The course objectives have been updated to meet the requirement for student-centered measurable objectives. With respect to Global and Multicultural Awareness and Global Citizenship, the diversity of Latin American societies around the world will be explored using a multi-disciplinary comparative method. Students will explore ethical issues and their relationship to the circumstances of peoples in Latin America. Anthropological, political, historical method and theory will enable students to think critically about today’s Latin American societies. These changes are reflected in the course objectives and subsequently course materials and assignments. This course has been revised to meet the Global Citizen competency as a Liberal Studies course. A significant portion of the course content pertains to the interconnectedness of individuals, institutions and countries and how social responsibility can be promoted in a global context. The course also meets the requirements for the Global and Multicultural Awareness content because it introduces students to the past and present culture, history, economy and politics of a variety of Latin American countries. It promotes a better understanding of other cultures there and among descendants of Latin America in the United States today. The bibliography was updated to include works used in the course since its approval. The course outline has been slightly updated to reflect the themes/topics currently addressed. Instead of the examination of the “current” situation being expressed as the “20<sup>th</sup> century” it is now the “21<sup>st</sup> century”.

**16 Human Development and Environmental Studies—New Courses and Course Revisions**

**a New Courses:**

**i FSMR 258 Fashion Brand Merchandising 3c-01-3cr**

Focuses on contemporary concepts, phrases, branding terms, and theoretical frameworks for most fashion brand-relative activities. Applies concepts about the role of branding in fashion through projects, such as case studies, exercises, shadowing activities and developing their own fashion brand.

**Rationale:** This course is intended to be taken during any semester within the B.S. Fashion Merchandising Program for Major Control Electives or Free Elective credits but not limited to only Fashion Merchandising majors.

**ii FSMR 468 Supply Chain Management in Textiles and Apparel 3c-0l-3cr**

**Prerequisite:** Junior or above standing

Examines supply chain management for textile and apparel products through the network of suppliers, manufacturers, distributors, retailers, and customers. Emphasis is placed on the dynamic nature of supply chain management in the global textile and apparel industry and the interrelationships among the segments of the textile-apparel-retail complex.

**Rationale:** This course will be a Major Controlled Elective offering for students in the B.S. in Fashion Merchandising Program. It has been developed for Fashion Merchandising majors; however, it will be open to any students meeting the prerequisite. Pre-existing FSMR courses cannot accommodate the breadth and depth of additional course content, and therefore we feel that an additional course is necessary. The content will complement already existing Fashion Merchandising courses and provide a strong framework for future courses used to further update the current Fashion Merchandising curriculum.

**b Course Revisions:**

**i Current Catalog Description:**

**FCSE 315 Consumer Economics and Family Finance 3c-0l-3cr**

Apply economic, sociological, and psychological principles to family money management problems. Information needed to manage finances effectively and to become a rational consumer is presented.

**Proposed Catalog Description:**

**FCSE 315 Consumer Economics and Family Finance 3c-0l-3cr**

Apply economic, sociological, and psychological principles to family money management problems. Information needed to manage finances effectively and to become a rational consumer is presented.

**Rationale:** This course is a currently approved Liberal Studies Elective and is being revised to meet the new curriculum for this category. The course was previously CS/CNSV 315 Consumer Economics and Family Finance. The Consumer Services program and prefix was eliminated, and the course prefix changed to FCSE because Family and Consumer Sciences Education faculty members teach the course.

**ii Current Catalog Description:**

**CDFR 224 Marriage and Family Relations 3c-0l-3cr**

**Prerequisite:** PSYC 101

Provides a developmental and interactional approach to understanding family studies and aids in understanding family life, with a primary emphasis on contemporary families.

Relevant theoretical perspectives of how families operate are discussed. Areas are covered in this course: trends in family structures and functions globally; conducting research in family studies from a global perspective; diversity among families; gender roles in dating and marital relationships from a global perspective; communication and conflict resolution; human sexuality in contextual relationships; dating and singlehood; combining work and family roles; trends from a global perspective on parenting; effects of race and class on families; domestic violence; and divorce and remarriage.

**Proposed Catalog Description:**

**CDFR 224 Marriage and Family Relations**

**3c-01-3cr**

**Prerequisite:** PSYC 101

Provides a developmental and interactional approach to understanding family studies and aids in understanding family life, with a primary emphasis on contemporary families. Relevant theoretical perspectives of how families operate are discussed. Areas are covered in this course: trends in family structures and functions globally; conducting research in family studies from a global perspective; diversity among families; gender roles in dating and marital relationships from a global perspective; communication and conflict resolution; human sexuality in contextual relationships; dating and singlehood; combining work and family roles; trends from a global perspective on parenting; effects of race and class on families; domestic violence; and divorce and remarriage.

**Rationale:** The course description was expanded to incorporate the specific issues and topics taught in the course. A seventh course outcome was added to reflect an emphasis on current theoretical approaches, as required by the National Council on Family Relations’ (NCFR) requirements for our program’s Certified Family Life Educator (CFLE) current program certification. The course outline was expanded to incorporate all that is covered in this course. The evaluation methods were modified to include an assignment for the text selected for the Liberal Studies component of the course. The bibliography was updated to reflect new research and publications in the field.

**17 Center for Career and Technical Personnel Preparation—Fast Track Change FCSE**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
<b>Controlled Electives:</b> CNSV 101, MGMT 275, or VOED 402	<b>Controlled Electives:</b> FCSE 101, MGMT 275, or VOED 402

**Rationale:** The Department of Human Development and Environmental Studies changed the prefix of CNSV 101 Personal and Family Management to FCSE 101 Personal and Family Management.

**18 College of Natural Sciences and Mathematics—Course Revisions and Catalog Description Changes**

**Current Catalog Description:**

**SCI 103 Fundamentals of Earth and Space Science**

**2c-2l-2.5crs**

An introduction to geology, astronomy, oceanography, and meteorology for early childhood education and special education majors. Emphasizes the understanding of large-scale processes

that have shaped the Earth, solar system, and universe. Lab experiences include hands-on work with earth materials, scientific instruments, and maps, as well as field trips that may occur during class times, nights, or weekends. Does not fulfill the Liberal Studies requirement except for majors in early childhood education PreK-Grade 4/special education PreK-Grade 8.

**Proposed Catalog Description:**

**SCI 103 Fundamentals of Earth and Space Science**

**2c-2l-2.5cr**

**Prerequisite:** ECSP major

Earth science course for Early Childhood Education/Special Education majors. Introduces concepts and applications of astronomy, geology, oceanography, and meteorology. Includes both lecture and laboratory components with an emphasis on how the Earth sciences impact the natural environment. Does not fulfill the Liberal Studies requirement except for majors in Early Childhood Education/Special Education (ECSP).

**Rationale:** The course is currently approved for Liberal Studies Laboratory Natural Science for Early Childhood/Special Education (ECSP) majors (along with two additional companion courses selected from SCI 101, 102, and 104). The course catalog description was updated to reflect changed title and abbreviation of relevant Professional Studies in Education major programs. The course objectives were modified from the most recent syllabus of record and aligned with the Expected Undergraduate Student Learning Outcomes (EUSLO). Common Learning Objectives for a laboratory Natural Science course were incorporated into the content of the course. Updated texts to more current books and also updated the bibliography to reflect current resources used to develop the course.

**19 Department of Special Education and Clinical Services—Course Revision and Catalog Description Change**

**Current Catalog Description:**

**EDEX 493 Internship/Field Training**

**var-12cr**

Allows the intern to demonstrate competencies working in a public or private agency providing educational/rehabilitation services. This may include, but not be limited to, writing and analyzing comprehensive evaluation reports, counseling individuals with disabilities, understanding agency and/or service delivery responsibilities and limitations, referral and follow-up processes, and use of various assessment approaches in evaluating an individual's capacity to function independently in a broad range of community settings.

**Proposed Catalog Description:**

**EDEX 493 Internship/Field Training**

**var-12cr**

**Prerequisites:** DISB 440 and 2.75 GPA

Allows the intern to demonstrate competencies working in a public or private agency providing educational/rehabilitation services. This may include, but not be limited to, writing and analyzing comprehensive evaluation reports, counseling individuals with disabilities, understanding agency and/or service delivery responsibilities and limitations, referral and follow-up processes, and use of various assessment approaches in evaluating an individual's capacity to function independently in a broad range of community settings.

**Rationale:** The need for revisions is two-fold. The Disability Services program just completed the

PASSHE required 5 year review. This review pointed toward the need to further tighten up the descriptions of internship sites and expectations. The second reason relates to the many changes that have occurred in the EDEX department over the last several years. One of these was the loss of EDEX 112 W. This had previously been required for our majors. EDEX no longer has a writing intensive class that our majors take, and since the program relies on courses for other majors it was difficult to identify one that could be converted to a WI class. The internship is the only class that is strictly our majors that could be used to meet the WI requirement. We already had the students writing the reflections and doing other writing activities to share during their placement so we have submitted the course for LS review as well as revision.

## 20 Department of Anthropology—Course Revision and Revision of Minor

### a Course Revision:

#### Current Catalog Description:

##### **ANTH 370 Latinos and Diasporas**

**3c-01-3cr**

Introduces students to the global and local dimensions of the changing Latino communities in the United States and examines the communities' multiple connections and dynamic interactions with Latin American diasporas. Toward this end, the course covers (1) theories on transnational communities, diasporas, the state, and citizenship; (2) Latino cultures and geography; (3) Latin American immigration and labor migration to the United States; and (4) the impact of Latin American diasporic networks on Latino and non-Latino communities. (Cross-listed as LAS 370.)

#### Proposed Catalog Description:

##### **ANTH 370 Latinos and Diasporas**

**3c-01-3cr**

Introduces students to the global and local dimensions of the changing Latino communities in the United States and examines the communities' multiple connections and dynamic interactions with Latin American diasporas. Toward this end, the course covers (1) theories on transnational communities, diasporas, the state, and citizenship; (2) Latino cultures and geography; (3) Latin American immigration and labor migration to the United States; and (4) the impact of Latin American diasporic networks on Latino and non-Latino communities. (Cross-listed as LAS 370.)

**Rationale:** The course objectives have been updated to meet current expectations for student centered measurable objectives. With respect to Global and Multicultural Awareness, the diversity of Latino cultures around the world including the nature of diasporic communities will be explored using anthropology's comparative method. Anthropological method and theory will enable students to think critically about Latino culture and diaspora. The bibliography was revised to include works used to update the course since its original approval. The course outline has been revised to reflect the themes and topics currently addressed in similar courses.



**b Revision of Minor:**

<b>Current Minor:</b>		<b>Proposed Minor:</b>	
<b>Minor—Anthropology</b>	<b>15</b>	<b>Minor—Anthropology</b>	<b>18</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
ANTH 110 Contemporary Anthropology	3cr	ANTH 110 Contemporary Anthropology	3cr
<b>Controlled Electives:</b>		<b>Controlled Requirement:</b>	
Four additional courses in ANTH	12cr	One of the four core courses:	3cr
		ANTH 211 Cultural Anthropology	
		ANTH 222 Biological Anthropology	
		ANTH 233 Language and Culture	
		ANTH 244 Basic Archaeology	
		<b>Controlled Electives:</b>	
		Four additional courses in ANTH	12cr

**Rationale:** In requiring students to take at least one of the core courses representing the four fields of anthropology, students will develop a more robust and useful understanding of the discipline as they fulfill an 18-credit minor.

**21 Department of Finance and Legal Studies—Catalog Description Change**

**Current Catalog Description:**

**FIN 360 Insurance and Risk Management** **3c-01-3cr**

**Prerequisites:** FIN 310, 315

Covers the nature of risk, the application of the risk management process to business risk management problems, and the essentials of insurance contracts and insurance markets. Discusses appropriate methods of risk control and risk financing. The primary focus is on accidental losses resulting from situations involving pure risks, although financial risk management techniques for dealing with speculative risks are introduced.

**Proposed Catalog Description:**

**FIN 360 Insurance and Risk Management** **3c-01-3cr**

**Prerequisite:** FIN 310

Covers the nature of risk, the application of the risk management process to business risk management problems, and the essentials of insurance contracts and insurance markets. Discusses appropriate methods of risk control and risk financing. The primary focus is on accidental losses resulting from situations involving pure risks, although financial risk management techniques for dealing with speculative risks are introduced.

**Rationale:** Basic spreadsheet techniques, tutorials, and examples have become more prevalent in FIN 310 textbooks and also online. Improved student familiarity allows for necessary spreadsheet instruction for projects and problems to be provided within the insurance and risk management course. Removing FIN 315 as a prerequisite provides greater flexibility in scheduling for finance majors without requiring a change to the course content in FIN 360.

**22 Department of Economics—Course Revision and Catalog Description Change**

**Current Catalog Description:**

**ECON 339 Economic Development I** **3c-01-3cr**

**Prerequisites:** ECON 121, 122

Theory of growth; theory of economic development of underdeveloped countries.

**Proposed Catalog Description:**

**ECON 339 Economic Development I** **3c-01-3cr**

**Prerequisites:** ECON 121, 122 or instructor permission

Introduces the following concepts: theory of growth; theory of economic development of underdeveloped countries.

**Rationale:** The course objectives and course outline were revised from the original syllabus of record to be more student-centered and to better reflect current emphases of the course. Additional objectives were added to better align the state objectives with the course outline. Furthermore, objectives were aligned with the Expected Undergraduate Student Learning Outcomes (EUSLOs) for a Liberal Studies Global and Multicultural Awareness course. EUSLOs for Global and Multicultural Awareness courses are met in the content portion of this course (not necessarily a specific revision but it should be noted that the objectives for the new curriculum have been met).

**23 Department of Political Science—Course Revision**

**Current Catalog Description:**

**PLSC 251 State and Local Political Systems** **3c-01-3cr**

Institutions and processes of state and local governments, with special attention to Pennsylvania; emphasis on the nature of federalism, state constitutions, and role of state and local government in an urban society.

**Proposed Catalog Description:**

**PLSC 251 State and Local Political Systems** **3c-01-3cr**

Examines institutions and processes of state and local governments, with special attention to Pennsylvania; emphasis on the nature of federalism, state constitutions, and role of state and local government in an urban society.

**Rationale:** Course objectives intentionally align with current Liberal Studies curriculum objectives. No previous formal syllabus of record could be found in the departmental archives. This revision will establish a syllabus of record for future use.

**24 Department of Management—Catalog Description Change and Program Revision**

**a Catalog Description Change:**

**Current Catalog Description:**

**MGMT 403 Small Business Planning** **3c-01-3cr**

**Prerequisites:** ACCT 300, BTED/COSC/IFMG 101, MGMT 325

Integrates the content of much of the business core and relates it to the business planning for small businesses and entrepreneurial efforts. Introduces the concepts that support the development of an effective business and marketing plan.

**Proposed Catalog Description:**

**MGMT 403 Small Business Planning**

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

**Prerequisites:** BTED/COSC/IFMG 101, MGMT 325

Integrates the content of much of the business core and relates it to the business planning for small businesses and entrepreneurial efforts. Introduces the concepts that support the development of an effective business and marketing plan.

**Rationale:** The department is removing ACCT 300 as it is no longer offered by the Accounting Department.

**b Program Revision**

<b>Current Program:</b>		<b>Current Program:</b>	
<b>Bachelor of Science— Management/Entrepreneurship and Small Business Management Track</b>		<b>Bachelor of Science— Management/Entrepreneurship and Small Business Management Track</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 115 <b>Social Science:</b> ECON 121, PSYC 101 <b>Liberal Studies Electives:</b> 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix	<b>49-50</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 115 <b>Social Science:</b> ECON 121, PSYC 101 <b>Liberal Studies Electives:</b> 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix	<b>49-50</b>
<b>College: Business Administration Core</b>	<b>33</b>	<b>College: Business Administration Core</b>	<b>33</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
ACCT 201 Accounting Principles I	3cr	ACCT 201 Accounting Principles I	3cr
ACCT 202 Accounting Principles II	3cr	ACCT 202 Accounting Principles II	3cr
BLAW 235 Legal Environment of Business	3cr	BLAW 235 Legal Environment of Business	3cr
BTST 321 Business and Interpersonal Communications	3cr	BTST 321 Business and Interpersonal Communications	3cr
FIN 310 Fundamentals of Finance	3cr	FIN 310 Fundamentals of Finance	3cr
IFMG 300 Information Systems: Theory and Practice	3cr	IFMG 300 Information Systems: Theory and Practice	3cr
MGMT 310 Principles of Management	3cr	MGMT 310 Principles of Management	3cr
MGMT 330 Production and Operations Management	3cr	MGMT 330 Production and Operations Management	3cr
MGMT 495 Business Policy	3cr	MGMT 495 Business Policy	3cr
MKTG 320 Principles of Marketing	3cr	MKTG 320 Principles of Marketing	3cr
QBUS 215 Business Statistics	3cr	QBUS 215 Business Statistics	3cr
<b>Major:</b>		<b>Major:</b>	<b>27</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
ACCT 300 Managerial Accounting	3cr	MGMT 3xx/4xx or ACCT 311,	
MGMT 275 Introduction to Entrepreneurship	3cr	Advanced MGMT elective or ACCT 311	3cr

MGMT 325 Small Business Management	3cr	MGMT 275 Introduction to Entrepreneurship	3cr
MGMT 403 Small Business Planning	3cr	MGMT 325 Small Business Management	3cr
MGMT 492 Small Business/Entrepreneurship Internship	6cr	MGMT 403 Small Business Planning	3cr
Major Area Restricted Electives	9cr	MGMT 492 Small Business/Entrepreneurship Internship	6cr
		Major Area Restricted Electives	9cr
<b>Free Electives: (1)</b>	<b>10-11</b>	<b>Free Electives: (1)</b>	<b>10-11</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>120</b>
(1) Entrepreneurship and small business management track majors are required to take a minimum of 50 percent of their degree requirements—i.e., a minimum of 60cr—in nonbusiness course work. The first 9cr of Economics (ECON 121, 122, and the elective, ECON 330 or 334) will be considered “nonbusiness” for purposes of this calculation. Given the foregoing, a minimum of 5cr of free electives must be taken in nonbusiness course work by most Management Department majors.		(1) Entrepreneurship and small business management track majors are required to take a minimum of 50 percent of their degree requirements—i.e., a minimum of 60cr—in nonbusiness course work. The first 9cr of Economics (ECON 121, 122) will be considered “nonbusiness” for purposes of this calculation. Given the foregoing, a minimum of 5cr of free electives must be taken in nonbusiness course work by most Management Department majors.	

**25 Department of Music—Catalog Description Changes**

**a Current Catalog Description:**

**MUSC 134 University Chorus** **0c-3l-0/1cr**  
**Prerequisite:** MUSC major or instructor permission  
 A large, mixed chorus that performs major works each semester.

**Proposed Catalog Description:**

**MUSC 134 University Chorus** **0c-3l-0/1cr**  
 A large, mixed chorus that performs major works each semester.

**Rationale:** The University Chorus is open to all IUP students, so the prerequisite merely creates additional paperwork for those who pursue degree programs outside the Department of Music. It may also deter this constituency via the expectation of an audition.

**b Current Catalog Description:**

**MUSC 157 Class Percussion I** **1c-1l-1cr**  
 A practical introduction to the various instruments of the percussion family. Students demonstrate correct playing techniques and develop a resource file containing information on percussion instruments and instructional materials as needed by the school music teacher.

**Proposed Catalog Description:**

**MUSC 157 Class Percussion I** **1c-1l-1cr**  
**Prerequisite:** MUSC major or instructor permission  
 A practical introduction to the various instruments of the percussion family. Students

demonstrate correct playing techniques and develop a resource file containing information on percussion instruments and instructional materials as needed by the school music teacher.

**Rationale:** This class is intended for students who may encounter percussion instruments and music in didactic situations, principally those studying music education. Lately, it has attracted students from outside the department who simply wish to learn to play percussion. The prerequisite will direct them to more appropriate courses.

**26 Department of Management Information Systems and Decision Sciences—Program Revision**

<b>Current Program:</b>		<b>Current Program:</b>	
<b>Bachelor of Science—Management Information Systems</b>		<b>Bachelor of Science—Management Information Systems</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 115 (1) <b>Social Science:</b> ECON 121, PSYC 101 <b>Liberal Studies Electives:</b> 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 (2), no courses with MGMT prefix	<b>49-50</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 115 (1) <b>Social Science:</b> ECON 121, PSYC 101 <b>Liberal Studies Electives:</b> 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 (2), no courses with MGMT prefix	<b>49-50</b>
<b>College: Management Information Systems</b>	<b>33</b>	<b>College: Business Administration Core</b>	<b>33</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
ACCT 201 Accounting Principles I	3cr	ACCT 201 Accounting Principles I	3cr
ACCT 202 Accounting Principles II	3cr	ACCT 202 Accounting Principles II	3cr
BLAW 235 Legal Environment of Business	3cr	BLAW 235 Legal Environment of Business	3cr
BTST 321 Business and Interpersonal Communications	3cr	BTST 321 Business and Interpersonal Communications	3cr
FIN 310 Fundamentals of Finance	3cr	FIN 310 Fundamentals of Finance	3cr
IFMG 300 Information Systems: Theory and Practice	3cr	IFMG 300 Information Systems: Theory and Practice	3cr
MGMT 310 Principles of Management	3cr	MGMT 310 Principles of Management	3cr
MGMT 330 Production and Operations Management	3cr	MGMT 330 Production and Operations Management	3cr
MGMT 495 Business Policy	3cr	MGMT 495 Business Policy	3cr
MKTG 320 Principles of Marketing	3cr	MKTG 320 Principles of Marketing	3cr
QBUS 215 Business Statistics	3cr	QBUS 215 Business Statistics	3cr
<b>Major:</b>	<b>21-22</b>	<b>Major:</b>	<b>21</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
IFMG 210 Introduction to Front-End Business Applications	3cr	IFMG 210 Introduction to Front-End Business Applications	3cr
IFMG 230 Introduction to Back-End Business Applications	3cr	IFMG 230 Introduction to Back-End Business Applications	3cr
<b>or</b> COSC 220 <b>or</b> Applied Computer Programming	4cr	IFMG 250 Business Systems Technology	3cr
IFMG 250 Business Systems Technology	3cr	IFMG/COSC 352 LAN Design and Installation	3cr
IFMG/COSC 352 LAN Design and Installation	3cr	IFMG 390 Database Theory and Practice	3cr
IFMG 390 Database Theory and Practice	3cr	IFMG 460 Analysis and Logical Design	3cr
IFMG 460 Analysis and Logical Design	3cr	IFMG 475 Project Management and Implementation	3cr
IFMG 475 Project Management and Implementation	3cr		

<b>Controlled Electives: (3)</b>	<b>9</b>	<b>Controlled Electives: (3)</b>	<b>6</b>
Select any three courses from the following categories: <i>Software Development:</i> COSC 110, 300, 304, 310, 344, 345, 362, IFMG 330 <i>Networks and Cybersecurity:</i> COSC 316, CRIM 321, 323, COSC/IFMG 354, IFMG 368, 382, 480 <i>Database and Decision Support:</i> IFMG 455, 465, QBUS 380, 401, 481 <i>Special Topics, Internships, and Seminars:</i> IFMG 481, 485, 493		Two courses from the following: <i>Software Development:</i> COSC 110, 300, 304, 310, 344, 345, 362, IFMG 330 <i>Networks and Cybersecurity:</i> COSC 316, CRIM 321, 323, COSC/IFMG 354, IFMG 368, 382, 480 <i>Database and Decision Support:</i> IFMG 455, 465, QBUS 380, 401, 481 <i>Special Topics, Internships, and Seminars:</i> IFMG 481, 485, 493	
<b>Free Electives:</b>	<b>6-8</b>	<b>Free Electives:</b>	<b>10-11</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>120</b>
(1) MATH 115 or 121 or 123. (2) MATH 214 or 216 or 217. (3) A student may choose to fulfill all 9cr of controlled elective requirements through one or more internship(s).		(1) MATH 115 or 121 or 123. (2) MATH 214 or 216 or 217. (3) A student may choose to fulfill all 6cr of controlled elective requirements through one or more internship(s).	

**Rationale:** The Controlled Electives have been decreased from 9 credits to 6 credits per Board of Governors Policy 1990-06-A as addressed in Provost Moerland’s Memo to all Academic Deans and dated August 28, 2013 (attached). The Free Electives section has been increased accordingly from 7-8 credits to 10-11 credits.

“COSC 220: Applied Computer Programming”, has been dropped from the list of required courses for the MIS major due to the fact that it is a 4 credit course and its inclusion takes the number of credits for the major to more than 60 credits. The course will still be accepted on a needed basis as a department substitution for a Controlled Elective in case a student decides to take the course for his/her knowledge/skill-enhancement.

**27 Department of Safety Sciences—Course Revision and Catalog Description Change**

**Current Catalog Description:**

**SAFE 493 Internship**

**var 1-6cr**

**Prerequisites:** Senior standing, all required courses in major

Applies hazard assessment and management practices to actual workplace safety issues, which requires the student to visit workplace sites. A two-hour weekly debriefing session involves the students in developing their written and oral communication skills. All SAFE students are required to take an internship, either as SAFE 488 or SAFE 493.

**Proposed Catalog Description:**

**SAFE 493 Internship**

**6cr**

**Prerequisites:** Senior standing, all required courses in major

Applies hazard assessment and management practices to actual workplace safety issues. A two-hour weekly debriefing session involves the students in developing their written and oral communication skills.

**Rationale:** The revision to this course involves updating the syllabus of record and catalog description. The credit hours for the course have been changed from variable 1-6cr to a 6cr. We do not offer our part time internship as anything less than 6 credit hours, therefore, the catalog will now reflect our actual practice.

28 **Department Foreign Language—New Courses**

a **FRNC 220 Intermediate French Conversation** **3c-0l-3cr**

**Prerequisite:** FRNC 201, or qualifying score on the WebCAPE placement test (score above 402), or permission of instructor.

Intensive work on communication skills with specific emphasis on spontaneous interpersonal speaking, discourse strategies, vocabulary building, and pronunciation. Required for all minors. Students may not register for, or take a D/F repeat in, FRNC 220 when credit has already been received for a higher-numbered FRNC course.

**Rationale:** This course is designed for French minors. The current offerings in the Undergraduate Catalog do not include an Intermediate French Conversation option at the 200 level. This course will provide students with the oral proficiency skills needed to successfully participate in 200 and 300 level culture and literature classes aimed at minors. The language acquisition classes offered to our students to fulfill the language requirement of various colleges and departments at IUP do not allow for the development of the many linguistic functions necessary to communicate at the Intermediate proficiency levels as described in the proficiency guidelines by the American Council on the Teaching of Foreign Languages (ACTFL). This course will fill a void that has existed for many years. It is taught in French. This course is modeled after SPAN 220 and GRMN 220 and will bring more homogeneity to the offerings of the different language sections of the Department of Foreign Languages by aligning course content and numbering.

b **GRMN 220 Intermediate German Conversation** **3c-0l-3cr**

**Prerequisite:** GRMN 201 or equivalent, or instructor permission.

Intensive work on oral communication skills with specific emphasis on spontaneous interpersonal speaking, discourse strategies, vocabulary building, and pronunciation. Required for all minors.

**Rationale:** This course is designed for German minors. The current offerings in the Undergraduate Catalog do not include an Intermediate German Conversation option. This course will provide students with the oral proficiency skills needed to successfully participate in 200 and 300 level culture and literature classes aimed at minors. The language acquisition classes offered to our students to fulfill the language requirement of various colleges and departments at IUP do not allow for the development of the many linguistic functions necessary to communicate at the Intermediate proficiency levels as described in the proficiency guidelines by the American Council on the Teaching of Foreign Languages (ACTFL). This course will fill a void that has existed for many years. It is taught in German. This course is modeled after SPAN 220 and FRNC 220 and will bring more homogeneity to the offerings of the different language sections of the Department of Foreign Languages by aligning course content and numbering.

29 **Department of Adult and Community Education—Catalog Description Change**

**Current Catalog Description in Department of Technology Support and Training in Eberly College of Business and Information Technology:**

**BTED 101 Computer Literacy**

**3c-01-3cr**

An introductory course providing a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. Note: cross-listed as COSC/IFMG 101. Any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

**Proposed Catalog Description in Department of Adult and Community Education in the College of Education and Educational Technology:**

**BTED 101 Computer Literacy**

**3c-01-3cr**

An introductory course providing a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. Note: cross-listed as COSC/IFMG 101. Any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

**Rationale:** The course is being transferred to the College of Education and Educational Technology because it integral to the undergraduate to the undergraduate business education degree. While not a required course for the major, it is an important course that is routinely recommended to students in the program because it fulfills a liberal studies requirement and provides a solid foundation for their preparation as business education teachers.

It is important to have sections of BTED 101 taught by faculty in Adult and Community Education during the academic year 2014-2015. This will enable the course to be focused on computer literacy issues related to K-12 education while still meeting the objectives in the syllabus of record. Ultimately sections of BTED 101 taught by Adult and Community Education faculty will provide undergraduate business education students not only with a solid foundation in computer literacy, but also with an educational experience that is more relevant to their career goals. In addition, teaching the course during the academic year 2014-2015 will help the Department of Adult and Community Education faculty to prepare a curriculum proposal to develop a liberal studies course to replace BTED 101 for subsequent years.

**30 College of Humanities and Social Sciences and Eberly College of Business and Information Technology—Revision of Minors and Pre-law Tracks**

**a College of Humanities and Social Sciences and Eberly College of Business and Information Technology**

**Current Minor:**

**Proposed Minor:**



**Pre-law Interdisciplinary Minor**

**21**

Seven courses, including at least one from each of the seven areas (no courses with student's major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*Economics:* ECON 121, 122, 332  
*English:* ENGL 212, 265, 310, 321  
*History:* HIST 320, 321, 346  
*Philosophy:* PHIL 101, 110, 122, 450  
*Political Science:* PLSC 358, 359, 361

**Pre-law Interdisciplinary Minor**

**21**

Seven courses, including at least one from each of the seven areas (no courses with student's major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*Economics:* ECON 121, 122, 332  
*English:* ENGL 212, 265, 310, 321  
*History:* HIST 320, 341, 342, 346, 475  
*Philosophy:* PHIL 101, 110, 122, 450  
*Political Science:* PLSC 358, 359, 361

**b Department of Criminology—Pre-law Track**

**Current Minor:**

**Pre-law Interdisciplinary Minor**

**21**

Seven courses, including at least one from each of the six areas (no courses with student's major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Economics:* ECON 121, 122, 332  
*English:* ENGL 212, 265, 310, 321  
*History:* HIST 320, 321, 346  
*Philosophy:* PHIL 101, 110, 122, 450  
*Political Science:* PLSC 358, 359, 361

**Proposed Minor:**

**Pre-law Interdisciplinary Minor**

**21**

Seven courses, including at least one from each of the six areas (no courses with student's major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Economics:* ECON 121, 122, 332  
*English:* ENGL 212, 265, 310, 321  
*History:* HIST 320, 341, 342, 346, 475  
*Philosophy:* PHIL 101, 110, 122, 450  
*Political Science:* PLSC 358, 359, 361

**c Department of Economics—Pre-law Track**

**Current Minor:**

**Pre-law Interdisciplinary Minor**

**21**

Seven courses, including at least one from each of the six areas (no courses with student's major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*English:* ENGL 212, 265, 310, 321  
*History:* HIST 320, 321, 346  
*Philosophy:* PHIL 101, 110, 122, 450  
*Political Science:* PLSC 358, 359, 361

**Proposed Minor:**

**Pre-law Interdisciplinary Minor**

**21**

Seven courses, including at least one from each of the six areas (no courses with student's major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*English:* ENGL 212, 265, 310, 321  
*History:* HIST 320, 341, 342, 346, 475  
*Philosophy:* PHIL 101, 110, 122, 450  
*Political Science:* PLSC 358, 359, 361

**d Department of English—Pre-law Track**

**Current Minor:**

**Pre-law Interdisciplinary Minor**

**21**

Seven courses, including at least one from

**Proposed Minor:**

**Pre-law Interdisciplinary Minor**

**21**

Seven courses, including at least one from

each of the six areas (no courses with student's major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*Economics:* ECON 121, 122, 332  
*History:* HIST 320, 321, 346  
*Philosophy:* PHIL 101, 110, 122, 450  
*Political Science:* PLSC 358, 359, 361

each of the six areas (no courses with student's major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*Economics:* ECON 121, 122, 332  
*History:* HIST 320, 341, 342, 346, 475  
*Philosophy:* PHIL 101, 110, 122, 450  
*Political Science:* PLSC 358, 359, 361

**e Department of Political Science—Pre-Law Track**

**Current Minor:**

**Pre-law Interdisciplinary Minor  
21**

Seven courses, including at least one from each of the six areas (no courses with student's major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*Economics:* ECON 121, 122, 332  
*English:* ENGL 212, 265, 310, 321  
*History:* HIST 320, 321, 346  
*Philosophy:* PHIL 101, 110, 122, 450

**Proposed Minor:**

**Pre-law Interdisciplinary Minor  
21**

Seven courses, including at least one from each of the six areas (no courses with student's major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*Economics:* ECON 121, 122, 332  
*English:* ENGL 212, 265, 310, 321  
*History:* HIST 320, 341, 342, 346, 475  
*Philosophy:* PHIL 101, 110, 122, 450

**Rationale:** HIST 321 has not been offered for many years and is no longer in the catalog. HIST 320 is only offered occasionally, and as a result the department has to accommodate all the Pre-Law students in HIST 346. By expanding the number of classes that count for Pre-Law it will be easier for students to schedule and it will be easier for the department to deal with the demand. It will also make it possible for students to choose to focus on different aspects of the American legal tradition as part of their studies.

While most U.S. History classes deal with legal and constitutional issues it seems to the department that these are the courses that are most likely to be valuable for Pre-Law Students. All of these have been used by the department as substitutions for the Pre-Law requirement on a case by case basis.

**31 University Wide Undergraduate Curriculum Committee—Distance Education Policy Revision**

**Current Handbook Header and 1<sup>st</sup> Paragraph:**

**Implementation of Distance Education Article 42**

Approved by APSCUF Representative Council December 14, 2000

Approved by Meet and Discuss February 22, 2001

Modified by APSCUF Representative Council April 7, 2005

and Meet and Discuss April 27, 2005

Modified by APSCUF Representative Council September 4, 2008  
 and Senate September 9, 2008 Due to Changes in 2007 APSCUF Contract

Modified by APSCUF Representative Council October 8, 2009  
And University Senate November 3, 2009

While Article 42 of the CBA concerns distance education, the procedure in this policy pertains to section E of the article -- Course Approval. Article 42 defines distance education as... "as instruction where the FACULTY MEMBER(S) and the student(s) are separated geographically so that face-to-face communication is absent; communication is accomplished instead by one or more technological media. This linkage with technology allows real time or delayed interaction using voice, video, data and/or text." In accordance with the definition, this policy applies to all courses where more than one-third of the contact hours are conducted via distance education technologies and the students are located at remote sites with little or no required presence in a traditional classroom setting on an IUP campus. If distance education technologies are used for less than one-third of classroom hours, this policy and compensation process are not applicable. Furthermore, when more than one-third of the courses required in a graduate degree or certificate program are designated "distance education" courses, as defined above, a program revision proposal must be approved through the graduate peer review process. PLEASE NOTE according to the CBA: "For purposes of compensation, online/web-based distance education courses must have eighty percent (80%) of the course instruction delivered online." Any changes to these procedures must be reviewed with APSCUF at local Meet and Discuss prior to implementation.

**Proposed Handbook Header and 1<sup>st</sup> Paragraph:**

**Implementation of Distance Education Article 42**

Approved by APSCUF Representative Council December 14, 2000

Approved by Meet and Discuss February 22, 2001

Modified by APSCUF Representative Council April 7, 2005  
and Meet and Discuss April 27, 2005

Modified by APSCUF Representative Council September 4, 2008  
and Senate September 9, 2008 Due to Changes in 2007 APSCUF Contract

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While Article 42 of the CBA concerns distance education, the procedure in this policy pertains to section E of the article -- Course Approval. Article 42 defines distance education as... "as instruction where the FACULTY MEMBER(S) and the student(s) are separated geographically so that face-to-face communication is absent; communication is accomplished instead by one or more technological media. This linkage with technology allows real time or delayed interaction using voice, video, data and/or text." In accordance with the definition, this policy applies to all courses where more than one-third of the contact hours are conducted via distance education technologies and the students are located at remote sites with little or no required presence in a traditional classroom setting on an IUP campus. If distance education technologies are used for less than one-third of classroom hours, this policy and compensation process are not applicable. Furthermore,

when more than one-third of the courses required in a graduate degree or certificate program are designated "distance education" courses, as defined above, a program revision proposal must be approved through the graduate peer review process. PLEASE NOTE according to the CBA: "For purposes of compensation, online/web-based distance education courses must have eighty percent (80%) of the course instruction delivered online." Any changes to these procedures must be reviewed with APSCUF at local Meet and Discuss prior to implementation.

**Rationale:** A request from APSCUF and the Provost was received to add this statement so that an existing side letter can be eliminated and so that IUP procedures match the revised CBA language.

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

- R. Scott Moore, History, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Mary MacLeod, Philosophy, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Eric Rubenstein, Philosophy, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Carol Caraway, Philosophy, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Beth Mabry, Sociology, was reapproved as a Type I Writing Intensive, Professor Commitment.
- John Marsden, English, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Timothy Austin, Criminology, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Jonathan C. Lewis, Geoscience, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Steven Hovan, Geoscience, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Alan Baumler, History, was reapproved as a Type I Writing Intensive, Professor Commitment.
- James Jozefowicz, Economics, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Stephanie Brewer Jozefowicz, Economics, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Gail Sechrist, Geography and Regional Planning, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Kathleen Hanrahan, Criminology, was reapproved as a Type I Writing Intensive, Professor Commitment.

- Robert Mutchnick, Criminology, was reapproved as a Type I Writing Intensive, Professor Commitment.
- David L. Myers, Criminology, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Maureen McHugh, Psychology, was reapproved as a Type I Writing Intensive, Professor Commitment.
- James Lenze, Communications Media, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Mary Jane Kuffner Hirt, Political Science, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Carl Luciano, Biology, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Laurel Johnson Black, English, was approved as a Type I Writing Intensive, Professor Commitment.
- Bryna Siegel Finer, English, was approved as a Type I Writing Intensive, Professor Commitment.
- CHEM 498 Problems in Chemistry was reapproved as a Type II Writing Intensive, Department Commitment course.
- CHEM 343 Physical Chemistry Laboratory I was reapproved as a Type II Writing Intensive, Department Commitment course.
- MATH 271 Introduction to Mathematical Proofs I was reapproved as a Type II Writing Intensive, Department Commitment course.
- MATH 350 History of Mathematics was reapproved as a Type II Writing Intensive, Department Commitment course.
- SAFE 493 Internship was reapproved as a Type II Writing Intensive, Department Commitment course.
- FDNT 362 Experimental Foods Lecture and Laboratory was reapproved as a Type II Writing Intensive, Department Commitment course.
- FDNT 470 Human Food Consumption Patterns was reapproved as a Type II Writing Intensive, Department Commitment course.
- CDFR 428 Family Dynamics was reapproved as a Type II Writing Intensive, Department Commitment course.
- CDFR 429 Teaching in Child Development Centers was reapproved as a Type II Writing Intensive, Department Commitment course.
- FCSE 350 Teaching Family Life Education was reapproved as a Type II Writing Intensive, Department Commitment course.
- FCSE 450 Teaching Vocational Family and Consumer Sciences was reapproved as a Type II Writing Intensive, Department Commitment course.
- FSMR 434 Quality Control in Textiles was reapproved as a Type II Writing Intensive, Department Commitment course.
- BCOM 321 Business and Interpersonal Communication was reapproved as a Type II Writing Intensive, Department Commitment course.
- SPLP 406 Clinical Management of Articulation and Language Disorders was reapproved as a Type II Writing Intensive, Department Commitment course.

- IFMG 460 Analysis and Logical Design was reapproved as a Type II Writing Intensive, Department Commitment course.
- CRIM 400 Theoretical Criminology was reapproved as a Type II Writing Intensive, Department Commitment course.
- CRIM 493 Internship was reapproved as a Type II Writing Intensive, Department Commitment course.
- COMM 302 Research in Communications Media was reapproved as a Type II Writing Intensive, Department Commitment course.
- COMM 403 Broadcast Newswriting was reapproved as a Type II Writing Intensive, Department Commitment course.
- HPED 460 Law and Issues in Managing Sport was reapproved as a Type II Writing Intensive, Department Commitment course.
- MUHI 301 Music History I, was reapproved as a Type II Writing Intensive, Department Commitment course.
- MUHI 302 Music History II, was reapproved as a Type II Writing Intensive, Department Commitment course.
- COMM 303 Scriptwriting, was reapproved as a Type II Writing Intensive, Department Commitment course.
- HIST 495 (was 401) Topics in United States History, was reapproved as a Type II Writing Intensive, Department Commitment course.
- HIST 496 (was 402) Topics in European History, was reapproved as a Type II Writing Intensive, Department Commitment course.
- HIST 497 (was 403) Topics in Non-Western History, was reapproved as a Type II Writing Intensive, Department Commitment course.
- HIST 498 (was 404) Topics in Comparative History, was reapproved as a Type II Writing Intensive, Department Commitment course.
- PSYC 280 Psychological Inquiry, was reapproved as a Type II Writing Intensive, Department Commitment course.
- PSYC 410 Historical Trends in Psychology, was reapproved as a Type II Writing Intensive, Department Commitment course.
- PSYC 411 Psychology of Women, was reapproved as a Type II Writing Intensive, Department Commitment course.
- SPLP 420 Speech Clinical was approved to be removed as a Type II Writing Intensive, Department Commitment course.
- John F. Sitton, Political Science, PLSC 361 Modern Political Thought, was reapproved as Type III Writing Intensive, Specific Course and Specific Professor Recommitment.
- CDFR 224 Marriage and Family Relations was approved as a Liberal Studies Elective in the Global Citizenship category.
- SOC 269 Sociology of Deviance was approved as a Liberal Studies Elective in the Information Literacy category.
- SOC 337 Society, Globalization and Risk was approved as a Global and Multicultural Awareness course and as a Liberal Studies Elective in the Global Citizenship category.

- SOC 361 Social Stratification was approved as a Liberal Studies Elective in the Global Citizenship category.
- PHIL 324 Ancient Greek Philosophy was approved as a Liberal Studies Elective in the Global Citizenship category.
- PHIL 240 Philosophy and the Good Life was approved as a Liberal Studies Knowledge Area course in the Humanities, Philosophy or Religious Studies category.
- LAS 480 Latin American Studies Seminar was approved as a Global and Multicultural Awareness course and Liberal Studies Elective in the Global Citizenship category.
- PLSC 251 State and Local Political Systems was approved as a Liberal Studies Elective in the Information Literacy category.
- ECON 339 Economic Development I was approved as a Global and Multicultural Awareness course.
- COMM 420 Media Portrayal of Crime was approved as a Liberal Studies Elective in the Information Literacy category.
- SCI 103 Fundamentals of Earth and Space Science was approved as a Liberal Studies Natural Science Knowledge Area course.

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

**FOR ACTION:**

**1. New Course Dual Level Course**

**Course:** BLAW 441/541: The Law of Property Oil & Gas Leasing I

**Department:** Finance and Legal Studies

**Catalog Start Term:** Fall, 2014

**Rationale:**

With the increasing interest, profit and employment in the Energy and Shale industry this course will benefit our students and the local economy. This course will be included as a major area elective in our undergraduate and graduate program.

**Catalog description:**

BLAW 541 The Law of Property Oil and Gas Leasing I 3 cr

Designed to give students an understanding of fundamental energy law including oil and gas law. Includes analysis of natural resource leases and contracts, rights and ownership of the mineral estate, Law of Capture, contracts, clauses and covenants of the oil and gas lease, oil and gas operating agreements, title and conveyance of oil and gas leases, pooling and utilization on private and federal lands, easements and right of ways in connection with natural resource exploration, environmental considerations and impacts of natural resource drilling and exploration, the legal structure of the energy industry, (Public Utility Holding Company Act, Federal Energy Regulatory Commission) land use restrictions and eminent domain.

Prerequisites: BLAW 633 (Graduate)

**2. New Course Dual Level Course**

**Course:** BLAW 442/542: The Law of Property Oil & Gas Leasing II

**Department:** Finance and Legal Studies

**Catalog Start Term:** Fall 2014



**Rationale:**

With the increasing interest, profit and employment in the Energy and Shale industry this course will benefit our students and the local economy. This course will be included as a major area elective in our undergraduate and graduate program.

**Catalog Description:**

BLAW 542 The Law of Property Oil and Gas Leasing II 3 cr

Second legal course in the energy/oil and gas sequence and will build upon and advance concepts from the first course. Specifically geared toward the sophisticated legal understanding required to be employed as "landman" in the oil and gas fields. Covers these topics: the Habendum Clause, the drilling and rental clause, dry hole, cessation of production, and drilling operation provisions, delayed rental and bonus provisions, forfeiture and related provisions, implied covenants, Prudent operator standard, implied drilling covenants, protection covenants, development, marketing and reasonable care covenants, assignments of royalties, royalty calculation under various state laws, drilling and operating agreements, assignment of working interest, pooling and utilization issues and problems, oil and gas forms and leases, lien subrogation rights, environmental impacts from drilling standpoint and landowner standpoint. Industry guest speakers may also address these issues.

Prerequisites: BLAW 633 and BLAW 541

**3. New Course Dual Level Course**

**Course:** ECON 462/562: Energy Economics

**Department:** Economics

**Catalog start term:** Fall, 2014

**Catalog description:**

ECON 562 Energy Economics 3 cr

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.

**4. Minor Course Revision: Title Change**

**Department(s):** Employment and Labor Relations, Nursing and Allied Health Professions

**Course:** HSAD 761

**Catalog Start Term:** Summer, 2014

**Summary and rationale:**

This is a minor course revision to change the title of an existing course. The Departments of Nursing and Allied Health profession and the Labor Relation are requesting to change the title of the Health Administration practicum and replacing the word practicum with capstone. This course has lecture content that prepares the students for the roles of health care administrator and provides a culminating educational experience to health administration students. The word practicum in the title doesn't accurately describe the course. It is clearly stated in the course description that this is a capstone course. We are proposing that the title would include the word capstone instead of practicum. The proposed new title would be: **HSAD 761 Health Administration Capstone**. Please notice that the catalog description for the course will remain the same only the title will be changed.

**Current Catalog Description:**

HSAD 761 Health Administration Practicum 3 cr

This capstone course provides a culminating educational experience. The student will work with a mentor in health service organization. The student will be required to design, implement, and evaluate a project utilizing skills and knowledge acquired through the program, and incorporate professional values and critical thinking developed during the course of study.

**New Catalog Description:**

HSAD 761: Health Administration Capstone 3 cr

This capstone course provides a culminating educational experience. The student will work with a mentor in health service organization. The student will be required to design, implement, and evaluate a project utilizing skills and knowledge acquired through the program, and incorporate professional values and critical thinking developed during the course of study.

**5. Minor Course Revision: Remove scheduling restrictions**

**Course:** COUN 720: Professional Orientation and Ethical Practice in Counseling

**Department:** Counseling

**Catalog Start term:** Summer 2014

**Summary:**

In the Senate Meeting Minutes dated October 2012, the curriculum revisions to the School Counseling and Clinical Mental Health Counseling programs were approved. Prior to this curriculum change approval, School Counseling majors took COUN 720 Ethical and Legal Issues in School Counseling. Clinical Mental Health Counseling majors took COUN 730 Ethical and Legal Issues in Community Counseling. The approved curriculum change resulted in all Counseling majors, of either track, taking COUN 720 Professional Orientation and Ethical Practice in Counseling. The major course revisions to COUN 720 were also approved in the October 2012 Senate Meeting Minutes.

However, in the banner/URSA system, COUN 720 still lists the following three restrictions to the COUN 720 course:

**Restrictions:**

1. Must be enrolled in one of the following Levels:  
Graduate
2. May not be enrolled in one of the following Degrees:  
Master of Arts
3. Must be enrolled in one of the following Majors:  
School Counseling

The purpose of this curriculum proposal is to remove restrictions #2 and #3 in banner and URSA. Since all counseling majors now take COUN 720, these restrictions result in every Clinical Mental Health Counseling student needing a scheduling override for this course.

**Rationale:**

COUN 720 Professional Orientation and Ethical Practice in Counseling is required for all counseling students, M.Ed. and M.A. alike. The restriction needs to be removed to allow students to register without needing an override.

**6. Minor Course Revision: Remove Scheduling Restrictions**

**Course:** COUN 636: Career Counseling

**Department:** Counseling

**Catalog Start term:** Summer 2014

**Summary:**

In the Senate Meeting Minutes dated October 2012, the curriculum revisions to the School Counseling and Clinical Mental Health Counseling programs were approved. Prior to this curriculum change approval, School Counseling majors took COUN 626 Career Education in the Schools. Clinical Mental Health Counseling majors took COUN 636 Career Counseling and Development. The approved curriculum change resulted in all Counseling majors, of either track, taking COUN 636 Career Counseling. The major course revisions to COUN 636 were also approved in the October 2012 Senate Meeting Minutes.

However, in the banner/URSA system, COUN 636 still lists the following three restrictions to the COUN 720 course:

**Restrictions:**

1. Must be enrolled in one of the following Levels:  
Graduate
2. May not be enrolled in one of the following Degrees:  
Master of Education
3. Must be enrolled in one of the following Majors:  
Clinical Mental Health Counseling

The purpose of this curriculum proposal is to remove restrictions #2 and #3 in banner and URSA. Since all counseling majors now take COUN 636, these restrictions result in every School Counseling student needing a scheduling override for this course.

**Rationale:**

COUN 636 Career Counseling is required for all counseling students, M.Ed. and M.A. alike. The restriction needs to be removed to allow students to register without needing an override.

**7. Minor Course Revision: Title Correction**

**Course:** COUN 669

**Department:** Counseling

**Catalog Start term:** Summer 2014

**Summary:**

The purpose of this curriculum proposal is to add the parenthetical notation (Clinical Mental Health) to the title of COUN 669 Group Counseling Practicum.

In the Senate Meeting Minutes dated October 2012, the curriculum revisions to the Clinical Mental Health Counseling program were approved. The major course revision to COUN 669 Group Practicum were also approved in the October 2012 Senate Meeting Minutes. However, in transferring the submitted curriculum proposal to the Senate meeting agenda, the full title (which was on the submitted syllabus of record) was omitted. The course title should read: COUN 669 Group Counseling Practicum (Clinical Mental Health).

**Rationale:**

The full title of this course was submitted for approval during the initial curriculum revision. The parenthetical notation was inadvertently omitted in the Senate Meeting Minutes.

**Current Title:** COUN 669: Group Counseling Practicum

**Proposed Title:** COUN 669: Group Counseling Practicum (Clinical Mental Health)

**8. Minor Course Revision: Add Prerequisite and modify course description**

**Course:** COUN 667: Elementary School Counseling Practicum

**Department:** Counseling

**Catalog Start term:** Summer 2014

**Summary:**

The purpose of this curriculum proposal is twofold. First, the age range of child clients students may counsel during their elementary practicum is extended from age 5 down to age 3. Second, this proposal serves add COUN 621 Introduction to Professional School Counseling as a prerequisite to the COUN 667 Elementary School Counseling Practicum.

**Rationale:**

*Rationale for change in age range*

On September 1, 2013, the Pennsylvania Department of Education (PDE) released CSPG No. 079 which indicated that as of August 1, 2013, the certificate that would be awarded for school counselors in Pennsylvania would be changed from Elementary and Secondary School Counselor Certificates to a combined single Pre-Kindergarten to 12<sup>th</sup> grade certificate. The Counseling Program at IUP already prepares students for a Kindergarten to 12<sup>th</sup> grade certificate. At this time, a minor program revision is being proposed to update the Program Description to include Pre-K-12, rather than K-12. In addition, this change creates a minor impact on COUN 667 Elementary Counseling Practicum, as the age range for students to counsel elementary age clients would extend from 5 years old to 3 years old.

*Rationale for change in pre-requisite*

In November 2013, the Pennsylvania Department of Education (PDE) released the updated Framework for Elementary and Secondary School Counselor Preparation Program Guidelines. One change to the guidelines was the addition of a pre-practicum experience. The Counseling Department has integrated that pre-practicum experience into COUN 621 Introduction to Professional Counseling. Because PDE requires the pre-practicum to take place before the practicum or internship/field experience, COUN 621 must now be a pre-requisite for COUN 667.

**Current and Proposed Catalog Description:**

Previous Description	New Description
<p>CATALOG/COURSE DESCRIPTION: This course provides a 50-hour supervised clinical experience (20 direct hours) for professional school counselors in training to develop and utilize developmentally appropriate counseling skills and techniques with children ages 5-12. Emphasis is on developing a theoretical framework and applying the counseling skills necessary for facilitating individual and group counseling. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues in order to assist in the academic, career, and personal/social growth of children. <b>Prerequisites:</b> COUN 617, COUN 627 or 637, COUN 629 or 639, COUN 720 or 730. Students must pass this practicum experience with a B or better in order to advance to field experience. Students enrolled in the M.A. program are restricted from taking this course.</p>	<p>CATALOG/COURSE DESCRIPTION: This course provides a 50-hour supervised clinical experience (20 direct hours) for professional school counselors in training to develop and utilize developmentally appropriate counseling skills and techniques with children ages 3-12. Emphasis is on developing a theoretical framework and applying the counseling skills necessary for facilitating individual and group counseling. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues in order to assist in the academic, career, and personal/social growth of children. <b>Prerequisites:</b> COUN 617, COUN 621, COUN 627 or 637, COUN 629 or 639, COUN 720 or 730. Students must pass this practicum experience with a B or better in order to advance to field experience. Students enrolled in the M.A. program are restricted from taking</p>

	this course.
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**9. Minor Course Revision: Add Course Prerequisite**

**Course:** COUN 659: Secondary School Counseling Practicum

**Department:** Counseling

**Catalog Start term:** Summer, 2014

**Summary:**

The purpose of this curriculum proposal is to add COUN 621 Introduction to Professional School Counseling as a prerequisite to the COUN 659 Secondary School Counseling Practicum.

**Rationale:**

In November 2013, the Pennsylvania Department of Education (PDE) released the updated Framework for Elementary and Secondary School Counselor Preparation Program Guidelines. One change to the guidelines was the addition of a pre-practicum experience. The Counseling Department has integrated that pre-practicum experience into COUN 621 Introduction to Professional Counseling. Because PDE requires the pre-practicum to take place before the practicum or internship/field experience, COUN 621 must now be a pre-requisite for COUN 659.

<b>Current Course Description</b>	<b>Proposed Course Description</b>
<p><b>Course Description:</b> This course provides a 50-hour supervised clinical experience (20 direct hours) for professional school counselors in training to develop and utilize developmentally appropriate counseling skills and techniques with adolescents ages 13-21. Emphasis is on developing a theoretical framework and applying the counseling skills necessary for facilitating individual and group counseling. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues in order to assist in the academic, career, and personal/social growth of all adolescents, including those with disabilities and English Language Learners (ELLs). Prerequisites: COUN 617, COUN 627 or COUN 637, COUN 629 or COUN 639, COUN</p>	<p><b>Course Description:</b> This course provides a 50-hour supervised clinical experience (20 direct hours) for professional school counselors in training to develop and utilize developmentally appropriate counseling skills and techniques with adolescents ages 13-21. Emphasis is on developing a theoretical framework and applying the counseling skills necessary for facilitating individual and group counseling. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues in order to assist in the academic, career, and personal/social growth of all adolescents, including those with disabilities and English Language Learners (ELLs). Prerequisites: COUN 617, <b>COUN 621</b>, COUN 627 or COUN 637, COUN 629 or COUN 639,</p>

<p>720 or COUN 730. In addition, grades in any previous practicum experience must be at least a B or better. Students enrolled in the M.A. program are restricted from taking this course.</p>	<p>COUN 720 or COUN 730. In addition, grades in any previous practicum experience must be at least a B or better. Students enrolled in the M.A. program are restricted from taking this course.</p>
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**10. Major Course Revision**

**Course:** COUN 621: Introduction to Professional School Counseling

**Department:** Counseling

**Catalog start term:** Summer 2014

**Rationale:**

The Introduction to Professional Counseling course for school counseling students (COUN 621) is changing to reflect Pennsylvania Department of Education (PDE) certification changes and the changes in the newest edition of the American School Counselor Association National Model (ASCA, 2012).

PDE now requires school counselors to be adequately prepared in working with students in pre-kindergarten through 12<sup>th</sup> grade, therefore we have added information to this course to address that grade range.

This year, PDE added a pre-practicum experience requirement which we have added to this class. Included in our summative assignment is a 3-5 hour, school-based interview with a school counselor, review of counseling program documents/plans/organization, and observation of school counseling activities. PDE also requires programs to show how they are training school counselors on topics related to English Language Learners and Students with Disabilities.

**Current Course Description**

COUN 621: Introduction to Professional School Counseling 3 cr

This course provides an overview of the history and current trends in professional school counseling, specifically focusing on the role of the professional school counselor within a comprehensive developmental school counseling program that is based on the American School Counselor Association (ASCA) National Model and applicable state models of school counseling.

**Proposed Course Description**

COUN 621: Introduction to Professional School Counseling 3 cr



This course provides an overview of the history and current trends in professional school counseling, specifically focusing on the role of the professional school counselor within a comprehensive developmental school counseling program that is based on the American School Counselor Association (ASCA) National Model and applicable state models of school counseling in the Pre-Kindergarten through 12<sup>th</sup> grade experience, serving all students including student with disabilities and English Language Learners.

**11. Minor Course Revision: Remove course prerequisite**

**Course:** ELR 650: Alternative Work Styles

**Department:** Employment and Labor Relations

**Catalog start term:** Summer 2014

**Summary:**

Requesting removal of the prerequisite from the course because the topics discussed, and the course outcomes of the class do not require a student to have previous knowledge from the ELR 613 class-Fundamental of the American Labor Movement.

**Rationale:**

The Alternative Work Styles course is an elective that students from all departments would benefit from taking. Requiring the ELR 613 as a prerequisite is eliminating students from other programs from taking the course.

**Current Catalog Description:**

ELR 650: Alternative Work Styles 3 cr

Review of efforts to increase worker participation in certain levels of managerial decision making in private and public production or service enterprise, through shares in ownership, seats on boards, quality circles, and other participative structures. Results will be considered from the point of view of productivity, worker satisfaction, and social utility.

Prerequisites – ELR 613

**New Catalog Description:**

**Course:** ELR 650: Alternative Work Styles 3 cr

Review of efforts to increase worker participation in certain levels of managerial decision making in private and public production or service enterprise, through shares in ownership, seats on boards, quality circles, and other participative structures. Results will

be considered from the point of view of productivity, worker satisfaction, and social utility.

**12. New Dual Level Course**

**Course:** FIN 425/525: Financial Derivatives

**Department:** Finance and Legal Studies

**Catalog start term:** Summer 2014

**Rationale for the course:**

Integrating the Financial Derivatives course in the finance elective of our MBA program is one of the most significant emerging trends in recent times. This course will be essential for Finance and MBA students with a Finance Concentration in preparing for their professional future.

**Catalog description:**

FIN 525 Financial Derivatives 3 cr

Provides an understanding of how the derivatives markets work, how they are used, and how prices are determined. Includes the common types of derivatives, their characteristics and properties, and trading methods and strategies. Also, covers fundamental pricing models based on arbitrage pricing theory, binomial, and Black-Scholes models.

Prerequisite: FIN 324 for FIN 425 And FIN 630 or equivalent/permission for FIN 525

**13. Minor Program Revision: Change in Program Title (no degree change)**

**Degree:** M.Ed.

**Department:** Special Education and Clinical Services

**Catalog start term:** Summer 2014

**Summary:**

We are proposing one change to the name of our program. We want to replace Master of Education: with Master of Education: Special Education.

**Rationale for the revision:**

We want to facilitate communication within the university community and with current and potential students. Across the PASSHE system and across the country, universities typically have a Special Education Program. For example, California University of PA, Edinboro University of PA, and Vanderbilt University list a “Special Education” Program on the website. We want to be consistent with the title used in the professional literature, legal documents, and corresponding programs through the country. It can be confusing when a prospective student looks for a special education graduate program at IUP and there is nothing listed. The proposed change will make it simpler for everyone to find the program. No other changes to the program are proposed.

**Current Title:** Master of Education: Education of Exceptional Persons

**Proposed Title:** Master of Education: Special Education.

**14. Certificate of Recognition (existing Degree Program)**

**Title of the COR:** Special Education Certification Only at the Graduate Level

**Department:** Special Education and Clinical Services

**Catalog start term:** Summer, 2014

**Description and Rationale:**

This proposal is for a certificate of recognition (COR) for the Certification Program in Special Education that is currently being offered by the Department of Special Education and Clinical Services. The Certification Program is an 18 credit program that meets all of the requirements for certification as a special education teacher by the Pennsylvania Department of Education (See PA Code §49.2).

a.) Outline of any changes to the Program Admission and/or Graduation requirements.

There are no proposed changes to the admission or graduation requirements for the M.Ed. or Certification programs offered in the Department of Special Education and Clinical Services.

b.) Description of each new or revised graduate course.

There are no proposed changes to the courses currently being completed by students enrolled in M.Ed. or Certification program.

c.) The rationale for the proposed changes.

The proposed COR will provide a clear delineation of the courses necessary for being credentialed as a special educator by the Department of Education in the state of Pennsylvania. Providing a COR will also aid students with being able to provide documentation of program completion.

**Summary:**

There are no changes proposed for either the M.Ed. or the Certification Program currently offered by the Department of Special Education and Clinical Services. The M.Ed. and certification programs were designed to provide the student with the necessary academic and technical skills needed to be a special education teacher. The certification program includes a practicum experience in which students receive hands-on experience working with individuals with special needs. Students hoping to enter the program must be certified to teach in another area before the special education certification is begun. Admission to the Certification Program is based on evaluation of undergraduate and/or graduate transcripts, a writing sample, work history, and letters of recommendation. After these materials have been received, applications will be reviewed and qualified applicants are selected for admission by the Special Education Admissions Committee. Following these selections, recommendations for admission are forwarded to the Graduate School. With no proposed changes to the current certification program, the 18-credit COR includes the following courses:

Catalog Description

The Special Education Certificate of Recognition (COR) is an 18-credit program offered by the Special Education program in the Department of Special Education and Clinical Services. The program leads to PA certification in Special Education. Students choose from two options: Special Education Certification preK-8th grade or Special Education Certification 7th-12th grade. All students take courses related to characteristics of students with disabilities, effective instructional practices, and assessment. Students focusing on preK-8th grade are required to take a course on multi-disciplinary collaborations. Students focusing on 7th-12th grade are required to take a course on transition services. All students must complete a practicum experience during the summer.

The Special Education COR was designed for persons who have initial teaching certification in a content area such as Early Childhood Education, English Education, or Art Education. Eighteen credits are the minimum requirements for PA teacher certification in Special Education. Students who do not have prerequisite methods courses may be required to take additional courses; individual programs will be designed based on a review of transcripts.

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**COR Requirements \***

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)

\* PECT exams are also required to obtain PA certification.

Minimum requirements: Additional coursework may also be required for PA certification.

### **15. Certificate of Recognition (existing degree program)**

**Title of the COR:** Certification in School Psychology

**Department:** Educational and School Psychology

**Catalog start term:** Summer 2014

#### **Brief description and rationale for the COR:**

This proposal is for a certificate of recognition (COR) for the certification program in school psychology that is currently being offered by the Department of Educational and School Psychology. The course sequence is taken upon completion of a 36 credit hour Master's degree program in Educational Psychology that is also offered in the department. The certification program is a 33 credit hour post-master's certification program that meets all requirements for certification as a school psychologist by the Pennsylvania Department of Education (see PA Code § 49.101. General). The benefit of offering a COR is to students who may seek certification in states other than Pennsylvania. More specifically, the COR will be noted on the students' transcript, which will aid them in the certification process in other states.

The proposed COR will provide clear acknowledgement of advanced graduate training in school psychology for students who are currently completing the course sequence necessary for being credentialed as a school psychologist by the Department of Education in the state of Pennsylvania. Providing a COR will also aid students who may be seeking a school psychology credential in other states that require documentation of program completion.

#### **Brief summaries of each major change:**

There are no changes proposed for either the M.Ed. or certification programs currently offered by the Department of Educational and School Psychology. The M.Ed. and certification programs were designed to provide the student with specific clinical skills necessary to function as a school psychologist. These programs have been approved by the National Association of School Psychologists (NASP) since 1991. The certification program includes a number of practica experiences and an internship that encompass a minimum of 1,200 hours, at least half of which must occur in a school setting. Students must maintain a grade point average of at least 3.25 and a grade of B or better in all department courses. Continuous enrollment in a minimum of 9 credits per semester and 6 credits per summer session is required for the certification program unless waived by the Coordinator of the certification program and the School Psychology Committee. Students are permitted to enroll in the program following the completion of their master's degree. Individuals seeking admission to the certification program who have completed a master's degree in an allied field from another university may apply to the certification program. If a transcript review shows that a student with a master's degree has not had all necessary courses required to go on to the certification program, more courses at the master's level will have to be taken before the certification sequence is begun. Under some circumstances, both certification and required master's courses can be taken in the same semester.

Admission to the certification program is based on an evaluation of undergraduate and graduate transcripts, letters of recommendation, GRE test scores, work history, professional goals, and personal characteristics as determined during the interview. After these materials have been received, applications will be reviewed and qualified applicants are selected for interviews with the School Psychology Admissions Committee. Following these interviews, recommendations for admission are forwarded to the Graduate School.

#### **Catalog Description:**

##### **Certificate of Recognition in School Psychology**

The certificate of recognition in school psychology (33 credits) is designed to provide the student with specific clinical skills necessary to function as a school psychologist. Courses focus on the multiple roles of the school psychologist, including counseling, assessment, intervention, consultation, biological bases of behavior, exceptionalities, law/ethics, and the use of psychological skills in multicultural educational settings.

##### **Admissions Criteria**

Students who are progressing successfully through the master's program may apply for the certificate of recognition program or directly to the doctoral program in school psychology. Applicants who have earned a master's degree in a closely related field of study may also apply and be considered for admission into the certificate of recognition in school psychology program. Students who are accepted as doctoral students may enroll in selected doctoral-required courses as they progress through the certification program. It is expected that the majority of the doctoral requirements will be completed in the two summers following the specialist-level internship to maintain program continuity. A

student who has a lapse in program enrollment without faculty approval may be required to reapply to the program.

Students must maintain a grade point average of at least 3.25 while enrolled in the program. Continuous enrollment is also required for the certificate of recognition unless waived by the Coordinator of the Certification Program and the School Psychology Committee.

**Program Requirements**

Course work include:

- EDSP 717 Applied Educational Research Methods
- EDSP 747 Advanced Psychology of Adolescent Education
- EDSP 812 Assessment for Intervention I
- EDSP 814 Advanced Assessment for Low Incidence Disabilities
- EDSP 818 Instructional Consultation
- EDSP 949 Practicum II (6 credit hours)
- EDSP 963 Assessment of Personality & Behavior Problems of Children
- EDSP 952 Internship\* (6 credit hours)
- Approved Elective\*\*

\*The certification program includes an internship (EDSP 952) that encompasses a minimum of 1,200 hours, at least half of which occur in a school setting.

\*\*All electives must be approved by the student’s departmental advisor and may be chosen to enhance the student’s interest in school psychology, human development and learning, or educational evaluation and research.

**16. Minor Program Revision: Update program description to include Pre-K – 12.**

**Title of the program:** M.Ed. in School Counseling

**Department:** Counseling

**Catalog start term:** Summer, 2014

**Rationale for the revision:**

On September 1, 2013, the Pennsylvania Department of Education released CSPG No. 079 which indicated that as of August 1, 2013, the certificate that would be awarded for school counselors in Pennsylvania would be changed from Elementary and Secondary School Counselor Certificates to a combined single Pre-Kindergarten to 12th grade certificate. The Counseling Program at IUP already prepares students for a Kindergarten to 12th grade certificate. At this time, the Program Description needs to be updated to include Pre-K-12, rather than K-12. This change does not require a change to any

content in the program, as the curriculum already covers birth to death development in the COUN 615 Counseling Across the Lifespan course and information specific to counseling children of all ages in the COUN 613 Counseling Children course. The Program Description was only listed as starting at Kindergarten in the past because that was the scope of the certificate.

**Brief summaries of each major change:**

There are no new graduate courses accompanying this proposal. COUN 659 Elementary Counseling Practicum has been updated to include content regarding the counseling of Pre-K students (3 and 4 year olds) and to add COUN 621 as a pre-requisite.

**Side-by-side comparison:**

Current Program Description	New Program Description
<p><b>M.Ed. in School Counseling</b></p> <p>Professional School Counselors (K-12) - To qualify for K-12 institutional endorsement and commonwealth certification, students must complete a 60-credit-hour, competency-based program to include a series of counseling skills courses, including practicums at the elementary schools and secondary schools level, and complete a 600 hour field experience under the supervision of a certified school counselor. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Council for Accreditation of Teacher Education (NCATE).</p>	<p><b>M.Ed. in School Counseling</b></p> <p>Professional School Counselors (PreK-12) - To qualify for PreK-12 institutional endorsement and commonwealth certification, students must complete a 60-credit-hour, competency-based program to include a series of counseling skills courses, including practicums at the elementary schools and secondary schools level, and complete a 600 hour field experience under the supervision of a certified school counselor. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Council for Accreditation of Teacher Education (NCATE).</p>

**17. Minor Program Revision: Transfer of M.Ed in Business Education/Workforce Development to Adult and Community Education**

**Title of the program:** M.Ed. in Business Education/Workforce Development

**Sponsoring department(s):** Adult and Community Education, College of Education and Educational Technology

**Catalog start term:** Summer, 2014

**Rationale for the revision:**



The transfer of the M.Ed. program in Business Education/Workforce Development was initiated by Dr. Robert Camp, Dean of the Eberly College of Business. The Department of Adult and Community Education is receptive to the transfer for several reasons. We see a natural synergy among ACE, AECT, and the graduate Business Education programs, especially the Workforce Development track. Combining faculty expertise and curriculum from the three programs could serve to strengthen all three programs and increase student opportunities for learning, and ultimately employment. No changes are being proposed that affect admission requirements, graduation requirements, or elective requirements, in the M.Ed. in Business Education/Workforce Development.

The catalog description will require a minor change in the first paragraph. The first sentence of the current catalog description reads as follows:

The following changes are proposed for the Graduate Catalog:

- a. Add the following overview of the Department of Adult and Community Education in which all of the graduate programs are listed.

The Department of Adult and Community Education offers the following graduate programs:

- Master of Arts in Adult and Community Education (with a track in Adult Education and Communications Technology).
  - Master of Education in Business/Workforce Development (with tracks in Business, Computer, and Information Technology, Workforce Development, and Administrative).
- b. No changes are proposed to the description for the M.A. in Adult and Community Education.
  - c. No changes are proposed to the description for the track in Adult Education and Communications Technology.
  - d. The following changes are proposed to the first sentence of the current catalog description for the Master of Education in Business/Workforce Development.

The first sentence currently reads:

The Master of Education in Business/Workforce Development offered by the Department of Technology Support and Training, is designed to meet the needs of a wide variety of individuals.

The proposed change for this sentence would read:

The Master of Education in Business/Workforce Development offered by the Department of Adult and Community Education, is designed to meet the needs of a wide variety of individuals.

**Brief summaries of each major change:**

No changes are proposed to the Business Education programs. Following is a list of graduate courses to be transferred. The following courses which have the BTED prefix will retain this prefix:

BTED 411/511, Methods in Business and Information Technology I  
BTED 412/512, Methods in Business and Information Technology II  
BTED 470/570, Technical Applications for Education  
BTED 481/581, Special Topics  
BTED/VOED 600, Curriculum Development in Career and Technical Education  
BTED/VOED 601, Curriculum and Instructional Leadership in Career and Technical Education  
BTED/VOED 602, Conference Leadership and Communications Methods in Career and Technical Education  
BTED/VOED 603, Management of Instruction for Career and Technical Education  
BTED/VOED 604, Curriculum Supervision in Career and Technical Education  
BTED/VOED 605, Policy Administration  
BTED/VOED 606, Leadership for Career and Technical Educators  
BTED/VOED 607, Organizations and Structure for Career and Technical Education  
BTED/VOED 608, Legal and Legislative Issues in Career and Technical Education  
BTED/COMM 609, Innovations in E-Learning  
BTED 690, Clinical Studies in Business Education  
BTED 693, Seminar in Teaching Business Subjects  
BTED 695, Professional Semester (Student Teaching)  
BTED 699, Independent Study in Business Education

For the following courses with the BTST prefix, the prefix will change to BTED:

BTST 442/542, Training Methods in Business and Information Technology Support  
BTST 581, Special Topics in Business Technology  
BTST 614, Instructional Computing Basics  
BTST 631, Instructional Computing Basics  
BTST 642 Training with Technology  
BTST 650 Issues and Trends in Business/Workforce Development  
BTST 655 Emerging Information Technologies  
BTST 656 Applied Research in Business/Workforce Development  
BTST 675, Web Design Theory and Application\*  
BTST 680, Technical Update  
BTST 681, Special Topics  
BTST 699, Independent Study in Business  
BTST 795, Thesis

\*To be cross listed with MIS & DS

**Catalog description:**

**M.Ed. in Business Workforce Development**

The Master of Education in Business/Workforce Development offered by the Department of Adult and Community Education, is designed to meet the needs of a wide variety of individuals. This program includes a core of 15/18 credits plus 12/15 credits in one of three areas of specialization—Business, Computer, and Information Technology; Workforce Development; and Administrative. Within each area of specialization, students are encouraged to enroll in courses that meet their professional areas of interest.

The **Business, Computer, and Information Technology Specialization** is of interest to individuals desiring to enhance their knowledge of pedagogy, study current business issues and trends, and expand the use of technology in the learning environment. In addition, an opportunity is available for an individual to complete the requirements for initial Pennsylvania K-12 teaching certification in Business, Computer, and Information Technology (business education)—this opportunity requires the completion of additional course work beyond the 30 credits required for the M.Ed.

The **Workforce Specialization** is of interest to individuals desiring to broaden their understanding of business, to enhance their knowledge of industry training, and to update their understanding of new technologies used in the workforce.

The **Administrative Specialization** provides an option for candidates interested in positions as supervisors or directors of career and technical programs. Content is based on certification standards established by the Pennsylvania Department of Education. An enhancement of this specialization is the opportunity to complete the course requirements for Pennsylvania Department of Education certification as vocational supervisor or vocational director. Completion of the M.Ed. and fulfillment of PDE requirements leads to Vocational Supervisor Certification (PDE certification requirements include verification of appropriate teaching experience in a career and technical field, such as Agriculture, Business, Health, Trade and Industrial and/or Family and Consumer Science). Candidates interested in Vocational Director Certification must complete an additional 9 hours of coursework.

**18. New Course Dual Level Course**

**Course:** FIN 425/525

**Department:** Finance and Legal Studies

**Catalog Start Term:** Fall 2015

**Rationale**

The 500 level of this course will serve as an elective in the Finance Concentration of the MBA Program. Integrating the Financial Derivatives course in the finance elective of our MBA program is one of the most significant emerging trends in recent times. This course will be essential for Finance and MBA students with a Finance Concentration in preparing for their professional futures.

**Catalog Description**

FIN 535: Financial Derivatives 3 cr  
 Provides an understanding of how the derivatives markets work, how they are used, and how prices are determined. Includes the common types of derivatives, their characteristics and properties, and trading methods and strategies. Also covers fundamental pricing models based on arbitrage pricing theory, binomial, and Black-Scholes models.  
 Prerequisite: FIN 630 or equivalent/permission

**19. Title of the Program: TESOL Graduate Certificate of Recognition (TESOL GCoR)**

**Sponsoring Department:** English

**Catalog Start Term:** Fall 2015

The Proposed New Program:

<b>New TESOL Graduate Certificate of Recognition (TESOL GCoR) Program (18 crs)</b>	
Fall-1 <sup>st</sup> Year	New Cohort Begins----Required are as follows: ENGL 625: Introduction to TESOL ENGL 644: TESOL Methodology, Materials, Instructional Technology ENGL 649: Introduction to Research
Spring-1 <sup>st</sup> Year	ENGL 725: Second Language Literacy (required) 2 electives-Electives are as follows: ENGL 754: World Englishes <span style="float: right;">ENGL 742: Cross Cultural Communication</span> ENGL 734 Linguistics & the English Teacher <span style="float: right;">ENGL 641 Special Topics: Critical ESL Assessment</span> ENGL 723 Second Language Teaching <span style="float: right;">ENGL 730 Teaching Writing</span>

**Summary of the Rationale:**

Preliminary findings from a study in progress (Park, 2013) point to an increase in the number of TESOL programs in the US to accommodate students wishing to be prepared to teach English around the globe. With the English language and its teaching gaining global dominance, more and more students seek teaching employment outside the US. Specifically, in the state of Pennsylvania, the most common TESOL related offering is a state endorsement program for initially certified teachers in US K-12 schools. However, these state endorsement programs do not prepare teachers to teach English outside of the US, and currently, there are only 2 graduate certificate programs<sup>1</sup> in Pennsylvania preparing students to teach English internationally. Therefore, creating a TESOL GCoR Program at IUP will position IUP as the first to initiate such a program in the PASSHE and will provide IUP with the following opportunities:

- \* To recruit students to be prepared to teach outside the US;
  - \* To draw students into other programs in the English Department (MATESOL and C&T); and
  - \* To recruit more students who might otherwise enroll in non-PASSHE institutions.
- Therefore the TESOL GCoR has a strong potential to meet a state-wide need.

In addition, offering a TESOL GCoR is not likely to negatively impact current enrollments in IUP's MATESOL Program because that program serves a different population of students. The overwhelming majority of students enrolled in IUP's MATESOL Program are international students who are required to receive a 2-year MA degree from their Ministry of Education, home institutions, and other sponsored government agencies. A 1-year certificate program would not fulfill their home institutions' needs. In addition, most of these students elect to write theses because they are preparing to pursue doctoral degrees in the near future. Again, the certificate program would not serve these students' needs in working toward that goal. Thus, overall the proposed TESOL GCoR targets a new population of students and is in a high demand growth area.

**Catalog Description:**

The TESOL Graduate Certificate of Recognition (TESOL GCoR) is an 18-credit program offered through the English department. It aims at preparing teachers who wish to teach English abroad. Specific topic areas covered in this program are the social and political aspects of teaching English as an international language; TESOL methodologies and instructional materials; second language literacy; and research in applied linguistics. Electives offered in the program may also expand students' knowledge regarding linguistics, ESL assessment, teaching writing, cross-cultural communication, and world Englishes.

The TESOL GCoR was created specifically for persons who already have an undergraduate degree from an accredited university and who are interested in teaching English abroad. Upon completion of the program, students will be provided information about finding teaching positions abroad. Students who complete the program and desire

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<sup>1</sup> Immaculata University and University of Pittsburgh

to pursue a master's in TESOL will be able apply credits earned through the TESOL GCoR program toward the completion of the MATESOL program if students enter the MATESOL program within two years of finishing the TESOL GCoR program.

#### Program Requirements

All students will be required to successfully complete 18 credits, of which 12 will be required. Students will need to choose two (3-credit) electives in order to complete the TESOL GCoR program.

#### Required Courses (12 credits)

ENGL 625: Introduction to TESOL (3 credits)

ENGL 644: TESOL Methodology, Materials, Instructional Technology (3 credits)

ENGL 649: Introduction to Research (3 credits)

ENGL 725: Second Language Literacy (3 credits)

#### Electives (6 credits)

ENGL 754: World Englishes (3 credits)

ENGL 742: Cross Cultural Communication (3 credits)

ENGL 734 Linguistics & the English Teacher (3 credits)

ENGL 641 Topics in ESL Pedagogy: Critical ESL Assessment (3 credits)

ENGL 723 Second Language Teaching (3 credits)

ENGL 730 Teaching Writing (3 credits)

## **20. Major Program Revision**     M.Ed. Math Education

**Sponsoring Department:** Math

**Catalog Start Date:** Summer 2014

The Mathematics Department at Indiana University of PA is proposing to revise the two Master of Education programs offered in the department. The M.Ed. in Secondary Mathematics Education and M.Ed. in Elementary and Middle School Mathematics Education (ELMA) will be combined to create one Master of Education in Mathematics Education with two tracks. Students can chose the Secondary Mathematics Education Track designed for Grades 7-12 teachers or an Elementary and Middle Level Mathematics Education Track designed for K-8 teachers. The Secondary Mathematics track will be fully online while the Elementary and Middle Level School Mathematics track will be a hybrid.

In this unique and innovative program, students can obtain a 36 credit masters degree in mathematics education classes over 6 semesters. The online nature of this program is designed to reach a national audience of in-service teachers who can take classes while teaching full-time. It is unique in the fact that mathematics teachers in all grade levels will be together for four courses (12 credits) together in such topics as Curriculum and Instruction, Problem Solving in Mathematics Education, Research in Mathematics Education and Differentiated Instruction. Through online discussions of how these topics

play out in different grade levels, the students can learn not only about a topic at their grade level, but at all grade bands.

This new Masters of Education in Mathematics Education is innovative in that students will also take four courses (12 credits) of mathematics content but with a strong emphasis on pedagogy. Today's mathematics teachers must be able to make connections between the mathematics being studied and the mathematics they teach. This research was reflected in the results of surveys we conducted with school districts and mathematics teachers in 2008 and 2011 which indicated both administrators and teachers believe an advanced degree in mathematics education should address the many pedagogical and content issues facing today's teachers of mathematics. As a result, the new program track in Secondary Mathematics Education is an extensive revision of the M.Ed. in Secondary Mathematics Education. These newly developed courses target content and pedagogy through a problem solving, inquiry based approach to teaching mathematics. While some universities do offer masters in curriculum and instruction or masters in mathematics not many institutions offer the combination of content and pedagogy in each course we are planning to teach in this program.

The M.Ed. in Secondary Mathematics is currently in moratorium due to low enrollment and graduation rates. Coursework in the old program focused on advanced theoretical mathematics courses which, according to research conducted in the area of mathematical knowledge for teaching, does not meet the needs of today's teachers. All 36 credits of coursework in this track will be offered online. Thus, in addition to offering more appropriate courses, the recruiting efforts will be targeted to a national audience of secondary mathematics teachers. The online nature of this program will allow IUP's mathematics department to recruit from areas beyond those that are within reasonable driving distance to Indiana, PA. These teachers are interested in obtaining a masters degree for a variety of reasons including; earning permanent certification, becoming better teachers, and/or advancing their own learning. It is anticipated that the Secondary Mathematics Education Track will attract a minimum of 20 students over the first two to three years and that the program will continue to grow.

The M.Ed. in Elementary and Middle Level Mathematics (ELMA) is currently under review due to declining enrollment and graduation rates. This program has also been revised, although not to the extent of the Secondary Track. Courses in this program have always been a blend of mathematical content and pedagogy and have focused on mathematics through problem solving and an inquiry based approach to teaching mathematics. The content courses in this program are dual to the B.S. in Middle Level Mathematics Education program. They have been revised recently to make them more current and to address recent issues in teaching mathematics at the elementary and middle levels. The majority of the courses in this track (27 credits) will be offered online. The remaining 9 credits will be offered in face-to-face classes. Although regional recruiting efforts have been ongoing since the ELMA program was placed under review, it is believed the new track in Elementary and Middle Level Mathematics Education will attract additional students because of its hybrid nature. It is anticipated this track will

attract a minimum of 10 students over the first two to three years. Thus, the combined enrollment for the program is anticipated to be 30 students.

The program is designed so that it can be completed in a minimum of 6 semesters by taking two classes per semester. Because of the flexible nature of the program, however, students may choose to take only one class per semester or to skip semesters altogether.

#### Rationale for an M.Ed. in Mathematics Education

Over the past decade, strong agreement among mathematics education researchers and mathematicians has emerged that knowing mathematics is not enough to ensure effectiveness in the classroom. Teachers need to integrate their mathematical knowledge with knowledge of pedagogy, of students as learners, of curriculum, and of assessment, all within the complex context of schooling. They need to learn to ask good mathematical questions, as well as consider multiple solutions and strategies to solve problems, and to look at problems from multiple points of view. Most of all, teachers need to learn how to learn mathematics so that they can instill the same in their students. [1]

The mathematical knowledge needed by today's teachers is substantial, yet quite different from that required by students pursuing other mathematics-related professions. Teachers must have a deep understanding of the fundamental mathematical concepts taught at various grade levels, as well as the mathematical concepts taught prior to and after those grade levels. They must also possess strong technical skills so that they can apply their knowledge of those ideas in a way that meets the diverse learning styles and needs of their students. This requires substantial mathematical insight and skill. [2]

In order to better prepare today's teachers of mathematics, teacher preparation programs must hold high, explicit mathematical expectations for teachers. Such programs must require adequate study of mathematics. But, this does not necessarily mean more courses in advanced mathematics. Rather, research is beginning to indicate that more engagement in "mathematics for teaching" – a blend of specialized mathematics content, pedagogical content, and mathematics pedagogy – holds promise as a way to improve teachers' knowledge of mathematics for teaching. Therefore, college courses developing this knowledge must make connections between the mathematics being studied and mathematics teachers teach. [3] The daunting task of preparing effective teachers of mathematics is not something that can be accomplished in a 4 year bachelor's program. Rather, it should be seen as a lifelong process of continued learning and improvement that embraces the challenges of teaching mathematics to a diverse population of students in an ever-changing world.

#### **Proposed Program**

The program would offer common education, education research, core mathematics education, and elective courses, and specialized content courses for each track. The proposed online program consisting of 36 credits. is summarized below



**Master of Education in Mathematics Education (36 credits)**

**I. Education and Educational Research (6 cr.)**

- a. EDSP 704/746/747/748 (choose one)
- b. GSR 615 Elements of Research

**II. Mathematics Education Core (12 credits)**

- a. MAED 650 Curriculum and Instruction in Mathematics Education
- b. MAED 654 Teaching Problem Solving in Mathematics Education
- c. MAED 652 Differentiating Instruction in Secondary Mathematics Education or ELMA 652 Diagnosis and Remedial Teaching of Mathematics
- d. MAED 660 Survey of Research in Mathematics Education

**III. Mathematics Education Content (12 cr.)**

Secondary Mathematics Education Track	Elementary and Middle School Mathematics Education Track
<ul style="list-style-type: none"> <li>a. MAED 611 Algebra for Secondary Teachers</li> <li>b. MAED 612 Geometry for Secondary Teachers</li> <li>c. MAED 613 Probability and Statistics for Secondary Teachers</li> <li>d. MAED 614 Precalculus and Discrete Math for Secondary Teachers</li> <li>e. MAED 655 History of Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>a. ELMA 517 Probability and Statistics for Elementary/Middle Level Teachers</li> <li>b. ELMA 520 Patterns and Functions for Elementary/Middle Level Teachers</li> <li>c. ELMA 556 Geometry for Elementary/Middle Level Teachers</li> <li>d. ELMA 557 Number Theory for Elementary/Middle Level Teachers</li> <li>e. ELMA 558 Logic and Logical Games for Elementary/Middle Level Teachers</li> <li>f. ELMA 561 Discrete Math for Elementary/Middle Level Teachers</li> <li>g. ELMA 571 Algebra for Elementary/Middle Level Teachers</li> </ul>
<b>IV. Mathematics Education Electives (6 credits)</b>	
<ul style="list-style-type: none"> <li>a. MAED 559 Computer Related Topics in Mathematics Education (currently ELMA 559/MATH 459)</li> <li>b. MAED 616 Writing in Mathematics Education</li> <li>c. MAED 681 Special Topics in Mathematics Education</li> <li>d. MAED 698 Internship in Mathematics Education <sup>1</sup></li> <li>e. MAED 795 Thesis in Mathematics Education</li> <li>f. Any course from Category III</li> </ul>	

**\*NOTE: ALL COURSES ARE 3 CREDITS.**

<sup>1</sup> The internship may be used to do preliminary work related to a thesis. This is by permission from the graduate coordinator.

**Sample Progression of Courses – Secondary Mathematics Education Track**

<b>Fall 2014</b> MAED 614 - Pre-Calculus and Disc. Math EDSP or GSR 615	<b>Spring 2015</b> MAED 613 - Probability & Stat MAED 559
<b>Summer 2015</b> ELMA 652 – Diagnosis or MAED 652 Differentiating Instruction MAED 650 – Curriculum and Instruction	
<b>Fall 2015</b> MAED 611 - Algebra MATH 650 – History of Math	<b>Spring 2016</b> MAED 612 - Geometry MAED 616 - Writing
<b>Summer 2016</b> MAED 654 – Problem Solving MAED 660 – Survey of Research	
Still need EDSP or GSP 698 and 795 offered as needed on individual basis.	

**Sample Progression of Courses – Elementary and Middle School Mathematics Education Track**

<b>Fall 2014</b> ELMA 520 Patterns and Functions ELMA 561 Discrete Math EDSP or GSR	<b>Spring 2015</b> ELMA 571 Algebra MAED 559 Technology
<b>Summer 2015</b> ELMA 652 – Diagnosis or MAED 652 Differentiating Instruction MAED 650 – Curriculum and Instruction	
<b>Fall 2015</b> ELMA 557 Number Theory ELMA 556 Geometry	<b>Spring 2016</b> ELMA 517 Probability and Statistics ELMA 558 Logic and Logical Games MAED 616 - Writing
<b>Summer 2016</b> MAED 654 – Problem Solving MAED 660 – Survey of Research	

Still need EDSP or GSP

698 and 795 offered as needed on individual basis.

**Description of New Graduate Courses: (All new courses have been approved)**

- **MAED 611 Algebra for Secondary Teachers**

**Catalog Description**

MAED 611 – Algebra for Secondary Teachers

3 credits

**Prerequisite:** Appropriate major or permission of the instructor.

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

- **MAED 612 Geometry for Secondary Teachers**

**Catalog Description**

MAED 612 Geometry for Secondary Teachers

3 credits

**Prerequisite:** Appropriate major or permission of the instructor.

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

- **MAED 613 Probability and Statistics for Secondary Teachers**

**Catalog Description**

MAED 613 – Probability and Statistics for Secondary Teachers

3 credits

**Prerequisites:** Appropriate major or permission of the instructor

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

- **MAED 614 Precalculus and Discrete Math for Secondary Teachers**

**Catalog Description**

MAED 614 Pre-calculus and Discrete Math for Secondary Teachers 3 credits

**Prerequisite:** Appropriate major or permission of the instructor.

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

- **MAED 616 Writing in Mathematics Education**

**Catalog Description**

MAED 616 – Writing in Mathematics Education 3 credits

**Prerequisite:** Appropriate major or permission of the instructor.

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.

- **MAED 652 Differentiation Instruction in Secondary Mathematics**

**Catalog Description**

MAED 652 – Differentiating Instruction in Secondary Mathematics 3 credits

**Prerequisite:** Appropriate major or permission of the instructor.

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.

- **MAED 660 Survey of Research in Mathematics Education**

**Catalog Description**

MAED 660 Survey of Research in Mathematics Education 3 credits

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.

**Side-by-Side Comparison of Secondary Mathematics Education Track and M.Ed. in Secondary Mathematics**

<u>Current M. Ed. in Secondary Mathematics</u>	<u>Proposed M. Ed. in Mathematics Education - Secondary Mathematics Education Track</u>
<p>I. <u>Foundations of Education Electives (3 credits)</u>  <u>FDED 514, FDED 611, FDED 612, or FDED 613</u></p> <p>II. Educational Psychology Electives (3 credits)            EDSP 604, EDSP 573, EDSP 576, EDSP 578, COUN 629, COUN 639 or EDEX 650</p> <p>III. Research Requirement (3 credits)            GSR 615 – Elements of Research</p> <p>IV. Mathematics Education Electives (6 credits)            a. MATH 650 – History of Mathematics  <u>b. MATH 651 – Seminar in Teaching Junior High School Mathematics</u>  <u>c. MATH 652 – Seminar in Teaching Senior High School Mathematics</u>  <u>d. MATH 654 – Curriculum and Supervision in Mathematics</u>  <u>e. ELMA 651 – The Laboratory Approach to Teaching Mathematics</u>            f. ELMA 652 – Diagnosis and Remedial Teaching of Mathematics  <u>g. ELMA 653 – Mathematics for the Gifted Student</u></p> <p>V. Mathematics Content Electives (15 credits)  <u>a. Required unless comparable courses have been completed at the undergraduate level (0-6 credits):</u>  <u>i. MATH 521 – Advanced Calculus I</u>  <u>ii. MATH 576 – Abstract Algebra I</u>  <u>b. Any graduate-level mathematics content courses other than those listed in part a. (9-15 credits).</u></p>	<p>I – Education and Educational Research (6 credits)            a. GSR 615            b. EDSP 704, 746, 747, or 748</p> <p>II. Mathematics Education Core (12 credits)            a. MAED 650 – Curriculum and Instruction in Mathematics Education            b. MAED 654 Teaching Problem Solving in Mathematics Education  <b>c. MAED 652 Differentiating Instruction in Secondary Mathematics Education</b> or ELMA 652 Diagnosis and Remedial Teaching of Mathematics  <b>d. MAED 660 Survey of Research in Mathematics Education</b></p> <p>III – Mathematics Education Content (12 credits)  <b>a. MAED 611 – Algebra for Secondary Teachers</b>  <b>b. MAED 612 – Geometry for Secondary Teachers</b>  <b>c. MAED 613 – Probability and Statistics for Secondary Teachers</b>  <b>d. MAED 614 – Pre-Calculus and Discrete Mathematics for Secondary Teachers</b>            e. MAED 655 – History of Mathematics</p> <p>IV – Mathematics Education Electives (6 credits)            a. MAED 559 Computer Related Topics in Mathematics Education  <b>b. MAED 616 Writing in Mathematics Education</b>            c. MAED 681 Special Topics in Mathematics Education            d. MAED 698 Internship in Mathematics Education<sup>1</sup>            e. MAED 795 Thesis in Mathematics Education            f. Any course from Category III</p>
<p>*With special permission from the adviser, these courses are acceptable for fulfillment of the Mathematics Education requirement.</p>	
<p>Comments            1. Students take 30 credits – 6 credits of math education, 15 credits of mathematics content, 3 credits of Educational Psychology, 3 credits of Foundations of Education, and 3 credits of research (GSR 615).</p>	<p><b>*NOTE: All courses are 3 credits</b>  <sup>1</sup> The internship may be used to do preliminary work related to a thesis. This is by permission only.</p>

**Bold indicates new courses**  
Underlining indicates deleted courses

**Side-by-Side Comparison of Elementary and Middle School Mathematics Education Track and M.Ed. in Elementary and Middle School Mathematics Education**

<u>Current M. Ed. in Elementary and Middle School Mathematics</u>	<u>Proposed M. Ed. in Mathematics Education - Elementary and Middle Level Mathematics Education Track</u>
<p>I. Professional Development (9 credits)</p> <p>a. ELMA 650 Curriculum and Instruction</p> <p>b. EDSP 704/746/747/748</p> <p>c. <u>Education Elective</u></p> <p>II. Educational Research (3 credits)</p> <p>GSR 615 – Elements of Research</p> <p>III. Curriculum and Instruction in Mathematics Education</p> <p>a. <u>ELMA 651 Laboratory Approach</u></p> <p>b. ELMA 652 Diagnosis/Remedial Teaching of Mathematics</p> <p>c. <u>ELMA 653 Gifted</u></p> <p>d. ELMA 654 Teaching Problem Solving</p> <p>e. <u>ELMA 655 Mathematics for Early Childhood</u></p> <p>f. ELMA 698 Supervised Internship</p> <p>g. <u>ELMA 699 Independent Study</u></p> <p>IV. Subject Matter Concentration (15 credits)</p> <p>a. ELMA 517 Probability and Statistics for Elementary/Middle Level Teachers</p> <p>b. ELMA 520 Patterns and Functions for Elementary/Middle Level Teachers</p> <p>c. ELMA 556 Geometry for Elementary/Middle Level Teachers</p> <p>d. ELMA 557 Number Theory for Elementary/Middle Level Teachers</p> <p>e. ELMA 558 Logic and Logical Games for Elementary Middle Level Teachers</p> <p>f. ELMA 561 Discrete Math for Elementary /Middle Level Teachers</p> <p>g. ELMA 571 Algebra for Elementary/Middle Level Teachers</p> <p>h. ELMA 581/681 Special Topics</p> <p>V. Elective (3 credits)</p>	<p>I – Education and Educational Research (6 credits)</p> <p>c. GSR 615</p> <p>d. EDSP 704, 746, 747, or 748</p> <p>II. Mathematics Education Core (12 credits)</p> <p>a. MAED 650 – Curriculum and Instruction in Mathematics Education</p> <p>b. MAED 654 Teaching Problem Solving in Mathematics Education</p> <p><b>c. MAED 652 Differentiating Instruction in Secondary Mathematics Education</b> or ELMA 652 Diagnosis and Remedial Teaching of Mathematics</p> <p><b>d. MAED 660 Survey of Research in Mathematics Education</b></p> <p>III – Mathematics Education Content (12 credits)</p> <p>a. ELMA 517 Probability and Statistics for Elementary/Middle Level Teachers</p> <p>b. ELMA 520 Patterns and Functions for Elementary/Middle Level Teachers</p> <p>c. ELMA 556 Geometry for Elementary/Middle Level Teachers</p> <p>d. ELMA 557 Number Theory for Elementary/Middle Level Teachers</p> <p>e. ELMA 558 Logic and Logical Games for Elementary Middle Level Teachers</p> <p>f. ELMA 561 Discrete Math for Elementary /Middle Level Teachers</p> <p>g. ELMA 571 Algebra for Elementary/Middle Level Teachers</p> <p>IV – Mathematics Education Electives (6 credits)</p> <p>g. MAED 559 Computer Related Topics in Mathematics Education</p> <p><b>h. MAED 616 Writing in Mathematics Education</b></p> <p>i. MAED 681 Special Topics in Mathematics Education</p> <p>j. MAED 698 Internship in Mathematics Education<sup>1</sup></p> <p>k. MAED 795 Thesis in Mathematics Education</p> <p>l. Any course from Category III</p> <p><b>*NOTE: All courses are 3 credits</b></p> <p><sup>1</sup> The internship may be used to do preliminary work related to a thesis. This is by permission only.</p>

**Bold indicates new courses**

Underlining indicates deleted courses

**21. Minor Program Revision:** Add a Track into an existing program

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

**Sponsoring Department:** Professional Studies in Education

**Catalog Start Term:** Fall 2015

**Rationale for Revision:** According to the American Association of Community Colleges (2013), expectations for community college faculty and administrators are changing. Whereas the master’s degree, professional experience, and solid teaching were once sufficient to advance within the community college setting, many of these postsecondary institutions now prefer instructors and administrators with the doctorate (AACCC, 2013) and support faculty scholarship through reduced teaching loads or other incentives (Bers, 2009; Townsend & Rosser, 2009). The Doctoral Program in Curriculum and Instruction is seeking new populations of students to maintain its consistently high enrollments and completion rate. Our long-standing, successful collaboration with the Community College of Allegheny County and community college personnel who are students or alumni of the doctoral program provide the support that is necessary to promote the new track in the region. In addition, most of the CURR-prefix courses are now approved as distance education courses. This will make the program more attractive to prospective students who are community college personnel with heavy teaching loads or administrative responsibilities.

**Catalog Description:** The primary mission of the Doctoral Program in Curriculum and Instruction is to prepare effective college-level instructors. The Community College cohort of this program is tailored to the needs of community college faculty members seeking to advance professionally by earning the doctorate in education. The program is located at three different sites: IUP’s main campus, Monroeville, and Harrisburg. The Community College strand of the program enables community college faculty and administrators to pursue part-time doctoral study, enroll courses with distance education components, and earn credit for innovative projects completed in their specific work settings. Students progress through the required sequence of courses as a group and instructors of the courses have experience as community college instructors, administrators, and/or professors who work with community college personnel. The program consists of 60 credits beyond the 36 credit master’s degree and requires two courses each fall, spring, and summer for three years with dissertation during the fourth year.

**NOTE:** *The course numbers, titles, and sequence would not change and would follow the same progression that other Curriculum and Instruction part-time students follow. The only change would be that the Community College Track students would use the six credit elective, CURR 798 Supervised Doctoral Internship, as their 6 credits of electives.*

Current Doctoral Program in	Proposed Community College Track
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Curriculum and Instruction	in Doctoral Program in Curriculum and Instruction
Total Credits Required = <u>60</u>	Total Credits Required = <b>60</b>
Electives: 6	Supervised Doctoral Internship: 6
Year One	Year One
CURR 905 Implementation and Evaluation of Curriculum	CURR 905 Implementation and Evaluation of Curriculum
CURR 925 Critical Analysis of Issues in Education	CURR 925 Critical Analysis of Issues in Education
CURR 910 Development and Learning across the Lifespan	CURR 910 Development and Learning across the Lifespan
CURR 918 Qualitative Research Design in Education	CURR 918 Qualitative Research Design in Education
CURR 920 Quantitative Research Methods in Education	CURR 920 Quantitative Research Methods in Education
CURR 930 Analysis of Effective Instruction	CURR 930 Analysis of Effective Instruction
Year Two	Year Two
CURR 915 Writing for Professional Publication	CURR 915 Writing for Professional Publication
CURR 935 Democratizing Education: Diversity, Citizenship and Social Justice	CURR 935 Democratizing Education: Diversity, Citizenship and Social Justice
CURR 940 Emerging Technologies in Education	CURR 940 Emerging Technologies in Education
CURR 945 Literacy: Theory, Research, and Practice	CURR 945 Literacy: Theory, Research, and Practice
CURR 951 Innovations in Curriculum and Instruction	CURR 951 Innovations in Curriculum and Instruction
CURR 955 Research Proposals and Peer Review Processes	CURR 955 Research Proposals and Peer Review Processes
Year Three	Year Three
CURR 960 Comprehensive Evaluation of Educational Programs	CURR 960 Comprehensive Evaluation of Educational Programs
CURR 982 Data Collection and Analysis in Educational Research	CURR 982 Data Collection and Analysis in Educational Research
CURR 983 Qualitative and Mixed Methods Research in Education	CURR 983 Qualitative and Mixed Methods Research in Education
Year Three (continued) <u>Elective</u> (3 crs.)	Year Three (continued) <b>CURR 798 Supervised Doctoral</b>



<p><u>Elective</u> (3 crs.)</p> <p>CURR 995 Dissertation (3 crs.)</p> <p>Year 4</p> <p>CURR 995 Dissertation (6 crs.)</p>	<p><b>Internship (6 credits)</b></p> <p>CURR 995 Dissertation (3 crs.)</p> <p>Year 4</p> <p>CURR 995 Dissertation (6 crs.)</p>
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**22. New Course:**

**Department:** Special Education and Clinical Services

**Program:** EDEX 751: Instructional Interventions and Methods for Students with Autism Spectrum Disorder

**Start Date:** Summer, 2014

**Catalog Description**

EDEX 751 Instructional Interventions and Methods for Students with Autism Spectrum Disorder 3cr

Focuses on evidenced-based educational interventions for students with autism spectrum disorder. Examines practical strategies for assessing and structuring the environmental supports needed for students to participate and progress in all environments. Special attention will be given to instructional planning to accommodate and modify specific instructional programs and materials, behavioral interventions, and language, communication, and socialization interventions. Examines the necessary considerations for organizing and supervising classroom teams.

**23. Department Name Change**

**Current Department Name:** Health and Physical Education

**Proposed Department Name:** Kinesiology, Health, and Sport Science

**Start Date:** Summer 2014

The new program name, Kinesiology, Health, and Sport Science, is proposed to replace the current name, Health and Physical Education. All references in the graduate catalog to the department will need to reflect this change. The department name change is proposed to accomplish two primary objectives. The new name will: 1) more accurately represent the diverse programs now offered with the department, and 2) it will reflect the current terminology in the professional discipline. Faculty in the department are in

agreement with that is it important to achieve these objectives in order to enhance future marketing and student recruitment efforts.

**24. Minor Program Revision**

**Department:** Nursing

**Program:** Master of Science in Nursing

**Start Date:** Summer 2014

**Rationale and Summary**

This change is proposed in order to facilitate a smooth transition for international students who do not meet current TOEFL requirements. This proposal is similar to criteria for TOEFL requirements at the undergraduate level. In a discussion with the International Office and the Deans of the College of Health and Human Services and the School of Graduate Studies and Research, nursing would like to try this altered criteria for provisional program admission. This allows the program to admit International students who do not yet meet the TOEFL requirements but keep them at IUP while they are in the American Language Institute. Additionally, this provides full time status to accommodate the full-time residency requirement for certain international students. The admissions criteria for the M.S. in Nursing will be changed to include the following two statements:

- 1) For international graduate students who do not meet the TOEFL requirements, consider the Provisional Admission Program through the American Language Institute Intensive English Program. Students who successfully complete nine credits through the Bridge program are eligible to waive the TOEFL/IELTS requirement.
- 2) International transfer students who have successfully completed 6 graduate level transfer credits at another US college or university may be eligible to waive the TOEFL/IELTS requirement.

**Side by Side Comparison**

Current Admission Criteria	Proposed Admission Criteria
<p>An applicant must have achieved a bachelor’s degree and successful completion of a basic nursing program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing Accrediting Commission and have a current license as a registered nurse in any state in the U.S. Pennsylvania licensure is required before students begin clinical courses. Student should have a minimum QPA of 3.0 (4.0 scale) if they graduated with a B.S.N. within five years of the application date. If the bachelor’s degree is older than five years, the minimum QPA is 2.6.</p>	<p>An applicant must have achieved a bachelor’s degree and successful completion of a basic nursing program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing Accrediting Commission and have a current license as a registered nurse in any state in the U.S. Pennsylvania licensure is required before students begin clinical courses. Student should have a minimum QPA of 3.0 (4.0 scale) if they graduated with a B.S.N. within five years of the application date. If the bachelor’s degree is older than five years, the minimum QPA is 2.6.</p>

Evidence of course work in statistics and research methodology and design is also required.	Evidence of course work in statistics and research methodology and design is also required.
	<b>For international graduate students who do not meet the TOEFL requirements, consider the Provisional Admission Program through the American Language Institute Intensive English Program. Students who successfully complete nine credits through the Bridge program are eligible to waive the TOEFL/IELTS requirement.</b>
	<b>International transfer students who have successfully completed 6 graduate level transfer credits at another US college or university may be eligible to waive the TOEFL/IELTS requirement.</b>
Applicants must also meet the general requirements for admission for the School of Graduate Studies and Research. Additional admission requirements for registered nurses licensed outside of the United States, its territories, or Canada are available from the Department of Nursing.	Applicants must also meet the general requirements for admission for the School of Graduate Studies and Research. Additional admission requirements for registered nurses licensed outside of the United States, its territories, or Canada are available from the Department of Nursing.

**25. Revision to Chapter 4 of the handbook**

## CHAPTER 4 Distance Education Approval

**Introduction**

Faculty must seek distance education (DE) approval when they would like to offer a new, existing, or special topics course online for the first time. The procedures for approving DE courses are established in Article 42.E of the Collective Bargaining Agreement (CBA) ~~and in a Side Letter between APSCUF and the IUP Administration. The Side Letter establishes what constitutes DE and when faculty must seek DE approval.:~~

Article 42 of the Existing credit bearing courses, which may be offered through distance education, shall be reviewed by the department and University curriculum committee, which shall each provide its recommendation to the President or his/her designee. Each University shall develop an expedited procedure to complete this review within thirty (30) days. Such procedure shall be reviewed with APSCUF at local meet and discuss prior to implementation.

The CBA defines distance education as..."mediated communication/instruction between faculty member(s) and student(s) other than when faculty member(s) and student(s) are physically present in the same classroom."

~~In accordance with the definition, this policy applies to all courses where *more than one-third of the contact hours* are conducted via distance education technologies and the students are located at remote sites with little or no required presence in a traditional classroom setting on an IUP campus.~~

~~Furthermore, when more than one-third of the required courses are designated as "distance education" courses, a Variability of Delivery proposal must be approved through the graduate peer review process.~~

~~The CBA specifically states that~~However, "distance education shall not include instruction at multiple locations on the same campus" (Article 42 A-1). ~~Courses offered via technology to students at branch campuses and other off-site locations are considered distance education courses.~~ Several kinds of courses are exceptions to the above policy and are not considered distance education courses:

- Clinical experience
- Practicum
- Individualized instruction
- Internship
- Student teaching
- Thesis and dissertation
- Cooperative education
- Independent study

The CBA also distinguishes between "ITV/Compressed Video courses" and "online/web-based courses." ITV/Compressed Video courses use a dedicated synchronous video connection between the instructor's location and one or more remote sites, which must be classrooms at a branch campus or other location that can accommodate multiple students at once. The video should be the primary method by which content is delivered and instructor-student interaction takes place. Online/Web-based courses are typically asynchronous courses in which students connect to a learning management system (LMS) and work on the course in their own time. These courses may also use synchronous video, but the video is distributed over the Internet to individual students connecting via the LMS or videoconferencing software. These courses also permit considerable interaction via the LMS outside of any synchronous video presentation.

### **Distance Education Approval Process**

*N.B.: Any changes to the following procedures must be reviewed with APSCUF at local Meet and Discuss prior to implementation.*

The UWGC requires distance education approval for all courses in which *more than one-third of the contact hours* are conducted via distance education technologies and the students are located at remote sites with little or no required presence in a traditional classroom setting on an IUP campus.

Furthermore, when more than one-third of the required courses in any program are designated as "distance education" courses, the program must seek a Variability of Delivery.

Proposals should clearly state whether the course will use the ITV/Compressed Video or the online/web based distance education model. The UWGC recognizes that this may change to suit the needs of students and does not require resubmission if this model changes.

The basic requirement is to complete the [Distance Education Review Form](#), which consists of 1) signature pages, 2) the “Five Questions” outlined in the CBA, and 3) the Sample Module. However, given the fact that many courses for DE are new, require revision, or are special topics courses, course proposals for DE must often include more than just the DE Review Form. Here are the possible scenarios:

*An existing, approved course is to be offered online:* Submit the existing Syllabus of Record as well as the DE Review Form (\*\*See Note below)

*An existing, approved course is to be revised and offered online:* Submit a Course Revision, including the old and new Syllabi of Record, as well as the DE Review Form.

*A special topics course is to be offered online:* Submit the Syllabus for the special topics course, as well as the DE Review Form.

*A new course is to be offered online:* Submit a New Course Proposal, including a new, “[delivery-neutral](#)” Syllabus of Record, as well as the DE Review Form.

\*\*Please Note: The UWGC generally believes that a course should be revised and updated whenever it is to be offered online, and encourages departments to do so. This allows the proposer to update the Course Outcomes and evaluation methods in light of the new delivery method. If in reviewing an existing course for DE approval, the UWGC concludes that some aspects of the course should be revised, the UWGC may request a course revision from the proposer.

Existing credit bearing courses not requiring revisions that are proposed for distance education shall be reviewed by the UWGC and a recommendation provided to the Provost within 25 days of receipt of the proposal by the UWGC, in order to meet the 30-day deadline for review. For the 30-day deadline to apply, the proposal must be submitted when the UWGC is in session, and no later than three weeks prior to the UWGC’s last meeting of the fall or spring semester. If the proposal requires significant revision before the UWGC can approve it, this is considered a denial and the 30-day clock will restart once the UWGC receives the revised proposal. All other courses, including new courses, special topics courses, and courses requiring revisions will not be subject to the 30-day deadline and will follow the procedures outlined in the applicable chapter of this Handbook.

For existing and special topics courses, the DE Review Form travels the following path for approvals:

1. Departmental Designee (usually the chair)
2. College Dean
3. Dean’s Associate of the SGSR (does not approve/deny, but reviews prior to sending on to the UWGC)

4. UWGC, which ~~has 30 days from receipt of the course to~~ delivers a positive or negative recommendation to the Provost. The Senate receives the UWGC recommendation for information only.
5. The President or designee (currently the Provost), who considers the UWGC's recommendation and approves or denies the course for DE.

For new and revised courses, the Course Proposal travels the regular approval path; however the DE Review Form need only be approved as outline above.

### **Completing the DE Review Form**

As with all proposals, the DE Review Form should be submitted electronically except for the Signature Pages, which should circulate on paper. Regarding the individual components of the DE Review Form:

*Signature Pages* – These require signatures as outlined above.

*The DE “Five Questions”* – These questions are outlined in the CBA and are designed to determine whether the content of the course can be delivered online. They are:

1. *How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?* – Answers typically address the instructor's experience teaching online, use of technology in teaching, and workshops or training attended.
2. *How will each outcome in the course be achieved using distance education technologies?* – This is a key question for the UWGC. Answers should specifically show how each course outcome will be achieved using online methods. Proposers should avoid using the same answer for each outcome, and present as many specific examples as possible.
3. *How will instructor-student and student-student, if applicable, interaction take place?* – Again, this should mention specific examples.
4. *How will student achievement be evaluated?* – This section can refer to the evaluation methods section of the syllabus, but should specify how these evaluation methods will be applied in the online context.
5. *How will academic honesty for tests and assignments be addressed?* – Such strategies as the use of a proctor, the use of test banks and restricted windows of availability, the use of Turnitin plagiarism software, and other similar measures are encouraged.

*The Sample Module* – This should essentially take the form of an assignment for one week or session of the course. It should be clear from the Module exactly what students should do and how they will be evaluated. The Module need not include the complete readings, but may include instructor-developed documents such as a powerpoint lecture, worksheets or discussion prompts, rubrics, etc. A good Module will usually include some element of student-instructor or student-student interaction.

**FOR INFORMATION:**

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

- **ELMA 571:** Algebra for Elementary and Middle Level Teachers
- **FDNT 581:** Sustainable Nutrition

**Correction to March Senate agenda:**

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

- **HSAD 761:** Health Services Administration ~~Practicum~~ Capstone

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

The University Senate Research Committee met on April 8, 2014. The first part of the meeting was devoted to reviewing Senate Fellowship Award proposals. The committee reviewed 14 proposals and the decision was made to fund 8 proposals; however, one proposal was withdrawn after the award decision, therefore, 7 Senate Fellowship proposals were funded totaling \$16,165.00. The second part of the meeting was devoted to reviewing the University Senate Research Committee proposals. Overall there were 17 USRC Small Grant proposals and the decision was made to fund 13 proposals totaling \$20,696.00, with \$9,953.00 from the FY 2013/2014 budget and \$10,743 from the FY 2014/2015 budget. The next meeting will be held on May 6, 2013 at 3:30 pm in Stright 301.

**Senate Fellowships**

- Dr. N. Bharathan and Dr. Seema Bharathan
- Dr. Victor Garcia and Dr. Hilario Molina II
- Ms. BA Harrington
- Dr. Robert Hinrichsen and Dr. Robert Major
- Dr. Vida Irani
- Dr. Majid Karimi and Dr. Raymond Pavloski
- Dr. Daniel Wissinger

**Small Grants**

- Mr. Sean Derry
- Dr. Sudeshna Ghosh
- Dr. Anson Long and Dr. William Farrell
- Dr. R. Scott Moore
- Dr. Tamara Whited
- Dr. Carrie Cole
- Ms. BA Harrington
- Dr. Linda Jennings
- Dr. Jeffrey Ritchey
- Dr. Teresa Shellenbarger
- Dr. David Smith
- Dr. Jin Su
- Dr. Danhua Wang



**Appendix E**  
**Student Affairs Committee**  
**Chair Stocker**

**FOR ACTION**

Revisions to:

IUP SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY

Effective: Immediately upon approval

Rationale:

In order to be in compliance with Violence Against Women Reauthorization Act of 2013 and Campus Sexual Violence Elimination (SAVE) Amendment to the Clery Act of 2013, IUP's Sexual Harassment Policy must be revised.

The revision is narrowly focused to address four areas. It does not change in any substantial way the process for investigating allegations of sexual harassment or sexual violence.

The proposed revision:

- Expands scope to include sexual violence, sexual assault, dating violence, domestic violence, stalking, and child abuse, in accordance with federal regulations
- Reinforces the importance of reporting for all members of the university community:
  - Defines campus security authorities (CSAs)
  - Includes vendors
  - Updates informal and formal procedures for employees
  - Stipulates the “preponderance of evidence” standard
- References the University’s Annual Security Report as the publication that sets forth the university’s obligations related to reporting of crimes
- Sets expectation for education, training, including contact information and resources for support

The proposed policy was reviewed and revised by a national expert in this field, Dr. John Lowery (IUP Student Affairs in Higher Education Department, Department Chair, College of Education and Education Technology), as well as PASSHE legal counsel, legal consultants to PASSHE, and presented to all unions and also available through a web-based comment form.

The Senate Committee on Student Affairs (SCOSA) reviewed the policy revisions and recommends Senate approval.

Policy: See Attached



4-18-14 SH-SV Policy  
Proposed Revision - 5

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

**FOR ACTION:**

**Current Version:**

**Advanced Placement and Credit/Exemption Examinations**

Courses taken by students before college admission under the Advanced Placement Program of the College Entrance Examination Board may be recognized by the award of college credit or by exemption from required subjects. Those who earn a grade of 3, 4, or 5 in the Advanced Placement Examination will be granted credit toward the number of credits required for graduation.

For students who have had other unusual opportunities for instruction or have advanced in a given field, an opportunity to gain credit and/or exemption from a course is afforded through examinations. University Testing Services offers credit options through the College Level Examination Program (CLEP).

Students have an opportunity to gain exemption or credit through successful completion of comprehensive examinations by requesting from the academic department an exam as a substitute for completing all the usual requirements of the course.

A student who passes an exemption examination will be exempt from taking that course in his/her academic program. When a student receives credit for a course by examination, the credit will be applied to graduation requirements just as though the course had been taken. If a student is granted exemption only (no credits) from a course, he/she will be permitted to take a free elective in place of that course. This enables the student to specialize further, correct weaknesses outside the major field, build knowledge in an ancillary area, or be introduced to an entirely different area.

Courses for which credit or exemption are awarded by examination will not be used in the determination of grade-point averages.

**Revised Version:**

**Credit/Exemption Examinations**

There are a variety of examinations through which students may earn college credit or exemptions. Courses for which credits or exemptions are awarded by examination will not be used in the determination of grade-point averages.

When a student receives credit for a course by examination, the credit will be applied to graduation requirements just as though the course had been taken. A student who passes an

exemption examination will be exempt from taking that course in his/her academic program. If a student is granted exemption only (no credits) from a course, he/she may need to take another course to fulfill degree requirements. (See Cathy's rationale below).

### **Advanced Placement Examinations**

Courses taken by students before college admission under the Advanced Placement Program of the College Entrance Examination Board may be recognized by the award of college credit. Those who earn a score of 3, 4, or 5 in the Advanced Placement Examination may be granted credit toward the number of credits required for graduation.

### **CLEP Examinations**

Students who have had other opportunities for instruction or who have advanced in a given field may gain credit for a course through the College Level Examination Program (CLEP) offered by the University Testing Services.

### **International Baccalaureate Examinations**

Courses taken by students before college admission under the International Baccalaureate Program may be recognized by the award of college credit. Those who take and pass the Higher Level examination with a 4 or higher may be granted credit toward the number of credits required for graduation.

### **Departmental Examinations**

In some departments, students have an opportunity to gain exemption or credit through successful completion of comprehensive examinations by requesting from the academic department an exam as a substitute for completing all the usual requirements of the course.

**Rationale:** As part of its regular five year review, the committee reorganized and edited this policy to achieve greater clarity. Upon learning that the International Baccalaureate Examinations are an alternative to CLEP Examinations for earning course credits, the committee updated the policy to include that examination as well.

### **FOR ACTION:**

**Effective:** Fall 2014

### **Original Version**

#### **Readmission Policy for Students Who Withdraw from the University Voluntarily**

Undergraduate students who have withdrawn from the university, or were not enrolled during the previous regular semester, must complete an Application for Readmission, available through one of the following options:

- By logging on to URSA ([www.iup.edu/ursa](http://www.iup.edu/ursa)) and selecting the Apply for Readmission to IUP option under the Student Services section

- By downloading a form from the Office of the Registrar's website at [www.iup.edu/registrar/forms](http://www.iup.edu/registrar/forms)
- By going to the Office of the Registrar, Clark Hall Lobby
- By calling the Office of the Registrar at 724-357-2217.

The readmission deadline for the spring semester is December 1 and for the fall semester is July 20.

Requests for readmission for academically dismissed students or first-semester and transfer students who withdraw from the university voluntarily during their first semester of full-time enrollment will be forwarded to the Office of the Dean of the college in which the student was enrolled at the time of dismissal, or of total university withdrawal, for a decision on the student's readmission.

Decisions for readmission of students in university probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, are the responsibility of the academic standards officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision. The Office of the Registrar will officially change the major based on the officer's readmission letter to the student.

All outstanding financial obligations to the university must be met before the Application for Readmission will be processed. Because of enrollment restrictions, requests for readmission to Nursing or the College of Fine Arts will be forwarded for approval by a representative from that department or college.

*Readmitted students who have not been enrolled for two years or more may petition their college dean for application of the Canceled Semester Policy, which provides for cancellation from the cumulative record of the effects of one semester below a GPA of 2.0. Students who have been separated from the university for three consecutive calendar years may petition their college dean to return under the Fresh Start Policy. Students must pay fees and attend classes before a designated semester will be canceled or the Fresh Start Policy will take effect. See the Academic Policies section of this catalog for more information on these policies.*

Once the application for readmission has been approved, the student will be sent instructions on how and when to register.

Students readmitted to IUP are encouraged to complete the Free Application for Federal Student Aid (FAFSA) to determine financial aid eligibility. Financial aid eligibility will be based on financial need, as determined by the FAFSA, and on the students' prior academic record.

**Revised Version:**

**Readmission Policy for Students Who Withdraw from the University Voluntarily**

*Process:*

Undergraduate students who have withdrawn from the university, or who were not enrolled during the previous regular semester, must complete an Application for Readmission, available through one of the following options:

- Visit the MyIUP webpage at [www.iup.edu/myiup](http://www.iup.edu/myiup)
  - Scroll down to the **Former Students and Alumni** section and click on the **Former Student Login** link.
  - Enter your User ID (@ symbol followed by eight-digit number) and PIN.
  - Select **Student Services**.
  - Select **Apply for Readmission to IUP**.
- Complete a paper Application for Readmission available at [www.iup.edu/registrar/forms](http://www.iup.edu/registrar/forms).
- Call or visit the Office of the Registrar, Clark Hall. [www.iup.edu/registrar](http://www.iup.edu/registrar)

The readmission deadline is one week prior to the start of the semester for which a student is applying.

Once the application for readmission has been approved, the student will be **provided instructions by mail** on how and when to register.

Students readmitted to IUP are encouraged to complete the Free Application for Federal Student Aid (FAFSA) to determine financial aid eligibility. Financial aid eligibility will be based on financial need, as determined by the FAFSA, and on the students' prior academic record.

*Policy:*

Undergraduate students who have withdrawn from the university, or were not enrolled during the previous regular semester, must complete an Application for Readmission.

Students who were in academic good standing when they left IUP will be readmitted. Readmission is typically granted for the program of study in which students were previously enrolled, subject to program/department requirements. Upon readmission, students who wish to change their major can do so by following the Change of Major Policy.

Requests for readmission for academically dismissed students or first-semester and transfer students who withdrew from the university voluntarily during their first semester of full-time enrollment will be forwarded **for review** to the Office of the Dean of the college in which **they were last** enrolled. If the student is seeking admission to a new college, the Office of the Dean in the new college will consult with the former college before making a decision. The Office of the Registrar will officially change the major based on the College's readmission letter to the student.

Because of enrollment restrictions, requests for readmission to Nursing or the College of Fine Arts will be forwarded **to a** representative from that department or college **for review**.

Before the Application for Readmission is processed, all Judicial Holds must be resolved. Before students will be allowed to register, all other holds and outstanding financial obligations to the university must also be met.

*Readmitted students who have not been enrolled for 24 months or more may seek counsel from the Office of the Dean of their college about whether to use the Fresh Start or Cancelled Semester options. See the Academic Policies section of this catalog for more information on these options.*

**Rationale:** As part of its regular five year review, the committee reorganized and edited this policy to achieve greater clarity and to update its procedures.

**FOR ACTION:**

**Original**

INDIANA UNIVERSITY OF PENNSYLVANIA  
INDIANA, PENNSYLVANIA  
THE GRANTING OF HONORARY DEGREES

A. Criteria

1. Public Service. Because it is a state-owned institution, honorary degrees awarded by Indiana University of Pennsylvania shall reflect recognition of meritorious achievement in the area of public service.
2. Meritorious Achievement. Meritorious achievement shall be an accomplished fact before this recognition is given.
3. Extent of Achievement. The achievement recognized should be broadly based, and should cover a fairly extensive period of time.
4. Areas of Achievement. The honorary degree may be awarded to recognize distinguished service, creativity, scholarship, or other individual accomplishment in the service of humanity, whether in scientific, social, academic, creative, business, public, or other appropriate sphere.
5. Consideration will be given to any candidate satisfying the above criteria without regard to race, color, sex, religion, national origin, sexual orientation, age, disability, or veteran's status. Also, the recipient should be a person of high moral character.
6. The recipient should primarily be a Pennsylvanian or his/her achievements shall have benefited Pennsylvania in some way, but this should not exclude a national or international figure if he/she has greatly benefited the nation or world.

B. Procedure

1. Recommendations for honorary degrees should be submitted by the publicized deadline and may originate with the following:
  - a. Council of Trustees
  - b. Alumni
  - c. Administration
  - d. Faculty
  - e. Student Body
  
2. The Senate Academic Committee shall serve as an initial review committee and recommend candidate(s). The recommendations shall be transmitted by the Committee to the President of the University for referral to the Council of Trustees for final approval. Such recommendations shall be forwarded by May 1 of the year preceding the awarding of the degree. The president of the University shall inform the Senate Academic Committee of the disposition of such recommendations.

More than one name should be submitted to the Council of Trustees, preferably several names, so that the Council may make the final decision.

In accord with the “Rules and Regulations for the Organization and Administration of the University Senate”, nothing in the foregoing “shall be construed so as to limit the authority of the Council of Trustees or the President of the University...”

3. Normally, honorary degrees granted by the Council of Trustees shall be awarded only at the spring commencement and shall not exceed two at any commencement. However, an honorary degree which is granted specifically to recognize meritorious and outstanding service to Indiana University of Pennsylvania may be granted at any commencement at the discretion of the President and the Council of Trustees, consistent with the policy of the Board of Governors.

**Revision:**

INDIANA UNIVERSITY OF PENNSYLVANIA  
INDIANA, PENNSYLVANIA  
THE GRANTING OF HONORARY DEGREES

A. Criteria

1. Public Service. Because it is a state-owned institution, honorary degrees awarded by Indiana University of Pennsylvania shall reflect recognition of meritorious achievement in the area of public service.
2. Meritorious Achievement. Meritorious achievement shall be an accomplished fact before this recognition is given.
3. Extent of Achievement. The achievement recognized should be broadly based, and should cover a fairly extensive period of time.
4. Areas of Achievement. The honorary degree may be awarded to recognize distinguished service, creativity, scholarship, or other individual accomplishment in the service of humanity, whether in scientific, social, academic, creative, business, public, or other appropriate sphere.
5. Consideration will be given to any candidate satisfying the above criteria without regard to race, color, sex, religion, national origin, sexual orientation, age, disability, or veteran's status. Also, the recipient should be a person of high moral character.
6. The recipient's achievements shall have benefited Pennsylvania in some way, but this shall not exclude an individual who has greatly benefited the nation or world.
7. To receive the honorary degree, the recipient must be able to attend the commencement ceremony.

B. Procedure

1. The Senate Academic Committee shall seek recommendations for honorary degrees, which should normally be submitted by the publicized deadline and may typically originate with the following:
  - a. Council of Trustees
  - b. Alumni
  - c. Administration
  - d. Faculty
  - e. Student Body
  - f. University - affiliated Organizations



2. The Senate Academic Committee shall then serve as an initial review committee and in doing so create a list of recommended names of potential candidates.
3. The Senate Academic Committee shall transmit a list of recommended candidates to the President's Office. Ideally, such recommendations shall be forwarded by May 1 of the year preceding the awarding of the degree.
4. The President's Office will then research the candidates forwarded by the Senate Academic Committee.
5. If the President's Office recommends a candidate, that candidate's name shall be sent to the Senate Academic Committee for a vote.
6. After an affirmative vote by the majority of the committee, the Senate Academic Committee will forward the name to the Senate for action..
7. Upon approval of the Senate, the President, and the Council of Trustees, but no later than 30 days before degree conferral, the President's Office shall notify the Chancellor's Office of a planned honorary degree conferral.

In accord with the "Rules and Regulations for the Organization and Administration of the University Senate," nothing in the foregoing "shall be construed so as to limit the authority of the Council of Trustees or the President of the University..."

8. Normally, honorary degrees granted by the Council of Trustees shall be awarded only at the spring commencement and shall not exceed two at any commencement. However, an honorary degree that is granted specifically to recognize meritorious and outstanding service to Indiana University of Pennsylvania may be awarded at any commencement at the discretion of the President and the Council of Trustees, consistent with the policy of the Board of Governors.

Rev. April, 2014

**Rationale:** The revisions clarify both criteria and procedures for nominating candidates for honorary degree.

**Appendix G**  
**Awards Committee**  
**Co-Chairs Wisnieski and Ritchey**

**FOR ACTION**

The Senate Awards committee recommends that a Senate Ad Hoc committee be appointed to put forth a recommendation to the University Senate for the addition of a Distinguished Staff award. Part of the Ad Hoc's committee charge would be to include suggestions on criteria. The awards committee felt that staff who go above and beyond their job descriptions should have an opportunity to be recognized.

It is also recommended that the Ad Hoc committee be comprised of representatives from all the groups currently represented in the Senate: Faculty, Administrators, Staff, and Students.

**Appendix H  
Noncredit Committee  
Chair O'Neil**

**FOR INFORMATION**

**FOR INFORMATION**

The Non-credit Subcommittee members met with Dennis Marsili, Program Director of the Criminal Justice Training Center located in Eicher Hall on Tuesday, April 8, 2014.

This training center is a part of the Criminology Department in the College of Health and Human Services. The Center offers noncredit training programs for police recruits and law enforcement personnel. It also offers Continuing Education Units Certification.

This program is certified by the Municipal Police Officers' Education and Training Commission (MPOETC) to provide Act 120 Training and operation in areas where a need for training exists. A minimum of 750 hours of instruction in specific areas and development of personal skills are necessary to complete the Act 120 program.

The following programs are offered in addition to the Act 120 training:

Act 180: Mandatory In-Service  
Act 235: Lethal Weapons Training  
Act 49 Constable Training Program  
Non-Mandatory In-Service Training

There are three staff members.

Mr. Marsili stated that their biggest need is space. They are in one building. They are awaiting the arrival of a state-of-the-art Simulator. They will reach out to the local Indiana Police as well as the Campus police to utilize this Simulator. He would also like to see some more advertising strategy for recruiting purposes. The Communications Media department students are creating a video for them which will televise locally.

**Committee Recommendations:**

We would like to see some increased Community-based outreach. We realize the staff limitations, however. Possibilities would include speaking at the Six-O'clock series, or in student-based organizations like the ACS Club in Chemistry, or even the local Penns Woods Boy Scout Council.

We would also like to see more student involvement. Perhaps a greater amount of students from different disciplines getting exposed to the areas involved in this program. Chef Pike recommended using a 'Job Bulletin Board' similar to what the Culinary does. This is where job openings will be posted by all who are hiring.

Another possibility is to allow current students to work toward a credit-bearing program, thereby rolling over into the University after training is complete.

The committee members feel this is a wonderful program, but very few university-community personnel are aware of its existence. Mr. Marsili stated that plans are underway to secure a better facility in which to run the program.

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

**FOR INFORMATION**

Year-end report of major LESC activities for the 2013-2014 academic year.

- A. Distance education within the IUP mission, including a discussion with Provost Moerland to help LESC prioritize committee objectives for the 2014-2015 year.
  - a. LESC will undertake a review of the distance education resources and information available on IUP websites, and will foster a discussion on what constitutes quality distance education. This work will remain responsive to IUP's strategic plan and will be coordinated with other Senate committees, as appropriate.
- B. Discussion and revision of the Copyright Policy (forwarded to Senate).
- C. Discussion and revision of the IT Acceptable Use Policy (forwarded to Senate).
- D. Discussion and revision of the Information Protection Policy (forwarded to Senate).
- E. Discussion of the Enhanced PC User Privilege Procedure (forwarded to Senate).
- F. Ongoing discussion of IT security, drawing on best practices from other universities and balancing security with academic freedom.
- G. Served as an advisory body for Libraries.
  - a. Library 24/5 schedule
- H. Discussion of the use of 'clickers' in the classroom.
- I. Liaised with the Academic Computing Policy Advisory Committee (ACPAC) regarding:
  - a. Student photos in learning management systems (ongoing)
  - b. IUP Daily – discussion of layout and content
  - c. D2L comments
  - d. D2L day – planning for Fall 2014
  - e. MyIUP – rollout and reception
  - f. Adobe Master Collection – now available
  - g. Changes to PC replacement plan
  - h. Digitization of student evaluation reports
  - i. New obtain-email capabilities through MyIUP/URSA
  - j. Implementation of iTube (Kaltura)
  - k. Removal of N Drive (end of Spring 2014) and I Drive (Fall 2014)

**FOR ACTION**

IT Acceptable Use Policy

Effective: upon approval

Rationale:

Minor revision to IT Acceptable Use Policy. Revision highlighted below, under “Prohibited Uses of IT Resources”. The struck-through text is to be deleted from the policy. This revision is to eliminate potential misinterpretations of the effected clause. Reference is made to applicable laws in the body of the policy (first paragraph under “Policy”) making the deleted phrase redundant.

## IT ACCEPTABLE USE POLICY

### Purpose

This policy addresses the use of information technology resources (IT resources) at Indiana University of Pennsylvania (“the university”). IT resources are intended to support the university’s instructional, research, and administrative operations.

### Scope

This policy applies to all users of IT resources owned or operated by Indiana University of Pennsylvania. Users include students, faculty, staff, contractors, and guest users of computer network resources, equipment or connecting resources.

### Objective

The objective of this policy is to create a framework to ensure that IT resources are used in an appropriate fashion, and support the university’s mission and institutional goals.

### Policy

Use of the university’s IT resources is a privilege and signifies agreement to comply with this policy. Users are expected to act responsibly and follow the university’s policies and any applicable laws related to the use of IT resources. This policy provides regulations to assure IT resources are allocated effectively.

While the university recognizes the role of privacy in an institution of higher learning, and will endeavor to honor that ideal, there should be no expectation of privacy of information stored on or sent through university-owned IT resources, except as required by law. For example, the university may be required to provide information stored in IT resources to someone other than the user as a result of court order, investigatory process, or in response to a request authorized under Pennsylvania’s Right-to-Know statute (65 P.S. §67.101 et seq.). Information stored by the university may also be viewed by technical staff working to resolve technical issues.

### Definitions

Information Technology (IT) resources include, but are not limited to, all university-owned or -operated hardware, software, computing equipment, systems, networks, programs, personal data assistants, cellular phones, fax, telephone, storage devices, cable television, input/output, connecting devices via either a physical or wireless connection regardless of the ownership of the device connected to the network, and any electronic device issued by the university. IT resources include all electronic media, voice, video conferencing and video networks, electronic mail, and related mediums such as blogs, wikis, websites, and electronic records stored on servers and systems.

## Responsibilities

### Responsibilities of Users of IT Resources

- Respect the intellectual property of authors, contributors, and publishers in all media.
- Protect user identification, password information, and the system from unauthorized use.
- Adhere to the terms of software licenses and other contracts. Persons loading software on any university computer must adhere to all licensing requirements for the software. Except where allowed by university site licenses, the copying of university-licensed software for personal use is a violation of this policy.
- Comply with federal, state, and local laws, relevant university personal conduct regulations, and the terms and conditions of applicable collective bargaining agreements. Applicable laws include, but are not limited to, those regulating copyright infringement, copyright fair use, libel, slander, and harassment.
- Become acquainted with laws, licensing, contracts, and university policies and regulations applicable to the appropriate use of IT resources. Users are expected to use good judgment and exercise civility at all times when utilizing IT resources, and respect the large, diverse community utilizing these resources in a shared manner.
- Understand the appropriate use of assigned IT resources, including the computer, network address or port, software, and hardware.
- Comply with the university's Use of E-mail as an Official Means of Communication Policy. Electronic mail should never be considered an appropriate tool for confidential communication. Messages can be forwarded or printed, and some users permit others to review their e-mail accounts. Message content can be revealed as part of legal proceedings. Finally, messages are sometimes not successfully delivered due to a technical issue requiring authorized IT personnel to review message content as part of the troubleshooting process.

### Prohibited Uses of IT Resources

- Providing false or misleading information to obtain or use a university computing account or other IT resources.
- Unauthorized use of another user's account and attempting to capture or guess passwords of another user.
- Attempting to gain or gaining unauthorized access to IT resources, or to the files of another user. Attempting to access restricted portions of the network, an operating system, security software, or other administrative applications without authorization by the system owner or administrator.
- Interfering with the normal operation, proper functioning, security mechanisms, or integrity of IT resources.

- Use of IT resources to transmit abusive, threatening, or harassing material or other communications prohibited by law.
- Copyright infringement, including illegal sharing of video, audio, software, or data.
- Excessive use that overburdens or degrades the performance of IT resources to the exclusion of other users.
- This includes activities which unfairly deprive other users of access to IT resources or which impose a burden on the university. Users must be considerate when utilizing IT resources. The university reserves the right to set limits on a user through quotas, time limits, and/or other mechanisms.
- Intentionally or knowingly installing, executing, or providing to another a program or file on any of the IT resources that could result in the damage to any file, system, or network. This includes, but is not limited to computer viruses, trojan horses, worms, spyware, or other malicious programs or files.

### Procedures

Violations of this policy will be reported to appropriate levels of administrative oversight, depending on the statutes and policies violated. Suspected violations of federal and state statutes and local ordinances shall be reported to the director of Public Safety (chief of campus police) for official action.

Non-statutory violations of the Acceptable Use Policy, such as “excessive use,” may be reported to the chief information officer, the associate vice president for Human Resources, the Office of Student Conduct, and/or the director of Public Safety (chief of campus police).

A university employee or student who violates this policy risks a range of sanctions imposed by relevant university disciplinary processes, including denial of access to any or all IT resources. He or she also risks referral for prosecution under applicable local, state or federal laws.

The University Senate—via the Library and Educational Services Committee—is responsible for recommending the university’s Acceptable Use Policy. Questions regarding the applicability, violation of the policy, or appropriate access to information should be referred to the chief information officer.

### Rescission

- Computing Resources Policy
- Computer Software Policy
- E-mail Privacy Policy

### Publications Statement:

This policy should be published in the following publications:

- Administrative Manual



- Student Handbook
- IUP Catalog
- IUP website

**Distribution**

- All employees
- All students
- All affiliates with access to IT resources at IUP

**Appendix J**  
**University Budget Advisory Committee**  
**Senator Radell**

Observations from the University Budget Advisory Committee Meeting, April 7, 2014

Dr. Wooten reported on the projected shortfalls of \$1.2 million, \$5.9 million and \$4.7 million in FY14-15, FY15-16 and FY 16-17. He also solicited suggestions for how IUP might decide to fill the budget holes.

Dr. Driscoll reported on positive developments from the BOG that authorized need based tuition discounting as well as non-need based tuition discounting that could include out-of-state students. Special tuition surcharges of up to \$100 were authorized to support expensive STEM programs.

Dr. Wooten mentioned that since the largest share of the budget is in the Academic Division, it would have to have a proportional share of the cuts and new revenue to fill the shortfall.

Areas of consensus:

Curriculum process should be “streamlined” to reduce the gestation period for new programs and courses that have high likelihood of high revenue/cost ratio, without compromising functional shared governance.

We need to build more flexibility into the system to take advantage of positive net revenue opportunities and to more quickly purge moneysuckers (negative net revenue activities not tied to mission).

If there are areas of excess capacity, they should be located and either downsized or the excess capacity should be “mined” to produce net revenue.

Accreditation standards sometimes force IUP into negative net revenue ventures.

Everyone is reluctant to rush to the vanguard to volunteer their own area for significant budget savings and likewise no one wants to “finger” others’ areas for austerity on the cost side.

Areas of Uncertainty:

How to proceed?

What is the role of the UBAC?

Where should suggestions for budget cuts and new entrepreneurial revenue be initiated?  
Department, College, Division, Central Administration, COT, BOG, Chancellor, Hybrid?

At this point there is nothing on the table that will address with specificity the projected budget shortfalls.

**Observations:**

Since the issue was raised that since the Academic Division is a large share of the budget, it should bear a similarly large portion of any necessary cuts, it is important to note several trends in academic spending at IUP over recent years.

- 1) IUP’s percentile rankings as a doctoral university and as a Masters level university have been trending down in recent years. In the following table are IUP total compensation percentiles as a doctoral and as it would be if it were a II-A masters university, from the AAUP Annual Salary Survey 2013-14\* (*Note: 11<sup>th</sup> percentile means that 89% of doctoral universities pay more at the Professor level than does IUP. At the Assistant Professor level more than 95% doctoral universities pay more than IUP at that rank.*)

	<b>Professor</b>	<b>Associate</b>	<b>Assistant</b>	<b>Instructor</b>	<b>All Ranks</b>
<b>Doctoral Compensation</b>	<b>11<sup>th</sup></b>	<b>19<sup>th</sup></b>	<b>&lt; 5<sup>th</sup></b>	<b>16<sup>th</sup></b>	<b>14<sup>th</sup></b>
<b>II-A Compensation</b>	<b>73<sup>rd</sup></b>	<b>73<sup>rd</sup></b>	<b>27<sup>th</sup></b>	<b>30<sup>th</sup></b>	<b>67<sup>th</sup></b>

- 2) The total amount spent by IUP on compensation (salary plus fringe benefits) for full time continuing faculty has been flat for over a decade. In 2013 the total compensation paid to 599 full time continuing faculty as defined by AAUP was \$58,522,000 or about the same as the \$58,915,000 spent in 2002.\*\*
- 3) Using IPEDS data and IUP audited financial reports, net tuition and fees plus state appropriations grew by about 39% (none of the comparisons used are adjusted for inflation) between 2002 and 2012, while total spending on “Instruction” and “Academic Support” only grew by about 26%. At the same time, spending on the IPEDS category “Institutional Support” grew by 49% and spending on “Student Services” grew by 43%.

\*The annual AAUP Salary Survey does not present the data as presented here. In order to impute specific percentiles for a particular university (in this case, IUP), the IUP data were compared to an AAUP table that identifies specific monetary boundaries for deciles of doctoral and II-A universities nationwide. Merging the results of AAUP Tables 9A and 9B with the IUP salary and compensation data given in AAUP Appendix 1, it is possible to impute the percentiles that IUP faculty compensation represent.

\*\*To detect gender pay and compensation discrimination, AAUP publishes numbers of male and female faculty at various ranks and their average pay and compensation for each university. That makes it possible to reverse engineer the data to calculate the total cost of compensating full time continuing faculty. In 2001 that figure was \$59,439,600. Since 2001 it has fluctuated between a

low of \$55,515,200 in 2004 and a high of \$62,596,800 in 2012 around the mean value of \$59,800,000 with standard deviation of \$198,800. There was no statistically significant trend in total compensation paid to full time continuing IUP Faculty between 2001 and 2013.