

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

Dec 2, 2014
3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes from Nov. 4th Senate meeting
- B. Approval of current agenda items and order

Reports and Announcements

Appendix

Page(s)

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

Standing Committee Reports

Chairperson

- | | | | |
|---|-----------------|---|-------|
| A. Rules Committee | Korns | | |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Lewis | A | 2-49 |
| C. University-Wide Graduate Committee | Piper/Baumer | B | 50-55 |
| D. Awards Committee | Lipinski | | |
| E. Noncredit Committee | O’Neil | | |
| F. Library and Educational Services Committee | Ford | C | 56-57 |
| G. Research Committee | Bonach | D | 58-63 |
| H. Student Affairs Committee | Stocker | E | |
| I. University Development and Finance Committee | Wick | E | |
| J. Academic Affairs Committee | Dugan/ Witthöft | F | 64 |

Senate Representative Reports

Representative

- | | | | |
|---|---------|---|-------|
| A. University Planning Council | Reilly | | |
| B. Presidential Athletic Advisory Council | Castle | G | 65-66 |
| C. Academic Computing Policy Advisory Committee | Brzycki | | |
| D. University Budget Advisory Committee | Radell | | |

New Business

Adjournment

Appendix A
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.

- MUSC 140 Popular Music Ensemble
- SOC 363 Sociology of Gender

FOR ACTION:

1 Department of Psychology—Revision of Minor

Current Program:	Proposed Program:
<p>Minor—Psychological Science</p> <p>Required Courses: PSYC 101 General Psychology (1) 3cr PSYC 290 Research Design and Analysis I 4cr (2) One course from core areas A, B, or C (3) 3-4cr One course from core areas D or E (3) 3-4cr One PSYC elective 3-4cr</p> <p>(1) Meets Liberal Studies requirement. (2) Prerequisite: MATH 217. (3) At least one course must be a content-based laboratory course.</p>	<p>Minor—Psychological Science</p> <p>Required Courses: (1) PSYC 101 General Psychology (2) 3cr PSYC 290 Research Design and Analysis I (3) 4cr Two 4-credit PSYC laboratory courses 8cr One PSYC elective 3-4cr</p> <p>(1) At least 6 credits must be 300-level or above. (2) Meets Liberal Studies requirement. (3) Prerequisite: MATH 217</p>

Rationale: The total number of credits required for the minor has been increased to 18, with at least 6 credits from courses that are 300-level or above, to comply with the PASSHE Board of Governors’ Policy. In requiring students to take one additional laboratory course, students will develop a more robust and useful understanding of the scientific basis for the discipline of psychology as they fulfill the requirements of an 18-credit minor.

2 Department of Anthropology--Revision of Minor

Current Program:	Proposed Program:
<p>Minor–Anthropology 18</p> <p>Required Course: ANTH 110 Contemporary Anthropology 3cr</p> <p>Controlled Requirements:</p>	<p>Minor – Anthropology 18</p> <p>Required Course: ANTH 110 Contemporary Anthropology 3cr</p> <p>Controlled Requirements:</p>

One core course from the following: ANTH 211 Cultural Anthropology ANTH 222 Biological Anthropology ANTH 233 Language and Culture ANTH 244 Basic Archaeology Controlled Electives: Four additional courses in ANTH	3cr 12cr	One core course from the following: ANTH 211 Cultural Anthropology ANTH 222 Biological Anthropology ANTH 233 Language and Culture ANTH 244 Basic Archaeology Controlled Electives: Four additional courses in ANTH with at least 6 credits 300-level or higher	3cr 12cr
---	---------------------------------	--	---------------------------------

Rationale: Controlled electives are now required to be met by at least 6 credits 300-level or higher, as mandated by the Pennsylvania State System of Higher Education Board of Governors.

3 Department of Religious Studies--Revision of Minor

a. Program Catalog Description Change:

Current Catalog Description:

Religious Studies Minor

The requirements for a minor are 15 credits that must be taken from the religious studies offerings, which include certain required courses.

Religious Studies Minor

The requirements for a minor are 18 credits with the RLST prefix, including certain required courses. At least 6 credits must be taken at the 300 level or higher.

b. Revision of Minor:

Current Program:	Proposed Program:
Minor—Religious Studies 15	Minor—Religious Studies 18
Core: RLST 100 or 110 3cr	Core: RLST 100 or 110 3cr
Western: RLST 260, 290, 380, 410, or 440 3cr	Western: RLST 260, 290, or 380 3cr
Eastern: RLST 311, 370, 375 3cr	Eastern: RLST 220, 311, 370, or 375 3cr
Indigenous: RLST 360 or 365 3cr	Indigenous: RLST 360 or 365 3cr
Elective: One RLST class (1) 3cr	Elective: Two RLST classes (1) 6cr
(1) Consult religious studies advisor.	(1) At least 6 credits must be at taken at the 300 level or higher.

Rationale: RLST 410 and 440 are being deleted from the Western category because these classes have not been offered for many years and there is no expectation to provide them again in the future. RLST 220 is being added to the Eastern category since it has already been offered many times the past six years. The footnote indicating that student should “Consult religious studies advisor” about elective is being removed since all RLST classes are suitable. Hence there is no need for the student to consult his or her adviser. The credits are being increased and the statement about least 6cr. Must be at the 300 level or higher is being added

as mandated by the Pennsylvania State System of Higher Education Board of Governors.

4 Department of Finance and Legal Studies—Revision of Minor

Current Program:		Proposed Program:	
Minor—Finance (1) (for business majors in the ECOBIT only)	15	Minor—Finance (1) (2) (for business majors in the ECOBIT only)	18
Required Courses:	9	Required Courses:	9
FIN 310 Fundamentals of Finance	3cr	FIN 310 Fundamentals of Finance	3cr
FIN 320 Corporate Finance	3cr	FIN 320 Corporate Finance	3cr
FIN 324 Principles of Investment	3cr	FIN 324 Principles of Investment	3cr
Controlled Electives:	6	Controlled Electives:	6
Two courses from the following: FIN 315, 360, 410, 420, 424, REAL 382		Three courses from FIN or REAL at 300-level or higher.	
(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.		(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0. (2) Maximum of two REAL courses.	

Rationale: The number of credit hours is increased from 15 to 18 to comply with the Board of Governor’s revision of PASSHE policy 1985-01-A *Requirements for Initiation or Change of Credit-Based Academic Programs*. The increase in credit hours makes it possible to allow students to select three courses from either upper level finance (FIN) courses or upper-level real estate (REAL) courses. Even if a student selects REAL 382 and REAL 383, finance minors will still include at least 12 credit hours from finance (FIN) courses.

5 Department of English—Revision of Minor

Current Minor:

Minor in English

To minor in English, 15 credits in English courses are required beyond the Liberal Studies requirement of ENGL 101, 121, and 202. Of these 15 credits, no more than 6 may be transferred to IUP from another university. Students who choose to minor in English should, if their major department concurs, substitute ENGL 122 for 121.

Proposed Minor:

Minor in English

To minor in English, 18 credit in English course are required beyond the Liberal Students requirement of ENGL 101 and 202. At least 6 of these credit must be numbered 300-level or higher. ENGL 121 may be used to fulfill part of the 18 credits required. Of these 18 credits, no more than 6 credits may be transferred to IUP from another university.

Rationale: A change from 15 credits to 18 credits for the minor in English was needed to meet the mandate from the Pennsylvania System of Higher Education’s Board of Governors to increase all minors to 18 credits.

6 Department of Geoscience—Program Revisions, New Courses, Course Revisions, Catalog Description Changes, Course Number Changes, and Program Catalog Description Change

a. New Courses

i. GEOS 345 Igneous and Metamorphic Petrology 3c-3l-4cr

Prerequisite: Grade of C or better in GEOS 301

Introduces the origins of metamorphic rocks in the context of plate tectonic activity, emphasizing melting and crystallization processes as well as metamorphic reactions. Laboratory exercises focus on rock identification and interpretation on hand sample and petrographic microscopy. Includes field trips that may occur on weekends.

Rationale: This course is designed for junior and senior geology majors. It will be a track requirement for the B.S. in Geology/Geology Track; a track option for the B.S. in Geology/Environmental Track; and it can be used as a Controlled Elective for the B.S. in Geology/Energy Resources Track. The material covered by this course was the subject of a stand-alone course, GEOS 322 Igneous and Metamorphic Petrology, from 1968 until 2008. During our last curriculum update, the department experimented with combining Mineralogy and Petrology into a single-semester course in an attempt to reduce the number of required classes and improve 4-year graduation rates. While other parts of the 2008-2009 curriculum reform were successful, faculty analysis of student learning outcomes during our department planning retreats has consistently identified rock and mineral identification and interpretation as a weak area for recent geoscience graduates. Analysis of the current curriculum pointed to the merger of Mineralogy and Petrology as a major factor in this unsatisfactory outcome. In order to close the loop in our assessment process, we want to return to a two-course sequence: GEOS 301 Mineralogy and GEOS 345 Igneous and Metamorphic Petrology. A new course proposal is required because the old course GEOS 322 has been deleted from the curriculum; we are taking the opportunity to change the course number at this time to conform to our current system of numbering upper-level major's classes.

ii. GEOS 363 Volcanology 3c-3l-4cr

Prerequisite: Grade of C or better in GEOS 301

Introduces volcanoes, volcanic eruption styles, and deposits in subaerial and submarine environments. Students assess risks and hazards associated with living near active volcanoes and discuss the cultural influences of volcanoes around the world throughout human history. Study of different types of volcanic eruptions through historical and pre-historical case studies. Laboratory exercises focus on rock identification and interpretation, fluid dynamics experiments and learning laboratory and field skills of volcanologists that allow the determination of eruption dynamics.

Rationale: Volcanology is a new course designed for junior and senior geology majors. It will be a controlled elective option for all Geology Tracks. This is a new course offered to increase the diversity of upper-level controlled electives. The labs and lectures in this course cover igneous deposits and volcanologic activity on a deeper investigative level than other courses currently offered. By offering a course on volcanology it will allow students interested in igneous rocks and deposits and petrology an additional course elective that will greatly increase their knowledge of igneous activity. Analysis of student learning outcomes during our department planning retreats has consistently identified rock and mineral identification and interpretation as a weak area for recent geoscience graduates. Adding Volcanology into our revised curriculum will provide students with more extensive knowledge of igneous rocks and deposits. Furthermore, this course has been identified by exit interviews and surveys of recent graduates as an elective they would most have wanted to take, had it been offered.

iii. GEOS 490 Field Studies in Geology **var. 1-4cr**

Prerequisite: GEOS 301; permission of instructor

Field-based geologic research in a variety of locations across the United States and the world. Through hands-on application, students will learn how to formulate a field hypothesis, use field equipment to collect geological observations and samples, keep a field notebook and create visual depictions of field data in the form of maps or cross-sections.

Rationale: This course is designed as a controlled elective for junior and senior geology majors in all degree tracks. This course fills a need for students going on to industrial or academic research institutions by teaching them how to conduct an actual research project on a topic of current scientific interest. Existing courses either teach students the fundamental techniques of how to study rock outcrops in the field or introduce students to the known geologic setting and evolution of a particular region. This course will focus on conducting an actual scientific research project, usually part of or closely related to a particular faculty member's research portfolio. Working cooperatively in small groups and as individuals, students will learn how to map and sample field outcrops in order to produce actual research results suitable for writing grants and publications. Students will often later participate in presenting the research at professional conferences. Joint faculty-student research is a well-documented high-impact practice for student retention and a stated strategic goal at the division, college and department level.

b. Course Revisions and one Course Number Change

i. Current Catalog Description:

GEOS 351 Historical Geology

3c-3l-4cr

Prerequisites: Grade of C or better in GEOS 202 and 203

An introduction to the historical development of geology as a scientific discipline and a review of the major global events in earth's history and the methods employed in reconstructing the geologic history of regions and continents.

Proposed Catalog Description:

GEOS 204 Historical Geology

3c-3l-4cr

Prerequisites: Grade of C or better in GEOS 201

An introduction to the historical development of geology as a scientific discipline and an overview of the methods used by geologists to reconstruct the Earth's past history. Studies the rock and fossil record in lecture, lab and field outcrops to discover how our planet formed, how plate tectonic activity shaped ocean basins and continents, how geologic processes created economic resources, and how the history of life is recorded by ancient rock deposits. Includes required field trips on weekends.

Rationale: Originally, Historical Geology was a 100-level class and formed half of our traditional two-semester freshman-year experience for majors. During our last curriculum update (2007-2008), the department re-arranged the freshman-year experience into a front-loaded intensive initial semester (GEOS 201 & 202) designed to allow students a more flexible entry into many different upper-level courses. Most traditional entering freshmen then took a subsequent course focused on modern surficial processes (GEOS 203) while Historical Geology was transformed into an upper-level controlled elective (GEOS 351). Over the past five years, we have found that this change created two issues: 1) it delayed degree completion for many transfer students because of the sequencing of classes and 2) our student learning outcomes assessment data suggests that one of our critical program learning outcomes (understanding of geologic time and organic evolution) is not being met to our satisfaction under the present curriculum. The department's assessment committee recommended that additional opportunities to learn about the Earth's geologic history be made available to freshmen and sophomores in order to address this deficiency. Thus we want to return Historical Geology to its prior role as a lower-level major's course. Offered as GEOS 204, the course is primarily intended for Geoscience majors and minors, primarily at the freshman and sophomore level. It will also provide an additional Liberal Studies science course that can be used by affiliated disciplines such as Biology or Anthropology, similar to GEOS 201 and 203. We intend to offer either GEOS 203 or GEOS 204 in all regular semesters, alternating as instructor availability and field trip logistics dictate.

ii. Current Catalog Description:

GEOS 301 Mineralogy and Petrology

3c-3l-4cr

Prerequisites: Grade of C or better in GEOS 201 and 202

Introduces crystallography, crystal chemistry, optical properties and phase equilibria of minerals pertinent to geology, Earth resources, and technology. Introduces the origins of igneous and metamorphic rocks based on a plate tectonic

framework emphasizing melting and crystallization processes as well as metamorphic reactions. Laboratory exercises focus on mineral and rock identification and interpretation as well as quantitative techniques such as x-ray diffractometry and optical microscopy.

Proposed Catalog Description:

**GEOS 301 Mineralogy
3l-4cr**

3c-

Prerequisites: Grade of C or better in GEOS 201 and 202; CHEM 111 or 113
Introduces students to crystallography, crystal chemistry, physical properties, optical properties and phase equilibria of minerals pertinent to geology and economic resources. Laboratory exercises focus on mineral identification and interpretation as well as analytical techniques such as x-ray diffractometry and optical microscopy.

Rationale: Rock and mineral interpretation is one of the key student learning outcomes identified by our strategic plan and mission. These are critical professional skills both for students entering the geologic workforce as well as those continuing on to graduate study. Since the Geoscience Department was first formed in 1968, Mineralogy was taught as a stand-alone class taken by geology majors during their sophomore year while Igneous and Metamorphic Petrology was either an upper-level requirement or controlled elective, depending on degree track. During our last curriculum update (2008-2009), the department experimented with combining these two subjects into a single-semester course in an attempt to reduce the number of required classes and improve 4-year graduation rates. While other parts of the 2008-2009 curriculum reform were successful, faculty analysis of student learning outcomes has consistently identified rock and mineral identification and interpretation as a weak area for recent geoscience graduates. Analysis of the current curriculum pointed to two problems: 1) the merger of Mineralogy and Petrology, and 2) the lack of background knowledge when students enrolled in Mineralogy prior to learning fundamental chemical concepts. We want to close the loop in our assessment process by returning to a two-course sequence: GEOS 301 Mineralogy and GEOS 345 Igneous and Metamorphic Petrology. GEOS 301 Mineralogy will now require CHEM 111 (or 113) in order to ensure students have the fundamental background knowledge of chemical bonding and reactions. It will form part of the common geologic core for all degree tracks, while GEOS 345 Igneous and Metamorphic Petrology will be required for Geology Track majors and optional for Environmental/Energy Resources Track majors. The planned changes to GEOS 301 Mineralogy will not only improve our student learning outcomes, it will also bring our degree programs into compliance with the way that most other geology programs across the country teach this subject. This will result in IUP geoscience graduates being better prepared and more able to compete effectively against students from other institutions, both for jobs in the geologic workforce and for graduate fellowships.

iii. Current Catalog Description:

GEOS 312 Hydrogeology

3c-01-3cr

Prerequisites: Grade of C or better in GEOS 201 and 202; MATH 121 or 125 or instructor permission

An overview of groundwater geology, including flow equations, graphical solutions to flow problems, and computer modeling of flow systems, as well as the geotechnical and social implications of groundwater utilization. Field trips may occur on weekends.

Proposed Catalog Description:

GEOS 312 Hydrogeology

3c-31-4cr

Prerequisites: Grade of C or better in GEOS 201 and 202; MATH 121 or 125 or instructor permission

An overview of groundwater geology, including flow equations, aquifer flow equation, aquifer parameter testing, groundwater sampling techniques, and remediation of groundwater pollution. Labs emphasize graphical and analytical solutions as well as computer modeling of groundwater flow systems.

Rationale: In the 1990's and 2000's, the Hydrogeology class taught at IUP concentrated on concepts of flow and simple arithmetical and graphic problem sets that could generally be done by students on their own time using a calculator and graph paper. This made the format of 3 lecture hours and zero lab hours an appropriate one for this class at the time. In 2006, an outstanding lab manual was published by Dr. Scott Bair of Ohio State University. Using only Excel software he was able to create realistic groundwater scenarios using real data from projects that he consulted on. This Excel-based lab manual allows students to get a much deeper and more intensive exposure to groundwater flow systems and learn how critical it is to know aquifer parameters in order to get reliable results. The Hydrogeology class has now been run three times using Dr. Bair's lab manual but without an actual laboratory section scheduled for the class. Despite trying several learning strategies, the same problem was encountered each time: students required up to an hour of one-on-one guidance and mentoring by the instructor in order to master and use the complex Excel functions built into the labs. This was especially problematic as class sizes have risen. The negative impact was particularly noted on student learning outcomes for calculation-intensive labs. Fortunately, there is a simple and traditional solution to give students the guidance and mentoring they need in order to obtain the desired learning outcomes for the course: place their Excel computer problem sets in the context of a formal laboratory section. The Geoscience Department has a full computer lab that can be used for this purpose, and the new science building is anticipated to have even more dedicated resources for problem-based learning.

iv. Current Catalog Description:

GEOS 354 Geomorphology

2c-31-3cr

Prerequisites: Grade of C or better in GEOS 202 and 203

A study of the origin of the earth's landforms, including relationship of geologic structure to landform types and role of geomorphic processes in landscape development.

Proposed Catalog Description:

GEOS 354 Geomorphology

3c-3l-4cr

Prerequisites: Grade of C or better in GEOS 202 and 203

Study of the origin of the Earth's landforms, including relationship of geologic structure to landform types and the role of geomorphic processes in landscape development.

Rationale: This course revision addresses shortcomings that have been identified, in part, through our departmental Student Learning Outcomes committee. These shortcomings are addressed in the overarching curriculum proposal of which this revision is a part. The specific professional skills that this course revision aims to address are underlined below: Students will develop the tools needed to analyze and solve problems in earth science. Students will master three foundational content areas in geoscience: plate tectonic theory, organic evolution and environmental change. Students will develop professional skills needed for field and lab research: rock & mineral identification and interpretation; spatial data analysis and map interpretation; computer spreadsheet analysis, statistics or mathematical modeling. Students will develop effective scientific communication skills in both written and oral formats. Because the Geoscience Department has identified spatial data analysis and map interpretation as a key professional skill that students should master during their education, Geomorphology labs will focus increasingly on computer-based exercises and map analysis projects. This means that other student learning outcomes such as oral communication, critical thinking and foundational content in the area of environmental change will need more space in the lecture portion of the class. We propose to add an hour to the lecture format and make the class worth 4 credits, which will make it equivalent in depth, rigor and format to all other required classes in the Geology track.

v. Current Catalog Description:

GEOS 355 Sedimentary Petrology

2c-3l-3cr

Prerequisites: Grade of C or better in GEOS 202 and 203

The study of sediments and sedimentary rocks with emphasis on interpreting ancient environments of deposition utilizing sieve analysis, hand lens, and petrographic microscope. Includes field trips that may occur on weekends.

Proposed Catalog Description:

GEOS 355 Sedimentary Petrology

3c-3l-4cr

Prerequisites: Grade of C or better in GEOS 202 and 301

Study of sediments and sedimentary rocks with emphasis on reconstruction of their origin, specifically depositional and post-burial history, form properties observed in outcrops, hand-specimens and thin sections.

Rationale: Sedimentary Petrology has traditionally been taught using a format of two lecture hours and three laboratory hours. In 2008-2009, the Geoscience Department converted almost all of its core majors courses to a more rigorous format of three lecture hours and three lab hours. The justification for those changes was to add more student-centered work, quantitative analysis and in-class problem solving exercises to these classes so that students could improve their outcomes for the newly identified program learning goals. At that time of the last curriculum re-design, Sedimentary Petrology was considered a controlled program elective rather than a core course, so it was kept in the original 2c-3l-3cr format and was not significantly altered. Its prerequisite was changed at that time to just the freshman level introductory sequence, in keeping with the very flexible ‘ala carte’ nature of the geoscience major curriculum.

In the five years since that curriculum re-design was implemented, our assessment of student learning outcomes has shown that not enough of our students are graduating with a strong grasp of sedimentary environments. This skill is particularly critical for Energy Resource graduates, where the ability to determine sedimentary facies from small rock samples is a key professional skill for those students joining the well-logging and oil and gas drilling industries. It is also an important professional skill for students going on to graduate research, especially those whose goals are to get a PhD. In order to achieve better learning outcomes, the department has re-designed its curriculum to reduce some of its ‘ala carte’ nature while still allowing students to have as much flexibility in scheduling and transferability between program tracks as possible. Sedimentary Petrology will now function as a key track requirement in both the BS Geology and BS in Energy Resources, giving those students the exposure they need to sedimentary rock identification and analysis. It must ‘provide an equivalent learning experience and achieve the same enhancement of program learning goals as its alternate option, the 3c-3l-4cr course GEOS 352 Sedimentation and Stratigraphy. That requires additional content material, analytical exercises and student-centered work to be included in the lecture portion of the class, to allow students to refine both their rock identification skills and their critical thinking, quantitative analysis and communication skills as well. This change will also make the course equivalent to analogous upper-level-majors classes at many peer institutions and will allow our students to better meet the expectations of professional employers.

vi. Current Catalog Description:

GEOS 362 Plate Tectonics

2c-3l-3cr

Prerequisites: PHYS 111-112 and a minimum of 20cr of geology

An introduction to formal theory of plate tectonics. Topics include magnetic anomalies, first motion studies, thermal structures of the plates, kinematics, crustal generation, sea floor spreading, collision, and subduction deformation.

Proposed Catalog Description:

GEOS 362 Plate Tectonics

3c-3l-4cr

Prerequisites: Grade of C or better in GEOS 201

Introduction to formal theory of plate tectonics. Topics include magnetic anomalies, first motion studies, thermal structures of the plates, kinematics, crustal generation, sea floor spreading, collision, and subduction deformation.

Rationale: This course revision addresses shortcomings that have been identified, in part, through our departmental Student Learning Outcomes committee. These shortcomings are addressed in the overarching curriculum proposal of which this revision is a part. One of the three foundational content areas in geoscience is plate tectonic theory. The theory of plate tectonics provides a profoundly unifying lens through which Earth processes and Earth history are examined and understood. Because it touches nearly all facets of the Geosciences plate tectonics provides an ideal format for employing writing as a means of content delivery. Since 2008 this class has been taught as writing intensive class using in-class writing, essay exam questions, and the development of a National Science Foundation-style proposal. The current course format (2c-3l-3cr) does not provide adequate classroom time for students to flesh out their research proposals through roundtable discussions and/or “chalk talk” presentations.

c. Program Revisions:

Current Program:		Proposed Program:	
Bachelor of Science—Geology/Energy Resources Track		Bachelor of Science—Geology/Energy Resources Track	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: PHYS 111-121 and CHEM 111 (or CHEM 113) Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	46	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 or CHEM 113-114 Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	46
Major: Required Courses: GEOS 201 Foundations of Geology 4cr GEOS 202 Quantitative Methods in the Geosciences 2cr GEOS 203 Surficial Processes 4cr GEOS 323 Geophysics 4cr GEOS 324 Geology of Oil and Gas 4cr GEOS 352 Sedimentation and Stratigraphy 4cr GEOS 470 Research and Methods in the Geosciences 2cr GEOS 480 Geoscience Seminar 2cr One course from the following: GEOS 303, 401-402, 403-404, 405-406, 407-408 (1) 4cr PHYS 112-122 Physics II Lecture and Lab <i>or</i> CHEM 112 General Chemistry II (or CHEM 114) 4cr	59	Major: Required Courses: GEOS 201 Foundations of Geology 4cr GEOS 202 Quantitative Methods in the Geosciences 2cr GEOS 203 Surficial Processes 4cr GEOS 204 Historical Geology 4cr GEOS 301 Mineralogy 4cr One course from the following: GEOS 303, 401-402, 403-404, 405-406, 407-408 (1) 4cr GEOS 470 Research Methods in the Geosciences 2cr GEOS 480 Geoscience Seminar 2cr Energy Resources Track: Two of the following: GEOS 302, 323, 324 8cr Two of the following: GEOS 330, 352, 355, GEOS 362 8cr	58
Controlled Electives:	25cr	Ancillary Sciences:	6cr

Select 25cr from the following: (2) One 100- or 200-level GEOS course Any 300-level or 400-level GEOS course Foreign Language Intermediate Level CHEM 112 (if not taken above), 231, 232, 322, 323, 341 ECON 122, 331, 361 GEOG 415, 419 MATH 216 or 217, 241 PHYS 112-122 (if not taken above), 342 COSC 110, 210, 250, 310, 362		Two of the following: PHYS 111 or 131, PHYS 112 or 132, MATH 216 Controlled Electives: (2)	16cr
		Select 16 credits from the following list: One 100-level GEOS course (3) Any 300-level GEOS course Any 400-level GEOS course Foreign Language Intermediate Level BIOL 201, 202 CHEM 231, 232, 325, 326, 341 GEOG 314, 335, 341, 343, 415, 419 MATH 216 or 217 (4), 241 PHYS 121 or 141, 122 or 142, 342 COSC 110, 210, 250, 310, 362	
Free Electives:	15	Free Electives:	16
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) Up to 4cr of a summer field camp, internship or independent study, all of which must be approved by the department, may substitute for GEOS 303 or a Geoscience Field Workshop. (2) Only one Geoscience Field Workshop (including prerequisite 1cr seminar) may be applied toward controlled electives. Credits from up to two non-GEOS courses may be applied toward controlled electives. Six credits of foreign language may count towards controlled electives provided intermediate level is successfully attained.		(1) Up to 4cr of a summer field camp, internship, field research study, or independent study, all of which must be approved by the department, may substitute for GEOS 303 or a Geoscience Field Workshop. (2) Any course not applied to the Energy Resources Track may count as a controlled elective if taken in addition to track requirements. Only on Geoscience Field Workshop (including prerequisite 1cr Seminar) may be applied toward controlled electives. Six credits of foreign language may count toward controlled elective provided intermediate level is successfully obtained. (3) When taken before declaring the major or when specifically recommended during freshmen orientation/transfer advising for student who must take remedial math courses before enrolling in GEOS 201 and 202. (4) Cannot be counted as a controlled elective if MATH 216 is applied toward ancillary science requirements.	

Current Program:		Proposed Program:	
Bachelor of Science— Geology/Environmental Track		Bachelor of Science— Geology/Environmental Track	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112, or CHEM 113-114 Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	46	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 or CHEM 113-114 Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	46

Major: Required Courses: BIOL 111 Principles of Biology 4cr GEOS 201 Foundations of Geology 2cr GEOS 202 Quantitative Methods in the Geosciences 4cr GEOS 203 Surficial Processes 4cr GEOS 310 Environmental Geology <i>or</i> GEOS 311 Geochemistry 4cr GEOS 312 Hydrogeology 3cr One of the following: (1) GEOS 303, 401-402, 403-404, 405-406, 407-408 4cr GEOS 470 Research Methods in the Geosciences 2cr GEOS 480 Geoscience Seminar 2cr PHYS 111 Physics I Lecture 3cr PHYS 121 Physics I Lab 1cr	59	Major: Required Courses: GEOS 201 Foundations of Geology 4cr GEOS 202 Quantitative Methods in the Geosciences 2cr GEOS 203 Surficial Processes 4cr GEOS 204 Historical Geology 4cr GEOS 301 Mineralogy 4cr One of the following: (1) GEOS 303, 401-402, 403-404, 405-406, 407-408 4cr GEOS 470 Research Methods in the Geosciences 2cr GEOS 480 Geoscience Seminar 2cr Environmental Track: Two of the following: 8cr GEOS 345 Igneous and Metamorphic Petrology, GEOS 352 Sedimentation and Stratigraphy, GEOS 356 Coastal Geology and Processes Two of the following: 8cr GEOS 310, 311, 312, 323 Ancillary Sciences: Two of the following: 6cr PHYS 111 or 131, PHYS 112 or 132, MATH 216	58
Controlled Electives:	26	Controlled Electives:	10cr
Select 26 credits from the following list: (2) One 100- or 200-level GEOS course Any 300-level GEOS course Any 400-level GEOS course Foreign Language Intermediate Level BIOL 112, 250 CHEM 231, 232, 322, 323, 341 GEOG 415, 419 MATH 216 or 217, 241 PHYS 112-122, 342 COSC 110, 210, 250, 310, 362		Select 10 credits from the following list: (2) One 100-level GEOS course (3) Any 300-level GEOS course Any 400-level GEOS course Foreign Language Intermediate Level BIOL 201, 202 CHEM 231, 232, 325, 326, 341 GEOG 314, 335, 341, 343, 415, 419 MATH 216 or 217 (4), 241 PHYS 121 or 141, 122 or 142, 342 COSC 110, 210, 250, 310, 362	
Free Electives:	15	Free Electives:	16
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) Up to 4cr of a summer field camp, internship or independent study, all of which must be approved by the department, may substitute for GEOS 303 or a Geoscience Field Workshop. (2) Only two Geoscience Field Workshop (including prerequisite 1cr seminar) may be applied toward controlled electives. Credits from up to two non-GEOS courses may be applied toward controlled electives. Six credits of foreign language may count towards controlled electives provided intermediate level is successfully attained.		(1) Up to 4cr of a summer field camp, internship, field study, or independent study, if approved by the department, may substitute for GEOS 303 or a Geoscience Field Workshop. (2) Any course not applied to the Environmental Track may count as a controlled elective if taken in addition to track requirements. Only one Geoscience Field Workshop (including prerequisite 1cr Seminar) may be applied toward controlled electives. Six credits of foreign language may count toward controlled elective provided intermediate level is successfully obtained. (3) When taken before declaring the major or when specifically recommended during freshmen orientation/transfer advising for student who must take remedial math courses before enrolling in GEOS 201 and 202. (4) Cannot be counted as a controlled elective if MATH 216 is applied toward ancillary science requirements.	

Current Program:		Proposed Program:	
Bachelor of Science—Geology/Geology Track		Bachelor of Science—Geology/Geology Track	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112, or CHEM 113-114 Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	46	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 or CHEM 113-114 Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	46
Major: Geoscience Core: GEOS 201 Foundations of Geology GEOS 202 Quantitative Methods in the Geosciences GEOS 203 Surficial Processes GEOS 301 Mineralogy and Petrology One course from the following: (1) GEOS 303, 401-402, 403-404, 405-406, 407-408 GEOS 470 Research Methods in the Geosciences GEOS 480 Geoscience Seminar PHYS 111 Physics I Lecture PHYS 121 Physics I Lab PHYS 112 Physics II Lecture PHYS 122 Physics II Lab	59 4cr 2cr 4cr 4cr 3cr 4cr 2cr 2cr 3cr 1cr 3cr 1cr	Major: Required Courses: GEOS 201 Foundations of Geology GEOS 202 Quantitative Methods in the Geosciences GEOS 203 Surficial Processes GEOS 204 Historical Geology GEOS 301 Mineralogy One of the following: (1) GEOS 303, 401-402, 403-404, 405-406, 407-408 GEOS 470 Research Methods in the Geosciences GEOS 480 Geoscience Seminar Geology Track: Two of the following: GEOS 302, 345, 362 Two of the following: GEOS 330, 352, 354, 355 Ancillary Sciences: Two of the following: PHYS 111 or 131, PHYS 112 or 132, MATH 216	58 4cr 2cr 4cr 4cr 4cr 4cr 2cr 2cr 8cr 8cr 6cr
Controlled Electives: Select 25 credits from the following: (2) One 100- or 200-level GEOS course Any 300-level GEOS course Any 400-level GEOS course Foreign Language Intermediate Level BIOL 201, 202 CHEM 231, 232, 322, 323, 341 GEOG 415, 419 MATH 216 or 217, 241 PHYS 342 COSC 110, 210, 250, 310, 362	25	Controlled Electives: Select 10 credits from the following list: (2) One 100-level GEOS course (3) Any 300-level GEOS course Any 400-level GEOS course Foreign Language Intermediate Level BIOL 201, 202 CHEM 231, 232, 325, 326, 341 GEOG 314, 335, 341, 343, 415, 419 MATH 216 or 217 (4), 241 PHYS 121 or 141, 122 or 142, 342 COSC 110, 210, 250, 310, 362	10cr
Free Electives:	15	Free Electives:	16
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) Up to 4cr of a summer field camp, internship or independent study, all of which much be approved by the department, may substitute for GEOS 303 or a Geoscience Field Workshop. (2) Only two Geoscience Field Workshop (including prerequisite 1cr seminar) may be applied toward controlled electives. Credits from up to two non-GEOS courses may be applied toward controlled electives. Six credits of foreign language may count towards controlled electives provided intermediate level is successfully attained.		(1) Up to 4cr of a summer field camp, internship, field study, or independent study, if approved by the department, may substitute for GEOS 303 or a Geoscience Field Workshop. (2) Any course not applied to the geology track may count as a controlled elective if taken in addition to track requirements. Only on Geoscience Field Workshop (including prerequisite 1cr Seminar) may be applied toward controlled electives. Six credits of foreign language may count toward controlled elective provided intermediate level is successfully obtained. (3) When taken before declaring the major or when specially	

	<p>recommended during freshmen orientation/transfer advising for students who must take remedial math courses before enrolling in GEOS 201 and 202.</p> <p>(4) Cannot be counted as a controlled elective if MATH 216 is applied toward ancillary science requirements.</p>
--	---

Rationale for program revisions: Since our last Middle States re-accreditation in 2005, IUP has promoted a strong culture of assessment in its academic programs, both in terms of strategic planning and better monitoring of student learning outcomes. In our 2009-10 academic program review, the Geoscience Department identified program specific learning goals (professional competencies) for all of our BS program tracks and adopted a strategic action plan to monitor them. These learning goals represent our vision of what a geologist with a B.S. degree from IUP should be able to do when they graduate and enter the workforce. Our assessment process noted three gaps where a particular learning goal is not fully supported from the introductory freshman-sophomore experience (GEOS 201, 202, 203, 301 and Liberal Studies courses) through upper-level majors classes to our capstone coursework (GEOS 470, 480 and required field experience). The Geoscience Department decided to revise our major programs of study to incorporate historical geology as a required rather than elective course for all students and the Department decided to reduce the broad range of geology coursework that students may currently elect to take to fulfill their Controlled Electives, as it may be contributing to lower learning outcomes for some degree programs. This curriculum revision represents our attempt to ‘close the assessment loop’ by making curriculum changes based on the findings from our student learning outcome data, alumni and employer feedback and instructor experience. At the same time, we wish to preserve the strategic goals of our 2009 curriculum revision: increased flexibility in student scheduling, fewer curriculum bottlenecks due to pre-requisite stacking, and more ease for students transferring into the program and/or switching program tracks. These aspects of our current curriculum have had a significant positive impact on growing our enrollments and helping students to graduate on time over the past five years.

d. Program Catalog Description Change

Current Program:

Geology is the broad science that encompasses all aspects of the Earth system. In addition to the solid Earth, this system includes the oceans and atmosphere, climate change, and most aspects of our immediate environment. Professional geologists are thus engaged in a wide range of activities, depending on their interests. Scientific questions addressed by geologists include the evolution of life, the origin of volcanic activity, the assessment of volcanic and earthquake hazards, the evolution of our planetary neighbors, climate change, mineral and energy resources, and the human impact on our environment.

The Geoscience Department offers a BS degree with a major in geology that is divided into three tracks: geology, environmental, and energy resources. All tracks give students the necessary foundation to pursue a wide variety of career goals. In addition, we offer a BSED degree with a major in earth and space science education for students

who are interested in teaching. The degrees and courses in our program emphasize hands-on learning, including outdoor instruction, student-oriented research, and professional experiential learning opportunities. In addition to on-campus instruction and class-related field trips, the department also offers several regional geology field workshops, which take place in Newfoundland, the northern Rockies region, Florida and the Bahamas, and the American Southwest.

The **BS—Geology/Geology Track** is designed for students who are interested in pursuing many of the various subdisciplines in geology, including oceanography/marine geology, climate change, volcanology, paleontology, and geophysics. There is also considerable overlap between geology and astronomy, as geologists study the evolution of other planetary bodies, such as the Moon, Mars and Venus; our curriculum reflects this link and provides the groundwork for planetary studies. The geology track thus provides students with the foundation needed to pursue a wide variety of careers, including research and graduate studies, or working as professional geologists for energy resource companies, environmental consulting firms, or federal and state regulatory agencies.

The **BS—Geology/Environmental Track** is designed for students who wish to pursue careers in the environmental field. In addition to air and water quality issues, pollution often affects the subsurface in ways that are difficult to detect and remediate. Geologists therefore play a key role in dealing with complex environmental issues; the environmental track prepares students to solve a variety of environmental problems. Graduates from this track will be prepared for direct entry into jobs with federal or state agencies and private environmental consulting firms, as well as graduate studies.

The **BS—Geology/Energy Resources Track** is designed for students who wish to pursue careers in the energy sector. As the world's energy demands continue to grow, nations face the challenge of maintaining reliable energy supplies. Conventional oil, coal, and natural gas continue as mainstays of the energy industry, but renewable and/or carbon-neutral energy sources are gaining attention in response to growing concerns about climate change and finite reserves of fossil fuels. Western Pennsylvania is a historic coal and natural gas producing region with the potential for significant growth in the natural gas industry due to development of the Marcellus shale. The energy resources track will prepare students for direct entry into the energy industry with a focus on the discovery and development of energy resources and geophysical exploration techniques.

The **BSED—Earth and Space Science** prepares students to become certified middle and high school teachers in Pennsylvania and other states. Earth and space science teachers in grades 7 to 12 teach subjects that require a broad and solid foundation in science. Course work includes study of geology, meteorology, oceanography, and astronomy. A basic understanding of the cognate sciences, biology, chemistry, and physics, and mathematics is also an essential part of the major. Courses in the foundations of education and pedagogy complement the subject matter studies. Students create and present lessons, first in their courses and then in school

classrooms, culminating in the student teaching experience in the final semester. The minor in geology is designed for students who want a background in geology in conjunction with their main area of study. This minor may be particularly appropriate for students pursuing degrees in business or one of the social or physical sciences.

Proposed Catalog Description:

Geology is the broad science that encompasses all aspects of the Earth system. In addition to the solid Earth, this system includes the oceans and atmosphere, climate change, and most aspects of our immediate environment. Professional geologists are thus engaged in a wide range of activities, depending on their interests. Scientific questions addressed by geologists include the evolution of life, the origin of volcanic activity, the assessment of volcanic and earthquake hazards, the evolution of our planetary neighbors, climate change, mineral and energy resources, and the human impact on our environment.

The Geoscience Department offers a BS degree with a major in geology that is divided into three tracks: geology, environmental, and energy resources. All tracks give students the necessary foundation to pursue a wide variety of career goals. In addition, we offer a BSED degree with a major in Earth and space science education for students who are interested in teaching. The degrees and courses in our program emphasize hands-on learning, including outdoor instruction, student-oriented research, and professional experiential learning opportunities. In addition to on-campus instruction and class-related field trips, the department also offers several regional geology field workshops, which take place in Newfoundland, the northern Rockies region, Florida and the Bahamas, and the American Southwest.

The **BS—Geology/Geology Track** is designed for students who are interested in pursuing many of the various subdisciplines in geology, including oceanography/marine geology, climate change, volcanology, paleontology, and geophysics. There is also considerable overlap between geology and astronomy, as geologists study the evolution of other planetary bodies, such as the Moon, Mars and Venus; our curriculum reflects this link and provides the groundwork for planetary studies. The geology track thus provides students with the foundation needed to pursue a wide variety of careers, including research and graduate studies, or working as professional geologists for energy resource companies, environmental consulting firms, or federal and state regulatory agencies.

The **BS—Geology/Environmental Track** is designed for students who wish to pursue careers in the environmental field. In addition to air and water quality issues, pollution often affects the subsurface in ways that are difficult to detect and remediate. Geologists therefore play a key role in dealing with complex environmental issues; the environmental track prepares students to solve a variety of environmental problems. Graduates from this track will be prepared for direct entry into jobs with federal or state agencies and private environmental consulting firms, as well as graduate studies.

The **BS—Geology/Energy Resources Track** is designed for students who wish to pursue careers in the energy sector. As the world’s energy demands continue to grow, nations face the challenge of maintaining reliable energy supplies. Conventional oil, coal, and natural gas continue as mainstays of the energy industry, but renewable and/or carbon-neutral energy sources are gaining attention in response to growing concerns about climate change and finite reserves of fossil fuels. Western Pennsylvania is a historic coal and natural gas producing region with the potential for significant growth in the natural gas industry due to development of the Marcellus shale. The energy resources track will prepare students for direct entry into the energy industry with a focus on the discovery and development of energy resources and geophysical exploration techniques.

The **BSED—Earth and Space Science** prepares students to become certified middle and high school teachers in Pennsylvania and other states. Earth and space science teachers in grades 7 to 12 teach subjects that require a broad and solid foundation in science. Course work includes study of geology, meteorology, oceanography, and astronomy. A basic understanding of the cognate sciences, biology, chemistry, and physics, and mathematics is also an essential part of the major. Courses in the foundations of education and pedagogy complement the subject matter studies. Students create and present lessons, first in their courses and then in school classrooms, culminating in the student teaching experience in the final semester.

The minor in geology is designed for students who want a background in geology in conjunction with their main area of study. This minor may be particularly appropriate for students pursuing degrees in business or one of the social or physical sciences.

7 Department of Kinesiology, Health, and Sport Science--New Course, Catalog Description Changes, Program Revision, and Program Catalog Description Change

a. New Course:

HPED 185 Introduction to Athletic Training 3c-01-3cr

Addresses the historical development of athletic training and the scope of present programs. Introduces the domains and competencies of the athletic training profession.

Rationale: This course is intended to serve as an introduction to the athletic training profession for athletic training students. Students will be introduced to the professional expectations and domains of practice of an athletic trainer. Additionally, the student will learn the basic concepts of evidence based practice and will be expected to apply those concepts to content when taught in upper-level athletic training courses and in clinical experiences.

b. Catalog Description Changes:

i. Current Catalog Description:

HPED 345 Survey of Orthopedic Injuries in Sport and Exercise 3c-01-3cr

Prerequisite: C or better in HPED 221 or BIOL 150, and C or better in HPED 175

A survey of common musculoskeletal injuries associated with participation in athletic activities, with emphasis on etiology, pathophysiology, and classification. General injury assessment and management procedures are also presented.

Proposed Catalog Description:

**HPED 345 Survey of Orthopedic Injuries in Sport and Exercise
3c-01-3cr**

Prerequisite: C or better in HPED 221 or BIOL 150, and C or better in HPED 185

A survey of common musculoskeletal injuries associated with participation in athletic activities, with emphasis on etiology, pathophysiology, and classification. General injury assessment and management procedures are also presented.

Rationale: HPED 185 replaces HPED 175 for all athletic training majors.

ii. Current Catalog Description:

HPED 448 Therapeutic Exercises for Athletic Injury Management 3c-21-4cr

Prerequisite: HPED 365

The theoretical framework for athletic injury assessment and management of the injured athlete is discussed. A problem solving approach to the selection and implementation of specific tests and development of skill in basic therapeutic exercise procedures for improving muscle performance, relaxation and mobilization is included.

Proposed Catalog Description:

HPED 448 Therapeutic Exercises for Athletic Injury Management 3c-21-4cr

Prerequisites: HPED 365, 375

The theoretical framework for athletic injury assessment and management of the injured athlete is discussed. A problem solving approach to the selection and implementation of specific tests and development of skill in basic therapeutic exercise procedures for improving muscle performance, relaxation and mobilization is included.

Rationale: The HPED 375 course is being added as a prerequisite for this course. Understanding basic muscle properties is necessary for the understanding of rehabilitation strengthening principles. Requiring 375 as a prerequisite will ensure

that all student have the prerequisite knowledge in muscle function and strengthening, prior to applying those principles to orthopedic rehabilitation.

iii. Current Catalog Description

HPED 375 Physiological Basis of Strength **3c-01-3cr**

Prerequisite: HPED 221 with a grade of C or better

Gives the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

Proposed Catalog Description:

HPED 375 Physiological Basis of Strength **3c-01-3cr**

Prerequisite: HPED Major and HPED 221 with a grade of C or better

Gives the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

Rationale: The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Program (CAAHEP). The certification requires course sequencing and academic standards to be in place to maintain accreditation.

c. Program Catalog Description Change:

Current Catalog Description:

IUP's Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education. This program prepares students with the knowledge, skills, and experience to provide prevention, evaluation, acute management, and rehabilitation and/or reconditioning services to professional and amateur athletes and other individuals involved in sports, exercise, and physical activity in general. The program has an academic and a clinical education and experience component. The clinical education and experience component entails a series of nine sequential laboratory courses and a minimum of four semesters of supervised field experience with the IUP Department of Athletics and affiliated clinical settings (sports medicine clinics, physicians' offices/hospitals, and high schools). Students must file an application for admission into the program during their third semester at IUP (fall of their sophomore year). Formal admission into the program is a prerequisite for assignment to clinical field experiences and enrollment in upper-level courses.

Admission into the program is competitive, and fulfillment of the minimum eligibility requirements does not guarantee admission. Each year, the program will select a

predetermined number of students from the eligible candidate pool based on demonstrated academic achievement and the evaluation of other criteria (letters of recommendation, essay, etc.). The number of candidates admitted each year may vary with the quality of the candidate pool, available clinical experience sites, and available supervision. Students not admitted initially may reapply the following year. The minimum requirements for eligibility are: (1) sophomore status (minimum of 36 credits), (2) minimum 2.7 cumulative and major GPA, (3) minimum of a “C” grade in HPED 175, 221, 345, and 346, and (4) a completed application for admission. Additional details and required documentation that must accompany the application (clearances, screenings, directed observation, letters of recommendation, CPR certification, etc.) are outlined in the “Athletic Training Program Overview”, and the Athletic Training program “admissions packet”. Both documents are available from the department office upon request. Once admitted, students must continue to demonstrate above-average academic and clinical performance in order to remain in good standing. Specific program retention and completion standards apply. Students must maintain a minimum 2.7 cumulative and major GPA, and obtain a C grade or better in all major courses. Only students who meet these minimum standards will be eligible for endorsement for the Board of Certification national examination. Students ~~should request~~ the Athletic Training Program Overview document from the department for full details regarding program retention and completion requirements ~~and completion requirements~~.

Proposed Catalog Description:

IUP’s Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education. This program prepares students with the knowledge, skills, and experience to provide prevention, evaluation, acute management, and rehabilitation and/or reconditioning services to professional and amateur athletes and other individuals involved in sports, exercise, and physical activity in general. The program has an academic and a clinical education component. The clinical education component entails a series of sequential laboratory courses and a minimum of four semesters of supervised field experience with the IUP Department of Athletics and affiliated clinical sites (sports medicine clinics, physicians’ offices/hospitals, high schools, and additional collegiate settings). Students must file an application for admission into the program during their third semester at IUP (fall of their sophomore year). Formal admission into the program is a prerequisite for assignment to clinical field experiences and enrollment in upper-level courses.

Admission into the program is competitive, and fulfillment of the minimum eligibility requirements does not guarantee admission. Each year, the program will select a predetermined number of students from the eligible candidate pool based on demonstrated academic achievement and the evaluation of other criteria (letters of recommendation, essay, etc.). The number of candidates admitted each year may vary with the quality of the candidate pool, available clinical experience sites, and available supervision. Students not admitted initially may reapply the following year. The minimum requirements for eligibility are: (1) sophomore status (minimum of 36 credits), (2) minimum 2.8 cumulative and major GPA (major GPA for admission is

calculated from the courses HPED 185, 221, 345, and 346), (3) minimum of a “C” grade in HPED 185, 221, 345, and 346, and (4) a completed application for admission. Additional details and required documentation that must accompany the application (clearances, screenings, directed observation, letters of recommendation, CPR certification, etc.) are outlined in the “Athletic Training Program Overview”, and the Athletic Training program admissions packet. Both documents are readily available from the KHSS department office upon request. Once admitted, students must continue to demonstrate above-average academic and clinical performance in order to remain in good standing. Specific program progression, retention and completion standards apply. Students must maintain a minimum 2.8 cumulative and major GPA, obtain a C grade or better in all required major courses, and pass a series of comprehensive examinations, including a mock/practice certification exam. Program retention, completion, and Board of Certification examination endorsement are contingent upon meeting these stated minimum requirements. Students must obtain the Athletic Training Program Overview document from the KHSS department for full details regarding program progression, mediation, retention and Board of Certification examination endorsement.

d. Program Revision:

Current Program:		Proposed Program:	
Bachelor of Science—Athletic Training		Bachelor of Science—Athletic Training	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Dimensions of Wellness: HPED/FDNT/NURS 143 Mathematics: MATH 217 Natural Science: BIOL 104 and 106 or CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 3cr, BTED/COSC/IFMG 101, no course with HPED prefix	44	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Dimensions of Wellness: HPED/FDNT/NURS 143 Mathematics: MATH 217 Natural Science: BIOL 104 and 106 Social Science: PSYC 101 Liberal Studies Electives: 3cr, FDNT 145, no course with HPED prefix	44
Major: Core Requirements: HPED 142 Foundations of Health, Physical Education, and Sport HPED 175 Prevention and Care of Injuries to the Physically Active HPED 209 Motor Behavior HPED 221 Human Structure and Function <i>or</i> BIOL 150 Human Anatomy HPED 341 Evaluation in Health and Physical Education HPED 343 Physiology of Exercise HPED 441 Psychosocial Implications for Health and Physical Education	20 3cr 2cr 3cr 3cr 3cr 3cr 3cr	Major: Core Requirements: HPED 209 Motor Behavior HPED 221 Human Structure and Function <i>or</i> BIOL 150 Human Anatomy HPED 343 Physiology of Exercise HPED 441 Psychosocial Implications for Health and Physical Education	12 3cr 3cr 3cr 3cr
Athletic Training Requirements: BIOL 151 Human Physiology FDNT 145 Personal Nutrition	50 4cr 3cr	Athletic Training Requirements: HPED 185 Introduction to Athletic Training HPED 286 Strength/Personal Training Practicum	50 3cr 2cr

HPED 286	Strength/Personal Training Practicum	2cr	HPED 315	Biomechanics	3cr
HPED 315	Biomechanics	3cr	HPED 344	Adapted Physical Activity and Sport	3cr
HPED 344	Adapted Physical Activity and Sport	3cr	HPED 345	Survey of Orthopedic Injuries in Sport and Exercise	3cr
HPED 345	Survey of Orthopedic Injuries in Sport and Exercise	3cr	HPED 346	Preventative and Acute Care Skills in Athletic Training	1cr
HPED 346	Preventative and Acute Care Skills in Athletic Training	1cr	HPED 347	Physiology of Exercise Laboratory	1cr
HPED 365	Orthopedic Injury Assessment in Athletic Training	4cr	HPED 365	Orthopedic Injury Assessment in Athletic Training	4cr
HPED 375	Physiological Basis of Strength Training	3cr	HPED 375	Physiological Basis of Strength Training	3cr
HPED 376	Athletic Training Clinical Practicum I	1cr	HPED 376	Athletic Training Clinical Practicum I	1cr
HPED 377	Athletic Training Clinical Practicum II	1cr	HPED 377	Athletic Training Clinical Practicum II	1cr
HPED 380	Organization and Administration in Athletic Training	3cr	HPED 380	Organization and Administration in Athletic Training	3cr
HPED 385	General Medical Conditions in Athletic Training	3cr	HPED 385	General Medical Conditions in Athletic Training	3cr
HPED 411	Physical Fitness Appraisal	3cr	HPED 411	Physical Fitness Appraisal	3cr
HPED 446	Therapeutic Modalities	4cr	HPED 415	Lifestyle Behavior Modification	3cr
HPED 448	Therapeutic Exercise for Athletic Injury Management	4cr	HPED 446	Therapeutic Modalities	4cr
HPED 476	Athletic Training Clinical Practicum III	1cr	HPED 448	Therapeutic Exercise for Athletic Injury Management	4cr
HPED 477	Athletic Training Clinical Practicum IV	1cr	HPED 476	Athletic Training Clinical Practicum III	1cr
HPED 480	Professional Issues in Athletic Training	3cr	HPED 477	Athletic Training Clinical Practicum IV	1cr
			HPED 480	Professional Issues in Athletic Training	3cr
Controlled Electives: Select 6cr from the following: FDNT 245, HPED, 242, 263, 285, 347, 349, 410, 414, SAFE 347		6	Free Electives:		14
Total Degree Requirements:		120	Total Degree Requirements:		120
Note: All students must obtain an Athletic Training Program Overview, available from the KHSS office or the office of the curriculum coordinator for full details on admission, retention, and program completion requirements.			Note: All students must obtain an Athletic Training Program Overview, available from the KHSS office or the office of the curriculum coordinator for full details on admission, retention, and program completion requirements.		

Rationale: The Athletic Training program at IUP has maintained continuous accreditation from the Commission on Accreditation of Athletic Training Programs (CAATE) since 2000. Through continuous self-evaluation, and some changes over the years, program outcomes have improved steadily over the past 14 years. Recently, the CAATE instituted new accreditation standards. The new standards include some new competencies, and a specific standard requiring a minimum 70% three-year aggregate first-time pass rate on the Board of Certification (BOC) national examination. BOC examination first-time pass rates for IUP graduates have improved steadily in recent years: 13 % in 2009-2010; 33 % in 2010-11; and has remained at above 65% over the past two academic years. Overall pass rates (including re-takes) have also increased steadily: 67% in 2010-2011; 83% in 2011-12; and 88% in 2012-13. In spite of these steady improvements, this new standard requires us to make yet additional efforts to improve our BOC first-time pass rates even further. This proposal is the first step in a departmental action plan intended to improve our BOC examination pass rates, and remain compliant with all accreditation standards prior to the February 2016 deadline.

SOC 151 is being deleted from the liberal studies specifications to allow students to select more courses that may be most suitable to their individual needs. BTED/COSC/IFMG 101 is being deleted from the liberal studies specifications, and replaced with FDNT 145, which is being

deleted from the major. The vast majority of our students come to us with significant experience in the use of computers and computer software; hence it is not necessary to require all students to take this course. HPED 142 is being deleted because it does not fulfill any Athletic Training competencies that are not already covered in other required courses (HPED 185 and HPED 480).

HPED 175 will be replaced by HPED 185 for Athletic Training majors. The HPED 175 course is a general injury care and prevention course required for all programs in the KHSS department. The new HPED 185 course is tailored to the specific needs of freshman athletic training students. BIOL 151 is being removed in favor of HPED 343 which covers Physiological concepts outlined in the competencies in Athletic Training document. The laboratory component will be replaced with HPED 347 Exercise Physiology laboratory. This laboratory course is more suitable for athletic training students. HPED 341 does not fulfill any Athletic Training competencies that are not already covered in other required courses (MATH 217, HPED 185, and HPED 480). The controlled electives category is being replaced with “free” electives. Many students substitute these courses for courses needed for admission into various graduate allied health programs. Due to the frequency of this occurrence, it seems much more practical to allow greater freedom of choice, and advise students individually regarding their choice of elective courses.

8 Departments of Communication Disorders, Special Education, and Disability Services and Professional Studies in Education—Program Revision

Current Program:		Proposed Program:	
Bachelor of Science in Education—Early Childhood Education/Special Education (*)		Bachelor of Science in Education—Early Childhood Education/Special Education (*)	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities: HIST 196 Mathematics: MATH 151 Natural Science: SCI 101, 102, 103, 104 (3 of 4 required) Social Science: GEOG 101, 102, or 104, PSYC 101 Liberal Studies Electives: 3cr, MATH 152	43.5	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities: HIST 196 Mathematics: MATH 151 Natural Science: SCI 101, 102, 103, 104 (3 of 4 required) Social Science: GEOG 101, 102, or 104, PSYC 101 Liberal Studies Electives: 3cr, MATH 152	43.5
College: Preprofessional Education Sequence: COMM 103 Digital Instructional Technology or EDEX 103 Special Education Technology EDSP 102 Educational Psychology Professional Education Sequence: 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 442 School Law EDUC 461 Student Teaching EDUC 471 Student Teaching	22	College: Preprofessional Education Sequence: COMM 103 Digital Instructional Technology or EDEX 103 Special Education Technology EDSP 102 Educational Psychology Professional Education Sequence: 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 442 School Law EDUC 461 Student Teaching EDUC 471 Student Teaching	22

Major:	63	Major:	63
Required Courses: (1)		Required Courses: (1)	
ECED 117 Family, Community, and School Relationships in a Diverse Society	2cr	ECED 117 Family, Community, and School Relationships in a Diverse Society	2cr
ECED 200 Introduction to Early Childhood Education	3cr	ECED 200 Introduction to Early Childhood Education	3cr
ECED 221 Literature for the Young Child and Adolescent	3cr	ECED 221 Literature for the Young Child and Adolescent	3cr
ECED 250 Language Development	3cr	ECED 250 Language Development	3cr
ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners	3cr	ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners	3cr
ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners	3cr	ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners	3cr
ECED 351 Literacy for the Emergent Reader: PreK-Grade 1 Learners	3cr	ECED 351 Literacy for the Emergent Reader: PreK-Grade 1 Learners	3cr
ECED 411 Social Studies for All PreK to Grade 4 Learners	3cr	ECED 411 Social Studies for All PreK to Grade 4 Learners	3cr
ECED 451 Literacy for the Developing Reader: Grades 2-4 Learners	3cr	ECED 451 Literacy for the Developing Reader: Grades 2-4 Learners	3cr
ECSP 112 Growth and Development: Typical and Atypical	3cr	ECSP 112 Growth and Development: Typical and Atypical	3cr
ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners	3cr	ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners	3cr
ECSP 340 Introduction to Classroom and Behavior Management	3cr	ECSP 340 Introduction to Classroom and Behavior Management	3cr
ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners	2cr	ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners	2cr
EDEX 110 Introduction to Special Needs PreK to Grade 8	3cr	EDEX 110 Introduction to Special Needs PreK to Grade 8	3cr
EDEX 269 Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence	3cr	EDEX 269 Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence	3cr
EDEX 278 Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs from Birth through Adolescence	3cr	EDEX 278 Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs from Birth through Adolescence	3cr
EDEX 323 Instruction of English Language Learners with Special Needs	2cr	EDEX 323 Instruction of English Language Learners with Special Needs	2cr
EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities)	3cr	EDEX 424 Strategic Assessment and Instruction in Expository Texts	3cr
EDEX 435 Methods and Curriculum (Severe-Profound Disabilities)	3cr	EDEX 435 Methods and Curriculum (Severe-Profound Disabilities)	3cr
EDEX 460 Family Perspectives on Disability	3cr	EDEX 460 Family Perspectives on Disability	3cr
MATH 320 Mathematics for Early Childhood	3cr	MATH 320 Mathematics for Early Childhood	3cr
MATH 330 Teaching Mathematics in the Elementary School	3cr	MATH 330 Teaching Mathematics in the Elementary School	3cr
Total Degree Requirements:	128.5	Total Degree Requirements:	128.5

Rationale: EDEX 424 is replacing 425. EDEX 424 was designed to meet the curricular needs of students enrolled in the dual certification Early Childhood special Education Program (ECSP). The course addresses assessment and instructional design issues for children with special education needs throughout the PA special education certification PreK through Grade 8. The course proposal for EDEX 424 was approved in April, 2012. However, the program revision was not submitted to reflect the change in courses.

9 **Department of Management—New Course, New Tracks, and Revised Program Description**

i. **New Course**

MGMT 440 Introduction to Energy Management

3c-01-3cr

Prerequisite: Junior Standing

Introduction to the global energy markets and business with a particular emphasis on hydrocarbon based resources including petroleum, natural gas and coal resources. Also includes exposure to nuclear, hydroelectric, solar, wind and other “alternative” energy technologies.

Rationale: This course supports the proposed Tracks in Energy Management and the MBA Concentration in Energy Management. Also very appropriate as a Management Major Elective, ECOBIT Elective, MBA Elective (although course is a survey/foundation course for the Tracks and the MBA Concentration, the course is designed to stand alone as an elective.

ii. **New Tracks**

Bachelor of Science – Management/Energy Management Track			
<p>Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC101 Liberal Studies Electives: COSC/IFMG 101, ECON 122, MATH 214 (1), no courses with MGMT prefix</p>			49-50
<p>College: Business Administration Core Required Courses: ACCT 201 Accounting Principles I 3cr ACCT 202 Accounting Principles II 3cr BCOM 321 Business and Interpersonal Communications 3cr BLAW 235 Legal Environment of Business 3cr FIN 310 Fundamentals of Finance 3cr IFMG 300 Management Information Systems: Theory and Practice 3cr MGMT 310 Principles of Management 3cr MGMT 330 Production and Operations Management 3cr</p>			33
<p>MGMT 495 Business Policy 3cr MKTG 320 Principles of Marketing 3cr QBUS 215 Business Statistics 3cr</p>			
<p>Major: Required Courses: BLAW 441 The Law of Property Oil and Gas Leasing I 3cr</p>			24

ECON 361	Environmental Economics	3cr	
ECON 462	Energy Economics	3cr	
FIN 401	Energy Finance	3cr	
GEOG 316	Introduction to Geographic Information	3cr	
GEOG 435	Geography of Energy	3cr	
GEOS 201	Foundations of Geology	3cr	
MGMT 440	Introduction to Energy Management	3cr	
Controlled Electives: Select one from the following: ACCT 475, BLAW 442, ELR 480			3
Free Electives:			10-11
Total Degree Requirements:			120
(1) MATH 214 is strongly recommended, but will also accept MATH 216			

Bachelor of Science –Energy Management/Accounting and Finance Track			
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC101 Liberal Studies Electives: COSC/IFMG 101, ECON 122, MATH 214 (1), no courses with MGMT prefix			49-50
College: Business Administration Core Required Courses: ACCT 201 Accounting Principles I ACCT 202 Accounting Principles II BCOM 321 Business and Interpersonal Communications BLAW 235 Legal Environment of Business FIN 310 Fundamentals of Finance IFMG 300 Management Information Systems: Theory and Practice MGMT 310 Principles of Management MGMT 330 Production and Operations Management MGMT 495 Business Policy MKTG 320 Principles of Marketing QBUS 215 Business Statistics		3cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr	33
Major: Required Courses: ACCT 475 Accounting for the Oil Gas Industry BLAW 441 The Law of Property Oil and Gas Leasing I BLAW 442 The Law of Property Oil and Gas Leasing II		3cr 3cr 3cr	27
ECON 462 Energy Economics FIN 401 Energy Finance GEOG 316 Introduction to Geographic Information Systems GEOG 435 Geography of Energy GEOS 201 Foundations of Geology MGMT 440 Introduction to Energy Management		3cr 3cr 3cr 3cr 3cr 3cr	
Free Electives:			10-11

U.S. focuses on the use of diversified energy sources. This change is particularly important because of increasing demand for energy worldwide. As a result of these changes, the energy management field is experiencing a growing need for personal with skills related to all aspects of the energy field.

iii. **Revised Program Description**

Current Program Description:

The Bachelor of Science degree with a major in management offers three tracks in which students can concentrate: general management, operations management, and entrepreneurship and small business management.

- **General Management Track.** While both management theory and application are taught in all of the department's majors, the track is distinguished by its emphasis on the achievement of organized goals through the efforts of organization members.
- **Operations Management Track.** Students in this track are well grounded in both Theory and application, focusing on production, operations, quality issues, and inventory and capacity management.
- **Entrepreneurship and Small Business Management Track.** Students taking this track will focus on creation and operation of a small business. This track is also for graduates who will be working in small businesses where the manager often must perform several managerial roles and manage several functions.

Proposed Program Description:

The Bachelor of Science degree with a major in management offers six tracks in which students can concentrate: general management, operations management, entrepreneurship and small business management, energy management, accounting and finance energy track, and professional land resource management track.

- **General Management Track.** While both management theory and application are taught in all of the department's majors, the track is distinguished by its emphasis on the achievement of organized goals through the efforts of organization members.
- **Operations Management Track.** Students in this track are well grounded in both Theory and application, focusing on production, operations, quality issues, and inventory and capacity management.
- **Entrepreneurship and Small Business Management Track.** Students taking this track will focus on creation and operation of a small business. This track is also for 'graduates who will be working in small businesses where the manager often must perform several managerial roles and manage several functions.

- **Energy Management Track.** This is an interdisciplinary track that offers an introduction to the global energy industry from a number of perspectives including geography, geoscience and business courses.
- **Energy Accounting and Finance Track.** Students taking this track will focus on accounting, business law and finance issues related to the energy industry.
- **Professional Land Resource Management Track.** Students taking this track will focus on economic and law issues related to the energy industry.

10 Department of Marketing—Course Revision

Current Catalog Description:

MKTG 431 Business-to-Business Marketing **3c-01-3cr**

Prerequisite: MKTG 320

Concerned with the major activities involved in the marketing of industrial goods and services, including the industrial marketing system, marketing information needs of the industrial firm, industrial marketing implementation and control, and channel, pricing, product, and promotional strategies for industrial goods.

Proposed Catalog Description:

MKTG 431 Business-to-Business Marketing **3c-01-3cr**

Prerequisite: MKTG 320

Concerned with the major activities involved in the marketing of industrial goods and services, including the industrial marketing system, marketing information needs of the industrial firm, industrial marketing implementation and control, and channel, pricing, product, and promotional strategies for industrial goods.

Rationale: Course objectives have been updated to reflect current terminology. Graduate student objectives and additional course requirements and grading system for graduate students was added; bibliography revised. The course is being revised to add graduate student component so that it can be offered as an elective to MBA students.

11 Department of Foreign Languages—Catalog Description Changes

i. Current Catalog Description:

FRNC 203 Accelerated College French **6c-01-6cr**

Develops listening and speaking skills through an immersion method. Students use present, past, and future to indicative tenses in intensive aural/oral interaction and are expected to make use of the audio and video capabilities of the Foreign Language Learning Center on a weekly basis. Liberal Studies elective credit is given for this course.

Proposed Catalog Description:

FRNC 203 Accelerated College French**6c-01-6cr**

Develops listening and speaking skills through an immersion method. Students use present, past, and future to indicative tenses in intensive aural/oral interaction and are expected to make use of the audio and video capabilities of the Foreign Language Learning Center on a weekly basis. Liberal Studies elective credit is given for this course.

Rationale: This course is being removed from the Liberal Studies elective category and so that reference is also being removed from the catalog description.

ii. Current Catalog Description:**SPAN 220 Intermediate Spanish Conversation****3c-01-3cr**

Prerequisites: SPAN 201 or equivalent

Intensive work on oral communication skills with emphasis on spontaneous interpersonal speaking, discourse strategies, vocabulary building and pronunciation. Liberal Studies credit is given. Required for all major and minors.

Proposed Catalog Description:**SPAN 220 Intermediate Spanish Conversation****3c-01-3cr**

Prerequisites: SPAN 201 or equivalent

Intensive work on oral communication skills with emphasis on spontaneous interpersonal speaking, discourse strategies, vocabulary building, and pronunciation. Liberal Studies credit is given. Required for all majors and minors. No student will be allowed to register for or take a D/F repeat in SPAN 220 when credit has already been received for a higher number Spanish course.

Rationale: The addition of the clause prevents students (particularly native and heritage speakers) from taking SPAN 220 when they have already received credit for SPAN 350 or 450, which are conversation courses of a higher level. SPAN 101, 102, and 201 have a similar restricting clause, and this proposed change would put SPAN 220 in line with them.

iii. Current Catalog Description:**SPAN 362 Survey of Peninsular Literature****3c-01-3cr**

Prerequisite: SPAN 260 or 385 or permission

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

Proposed Catalog Description:**SPAN 362 Survey of Peninsular Literature****3c-01-3cr**

Prerequisite: SPAN 260 or permission

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

iv. Current Catalog Description:

SPAN 364 Survey of Spanish-American Literature **3c-0l-3cr**

Prerequisites: SPAN 260 or 385 or permission

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

Proposed Catalog Description:

SPAN 364 Survey of Spanish-American Literature **3c-0l-3cr**

Prerequisites: SPAN 260 or permission

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

v. Current Catalog Description:

SPAN 410 Medieval Literature **3c-0l-3cr**

Prerequisites: SPAN 260 or 385 or permission

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

Proposed Catalog Description:

SPAN 410 Medieval Literature **3c-0l-3cr**

Prerequisites: SPAN 260 or permission

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

vi. Current Catalog Description:

SPAN 411 Golden Age Spanish **3c-0l-3cr**

Prerequisite: SPAN 260 or 385 or permission

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

Proposed Catalog Description:

SPAN 411 Golden Age Spanish **3c-0l-3cr**

Prerequisite: SPAN 260 or permission

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

vii. Current Catalog Description:

SPAN 412 The Spanish Novel of the Nineteenth and Twentieth Centuries

3c-01-3cr

Prerequisite: SPAN 260 or 385 or permission

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

Proposed Catalog Description:

SPAN 412 The Spanish Novel of the Nineteenth and Twentieth Centuries

3c-01-3cr

Prerequisite: SPAN 260 or permission

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

viii. Current Catalog Description:

SPAN 413 Spanish Poetry of the Nineteenth and Twentieth Centuries **3c-01-3cr**

Prerequisite: SPAN 260 or 385 or permission

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

Proposed Catalog Description:

SPAN 413 Spanish Poetry of the Nineteenth and Twentieth Centuries **3c-01-3cr**

Prerequisite: SPAN 260 or permission

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

ix. Current Catalog Description:

SPAN 420 Modern Hispanic Theater

3c-01-3cr

Prerequisite: SPAN 260 or 385 or permission

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

Proposed Catalog Description:

SPAN 420 Modern Hispanic Theater

3c-01-3cr

Prerequisite: SPAN 260 or permission

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

x. Current Catalog Description:

SPAN 421 Modern Hispanic Short Story **3c-01-3cr**

Prerequisite: SPAN 260 or 385 or permission

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

Proposed Catalog Description:

SPAN 421 Modern Hispanic Short Story **3c-01-3cr**

Prerequisite: SPAN 260 or permission

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

xi. Current Catalog Description:

SPAN 430 Twentieth-Century Spanish-American Prose **3c-01-3cr**

Prerequisite: SPAN 260 or 385 or permission

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

Proposed Catalog Description:

SPAN 430 Twentieth-Century Spanish-American Prose **3c-01-3cr**

Prerequisite: SPAN 260 or permission

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

xii. Current Catalog Description:

SPAN 431 Spanish-American Poetry **3c-01-3cr**

Prerequisite: SPAN 260 or 385 or permission

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

Proposed Catalog Description:

SPAN 431 Spanish-American Poetry **3c-01-3cr**

Prerequisite: SPAN 260 or permission

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

Rationale for 362, 364, 410-413, 420, 421, 430, 431: SPAN 385 Survey of Spanish Literature is offered as part of the study abroad program in Valladolid, Spain. Since 2010

SPAN 385 was considered a substitute for SPAN 260 Introduction to Hispanic Literature, and students were allowed to participate in the Valladolid study abroad program without first having taken SPAN 260. The Department of Foreign Languages determined in 2014 that students were not adequately prepared for 300- and 400-level courses when they were allowed to participate in the Valladolid program without having taken SPAN 260 beforehand. Therefore, this proposal is to revert to the prerequisite in the catalog description that was in place before 2010, and to no longer consider SPAN 385 a substitute for SPAN 260.

xiii. Current Catalog Description:

SPAN 382 Contemporary Spain **3c-01-3cr**

Prerequisite: SPAN 230 or equivalent or permission

Gives a general view of Spain today in the areas of society, economy, and political institutions. (See SPAN 342)

Proposed Catalog Description:

SPAN 382 Contemporary Spain **3c-01-3cr**

Prerequisites: SPAN 230 and 260 or permission

Gives a general view of Spain today in the areas of society, economy, and political institutions. (See SPAN 342)

xiv. Current Catalog Description:

SPAN 383 Geography and History of Spain **3c-01-3cr**

Prerequisite: SPAN 230 or equivalent or permission

Introduces a panorama of Spanish physical, social, and economic geography, including the recent autonomic division of the country and the communication among the autonomies. Also reviews the history of Spain from the fifteenth century to the present with special emphasis on today's Spanish institutions.

Proposed Catalog Description:

SPAN 383 Geography and History of Spain **3c-01-3cr**

Prerequisites: SPAN 230 and 260 or permission

Introduces a panorama of Spanish physical, social, and economic geography, including the recent autonomic division of the country and the communication among the autonomies. Also reviews the history of Spain from the fifteenth century to the present with special emphasis on today's Spanish institutions.

xv. Current Catalog Description:

SPAN 384 History of Spanish Art **3c-01-3cr**

Prerequisite: SPAN 230 or equivalent or permission

Exposure to the richness of art in the Iberian Peninsula and in particular in the area of Madrid and Castilla-Leon. Studies the evolution of Spanish art in history, giving more

emphasis to contemporary tendencies.

Proposed Catalog Description:

SPAN 384 History of Spanish Art **3c-01-3cr**

Prerequisites: SPAN 230 and 260 or permission

Exposure to the richness of art in the Iberian Peninsula and in particular in the area of Madrid and Castilla-Leon. Studies the evolution of Spanish art in history, giving more emphasis to contemporary tendencies.

xvi. Current Catalog Description:

SPAN 385 Survey of Spanish Literature **3c-01-3cr**

Prerequisite: SPAN 230 or equivalent or permission

Introduces a general study of Spanish literature from its origin to the present time; students learn to appreciate and analyze the different literary genres. An emphasis on twentieth-century literature.

Proposed Catalog Description:

SPAN 385 Survey of Spanish Literature **3c-01-3cr**

Prerequisites: SPAN 230 and 260 or permission

Introduces a general study of Spanish literature from its origin to the present time; students learn to appreciate and analyze the different literary genres. An emphasis on twentieth-century literature.

xvii. Current Catalog Description:

SPAN 389 Theory and Practice of Spanish Literature **3c-01-3cr**

Prerequisite: SPAN 230 or equivalent or permission

Introduces Spanish syntax, morphology, and the Spanish language lexicon, as well as familiar and formal conversation and idiomatic expressions used in everyday situations.

Proposed Catalog Description:

SPAN 389 Theory and Practice of Spanish Literature **3c-01-3cr**

Prerequisites: SPAN 230 and 260 or permission

Introduces Spanish syntax, morphology, and the Spanish language lexicon, as well as familiar and formal conversation and idiomatic expressions used in everyday situations.

Rationale for 382-389: The Department of Foreign Languages determined that students were not adequately prepared for upper-level courses when they were allowed to participate in the Valladolid program without having taken SPAN 260 beforehand. Therefore, this proposal is to revert to the prerequisite in the catalog description that was in place before 2010.

12 Department of Communications Media—New Courses and Course Title and Catalog Description Change

a. New Courses:

i. Proposed Catalog Description:

COMM 350 Advanced Radio Production

3c-01-3cr

Prerequisites: COMM 349; Cannot be taken concurrently; COMM major OR COMM minor OR Audio Certificate status

Refines and supplements the production skills introduced in COMM 349, advancing beyond isolated off-air announcements to producing radio programs of substantial length and complexity. Introduces advanced radio skills including preproduction and planning for long form programming, live program production, mobile recording, advanced sound mixing and editing, sequencing, mastering, and more. Projects may include radio news production, radio documentary, public affairs, and radio drama.

Rationale: This course fits into the current department curriculum by enhancing our production program. The COMM curriculum stresses production and practical skills that students will apply in professional media industries. Through course content and assignments, the proposed course achieves these same objectives. Further, the existing course COMM 349 Radio Production is the only production course in the COMM curriculum that does not have a complementary advanced level course. This course is designed for COMM majors, minors, and students pursuing the Audio Production certificate (pending approval of this course and the certificate program). This content cannot be incorporated into an existing course due to time constraints of a single semester, and because it requires a working knowledge of the fundamentals of radio production, which students learn in COMM 349.

ii. Proposed Catalog Description:

COMM 414 Music, Media, and Culture

3c-01-3cr

Prerequisites: COMM 150, COMM major OR COMM minor

Examines the intersections between media technologies, popular music, and culture. May include technology's constant influence in musical performance, production and distribution; the music industry's marketing of popular music; popular music's relationship to cultural identity (eg. race, gender, sexuality); and music as a cultural practice.

Rationale: This course advances information and media literacy by developing critical approaches to popular music. Course is designed for Communications Media majors and minors. This content cannot be incorporated into an existing course because there is no appropriate space to do so. Production courses such as COMM 249 Basic Audio Production and COMM 449 Advanced Audio Production teach skills in audio and music production; the current course complements that skill set with tools of critical analysis in constructing and deconstructing media messages.

b. Course Title and Catalog Description Change:

Current Catalog Description:

COMM 354 Broadcast Regulations

3c-0l-3cr

Prerequisites: COMM 150 or instructor permission

Delves into the areas of law affecting broadcasters. Covers laws pertaining to cable television, station licensing and renewal, political broadcasting, libel, copyright, the right of reply, and privacy. Examines the historical development of the FCC and its jurisdictions. Discusses case studies along with the relevancy of some laws as they pertain to today's society.

Proposed Catalog Description:

COMM 354 Media Law and Policy

3c-0l-3cr

Prerequisites: COMM 150 or instructor permission

Surveys areas of law and policy regulating commercial and consumer use of media technologies. Covers law and policy pertaining to broadcasting and cable, intellectual property, station licensing and renewal, defamation, privacy, Internet regulation. Examines the historical development of the FCC and its jurisdictions. Discusses case studies along with the relevancy of some laws as they pertain to today's mediated society.

Rationale: Since 354 was developed, the media environment has changed drastically, particularly with the evolution of the Internet and digital technologies. As recent history indicates, core areas of media law and policy have implications for digital media producers and consumers (copyright, obscenity, privacy, political expression, etc.). The current title "Broadcast Regulations" is narrow in scope, indicative of a pre-Internet era; proposed title "Media Law and Policy" more accurately reflects the scope of legal issues facing Communications Media students as they navigate media industries in the 21st century.

13 Department of History—Catalog Description Changes

a. Current Catalog Description:

HIST 495 Topics in United States History

3c-0l-3cr

Prerequisites: HIST 395 and junior/senior history/pre-law, or social studies education 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. (Offered as HIST 401 before 2014-15.)

Proposed Catalog Description:

HIST 495 Topics in United States History

3c-0l-3cr

Prerequisites: HIST 395 and junior/senior history, history/pre-law, or social studies education 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. May be repeated. (Offered as HIST 401 before 2014-15.)

b. Current Catalog Description:

HIST 496 Topics in European History **3c-01-3cr**

Prerequisites: HIST 395 and junior/senior history, history/pre-law, or social studies education 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. (Offered as HIST 402 before 2014-15.)

Proposed Catalog Description:

HIST 496 Topics in European History **3c-01-3cr**

Prerequisites: HIST 395 and junior/senior history, history/pre-law, or social studies education 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. May be repeated. (Offered as HIST 402 before 2014-15.)

c. Current Catalog Description:

HIST 497 Topics in Non-Western History **3c-01-3cr**

Prerequisites: HIST 395 and junior/senior history, history/pre-law, or social studies education 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. (Offered as HIST 403 before 2014-15.)

Proposed Catalog Description:

HIST 497 Topics in Non-Western History **3c-01-3cr**

Prerequisites: HIST 395 and junior/senior history, history/pre-law, or social studies education 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. May be repeated (Offered as HIST 403 before 2014-15.)

d. Current Catalog Description:

HIST 498 Topics in Comparative History **3c-01-3cr**

Prerequisites: HIST 395 and junior/senior history, history/pre-law, or social studies education 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. (Offered as HIST 404 before 2014-15.)

Proposed Catalog Description:

HIST 498 Topics in Comparative History

3c-0l-3cr

Prerequisites: HIST 395 and junior/senior history, history/pre-law, or social studies education 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. May be repeated. (Offered as HIST 404 before 2014-15.)

Rationale: When these four courses were proposed as HIST 401-404 in May 2002 the proposals noted that the courses could be repeated; this information, however, was not presented to Senate or included in the catalog descriptions. This oversight is now being corrected.

14 Department of Music—New Course and Catalog Description Changes

a. New Course

MUSC 140 Popular Music Ensemble

0c-3l-1cr

Prerequisites: MUSC 114 and/or instructor permission by audition on voice or an instrument or by presenting evidence of electronic music creation

Laboratory for performance and creative expression in any popular music style, past, present or future. Instruction in small groups selected by instructor and students including pre-existing bands, as well as group instruction and critiques. Areas of focus include creativity within popular music styles, group rehearsal dynamics and techniques, and preparing for live performances. May be repeated for credit.

Rationale: This course is part of the proposed Certificate in Popular Music Studies, a joint program of the Music and Communications Media departments. The primary audience for the course would be students in that program, but we might also be able to accommodate talented students from across the university; this would be determined by audition.

b. Catalog Description Changes:

i. Current Catalog Description:

MUHI 102 Music and Literature Survey

3c-0l-3cr

Prerequisites: Music major or permission from the instructor

Introduces students to a broad spectrum of music and literature of various genres through a careful analysis of poetry, fiction, and drama, both in the original format and in a variety of musical settings. Includes music and literature of various time periods, nationalities and minorities, including works from nonwestern musical traditions. For music majors and others who have a substantial knowledge of music, this course fulfills both the Liberal Studies Fine Arts and Humanities Literature requirement for music education majors.

Proposed Catalog Description:

MUHI 102 Music and Literature Survey

3c-01-3cr

Introduces students to a broad spectrum of music and literature of various genres through a careful analysis of poetry, fiction, and drama, both in the original format and in a variety of musical settings. Includes music and literature of various time periods, nationalities and minorities, including works by women and works from nonwestern musical traditions. Designed for music majors and other who have a substantial knowledge of music, this course fulfills both the Liberal Studies Fine Arts and Humanities Literature requirement for music majors.

Rationale: This revision is being undertaken so that MUHI 102 can continue to be approved as fulfilling the ENGL 121 and the fine arts knowledge area requirements in Liberal Studies. This course originated in the need to shrink the B.S. in Music Education from 146 hours to 120 hours. In the smaller program, it was necessary to compromise in a number of areas in order to fulfill the requirements for teacher certification and the demands various accrediting bodies such as NCATE and the National Association of Schools of Music (NASM). The original objective of MUHI 102 was to provide a survey of music literature for majors, and since music history shares a great deal of common ground with humanities literature, we decided to structure MUHI 102 so that it also fulfills the objectives of ENGL 121. To facilitate this dual mission, the class will be team-taught by music history faculty and a faculty member from the English department, who will equally share the load credit for the course. Faculty members in both departments who have taught the course have been extremely pleased by its interdisciplinary nature, and have found it a stimulating way to teach music history and literature.

Current Catalog Description:

ii. MUHI 301 Music History I

3c-01-3cr

Prerequisites: MUHI 102, ENGL 101, 202 HIST 195

An intensive study of the history and style of Medieval, Renaissance, and Baroque music. Considerable analytical listening required.

Proposed Catalog Description:

MUHI 301 Music History I

3c-01-3cr

Prerequisites: MUHI 102, ENGL 101, 202 HIST 196 or 197 or 198

Survey of the musicians, cultural, settings, aesthetics, musical styles and repertoires of

Western Europe from Antiquity to the late 18th century. Introduces research methods in music history.

iii. Current Catalog Description:

MUHI 302 Music History II **3c-0l-3cr**

Prerequisites: MUHI 102, ENGL 101, 202, HIST 195

An intensive study of the history and styles of Classical, Romantic and 20th-century music to 1950. Considerable analytical listening required.

Proposed Catalog Description:

MUHI 302 Music History II **3c-0l-3cr**

Prerequisites: MUHI 102, ENGL 101, 202, HIST 196 or 197 or 198

Survey of the musicians, cultural settings, aesthetics, musical styles and repertoires of Europe and the United States from the late 18th century to the present. Also focuses on developing research writing skill in music history.

Rationale: These two courses have not been formally revised for more than 20 years, and the courses as taught have evolved away from the 1990 syllabi of record. The course description and objectives were minimal and vague, and do not reflect several of the current desired learning outcomes. Since these two course are also the liberal studies elective for our music degrees, they also needed to be upgraded for the new liberal studies curriculum.

15 Department of Chemistry—Catalog Description Change and Course Deletions

a. Catalog Description Change

Current Catalog Description:

CHEM 290 Chemistry Seminar I **1c-0l-1cr**

Prerequisites: CHEM 111 or 113

Provides knowledge to students concerning undergraduate research and career possibilities based on a degree in chemistry or biochemistry. Much of this class will consist of presentations to students by research faculty in chemistry, biochemistry and other departments across the university.

Proposed Catalog Description:

CHEM 290 Chemistry Seminar I **1c-0l-1cr**

Prerequisites: CHEM 111 or 113

Provides knowledge to students concerning undergraduate research and career possibilities based on a degree in chemistry or biochemistry. Much of this class will consist of presentations to students by research faculty in chemistry, biochemistry and other departments across the university.

Rationale: CHEM 100 was added as a prerequisite. Students who appear to be under-prepared for CHEM 111 General Chemistry I are advised to take CHEM 100 in the fall, and CHEM 111 in the spring. Some of these students wish to be chemistry majors, and would therefore benefit from taking CHEM 290, which includes information on opportunities for undergraduate chemistry majors, career options and other useful data that might help a young student focus their academic goals. Since CHEM 290 is only offered in the spring, expanding prerequisites to include CHEM 100 will allow these students to take advantage of CHEM 290 while taking CHEM 111 during the same semester.

b. Course Deletions:

CHEM 301 Introduction to Chemical Research
CHEM 222 Instrumental Analysis
CHEM 340 Physical Chemistry for Biological Sciences
CHEM 412 Advanced Structural and Synthetic Methods in Inorganic Chemistry
CHEM 499 Problems in Chemical Education

Rationale: These courses have all been replaced by other courses in the curriculum.

16 Department of Information Systems and Decision Sciences—New Course

QBUS 450 Data Science for Business **3c-0l-3cr**

Prerequisite: QBUS 215

An introduction to the practice of data science with a broad set of data analytic skills based on building real analytic applications on a variety of real data, including big data, unstructured data and textual data. Skills include accessing and transferring data, applying various analytical frameworks, applying methods from machine learning and data mining, conducting large-scale rigorous evaluations with business goals in mind, and visualizing data analytic results.

Rationale: Data sciences for business are necessary for students to grasp fundamental and advanced skills of business analysis, in solving business problems. Students will program throughout the course and are expected to have some programming experience coming in. The emphasis of the course will be on rigor and practical usefulness. The College Corporate Advisory Board members have suggested the need for extensive exposure, of the students to these areas. This course will fit into the programs of the department by meeting this need. The course is designed for our MBA and general business students with necessary background.

17 Department of Developmental Studies—Course Number and Title Change

Current Course Number and Name: DVST 095 Introduction to College Math II

Proposed Course Number and Name: DVST 083 Introduction to College Math

Rationale: The Department of Developmental Studies is currently offering two DVST math courses: (i) DVST 095 Introduction to College Math II and (ii) DVST 093 Elements of Algebra. DVST 095 is for the students whose Compass placement scores are the lowest. However, the course number confuses our students because DVST 093 is higher level compared to DVST 095. Additionally, the department no longer offers DVST 090 Introduction to College Math I. Therefore, the title of DVST 095 Introduction to College Math II is redundant. For this reason, the department decided to rename the course as DVST 083 Introduction to College Math.

18 Department of Geography and Regional Planning—Course Revision and Program Revisions

a. Course Revision:

Current Catalog Description:

RGPL 426 Environmental Land Use Planning **3c-01-3cr**

Prerequisite: RGLP 350 recommended

Examines principles, techniques, and applications for the environmental land-use planning process. Focuses on surface water and deals with topics such as land use, stream monitoring, stream conservation and restoration, and watershed management. Students who complete course will be exposed to environmental planning legislation and policy, best management practices, and applied techniques.

Proposed Catalog Description:

RGPL 426 Environmental Land Use Planning **3c-01-3cr**

Prerequisite: RGLP 350 recommended

Reviews and instructs principles, techniques, and applications for the environmental land use planning process. Focuses on surface water and deals with topics such as land use, stream monitoring, stream conservation and restoration, and watershed management. Students who complete the course will be exposed to environmental planning legislation and policy, best management practices, and applied techniques.

Rationale: This course will be suggested for the M.S. – GEOG Environmental Planning Track and recommended for students in the Regional Planning Track and suitable for the GIS/Cartography Track so it has been revised to include graduate objectives, assignments and grading scale.

b. Program Revisions:

<p>Current Program:</p> <p>Bachelor of Science—Regional Planning/ Environmental Planner</p>	<p>Proposed Program:</p> <p>Bachelor of Science—Regional Planning/ Environmental Planner</p>
<p>Liberal Studies: As outlined in Liberal Studies 49-50</p>	<p>Liberal Studies: As outlined in the Liberal Studies 49-50</p>

section with the following specifications: Mathematics: MATH 217 recommended Liberal Studies Electives: 9cr, BTED/COSC/ IFMG 101 recommended, no course with RGPL prefix		section with the following specifications: Mathematics: MATH 217 recommended Social Science: RGPL 103 required Liberal Studies Electives: 9cr, BTED/COSC/ IFMG 101 recommended, no course with RGPL prefix	
College: Foreign Language Intermediate Level (1)		College: Foreign Language Intermediate Level (1)	
0-6		0-6	
Major: Required Courses in Planning: RGPL 213 Cartography I 3cr RGPL 316 Introduction to Geographic Information Systems 3cr RGPL 332 Urban Geography 3cr RGPL 350 Introduction to Planning 3cr RGPL 352 Planning Methods 3cr RGPL 410 Community Participation and Civic Engagement Seminar 3cr RGPL 412 Community Planning Practicum 3cr RGPL 426 Environmental Land Use Planning 3cr RGPL 453 Planning Design Studio I 3cr RGPL 454 Planning Design Studio II 3cr RGPL 458 Land Use Law 3cr RGPL 464 Land Use Policy 3cr RGPL 468 Planning Theory 3cr RGPL 493 Internship 3cr		54 Majors: Required Courses in Planning: RGPL 203 Planning History 3cr RGPL 213 Cartography I 3cr RGPL 316 Introduction to Geographic Information Systems 3cr RGPL 350 Introduction to Planning 3cr RGPL 352 Planning Methods 3cr RGPL 410 Community Participation and Civic Engagement Seminar 3cr RGPL 412 Community Planning Practicum 3cr RGPL 426 Environmental Land Use Planning 3cr RGPL 453 Planning Design Studio I 3cr RGPL 454 Planning Design Studio II 3cr RGPL 458 Land Use Law 3cr RGPL 462 Planning Policy, Implementation and Administration 3cr RGPL 468 Planning Theory 3cr RGPL 493 Internship 3cr	
Track Courses: Four courses from the following: RGPL 314 Map and Photo Interpretation 3cr RGPL 341 Climatology 3cr RGPL 342 Physiography 3cr RGPL 343 Geography of Fresh Water Resources 3cr RGPL 345 Biogeography for Environmental Managers 3cr RGPL 415 Remote Sensing 3cr GEOG 435 Geography of Energy 3cr RGPL 440 Conservation: Environmental Analysis 3cr		Concentration Courses: Four courses from the following: GEOG 425 Global Positioning Systems Concepts and Techniques 3cr GEOG 435 Geography of Energy 3cr GEOG 444 Energy Development and Compliance I 3cr RGPL 314 Map and Photo Interpretation 3cr RGPL 341 Climatology 3cr RGPL 342 Physiography 3cr RGPL 343 Geography of Fresh Water Resources 3cr RGPL 345 Biogeography for Environmental Managers 3cr RGPL 415 Remote Sensing 3cr RGPL 440 Conservation: Environmental Analysis 3cr	
Free Electives: PLSC 376 strongly recommended and BIOL 114 recommended		10-17 Free Electives:	
10-17		10-17	
Total Degree Requirements: (2)		Total Degree Requirements:	
120		120	
(1) Intermediate-level Foreign Language may be included in Liberal Studies electives. (2) As they pass through the program students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.		(1) Intermediate-level Foreign Language may be included in Liberal Studies electives. (2) As they pass through the program students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.	

Current Program: Bachelor of Science—Regional Planning/ Land Use Planning and GIS Concentration	Proposed Program: Bachelor of Science—Regional Planning/ Land Use Planning and GIS Concentration
--	---

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Liberal Studies Electives: 9cr, BTED/COSC/IMFG 101 recommended, no course with RGPL prefix		49-50	Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: RGPL 103 required Liberal Studies Electives: 9cr, BTED/COSC/IMFG 101 recommended, no course with RGPL prefix		49-50
College: Foreign Language Intermediate Level (1)		0-6	College: Foreign Language Intermediate Level (1)		0-6
Major: Required Courses in Planning: RGPL 213 Cartography I RGPL 316 Introduction to Geographic Information Systems RGPL 332 Urban Geography RGPL 350 Introduction to Planning RGPL 352 Planning Methods RGPL 410 Community Participation and Civic Engagement Seminar RGPL 412 Community Planning Practicum RGPL 453 Planning Design I RGPL 454 Planning Design II RGPL 458 Land Use Law RGPL 464 Land Use Policy RGPL 468 Planning Theory RGPL 493 Internship Track Courses: Four courses from the following: GEOG 334 Political Geography PLSC 376 Public Sector Budgeting and Financial Management RGPL 313 Cartography II RGPL 314 Map and Photograph Interpretation RGPL 415 Remote Sensing RGPL 417 Technical Issues in GIS		54	Major: Required Courses in Planning: RGPL 203 Planning History RGPL 213 Cartography I RGPL 316 Introduction to Geographic Information Systems RGPL 350 Introduction to Planning RGPL 352 Planning Methods RGPL 410 Community Participation and Civic Engagement Seminar RGPL 412 Community Planning Practicum RGPL 426 Environmental Land Use Planning RGPL 453 Planning Design Studio I RGPL 454 Planning Design Studio II RGPL 458 Land Use Law RGPL 462 Planning Policy, Implementation and Administration RGPL 468 Planning Theory RGPL 493 Internship Concentration Courses: Four courses from the following: GEOG 334 Political Geography RGPL 313 Cartography II RGPL 314 Map and Photograph Interpretation RGPL 332 Urban Geography RGPL 404 Transportation Planning RGPL 415 Remote Sensing RGPL 417 Technical Issues in GIS		54
Free Electives: PLSC 376 strongly recommended and BIOL 114 recommended		10-17	Free Electives:		10-17
Total Degree Requirements: (2)		120	Total Degree Requirements:		120
(1) Intermediate-level Foreign Language may be included in Liberal Studies electives. (2) As they pass through the program students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.			(1) Intermediate-level Foreign Language may be included in Liberal Studies electives. (2) As they pass through the program students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.		

Rationale: During the fall of 2012, a site visit team (SVT) from the Planning Accreditation Board (PAB) visited the Department of Geography & Regional Planning as part of the accreditation evaluation of the Department's BS in Regional Planning. Although the program received an overwhelmingly positive review, the SVT did have some specific recommendations regarding curriculum and utilization of resources. In terms of curriculum, the team felt that there needed to be a course that newly-declared majors could enter that

would provide them with a focused introduction to the origins, history and traditions of the planning discipline. We have added *RGPL 203 Planning History* to the Regional Planning core to address these issues. The SVT also suggested that planning administration and implementation needed to be explicitly dealt with in a core program course, so we have proposed *RGPL 462 Planning Policy, Implementation and Administration* as a required core course for the Regional Planning major (replacing *RGPL 464 Land Use Policy*). In adding these courses, we needed to remove a course from the Regional Planning core to keep the same number of major credits, so *RGPL 332 Urban Geography* has been moved from the core to an option in the GIS/Land Use Planning concentration. *GEOG 425 Global Positioning Concepts & Techniques* and *GEOG 444 Energy Development & Compliance I* have been added as options to the Environmental Planning concentration, since these courses did not exist at the time of our last program revision. *PLSC 376* and *BIOL 114* are being removed as recommended free electives because they have not been offered for years and no longer appear in the current catalog. Finally, *GEOG/RGPL 103 Global Cities* has been added as a Liberal Studies Social Science requirement for the Regional Planning program. The major reason for this change is that the SVT refused to give us credit towards faculty FTEs in the Regional Planning program for *RGPL 103* during our last review, because they said that the course was not a curricular requirement for the program. This was problematic, as it caused our program faculty FTEs to be calculated at under 5 (4.25), which is a benchmark in PAB accreditation documents. The Regional Planning faculty decided to respond to the SVT's interpretation of the FTE calculation by making *RGPL 103* an LS Social Science requirement for the program, which will immediately increase our FTE calculation to 6.28.

19 Liberal Studies Committee and UWUCC approved: 1) the following individuals as Writing Intensive faculty or the following courses as writing intensive, 2) the above courses in the following categories and 3) the removal of several courses from Liberal Studies Categories:

- MUHI 102 Music and Literature Survey was approved as a Liberal Studies Knowledge Area course in the Literature Category.
- MUHI 301 Music History I was approved as a Liberal Studies Elective in the Global Citizenship and Information Literacy categories.
- MUHI 302 Music History II was approved as a Liberal Studies Elective in the Information Literacy category.
- Brandon Vick, Economics, was approved as a Type I Writing Intensive, Professor Commitment.
- Megan Knoch, Biology, was approved as a Type I Writing Intensive, Professor Commitment.
- BIOL 203 Principles of Biology: Genetics and Development was reapproved as a Type II Writing Intensive, Department Commitment Course.
- BIOL 362 Ecology was reapproved as a Type II Writing Intensive, Department Commitment Course.
- CRLG 151, 155, 156, 159, 162, 201, 205, 206, 209, 212, 251, 252, 255, 259, 262 Arabic II-IV, Hindi II-IV, Hungarian II-IV, Korean II-IV, and Russian II-IV are being deleted from the Global and Multicultural Awareness Category.

- FRNC 203 Accelerated College French is being deleted from the Liberal Studies Elective Category.

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

FOR ACTION:

- 1. Course Revision, Dual Level:** Dual-List Change catalog description, course prefix, course number

Department: Geography & Regional Planning Departments

Course: RPGL 426/GEOG 526: Environmental Land-Use Planning

Catalog start term: Spring, 2015

Summary/Rationale:

Course has been offered 3 times as a special topics course.

Catalog Description

RPGL 426/GEOG 526: Environmental Land-Use Planning 3 cr

Examines principles, techniques, and applications for the environmental land-use planning process. Focuses on surface water and deals with topics such as land-use, stream monitoring, stream conservation and restoration, and watershed management. Students who complete course will be exposed to environmental planning legislation and policy, best management practices, and applied techniques.

Prerequisite Graduate: None (RGPL 550 recommended)

- 2. Minor Program Revision:** Change admissions requirements

Department: History

Title of the Program: Master of Arts in History

Catalog start term: Spring, 2015

Summary:

This revision of the graduate program in History focuses on changing the program's admissions requirements. We are seeking to eliminate the GRE requirement, raise the GPA requirement, set a minimum number of required undergraduate history courses and set minimum grades for those courses, and, require a writing sample.

Rationale:

Anecdotal evidence suggests that fewer master's degree programs in our field, particularly public history (and related fields - museum studies, archival studies, etc.), require the GRE for admission into their graduate programs. As we attract more prospective applicants with

professional experience in public history or as secondary school educators, we find the GRE is not only a financial burden, but is also a poor indicator of performance potential.

Past experience has demonstrated that the greater number of history courses a student has taken, particularly those above the 200-level and with 3.0/B or above averages are a better indicator for student performance than the GRE. Past experience has demonstrated that students with a minimum of a 3.0 in both those history courses, as well as in their overall degree GPA have been indicators of successful student performance.

While the personal statement provides insight into student career goals and allows us to ensure that their goals match the resources available in our department/program, a writing sample will provide a more complete understanding of student's ability to conduct research, think critically, and express those skills in a well-crafted written work. This sample, however, can be applied in other ways depending on the background of the applicant. For example, public historians working in the field but who wish to pursue graduate studies may submit a grant proposal, processing plan/funding aid, exhibit brief, or historic marker proposal.

The impact of these changes to admission requirements, we believe, will be to increase the number of quality applicants and attract applicants who better fit with our program. Our graduate track in public history is of benefit to many practitioners who have worked in the field for years, but have decided to return for a graduate degree. The GRE is not only a financial burden, but also one which does not give a clear indicator of student ability as many will have been out of school for some time. The same can be said of social studies teachers who have also been working in their profession for some time.

Raising our overall GPA to a 3.0/B, requiring a minimum number of history courses with 3.0/B grades will also raise the quality of applicants to our program.

In the end we will have a stronger, and most likely larger, graduate program.

CURRENT ADMISSIONS REQUIREMENT	PROPOSED ADMISSIONS REQUIREMENT
GRE	No GRE
Cumulative undergraduate GPA of 2.6	Cumulative GPA of 3.0
No minimum credit requirement for undergraduate history courses	Minimum of 12 undergraduate credits in history, at least two classes beyond the 200-level
No minimum grade of 3.0 in history courses.	Minimum grade of 3.0 in undergraduate history courses
No writing sample	A minimum of 5 to 10 page history or public history focused writing sample

3. Major Course Revision:

Department: Safety Sciences

Course: SAFE 602: Research Methods in Safety Management

Catalog start term: Spring, 2015

Summary:

The revision to the SAFE 602 course involves changes to the course outcomes and assignments to incorporate a capstone project into the curriculum. There is also a revision to the course description and the prerequisites. This course will require concurrent registration with the new SAFE 791: Capstone Project course.

Rationale:

The Department of Safety Sciences is revising its Master of Science in Safety Science degree program to meet the PASSHE requirements for MS degrees and Accreditation Board for Engineering and Technology (ABET) accreditation criteria. ABET requires a project or research activity resulting in a report that demonstrates both the mastery of the subject matter and a high level of communication skills. Under PASSHE requirements, graduate programs are required to have a culminating experience. The SAFE 602 course will be revised to incorporate the capstone project into the existing coursework.

Current Catalog Description:

SAFE 602 Research Methods in Safety Management
3cr

Prepares individuals for the conduct of research in safety and its numerous subspecialties. Research paradigms, experimental design, data sources and collection, and statistical methods are covered in detail. The emphasis throughout is on quantitative approaches likely to produce valid new knowledge in the discipline of safety management.

Prerequisite: SAFE major or permission of instructor.

Proposed Catalog Description:

SAFE 602 Research Methods in Safety Management 3cr

Prepares individuals for the conduct of research in safety and its numerous subspecialties. Research paradigms, experimental design, data sources and collection, and statistical methods are covered in detail. Students will complete a capstone project which requires the in-depth analysis and proposed solutions for a safety sciences problem in a workplace setting.

Prerequisite: Concurrent registration in SAFE 791.

4. Minor Course Revision

Department: Safety Sciences

Course: SAFE 647: Applied Ergonomics

Catalog start term: Spring, 2015

Summary:

The purpose of this minor course revision is to add a prerequisite deficiency course onto the master's level course. This course requires some background or undergraduate preparation in ergonomics.

Rationale:

As part of the admissions process into the MS in Safety Sciences program, the Department will in some cases, require students without the proper academic preparation to complete remedial coursework referred to as deficiency coursework. The Department has been experiencing an increased number of students not completing their deficiency course prior to the master's course. Adding prerequisites onto certain courses in the curriculum will require students to get approvals from the instructors prior to registering and serve as a checkpoint to ensure the students have in fact completed their deficiency courses as stipulated in their programs of study.

Current Catalog Description:

Ergonomic principles used in the identification, analysis, and implementation of intervention strategies to address hazards in the workplace are presented. Focus is on the application of strategies to identify and correct ergonomic problems in the workplace using evaluation equipment and video case studies of actual workplace situations.

Prerequisite: SAFE major or permission of the instructor.

Proposed Catalog Description:

Ergonomic principles used in the identification, analysis, and implementation of intervention strategies to address hazards in the workplace are presented. Focus is on the application of strategies to identify and correct ergonomic problems in the workplace using evaluation equipment and video case studies of actual workplace situations.

Prerequisite: SAFE 347 or equivalent or permission of instructor.

5. Minor Course Revision: add prerequisite deficiency courses onto the master's level course

Department: Safety Sciences

Course: SAFE 605: Application of Safety Engineering Principles

Catalog start term: Spring, 2015

Summary:

The purpose of this minor course revision is to add prerequisite deficiency courses onto the master's level course. This course requires extensive use of mathematics and physics to understand and complete safety sciences related problems.

Rationale:

As part of the admissions process into the MS in Safety Sciences program, the Department will in some cases, require students without the proper academic preparation to complete remedial coursework referred to as deficiency coursework. The Department has been experiencing an increased number of students not completing their deficiency course prior to the master's course. Adding prerequisites onto certain courses in the curriculum will require students to get approvals from the instructors prior to registering and serve as a checkpoint to ensure the students have in fact completed their deficiency courses as stipulated in their programs of study.

Current Catalog Description:

SAFE 605 Application of Safety Engineering Principles 3cr

This course prepares the student with a fundamental understanding of those hazards which can contribute to loss incidents. These hazards are studied in an engineering context; their physical and chemical characteristics are studied in depth in order to apply the appropriate hazard control measures.

Proposed Catalog Description:

SAFE 605 Application of Safety Engineering Principles 3cr

This course prepares the student with a fundamental understanding of those hazards which can contribute to loss incidents. These hazards are studied in an engineering context; their physical and chemical characteristics are studied in depth in order to apply the appropriate hazard control measures.

Prerequisites: PHYS 111, Math 105, or equivalent, or permission of the instructor.

6. Minor Course Revision: add prerequisite deficiency course onto the master's level course

Department: Safety Sciences

Course: SAFE 660: Applied Industrial Hygiene

Catalog start term: Spring, 2015

Summary:

The purpose of this minor course revision is to add prerequisite deficiency course onto the master's level course. This course requires some background or undergraduate preparation in Industrial Hygiene.

Rationale:

As part of the admissions process into the MS in Safety Sciences program, the Department will in some cases, require students without the proper academic preparation to complete remedial coursework referred to as deficiency coursework. The Department has been experiencing an increased number of students not completing their deficiency course prior to the master's course. Adding prerequisites onto certain courses in the curriculum will require students to get approvals from the instructors prior to registering and serve as a checkpoint to ensure the students have in fact completed their deficiency courses as stipulated in their programs of study.

Current Catalog Description:

SAFE 660 Applied Industrial Hygiene 3cr

Examines the current expectations and responsibilities of professionals engaged in the practice of industrial hygiene. Students become familiar with 1) the current approaches to anticipating and identifying potential health hazards in the workplace and/or environment, 2) methods and techniques for determining quantitatively the amount of environmental stresses present and 3) proper strategies and methods for implementing effective controls.

Proposed Catalog Description:

SAFE 660 Applied Industrial Hygiene 3cr

Examines the current expectations and responsibilities of professionals engaged in the practice of industrial hygiene. Students become familiar with 1) the current approaches to anticipating and identifying potential health hazards in the workplace and/or environment, 2) methods and techniques for determining quantitatively the amount of environmental stresses present and 3) proper strategies and methods for implementing effective controls.

Prerequisite: CHEM 101, SAFE 330 and SAFE 430 or equivalent or permission of instructor.

FOR INFORMATION:

**The following were approved by the UWGC to be offered as distance education courses:
(Provost provides final approval)**

- **SAFE 602:** Research Methods in Safety Sciences

Appendix C
Library and Educational Services Committee
Chair Ford

FOR ACTION

Policy Revision: Use of IUP E-mail as an Official Means of Communication.

Rationale: This policy is being revised to include an explicit prohibition against email spoofing. This deceptive practice is not currently prohibited by any of IUP's computing-specific policies. The revised policy will take effect immediately upon approval.

Revised Policy (**revisions highlighted**):

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

Purpose

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

Scope

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

Objective

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

Policy

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

Definitions

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

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

E-mail spoofing is the creation of email messages with a forged sender address.

Responsibilities

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

Procedures

The rationale for this policy is that for faculty who wish to use IUP e-mail for communication to and from students, there is a policy that states that this is approved. Faculty can put this policy in their syllabi and other documents. Communicating via the IUP e-mail system facilitates determining the identity of the sender. Users are therefore not permitted to impersonate other users by modifying email header information for the purpose of deception. All forms of email spoofing are prohibited.

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

Rescission

None

Publications Statement

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

This policy should also be included on the IUP website.

Distribution

All Employees

Document History**Date**

September 16, 2005

March 26, 2013

Description

Initial document publication

Obsolete references updated

Appendix D
Research Committee
Chair Bonach

The USRC met on November 11, 2014. The meeting was devoted to reviewing the University Senate Research Committee proposals. Overall there were 14 USRC Small Grant proposals and the decision was made to fund 11 proposals totaling \$8,017.00.

The USRC brings forth the Student Training policy below “For Action” by the Senate.

The next meeting will be held on December 9, 2014 at 3:30 pm in Stright 301.

Funded Small Grant proposals:

- Dr. Jean-Louis Dassier
- Dr. Parveen J. Ali
- Dr. John D. Baker
- Dr. Kimberly J. Desmond
- Dr. Bryna Siegel Finer
- Dr. Oscar Guerra
- Dr. James J. Jozefowicz
- Dr. Richard Kemp
- Drs. Jo-Anne Kerr and Linda Norris
- Dr. Timothy J. Runge
- Dr. Daniel Widzowski

FOR ACTION

Rationale and explanation for Student Training Policy

In an effort to enhance student training in the ethical conduct of research and improve research compliance at IUP, the attached “Policy for the Preparation and Training of Students Working with Human and/or Animal Subjects” is presented for action.

As described in the proposed policy, any student who engages, or plans to engage, in systematic interaction with human and/or animal subjects’ studies that require approval by the Institutional Review Board for the Protection of Human Subjects (IRB) or by the Institutional Animal Care

and Use Committee (IACUC) will be required to complete prescribed ethics training. Although not named in the policy, IUP will use subscription-based on-line training modules produced by the Collaborative Institutional Training Initiative (CITI). For more details about IUP's CITI offerings, please see: <http://www.iup.edu/page.aspx?id=93408>

In addition to review by the USRC, a draft of this Policy was reviewed by the chairs and members of the IRB and IACUC, circulated to President's Cabinet, and discussed with various interest groups including the undergraduate and graduate student associations and the RI Advisory Board. We also obtained feedback from the Council of Deans, Council of A-Deans, Academic Affairs Council, Council of Chairs, and PASSHE legal counsel prior to bringing this policy forward to the University Senate for action.

POLICY STATEMENT

Subject: Policy for the Preparation and Training of Students Working with Human and/or Animal Subjects

Date: December 1, 2014

Distribution Code:

Reference Number:

Revision Date:

Addition

Originating Office:

President's Approval

Deletion

School of Graduate Studies & Research

New Item

1. PURPOSE:

To establish a policy requiring all IUP students engaged in human and/or animal subject studies to successfully complete training on the ethical treatment of human and/or animal subjects, as appropriate for their field of endeavor, prior to initiating their activities.

2. SCOPE:

This policy shall apply to all IUP students who engage, or plan to engage, in systematic interaction with human and/or animal subjects that requires approval by the Institutional Review Board for the Protection of Human Subjects (IRB) or by the

Institutional Animal Care and Use Committee (IACUC). This policy shall also apply to IUP students pursuing for-credit independent study, externships, internships, and clinical experiences as well as non-IUP students who wish to use IUP as a study site for projects for which IRB or IACUC-approval is required.

3. OBJECTIVE:

This policy seeks to help ensure that students understand their obligations to protect their human and/or animal subjects and to protect the integrity of research and scholarship at IUP. To that end, this policy sets forth the requirement that all IUP students engaged in studies requiring IRB and/or IACUC approval must first successfully complete prescribed training on the ethical treatment of human and/or animal subjects, as appropriate for their endeavors, prior to initiating their activities.

4. POLICY:

It is the policy of IUP to foster an academic environment that encourages ethical conduct in all research and scholarship. To this end, IUP shall require that all students who engage, or plan to engage, in systematic interaction with human and/or animal subjects that requires approval by the IRB and/or the IACUC first complete ethical training prior to the initiation of their activities. It is further the policy of IUP that non-IUP students who wish to use IUP as a study site for their IRB or IACUC-approved projects must also complete IUP's prescribed ethical training prior to the initiation of their activities at IUP.

5. DEFINITIONS:

Institutional Review Board for the Protection of Human Subjects (IRB): the regulatory body of IUP that is responsible for the review of research that involves human participants.

Institutional Animal Care and Use Committee (IACUC): the regulatory body of IUP charged with ensuring compliance with federal regulations concerning the use and welfare of animals in teaching and research.

6. RESPONSIBILITIES:

It is the responsibility of students to inquire with their supervisors, the IRB chair, and/or the IACUC chair to determine if IRB and/or IACUC approval is needed for the planned activities. If such approval is needed, it is the responsibility of the student to complete the prescribed ethics training prior to submission of their research protocol to the IRB/IACUC.

It is the responsibility of the School of Graduate Studies and Research to make prescribed ethics training available to students. Such training will be available in an on-line format, unless the student is conducting externally-sponsored research for which the external (non-IUP) sponsor requires face-to-face training. If face-to-face training is required by the external research sponsor, it will be the responsibility of the School of Graduate Studies and Research to provide such training.

It is the responsibility of the IRB and the IACUC to confirm that student-submitted protocols and faculty/staff-submitted protocols in which students will participate include copies of official on-line ethics training completion certificates for each student named on the protocol. If student participants on faculty/staff protocols have not been identified at the time of submission, it is the responsibility of the IRB and/or IACUC to require in their protocol approval letters that names and completion certificates be forwarded as soon as student participants are identified and before the student participants begin work on the faculty/staff project.

It is the responsibility of the research supervisor to alert the IRB/IACUC chair if students not initially named on the IRB/IACUC approved protocol will be conducting research under the approved protocol and to provide copies of official on-line ethics training completion certificates for each of these added students. For supervisors overseeing classroom research meeting the IRB definition of such and/or outreach activities that have been deemed by the IRB/IACUC chairs to meet the standards for classroom research and/or outreach, the supervisor must complete prescribed ethics training.

Completion of ethics training for students participating in classroom research and/or outreach activities is recommended but not required unless otherwise stated in writing by the IRB/IACUC chairs.

7. PROCEDURES:

Students shall consult with their supervisor, the IRB chair, and/or the IACUC chair, to determine if the planned studies require IRB and/or IACUC approval prior to initiating their activities.

If IRB and/or IACUC approval is required, students must complete a prescribed on-line ethics training program. Directions for accessing this training can be found on the IRB/IACUC protocol forms.

With respect to human subject studies training: Students conducting social, behavioral, and educational human subjects research must complete the on-line training for “Social, Behavioral, and Educational Research Investigators;” students conducting biomedical human subjects research must complete the on-line training for “Biomedical Research Investigators;” students conducting human subjects research for which there will be no direct contact with human subjects, for example archival, data, or laboratory specimen research, must complete the on-line training for “Research with Data or Laboratory Specimens Only;”

With respect to animal subject studies training: Students conducting animal subjects laboratory research must complete the on-line training for “Students Working with Animals;” and students conducting animal field research must complete the on-line training for “Field Researchers.”

Upon successful completion of their training, students will receive an official completion certificate. This certificate must be attached to any IRB and/or IACUC protocol submitted for review on which the student is a named participant. If students not initially named on the IRB/IACUC approved protocol will be conducting activities under the approved protocol, an official completion certificate must be submitted via email to the IRB/IACUC

chair, with the approved protocol log number, for each of these added students.

Failure to comply with the requirements of this policy may result in termination of study activities, inability to utilize collected data, and/or disciplinary hearings in accordance with the Undergraduate or Graduate Academic Integrity Policy and Procedures.

Additional recommended on-line training programs may be available, including responsible conduct of research, conflict of interest, biosafety/biosecurity, and export control, but are not required for students under this policy unless the student is conducting externally-sponsored studies for which the external (non-IUP) sponsor requires completion of such training programs.

- | | | |
|-----|----------------------------|---|
| 8. | REVISION: | Not applicable |
| 9. | PUBLICATIONS
STATEMENT: | Not Applicable |
| 10. | DISTRIBUTION: | All faculty and managers annually by the School of Graduate Studies and Research. |

Appendix E
Student Affairs Committee
Chair Stocker

Finance and University Development
Chair Wick

FOR ACTION

PROTECTION OF MINORS POLICY – DRAFT 11-24-14

The Senate Committee on Student Affairs (SCOSA) supports the Protection of Minors Policy in its true intention of protecting the safety of minors either visiting or enrolled at IUP and those in attendance at University Sponsored events. Strengths of this policy determined by the collective SCOSA Committee include the ability to protect an employee who may report such incidents and the intent of the policy being acted on by the entire institution. SCOSA would like to present this policy to University Senate with the following addendum:

This policy should identify an institutional resources person who will be responsible for discussing concerns, responding to inquires about situations, and consulting on matters related to this policy.

The attached 11-24-14 includes the revision to name the responsible party.

In addition to this support, concerns regarding the following items were discussed at length at the committee level:

- *The background check process and its enormity.*
- *The unintended consequences of those falsely accused and the stigma and fallout associated with such an accusation.*

UNIVERSITY DEVELOPMENT AND FINANCE COMMITTEE

The University Development and Finance Committee unanimously agreed with SCOSA regarding SCOSA's endorsement of the draft Protection of Minors policy. They commented on the use of the word "enormity" in the SCOSA narrative. In addition, the University Development and Finance Committee discussed the financial implications of university-wide training, which is a component of the draft policy.

INDIANA UNIVERSITY OF PENNSYLVANIA

POLICY STATEMENT

Subject: Protection of Minors

Date: Distribution Code: Reference Number:

Revision Date: A, B, Affiliate Organizations

Addition Originating Office: President's Approval

Deletion

New Item Office of Human Resources

A. PURPOSE:

The Pennsylvania General Assembly has enacted various laws that are intended to promote the safety and security of children who participate in programs held on university property. In response to these actions the Board of Governors of the PA State System of Higher Education have enacted Board of Governors' Policy 2014-01: Protection of Minors. This policy may be viewed at www.passhe.edu/inside/policies/BOG_Policies/Policy%202014-01.pdf.

Indiana University of Pennsylvania (IUP) is dedicated to promoting the safety and security of minors who visit its campus or participate in its programs. To promote the protection of minors, this policy: 1) describes the requirements of administrators, faculty, coaches, staff, students, contractors and volunteers who interact with minors; 2) requires the registration of all programs involving minors that occur on campus and all university-sponsored programs that occur off campus; and 3) informs all members of the university community of their obligation to report any instances of known or suspected child abuse, including neglect.

B. SCOPE:

This policy applies to all university-sponsored programs, regardless of location, and non-university-sponsored programs that occur on IUP property. Examples of programs governed by this policy include, but are not limited to, graduate and undergraduate course offerings, orientation visitations, specialty camps (e.g., academic, sports, orientation), outreach activities, workshops, conferences, tutoring, educational programs, affiliated entity activities,

and child care facilities and programs. All programs are required to comply with applicable laws and regulations including any applicable state licensure requirements.

Except for the reporting of child abuse, including neglect, this policy does not apply to: (1) events on university property that are open to the general public and which minors attend at the sole discretion of their parents or legal guardians; (2) private events held on university property where minors attend under parental or legal guardian supervision; or (3) other programs as may be designated by the university president or designated official in advance and in writing as exempt from this policy or specific provisions of this policy.

C. DEFINITIONS:

Affiliated Entity: A private organization recognized under Board of Governors Policy 1985-04-A: University External Financial Support (typically classified as a 501(c) (3) nonprofit organization for federal tax purposes) that exists solely for the benefit of the university, including, but not limited to, foundations, alumni associations, and student associations.

Authorized Adults or Program Staff: Individuals, paid or unpaid, who may have direct contact, interact with, treat, supervise, chaperone, or otherwise oversee minors. This includes, but is not limited to, faculty, staff, volunteers, graduate and undergraduate students, interns, employees of temporary employment agencies, and contractors. Roles of Authorized Adults or Program Staff include, but are not limited to, positions as counselors, chaperones, coaches, instructors, health care providers, and outside providers running programs in leased facilities. This definition does not include temporary guest speakers, presenters, or other individuals who have no direct contact with program participants other than short-term activities supervised by Program Staff; or fellow students whose only role is as a participant in the education, services, or program offered.

Child Abuse: Child abuse is defined by Pennsylvania law in 23 Pa. C.S. §6303. That definition includes non-accidental actions or omissions that cause serious physical or mental injuries to a child, or sexual abuse/sexual exploitation of a child including:

1. Physical Abuse: Acts or omissions that cause, or fail to prevent, a serious physical injury to a child.
2. Sexual Abuse: Includes, but is not limited to, rape, sexual assault, molestation, incest, indecent exposure, or otherwise exploiting a child in a manner in which the child is used for gratification or sexual enjoyment by another person.
3. Emotional or Mental Abuse: Acts or omissions that have an actual or likely severe negative impact on a child's emotional and behavioral development, including those resulting from persistent or severe emotional mistreatment.
4. Neglect: A severe or persistent failure to provide for a child's physical, emotional, or basic needs.

Direct Contact: Providing care, supervision, guidance, or control; or routine interaction with minors.

Mandated Reporter: In a situation of suspected child abuse, all PASSHE administrators, faculty, coaches, staff, student workers, contractors, and volunteers are considered mandated reporters.

Minor/Child: A person under 18 years of age. Minors may be enrolled undergraduate/graduate students; students “dually enrolled” with the university and in elementary, middle, or high school; employees; or participants in program activities.

Non-University-Sponsored Programs: Programs that are not operated on behalf of the university, or under the university’s control.

One-on-One Contact: Personal, unsupervised interaction between any Authorized Adult or Program Staff and a participant without at least one other Authorized Adult or Program Staff, parent, or legal guardian being present.

PASSHE Entity: One of the PASSHE universities or the Office of the Chancellor.

Program: Activities offered by various academic or administrative units of the university, or by non-university groups using university facilities where the parents or legal guardians are not responsible for the care, custody, or control of their children. This includes, but is not limited to, workshops, services, camps, conferences, campus visits, and similar activities. These do not include organized events where parents or legal guardians are responsible for minors.

Program Administrator: The person(s) who has primary and direct operational responsibility for managing a program.

Registry: An official record or list of Authorized Adults or programs.

Sponsoring Unit: The academic or administrative unit of the university that offers a program or gives approval for the use of university facilities.

University Facilities: Facilities owned by or under the control of a PASSHE entity, including spaces used for education, athletics, dining, recreation, university housing, and on-campus affiliate-owned housing.

University-Sponsored Programs: Programs that are directly managed by university faculty, staff, and affiliated entities on behalf of the university. All university-sponsored programs must be registered.

D. POLICY:

1. Authorized Adults and Program Registration

The IUP Office of Human Resources (OHR) shall establish and maintain a registry of university-sponsored and non-university-sponsored programs for minors. All programs must be registered annually by the Program Administrator. The registration should be filed no later than 30 days prior to the start of the program. Questions regarding this policy may be directed to the Office of Human Resources.

2. Program Registration Requirements

The Program Administrator shall file a registration with the OHR at [available location both in office and online] that shall identify and describe the following items:

- a. A description of the activities of the program, certification of state licensure as appropriate and a list of all university resources to be utilized as part of the program including but not limited to transportation, housing and other facilities. The Program Administrator shall attach a copy of all participation requirement forms to the registration, including any required certificates of insurance.
- b. A list of all Authorized Adults or Program Staff for the program. The Program Administrator is responsible for ensuring and certifying Authorized Adults or Program Staff have obtained required background screenings and required training in accordance with this and other applicable policies and all applicable laws.

Authorized Adults or Program Staff shall be required to submit the following information to their Program Administrator annually for each program in which they participate. (Most current employee criminal background investigation records are available from Human Resources).

- Act 34 - Pennsylvania State Criminal Records (Dated within prior 36 months)
- Act 114 - Federal Criminal History Record Information (Dated within prior 36 months)
- Act 151 - Pennsylvania Department of Public Welfare Child Abuse History Clearance (Dated within prior 36 months)
- Certificate of Authorized Adult Training (dated within prior 12 months)

Authorized Adults or Program Staff failing to adhere to the university's Protection of Minors Policy or providing false or misleading information, may be prohibited from participating in the program or activity.

In the event that the Authorized Adult or Program Staff is an IUP student, the student will be referred to the University Student Conduct System.

In the case of non-university-sponsored programs contracting for the use of university property, failure to provide proof of adherence to the university's Protection of Minors Policy or providing false or misleading information, may result in prohibiting participation of those individuals and may also result in termination of the IUP Facilities Use Lease Agreement.

- c. A description of safety and security plans for the program, including any special or extraordinary security resources being requested from the university or outside parties. This description shall include the adult to minor supervision ratio for the program and any deviations from the university's protocols for injury or illness, misconduct by an Authorized Adult or Program Staff or misconduct by a participant.

- d. A description of the program orientation or information for minors and parents.
- e. A certification that all Authorized Adults and Program Staff have undergone training as if designated a Mandated Reporter by Pennsylvania law within in the past year.
- f. A certification by the Program Administrator that minors and parents or legal guardians of minors have submitted or will submit required forms prior to participation. These forms may include, but are not limited to, a participation agreement, health form, emergency contact form, proof of medical insurance, photo and recording release, and participant code of conduct. The Program Administrator may view specific requirements at [www.add link to procedures documents and facilities use documents]

3. Code of Conduct for Authorized Adults and Program Staff

Authorized Adults and Program Staff should be positive role models for minors and act in a responsible manner that is consistent with the mission of the university. Authorized Adults and Program Staff are required to comply with all applicable laws and PASSHE Board of Governors' and university policies. Authorized Adults and Program Staff working in programs covered by this policy must follow these expectations:

- a. Do not engage in any sexual activity, make sexual comments, tell sexual jokes, or share sexually explicit material with minors or assist in any way to provide access to such material to minors.
- b. Do not engage or allow minors to engage you in romantic or sexual conversations or related matters. Similarly, do not treat minors as confidantes; refrain from sharing sensitive personal information about yourself. Examples of sensitive personal information that should not be shared with minors are information about financial challenges, workplace challenges, drug or alcohol use, and romantic relationships.
- c. Do not touch minors in a manner that a reasonable person could interpret as inappropriate. All personal contact should generally only be in the open, and in response to the minor's needs, for a purpose that is consistent with the program's mission and culture, or for a clear educational, developmental, or health-related purpose (e.g., treatment of an injury). Any refusal or resistance from the minor should be respected.
- d. Do not use harassing language that would violate Board of Governors' Policy 2009-03: IUP Social Equity Policies, IUP Sexual Harassment and Sexual Violence Policy, or IUP Student Conduct Policies and Procedures.
- e. Do not be alone with a minor. If one-on-one contact is required, meet in open, well-illuminated spaces or rooms with windows observable by other Authorized Adults or Program Staff, unless the one-on-one contact is expressly authorized by the Program Administrator or is being undertaken for medical care.

- f. Do not meet with minors outside of established times for program activities. Any exceptions require written parental authorization and must include more than one Authorized Adult or Program Staff.
- g. Do not invite individual minors to your home or other private locations. Any exceptions require authorization by the Program Administrator and written authorization by a parent/guardian.
- h. Do not provide gifts to minors or their families independent of items provided by the program.
- i. Do not engage or communicate with minors except for an educational or programmatic purpose; the content of the communication must be consistent with the mission of the program and the university.
- j. Do not engage in any abusive conduct of any kind toward, or in the presence of, a minor, including, but not limited to, verbal abuse, striking, hitting, punching, poking, spanking, or restraining. If restraint is necessary to protect a minor or other minors from harm, all incidents must be documented and disclosed to the Program Administrator and the minor's parent/guardian.
- k. Do not use, possess, or be under the influence of alcohol or illegal drugs while on duty, or in the presence of minors involved in a program, or when responsible for a minor's welfare.
- l. Do not provide alcohol or illegal substances to a minor.
- m. Do not provide medication to a minor unless authorized by the program's medication management guidelines.
- n. When transporting minors, more than one Authorized Adult or Program Staff from the program must be present in the vehicle, except when multiple minors will be in the vehicle at all times through the transportation. Avoid using personal vehicles if possible and comply with the program's transportation guidelines.

Violations of any of the forgoing must be reported to the Program Administrator and the IUP Associate Vice President for Human Resources.

4. Training

All Authorized Adults or Program Staff working with minors are required to be trained on policies and issues related to minor safety and security on an annual basis. Documentation of training completion is required to be maintained by the Program Administrator. Program Administrators of non-university-sponsored programs or non-university groups providing services to university-sponsored programs are required to certify that they have satisfactorily completed required training before being allowed to use university facilities. Training should address the following topics:

- a. Detecting and reporting abuse or neglect.
- b. First aid/CPR and medication management.
- c. Participant conduct management and disciplinary procedures.
- d. Authorized Adult or Program Staff code of conduct.
- e. Sexual and other unlawful harassment.
- f. Safety and security protocols.
- g. Crime reporting procedures.

The OHR shall offer training to all university Program Administrators of university-sponsored programs.

5. Criminal Background Screening

Authorized Adults and Program Staff of university-sponsored programs shall undergo background checks in accordance IUP's criminal background screening policies and procedures.

Before being allowed to license, lease or use university facilities, Program Administrators of non-university-sponsored programs or non-university groups providing services to university-sponsored programs are required to certify that they have conducted criminal background checks and determined the fitness of all Authorized Adults and Program Staff in accordance with IUP's criminal background screening policies and procedures.

6. Reporting Obligations

In a situation of suspected child abuse, all members of the university community, contractors, and volunteers are Mandated Reporters under this policy. All Mandated Reporters shall make an immediate report of suspected child abuse or cause a report to be made if they have reasonable cause to suspect that a child is a victim of child abuse under any of the following circumstances:

- a. The Mandated Reporter comes into contact with the child in the course of employment, occupation, and practice of a profession or through a regularly scheduled program, activity, or service.
- b. The Mandated Reporter is directly responsible for the care, supervision, guidance, or training of the child, or is affiliated with an agency, institution, organization, school, regularly established church or religious organization, or other entity that is directly responsible for the care, supervision, guidance, or training of the child.
- c. A person makes a specific disclosure to the Mandated Reporter that an identifiable child is the victim of child abuse.

- d. An individual 14 years of age or older makes a specific disclosure to the Mandated Reporter that the individual has committed child abuse.

The minor is not required to come before the Mandated Reporter in order for the Mandated Reporter to make a report of suspected child abuse. The Mandated Reporter does not need to determine the identity of the person responsible for the child abuse to make a report of suspected child abuse.

Mandated Reporters must immediately make an oral report of suspected child abuse to the Department of Public Welfare (DPW) by calling 1-800-932-0313, or a written report to DPW using electronic technologies when available. If an oral report is made, a written report shall also be made within 48 hours to DPW or the county agency assigned to the case as prescribed by DPW.

Immediately following the report to DPW, the Mandated Reporter must notify University Police who will assume responsibility for facilitating the university's cooperation with the investigation of the report. More than one report of the suspected abuse is not required.

7. Facilities Use Agreements

The licensing, leasing, or use of university facilities for non-university-sponsored programs or events must be in compliance with the IUP Facilities Use Policy. Program Administrators of non-university-sponsored programs or non-university groups providing services to university-sponsored programs are required to certify that they have conducted criminal background checks and determined the fitness of all Authorized Adults and Program Staff in accordance with the IUP's criminal background screening policies and procedures.

E. EFFECTIVE DATE:

F. REVISION:

G. DISTRIBUTION: A - All Employees, annually
 B - All Students, annually
 All Affiliated Organizations

Appendix F
Academic Affairs Committee
Co-Chairs Dugan and Witthöft

FOR ACTION

Emeritus Recommendations--2014

NAME	DEPT
Dr. Lynne Alvine	English
Dr. Gay Chow	English
Dr. Anne Creany	Professional Studies in Education
Dr. Susan Dahlheimer	Food And Nutrition
Dr. Lawrence Feldman	Mathematics
Dr. John Kuehn	Music
Ms. Lynda LaRoche	Art
Dr. Marjorie Mambo	Art
Dr. Sarah Mantel	Music
Dr. Sandra Newell	Biology
Dr. Tina Perdue	English
Dr. John Scandrett	Music
Dr. Peter Sullivan	Foreign Languages
Dr. Monte Tidwell	Professional Studies in Education
Dr. Susan Welsh	English

Appendix G
Presidential Athletic Advisory Council Report
Senator Castle

Observations from the Monday, November 17, 2014 Council Meeting

Comments from Dr. Driscoll

- Indicated IUP was fortunate that its athletic department was not dealing with the issues that have been publicized in the press at other institutions. He credits this to the leadership within the administration and the athletic department. Even with that said, he indicated that he directed the staff to double-check IUP's current process.
- Recognized Dr. Condino's service to the University and wished him the best in his retirement. This was echoed by various others within the committee.
- Announced that Mr. Steve Roach has accepted to serve as Interim Athletic Director upon Dr. Condino's Retirement.

Comments from Steve Roach and Athletic Administration

Mr. Roach provided the committee with (a)n:

- Overview of gender equity in sport highlighting the three prongs of compliance as established by the office of civil rights. This led into a discussion into the development of a survey to gauge student athletic interests being distributed to the student body in the future.
- Discussion on proposed NCAA By-laws, which centered on personnel duties, in preparation for the January NCAA meetings.
- Follow-up to academic support for student athletes with the new academic success center.
 - Some of the services they were looking into were, online services for student athletes as well as setting-up possible study hours.
 - This led into discussion of the electronic academic progress report survey distributed to faculty before midterm grades.

Comments from the Faculty Athletic Representative (FAR) - Dr. Racchini

Discussed the results from the electronic academic progress report survey

- Indicated that response seemed positive and had approximately 420+ responses from faculty putting grades in for individual student-athletes.

- Next semester planning on sending it out a week earlier so there is less of an overlap with mid-term grades.
- Also indicated that we should look into the academic services/opportunities provided to student athletes to help foster success and learning.

Comments from Advisor of the Student Athlete Advisory Committee (SAAC)- Samantha Goettman

- At the last SAAC meeting student athletes voted on proposed NCAA By-Laws in preparation for the NCAA meetings in January.
- Provided a report on Athlete Day, Competition between different varsity sports, which is being planned for February.