

UNIVERSITY SENATE AGENDA

EBERLY AUDITORIUM

March 3, 2015

3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes from February 3, 2015 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 | 2-25 |
| C. University-Wide Graduate Committee | Piper/Baumer | B | 26-38 |
| D. Library and Educational Services Committee | Ford | C | 39 |
| E. Research Committee | Bonach | D | 40 |
| F. Student Affairs Committee | Stocker | | |
| G. University Development and Finance Committee | Wick | E | 41-49 |
| H. Academic Affairs Committee | Dugan/ Witthöft | | |
| I. Awards Committee | Lipinski | | |
| J. Noncredit Committee | O’Neil | F | 50 |

Senate Representative Reports

Representative

- | | | | |
|---|---------|---|-------|
| A. University Planning Council | Stocker | | |
| B. Presidential Athletic Advisory Council | Castle | G | 51-52 |
| 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.

- **HOSP 101 Introduction to Hospitality Management**
- **HOSP 260 Hotel Rooms Division Management**
- **EDSP 479 Interpreting and Critiquing Educational Research**
- **INDS 105 Introduction to Interior Design**
- **CDFR 428 Family Dynamics**
- **FCSE 143 Financial Wellness**
- **SAFE 101 Introduction to Occupational Safety and Health**

FOR ACTION:

1. Department of Chemistry – Revision of Minor

Current Program:		Proposed Program:	
Minor—Chemistry	20	Minor—Chemistry	19
Required Courses:		Required Courses:	
CHEM 111 General Chemistry <i>or</i>	4cr	CHEM 111 General Chemistry <i>or</i>	
<i>or</i> 113 Advanced General Chemistry I		<i>or</i> 113 Advanced General Chemistry I	4cr
CHEM 112 General Chemistry II <i>or</i>	4cr	CHEM 112 General Chemistry <i>or</i>	
<i>or</i> 114 Advanced General Chemistry II		<i>or</i> 114 Advanced General Chemistry II	4cr
CHEM 231 Organic Chemistry I	4cr	CHEM 231 Organic Chemistry I	4cr
CHEM 232 Organic Chemistry II	4cr	At least 7cr from the following: CHEM 214,	
At least 4 additional cr from the following:		232, or any CHEM or BIOC course(s)	
CHEM 321, 323, 341, 351	4cr	at the level 300 or above.	7cr

Rationale: The minor as shown was outdated, with two of the four controlled electives listed no longer taught by the department, so revision was necessary. Also, the Chemistry Department feels that it is advisable to make the minor requirements as flexible as possible.

2. Department of Criminology—Program Catalog Description Change and Department Name Change

Current Catalog Description:

Department of Criminology

The Department of Criminology offers students seeking careers in criminology a broad liberal arts education that encourages them to think critically about crime and justice issues and prepares them for careers in the criminal justice system. The degree programs offered are the bachelor of arts program in criminology and the bachelor of arts program in criminology/pre-law. Additionally, students enrolled in the Computer Science/Information Assurance Track may minor in criminology. Through the School of Graduate Studies and Research, the department also offers graduate work at both the master's and doctoral levels.

The program in criminology has a fivefold objective:

1. The education of students for employment and leadership in the expanding field of criminology and criminal justice
2. The education of presently employed criminal justice personnel who recognize a need for furthering their education
3. The instruction of students who wish to acquire an understanding of the processes of criminal justice as a cultural part of their higher education
4. The instruction of students who wish to prepare for graduate study and/or research in criminology
5. A curriculum that provides an excellent foundation for students preparing for a career in law

Nearly every level of government offers opportunities for professional careers in criminology. For example, employment opportunities normally exist in more than 50 federal agencies (e.g., Federal Bureau of Investigation, US Department of Treasury, Federal Bureau of Prisons). Graduates also will find employment in local and state organizations including law enforcement (e.g., Pennsylvania State Police, various municipal police departments) and correctional agencies (e.g., probation, parole, Pennsylvania Department of Corrections). Additionally, there are a wide variety of opportunities in the expanding fields of private, commercial, and industrial security, including cybersecurity. Furthermore, many governmental agencies have specialized units dealing with juveniles, community relations, training, education, and research. Career opportunities also are available in research and teaching at the college level and in research divisions of various agencies.

Proposed Catalog Description:

Department of Criminology and Criminal Justice

The Department of Criminology and Criminal Justice offers students seeking careers in criminology or criminal justice a broad liberal arts education that encourages them to think critically about crime and justice issues and prepares them for careers in the criminal justice system. The degree programs offered are the bachelor of arts program in criminology and the bachelor of arts program in criminology/pre-law. Additionally, students may minor in criminology. Through the School of Graduate Studies and Research, the department also offers

graduate work at both the master's and doctoral levels.

The program in criminology and criminal justice has a fivefold objective:

1. The education of students for employment and leadership in the expanding field of criminology and criminal justice
2. The education of presently employed criminal justice personnel who recognize a need for furthering their education
3. The instruction of students who wish to acquire an understanding of the processes of criminal justice as a cultural part of their higher education
4. The instruction of students who wish to prepare for graduate study and/or research in criminology
5. A curriculum that provides an excellent foundation for students preparing for a career in law

Nearly every level of government offers opportunities for professional careers in criminology and criminal justice. For example, employment opportunities normally exist in more than 50 federal agencies (e.g., Federal Bureau of Investigation, US Department of Treasury, Federal Bureau of Prisons). Graduates also will find employment in local and state organizations including law enforcement (e.g., Pennsylvania State Police, various municipal police departments) and correctional agencies (e.g., probation, parole, Pennsylvania Department of Corrections). Additionally, there are a wide variety of opportunities in the expanding fields of private, commercial, and industrial security, including cybersecurity. Furthermore, many governmental agencies have specialized units dealing with juveniles, community relations, training, education, and research. Career opportunities also are available in research and teaching at the college level and in research divisions of various agencies.

Rationale for Program Title Change: Perspective students have noted that when conducting program searches IUP's Department of Criminology often is not identified as search engines use the more popular terminology of criminal justice. Several programs in the discipline have rectified this situation by adding Criminal Justice to their program titles. Additionally, IUP's Department of Criminology does offer several classes in criminal justice at both the undergraduate and graduate levels (e.g., CRIM 101 – Crime and Justice Systems, CRIM 403 – Dilemmas in Criminology and Criminal Justice, and courses related to policing, corrections, courts, juvenile law, and social control).

Universities with programs listed as Criminology and Criminal Justice: Florida State University, University of Nebraska, University of Maryland, Portland State University, Arizona State University, Indiana State University, Missouri State University, Washington State University, University of Texas – Arlington, Kent State, Loyola University of Chicago.

Rationale for opening minor: The Criminology Department always had maintained an open minor for all students regardless of major until 2011. There were approximately 125 criminology minors at that time and about 1,000 criminology majors. A five year review of the criminology program suggested that the department as currently staffed would not be able to maintain current department enrollment numbers and offer the minor without forcing students into summer or winter class, or extending their graduation dates. At that time, a decision was made to offer the minor only to Computer Science majors in the Information Assurance Track, as the Criminology minor was required for their degree. This decision

impacted several departments whose students wanted to minor in criminology. Additionally, the criminology minor, similar to the minor in Psychology, Homeland Security and minors within other colleges was a recruiting tool these departments could no longer use. At current faculty strength, opening the criminology minor now is an option that will not impact the department's current students or those deciding to enroll in the minor.

3. Departments of Music and Communications Media—New Certificate

Certificate in Popular Music

Introduces basic skills in the performance, recording and marketing of popular music. This 19-credit certificate requires students to take 13 credits of core courses and an additional six credits of electives. Completion of the certificate will add popular music competencies for students in communications media, music and other areas. Audition required.

Certificate in Popular Music Studies (1) 19

Core Courses: 13

APMU ____	Two semesters of Applied Music (1cr each)	2cr
COMM 249	Basic Audio Recording Techniques	3cr
COMM 414	Music, Media, and Culture	3cr
MUSC 114	Analysis of Popular Music	3cr
MUSC 140	Popular Music Ensemble (2)	2cr

Electives: 6

Take two of the following:

COMM 354	Media Law and Policy	3cr
COMM 449	Advanced Audio Recording Techniques	3cr
MUHI 333	History of Popular Music Since 1945	3cr

- (1) An audition on an instrument (including voice) or a portfolio of recorded compositions is required for entrance into the program.
- (2) Two semesters of this one-credit course are required.

Rationale: According to industry group IFPI, the recording industry was a \$15 billion business in 2013, despite recent challenges from technological changes and internet piracy (<http://www.ifpi.org/facts-and-stats.php>). Popular music forms the fabric of many people's lives, leading millions to pursue making music as a career or a hobby. While the Music Department provides instruction in classical music, musical theater, and jazz for performers, prospective teachers, and non-majors, it has not been able to offer significant instruction in the history, theory, and performance of popular music. Many IUP students already play the guitar, bass, or drums, or record and produce music electronically, but do not have a curricular outlet to continue exploring popular music. Some of these students major in Communications Media, which offers courses in audio and video recording, media law, and other aspects relevant to popular music. However, there is no formal way to recognize studies in popular music within either department.

Given this untapped pool of interest, it seems natural for Music to join with Communications Media in offering a certificate that introduces the musical, technological, and marketing

aspects of popular music. The certificate can also lay the groundwork for a future major in popular music performance, recording technology, or music industry. Similar programs are taking off at competing universities, and establishing ourselves in this field may be crucial for growth and expansion of our programs. While this is not a professional program in itself, it can add important competencies for students in Music Education, Music Performance, Communications Media, Business, and other majors. The skills will be useful in many ways; music students who perform primarily classical music or jazz, for example, can add skills in popular music to their portfolio. Communications Media majors can add extra musical competencies to broaden their knowledge of audio recording or video production. Post-baccalaureate students can open new areas of creative or professional activity by returning to earn the certificate.

While credit requirements, restrictions, and sequencing are largely outlined above, a few clarifications are in order. The most basic restriction is that students must audition on an instrument or voice, or present recordings of their songs in order to be accepted into the certificate. This is because students must already have some background in music in order to successfully complete the certificate. The standards for these auditions will differ from the standards used for auditions for the music majors, because popular music requires different skills (e.g. strong ability to hear a melody and reproduce it without notation), and because the certificate is not a professional degree program.

Sequencing should begin with MUSC 114 Analysis of Popular Music, which gives students the aural skills and vocabulary to discuss and perform popular music at a basic level. Students could also begin with COMM 249 Basic Audio Recording Techniques. Next would be APMU ____, private lessons on the student's instrument, followed by MUSC 140 Popular Music Ensemble. The remaining core and elective courses, all upper-level, could be taken in any order.

4. Department of Educational and School Psychology – New Course, Revision of Program Description, and Revision of Minor

a. New Course

EDSP 479 Interpreting and Critiquing Educational Research **3c-01-3cr**

Prerequisites: EDSP 477 or permission of instructor

Obtain knowledge and understanding of various designs, components and principles used in educational research articles and develop application, analysis, synthesis, and evaluation skills which will allow the summarizing and critiquing of a variety of research articles.

Rationale: This course is part of the Educational Psychology Minor. Students who enroll in the Educational Psychology Minor will take this course. This course is not intended to be a Liberal Studies course. The content of this course cannot be incorporated in other courses because there is no room for more content in other courses in the department.

b. Revision of Program Description:

Current Catalog Description:

Minor in Educational Psychology

Undergraduate students may minor in educational psychology by making application to the advisor of the minor program. Fifteen credits are required for the minor: EDSP 102, 373, 376, 378, and 477.

Proposed Catalog Description:

Minor in Educational Psychology

Undergraduate students may minor in educational psychology by making application to the advisor of the minor program. Eighteen credits are required for the minor: EDSP 102, 373, 376, 378, 477, and 479.

c. Revision of Minor

Current Program:			Proposed Program:		
Minor—Educational Psychology		15	Minor— Educational Psychology		18
Required Courses:			Required Courses:		
EDSP 102	Educational Psychology	3cr	EDSP 102	Educational Psychology	3cr
EDSP 373	Psychology of Adolescent Education	3cr	EDSP 373	Psychology of Adolescent Education	3cr
EDSP 376	Behavior Problems	3cr	EDSP 376	Behavior Problems	3cr
EDSP 378	Learning	3cr	EDSP 378	Learning	3cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
			EDSP 479	Interpreting and Critiquing Educational Research	3cr

Rationale: The Pennsylvania State System of Higher Education has mandated that all minors must have 18 credits.

5. Department of Safety Sciences – Catalog Description Revision

Current Catalog Description:

SAFE 488 Internship

12cr

Prerequisites: Senior standing, all required courses in major, minimum 3.0 cumulative GPA and 3.2 GPA in major, and departmental consent

Student conducts a practicum at an approved occupational setting. Student is required to complete four major projects that will be developed in collaboration between the faculty supervisor and the internship supervisor. Student is accountable to an on-site supervisor and required to remain in close contact with a Safety Sciences faculty coordinator.

Proposed Catalog Description:

SAFE 488 Internship

12cr

Prerequisites: Senior standing, all required SAFE courses in major
Student conducts a practicum at an approved occupational setting. Student is required to complete four major projects that will be developed in collaboration between the faculty supervisor and the internship supervisor. Student is accountable to an on-site supervisor and required to remain in close contact with a Safety Sciences faculty coordinator.

Rationale: Students have been able to successfully arrange for internships at sites without having a minimum 3.0 cumulative GPA and 3.2 GPA in major. Internship sites have been quite willing to accept these students as interns. These sites vet our students through their own organizational protocols and processes – and these protocols and processes are not necessarily based on having a certain GPA. Thus, we are eliminating having a certain GPA as a prerequisite for this course. Note: students who have been permitted through exemption of prerequisites to take SAFE 488 in the past have typically performed well on their internship assignments.

6. Department of Biology—Catalog Description Changes, Course Revisions, and Course Number Change

a. Catalog Description Change:

Current Catalog Description:

BIOL 203 Principles of Genetics and Development **3c-3l-4cr**

Prerequisite: BIOL 202 or instructor permission

An introduction to the science of genetics, with an emphasis on the basic principles of Mendelian genetics, the genetics of populations, molecular genetics, and the genetics of development. For science majors.

Proposed Catalog Description:

BIOL 203 Principles of Genetics and Development **3c-3l-4cr**

Prerequisites: BIOL 202 or 111 or instructor permission

Introduces the science of genetics, with an emphasis on the basic principles of Mendelian genetics, the genetics of populations, molecular genetics, and the genetics of development. For science majors.

Rationale: The Biology Department adopted a new curriculum in Fall 2014. BIOL 202 replaces BIOL 111 and BIOL 203 replaces BIOL 263. Furthermore, students that completed BIOL 111 or BIOL 202 now continue on to BIOL 203. However, students who completed BIOL 111 are not eligible to enroll in BIOL 203 because of the current prerequisites.

b. Catalog Description Change:

Current Catalog Description:

BIOL 220 General Zoology **2c-3l-3cr**

Prerequisites: BIOL 111-112 or instructor permission

An examination of the evolution, form, and function of all major animal phyla, from sponges through chordates. Interactive lecture-laboratory sessions follow a phylogenetic approach to the animal kingdom and incorporate essentials of animal ecology, physiology, functional morphology, and behavior.

Proposed Catalog Description:

BIOL 220 General Zoology **2c-3l-3cr**

Prerequisites: BIOL 201 or 112 or instructor permission

Examines the evolution, form, and function of all major animal phyla, from sponges through chordates. Interactive lecture-laboratory sessions follow a phylogenetic approach to the animal kingdom and incorporate essentials of animal ecology, physiology, functional morphology, and behavior.

Rationale: BIOL 201 replaces BIOL 112. However, students who completed BIOL 201 are not eligible to enroll in BIOL 220 because of the current prerequisites.

c. Catalog Description Change:

Current Catalog Description:

BIOL 221 Environmental Health and Protection **3c-3l-4cr**

Prerequisites: BIOL 104 or 112; CHEM 102 or 112 or 114

A survey of indoor and outdoor environmental health hazards. Hazards are addressed from the standpoint of their source and nature, human health effects, measurement and control, and management.

Proposed Catalog Description:

BIOL 221 Environmental Health and Protection **3c-3l-4cr**

Prerequisites: BIOL 112 or 201; CHEM 102, 112, or 114; or instructor permission

Surveys indoor and outdoor environmental health hazards. Hazards are addressed from the standpoint of their source and nature, human health effects, measurement and control, and management.

Rationale: BIOL 201 replaces BIOL 112. Students in the BIOL majors will typically sequentially complete BIOL 201, 202 and 203. However, students who completed BIOL 201 are not eligible to enroll in BIOL 221 because of the current prerequisites. BIOL 104 was removed as a prerequisite because the course content is no longer appropriate for BIOL 221.

d. Catalog Description Change:

Current Catalog Description:

BIOL 310 Applied Etymology and Zoonoses**2c-3l-3cr****Prerequisite:** BIOL 220 or permission

A study of the measures for abatement or control of arthropods, rodents, birds, and other disease vectors of public importance; selection, chemistry, formulation, and safe application of insecticides, rodenticides, and fumigants; pesticing equipment; application of biological and other measures of control.

Proposed Catalog Description:**BIOL 310 Applied Entomology and Zoonoses****2c-3l-3cr****Prerequisites:** BIOL 201 or 112; BIOL 220; or instructor permission

A study of the measures for abatement or control of arthropods, rodents, birds, and other disease vectors of public importance; selection, chemistry, formulation, and safe application of insecticides, rodenticides, and fumigants; pesticing equipment; application of biological and other measures of control.

Rationale: BIOL 201 replaces BIOL 112 as a prerequisite for BIOL 220. Students in the BIOL majors will typically sequentially complete BIOL 201, 202 and 203. However, students who completed BIOL 201 are not eligible to enroll in BIOL 310 because of the current prerequisites.

e. Catalog Description Change:**Current Catalog Description:****BIOL 323 Introduction to Toxicology and Risk Assessment****3c-0l-3cr****Prerequisites:** BIOL 104 or 112; CHEM 102 or 112; or permission

A study of uptake, distribution, metabolism, and excretion of environmental chemicals; mechanisms of their toxicity; and their effects on major organ systems. Knowledge of these topics is applied to risk assessment procedures.

Proposed Catalog Description:**BIOL 323 Introduction to Toxicology and Risk Assessment****3c-0l-3cr****Prerequisites:** BIOL 203 or 112; CHEM 102 or 112 or 114; or instructor permission

A study of uptake, distribution, metabolism, and excretion of environmental chemicals; mechanisms of their toxicity; and their effects on major organ systems. Knowledge of these topics is applied to risk assessment procedures.

Rationale: BIOL 201 replaces BIOL 112. Students in the BIOL majors will typically sequentially complete BIOL 201, 202 and 203. However, students who completed BIOL 203 are not eligible to enroll in BIOL 323 because of the current prerequisites. BIOL 104 was removed as a prerequisite because the course content is no longer appropriate for BIOL 323.

f. Catalog Description Change:

Current Catalog Description:

BIOL 331 Animal Developmental Biology **2c-3l-3cr**

Prerequisite: BIOL 220 or permission

Comparative and molecular development of vertebrate animals are the major considerations. General principles of development are illustrated using vertebrate, invertebrate, and plant materials.

Proposed Catalog Description:

BIOL 331 Animal Developmental Biology **2c-3l-3cr**

Prerequisite: BIOL 112 or 203; or instructor permission

Considers comparative and molecular development of vertebrate animals. General principles of development are illustrated using vertebrate, invertebrate, and plant materials.

Rationale: BIOL 201 replaces BIOL 112. Students in the BIOL majors will typically sequentially complete BIOL 201, 202 and 203. However, students who completed BIOL 203 are not able to enroll in BIOL 331 because of the current prerequisites. BIOL 220 has been removed as a prerequisite because the course content is no longer relevant for the information covered in BIOL 331.

g. Catalog Description Change:

Current Catalog Description:

BIOL 352 Comparative Animal Physiology **2c-3l-3cr**

Prerequisites: BIOL 220, CHEM 231

A comparative study of homeostatic mechanisms and systems in animals and their relation to fundamental chemical and physical events in cells.

Proposed Catalog Description:

BIOL 352 Comparative Animal Physiology **2c-3l-3cr**

Prerequisites: BIOL 112 or 202, CHEM 231

A comparative study of homeostatic mechanisms and systems in animals and their relation to fundamental chemical and physical events in cells.

Rationale: BIOL 201 replaces BIOL 112. Students in the BIOL majors will typically sequentially complete BIOL 201, 202 and 203. However, students who completed BIOL 202 are not eligible to enroll in BIOL 352 because of the current prerequisites.

h. Catalog Description Change:

Current Catalog Description:

BIOL 362 Ecology **2c-3l-3cr**

Prerequisites: BIOL 111-112, BIOL 210 or 220

A study of interrelations and adaptations of organisms; includes consideration of physical and biotic environmental factors. Field trips.

Proposed Catalog Description:

BIOL 362 Ecology **2c-3l-3cr**

Prerequisites: BIOL 112 or 201, BIOL 210 or 220, or instructor permission

Studies the interrelations and adaptations of organisms; includes consideration of physical and biotic environmental factors. Field trips.

Rationale: BIOL 201 replaces BIOL 112. Students in the BIOL majors will typically sequentially complete BIOL 201, 202 and 203. However, students who completed BIOL 201 are not eligible to enroll in BIOL 362 because of the current prerequisites.

i. Catalog Description Change:

Current Catalog Description:

BIOL 364 Immunology **2c-3l-3cr**

Prerequisites: BIOL 250, CHEM 232, or instructor permission

Physical and chemical properties of antigens and antibodies; nature of antigen-antibody interactions; mechanism of antibody formation; and immune reaction and disease. Lab employs serological techniques.

Proposed Catalog Description:

BIOL 364 Immunology **2c-3l-3cr**

Prerequisites: BIOL 241 or 250; CHEM 102 or 232 or 351; or instructor permission

Physical and chemical properties of antigens and antibodies; nature of antigen-antibody interactions; mechanism of antibody formation; and immune reaction and disease. Lab employs serological techniques.

Rationale: The Biology Department is adding BIOL 241, CHEM 102 and 351 as acceptable prerequisites to allow students in the Natural Science or Nursing and Allied Health majors to enroll in this course.

j. Catalog Description Change:

Current Catalog Description:

BIOL 402 Advanced Human Anatomy **3c-3l-4cr**

Prerequisites: BIOL 111-112 or instructor permission; not open to students who have successfully completed BIOL 150; not open to students who have completed fewer

than 60cr.

Proposed Catalog Description:

An intensive study of the gross anatomical structures and their functions within the human body. Explores the organization and integration of the human body on a region-by-region basis. For each region of the body, students observe all structures within that region simultaneously. This approach allows students to appreciate the integration of different biological systems within the body. Laboratory sessions center on regional cadaver dissection by groups of students to appreciate 3-D anatomical relationships.

BIOL 402 Advanced Human Anatomy

3c-3l-4cr

Prerequisites: BIOL 111 or 202 or instructor permission; not open to students who have successfully completed BIOL 150; not open to students who have completed fewer than 60cr.

An intensive study of the gross anatomical structures and their functions within the human body. Explores the organization and integration of the human body on a region-by-region basis. For each region of the body, students observe all structures within that region simultaneously. This approach allows students to appreciate the integration of different biological systems within the body. Laboratory sessions center on regional cadaver dissection by groups of students to appreciate 3-D anatomical relationships.

Rationale: BIOL 202 replaces BIOL 111. Students in the BIOL majors will typically sequentially complete BIOL 201, 202 and 203. However, students who completed BIOL 202 are not eligible to enroll in BIOL 402 because of the current prerequisites.

k. Catalog Description Change:

Current Catalog Description:

BIOL 405 Biology of the Cell

2c-3l-3cr

Prerequisites: BIOL 111, CHEM 231, or instructor permission

Introduces the cellular and modular mechanisms by which individual cells grow, receive, and respond to internal and external signals, and move. Discusses the latest advances in the discipline; students are expected to utilize current literature on their own as a means of building critical thinking skills. The student-centered laboratory portion emphasizes individual and group activities.

Proposed Catalog Description:

BIOL 405 Biology of the Cell

2c-3l-3cr

Prerequisites: BIOL 111 or 203, CHEM 231, or instructor permission

Introduces the cellular and modular mechanisms by which individual cells grow, receive, and respond to internal and external signals, and move. Discusses the latest advances in the discipline; students are expected to use current literature on their own as a means of building critical thinking skills. The student-centered laboratory portion emphasizes individual and group activities.

Rationale: BIOL 203 has been added because it better prepares students for the topics in Biology of the Cell and also replaces BIOL 263. However, students who completed BIOL 203 are not eligible to enroll in BIOL 405 because of the current prerequisites.

l. Catalog Description Change:

Current Catalog Description:

BIOL 410 Molecular Biology Topics **3c-0l-3cr**

Prerequisite: BIOL 263 or BIOC 301 or CHEM 351

Involves the study of biological phenomena in molecular terms. Focuses on recombinant DNA principles as they relate to prokaryotes and eukaryotes. Emphasizes the modern methods used in recombinant DNA technology.

Proposed Catalog Description:

BIOL 410 Molecular Biology Topics **3c-0l-3cr**

Prerequisite: BIOL 263 or 203 or BIOC 301 or CHEM 351

Involves the study of biological phenomena in molecular terms. Focuses on recombinant DNA principles as they relate to prokaryotes and eukaryotes. Emphasizes the modern methods used in recombinant DNA technology.

Rationale: BIOL 203 replaces BIOL 263. Students in the BIOL majors will typically sequentially complete BIOL 201, 202 and 203. However, students who completed BIOL 203 are not eligible to enroll in BIOL 410 because of the current prerequisites.

m. Catalog Description Change:

Current Catalog Description:

BIOL 456 Ecological Toxicology **2c-3l-3cr**

Prerequisites: BIOL 112, CHEM 112

A study of the impact of chemical pollutants and other stresses on nonhuman biological systems from the subcellular to ecosystem levels. An ecological risk assessment is conducted in the field and laboratory settings.

Proposed Catalog Description:

BIOL 456 Ecological Toxicology **2c-3l-3cr**

Prerequisites: BIOL 112 or 202, CHEM 112

Studies the impact of chemical pollutants and other stresses on nonhuman biological systems from the subcellular to ecosystem levels. An ecological risk assessment is conducted in the field and laboratory settings.

Rationale: Students who completed BIOL 202 are not eligible to enroll in BIOL 456 because of the current prerequisites.

n. Catalog Description Change:

Current Catalog Description:

BIOL 460 Fundamentals of Environmental Epidemiology **3c-01-3cr**

Prerequisites: BIOL 104 or 112; MATH 216 or 217; or instructor permission

A study of the health consequences of involuntary exposure to harmful chemical and biological agents in the general environment. Disease etiology, occurrence, and intervention in human populations are examined through epidemiologic study using analytical methods and applications.

Proposed Catalog Description:

BIOL 460 Fundamentals of Environmental Epidemiology **3c-01-3cr**

Prerequisites: BIOL 112 or 203; MATH 216 or 217; or instructor permission

Studies the health consequences of involuntary exposure to harmful chemical and biological agents in the general environment. Disease etiology, occurrence, and intervention in human populations are examined through epidemiologic study using analytical methods and applications.

Rationale: Students who completed BIOL 203 are not eligible to enroll in BIOL 460 because of the current prerequisites. BIOL 104 was removed as a prerequisite as it does not adequately prepare students for BIOL 460.

o. Catalog Description Change:

Current Catalog Description:

BIOL 466 Principles of Virology **3c-01-3cr**

Prerequisites: BIOL 263 or equivalent course in Genetics, or CHEM 351 or equivalent course in BIOC, or instructor permission

Topics include structure, classification, assay, and transmission of viruses; methods used in the study of viruses; viral replication, gene expression, and gene regulation; host-viral interactions and subviral pathogens.

Proposed Catalog Description:

BIOL 466 Principles of Virology **3c-01-3cr**

Prerequisites: BIOL 203 or BIOL 263, or CHEM 351, or instructor permission

Topics include structure, classification, assay, and transmission of viruses; methods used in the study of viruses; viral replication, gene expression, and gene regulation; host-viral interactions and subviral pathogens.

Rationale: BIOL 203 replaces BIOL 263. Students in the BIOL majors will typically sequentially complete BIOL 201, 202 and 203. However, students who completed BIOL 203 are not eligible to enroll in BIOL 466 because of the current prerequisites.

p. Catalog Description Change:

Current Catalog Description:

BIOL 477 Neurobiology

3c-01-3cr

Prerequisites: BIOL 111 or 105, or 151, or PSYC 350 or instructor permission

Presents the underlying mechanisms through which the nervous system mediates behavior, from the molecular to the organismal level. Emphasizes two major themes: (1) the roles of synapses and neuronal excitability in shaping the input/output functions of neurons and neuronal networks and (2) the role of neuronal development and neuronal experience upon resultant neuronal organization.

Proposed Catalog Description:

BIOL 477 Neurobiology

3c-01-3cr

Prerequisites: BIOL 105 or 111, or BIOL 240 or 202, or PSYC 350 or instructor permission

Presents the underlying mechanisms through which the nervous system mediates behavior, from the molecular to the organismal level. Emphasizes two major themes: (1) the roles of synapses and neuronal excitability in shaping the input/output functions of neurons and neuronal networks and (2) the role of neuronal development and neuronal experience upon resultant neuronal organization.

Rationale: Students who completed BIOL 202 are not eligible to enroll in BIOL 477 because of the current prerequisites.

q. Course Revision and Catalog Description Change:

Current Catalog Description:

BIOL 150 Human Anatomy

2c-31-3cr

Prerequisite: Non-biology majors only

A study of the functional systematic anatomy of the human. Lab studies center on nonhuman mammals whose anatomy is then related to the human condition.

Proposed Catalog Description:

BIOL 150 Human Anatomy

3c-31-4cr

Prerequisite: Non-biology majors only

A study of the functional and systematic anatomy of humans. Laboratory studies focus on models of human organs and systems along with a dissected human cadaver. Mammals whose anatomy is then related to the human condition.

Rationale: BIOL 150 is being converted to a 4 credit course to align the lecture and laboratory components with similar courses at other institutions. The additional credit will allow the lecture instructors to more completely review anatomy with students. This

change will also benefit students who apply to graduate and professional programs requiring a 4 credit combined lecture and laboratory course in anatomy.

This course is being revised in conjunction with BIOL 240 (formerly BIOL 151) and BIOL 241. Revisions to these courses will actually decrease the number of required credits for Nursing and Allied Health majors by one credit hour. Students will no longer be required to take BIOL 105 Cell Biology, a three credit course. Students instead will complete the following three 4-credit courses: BIOL 150, 240 and 241. The total number of BIOL course hours that students currently take is equal to 13 credit hours. The proposed revisions will reduce this to 12 credit hours. Students may use the additional contact hour towards courses in their major.

r. Course Revision, Course Number Change, and Catalog Description Change

Current Catalog Description:

BIOL 151 Human Physiology

3c-2l-4cr

Prerequisites: Non-biology majors and controlled elective for biology majors

The study of the mechanisms but with the human organism functions. Mechanisms covered range from the molecular/subcellular to the tissue, organ, and organism levels. Organ systems examined include the nervous, muscular, cardiovascular, respiratory, endocrine, renal, digestive, and reproductive. Emphasizes three major themes: (1) that organ functions are dependent on the underlying molecular and cellular processes, (2) that all organ systems use biological control systems to maintain organ homeostasis, and (3) that each organ function is closely controlled and dependent on the interaction/integration with functions from other organ systems.

Proposed Catalog Description:

BIOL 240 Human Physiology

3c-2l-4cr

Prerequisite: BIOL 150 and CHEM 101; or BIOL 203; or BIOL 263; or HPED 221; or instructor permission

The study of the mechanisms but with the human organism functions. Mechanisms covered range from the molecular/subcellular to the tissue, organ, and organism levels. Organ systems examined include the nervous, muscular, cardiovascular, respiratory, endocrine, renal, digestive, and reproductive. Emphasizes three major themes: (1) that organ functions are dependent on the underlying molecular and cellular processes, (2) that all organ systems use biological control systems to maintain organ homeostasis, and (3) that each organ function is closely controlled and dependent on the interaction/integration with functions from other organ systems.

Rationale: BIOL 240 (currently BIOL 151) is a rigorous course that will be taken once students have successfully completed BIOL 150. The change in numbering for BIOL 240 better reflects the rigor of the course content. This change also satisfies the Natural Science majors that are required to complete the course. These students often continue on to graduate or professional programs that require an upper level physiology course.

Developing a second “upper level” physiology course for these students would unnecessarily duplicate course content and require more departmental resources. CHEM 101 has been added as a prerequisite to ensure that students in the Nursing and Food and Nutrition program are better prepared with laboratory experience and the chemistry background needed for physiology topics. This is not a hidden prerequisite, students in the Nursing and Food and Nutrition program are currently required to take CHEM 101. BIOL 203 is included as a pre-requisite for Natural Science students and will prepare students with the introductory material needed to understand BIOL 240 topics. BIOL 263 is also included as a prerequisite from the previous biology department curriculum. BIOL 203 currently replaces by BIOL 263. However, BIOL 203 and 263 are requirements for degree completion and, as such, are not hidden pre-requisites for students in the Natural Science program. HPED 221 is a required course for Exercise Science and Athletic Training students that will adequately prepare them for BIOL 240.

s. Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

BIOL 241 General Microbiology **2c-3l-3cr**

Prerequisite: Non-biology majors only (nursing and respiratory care majors) BIOL 105, CHEM 101 or equivalent

A study of microorganisms and the role they play in water, soil, food, and infection. Microbes and disease are emphasized. Standard methods and techniques are emphasized in laboratory.

Proposed Catalog Description:

BIOL 241 Introductory Medical Microbiology **3c-3l-4cr**

Prerequisites: Non-biology majors in Health and Human Services and Natural Sciences and Mathematics only. BIOL 240; or instructor permission

An introductory course in medical microbiology that focuses on the structure, biology, and genetics of microbes in relation to human disease and the bacteriology as well as bacterial, viral, fungal pathogens and the mechanism of disease. In addition, the course will prepare student for advance study in microbiology and the health sciences. Standard methods and techniques are emphasized in laboratory.

Rationale: BIOL 241 is being converted to a 4 credit course to align the lecture and laboratory components with similar courses at other institutions. The additional credit will allow the lecture instructors to more completely review microbiology topics with students. This change will also benefit students who apply to graduate and professional programs requiring a 4 credit combined lecture and laboratory course in microbiology. Students must take BIOL 240 prior to taking BIOL 241 since BIOL 240 will include many of the basic biology and chemistry principles needed for BIOL 241. We felt that listing CHEM prerequisites already required for BIOL 240 would be redundant, so BIOL 240 is included as the only pre-requisite for both Natural Science students and HHS students.

7. Department of Management—Course Revision

Current Catalog Description:

BCOM 342 Intercultural Business Communication

3c-01-3cr

Prerequisite: Junior standing

An in-depth study and theoretical understanding of intercultural business communication, including international, national, ethnic, racial, and socioeconomic cultures. Students will explore practices, trends, and difficulties of people primarily identified with one culture, attempting to interact with people of another culture through speaking, listening, writing, and nonverbal means. Problems of intercultural communication situations for business will be pinpointed, elements of the problems clarified, and guidelines projected for problem mitigation.

Proposed Catalog Description:

BCOM 342 Intercultural Business Communication

3c-01-3cr

Prerequisite: Junior standing

An in-depth study and theoretical understanding of intercultural business communication, including international, national, ethnic, racial, and socioeconomic cultures. Students will explore practices, trends, and difficulties of people primarily identified with one culture, attempting to interact with people of another culture through speaking, listening, writing, and nonverbal means. Problems of intercultural communication situations for business will be pinpointed, elements of the problems clarified, and guidelines projected for problem mitigation.

Rationale: The criteria for Global/Multicultural Awareness knowledge area course have been modified to emphasize course content and assignments that focus on cross-cultural awareness, and deepen students' understand of the diversity of perspectives, life ways, and structures that shape our global community.

8. Department of Foreign Languages—Course Revision, Program Catalog Description Change and Program Revision

a. Course Revision

Current Catalog Description:

SPAN 450 Conversation Forum

2c-01-2cr

Prerequisite: SPAN 350 or equivalent

Extensive work on the development of speaking skills at the "Advanced Low" level of oral proficiency, as defined in the Speaking Guidelines developed by the American Council on the Teaching of Foreign Languages. Focus on paragraph-length discourse and narration and description in present, past, and future time frames within a variety of topics and contexts.

Proposed Catalog Description:

SPAN 450 Conversation Forum

3c-01-3cr

Prerequisite: SPAN 350 or equivalent

Extensive work on the development of speaking skills at the “Advanced” level of oral proficiency, as defined in the Speaking Guidelines developed by the American Council on the Teaching of Foreign Languages. Focuses on paragraph-length discourse and narration and description in present, past, and future time frames within a variety of topics and contexts.

Rationale: SPAN 450 is being changed from 2 to 3 credits so that students have more time on task to practice the linguistic functions of the "Advanced" level of oral proficiency as specified by the *ACTFL Proficiency Guidelines--Speaking* (2012). Specifically, Spanish Education candidates must demonstrate a minimum level of "Advanced Low" prior to the completion of Student Teaching: Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. When SPAN 450 was initially developed as a new course many years ago, our classes were 60 minutes in length. With the change to 50 minute-classes, students do not currently have sufficient opportunities in this course to make noticeable progress in their speaking abilities. Also, students tend not to devote as much time to preparing for this course in its 2-credit format as they do for their 3-credit Spanish courses.

The second change is that the course is being required for Spanish Education majors so that they have another avenue for practicing their speaking with the goal of attaining the minimum Advanced Low level or higher. Virtually all Spanish Education majors take this course because advisors stress the value of it in helping them achieve their proficiency goals. It makes sense at this point to make it a requirement, especially given that students now have 2-3cr of free electives with the recent changes in Liberal Studies requirements. credits). Therefore, the requirement of this additional course will make the program 120-121 credits to graduate with the Spanish Education major.

b. Program Catalog Description Change

Current Program Description:	Proposed Program Description:
Bachelor of Science in Education – K-12 Spanish Education	Bachelor of Science in Education – K-12 Spanish Education

<p>The following additional requirements for K-12 Spanish Education in the Admission to Teacher Education and Certification Process are required. Please see the remainder of the requirements for all B.S. Education majors in the “3-Step Process for Teacher Education” in the College of Education and Educational Technology section of this catalog.</p>	<p>The following additional requirements for K-12 Spanish Education in the Admission to Teacher Education and Certification Process are required. Please see the remainder of the requirements for all B.S. Education majors in the “3-Step Process for Teacher Education” in the College of Education and Educational Technology section of this catalog. Students should refer to the Department of Foreign Languages/Spanish website and the <i>Spanish Education K-12 Student Handbook</i> for departmental guidelines and detailed explanations of program requirements, including the procedure for taking the OPI and WPT.</p>
<p>Mid-Program Review:</p> <p>During the semester in which students complete EDUC 242 with a "C" or better (and have a minimum of 60 semester credit hours), they must meet the following departmental requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete an essay in English (Topic: Foreign Language Education). Students read a recent article dealing with innovations in teaching and are asked to respond to certain issues in light of their coursework and clinical experience while attending IUP. 2. Demonstrate Intermediate-Mid or higher level of oral proficiency in Spanish in a departmental/advisory individual Oral Proficiency Interview (ACTFL). 3. Satisfactorily complete an interview in English with the Spanish Education Coordinator, a second faculty member from the Department of Spanish, and one cooperating teacher in order to assess their ability to interact with others on a professional level. 4. Have a minimum GPA in Spanish coursework of 3.0. 	<p>Mid-Program Review:</p> <p>During the semester in which students complete EDUC 242 with a "C" or better, they must meet the following departmental requirements:</p> <ol style="list-style-type: none"> 1. Complete a departmental/advisory writing proficiency test in Spanish. Students will receive written feedback on their writing performance including areas for improvement that may be necessary to reach the exit requirement of Advanced-Low in writing. 2. Demonstrate Intermediate-Mid or higher level of oral proficiency in Spanish in a departmental/advisory individual Oral Proficiency Interview (ACTFL). 3. Satisfactorily complete an interview in English with the Spanish Education Coordinator, a second faculty member from the Department of Spanish, and one cooperating teacher in order to assess their ability to interact with others on a professional level. 4. Have a minimum GPA in Spanish coursework of 3.0.
<p>Admission to Student Teaching:</p> <ol style="list-style-type: none"> 1. Demonstrate Advanced-Low or higher level of oral proficiency in Spanish in an individual Oral Proficiency Interview (ACTFL)—to be completed instead of the PRAXIS II Spanish: Content Knowledge Exam. 2. Demonstrate Advanced-Low or higher level of written proficiency in Spanish in an individual Writing Proficiency Test (ACTFL)—to be completed instead of the PRAXIS II Spanish: Content Knowledge Exam. 3. Have a minimum GPA in Spanish coursework of 3.0. 4. Earn a grade of C or higher in SPAN 404 and 453. 	<p>Admission to Student Teaching:</p> <ol style="list-style-type: none"> 1. Demonstrate Advanced-Low or higher level of oral proficiency in Spanish in an individual Oral Proficiency Interview (ACTFL)—to be completed instead of the PRAXIS II Spanish: Content Knowledge Exam. 2. Demonstrate Advanced-Low or higher level of written proficiency in Spanish in an individual Writing Proficiency Test (ACTFL)—to be completed instead of the PRAXIS II Spanish: Content Knowledge Exam. 3. Have a minimum GPA in Spanish coursework of 3.0. 4. Earn a grade of C or higher in SPAN 404 and 453.

c. Program Revision:

Current Program:		Proposed Program:	
Bachelor of Science in Education–Spanish Education K-12 (*)		Bachelor of Science in Education–Spanish Education K-12 (*)	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr, MATH 101 or higher Social Science: ANTH 110, PSYC 101	49-50	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr, MATH 101 or higher Social Science: ANTH 110, PSYC 101 Liberal Studies Electives: 9cr, MATH course (1), no courses with SPAN prefix	49-50
College: Preprofessional Education Sequence: COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr Professional Education Sequence: EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr EDEX 323 Instruction of English Language Learners with Special Needs 2cr EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr EDUC 242 Pre-Student Teaching Clinical Experience I 1cr EDUC 342 Pre-Student Teaching Clinical Experience II 1cr EDUC 441 Student Teaching 12cr EDUC 442 School Law 1cr EDUC 453 Teaching of Foreign Languages in the Secondary School 3cr	31	College: Preprofessional Education Sequence: COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr Professional Education Sequence: EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr EDEX 323 Instruction of English Language Learners with Special Needs 2cr EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr EDUC 242 Pre-Student Teaching Clinical Experience I 1cr EDUC 342 Pre-Student Teaching Clinical Experience II 1cr EDUC 441 Student Teaching 12cr EDUC 442 School Law 1cr EDUC 453 Teaching of Foreign Languages in the Secondary School 3cr	31
Major: Study Abroad (2) Required Courses: SPAN 201 Intermediate Spanish or equivalent 4cr SPAN 220 Intermediate Spanish Conversation 3cr SPAN 230 Intermediate Spanish Composition and Grammar 3cr SPAN 260 Introduction to Hispanic Literature 3cr SPAN 340 Hispanic Civilization through the 19 th Century 3cr SPAN 342/344 20 th -Century Spanish Civilization and Culture/20 th – Century Spanish-American Civilization and Culture 3cr SPAN 350 Advanced Spanish Conversation 3cr SPAN 390 Teaching of Elementary Content through the Spanish Language 3cr SPAN 404 Advanced Spanish Grammar 3cr SPAN 453 Spanish Phonetics and Phonemics 3cr	37	Major: Study Abroad (2) Required Courses: SPAN 201 Intermediate Spanish or equivalent 4cr SPAN 220 Intermediate Spanish Conversation 3cr SPAN 230 Intermediate Spanish Composition and Grammar 3cr SPAN 260 Introduction to Hispanic Literature 3cr SPAN 340 Hispanic Civilization through the 19 th Century 3cr SPAN 342/344 20 th -Century Spanish Civilization and Culture/20 th – Century Spanish-American Civilization and Culture 3cr SPAN 350 Advanced Spanish Conversation 3cr SPAN 390 Teaching of Elementary Content through the Spanish Language 3cr SPAN 404 Advanced Spanish Grammar 3cr SPAN 450 Conversation Forum 3cr SPAN 453 Spanish Phonetics and Phonemics 3cr	37

Controlled Electives: Any other 3cr from SPAN 300 or above SPAN 362, 364, or a 400-level literature course	3cr 3cr	Controlled Electives: Any other 3cr from SPAN 300 or above SPAN 362, 364, or a 400-level literature course	3cr 3cr
Free Electives:	2-3	Free Electives:	0
Total Degree Requirements:	120	Total Degree Requirements:	120
<p>(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.</p> <p>(1) Students who do not wish to select a MATH course under the Liberal Studies electives must still take a second MATH course (101 or higher) to fulfill the state requirements.</p> <p>(2) Students must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more cr extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP’s study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Requests for exemptions to this requirement must be initiated by the student in writing and submitted to the department chair.</p>		<p>(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.</p> <p>(1) Students who do not wish to select a MATH course under the Liberal Studies electives must still take a second MATH course (101 or higher) to fulfill the state requirements.</p> <p>(2) Students must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more cr extending beyond the intermediate level. Students may fulfill this requirement by participating in any of the programs primarily administered by faculty of IUP’s Department of Foreign Languages. Students wishing to fulfill this requirement through any other study abroad program must obtain prior approval from the department. Requests for exemptions to this requirement must be initiated by the student in writing and submitted to the department chair.</p>	

Rationale: A sentence has been added to direct students to the department website and student handbook, where they will find additional details regarding program requirements. The requirement of having earned 60 credits as a prerequisite for being qualified for the department's Mid-Program Review is being deleted, as the credit requirement is no longer an important criterion. The key criterion is student enrollment in EDUC 242 Pre-Student Teaching I, and some students may not yet have earned exactly 60 credits at that point. The English essay has outlived its usefulness as a program assessment. In its place we are substituting the advisory writing proficiency test to parallel the way in which we assess speaking proficiency at this mid-point in the program. Students need feedback on their writing as sophomores so that they know what improvements they need to make so that they might attain the required exit level writing proficiency level by the end of the program. SPAN 450 Conversation Forum is being required for Spanish Education majors so that they have another avenue for practicing their speaking with the goal of attaining the minimum Advanced Low level or higher. Virtually all Spanish Education majors take this course because advisors stress the value of it in helping them achieve their proficiency goals. It makes sense at this point to make it a requirement, especially given that students now have 2-3 free electives with the recent changes in Liberal Studies requirements.

9. Department of Kinesiology, Health and Sport Science—Catalog Description Change

Current Catalog Description:

HPED 492 Health Fitness Instruction

3c-01-3cr

Prerequisite: HPED 411 with a grade C or better

Students acquire the knowledge, skills, and abilities required to develop programs of physical activity and fitness for healthy adults and those with controlled disease. Experience in leading an exercise class and knowledge of functional anatomy and exercise physiology are also expected before participation in the class.

Proposed Catalog Description:

HPED 492 Health Fitness Instruction

3c-01-3cr

Prerequisites: Physical Education and Sport/Exercise Science majors only. C grade or better in all of the following: HPED 285, 286, 315, 343, 375, and either HPED 410 or 411. May only take HPED 410 or 411 concurrently with 492

Students acquire the knowledge, skills, and abilities required to develop programs of physical activity and fitness for healthy adults and those with controlled disease. Experience in leading an exercise class and knowledge of functional anatomy and exercise physiology are also expected before participation in the class.

Rationale: To make course prerequisites more clear to students and capstone course and letter C grade or better are requirements of continued program accreditation in Exercise Science.

10. Department of Geography and Regional Planning – Catalog Description Change

Current Catalog Description:

GEOG 411 History of Geography

3c-01-3cr

Prerequisite: GEOG 230

Corequisites: GEOG 213, 231, 341 or 342

Deals with history of the discipline, great ideas, leading problems, and unresolved issues.

Current Catalog Description:

GEOG 411 History of Geography

3c-01-3cr

Prerequisite: GEOG 230 and at least 9 other GEOG credits

Deals with history of the discipline, great ideas, major scholars, leading problems, and unresolved issues.

Rationale: At one point the prerequisite for the class was at least 12 credits of geography courses. The only prerequisite course for content is GEOG 230 Cultural Geography. The other courses listed are the other required core courses that come before GEOG 411, which were there mainly for sequencing. For many years this course was offered in the fall semester and GEOG 412 Research Seminar (GEOG 411 is a prerequisite for 412) in the spring semester, but in 2009-2010 the classes switched semesters so that students in GEOG 412 could complete their research project and consider presenting at the IUP Undergraduate Scholars Forum in the spring semester. The switch has achieved that goal but it has made it more difficult for students to be able to complete all of the prerequisite/

corequisites for GEOG 411 before the spring semester of their Junior year. By changing the prerequisites to GEOG 230 and at least 9 other GEOG credits it will make it easier for students to register in GEOG 411. Major scholars is being added to the description because it was one important component of the course missing from the current description.

11. Liberal Studies Committee and UWUCC approved: 1) the following courses as writing intensive and 2) the above courses in the following categories:

- HPED 344 Adapted Physical Activity and Sport was reapproved as a Type II Writing Intensive, Department Commitment Course.
- THTR 310 Theater Criticism was reapproved as a Type II Writing Intensive, Department Commitment Course.
- ARED 317 Art in K-6 Settings was reapproved as a Type II Writing Intensive, Department Commitment Course.
- ARED 318 Art in 7-12 Settings was reapproved as a Type II Writing Intensive, Department Commitment Course.
- BCOM 342 Intercultural Business Communication was approved as a Liberal Studies Elective in the Global and Multicultural Awareness and Global Citizenship categories.

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

FOR ACTION:

1) New Course, Dual-Level

Course: QBUS 450/550: Data Science for Business

Department: Information System and Decision Sciences

Catalog start term: Fall 2015

Catalog description:

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. These 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.

Brief rationale for the course:

Data is the new oil. Data is a new class of economic asset. Those were the conclusions of the reports issued by the World Economic Forum, at Davos, in January 2011 and January 2012. Research published in 2011, by MIT economists', shows that companies adopting "data-driven decision-making" achieved significant productivity gains, over other firms. In industry, the hottest job, these days, is the Data Scientist. Data scientists combine technical and statistical skills, analytical thinking, and business acumen. The data scientists trained in computer science departments are quite technical, and understand algorithms well, but are lacking important skills in problem formulation, evaluation, and analysis, generally. Those trained in math and statistics departments, in addition to those trained in business schools, tend to have underdeveloped technical skills. This course will cover all of these aspects of being a data scientist.

2) New Dual-Level Course

Course: MKTG 531: Business-to-Business Marketing

Department: Marketing

Old Catalog Description:

Proposed Catalog Description:

MKTG 531 Business-to-Business Marketing

3cr

Prerequisites: MKTG 603

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.

- 3) **Minor Program Revision:** Remove Graduate Record Examination (GRE) test scores as a requirement for admission

Title of the Program: Master of Arts in Sociology

Department: Sociology

Catalog start term: Summer, 2015

Brief Summary and Rationale:

We wish to eliminate the requirement that prospective students complete the Graduate Record Examination (GRE) general test offered by Educational Testing Service in order to apply to the Master of Arts Program in Sociology. We do not have a minimum required GRE score and our MA Admissions Committee has not used the GRE score as the sole reason to reject program applicants. We recognize that the cost of the GRE exam (about \$200) prevents some potential applicants from applying. Also, with changes to IUP's policy on dual enrollment in master's programs, the GRE score requirement prevents Sociology from considering for acceptance current IUP graduate students in other programs who lack GRE scores.

Catalog Description:

The elimination of this requirement will not result in a change to the *Graduate Catalog*, because the GRE score requirement is not listed there for our program. The GRE score requirement is listed on the following web site,

<http://www.iup.edu/admissions/graduate/howto/additional-requirements/default.aspx>,

On our program web site, <http://www.iup.edu/page.aspx?id=61261>, we plan to list the GRE as "recommended, but not required" for admission.

Brief Summaries of Each Major Change:

- 1) Eliminate the requirement that prospective students complete the Graduate Record Examination (GRE) general test offered by Educational Testing Service in order to apply to the Master of Arts Program in Sociology.

4) Minor Program Revision: Remove Prerequisites

Title of the Program: Master in Education

Department: Department of Professional Studies

Catalog start term: Summer, 2015

Brief Summary and Rationale:

Students enrolled in the Master’s in Education program offered through the Department of Professional Studies take six 6-credit hour team-taught courses over a period of two years. A new cohort begins each year in the fall. Given that this is a cohort based program each group of students follows the same sequence of coursework. Due to changes in Act 48 requirements the number of students enrolled in each cohort has been declining. To ensure that the program continues to be viable PSE faculty are requesting that the word “pre-requisite” and related restrictions be deleted from the course description for all six MEDU courses. This change will make these courses accessible to:

- Students enrolled in other programs across the university.
- Pre-service teachers who did not pass the PAPA examination and need additional courses related to classroom instruction to meet credit requirements.
- International students who are enrolled in programs offered on main campus. Access to students of diverse backgrounds will benefit the students enrolled in the MEDU program.
- In-service teachers who need graduate credit in order to meet Act 48 requirements.
- Teachers who already have a master’s degree and wish to take additional courses to upgrade their skills.

Access to these courses could boost enrollment in MEDU courses, and possibly program enrollment, in subsequent years. The benefits and limitations of these change, in terms of the influence on cohort dynamics and student enrollment will be evaluated in spring and summer 2015. Following this, we will propose other minor course revisions, if needed.

Side-by-side comparison:

Current Description	Revised Description
<p>MEDU 761 Community and Culture 6 cr.</p> <p>This team-taught Thematic Unit provides graduate students with a strong theoretical and practical knowledge base of community and the culture in which the school resides. The Thematic Unit also emphasizes indirect educational variables such as community, culture, and language diversity that directly affect all public school learners. Upon the completion of this Thematic Unit, students will possess higher levels of self-efficacy and will</p>	<p>MEDU 761 Community and Culture 6 cr.</p> <p>This team-taught Thematic Unit provides graduate students with a strong theoretical and practical knowledge base of community and the culture in which the school resides. The Thematic Unit also emphasizes indirect educational variables such as community, culture, and language diversity that directly affect all public school learners. Upon the completion of this Thematic Unit, students will possess higher levels of self-efficacy and will</p>

be empowered to engage with the school, the community, and the culture in an educational and social context. Prerequisite: Formal program acceptance.

MEDU 762 Instruction in the Inclusive Classroom 6 cr.

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

Prerequisite: MEDU 761.

MEDU 763 Teacher as Researcher 6 cr.

This Thematic Unit provides teachers with the ability to use various research methods that will help them obtain practical knowledge that can be incorporated into their daily classroom practices. These research skills are intended to: a) improve teachers' awareness of and relationships to their students' lives; and b) stimulate the formation of relevant and sound teaching strategies that incorporate their findings into the classroom in ways that recognize, validate, and build upon their students' prior socialization, knowledge, and "meaning-making" strategies. This Thematic Unit will familiarize students with the conceptual frameworks, methods, and research traditions from both quantitative and qualitative perspectives. Prerequisites: MEDU

be empowered to engage with the school, the community, and the culture in an educational and social context.

MEDU 762 Instruction in the Inclusive Classroom 6 cr.

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

MEDU 763 Teacher as Researcher 6 cr.

This Thematic Unit provides teachers with the ability to use various research methods that will help them obtain practical knowledge that can be incorporated into their daily classroom practices. These research skills are intended to: a) improve teachers' awareness of and relationships to their students' lives; and b) stimulate the formation of relevant and sound teaching strategies that incorporate their findings into the classroom in ways that recognize, validate, and build upon their students' prior socialization, knowledge, and "meaning-making" strategies. This Thematic Unit will familiarize students with the conceptual frameworks, methods, and research traditions from both quantitative and qualitative perspectives.

<p>761, MEDU 762.</p> <p>MEDU 764 Educational Change and Technology 6 cr.</p> <p>This team-taught Thematic Unit prepares graduate students with a strong theoretical and practical knowledge base focusing on a number of educational changes occurring in schools today. Topics include (but are not limited to) the possibilities and challenges of technology and the Information Superhighway, school organization, program design, instructional strategies, assessment practices, and the roles and relationships of educators, families, and community. Prerequisites: MEDU 761, MEDU 762, MEDU 763.</p> <p>MEDU 765 Curriculum and Instruction 6 cr.</p> <p>This team-taught Thematic Unit prepares graduate students with a strong theoretical and practical knowledge of a variety of instructional design and delivery strategies. Through critical inquiry, students explore the organizational, academic, political, and social issues of curriculum and instruction. This Thematic Unit fosters and supports the concept of the teacher-reflective practitioner. Students are encouraged to link theory and practice through the relationship of projects and actual day-to-day classroom practice. The many facets of instructional design and delivery also invite and support development of students' research assignments. Prerequisites: MEDU 761, MEDU 762, MEDU 763, MEDU 764.</p> <p>MEDU 766 Teacher as Leader 6 cr.</p> <p>What are the attributes of a teacher leader? What impact does adult development have on classroom teaching strategies? These two questions provide the overall focus for the</p>	<p>MEDU 764 Educational Change and Technology 6 cr.</p> <p>This team-taught Thematic Unit prepares graduate students with a strong theoretical and practical knowledge base focusing on a number of educational changes occurring in schools today. Topics include (but are not limited to) the possibilities and challenges of technology and the Information Superhighway, school organization, program design, instructional strategies, assessment practices, and the roles and relationships of educators, families, and community.</p> <p>MEDU 765 Curriculum and Instruction 6 cr.</p> <p>This team-taught Thematic Unit prepares graduate students with a strong theoretical and practical knowledge of a variety of instructional design and delivery strategies. Through critical inquiry, students explore the organizational, academic, political, and social issues of curriculum and instruction. This Thematic Unit fosters and supports the concept of the teacher-reflective practitioner. Students are encouraged to link theory and practice through the relationship of projects and actual day-to-day classroom practice. The many facets of instructional design and delivery also invite and support development of students' research assignments.</p> <p>MEDU 766 Teacher as Leader 6 cr.</p> <p>What are the attributes of a teacher leader? What impact does adult development have on classroom teaching strategies? These two questions provide the overall focus for the</p>
---	---

<p>Teacher as Leader Thematic Unit, which presents a variety of teacher leadership models as well as the theories related specifically to teachers and adult development. Students plan and implement specific projects in their own schools that relate to these two variables. In addition, students are required to research and write papers and to develop simulations to enhance their understanding of these theories and models. Prerequisites: MEDU 761, MEDU 762, MEDU 763, MEDU 764, MEDU 765.</p>	<p>Teacher as Leader Thematic Unit, which presents a variety of teacher leadership models as well as the theories related specifically to teachers and adult development. Students plan and implement specific projects in their own schools that relate to these two variables. In addition, students are required to research and write papers and to develop simulations to enhance their understanding of these theories and models.</p>
---	--

5) Minor Program Revision:

Relevant Courses: COUN 636; COUN 669; COUN 671; COUN 677; COUN 682

Department: Department of Counseling

Catalog start term: Summer, 2015

Brief Summary and Rationale:

When COUN 636, COUN 669, COUN 671, COUN 677, and COUN 682 were revised during the Major Program changes in 2012, the program restrictions that were in place were not carried over. Consequently, we are having some issues with non-counseling students registering for COUN courses without permission from the department and students registering for classes across counseling programs. We are asking that the program restrictions for the courses listed above to be reinstated for both our M.Ed. (COUN-MED) and CMHC (CNSS-MA) programs. More specifically, we are requesting the following restrictions be reinstated:

Program Restriction for M.Ed./CMHC: COUN 636 and 677
Program Restriction for CMHC: COUN 671 and 669
Program Restriction for M.Ed.: COUN 682

6) Certificate of Recognition

Title of the COR: Reading Specialist Certification (non-degree seeking)

Department: Professional Studies in Education

Catalog start term: Summer, 2015

Brief Summary and Rationale:

This proposal is for a Certificate of Recognition (COR) for the Reading Specialist Certification (non-degree seeking) Literacy Program that is being currently offered by the Department of Professional Studies in Education. The Certification Program is a 27 credit program that meets all of the requirements for a certification as a reading specialist by the Pennsylvania Department of Education.

There are no changes proposed for either the M.Ed. or the Certification Program currently offered by the Department of Professional Studies in Education. The M.Ed. and certification programs were designed to provide the student with the necessary academic and technical skills needed to be a reading specialist. Students must be certified teachers in order to be accepted into this advanced certification program.

Brief summaries of each major change:

There are no changes proposed for either the M.Ed. or the Certification Program currently offered by the Department of Professional Studies in Education.

With no proposed changes to the current certification program, the 27-credit COR includes the following courses:

- LTCY 600 Foundations of Literacy Instruction
- LTCY 644 Issues and Trends in Language Arts
- LTCY 701 Assessment and Acceleration
- LTCY 702 Reading and Writing in the Content Areas
- LTCY 705 Org. and Administration of Reading/Writing Programs
- LTCY 770 Practicum and Seminar for Reading Specialists I
- LTCY 771 Practicum and Seminar for Reading Specialists II
- LTCY 635 Literacy in Inclusive Classrooms
- LTCY 607 Instruction and Learning with Literature

7) Minor Program Revision: Criminology Department Name Change

Title of the Program: MA in Criminology, Ph.D. in Criminology

Department: Criminology

Catalog start term: Summer, 2015

Brief Summary and Rationale:

Department name change from Department of Criminology to Department of Criminology and Criminal Justice. Minor changes in catalog language to reflect name change and correct grammar/typos

Old Catalog Language (name of)	Proposed Catalog Language (new Name for department)
Department of Criminology	Department of Criminology and Criminal Justice.

Prospective students have noted that when conducting program searches IUP's Department of Criminology often is not identified as search engines use the more popular terminology of criminal justice. Several programs in the discipline have rectified this situation by adding Criminal Justice to their program titles. Additionally, IUP's Department of Criminology does offer several classes in criminal justice as both the undergraduate and graduate levels (e.g., CRIM 101 - Crime and Justice Systems, CRIM 403- Dilemmas in Criminology and Criminal Justice, and courses related to policing, corrections, courts, juvenile law, social control).

Brief Summaries of Each Major Change:

Change Summary- Changes 1 and 3 are grammatical, changes 2 and 4 are change in program name only-Department of Criminology where stated is changed to Department of Criminology and Criminal Justice. Degree awarded at the MA and Ph.D. levels do not change.

Proposed change 1: Typo/Grammatical Change (1st Paragraph MA)

Typo/Grammar: The M.A. program on the main campus offers full- or part-time study. The program is appropriate for students who are preparing for doctoral studies, along with careers in research or the administration of criminal justice. The M.A. program **also is available online as a part-time program.**

Proposed change 2: New department name reflected: (Last Paragraph first sentence MA)

Original Statement -: If, upon the consideration of the **Department of Criminology Graduate Committee**, an applicant is deemed to be deficient, the department, through the master's coordinator, will require appropriate undergraduate courses to remove these deficiencies.

New Statement: 2: Last Paragraph first sentence MA: If, upon the consideration of the **Department of Criminology and Criminal Justice Graduate Committee**, an applicant is deemed to be deficient, the department, through the master's coordinator, will require appropriate undergraduate courses to remove these deficiencies.

Proposed change 3: change “en route” to “in route” (Paragraph entitled Admission Criteria Ph.D.)

It is expected that students entering the Ph.D. program in Criminology will have completed a master's degree in either Criminology or a closely related discipline. However, in exceptional cases, a highly qualified applicant may enter the doctoral track with a baccalaureate degree. Such students would obtain the M.A. degree in route to the Ph.D.

Proposed Change 4: Dept name change reflected (Last Paragraph entitled Part-Time Study)

Original statement: This program may admit each year some students whose intention is to complete the program on a part-time basis. Course offerings can be expected to fluctuate, especially in the expansion of new course offerings. A complete and updated description of any changes can be obtained from the Department of Criminology.

New statement: This program may admit each year some students whose intention is to complete the program on a part-time basis. Course offerings can be expected to fluctuate, especially in the expansion of new course offerings. A complete and updated description of any changes can be obtained from the Department of Criminology and Criminal Justice.

Side-by-side comparison:

<p>MA in Criminology: The M.A. program on the main campus offers full- or part-time study. The program is appropriate for students who are preparing for doctoral studies, along with careers in research or the administration of criminal justice. The M.A. program is also available online as as a part-time program.</p> <p>Admission Criteria In addition to meeting the requirements for admission to the School of Graduate Studies and Research, a student intending to work toward a Master of Arts degree in Criminology will be required to have the following prerequisite academic and/ or professional preparation:</p> <p>Students should be able to demonstrate a sound understanding of criminological theory and the criminal justice system (generally satisfied by a bachelor's degree in criminology, criminal justice, or related field); or,</p> <p>Students should have knowledge gained through experience within the justice system or by specialized training or completed graduate or undergraduate studies in a related field. All applicants for the Master of Arts degree in Criminology must possess the essence of knowledge offered in the undergraduate (B.A.) program core courses. These courses are:</p> <p>CRIM 102 Survey of Criminology CRIM 306 Criminological Research Methods CRIM 400 Theoretical Criminology CRIM 401 Contemporary Issues in Criminology</p> <p>If, upon the consideration of the Department of Criminology Graduate Committee, an applicant is deemed to be deficient, the department, through the master's coordinator, will require appropriate undergraduate courses to remove these deficiencies. Students begin the M.A. in Criminology program</p>	<p>MA in Criminology: The M.A. program on the main campus offers full- or part-time study. The program is appropriate for students who are preparing for doctoral studies, along with careers in research or the administration of criminal justice. The M.A. program also is available online as a part-time program.</p> <p>Admission Criteria In addition to meeting the requirements for admission to the School of Graduate Studies and Research, a student intending to work toward a Master of Arts degree in Criminology will be required to have the following prerequisite academic and/or professional preparation:</p> <p>Students should be able to demonstrate a sound understanding of criminological theory and the criminal justice system (generally satisfied by a bachelor's degree in criminology, criminal justice, or related field); or,</p> <p>Students should have knowledge gained through experience within the justice system or by specialized training or completed graduate or undergraduate studies in a related field. All applicants for the Master of Arts degree in Criminology must possess the essence of knowledge offered in the undergraduate (B.A.) program core courses. These courses are:</p> <p>CRIM 102 Survey of Criminology CRIM 306 Criminological Research Methods CRIM 400 Theoretical Criminology CRIM 401 Contemporary Issues in Criminology</p> <p>If, upon the consideration of the Department of Criminology and Criminal Justice Graduate Committee, an applicant is deemed to be deficient, the department, through the master's coordinator, will require appropriate undergraduate courses to remove these deficiencies. Students begin the M.A.</p>
---	--

<p>during the Fall semester only. Applicants may apply at any time; however, priority will be given to completed applications received by March 15. After March 15, applications will be received, but admission to the program is contingent upon the availability of space.</p>	<p>in Criminology program during the Fall semester only. Applicants may apply at any time; however, priority will be given to completed applications received by March 15. After March 15, applications will be received, but admission to the program is contingent upon the availability of space.</p>
<p>Ph.D. in Criminology</p> <p>IUP graduate programs in Criminology are designed to prepare students for careers in academia and for upper-level administrative positions in various fields of justice.</p> <p>Admission Criteria</p> <p>It is expected that students entering the Ph.D. program in Criminology will have completed a master's degree in either Criminology or a closely related discipline. However, in exceptional cases, a highly qualified applicant may enter the doctoral track with a baccalaureate degree. Such students would obtain the M.A. degree en route to the Ph.D. Applicants must meet all School of Graduate Studies and Research admission requirements. Additionally, the doctoral coordinator, after consulting with the department Ph.D. committee, will submit a recommendation regarding applicants to the School of Graduate Studies and Research. The following criteria are reviewed:</p> <ol style="list-style-type: none"> 1. All official college transcripts 2. Three letters of recommendation 3. Statement of goals 4. Example of written work (thesis, articles, reports, etc.) 5. GRE scores (A combined score of at least 900 on the verbal and quantitative sections is expected. Some flexibility may be granted at the discretion of the screening committee.) 6. Skill requirement (foreign language, computer or statistical ability, or other skills approved by the Ph.D. committee or the department's graduate curriculum committee) 7. Personal interview (may be requested by department Ph.D. committee or by applicant) <p>Program Requirements</p> <p>The Ph.D. program in Criminology requires a minimum of 54 semester hours of acceptable graduate credit. Each student must complete requirements for (a) course work; (b) area of specialization requirements; (c) qualifying examinations; (d) skill requirement; and (e) dissertation.</p>	<p>Ph.D. in Criminology</p> <p>IUP graduate programs in Criminology are designed to prepare students for careers in academia and for upper-level administrative positions in various fields of justice.</p> <p>Admission Criteria</p> <p>It is expected that students entering the Ph.D. program in Criminology will have completed a master's degree in either Criminology or a closely related discipline. However, in exceptional cases, a highly qualified applicant may enter the doctoral track with a baccalaureate degree. Such students would obtain the M.A. degree in route to the Ph.D.</p> <p>Applicants must meet all School of Graduate Studies and Research admission requirements. Additionally, the doctoral coordinator, after consulting with the department Ph.D. committee, will submit a recommendation regarding applicants to the School of Graduate Studies and Research. The following criteria are reviewed:</p> <ol style="list-style-type: none"> 1. All official college transcripts 2. Three letters of recommendation 3. Statement of goals 4. Example of written work (thesis, articles, reports, etc.) 5. GRE scores (A combined score of at least 900 on the verbal and quantitative sections is expected. Some flexibility may be granted at the discretion of the screening committee.) 6. Skill requirement (foreign language, computer or statistical ability, or other skills approved by the Ph.D. committee or the department's graduate curriculum committee) 7. Personal interview (may be requested by department Ph.D. committee or by applicant) <p>Program Requirements</p> <p>The Ph.D. program in Criminology requires a minimum of 54 semester hours of acceptable graduate credit. Each student must complete requirements for (a) course work; (b) area of specialization requirements; (c) qualifying examinations; (d) skill requirement; and (e) dissertation.</p>
<p>A. Required Course Work</p> <p>I. Core Courses {21 semester hours):</p> <p>CRIM 810 Advanced Theoretical Criminology 3 cr.</p> <p>CRIM 817 Advanced Qualitative Methods 3 cr.</p> <p>CRIM 818 Quantitative Strategies for Analysis in Criminology 3 cr.</p> <p>CRIM 820 Advanced Quantitative Methods 3 cr.</p> <p>CRIM 830 Ethical and Philosophical Issues</p>	<p>A. Required Course Work</p> <p>1. Core Courses (21 semester hours):</p> <p>CRIM 810 Advanced Theoretical Criminology 3 cr.</p> <p>CRIM 817 Advanced Qualitative Methods 3 cr.</p> <p>CRIM 818 Quantitative Strategies for Analysis in Criminology 3 cr.</p> <p>CRIM 820 Advanced Quantitative Methods 3 cr.</p> <p>CRIM 830 Ethical and Philosophical Issues</p>

<p>in Criminology 3 cr. CRIM 840 Advanced Criminal Justice Policy 3 cr. CRIM 851 Doctoral Colloquium in Criminology 3 cr.</p> <p>II. Advanced Applied Research {9 semester hours): CRIM 901 Advanced Applied Research I 3 cr. CRIM 902 Advanced Applied Research II 3 cr. CRIM 903 Advanced Applied Research III 3 cr.</p> <p>III. Criminology Electives: 6 semester hours Minimum</p> <p>IV. Other Electives: 6 semester hours from Criminology or related disciplines</p> <p>B. Qualifying Examination Upon completion of 18 semester hours, a student must take qualifying examinations in three core subject areas. After successful completion, a student may proceed toward fulfillment of remaining degree requirements.</p> <p>C. Comprehensive Area of Specialization Competence Review: Areas of Concentration Each student must decide upon one subspecialty within Criminology. Upon consultation with the student, the student's advisory committee, and the doctoral coordinator, a proficiency review will be conducted.</p> <p>D. Skill Requirement (0-6 semester hours): This requirement may be fulfilled by demonstrating knowledge in one of the following areas: Foreign language Computer Advanced statistics Advanced research methods Other appropriate areas as approved by the doctoral Coordinator</p> <p>Further details regarding any of these skill requirements can be obtained from the doctoral coordinator.</p> <p>E. Dissertation: In accordance with university guidelines, successful completion of a doctoral dissertation is required (12 semester hours).</p> <p>Residency The following options are available to doctoral students for satisfying residency requirements:</p> <ol style="list-style-type: none"> 1. Completion of a minimum of nine graduate credits at IUP in each of at least two consecutive semesters 2. Completion of a minimum of nine graduate credits at IUP for at least one semester immediately preceding or following a summer of nine semester hours of study 3. Completion at IUP of at least nine graduate credits in each of two consecutive summers plus six 	<p>in Criminology 3 cr. CRIM 840 Advanced Criminal Justice Policy 3 cr. CRIM 851 Doctoral Colloquium in Criminology 3 cr.</p> <p>II. Advanced Applied Research {9 semester hours): CRIM 901 Advanced Applied Research I 3 cr. CRIM 902 Advanced Applied Research II 3 cr. CRIM 903 Advanced Applied Research III 3 cr.</p> <p>III. Criminology Electives: 6 semester hours minimum</p> <p>IV. Other Electives: 6 semester hours from Criminology or related disciplines</p> <p>B. Qualifying Examination Upon completion of 18 semester hours, a student must take qualifying examinations in three core subject areas. After successful completion, a student may proceed toward fulfillment of remaining degree requirements.</p> <p>C. Comprehensive Area of Specialization Competence Review: Areas of Concentration Each student must decide upon one subspecialty within Criminology. Upon consultation with the student, the student's advisory committee, and the doctoral coordinator, a proficiency review will be conducted.</p> <p>D. Skill Requirement {0-6 semester hours): This requirement may be fulfilled by demonstrating knowledge in one of the following areas: Foreign language Computer Advanced statistics Advanced research methods Other appropriate areas as approved by the doctoral Coordinator</p> <p>Further details regarding any of these skill requirements can be obtained from the doctoral coordinator.</p> <p>E. Dissertation: In accordance with university guidelines, successful completion of a doctoral dissertation is required (12 semester hours).</p> <p>Residency The following options are available to doctoral students for satisfying residency requirements:</p> <ol style="list-style-type: none"> 1. Completion of a minimum of nine graduate credits at IUP in each of at least two consecutive semesters 2. Completion of a minimum of nine graduate credits at IUP for at least one semester immediately preceding or following a summer of nine semester hours of study 3. Completion at IUP of at least nine graduate credits
--	--

graduate credits during the intervening academic year Part-Time Study This program may admit each year some students whose intention is to complete the program on a part-time basis. Course offerings can be expected to fluctuate, especially in the expansion of new course offerings. A complete and updated description of any changes can be obtained from the Department of Criminology.	in each of two consecutive summers plus six graduate credits during the intervening academic year Part-Time Study This program may admit each year some students whose intention is to complete the program on a part-time basis. Course offerings can be expected to fluctuate, especially in the expansion of new course offerings. A complete and updated description of any changes can be obtained from the Department of Criminology and Criminal Justice .

8) Minor Program Revision: Addition of full-time availability

Title of the Program: Master of Arts in Criminology: Online

Department: Criminology and Criminal Justice

Catalog start term: Fall 2015

Side-by-side comparison:
N/A

Brief Summary and Rationale:

We are proposing a change to the MA online program that is now only part-time. We are adding the opportunity for students to complete the program full- or part-time. No course or credit changes need to be made.

This proposed change is needed to be more competitive with the 80+ online masters programs in criminology. For the last three years, enrollment in the online program has declined. This change will add greater flexibility for students needing to complete a program in one year to advance in their careers, as well as more options for students seeking employment and needing financial aid. The department will pilot this change for two years to monitor its success with enrollment and retention. Additional resources will not be necessary for this change. Our current program admits new students in a cohort every fall semester, so the proposed change will actually lessen class offering in a two year period (two less classes needed).

Old Catalog Description:

The M.A. program on the main campus offers full- or part-time study. The program is appropriate for students who are preparing for doctoral studies, along with careers in research or the administration of criminal justice. The M.A. program is also available online as a part-time program.

Proposed Catalog Description:

The M.A. program on the main campus offers full- or part-time study. The program is appropriate for students who are preparing for doctoral studies, along with careers in research or the administration of criminal justice. The M.A. program is also available online as a full- or part-time program.

FOR INFORMATION:

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

- **HPED 601:** Sport and Society

Appendix C
Library and Educational Services Committee
Chair Ford

For Information

Karen Scarton was elected LESC Secretary at the February 10, 2015 LESC meeting.

Appendix D
Research Committee
Chair Bonach

FOR INFORMATION:

The committee met on February 10, 2015 and reviewed the University Senate Research Committee proposals. Overall there were 23 USRC Small Grant proposals and the decision was made to fund 16 proposals totaling \$13,443.00. The next meeting will be held on Tuesday March 17 2015, at 3:30 p.m. in Stright 301.

- Dr. Ronald See
- Dr. Francis Allard
- Dr. Holly Belch
- Dr. Mimi Benjamin
- Dr. Kathryn Bonach
- Dr. Arden Hamer
- Dr. Annah Hill
- Dr. Steven Kleinman
- Dr. DeAnna Laverick
- Dr. Sally Lipsky
- Dr. John Lowery
- Dr. John McCarthy
- Dr. John Mueller
- Dr. Cynthia McCormick Richburg
- Dr. Danhua Wang
- Dr. Carolyn Wisniewski

Appendix E
University Development and Finance Committee
Chair Wick

FOR ACTION:

POLICY STATEMENT

Subject: Background Investigation Policy

Date: June 24, 2009

Distribution Code:

Reference Number:

Revision Date: January 1, 2015

A – All Employees

Addition X

Originating Office:

President's Approval

Deletion

New Item

Office of Human Resources

A. PURPOSE

This University policy is written to provide guidance ensuring a consistent implementation of the Child Protection Services Law, 23 Pa.C.S. § 6301 et seq., as amended, and applicable policies of the State System of Higher Education Board of Governors governing background investigations for State System universities. Nothing herein is intended to contradict or lessen compliance with applicable federal and state laws or regulations.

B. SCOPE

This policy applies to all current employees (including students); final candidates for employment; graduate assistants; volunteers; and employees, subcontractors and volunteers of independent contractors who may have contact with minors, compliant with applicable law and university policy.

C. OBJECTIVE

The objective of this policy is to establish a process for obtaining pre-employment background investigation information for successful candidates. For all current employees and volunteers, the policy establishes a requirement to obtain criminal background investigations once every 36 months and report certain arrests or convictions. Independent contractors whose employees, subcontractors or volunteers may come in contact with minors are required to show evidence of criminal background investigation compliance for those individuals assigned to the university.

D. DEFINITIONS

Arrest: Charged with a reportable offense.

Background Investigations: Background investigations may include but are not limited to, personal and professional references, employment verification, criminal background, education verification, licensures, certifications, military discharge and credit history.

Criminal Background Investigations: Criminal background investigations include inquiries to determine past criminal convictions. All inquiries must comply with all state and federal laws. The following checks will comprise a criminal background investigation unless otherwise exempted out under this policy:

1. Act 34 - Pennsylvania State Criminal Records
2. Act 114 - Federal Criminal History Record Information (FBI Fingerprint Investigation)
3. Act 151 - Pennsylvania Department of Human Services Child Abuse History Clearance

Conviction: Conviction is an adjudication of guilt and includes determinations before a court, a district justice or magistrate and pleas of *nolo contendere* (no contest) that result in a fine, sentence or probation.

Employee: Any person at any State System entity who is paid through the central payroll system and receives a Form W-2 from the State System, including student employees. For purposes of this policy, employment in contiguous semesters (excluding winter and summer sessions) shall equate to continuous service and the individual shall be considered a current employee.

Independent Contractor: An individual who provides a program, activity, or service to the university or as part of a non-university-sponsored program on university property that is responsible for the care, supervision, guidance, or control of minors. This definition includes janitorial, food service, and bookstore contractors.

Reportable Offense: Any of several criminal offenses enumerated in Pennsylvania's Child Protective Services Law, 23 Pa.C.S. §6344(c):

1. A founded report within the preceding five-year period in the statewide database maintained by the Department of Human Services.
2. One or more of the following provisions of Title 18 of the Pennsylvania Consolidated Statutes (relating to crimes and offenses) or an equivalent crime under the laws or former laws of the United States or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of the Commonwealth of Pennsylvania:
 - a. Chapter 25 relating to criminal homicide.
 - b. Section 2702 relating to aggravated assault.
 - c. Section 2709.1 relating to stalking.
 - d. Section 2901 relating to kidnapping.
 - e. Section 2902 relating to unlawful restraint.
 - f. Section 3121 relating to rape.

- g. Section 3122.1 relating to statutory sexual assault.
 - h. Section 3123 relating to involuntary deviate sexual intercourse.
 - i. Section 3124.1 relating to sexual assault.
 - j. Section 3125 relating to aggravated indecent assault.
 - k. Section 3126 relating to indecent assault.
 - l. Section 3127 relating to indecent exposure.
 - m. Section 4302 relating to incest.
 - n. Section 4303 relating to concealing death of a child.
 - o. Section 4304 relating to endangering welfare of children.
 - p. Section 4305 relating to dealing in infant children.
 - q. A felony offense under Section 5902(b) relating to prostitution and related offenses.
 - r. Section 5903(c) or (d) relating to obscene and other sexual materials and performances.
 - s. Section 6301 relating to corruption of minors.
 - t. Section 6312 relating to sexual abuse of children.
3. An offense designated as a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as "The Controlled Substance, Drug, Device and Cosmetic Act," committed within the preceding five-year period.

Volunteer: Any individual, including students, authorized by an appropriate appointing authority or designee of an appointing authority, who provides services to the university without remuneration from the university. This includes members of governing bodies and student associations.

E. RESPONSIBILITIES

1. Associate Vice President for Human Resources:
 - a. To incorporate the requirements of this policy into the employment process and all other university procedures where background investigation are mandated.
 - b. To ensure compliance with this policy and relevant procedures.
2. Human Resources Faculty/Administrative Employment Manager (Human Resources Designee):
 - a. To notify job applicants of the requirements of this policy before and during the recruitment and selection process.
 - b. To ensure that background investigation applications are submitted prior to extending offers of employment.
 - c. To coordinate verification efforts with the search committee chair or hiring supervisor.
 - d. To share the results, of the background investigation with the respective vice president and university legal counsel when a positive result is revealed which may

either be an automatic disqualification of employment, or may be specifically related to the duties of the position.

3. HR Coordinator – Management Technician:
 - a. Under the direction of the Employment Manager, administer the background investigation process for all needs identified in this policy and maintain accurate records and compliance.
 - b. Immediately notify the Employment Manager and the Associate Vice President of Human Resources of any positive results.

F. **POLICY**

1. **Generally:**

- a. Determination as to the depth, or included elements as allowed for by law, of a background investigation will be made jointly by the respective department or division head and the Associate Vice President for Human Resources, or the Human Resources Designee. The Office of Human Resources will develop practices to ensure that the nature and extent of any background investigation will be consistently applied and based on relevant job requirements.
- b. All final candidates for positions and current employees applying for promotion or transfer to a position that requires a background investigation must execute appropriate authorizations mandated by the Fair Credit Reporting Act and other applicable laws. Refusal to sign the authorization for the release of information will result in the candidate being eliminated and disqualified from consideration for employment.
- c. False or misleading application or resume information or statements made as part of the background investigation, screening or interview process may result in the withdrawal of any employment or appointment offer or discipline up to and including termination. The University also reserves the right to take disciplinary action up to and including termination where false or misleading statements are discovered after an offer of employment or appointment has been accepted.
- d. Employment or appointment will be denied upon evidence of a disqualifying result as identified in Title 23, Section 6344 as amended, or Section 111 of the Act of March 10, 1949 (P.L. 30, No. 14), known as the Public School Act of 1949, as amended. Evidence of convictions beyond those noted will not result in automatic disqualification but will be considered on a case by case basis. The assessment is to be done in consultation with university legal counsel and should focus on the following factors:
 - i. Whether the candidate's prior conviction undermines his/her suitability or fitness to perform the required job responsibilities;
 - ii. The time that has elapsed since the conviction; and
 - iii. The nature and gravity of the criminal conviction.

- iv. Where conflicts exist between statutes relative to time limitations the more stringent of the limits will be used.
- e. The university will provide candidates, employees and volunteers with a copy of their background investigation reports not already in their possession upon request, regardless of outcome and without charge.
- f. In cases where the background investigation will result in an adverse employment or appointment decision:
 - i. The university will provide a copy of the report to the individual, as well as all required notifications pursuant to the Fair Credit Reporting Act and other applicable laws.
 - ii. The individual must be given a reasonable opportunity (at least five [5] business days) to submit information to the Human Resources Designee disputing the accuracy and/or completeness of the report before a final employment or appointment decision can be made.

1. For pre-employment purposes:

- a. All successful candidates for instructional and non-instructional vacancies shall have a background investigation conducted pre-employment.
- b. All candidates for employment must complete and sign an online employment application which includes a statement that the candidate's signature authorizes the university to investigate all statements made on the application, including checking references, past employment and concerning the individual's fitness for employment.
- c. Refusal to submit to a background investigation shall be considered a withdrawal of the application for employment.

2. For current employees:

- a. Any current employee who does not possess original evidence of the required criminal background investigations shall be required to obtain them by December 31, 2015, and not more than 36 months following their most recent criminal background investigation thereafter.
- b. Any current employee who possesses original evidence of the required criminal background investigations performed within the prior 36 months may submit them to the Office of Human Resources and obtain the requisite criminal background investigations not more than 36 months following their most recent criminal background investigation thereafter.
- c. Any current employee who possesses original evidence of the required criminal background investigations older than 36 months shall be required to obtain them by December 31, 2015, and not more than 36 months following their most recent criminal background investigation thereafter.

- d. Employees who are promoted or who transfer to a position which has been determined to require a background investigation will have such verified prior to assuming the new position.

3. For volunteers:

- a. Each volunteer is responsible for obtaining evidence of a successful criminal background investigation and providing such original evidence to the Office of Human Resources.
- b. Beginning July 1, 2015, prospective volunteers must submit to or provide evidence of a criminal background investigation performed within the previous 36 months.
- c. Beginning July 1, 2015, volunteers approved prior to July 1, 2015 must submit to, or provide evidence of, a criminal background investigation performed as follows:
 - a. Within 36 months of the date of the most recent clearance.
 - b. By July 1, 2016, if clearances are older than 36 months.
 - c. By July 1, 2016, if no clearances have been received because the volunteer was previously not required to do so.
- d. The FBI Fingerprint Investigation is not required for volunteers who meet all of the following:
 - 1) The position for which the volunteer is applying is unpaid.
 - 2) The volunteer has been a resident of this Commonwealth during the entirety of the previous ten-year period.
 - 3) The volunteer swears or affirms in writing that he/she is not disqualified from service or has not been convicted of a reportable offense.

4. For independent contractors who may have contact with minors:

- a. Independent contractors are responsible for obtaining evidence of a successful criminal background investigation on each employee or subcontractor or volunteer who may come in contact with minors prior to assignment of that individual to the university and during the term of any contract with the university.
- b. Independent contractors shall certify to the Office of Human Resources or other designee the requisite criminal background investigations have been performed.
- c. Independent contractors must maintain records of the criminal background investigations in accordance with this policy and be able to provide evidence of a successful criminal background investigation conducted within the prior 36 months for each employee and subcontractor or volunteer assigned to the university within 72 hours of a request from the university.

5. **For students who require criminal background investigations as part of an academic program:** Students who must pass a criminal background investigation for purposes of participating in an academic program will have their results evaluated against the criterion established by the Commonwealth of Pennsylvania requirements for such professionals. Summative results of pass/fail will be provided both to the student and the respective program advisor with the respective College. The College shall keep any such records as part of the student's educational record.

6. **Reporting of Arrests and Convictions:**

- a. All employees and volunteers must provide written notice to the Office of Human Resources if they are: 1) arrested for, or convicted of, a reportable offense (as defined in this policy); or 2) named as a perpetrator in a founded or indicated report of child abuse. The employee or volunteer shall provide such written notice within 72 hours of arrest, conviction, or notification that the person has been listed as a perpetrator in the statewide database. The failure of an employee or volunteer to make a written notification as required above is a misdemeanor of the third degree and may be subject to discipline up to and including termination or denial of employment or appointment to a volunteer position.
- b. All employees and subcontractors and volunteers of independent contractors must provide written notice to the independent contractor if they are: 1) arrested for, or convicted of, a reportable offense (as defined in this policy); or 2) named as a perpetrator in a founded or indicated report of child abuse. The employee or subcontractor or volunteer shall provide such written notice within 72 hours of arrest, conviction, or notification that the person has been listed as a perpetrator in the statewide database. Independent contractors shall provide notice to the Office of Human Resources within 24 hours.
- c. If the university has a reasonable belief that an i) employee or volunteer; or ii) employee or subcontractor or volunteer of an independent contractor has been arrested or convicted of a reportable offense or was named as perpetrator in a founded or indicated report, or the individual has provided notice of activity that would be sufficient to deny employment, appointment or program participation, the individual must immediately submit current information as required for criminal background investigations under this policy.

7. **Maintenance and Confidentiality of Records:**

- a. The Office of Human Resources shall require all employees and volunteers to produce original evidence of successful investigations prior to employment or appointment or within the timeframes set forth in this policy.
- b. Copies of the clearance documents shall be stored in a separate confidential file, away from the official personnel files, for a period of 25 years.
- c. The results of completed background investigations for employees and volunteers will be recorded in the appropriate fields in the SAP system. Access to the data will be limited to authorized human resources personnel. A "yes" value will indicate a successful clearance, and a "no" value will indicate an absence of a clearance or

an unsuccessful clearance. The records will also include the start and end validity dates of each clearance.

- d. The information compiled under this policy shall be confidential and shall not be subject to the act of February 14, 2008 (P.L. 6, No. 3), known as the Right-To-Know Law. This information shall not be released except as permitted by the department through regulation.

8. Fees:

- a. The university will pay for all required background investigations for all current employees and for re-certifications during the term of employment.
- b. The university will pay for all required background investigations for candidates for employment, university volunteers, and employees of university affiliated entities recognized pursuant to Board of Governors Policy. The university reserves the right to change this practice with notice.
- c. The university will not bear any costs associated with independent contractors or students who need criminal background investigations for academic requirements under this policy.

9. **Fingerprinting:** Fingerprinting required as part of the criminal background investigation can be provided by the Office of Human Resources or other authorized location.

10. Provisional Employment or Appointment:

- a. All employment or volunteer candidates required to undergo criminal background investigations will be asked to sign a Provisional Employment/Volunteer form. Failure to sign the form will prevent the individual from being permitted to commence work or service until the clearances are received in the Office of Human Resources.
- b. The university may employ applicants on a provisional basis for a single period not to exceed 90 days and volunteers on a provisional basis not to exceed 30 days, if all of the following conditions are met:
 - 1) The applicant has submitted the appropriate forms for the criminal background investigation and the applicant provides a copy of the appropriate completed request forms to the Office of Human Resources.
 - 2) The employer, administrator, supervisor, or other person responsible for employment or appointment decisions at the university has no knowledge of information pertaining to the applicant as having been arrested or convicted of a reportable offense or been convicted of another offense that would disqualify the individual for employment or appointment.
 - 3) The applicant swears or affirms in writing that he/she has not been arrested or convicted of a reportable offense or been convicted of another offense that would disqualify the individual for employment or appointment.

- 4) If the information obtained reveals that the applicant is disqualified from employment or appointment, the applicant shall be immediately dismissed.
- 5) The applicant shall not be permitted to work alone with minors, and the applicant shall work in the immediate vicinity of a permanent employee.

c. **RECISION:**

d. **EFFECTIVE DATE:** January 1, 2015

DISTRIBUTION:

- A - All Employees
- B - University Students

DRAFT

Appendix F
Noncredit Committee
Chair O'Neill

FOR INFORMATION:

The Senate Non-credit committee met with Dr. Lloyd Onyett on Wednesday, February 18, 2015 to discuss the College Technology Day workshops. College Technology Day was created to offer workshops in lieu of the decline in opportunities to attend conferences for professional development.

Initially, the idea was to hold one Technology Day per year; the Wednesday before a semester start. The first workshop was held in August, 2011. It had one hundred attendees and twenty-four sessions. The feedback from these sessions suggested a need to have this Technology Day twice a year.

Since that time, eight Technology Days have been offered each January and August from 2012 to 2015. The January, 2015 day had 260 attendees and 59 sessions. The sessions cover anything technological in an educational institution. Topics offered ranged from Microsoft products, Adobe products, emerging technologies and basic technology in the classroom needs.

The program reaches out beyond IUP staff, faculty, administration and doctoral students. In January, 2014, members of the Consortium for Computing and Undergraduate Education (C-CUE is an organization of 30 universities and colleges in western PA, eastern Ohio, and West Virginia) attended. They were so pleased with their experience they not only again attended in January 2015, they presented four sessions and brought in 39 attendees. C-CUE members plan to attend again in January 2016 and will also present some sessions at that event. In addition, personnel from surrounding K-12 school districts have attended several of the College Technology Days.

Staples, an area business, also gets involved by donating very nice merchandise that are used for door prizes.

The College Technology Day program has grown from its inception back in 2012. It is a great way to bridge the gap for a venue for professional development for IUP personnel and a great service for the community.

Appendix G
Presidential Athletic Advisory Council
Chair Castle

FOR INFORMATION:

Observations from the Thursday, February 5, 2015 Council Meeting

Comments from Dr. Driscoll

-Followed up on his comments from the November 17th meeting regarding the well-publicized press regarding football at California University of Pennsylvania. The independent report conducted for California University of Pennsylvania found there was no correlation between transfer students and the off-the-field discipline/legal issues that members of the football team are facing. Even though the report indicated there was no correlation IUP would continue to evaluate its own policy regarding transfer students.

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

-Discussed his most recent meeting with Michelle Norwood regard the development of an Athletic Learning Community.

Dr. Racchini discussed the possibility of incorporating a series of courses for incoming freshmen student athletes to that would be designed to help them acclimate to college life. The courses being considered for inclusion in this community are HPED 143, ENGL 101, and DVST 150. The learning community would help meet some CHAMPs Life-skills goals set forth by the NCAA.

-Provided information regarding the online academic grade reporting procedures for faculty to utilize. Faculty are now be able to report grades to coaches via an internet link. An email will be sent on February 6th out to faculty encourage faculty to provide academic progress of student athletes.

Comments from Mr. Steve Roach, Interim Athletic Director

-Mr. Roach provided the committee with information regarding a NCAA grant application. IUP has applied for a grant that would fund an Athletic Academic Support Personnel. There was no information available regarding the success rate of receiving the grant.

-Mr. Roach continued to educate the committee on Gender Equity Requirements. This is in anticipation of a survey being distributed to undergraduates that would help IUP see if the athletic department is meeting students interests' and opportunities. Mr. Roach provided the committee with IUP's gender equity numbers and reviewed its compliance with Title IX.

-Mr. Roach then asked Ryan Rebholz to update the committee on the spring sport schedule and marketing and promotional efforts. This led into a discussion regarding the use of athletic contests as University Development opportunities.

-Wally Stapleton provided the committee with a list of groups that have been invited to participate in the President's Receptions at basketball games. These groups included donors, alumni, and other various VIPs. It was also noted that the President provides a game box for College Dean's to invite alumni and donors in order to cultivate relationships and giving.

-Mr. Roach also provided a brief update on some of the new NCAA legislation that passed in January. He indicated that the legislation would have little or no impact on the way IUP operates.

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

-Provided a report on Athlete Day, Competition between different varsity sports, which is being planned.