

**UNIVERSITY SENATE AGENDA**

**EBERLY AUDITORIUM**

October 4, 2016

3:30 – 5:00 p.m.

**Approval of Order**

- A. Approval of minutes from the September 13, 2016 Senate Meeting.
- B. Approval of current agenda items and order

**Reports and Announcements**

**Appendix**

**Page(s)**

- A. President Driscoll
- B. Provost Moerland
- C. Chairperson Piper
- D. Vice Chairperson Nicholas

**Standing Committee Reports**

**Chairperson**

- |   |                  |   |       |
|---|------------------|---|-------|
| A. Rules Committee                                    | Korns            |   |       |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Clewell | A | 2-16  |
| C. University-Wide Graduate Committee                 | Moore/Frenzel    | B | 17-21 |
| D. Academic Affairs Committee                         | Dugan/ Witthöft  |   |       |
| E. Awards Committee                                   | Lipinski         |   |       |
| F. Noncredit Committee                                | O’Neil           | C | 22-23 |
| G. Library and Education Services Committee           | McLaughlin       |   |       |
| H. Research Committee                                 | Gossett          |   |       |
| I. Student Affairs Committee                          | Stocker          |   |       |
| J. University Development and Finance Committee       | Wick             | D | 24    |

**Senate Representative Reports**

**Representative**

- |   |         |
|---|---------|
| A. University Planning Council                  | Stocker |
| B. Presidential Athletic Advisory Council       | Castle  |
| C. Academic Computing Policy Advisory Committee | Schaney |
| D. University Budget Advisory Committee         | Soni    |

**New Business**

**Adjournment**

**Appendix A**  
**University-Wide Undergraduate Curriculum Committee**  
**Co-Chairs Sechrist and Clewell**

**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.

- **NURS 102 Disaster Preparedness and Related Health Issues**
- **NURS 312 Professional Nursing**
- **NURS 316 Evidence-Based Practice in Nursing**
- **FSMR 215 Textiles**
- **FDNT 471 Integrative Nutrition in Complementary and Alternative Healthcare**
- **MKTG/ART 448 Brand Design**

**FOR ACTION:**

**1. Department of Management—Program Revisions (footnotes)**

<b>a. BS-Management/General Management Track</b>	<b>BS-Management/Entrepreneurship and Small Business Management Track</b>
(1) MGMT 275 will be considered an advanced business elective. (2) General Management Track majors are required to take a minimum of 50 percent of their degree requirements- i.e. a minimum of 60cr--in non-business coursework. The first 9cr of Economics (ECON 121, 122, and the elective, ECON 330 or 334) will be considered "nonbusiness" for purposes of this calculation. Given the foregoing a minimum of 5cr of free electives must be taken in nonbusiness coursework by most Management Department majors.	(1) MGMT 275 will be considered an advanced business elective.
<b>BS-Management/Entrepreneurship and Small Business Management Track</b>	<b>BS-Management/Entrepreneurship and Small Business Management Track</b>
(1) Students in the Entrepreneurship and Small Business Management Track are required to take a minimum of 50 percent of their degree requirements- i.e. a minimum of 60cr--in non-business coursework. The first 9cr of Economics (ECON 121, 122) will be considered "nonbusiness" for purposes of this calculation. Given the foregoing a minimum of 5cr of free electives must be taken in nonbusiness coursework by most Management Department majors.	

**Rationale:** Our accrediting body, AACSB has eliminated the requirement that students take 60 credits of non-business courses. As such we are eliminating the requirement described in a footnote from all Department of Management Tracks in which it exists. It is currently footnote one in these additional tracks: BS—Management/Operations Management, BS—Human Resource Management, BS—International Business. The footnote is to be eliminated from all of the tracks in which it exists.

## 2. Department of Developmental Studies—Program Revision and Variable Delivery

### Current Catalog Description:

#### Associate of Arts—General Studies

The associate of arts degree program in general studies is designed for the nontraditional or adult learner who seeks to acquire a broad base of knowledge in the liberal arts. This program consists of the core of Liberal Studies requirements of the bachelor’s degree programs plus 10 credits of electives. Among the total courses required for graduation, all students must take at least one designated writing-intensive course. This course may be in the student’s primary major or may come from Liberal Studies, college or major requirements, or free electives. Course requirements are sometimes adjusted for individuals. No more than 30 credits may be transferred into this degree program from other colleges.

### Proposed Catalog Description:

#### Associate of Arts—General Studies

The associate of arts degree program in general studies is designed to provide the student with a broad base of knowledge in liberal studies with a focused concentration in a field of study at IUP. The program is available in a format of either a traditional classroom or online instruction. The required concentration may include the already approved courses of an established minor program or a set of pre-approved courses to satisfy the 18 credit concentration. No more than 30 credits may be transferred into this degree program from other colleges or universities.

Students who may find this degree appropriate are those whose career goals only require an Associate of Arts degree, who are distance education students, who need a degree credential in route to a bachelor's degree, or who are unable to complete a bachelor's degree, but seek a degree that can accurately reflect their accomplishments in college.

Associate of Arts—General Studies		Associate of Arts—General Studies	
<b>Liberal Studies:</b> As outlined in the Liberal Studies section with the following specifications:	49	<b>Liberal Studies:</b> As outlined in the Liberal Studies section with the following specifications:	49-50
<b>Fine Arts</b>	3cr	<b>Fine Arts</b>	3cr
<b>Dimensions of Wellness/ROTC</b>	3cr	<b>Dimensions of Wellness/ROTC</b>	3cr
<b>Humanities</b>	9cr	<b>Humanities</b>	9cr
<b>Learning Skills</b>	9cr	<b>Learning Skills:</b> ENGL 101 or higher,	
<b>Natural Science:</b> Option II	7cr	MATH 101 or higher	6cr
<b>Social Science</b>	9cr	<b>Natural Science:</b>	6-7cr
<b>Controlled Liberal Studies Electives</b>	9cr	<b>Social Science:</b> Including 3cr Global and	
<b>Free Electives:</b>	11	Multicultural Awareness	6cr
		<b>Liberal Studies Electives:</b>	6cr

<b>Total Degree Requirements:</b>	60	<b>Concentration:</b> Completion of an approved Minor or pre-approved set of courses.	18
		<b>Free Electives:</b>	2-3
		<b>Total Degree Requirements:</b>	60

**Rationale Program Revision:** The current Associate of Arts in General Studies degree curriculum has several weaknesses that these revisions will correct. Eleven credits of free electives is insufficient to provide the student with a marketable concentration upon graduation. Requiring at least 18 credits in a concentration allows the graduate to better meet career expectations. For students wanting to complete the associate degree in route to a bachelor’s degree: They must complete 9 credits of liberal studies electives even if their intended bachelor’s degree only requires 3 credits.

In completing so many liberal studies courses and so few major courses in the first two years, it is impossible in most degree programs to fit all the necessary major courses in just the final two years.

**Rationale for Variable Delivery:** State System Chancellor Brogan recently said, *“Think about this: there are more than 1 million Pennsylvanians who started a degree but never finished. We must reach out to those individuals to let them know they have options at a State System university, and ensure we are organized in a way to meet their needs.”*

IUP’s enrollment has been declining for several years, primarily due to declines in traditional undergraduate enrollment. The population of adult learners, however, has increased in Pennsylvania over the same time frame, and there are now more adult learners in the state than 18 to 23 year-olds. These adult learners typically have jobs and cannot enroll in a full-time or face-to-face degree programs ([http://www.rural.palegislature.us/documents/reports/fafsa\\_report\\_print.pdf](http://www.rural.palegislature.us/documents/reports/fafsa_report_print.pdf)).

As a result, IUP is faced with three trends: declining undergraduate enrollment, an increasing population of adult learners, and more than 1,000,000 individuals who have started but not completed a degree. The best prospect IUP has in maintaining or growing enrollment is with the adult learner population. Other institutions, including CalU (PASSHE), have developed and implemented online adult degree completion programs (<http://www.calu.edu/news/press-releases/2015/11/finish-line-degree-completion.htm>).

To address these issues/trends, IUP plans to utilize the current General Studies degree program as a vehicle for increasing enrollment at IUP, engaging adult learners, and helping Pennsylvania’s citizens complete a degree. Our plans are in two phases. Phase One is to transform the current associate’s degree program in General Studies into one with a 100% online option for degree completion, and Phase Two is to transform the bachelor’s degree program in General Studies into one with a 100% online option for degree completion.

In the Chancellor’s words, the programs will need to be *“...organized in a way to meet their needs”* by having the programs be both flexible and 100% online so that adult learners with place-

bound jobs can enroll in them. Adult learners will be able to accomplish this by choosing from the many courses at IUP already approved for online delivery.

We are emphasizing the flexibility that exists in General Studies programs because adult learners enrolling to complete their degree may have completed coursework in any major. These adult learners may need a degree to advance, but may not be interested in completing their original degree because it is not as relevant to their current job, or the person may simply need a degree, not one in a specific area.

The degree needs to be offered online because a face-to-face only program will hamper future enrollments and cripple the program. The goal over time is to consistently have at least 100 students enrolled in each of the two degree completion programs, generating approximately \$10,000,000 in annual gross revenue for IUP. Not many students will enroll if they have to drive to IUP to take face-to-face or hybrid courses. Transforming the General Studies program is in keeping with the Chancellor’s observation, and it benefits IUP by increasing enrollment and revenue, and generating more degree-holding alumni.

### **3. Department of Communications Media—New Certificate and Course Catalog Description Change**

#### **a. New Certificate**

##### **Certificate in Audio Production**

Prepares students for careers producing, recording, mixing, and mastering audio. This 18-credit program certificate requires students to take five 3-credit core courses and an additional 3 credits for electives. Completion of this certificate will help prepare students for positions in many fields including, radio, film and television in which knowledge of audio production techniques and technology is required. Majors from other departments will be able to declare a communications media minor along with receiving the certificate.

**Certificate in Audio Production** **18**

**Core Courses** **15**

COMM 101	Communications Media in American Society	3cr
COMM 249	Basic Audio Recording Techniques	3cr
COMM 349	Radio Production	3cr
COMM 350	Advanced Radio Production	3cr
COMM 449	Advanced Audio Recording Techniques	3cr

**Elective Courses** **3**

COMM 281	Special Topics (1)	3cr
COMM 305	Electronic Media Programming and Sales	3cr
COMM 354	Media Law and Policy	3cr
COMM 401	Promotion for Radio, Television, and Cable	3cr
COMM 403	Broadcast Newswriting	3cr
COMM 408	Media Field Studies	3cr

COMM 414	Music, Media, and Culture	3cr
COMM 451	Broadcast News Process (1)	3cr
COMM 480	Seminar in Communications Media (1)	3cr
COMM 481	Special Topics (1)	3cr

(1) As appropriate depending on topic; approval required

**Rationale:** The proposed certificate will provide clear acknowledgement of advanced training in audio production for students who wish to pursue a career in audio/media production. Providing a certificate will aid students by setting a clear path of objectives to obtaining employment in a relevant field. This certificate will serve the greater IUP community by complementing existing degree programs on campus and providing students of all majors the opportunity to obtain said certificate.

**b. Catalog Description Change:**

**Current Catalog Description:**

**COMM 408 Media Field Studies** **3c-0l-3cr**

**Prerequisites:** COMM 101, junior standing, and instructor permission

A hands-on course to help students learn about the production process involving on-location production. Has three distinct phases: Students begin with research and preproduction tasks on campus, may travel to a remote site to collect additional information and images, and use those images to complete a production; students are responsible for travel expenses.

**Proposed Catalog Description:**

**COMM 408 Media Field Studies** **3c-0l-3cr**

**Prerequisites:** COMM 101 or JRNL 105, junior standing, and instructor permission

A hands-on course to help students learn about the production process involving on-location production. Has three distinct phases: Students begin with research and preproduction tasks on campus, may travel to a remote site to collect additional information and images, and use those images to complete a production; students are responsible for travel expenses.

**Rationale:** The Departments of Communications Media and Journalism and Public Relations have concluded that COMM 101 and JRNL 105 are very similar. We have agreed to accept JRNL 105 for COMM 101 if students have already taken that course. Currently students who have taken JRNL 105 must request an override for any course for which COMM 101 is a prerequisite. This change will resolve that issue for students.

**4. Department of Biology—Catalog Description Change**

**Current 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.

**BIOL 323 Introduction to Toxicology and Risk Assessment** **3c-0l-3cr**

**Prerequisites:** BIOL 104 or 203; 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 323 is a course that will be one of the required courses for the newly proposed Public Health program. The course has historically listed more restrictive prerequisites and was intended as a Biology major's course. However, we are expanding the prerequisites to include BIOL 104 so that students in Public Health as well as other disciplines that might be interested in a toxicology course will be able to take this course. This course will now be easier for students to enroll in by expanding the prerequisite list. As such, we expect these changes to benefit not only students in the Public Health program but also students enrolled in the Biology Minor or any other student interested in BIOL 323 that has successfully completed BIOL 104. We are also removing BIOL 112 as a prerequisite since this course is no longer offered and current students are unlikely to have taken this course.

**5. Department of Safety Sciences—Catalog Description Change**

**Current Catalog Description:**

**SAFE 361 Air and Water Pollution** **2c-0l-2cr**

**Prerequisite:** SAFE 220

Focuses on major aspects of industrial air and water pollution management. Includes sources and analysis of industrial air and water pollution, evaluation and control of air and water pollutants, and atmospheric and water chemistry. Particular emphasis is placed on information that is practical for the safety management, industrial health, or environmental health professional.

**Proposed Catalog Description:**

**SAFE 361 Air and Water Pollution** **2c-0l-2cr**

**Prerequisite:** SAFE 220 or instructor permission

Focuses on major aspects of industrial air and water pollution management. Includes sources and analysis of industrial air and water pollution, evaluation and control of air and water pollutants, and atmospheric and water chemistry. Particular emphasis is placed on information that is practical for the safety management, industrial health, or environmental health professional.

**Rationale:** The prerequisites are being modified to accurately reflect that students in the proposed B.S. Public Health Program's environmental/occupational health track or in the

Safety, Health and Environmental Applied Sciences minor may take this course upon instructor permission. More students may now become enrolled in SAFE 361.

## 6. Department of Hospitality Management—Catalog Description Change

### Current Title and Credits:

#### **HOSP 493 Internship**

**var-3-12cr**

**Prerequisites:** 60cr earned, 2.0 GPA, and completion of an approved 400-hour pre-internship experience

An opportunity to work in a supervised experience directly related to the hospitality management major. Must meet university and departmental internship requirements. Minimum of 400 hours required.

### Proposed Title and Credits:

#### **HOSP 493 Internship**

**var-3-12cr**

**Prerequisites:** 60 earned credits, 2.0 overall GPA

An opportunity for students to work in a supervised experience directly related to the hospitality management major. Must meet university and departmental internship requirements. Minimum of 40 work hours required for each scheduled credit.

**Rationale:** Based upon the research of major hospitality management programs in the United States, on average these programs require a minimum of 40 work hours for each scheduled internship credit. In addition, such minimum work hour standard does also match the minimum work hour requirement for internship class at IUP. Such minimum work hour standard does match the minimum work hour requirement for internship class at IUP.

## 7. Department of Adult and Community Education—Course Prefix Change

### Current Course Prefix and Title:

#### **COMM 103 Digital Instructional Technology**

**3c-01-3cr**

### Proposed Course Prefix and Title:

#### **ACE 103 Digital Instructional Technology**

**3c-01-3cr**

**Rationale:** During the spring 2016 semester, the Department of Communications Media decided it was no longer going to offer COMM 103 effective at the end of the spring 2017 semester. This course is being transferred to the Department of Adult and Community Education (ACE) effective summer 2017. The ACE Department has the faculty expertise to teach the course. Dr. Lucinda Willis has taught educational and instructional technology in the Business Education programs for many years. The Business Education programs (along with Dr. Willis) were transferred to ACE in 2014. ACE has coordinated this transfer with Dr. Jan Baker of the Department of Communications Disorders, Special Education, and Disability Services, Dr. Gail

Wilson from Communications Media, and Dr. Lara Luetkehans, Dean of the College of Education and Education Technology.

## 8. Department of Physics—Program Revision

<b>Bachelor of Science in Education—Physics (*)</b>		<b>Bachelor of Science in Education—Physics (*)</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 125 <b>Natural Science:</b> CHEM 111-112 <b>Social Science:</b> PSYC 101 <b>Liberal Studies Electives:</b> 6cr, MATH 241, GEOS 101 or 103 or 105, no courses with PHYS prefix	47	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 125 <b>Natural Science:</b> CHEM 111-112 or CHEM 113-114 <b>Social Science:</b> PSYC 101 <b>Liberal Studies Electives:</b> 6cr, MATH 241, GEOS 101 or 103 or 105, no courses with PHYS prefix	47
<b>College:</b> <b>Preprofessional Education Sequence:</b> COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr <b>Professional Education Sequence:</b> 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 451 Teaching Science in the Secondary School 3cr	31	<b>College:</b> <b>Preprofessional Education Sequence:</b> ACE 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr <b>Professional Education Sequence:</b> 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 451 Teaching Science in the Secondary School 3cr	31
<b>Major:</b> <b>Required Courses:</b> PHYS 131 Physics I-C Lecture 3cr PHYS 132 Physics II-C Lecture 3cr PHYS 141 Physics I-C Lab 1cr PHYS 142 Physics II-C Lab 1cr PHYS 231 Electronics 4cr PHYS 331 Modern Physics 3cr PHYS 342 Thermal and Statistical Physics 3cr PHYS 345 Optics 3cr PHYS 350 Intermediate Experimental Physics I 3cr PHYS 441 Classical Mechanics 3cr PHYS 451 Electricity and Magnetism 3cr	33	<b>Major:</b> <b>Required Courses:</b> PHYS 131 Physics I-C Lecture 3cr PHYS 132 Physics II-C Lecture 3cr PHYS 141 Physics I-C Lab 1cr PHYS 142 Physics II-C Lab 1cr PHYS 231 Electronics 4cr PHYS 331 Modern Physics 3cr PHYS 345 Optics <i>or</i> PHYS 342 Thermal and Statistical Physics 3cr PHYS 350 Intermediate Experimental Physics I 3cr PHYS 441 Classical Mechanics 3cr PHYS 451 Electricity and Magnetism 3cr	33
<b>Controlled Elective:</b> Physics elective—major course 200 level or higher 3cr  <b>Other Requirements: Additional Math Course:</b> BIOL 111 Principles of Biology I 4cr MATH 126 Calculus II for Physics, Chemistry, and Mathematics 3cr MATH 225 Calculus III for Physics, Chemistry, and Mathematics 3cr	10	<b>Controlled Electives:</b> Physics electives—Two major courses 200 level or higher 6cr  <b>Other Requirements:</b> BIOL 201 Principles of Ecology and Evolution <i>or</i> 202 Principles of Cell and Molecular Biology 4cr MATH 126 Calculus II for Physics, Chemistry, and Mathematics 3cr	10

<b>(#) Total Degree Requirements:</b>	121	MATH 225 Calculus III for Physics, Chemistry, and Mathematics	3cr  <b>(#) Total Degree Requirements:</b>	  121
(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog. (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.		(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog. (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.		

**Rationale:** Courses offered by other departments that are required by this program have new numbers. We are changing those numbers in the catalog to reflect these changes. Also, we are removing one required major's course and replacing it with a physics elective. This will allow more flexibility for students when they select classes.

**9. Department of Communication Disorders, Special Education, and Disability Services—  
Program Revisions, Program Catalog Description Change, and Course Prefix Change**

**a. Prefix Change**

**Current Course Prefix and Title:**

**EDEX 493 Internship/Field Training**

**var-12cr**

**Proposed Course Prefix and Title:**

**DISB 493 Internship/Field Training**

**var-12cr**

**Rationale:** The course will now fall under the Disability Services Program and the prefix needs to be DISB now.

**b. Program Catalog Description Changes**

**i. Deaf Studies Minor**

**Current Description from the 2013-2014 Undergraduate Catalog:**

**Deaf Studies Minor**

A minor in deaf studies introduces the participant to essential information regarding hearing loss and deaf culture. In addition, basic sign language skills are developed. This course of study enables individuals to have a better understanding of the needs of deaf and hard-of-hearing persons and to communicate with deaf persons at a basic level.

The minor is an 18-credit program with 12 required and 6 elective credits. Required credits include the core courses that are essential to understanding the language and culture of the deaf community. The elective credits allow the minor candidate to select a more focused area of concentration.

Students must maintain a cumulative GPA of not less than 2.8 to enter and complete the minor. Except for the introductory courses, EDHL 114 and 115, only students who have officially

declared a Deaf studies minor will be able to schedule the designated courses. The grade received in American Sign Language courses must be a “C” or better to complete the minor.

This minor would be of interest to anthropology, criminology, education, nursing, psychology, and sociology majors and anyone else who is interested in interacting with deaf or hard-of-hearing persons.

### **Proposed Catalog Description:**

#### **Deaf Studies Minor**

A minor in Deaf studies introduces the participant to essential information regarding hearing loss and Deaf culture. In addition, basic sign language skills are developed. This course of study enables individuals to have a better understanding of the needs of persons who are deaf and hard-of-hearing and to communicate with individuals within the Deaf community at a basic level.

The minor is an 18-credit program with 15 required and 3 elective credits. Required credits include the core courses that are essential to understanding the language and culture of the Deaf community. The elective credits allow the minor candidate to select a more focused area of concentration.

Students must maintain a cumulative GPA of not less than 2.5 to enter and complete the minor. Except for the introductory courses, EDHL 114 and 115, only students who have officially declared a Deaf studies minor will be able to schedule the designated courses. The grade received in American Sign Language courses must be a “C” or better to complete the minor.

This minor would be of interest to anthropology, criminology, education, nursing, psychology, and sociology majors and anyone else who is interested in interacting with persons who are deaf or hard-of-hearing.

## **ii. Disability Services**

### **Current Catalog Description:**

#### **Disability Services**

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

### **Proposed Catalog Description:**

## Disability Services

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

### c. Program Revisions

#### i. Minor—Deaf Studies

<b>Current Program:</b>	<b>Proposed Program:</b>
<b>Minor—Deaf Studies</b> <b>18</b>	<b>Minor—Deaf Studies</b> <b>18</b>
<b>Required Courses:</b>	<b>Required Courses:</b>
EDHL 114 Introduction to Deaf and Hard-of-Hearing Persons 3cr	EDHL 114 Introduction to Deaf and Hard-of-Hearing Persons 3cr
EDHL 115 Introduction to American Sign Language 3cr	EDHL 115 Introduction to American Sign Language 3cr
EDHL 215 Intermediate American Sign Language 3cr	EDHL 215 Intermediate American Sign Language 3cr
EDHL 308 Language for Deaf and Hard-of-Hearing Persons 3cr	EDHL 308 Language for Deaf and Hard-of-Hearing Persons 3cr
EDHL 314 Deaf Culture 3cr	EDHL 317 Signing in the Educational Setting 3cr
<b>Controlled Electives:</b> Select 6cr from the following:	<b>Controlled Electives:</b> Select 3cr from the following:
EDEX 111 Introduction to Exceptional Persons 3cr	EDEX 111 Introduction to Exceptional Persons 3cr
EDHL 465 Parent-Preschool Programs for Deaf and Hard-of-Hearing Children 3cr	EDHL 417 Advanced American Sign Language 3cr
SPLP 222 Introduction to Audiology 3cr	SPLP 222 Introduction to Audiology 3cr

**Rationale:** The Deaf Studies Minor needs to reflect 18 credits and two courses at the 300 level. The most recent version was in the 2013-2014 undergraduate catalog. The Deaf Culture course was removed from the major prior to it being placed in moratorium. Deaf Culture is now immersed into the sign language courses. EDHL 465 will not be an elective at this time but EDHL 417 will be an elective. EDHL 317 will be an additional required course. A 2.5 GPA will be required for admittance and inclusion on the transcript.

#### ii. Disability Services

<b>Current Program:</b>	<b>Proposed Program:</b>
<b>Bachelor of Science—Disability Services</b>	<b>Bachelor of Science—Disability Services</b>
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>43-44</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>43-44</b>
<b>Mathematics:</b> 3cr	<b>Mathematics:</b> 3cr
<b>Social Science:</b> PSYC 101, SOC 151	<b>Social Science:</b> PSYC 101, SOC 151
<b>Liberal Studies Electives:</b> 3cr, CDFR 224	<b>Liberal Studies Electives:</b> 3cr, CDFR 224

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

**Rationale:** The DISB program has taken over the EDEX 493 course. A course revision is being completed so that EDEX 493 becomes DISB 493. We also need this to be reflected in the undergraduate catalog description. Additionally COMM 103 is becoming ACE 103. In the catalog narrative Mental Retardation and MR need to be removed and changed to Mental Health.

## 10. Department of Economics—Program Revision and Program Catalog Description Change

### a. Program Catalog Description Change:

#### Current Catalog Description:

### Economics Honors Program

The honors program is open by departmental permission to economics and economics/pre-law majors in the College of Humanities and Social Sciences with a minimum 3.25 cumulative GPA and a 3.25 GPA in economics courses. Students complete ECON 355\*, 356/H/, and 456/H/. In addition, students must choose one class from the following: FIN 310, FIN 315, MATH 225, MATH 363, MATH 371, MATH 417, MATH 418, or HIST 487/H/. Students must earn at least a grade of “C” in each course completed for the track. Students should consult their advisors to determine how Honors Track courses will be integrated into existing requirements for the economics or economics/pre-law majors.

\*In practice, MATH 214, 216, or 217 can be substituted for ECON 355.

To apply, an application should be filed with the chairperson of the Department Economics.

### Proposed Catalog Description:

#### Economics Honors Program

The honors program is open by departmental permission to economics and economics/pre-law majors in the College of Humanities and Social Sciences with a minimum 3.25 cumulative GPA and a 3.25 GPA in economics courses. Students complete ECON 355\*, 356/H/, and 456/H/. In addition, students must choose one class from the following: FIN 310, FIN 315, MATH 334, MATH 363, MATH 371, MATH 411, MATH 412, or HIST 487/H/. Students must earn at least a grade of “C” in each course completed for the track. Students should consult their advisors to determine how Honors Track courses will be integrated into existing requirements for the economics or economics/pre-law majors.

\*In practice, MATH 214, 216, or 217 can be substituted for ECON 355.

To apply, an application should be filed with the chairperson of the Department Economics.

#### b. Program Revision:

Economics Honors Track	12	Economics Honors Track	12
<b>Required Courses:</b>		<b>Required Courses:</b>	
ECON 355	3cr	ECON 355	3cr
ECON 356/H/	3cr	ECON 356/H/	3cr
ECON 456/H/	3cr	ECON 456/H/	3cr
In addition, students must choose one class from the following:		In addition, students must choose one class from the following:	
FIN 310	3cr	FIN 310	3cr
FIN 315	3cr	FIN 315	3cr
			3cr
MATH 225	3cr	MATH 341	3cr
MATH 363	3cr	MATH 363	3cr
MATH 371	3cr	MATH 371	3cr
MATH 417	3cr	MATH 411	3cr
MATH 418	3cr	MATH 412	3cr
		HIST 487/H/	3cr
HIST 487/H/	3cr		
(1) MATH 214, 216, or 217 may be substituted for ECON 355.		(1) MATH 214, 216, or 217 may be substituted for ECON 355.	

**Rationale:** The course number for MATH 341 Differential Equations had been inadvertently listed incorrectly. The Department of Mathematics has replaced MATH 417 and 418 in their curriculum with MATH 411 and 412, so the Economics Honors Track is being updated to reflect these changes in course offerings.

## 11. Department of Music—Course Revision and Catalog Description Change

### Current Catalog Description:

#### MUSC 406 Voice Pedagogy

3c-01-3cr

**Prerequisites:** A voice major or minor and instructor permission

A survey of current and past development in teaching of voice, both privately and in small and large classes. The various vocal methods are analyzed, compared, criticized, and adapted to each individual's use.

### Proposed Catalog Description:

#### MUSC 406 Vocal Pedagogy

3c-01-3cr

**Prerequisites:** APMU 255 Applied Voice IV or instructor permission

Introduces vocal anatomy, the acoustics of singing, and various methods of vocal instruction. Applies pedagogical principles through mock teaching and teaching observation, and students keep a teaching journal.

**Rationale:** The course is being revised in order to update its title, catalog description, and content. The coursework requirements are expanding in order to accommodate graduate students and make dual-listing appropriate. The change of the course title from "Voice Pedagogy" to "Vocal Pedagogy" reflects current practice in American schools of music. Most professionals now prefer the adjective. Adjustments to the content of the course, while not substantial, are intended to bring it in line with current research regarding the physiology and acoustics of the singing voice. Revisions to the catalog description reflect this addition. Finally, it is increasingly common for incoming graduate students to lack training in the teaching of voice. Since this is such an important skill, it is essential that they have the opportunity to remedy this deficiency during their graduate career.

## 12. Departments of Marketing and Art—New Course

#### MKTG 448 Brand Design

1.5c-2l-3cr

**Prerequisite:** MKTG 320

An integrated study of branding concepts in marketing and art including aesthetics in commercial art, design of brand and corporate identity trademarks, theories of brand marketing and business strategy, customer touchpoints in brand communication and branding as a corporate strategy. (Also offered as ART 448; may not be taken for duplicate credit.)

#### ART 448 Brand Design

1.5c-2l-3cr

**Prerequisite:** ART 114

An integrated study of branding concepts in marketing and art including aesthetics in commercial art, design of brand and corporate identity trademarks, theories of brand marketing and business strategy, customer touchpoints in brand communication and branding as a corporate strategy. (Also offered as MKTG 448; may not be taken for duplicate credit.)

**Rationale:** This course is being proposed as a hybrid course with 50% as lecture (taught online) and 50% in the Art Department studio/lab. The knowledge and skills developed between the lecture component and studio are beneficial to both majors. In organizations such as advertising and media agencies as well as marketing departments of organizations, Art Studio and Marketing graduates work collaboratively, each bringing unique knowledge and skill sets when working on projects. Independently, each of these two majors benefit by the content of this course. The lecture component is unique and not duplicated in the marketing undergraduate program as are the studio skills in the art studio undergraduate program.

**13. Liberal Studies and UWUCC approved the following:**

- LIBR 201 Internet and Multimedia was removed from the list of Liberal Studies Electives.
- ART 400 Professional Practices was approved as a Type II, Department Commitment Course.
- SOC 460 Social Research Methods I was approved as a Type II, Department Commitment Course.
- John Bradshaw, Department of Physics, as a Type I, Professor Commitment, Professor Commitment Course.

**Appendix B**  
**University Wide Graduate Committee**  
**Chairs: Moore and Frenzel**

**FOR ACTION:**

**1. DEPARTMENT OF ENGLISH**

**A. New Course**

**Course:** ENGL 820: Quantitative Research in Composition and Applied Linguistics

**Rationale:**

The Ph.D. program in Composition and TESOL is currently undergoing curriculum revisions. This includes the development of a three-course research sequence. We currently have no research course focusing on students' quantitative research needs. ENGL 820 Quantitative Research will be a new part of the research sequence.

**Summary:**

Course	<b>Course:</b> ENGL 820: Quantitative Research in Composition and Applied Linguistics
Credits	3
Prerequisite	ENGL 800
Description	Presents students with the conceptual aspects of designing, constructing and analyzing quantitative research in Composition and Applied Linguistics. Also provides students with practical experience designing a quantitative study, constructing appropriate research instruments, acquiring IRB approval, collecting data, analyzing data, and reporting results.

**2. DEPARTMENT OF EDUCATIONAL AND SCHOOL PSYCHOLOGY**

**A. Course Revision** (Description; Title; Prefix; Prereq)

**Course:** EDSP (476)/576: Foundations of Behavior Analysis

**Rationale:**

The primary impetus for revising this course is that the course title, description, and objectives need to be updated in order to reflect current knowledge in the field. Additionally, revising this course will allow it to fit within a sequence of courses as part of certificate programs at IUP that will lead to opportunities to become certified as a Behavior Analyst. Revising this course to be dual listed at the undergraduate and

graduate levels will allow students in both initial and advanced educator preparation programs to benefit from the crucial content offered in this course.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	EDSP 376: Behavior Problems	EDSP (476)/576: Foundations of Behavior Analysis
<b>Description</b>	An examination of emotional and social aspects of behavior problems encountered in classroom situations and potential remedial techniques.	This course introduces students to behavior analysis through discussion of its philosophical assumptions, theoretical underpinnings, and basic concepts.
<b>Preq</b>	EDSP 102	EDSP 102 or Instructor Permission

**B. Course Revision (Title; Description)**

**Course:** EDSP 748: Advanced Studies in Behavior Problems

**Rationale:**

A new graduate-level program is being developed collaboratively between the EDEX and EDSP departments. This graduate-level program will allow students to fulfill course requirements making them eligible for the Board Certified Behavior Analyst (BCBA) credential from the nationally-recognized Behavior Analysis Certification Board (BACB). The BACB has specific standards that must be taught in courses that fulfill BCBA credentialing requirements. These required standards do not align with the content presently taught in EDSP 748. The substantive content changes will, consequently, require changes to the title and course description. Further, this proposal seeks approval for the revised EDSP 748 to be delivered in Distance Education format. This will provide IUP and the EDEX and EDSP departments increased marketability and enrollment for this new program. No change in credits or prerequisites is required.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	EDSP 748: Advanced Studies in Behavior Problems Individual and Group Interventions	EDSP 748: Fundamentals of Behavior Change
<b>Description</b>	This course will examine behavior problems encountered in classroom situations from the perspective of a functional analysis of behavior. The principles and procedures of applied behavior analysis (ABA) will be the basis of the course. Students will develop skills in analyzing school behavior problems and planning and implementing preventative and remedial techniques, including behavior plans that are appropriate for students with learning and behavioral disabilities.	Examines behaviors encountered in a variety of settings, including homes, schools, workplaces, and community settings, from the perspective of a functional analysis of behavior. Foundational principles of applied behavior analysis and behavior change procedures will be the basis of the course. Students will develop competencies related to analyzing prosocial and problematic behavior and implementing behavior plans appropriate for individuals and groups within multiple contexts via a case study project.

### C. New Course

**Course:** EDSP 758: Advanced Behavioral Assessment and Intervention

#### Rationale:

A new graduate-level program is being developed collaboratively between the EDEX and EDSP departments. This graduate-level program will allow students to fulfill course requirements making them eligible for the Board Certified Behavior Analyst (BCBA) credential from the nationally-recognized Behavior Analysis Certification Board (BACB). The BACB has specific standards that must be taught in courses that fulfill BCBA credentialing requirements. These required standards do not align with any course presently taught at IUP. Further, this proposal seeks approval for EDSP 758 to be delivered in Distance Education format. This will provide IUP and the EDEX and EDSP departments the opportunity to increase marketability and enrollment for this new program.

#### Summary:

Course	<b>Course:</b> ENGL 820: Quantitative Research in Composition and Applied Linguistics
Credits	3
Prerequisite	EDSP 748 or approval by program coordinator
Description	This course will examine behaviors encountered in a variety of settings, including homes, schools, workplaces, and communities, from the perspective of a functional analysis of behavior. Contemporary issues related to identification and assessment of behavior and development of comprehensive intervention protocols will be the primary focus. Students will apply ethical and legal implications to the delivery of services to a diverse population

## 3. DEPARTMENT OF FOOD AND NUTRITION

### A. New Course

**Course:** FDNT (422)/522: Public Health Nutrition and Epidemiology

#### Rationale:

This course provides undergraduate and graduate students with an introduction to the distribution, determinants, and impacts of nutrition-related health and disease in national/global and rural/urban populations and provides a framework to address nutrition-related diseases/conditions through culturally-sensitive primary, secondary, and tertiary prevention interventions. There is a heightened need and interest for population-level disease prevention particularly with the global increase in obesity and chronic disease, continued challenges of undernutrition, and a worldwide emphasis of preventative health care

that includes behavioral, environmental, and policy interventions. Public health professionals are needed in all sectors, including healthcare, education, government, non-profits, and industry. Understanding the complex factors that influence population and individual health, especially nutrition, is important in order to promote health equity and disease prevention. (Bruening et al., 2015)

In addition to serving as an elective course for Nutrition and Dietetics majors, "Public Health Nutrition and Epidemiology" will also be one of the courses offered for the "Global and Rural Communities" and "Epidemiology and Biostatistics" Tracks of the interdisciplinary proposed Public Health major.

**Summary:**

Course	FDNT (422)/522: Public Health Nutrition and Epidemiology
Credits	3
Prerequisite	FDNT 145 or 212 and MATH 214 or 216 or 217, or Department Permission
Description	Identifies population-based needs and approaches for prevention and alleviation of diet-related conditions. Explores methodological issues involved in the design, conduct, analysis and interpretation of studies investigating the relationship between nutritional status, diet and disease. Examines the application of nutrition research related to nutrition assessment and program and policy design and evaluation to improve the nutritional status and health of diverse population groups.

**B. New Course**

**Course:** FDNT (471)/571: Integrative Nutrition in Complementary and Alternative Healthcare

**Rationale:**

Over 85% of the United States population uses some type of complementary, alternative, integrative or functional nutrition.<sup>1</sup> The most common are botanicals, herbs, dietary manipulation and mindfulness. The rapidly growing field of integrative nutrition seeks to combine the best conventional nutrition and complementary and alternative nutrition to help clients achieve optimal wellness and health. Learning about integrative nutrition modalities and their implications for practice is important for healthcare professionals, wellness coaches, exercise specialists, nurses, nutritionists and Registered Dietitians. Healthcare and exercise professionals have reported a significant need for classes to teach appropriate application of evidence based nutrition theories as it relates to complementary, alternative, integrative and functional nutrition.<sup>1</sup>

Integrative and Functional Medicine. Current State of Healthcare.

[https://www.functionalmedicine.org/What\\_is\\_Functional\\_Medicine/Why/current/](https://www.functionalmedicine.org/What_is_Functional_Medicine/Why/current/). Accessed on 8/02/2016

**Summary:**

Course	FDNT (471)/571: Integrative Nutrition in Complementary and Alternative Healthcare
Credits	3

Prerequisite	FDNT 145, 212 or Departmental Permission
Description	Explores the foundation of complementary, alternative, integrative and functional nutrition theories and practices. Differentiates among traditional, complementary, alternative, integrative, and functional nutrition models as related to food, supplements, herbs, and disease. Evaluates current research related to complementary, alternative, integrative and functional nutrition.

**FOR INFORMATION:**

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

EDSP 748: Advanced Studies in Behavior Problems

EDSP 758: Advanced Behavioral Assessment and Intervention

ENGL 820: Quantitative Research in Composition and Applied Linguistics

FDNT (422)/522: Public Health Nutrition and Epidemiology

FDNT (471)/571: Integrative Nutrition in Complementary and Alternative Healthcare

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

**FOR INFORMATION:**

**October 4, 2016 Meeting**

The Non-Credit Committee interviewed staff and leadership of the Office of Extended Studies on Tuesday September 20<sup>th</sup> at 3PM.

Committee Members Present: Tess O'Neil, Sudipta Majumdar, Marcy Rearick, and Jeff Santicola, Tim Mack

Office of Extended Studies Present: Timothy Mack, Dr. Dolores Brzycki, Michael H. Husenits, and Kristen A. O'Hara.

Dr. Mack provided a tour of the facility pointing out the various improvements, historical nuances left intact and the exceptional work that was done by the facilities department regarding the remodel.

He introduced the sub-committee to the staff of the Office of Extended Studies throughout the tour and took us into a conference room which will be the final room remodeled and it will be a classroom with availability for courses taught via the Office of Extended Studies.

We reviewed the "First Year Impact Report"; an excellently prepared document showing the areas of responsibility and subsequent successes that took place in the first year of operation as The Office of Extended Studies. This includes exceeding revenue projections as well as an increase in IUP personnel visiting the wiki's for Field Experiences and State Authorization.

We had a discussion with Dr. Mack centered on the challenges of marketing the courses and programs which his staff promotes. Marketing is often left to third party participation and despite showing a profit in year one, Extended Studies continues to operate without an advertising budget. It is recommended by this sub-committee that the Office of Extended Studies have a \$10,000.00 marketing budget as part of their business model moving forward.

Throughout the interview discussions with the Extended Studies team we learned about the focus on non-IUP students, military, and working professionals who seek out singular classes in a variety of disciplines for the sake of career positioning or advancement. The Office of Extended Studies will soon be offering an Associate's Degree in General Studies designed to help those seeking degree completion opportunities.

Kristen shared some of the work being done regarding WED-NET-PA a State sponsored program providing reimbursement to companies for training their employees in Tech, Medical, and Manufacturing job related needs.

Michael shared with the sub-committee the CYBER SECURITY SEMINAR taught in conjunction with S & T Bank, IUP Office of Extended Studies and INFRAGARD of Pittsburgh. This was a rousing success capped at 75 attendees which included Bank Presidents, Area CEO's, and Entrepreneurs from around Western PA all looking to better understand how to thwart cyber-attacks and minimize these types of risk to their businesses.

Dolores shared important and urgent information regarding State Authorization and IUP's obligation to the State of Pennsylvania. This effects distance-ed courses as well as non-distance activities such as the internship and externship students. There are states which IUP does not have reciprocity with and therefore activities even with qualified students will not be approved.

Dr. Mack allotted time for a final wrap-up of the interview with him and the non-credit subcommittee. It seems that there are a number of revenue generating programs either in place or soon to be in place which is a significant area of responsibility of the Office of Extended Studies.

A final sneak-peek at upcoming revenue generating offerings will include Bachelor's, Alumni online/non-credit courses, securing a variety of grants and increasing non-credit and credit courses for professionals not previously associated with IUP. All this speaks as to why in the first year of operation the Office of Extended Studies was able to secure three times their revenue target ending year one generating \$180,955.00 against the 49,568.00 projection.

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

**FOR INFORMATION:**

A pdf file entitled *Responses to 2016 Suggested Changes to the Policy-1.pdf* has been provided by the committee

**FOR ACTION:**

**Discrimination and Harassment Policy:**

The proposed policy is given in a separate pdf file entitled *2016-9-23 Discrimination and Harassment Policy.pdf*.

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