

**MINUTES OF THE
IUP UNIVERSITY SENATE**

FEBRUARY 6, 2018

Chairperson Piper called the February 6, 2018 meeting of the University Senate to order at 3:30 PM, in Eberly Auditorium.

Attendance at the Senate meeting is on the Senate website under Meeting Minutes.

The minutes from the December 5, 2017 meeting were **APPROVED**.

Agenda items for the February 6, 2018 meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

President Driscoll began his remarks by welcoming everyone to the new semester. He then discussed the recent meeting of the Board of Governors.

- The board is continuing to change how it does business. This includes conducting the full board meeting in an efficient manner.
- The board continues to emphasize its three priorities. These are encouraging the following: student success; leveraging university strengths; and transforming the governance/leadership structure.
- The board approved IUP's new tuition structure. This includes charging out-of-state students 145% of the resident per credit hour rate for in-state residents; international students will be charged in the range of 145% to 250% of the per credit hour rate for in-state students; freshman and sophomore students at Northpointe and Punxsutawney will be charged 80% of the in-state student rate.

The governor proposed his 2018-2019 budget today. It includes increases for the PASSHE system. He also released the details of the PA Smart Initiative.

The draft of the Diversity Action Plan is available online for comments. It will be presented to the Council of Trustees in March.

Provost's Report

Good afternoon.

There are two upcoming workshop series sponsored by Center for Teaching Excellence and Student Affairs. Workshop title is: Engaging Gen Z- Approaches to Promote Student Success. Two various sessions

- a) Acceptance and Commitment Training (ACT) at IUP: Applying the ACT Matrix Across Generations of Students

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b) Student Success at IUP: Engage, Embrace, Elevate
Recent Actions by BOG

- New Program – Masters in Strategic Communications
 - o Quality of proposal noted
 - Most well prepared under the new mechanism – template for others
- Form now to 1 level vs the current two level system
- Chancellor now approves proposals
 - o BOG delegates authority to the Chancellor, however this is an appeal process if necessary.
 - o Should shorten process – instead of only 4 opportunities for new programs to be approved.

Curriculum Revisions

In response to the Senate recommendations from the December 5, 2017 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:
 - GEOS 156 – Geology of Natural Disasters
- B. Program revisions from the following departments that will be forwarded to the Council of Trustees for final approval:
 - The Bachelor of Arts in Economics, the Bachelor of Arts in Economics – Pre Law track and the Honors track in Economics from the department of Economics.
 - The minor in Women and Genders Studies from the committee for Women and Gender Studies.

QUESTION: When will the summer schedule be available on MyIUP?

ANSWER: It will probably be available in early March.

Chairperson's Report

Chairperson Piper welcomed everyone back and hoped they had a happy new year.

Vice Chairperson's Report

- The Chinese Culture Club is adopting tomorrow's men's basketball game. There are 100 free tickets and there will be a halftime show.
- SGA is hosting a business fair in the Ohio Room of the HUB on March 8 from 4-8 pm.
- SGA will be releasing the election time for executive board positions.

Rules Committee (Senator Korns)

- The Senate roster was sent out. Please check if the information is correct and note your status as a senator.

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- Nomination requests will be sent over the next couple of weeks. Elections will take place before spring break. Phase II elections will come after that election.
- The Senate needs a new graduate assistant in the Fall 2018 semester.
- The committee will meet next Tuesday at 3:30 PM in 418 Davis.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

The following course was approved by the UWUCC to be offered as distance education course:

- **NURS 410 Health Promotion and Social Issues**

Note that the provost is the final signature on these proposals.

FOR ACTION:

1. Department of Communications Media—Course Title Correction and Course Revision

APPROVED

a. Course Title Correction:

Approved Title: COMM 230 Global Communication and Media

Correct Title: COMM 230 Global Media and Communication

Rationale: In the November Senate agenda the current and proposed titles for this course were listed incorrectly. There was not supposed to be a change in the course title.

b. Course Revision

COMM 143 Media Wellness

3c-01-3cr

Helps students understand how media affects wellness. Analyzes and evaluates media consumption and media effects (both positive and negative) in a variety of genres including traditional and social media. Explores concepts of media literacy including evaluation and analysis of media content. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. Other 143 courses also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

Rationale: This course is being revised to align the course Student Learning Outcomes with the Expected Undergraduate Student Learning Outcomes and to include a measurement for each of the course outcomes. The catalog description and course content are not changing.

**2. Department of Communication Disorders, Special Education, and Disability Services—
Modification of Prerequisite** **APPROVED**

Current Title and Prerequisite:

ECSP 112 Growth and Development: Typical and Atypical **3c-01-3cr**
Prerequisite: EDEX 110, PSYC 101

Proposed Title and Prerequisite:

ECSP 112 Growth and Development: Typical and Atypical **3c-01-3cr**

Rationale: The removal of prerequisites is being made to allow our students to flow through an academic developmental process in the early semesters of their plan of studies. Current prerequisites for ECSP 112, which lack a solid pedagogical foundation for inclusion as prerequisites, can often cause a holdup that can interrupt the continuity of the curriculum for students, who are often internal and external transfers, creating gaps in their knowledge bases.

3. Department of Finance and Legal Studies—New Courses **APPROVED**

a. FIN 400 Estate Planning **3c-01-3cr**

Prerequisite: At least 90 earned credit hours

Introduces legal, tax, insurance, financial, and other principles relating to estate planning via a combination of theory-based lectures, case studies, and simulations.

Rationale: FIN 400 will be required for students who wish to complete the Financial Planning Track. Estate planning concepts comprise 12% of the Certified Financial Planner (CFP) exam, and this course will cover the specific estate planning concepts covered by the CFP exam.

b. FIN 426 Seminar in Financial Planning **3c-01-3cr**

Prerequisite: FIN 300, 320, 324, 400

Integrates coursework in various personal finance areas with actual case applications.

Rationale: FIN 426 Seminar in Financial Planning, is the capstone course for the personal finance track. This course will be useful to individuals who intend to appear for the CFP examination. This program is expected to eventually graduate into a CFP Board Registered Program in Personal Financial Planning.

4. Department of Religious Studies—Course Revisions, Number Changes, Course Catalog Description Change, Course Title Change, Program Catalog Description Change, and Program Revisions **APPROVED**

a. Course Revision and Number Change:

Current Catalog Description:

RLST 290 Christianity **3c-01-3cr**
A study of the beliefs, practices, significant people, history, and cultural impact of Christianity.

Proposed Catalog Description:

RLST 385 Christianity **3c-01-3cr**
A study of the beliefs, practices, significant people, history, and cultural impact of Christianity.

Rationale: Our program revision restructures our category requirements into three areas: Abrahamic, Asian, and Indigenous religions. Changing this course number from 290 to 385 is one part of our program revision. The Christianity course fulfills the major requirement of taking one course within the Abrahamic religions category. The departmental curriculum revision structures our course offerings more clearly and consistently. An implication of this change is that we are withdrawing this course from the PHIL/RLST Liberal Studies Knowledge Area requirement. Instead this course will now become a Liberal Studies Elective.

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

Current Catalog Description:

RLST 250 Understanding the Bible **3c-01-3cr**
An academic introduction to the sacred writings known as the Bible. The purpose of this course is to acquaint students with the basic contents and major themes of the books of the Bible (Hebrew Bible/Old Testament and New Testament), as well as the goals and methods of the most recent scholarship in biblical studies.

Proposed Catalog Description:

RLST 388 Interpreting the Bible **3c-01-3cr**

Introduces the sacred writings known as the Bible. Examines the basic contents and major themes of the books of the Bible (Hebrew Bible/Old Testament and New Testament), as well as the goals and methods of the most recent scholarship in biblical studies.

Rationale: Our departmental curriculum changes include moving each of our courses that focus upon one religious tradition (such as Hinduism, Buddhism, etc.) to a 300-level, rather than a 200-level. Since this course focuses upon only one sacred text, we wish to change the course number from 250 to 388 in order to be consistent with our program revision. The course title change from "Understanding the Bible" to "Interpreting the Bible" calls attention to the reality that this collection of texts is always interpreted and that contesting, multiple possible interpretations are part of the text's history and continuing cultural impact. The catalog description has been edited to reduce the number of words.

c. Program Catalog Description Change and Program Revision

Current Catalog Description:

The Religious Studies program is designed to provide a balanced, nonsectarian, cross-cultural approach leading to a better understanding of the phenomenon of religion in human experience. It emphasizes an interdisciplinary approach and encourages the minor or a double major, as well as a single major in religious studies.

The program is valuable for those planning to teach about religions or religious studies in schools at the primary, secondary, or college level. The program also provides an excellent background for graduates planning to enter Catholic, Jewish, or Protestant seminaries. Additionally, religious studies is a good complement to majors in such fields as anthropology, English, fine arts, history, international studies, music, philosophy, political science, psychology, and sociology.

In addition to the 27 credits of religious studies courses in the major, 3 credits must be taken from a number of courses offered by other departments that complement those offered in religious studies. Opportunity for interdisciplinary and cross-cultural study is implicit in the study of religious themes and is required in the Religious Studies program at IUP.

Proposed Catalog Description:

The Religious Studies program is designed to provide a balanced, nonsectarian, cross-cultural approach leading to a better understanding of the phenomenon of religion in human experience. It emphasizes an interdisciplinary approach and encourages the minor or a double major, as well as a single major in religious studies.

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The program is valuable for those planning to teach about religions or religious studies in schools at the primary, secondary, or college level. The program also provides an excellent background for graduates planning for careers in religious leadership. Additionally, religious studies is a good complement to majors in such fields as anthropology, English, fine arts, history, international studies, music, philosophy, political science, psychology, and sociology.

Current Program:

Bachelor of Arts—Religious Studies

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 49-50
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with RLST prefix
College: 0-6
 Foreign Language Intermediate Level (1)
Major: 30
 Controlled Electives: (2)
~~One~~ Core: ~~RLST 100 or 110~~ 3cr
~~Western:~~ RLST ~~260, 290, 380, 410, or 440~~ 3cr
~~Eastern:~~ RLST 311, 370, or 375 3cr
 Indigenous: RLST 360 or 365 3cr
 Five additional RLST courses (3) 15cr
~~One religion related course (3)~~ 3cr
Free Electives: 34-41
Total Degree Requirements: 120

- (1) Intermediate-level foreign language may be included in the Liberal Studies electives.
- (2) Other courses may be approved in consultation with advisor.
- (3) Consult religious studies advisor.

Proposed Program:

Bachelor of Arts—Religious Studies

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-48
Mathematics: 3cr
Liberal Studies Electives: 6-8cr, no courses with RLST prefix
College: 0-8
 Foreign Language Intermediate Level (1)
Major: 30
 Controlled Electives: (2)
 Core: **RLST 300** 3cr
Abrahamic: RLST 380, 385, or 388 3cr
Asian: RLST 311, 370, 374, 375, 378 3cr
 Indigenous: RLST 360 or 365 3cr
One capstone course: RLST 401, 402, or 403 3cr
 Five additional RLST courses (3) 15cr
Free Electives: 34-44
Total Degree Requirements: 120

- (1) Intermediate-level foreign language may be included in the Liberal Studies electives.
- (2) Other courses may be approved in consultation with advisor.
- (3) Consult religious studies advisor.

Current Program:		Proposed Program:	
Minor—Religious Studies	18	Minor—Religious Studies	18
One Core: RLST 100 or 110	3cr	Core: RLST 300	3cr
Western: RLST 260, 290, 380, 410, or 440	3cr	Abrahamic: RLST 380, 385, or 388	3cr
Eastern: RLST 311, 370, or 375	3cr	Asian: RLST 311, 370, 373, 375, or 378	3cr
Indigenous: RLST 360 or 365	3cr	Indigenous: RLST 360 or 365	3cr
Elective: two RLST courses (4)	6 cr	One capstone course: RLST 401, 402, or 403	3cr
		Elective: two One RLST courses (4)	3 cr
(1) At least 6cr must be taken at the 300 level or higher.			

Rationale: To update requirements to align with courses currently offered in the curriculum, and to better serve our students, we are adding a methodology course and a capstone course as well as renaming categories. The Liberal Studies numbers are being reduced to meet the new System requirements and the College Language numbers are being changed to reflect the four credit language courses.

5. Department of Sociology—New Course

APPROVED

SOC 454 Dimensions of Rural Public Health

3c-01-3cr

Prerequisite: SOC 151 or 161

Studies health disparities in rural areas and public health interventions to address those disparities. Includes social, economic, political, and cultural influences that impact the health of individuals and families in rural settings, as well as the strategies for improving health status through culturally appropriate and effective interventions and services. Considers the impact of race, gender, and sexual orientation on health status and access to services in rural regions.

Rationale: This course is being proposed as a core requirement of the new Global and Rural Communities Concentration of the recently created Public Health Program. This course presents an overview of conceptual understandings of rurality, the unique ways in which that context impacts public health, mechanisms for assessing and solutions. Students will demonstrate the capacity to apply these concepts and tools in the analysis of critical public health issues impacting rural America, generate a reasoned and contextually appropriate solution, and analyze the policy implications for that issue and solution. Thus, it provides the foundational concepts and methods for the Global and Rural Communities track of the Public Health Program.

6. Colleges of Health and Human Services, Humanities and Social Sciences, and Natural Sciences and Mathematics--Public Health Program—New Track, Revised Program Description, Liberal Studies Revision for Concentrations

APPROVED

a. Current Program Narrative Catalog Description:

Bachelor of Science—Public Health

The Bachelor of Science with a major in Public Health will graduate students who will help meet Pennsylvania's workforce needs in public health and health care related fields, and will help meet the strong demand for trained public health professionals projected by national and regional studies. This degree will prepare students for jobs in health administration, community health, and health education. Upon completion of the program, students will understand the science of human physical and mental health, the epidemiology of infectious and chronic diseases, as well as the complications of the US and global health care systems with regard to access and ethics of the disparities in health care delivery. The program offers three concentrations: **Environmental and Occupational Health, Behavioral and Mental Health, and Epidemiology and Biostatistics.**

Proposed Program Narrative Catalog Description:

Bachelor of Science—Public Health

The Bachelor of Science **in Public Health graduate** will help meet Pennsylvania's workforce needs in public health and health care related fields, and will help meet the strong demand for trained public health professionals projected by national and regional studies. This degree will prepare students for jobs in health administration, community health, and health education. Upon completion of the program, students will understand the science of human physical and mental

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health, the epidemiology of infectious and chronic diseases as well as the complications of the US and global health care systems with regard to access and ethics of the disparities in health care delivery. The program **provides students with options to focus in four academic areas: Environmental and Occupational Health, Behavioral and Mental Health, Epidemiology and Biostatistics, and Global and Rural Communities.**

b. New Track/Concentration

Bachelor of Science—Public Health/Global and Rural Communities Concentration

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 46-47

Humanities: PHIL 122 or 130

Mathematics: MATH 217

Natural Science: BIOL 104, 119

Social Science: ANTH 110, PSYC 101, SOC 151 or 161

Liberal Studies Electives: ECON 122, FDNT 145

Public Health Core: 30-33

BIOL 301 Fundamentals of Epidemiology 3cr

ECON 360 Health Economics 3cr

GEOG/

RGPL 316 Introduction to Geographic Information Systems 3cr

NURS/ELR 314 Health Policy and Law 3cr

NURS 410 Health Promotion and Social Issues 3cr

NURS 455 Health Care Informatics 3cr

PUBH 122 Foundations of Public Health 3cr

PUBH 306 Research Design and Analysis in Public Health 3cr

PUBH 493 Internship in Public Health 3-6cr

SOC 442 Medical Sociology 3cr

Concentration: Global and Rural Communities 21

ANTH 240, SOC 454, ANTH/SOC 450, GEOG 454 and three controlled electives (1)

Free Electives: (2) 19-23

Total Degree Requirements: 120

(1) See advisor.

(2) Minor or certificate recommended.

c. Revision of Social Science Requirement for Public Health/Environmental and Occupational Health Concentration, Public Health/Behavioral and Mental Health Concentration, and Public Health/Epidemiology and Biostatistics Concentration

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Current Social Science Listing:

Social Science: ANTH 110, PSYC 101, SOC 151

Proposed Social Science Listing:

Social Science: ANTH 110, PSYC 101, SOC 151 or 161

Rationale: The Global and Rural Communities Concentration is an interdisciplinary concentration that educates students about the global and rural dimensions of public health. Students will be prepared for a wide range of graduate studies and professional careers in Public Health, with particular emphasis on global and rural communities. This track places a priority on improving health, access to health, and health equity among global and rural populations. Students will acquire an understanding of health inequalities that result from rural location and globalization. Moreover, students will learn about major health disparities, with particular emphasis on vulnerable populations based on gender, race and ethnicity, social class, refugee and citizen status, and other important characteristics.

The track was originally conceived as a fourth track in the public health program, but the proposal development was behind the timeline of other tracks. The Social Science listing is being revised in the other three concentrations to include SOC 161 option, which is part of the Teamwork Minor.

7. Department of Educational and School Psychology—Program Revision **APPROVED**

Current Catalog Description and Program:

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.

Minor—Educational Psychology

18

Required Courses:

EDSP 102	Educational Psychology	3cr
EDSP 373	Psychology of Adolescent Education	3cr
EDSP 376	Behavior Problems	3cr
EDSP 378	Learning	3cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDSP 479	Interpreting and Critiquing Educational Research	3cr

Proposed Catalog Description and Program:

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, take six of the following: EDSP 102, 373, 378, 468, 476, 477, and 479.

Minor—Educational Psychology 18

Take six of the following courses:

EDSP 102	Educational Psychology	3cr
EDSP 373	Psychology of Adolescent Education	3cr
EDSP 378	Learning	3cr
EDSP 468	Current Topics in Educational Psychology	3cr
EDSP 476	Behavior Problems	3cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDSP 479	Interpreting and Critiquing Educational Research	3cr

Rationale: EDSP 468 is an additional course that can be used in the Educational Psychology Minor so that students are better able to complete the required 18 credits. EDSP 468 will be offered each year during the winter break. The course can be taken with the approval of the Educational Psychology Minor advisor. This option will allow for more flexibility in completing the Minor before seniors graduate. EDSP 376 was recently changed to EDSP 476.

8. Department of Hospitality Management—New Minor Designation APPROVED

Hospitality Management Minor

A minor in Hospitality Management prepares students with fundamental knowledge in the management of hospitality operations. Hospitality industry specific management skills in the areas of employee development, purchasing, managing and critiquing food production systems pertinent to the hospitality industry are the focus of this minor.

Minor—Hospitality Management 18

Required Courses:

HOSP 130	Food Service Sanitation	1cr
HOSP 150	Principles of Hospitality Management	3cr
HOSP 256	Human Resources in the Hospitality Industry	3cr
HOSP 259	Hospitality Purchasing	3cr
HOSP 300	Critiquing Commercial Restaurants	1cr
HOSP 330	Applications of Food Production and Service	4cr
HOSP Elective (1)		3cr

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(1) Needs to be 300-level or higher.

Rationale: A minor in hospitality management is an excellent option for many students in the University that wish to broaden their skills set for employment. This minor can be applied to a variety of disciplines across campus.

9. Departments of English and Foreign Languages—Course Revision

APPROVED

Current Catalog Descriptions:

ENGL 121 Humanities Literature

3c-0l-3cr

Prerequisite: ENGL 101

Introduces students to works of imaginative literature through a careful analysis of poetry, drama, and prose fiction (short story and/or novel) from a variety of periods and cultures, including texts by women and ethnic and racial minorities. Also offered as FNLG 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit.

FNLG 121 Humanities Literature

3c-0l-3cr

Prerequisite: ENGL 101

Introduces students to works of imaginative literature through a careful analysis of poetry, drama, and prose fiction (short story and/or novel) from a variety of periods and cultures, including texts by women and ethnic and racial minorities. Also offered as ENLG 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit.

Proposed Catalog Descriptions:

ENGL 121 Humanities Literature

3c-0l-3cr

Prerequisite: ENGL 101

An exploration of literature and the methods of close reading. Through encounters with significant literary texts, students investigate and analyze how literary meaning is constructed; how literature shapes and is shaped by its various contexts; and how literature enables critical inquiry into values. Includes literary texts by women and people from underrepresented communities. Also offered as FNLG 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit.

FNLG 121 Humanities Literature

3c-0l-3cr

Prerequisite: ENGL 101

An exploration of literature and the methods of close reading. Through encounters with significant literary texts, students will investigate and analyze how literary meaning is constructed; how literature shapes and is shaped by its various contexts; and how literature enables critical inquiry into values. Includes literary texts by women and people from

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underrepresented communities. Also offered as ENGL 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit.

Rationale: The course objectives are being revised in response to 1) a faculty survey indicating that the language in the objectives should be clearer, more concise, and more student-centered 2) our Liberal Studies English committee's concerns that the current objectives cannot effectively be assessed. The course description is being revised to match the new objectives.

10. Department of Physics—Catalog Description Change and Modification of Prerequisite

APPROVED

Current Catalog Description:

SCI 101 Fundamentals of Physics **2c-21-2.5cr**

Prerequisite: Early childhood education/special education major or instructor permission
A conceptual course in physics for the non-science major. High school physics is not a prerequisite. Class and lab presentations concentrate upon dispelling naive concepts and developing a better understanding and appreciation of the physical world. The topics of motion, heat, light, sound, electricity, magnetism, and the atom are presented in context with our everyday experiences. Does not fulfill the Liberal Studies requirement except for majors in early childhood education/special education major.

Proposed Catalog Description:

SCI 101 Fundamentals of Physics **2c-21-2.5cr**

Prerequisite: Early childhood education/special education major or instructor permission
A conceptual course in physics for the non-science major. High school physics is not a prerequisite. Class and lab presentations concentrate upon dispelling naive concepts and developing a better understanding and appreciation of the physical world. The topics of motion, heat, light, sound, electricity, magnetism, and the atom are presented in context with our everyday experiences. Does not fulfill the Liberal Studies requirement except for majors for majors in early childhood education or early childhood education/special education major.

Rationale: The new Early Childhood Education Majors (ECED) will be enrolling in this class. We are adding this major as a prerequisite in addition to the present Early Childhood Special Education (EDSP) major prerequisite. The program coordinator requested that their students be allowed to take this class.

11. Department of Geography and Regional Planning—New Course, Course Revision and Number Change

APPROVED

a. Course Revision and Number Change

Current Catalog Descriptions:

GEOG 420 Technical Issues in Geographic Information Systems **3c-01-3cr**

Prerequisite: GEOG 316 or 419

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Uses project-based approach to develop and maintain a geographic information system (GIS). Designs and implements functional systems through cooperative learning. Covers methods for designing GIS to user specification, data collection, data input, project management, and system documentation. (Also offered as RGPL 420; may not be taken for duplicate credit.)

RGPL 420 Technical Issues in Geographic Information Systems **3c-01-3cr**

Prerequisite: RGPL 316 or 419

Uses project-based approach to develop and maintain a geographic information system (GIS). Designs and implements functional systems through cooperative learning. Covers methods for designing GIS to user specification, data collection, data input, project management, and system documentation. (Also offered as GEOG 420; may not be taken for duplicate credit.)

Proposed Catalog Descriptions:

GEOG 424 Technical Issues in Geographic Information Systems **3c-01-3cr**

Prerequisite: GEOG 316 or 419

Uses project-based approach to develop and maintain a geographic information system (GIS). Designs and implements functional systems through cooperative learning. Covers methods for designing GIS to user specification, data collection, data input, project management, and system documentation. (Also offered as RGPL 424; may not be taken for duplicate credit.)

RGPL 424 Technical Issues in Geographic Information Systems **3c-01-3cr**

Prerequisite: RGPL 316 or 419

Uses project-based approach to develop and maintain a geographic information system (GIS). Designs and implements functional systems through cooperative learning. Covers methods for designing GIS to user specification, data collection, data input, project management, and system documentation. (Also offered as GEOG 424; may not be taken for duplicate credit.)

Rationale: The course is being revised to make it a dual level course. The justification is based on the importance and applicability of the topics covered in the context of geographic information systems (GIS) to both undergraduate and graduate-level students. Students at both levels need to be exposed to the concepts, topics and techniques that will allow them to assess the geographic information system development needs of clients/ organizations, translate these into a plan, and implement system development. The undergraduate catalog description is not changing. At the graduate level there is another course numbered 620 so the number is being changed to 424.

b. New Course:

GEOG 455 Advanced Remote Sensing **3c-01-3cr**

Prerequisite: GEOG/RGPL 415

Expands beyond basic principles of remote sensing to understand and apply complex methods of data collection, normalization, and analysis. May cover radiometric normalization, spectral transformations, change detection, object oriented classification, spatial analysis and filtering, accuracy assessment, and application of learned techniques. A research intensive experience with a project and paper demonstrating acquired knowledge and application of techniques to a variety of physical and human processes. (Also offered as RGPL 455; may not be taken for duplicate credit).

RGPL 455 Advanced Remote Sensing

3c-01-3cr

Prerequisite: GEOG/RGPL 415

Expands beyond basic principles of remote sensing to understand and apply complex methods of data collection, normalization, and analysis. May cover radiometric normalization, spectral transformations, change detection, object oriented classification, spatial analysis and filtering, accuracy assessment, and application of learned techniques. A research intensive experience with a project and paper demonstrating acquired knowledge and application of techniques to a variety of physical and human processes. (Also offered as GEOG 455; may not be taken for duplicate credit).

Rationale: This course is being proposed as part of an overview and expansion of our geospatial curriculum. After completing an assessment of our geospatial curriculum last year, faculty determined that there is student demand to expand our course offerings and Advanced Remote Sensing will be part of this expansion. Many students wish to apply more advanced topics to their master's thesis and would benefit from a more advanced remote sensing course to learn these techniques and additional software.

Additionally, as part of the creation of a future certificate in Unmanned Aerial Systems, we expect the demand for remote sensing course work to increase. This course complements both our existing curriculum as well as proposed curriculum additions in both Geography and Regional Planning.

12. Liberal Studies and UWUCC approved the following:

APPROVED

- COMM 230 Global Media and Communications was approved as a Liberal Studies Elective in the Global Citizenship category.
- PUBH 306 Research Design and Analysis in Public Health was approved as a Type II Writing Intensive, Department Commitment Course.
- RLST 385 Christianity is being removed from the PHIL/RLST Knowledge Area category and was approved as a Liberal Studies Elective in the Global Citizenship, Information Literacy, and Oral Communication Categories.
- RLST 388 Interpreting the Bible is being removed from the PHIL/RLST Knowledge Area category and was approved as a Liberal Studies Elective in the Global Citizenship, Information Literacy, and Oral Communication Categories.
- COMM 143 Media Wellness was reapproved as a Liberal Studies Health and Wellness course.

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- ENGL/FNLG 121 Humanities Literature was reapproved as a Liberal Studies Humanities/Literature course.

University-Wide Graduate Curriculum Committee (Senator Moore)

FOR ACTION:

1. Department of Biology

APPROVED

NEW COURSE

Course: BIOL 608 Biology Teaching Practicum

Rationale: This course is being proposed to meet a pre-student teaching field experience need in the new M.S. in Biology with Initial Certification track being submitted for approval.

Summary:

Course	BIOL 608: Biology Teaching Practicum
Credits	3
Prerequisite	Permission of Biology Education Coordinator and Graduate Coordinator
Description	This course will provide a field experience observing and teaching in certification-related settings at the secondary level in a public school, private school, or other education setting serving students in grades 7-12 for a minimum of 120 hours. It includes coordination and supervision by a qualified university faculty member with daily supervision by a cooperating classroom teacher or program supervisor. It also includes a minimum of 20 hours of observation in one or more college or university Biology classrooms with permission of the instructor, giving graduate students the opportunity to observe practical teaching and management strategies for higher education settings.

2. Department of Geography & Regional Planning

APPROVED

NEW COURSE

Course: GEOG 620 Technical Issues in GIS

Rationale: The course is being proposed to provide graduate students exposure to the planning process for the development of a geographic information system at the organizations scale. The student will gain technical, management, and implementation knowledge base and skills with regard to spatial database development.

Summary:

Course	GEOG 620: Technical Issues in GIS
Credits	3
Prerequisite	GEOG 516 Introduction to GIS or GEOG 419 GIS for Environmental Analysis

Description	Uses project-based approach to develop and maintain a geographic information system (GIS). Designs and implements functional systems through cooperative learning. Covers methods for designing GIS to user specification, data collection, data input, project management, and system documentation. Students enrolled in GEOG 620, in addition to mastering GIS project development concepts and topics, will be expected to conceptualize projects, assess client spatial data requirements, evaluate spatial data processing techniques, and administer and implement project activities. They will perform project management functions by overseeing the needs assessment, functional requirements analysis, spatial data design and development, final geodatabases, final maps and documents, and final presentations, to demonstrate both understanding the context of the project and the ability to delegate and manage a team to undertake necessary GIS planning and development procedures.
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3. Department of Sociology

APPROVED

COURSE REVISION

Course: SOC 732/832 Addiction and the Family

Rationale: The course is being revised to make changes to the course outcomes according to Bloom's Taxonomy and to propose that the course be optionally offered through distance education in addition to traditional podium format.

FOR INFORMATION:

April 10th is the deadline for the UWGC to receive proposals for review for the May 2018 Senate meeting.

Library and Education Services Committee (Senator McLaughlin)

The committee will meet next Tuesday at 3:30 PM in Stapleton 203.

Research Committee (Senator Schwartz)

The committee will meet next Tuesday at 3:30 PM in Stright 101.

Student Affairs Committee (Senator Stocker)

The committee will meet next Tuesday at 3:30 PM in the Center for Multicultural Student Leadership and Engagement.

University Development and Finance Committee (Senator Wick)

The committee will meet next Tuesday at 3:30 PM in Stapleton 302.

2/6/2018

Academic Affairs Committee (Senator Dugan)

The committee will meet next Tuesday at 3:30 PM in the Conemaugh Room of the HUB.

Awards Committee (Senator Lipinski)

The committee will meet next Tuesday at 3:30 PM in Eberly 212.

Noncredit Committee (Senator O'Neil)

The committee will meet Thursday, February 15 at 3:30 PM in Zink 201B.

University Planning Council (Senator Stocker)

There was no report.

Presidential Athletic Advisory Council (Senator Castle)

The committee is meeting Monday, March 12 at 1 PM.

Academic Computing Policy Advisory Committee (Senator Chadwick)

The committee is meeting Tuesday, February 21 at 3:00 PM.

University Budget Advisory Committee (Senator Soni)

UBAC has met twice since the December Senate meeting.

New Business

There was no new business.

The meeting adjourned at 4:02 pm.

Respectfully submitted by
Russell Stocker
University Senate Secretary