

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

March 5, 2019
3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes from February 5, 2019 meeting
- B. Approval of current agenda items and order
- C. Election for Vice Chairperson

Reports and Announcements

Appendix

Page(s)

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

Standing Committee Reports

Chairperson

- | | | | |
|---|---------------------|---|-------|
| A. Rules Committee | Korns | | |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Greenawalt | A | 2-18 |
| C. University-Wide Graduate Committee | Moore/Frenzel | B | 19-34 |
| D. Research Committee | Delbrugge | C | 35-36 |
| E. Student Affairs Committee | Stocker | | |
| F. University Development and Finance Committee | Mount | D | 37-41 |
| G. Academic Affairs Committee | Dugan/Wachter | E | 42-43 |
| H. Awards Committee | Paul | | |
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Senate Representative Reports

Representative

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| A. University Planning Council | Stocker | | |
| B. Presidential Athletic Advisory Council | Castle | G | 46-47 |
| C. Academic Computing Policy Advisory Committee | Chadwick | | |
| D. University Budget Advisory Committee | Soni | | |

New Business

Adjournment

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

FOR INFORMATION:

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

- HIST 230 Queer Global History
- HIST 231 History of Jerusalem
- FDNT 402 Community Nutrition

FOR ACTION:

1. Department of Communication Disorders, Special Education, and Disability Services—Program Revision and Program Catalog Description Change

a. Program Revision

Current Program:			Proposed Program:		
Minor—Audiology		24-25	Minor—Audiology		18
Required Courses:			Required Courses:		
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
SPLP 222	Introduction to Audiology	3cr	SPLP 222	Introduction to Audiology	3cr
SPLP 311	Aural Rehabilitation	3cr	SPLP 311	Aural Rehabilitation	3cr
SPLP 312	Advanced Audiology and Hearing Disorders	3cr	SPLP 312	Advanced Audiology and Hearing Disorders	3cr
SPLP 422	Central Auditory Processing Disorders in the Educational Setting	3cr	SPLP 422	Central Auditory Processing Disorders in the Educational Setting	3cr
Elective Courses: 6-7 credits from the following: BIOL 106, EDHL 215, EDSP 376 (1), PHYS 105, SPLP 111					
(1) EDSP 376 has a prerequisite of EDSP 102					

b. Program Catalog Description Change:

Current Description:

Speech-Language Pathology and Audiology

The Audiology minor introduces the student to essential information regarding hearing loss, audiological testing, and clinical knowledge of the profession. In addition, information about deaf culture and basic sign language will be provided. This course of study will enable students to have a better understanding of the needs of persons with hearing loss and the deaf, as it relates to speech and language acquisition, genetics, use of a propraite amplification devices, and the structure and function of the hearing mechanism.

The minor is a 24-25 credit program with 18 required and 6-7 elective credits. Required credits include the core courses that are essential to understanding basic and advanced audiological concepts, basic concepts of hearing science and acoustics, implications of processing auditory information and basic communication needs within the deaf and hard-of-hearing populations. ~~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 3.0 to enter and complete the minor. Students must also receive a “C” or better in all courses to complete the minor.

This minor is of interest to students in the following majors: speech-language pathology and audiology, special education, education, criminology, nursing, pre-medical fields, psychology, educational psychology, and safety science.

Proposed Description:

Speech-Language Pathology and Audiology

The Audiology minor introduces the student to essential information regarding hearing loss, audiological testing, and clinical knowledge of the profession. In addition, information about deaf culture and basic sign language will be provided. This course of study will enable students to have a better understanding of the needs of persons with hearing loss and the deaf, as it relates to speech and language acquisition, genetics, use of appropriate amplification devices, and the structure and function of the hearing mechanism.

The minor is an 18 credit program. Required credits include the core courses that are essential to understanding basic and advanced audiological concepts, basic concepts of hearing science and acoustics, implications of processing auditory information, and basic communication needs within the deaf and hard-of-hearing populations.

Students must maintain a cumulative GPA of not less than 3.0 to enter and complete the minor. Students must also receive a “C” or better in all courses to complete the minor.

This minor is of interest to students in the following majors: speech-language pathology and audiology, special education, education, criminology, nursing, pre-medical fields, psychology, educational psychology, and safety science.

Rationale: This minor is being revised in the number of required credits only. In order to be consistent with other minors offered, this Audiology Minor is being changed to 18 credits (from the current 24-25 credits), with all elective courses being eliminated. This revision will (1) make the minor more consistent with the number of credits required in other minors within the department, as well as the university, (2) make the minor more attractive to students, and (3) address the challenges brought about with the current elective courses (i.e., lack of consistent availability, variability of content from semester to semester, elimination of EDSP 376 from Educational Psychology curriculum).

2. Department of Communications Media—Course Revisions, Catalog Description Changes, and Course Title Changes

a. Current Catalog Description:

COMM 101 Communications Media in American Society

3c-01-3cr

An introduction to the evolution, status, and future of communications media. Students explore intrapersonal communication through self-assessment, values clarification, and feedback; interpersonal communication through interviews, observations, case studies, and gaming; and mass communications through the examination of the processes and the technology utilized to disseminate and manage information. Career paths, field applications, professional associations, and the primary literature are investigated. Required of Communications Media majors.

Proposed Catalog Description:

COMM 101 Introduction to Communications, Media, and Culture

3c-01-3cr

Offers an overview of how media have evolved over time as well as their social impact. Explores the relationship between media and culture. Guides students to becoming media literate by critically analyzing the communications media industry. Additionally, students analyze theories relevant to media effects, ethics, and culture. Required for Communications Media majors.

Rationale: This course is being revised to include cultural aspects of the communication media industry and society in general. This addition will help guide the course to a more

critical evaluation of the communications media field and provide students with a better understanding of communications media in our society.

b. Current Catalog Description:

COMM 150 Aesthetics and Theory of Communications Media **3c-01-3cr**

Prerequisite or Corequisite: COMM 101 or JRNL 105

Examines the theoretical assumptions of sight, sound, and motion as applied to the design of communication products for different media formats. Demonstrates strategies for creative composition. Discusses the psychological and physiological implications of images.

Proposed Catalog Description:

COMM 150 Media Aesthetics **3c-01-3cr**

Prerequisite or Corequisite: COMM 101 or JRNL 105

Examines the aesthetics of sight, sound, motion, and light on the pre-production, production, and post-production of a variety of media formats. Emphasizes the use of media aesthetics to tell stories.

Rationale: The course previously attempted to discuss media aesthetics and media theory as two parts of one concept. In fact, media aesthetics focuses more on the discipline of observable characteristics and qualities of media as opposed to media theory which is a system of ideas intended to explain how media works within society. The course will now focus solely on Media Aesthetics. Instead of being a broadly based discussion course, it will now function as an introduction to media production with emphasis on pre-production decisions in the development of media.

c. Current Catalog Description:

COMM 403 Broadcast News Writing **3c-01-3cr**

Prerequisite: COMM 101 or JRNL 105: and ENGL 101 and 202 (grades of C or better) or permission

Acquaints students with the various styles and script formats used in writing news scripts for radio and television. Includes instruction in writing news stories for radio and television and an introduction to broadcast news production. Practice and work to improve writing skills in this area of broadcast writing

Proposed Catalog Description:

COMM 403 Multimedia News Writing **3c-01-3cr**

Prerequisite: COMM 101 or JRNL 105: and ENGL 101 and 202 (grades of C or better) or permission

Introduces students to various styles and script formats used in writing news scripts for multiple media platforms including radio, television and online content. Analyzes news-related theories and the legal and ethical responsibilities of news writers and producers. Focuses on writing skills for different platforms.

Rationale: The course is being revised to more accurately reflect the terminology used in today's news media environment and to meet the needs for media writers who are capable to

write in multimedia platform. With convergence technology used by media institutions, they require writers to have skills not only in broadcast writing but also writing for different platforms. Thus, students need the skills to write their scripts not only for television, but also for radio stations, organizational websites and social media. The course title, course description, and course content are revised to remove references to "broadcast" and replace that term with "multimedia".

d. Current Catalog Description:

COMM 445 Applications and Techniques of Motion Pictures **3c-01-3cr**

Prerequisite: COMM 150 or instructor permission

A survey of the role that motion picture film production plays in society. A major emphasis is on the variety of applications with special consideration given to motion pictures as a tool to support research.

Proposed Catalog Description:

COMM 445 Cinematic Directors **3c-01-3cr**

Prerequisite: COMM 150 or instructor permission

Analyzes examples of classical cinematic techniques, identifies, through research and watching film, classical techniques of cinema as well as the preproduction, production, and post-production required to successfully utilize them. Offers a context and critical tools for a better understanding of the moving image in its different manifestations.

Rationale: This course is revised to broaden the scope of analysis from great films in general to cinematic production techniques that advanced the industry and the innovators who developed them.

3. Department of Chemistry—Program Revision of Liberal Studies

Current Liberal Studies Requirements:	Proposed Liberal Studies Requirements:
Bachelors of Science—Chemistry/Pre-pharmacy Track	Bachelors of Science—Chemistry/Pre-pharmacy Track
<p>Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44</p> <p>Mathematics: MATH 125 (1)</p> <p>Natural Science: PHYS 111-121 and 112-122 or 131-141 and 132-142</p> <p>Philosophy or Religious Studies: PHIL 122 or 130</p> <p>Social Science: PSYC 101 and ECON 101 or 122 (2, 3)</p> <p>Liberal Studies Elective: 3cr, MATH 126 (1), no course with CHEM prefix</p>	<p>Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44</p> <p>Mathematics: MATH 125 (1)</p> <p>Natural Science: PHYS 111-121 and 112-122 or 131-141 and 132-142</p> <p>Philosophy or Religious Studies: PHIL 122 or 130</p> <p>Social Science: PSYC 101 and ECON 101 or 121 (2, 3)</p> <p>Liberal Studies Elective: 3cr, MATH 126 (1), no course with CHEM prefix</p>

Rationale: Liberal Studies Social Science course was mistakenly specified as ECON 122, when it should have been ECON 121.

4. Department of History—New Courses

a. HIST 230 Queer Global History **3c-01-3cr**

Analyzes the historical and global understanding of the concept of ‘queerness.’ Emphasizes the historical development of a queer identity and the modern creation of a queer community, focusing on comparing different modern notions of queerness and the LGBTQ+ struggle for equal rights.

Rationale: Allows students to focus on the concept of queerness across time and around the world, inviting them to analyze the very idea of 'queerness' and its historical development, which will help students better understand the similarities and differences between different cultures and historical contexts. Focusing on the queer community will allow students to study narratives that can often get left out of more traditional history classes and help them analyze the construction of different forms of identity across time and geography. By focusing on queer identity and its development, students will learn about the similarities and differences between contemporary society and people living in the past, leading to a deeper understanding of both.

b. HIST 231 History of Jerusalem

3c-01-3cr

Explores the history of the city of Jerusalem from the ancient world until the present, examining the significance of the city to contemporary conflicts in the Middle East.

Rationale: Jerusalem's history spans several thousand years, making it one of the most ancient, continuously settled cities in the world. Over time, it has been ruled over by several of the most significant empires and dynasties in world history, such as the Babylonians, Romans, ‘Umayyads,’ Abbasids, and Ottomans. In its modern history, the city has been a site of contention between both Israelis and Palestinians as well as Europeans and the peoples of the Middle East. By focusing on Jerusalem and how it has been seen over time, students will learn about how we use history to make arguments for significance, sovereignty, legitimacy, and national identity.

5. Department of Culinary Arts—New Program and Revised Program Description

a. Program Catalog Description Change:

Current Catalog Description:

The Department of Culinary Arts offers a five-semester Associate in Applied Science Degree in Culinary Arts. This distinctive program combines hands-on learning experiences in the kitchen laboratory, instruction in fundamental culinary theory, liberal studies coursework, and a paid externship in the industry to provide each student with the necessary skills and knowledge to begin a successful career in the field of culinary arts. The program consists of the 16-month, competency-based culinary arts curriculum, plus 12 credits of Liberal Studies requirements.

This contemporary approach to learning enables students to achieve advanced levels of proficiency in culinary techniques and business management skills combined with a basic foundation of liberal arts knowledge.

The Department of Culinary Arts also offers a 16-month, non-credit Certificate in Culinary Arts and a 16-month, non-credit Certificate in Baking and Pastry Arts (4). Both programs are accredited by the American Culinary Federation.

Graduates ~~of the certificate program~~ may elect to transfer 38 credits of course work toward a Bachelor of Science degree program in Hospitality Management, 32 credits toward a Bachelor of Science degree

program in Nutrition, or 21 credits toward a Bachelor of Science degree program in Family and Consumer Science Education.

Proposed Catalog Description:

The Department of Culinary Arts offers a five-semester Associate in Applied Science Degree in Culinary Arts and a five-semester Associate in Applied Science in Baking and Pastry Arts. These distinctive programs combine hands-on learning experiences in the kitchen laboratory, instruction in fundamental culinary and baking and pastry theory, liberal studies coursework, and a paid externship in the industry to provide each student with the necessary skills and knowledge to begin a successful career in the field of culinary arts or baking and pastry arts. The program consists of the 16-month, competency-based culinary arts or baking and pastry arts curriculum, plus an additional 12 credits of Liberal Studies requirements.

This contemporary approach to learning enables students to achieve advanced levels of proficiency in culinary and/or baking and pastry techniques and business management skills combined with a basic foundation of liberal arts knowledge.

The Department of Culinary Arts also offers a 16-month, non-credit Certificate in Culinary Arts and a 16-month, non-credit Certificate in Baking and Pastry Arts. Both programs are accredited by the American Culinary Federation.

Graduates may elect to transfer 38 credits of course work toward a Bachelor of Science degree program in Hospitality Management, 32 credits toward a Bachelor of Science degree program in Nutrition, or 21 credits toward a Bachelor of Science degree program in Family and Consumer Science Education.

b. Proposed Program:

Associate in Applied Science—Baking and Pastry Arts	
Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	21-22
Mathematics: MATH 101 English: ENGL 101 Natural Science: Lab or Non-Lab Science Social Science: Humanities: HIST 196, 197, 198 <i>or</i> ENGL 121 <i>or</i> PHIL/RLST course Liberal Studies Electives: COSC/IFMG 101 AND FDNT 145	3cr (1) 3cr 3-4cr 3cr 3cr 6cr (2,3)
Major – Baking and Pastry Arts: Required Courses: Completion of Baking and Pastry Program Coursework and Externship	39
Total Degree Requirements:	60-61
(1) CMGT 1200 is established as equivalent to MATH 101 (2) CMGT 1301 established as equivalent to LS Electives FDNT 145 (3) COMP 1000 and COMP 2000 are established as equivalent to COSC/IFMG 101	

Rationale: Certificate programs relating to Culinary and Baking Arts are becoming obsolete. Comparable schools and programs offer an Associate Degree. Employers, Students, and families are now interested in a degree bearing program. By offering a certificate, it has become difficult to attract students to IUP Academy of Culinary Arts. Additionally, students succeeding in the AAS in Baking and Pastry Arts degree can receive the needed boost in confidence to pursue a Bachelor’s Degree at Indiana campus.

6. Department of Food and Nutrition—Course Revision, Catalog Description Change, Modification of Prerequisite

Current Catalog Description:

FDNT 402 Community Nutrition **3c-0l-3cr**

Prerequisite: FDNT 212

Nutritional implications of both good and poor nutrition for all age groups in home and community situations are studied. Corrective and preventive measure emphasized. Taught spring semester only.

Proposed Catalog Description:

FDNT 402 Community Nutrition **3c-0l-3cr**

Discusses community nutrition assessment, planning, implementation, and evaluation strategies. Reviews current food and nutrition programs. Examines U.S. nutrition policies and federal nutrition programs through a community nutrition lens.

Rationale: The course is being revised to: 1) update the syllabus and catalog description to reflect current content, and 2) update the syllabus to coincide with the standards of education required by the Accreditation Council for Education of Nutrition and Dietetics.

7. Department of Philosophy—Course Revisions

a. Current and Proposed Catalog Description:

PHIL 100 Introduction to Philosophy **3c-0l-3cr**

Acquaints the beginning student with philosophical problems and methods. Possible topics include the existence of God, human freedom, the scope and limits of human knowledge, the nature of mind, the nature of morality, and the relationship between the individual and the state.

b. Current and Proposed Catalog Description:

PHIL 122 Contemporary Moral Issues **3c-0l-3cr**

Examines attempts to answer foundational questions of ethics, including the following: Why should we be moral? What do morally correct actions have in common? Are there objective moral standards, or are moral codes relative to individual societies? Does morality require religion? Diverse moral theories are applied to contemporary debates and controversies, such as environmental ethics, abortion, capital punishment, affirmative action, and animal rights. Readings will draw on historical and contemporary figures.

c. Current and Proposed Catalog Description:

PHIL 130 Introduction to Biomedical Ethics **3c-0l-3cr**

Introduces ethical issues in medicine and health care, such as patient autonomy and surrogate decision making; death, dying, and end of life care; reproductive ethics; justice

and allocation of health care resources; global health, poverty, and development; public health ethics; and ethics of emerging medical technologies.

d. Current and Proposed Catalog Description:

PHIL 223 Philosophy of Art

3c-0l-3cr

Introduces students to the philosophical investigation of art and aesthetics. Focuses on some of the major problems in the philosophy of art, for example, the definition of art, the nature of works of art, the nature of artistic creativity, the evaluation of works of art, the relationship between art and emotion, and the relationship between aesthetics and ethics.

Rationale: The proposed revisions are intended to more closely align our learning outcomes with IUP's EUSLOs, in particular, to ensure that this LS course's objectives map onto the EUSLOs from the category of "diversity". In addition, the revisions provide more precise means by which to assess our sought learning outcomes.

8. Department of Foreign Languages—Course Revisions

a. Current and Proposed Catalog Description:

CHIN 102 Elementary Chinese II

4c-0l-4cr

Prerequisite: CHIN 101

A continuation of Elementary Chinese I, focusing on the three modes of communication—interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing—to build proficiency in using the Chinese language in real-life situations. Also imparts knowledge of Chinese culture and society. Attendance is required. May not register for or take a D/F repeat in CHIN 102 when credit has already been received for a higher-numbered Chinese course.

b. Current and Proposed Catalog Description:

CHIN 201 Intermediate Chinese

4c-0l-4cr

Prerequisite: CHIN 102

A continuation of previous work on the three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing, so that students can function in everyday situations. Also imparts knowledge of Chinese culture and society. Liberal Studies credit is given. Attendance is required. May not register for or take a D/F repeat in CHIN 201 when credit has already been received for a higher-numbered Chinese course.

c. Current and Proposed Catalog Description:

FRNC 102 Basic French II

4c-0l-4cr

Prerequisite: FRNC 101, or qualifying score on the WebCAPE placement test (286-362), or instructor permission

For beginning students. Students must achieve an appropriate placement test score to enroll (score between 286 and 362). Special focus on aural/oral skills. Students learn in a multimedia environment. Students converse and ask questions in simple present tense. They can now express commands and directions and are introduced to the expression of punctual actions in the past. They further investigate the daily lives of native speakers of French around the world. Attendance is mandatory. May not register for, or take a D/F

repeat in, FRNC 102 when credit has already been received for a higher-numbered French course.

d. Current and Proposed Catalog Description:

FRNC 201 Intermediate French

4c-01-4cr

Prerequisite: FRNC 102, or qualifying score on the WebCAPE placement test (score above 362), or instructor permission

Continued study of French; development of listening, reading, speaking, and writing, but primary emphasis is on aural/oral skills. Students use a multimedia environment to learn to converse and ask questions in the past. Students learn the different way to express completed action that occurred at a specific time in the past vs. expressing an action that continued in the past over an indefinite, undetermined period of time; students review how to narrate and describe in the past, ask and give directions, talk about the future, avoid repetitions, learn to combine simple sentences, express and understand conditional sentences, express and understand subjective statements, and understand indirect discourse. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world. Attendance is mandatory. May not register for, or take a D/F repeat in, FRNC 201 when credit has already been received for a higher-numbered French course. Liberal Studies Humanities credit is given for this course.

e. Current and Proposed Catalog Description:

FRNC 220 Intermediate French Conversation

3c-01-3cr

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

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

f. Current and Proposed Catalog Description:

GRMN 102 Elementary German II

4c-01-4cr

Prerequisite: GRMN 101 or equivalent

A continuation of GRMN 101. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate a limited number of personal needs, handle a range of interactions related to their daily lives, and manage simple social transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Liberal Studies credit is given. May not register for or take a D/F repeat in GRMN 102 when credit has already been received for a higher-numbered German course.

g. Current and Proposed Catalog Description:

GRMN 201 Intermediate German

4c-01-4cr

Prerequisite: GRMN 102 or equivalent A continuation of GRMN 102. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate an increasing number of personal needs, handle a range of interactions related to their daily

lives, and manage simple social situations and transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Liberal Studies credit is given. May not register for or take a D/F repeat in GRMN 201 when credit has already been received for a higher-numbered German course.

h. Current and Proposed Catalog Description:

GRMN 220 Intermediate German Conversation

3c-0l-3cr

Prerequisite: GRMN 201 or equivalent, or instructor permission

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

i. Current and Proposed Catalog Description:

JAPN 102 Elementary Japanese II

4c-0l-4cr

Prerequisite: JAPN 101 or equivalent

A continuation of JAPN 101. Focusing on communication through listening, speaking, reading, and writing. Students continue to learn to identify and write basic kanji characters. Builds on the three modes of communication—interpretive, interpersonal, and presentational—to build proficiency in using the Japanese language in real-life situations. Also imparts knowledge of Japanese culture and society. May not register for or take a D/F repeat in JAPN 102 when credit has already been received for a higher-numbered Japanese course.

j. Current and Proposed Catalog Description:

JAPN 201 Intermediate Japanese

4c-0l-4cr

Prerequisite: JAPN 102 or equivalent

A continuation of JAPN 102. Focusing on communication through listening, speaking, reading, and writing so that students can function in everyday situations. Students continue to learn to identify and write intermediate kanji characters. Also imparts knowledge of Japanese culture and society. Liberal Studies credit is given. May not register for or take a D/F repeat in JAPN 201 when credit has already been received for a higher-numbered Japanese course.

k. Current and Proposed Catalog Description:

KORE 102 Elementary Korean II

4c-0l-4cr

Prerequisite: KORE 101

A continuation of KORE 101. Focuses on communication through listening, speaking, reading, and writing. Students continue to learn to identify and write Korean characters. Builds on the three modes of communication—interpretive, interpersonal, and presentational—to build proficiency in using the Korean language in real-life situations. Also imparts knowledge of Korean culture and society. May not register for or take a D/F repeat in KORE 102 when credit has already been received for a higher-numbered KORE course.

l. Current and Proposed Catalog Description:

KORE 201 Intermediate Korean

4c-0l-4cr

Prerequisite: KORE 102

A continuation of KORE 102. Focuses on communication through listening, speaking, reading, and writing. Students continue to learn to identify and write complicated Korean vowels and consonants. Builds on the three modes of communication—interpretive, interpersonal, and presentational—to build proficiency in using the Korean language in

real-life situations. Also imparts knowledge of Korean culture and society. Attendance is required. Students may not register for or take a D/F repeat in KORE 201 when credit has already been received for a higher-numbered KORE course.

m. Current and Proposed Catalog Description:

SPAN 102 Elementary Spanish II

4c-0l-4cr

Prerequisite: SPAN 101, or the equivalent as established by departmental placement examination

A continuation of SPAN 101. Students learn to express past and future time and continue to learn about Hispanic countries and their cultures. Liberal Studies credit is given. Attendance is required. May not register for or take a D/F repeat in SPAN 102 when credit has already been received for a higher-numbered course.

n. Current and Proposed Catalog Description:

SPAN 201 Intermediate Spanish

4c-0l-4cr

Prerequisite: SPAN 102, or the equivalent as established by departmental placement examination

A continuation of previous work on listening, speaking, reading, and writing skills. Students learn to function in everyday situations, expressing opinions and doubts, and narrating and describing in present, past, and future time. Exposure to cultural concepts through literary readings. Liberal Studies credit is given. Attendance is required. No student is allowed to register for or take a D/F repeat in SPAN 201 when credit has already been received for a higher numbered Spanish course.

o. Current and Proposed Catalog Description:

SPAN 220 Intermediate Spanish Conversation

3c-0l-3cr

Prerequisite: SPAN 201 or equivalent

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

Rationale: These courses were last revised before the curricular procedures required information about how each outcome is specifically assessed. These proposals are being submitted to provide that assessment information so that these courses can continue to be listed as Liberal Studies Electives. The course titles and descriptions remain unchanged. To better reflect the current course content, the course outlines are being updated, and small changes are being made to the outcomes in some courses.

p. Course Revision and Catalog Description Change

Current Catalog Description:

SPAN 344 Spanish-American Cultures from the 19th Century to the Present 3c-0l-3cr

Prerequisite: SPAN 230 or equivalent

An analysis of the major cultural trends in Spanish America as they relate to its position in the world, starting with the independence movements of the early nineteenth century, through the twentieth century to the present. Elements for explanation and discussion are drawn from social, political, artistic, literary, religious, and geographic manifestations,

including indigenous and African cultural influences. Taught in Spanish; offered alternate years.

Proposed Catalog Description:

SPAN 344 Spanish-American Cultures from the 19th Century to the Present 3c-0l-3cr

Prerequisite: SPAN 230 or equivalent

Explores the major cultural trends in Spanish America as they relate to its position in the world, starting with the independence movements of the early nineteenth century, through the twentieth century to the present. Explains and discusses social, political, artistic, literary, religious, geographic, and cultural manifestations, including indigenous and African cultural influences. Taught in Spanish; offered alternate years.

Rationale: This course was last revised well before the curricular procedures required information about how each outcome is specifically assessed. This proposal is being submitted to provide that assessment information so that this course can continue to be listed as a Liberal Studies elective.

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

Current Catalog Description:

KHSS 251 Foundations of Safety and Emergency Health Care 3c-0l-3cr

Focuses on accident prevention, injury control, and first responder's skills. Emphasizes identification of causes of accidents, recommended countermeasures, and mitigation. American Red Cross certifications are issued in (1) standard first aid, (2) community CPR, (3) instructor of standard first aid, and (4) instructor of community CPR.

Proposed Catalog Description:

KHSS 251 Foundations of Safety and Emergency Health Care 3c-0l-3cr

Focuses on accident prevention, injury control, and first responder skills. Emphasizes identification of causes of accidents, recommended countermeasures, and mitigation. American Heart Association Basic Life Support Health Care Provider care card issued.

Rationale: The course component for emergency health care is no longer using American Red Cross certification for standard first aid, community CPR, and instructor first aid/CPR. This component is being replaced with a certification in American Heart Association Basic Life Support Health Care Provider.

10. College of Health and Human Services—New Course

CHHS 281 Special Topics 1-3c-0l-1-3cr

Offered on an experimental or temporary basis to explore topics related to the fields in the College of Health and Human Services.

Rationale: To accommodate the linked course model as part of the University and/or provide future courses for students in the College of Health and Human Services

11. Department of Biology—Course Revision, Catalog Description Change, Course Title and Prerequisite Change

Current Catalog Description:

BIOL 420 Biology of Higher Invertebrates **2c-3l-3cr**

Prerequisite: BIOL 220

A phylogenetic overview of the higher invertebrates, Annelida through lower Chordata. A systematic approach on functional morphology and microstructure, behavior and physiology, under an evolutionary umbrella. Laboratory sessions offer additional research opportunities.

Proposed Catalog Description:

BIOL 420 Entomology Principle and Practice **2c-3l-3cr**

Prerequisite: BIOL 103 or BIOL 201

Introduces the biology of insects, including identification and classification. Enables collecting of live insects from different habitats and observation of behavior and ecological roles during outdoor laboratory activities. Emphasizes characteristics unique to insects, such as pollination, metamorphosis, sociality, host plant specificity, and population control.

Rationale: This course is being revised to narrow the focus of the topics covered and to update the content to reflect the most current information related to entomology. This course will be taught in a traditional lecture and lab format. The course was previously taught as BIOL 420 in 1994 and BIOL 520 in 1997. Currently, the only other course in the Biology Department that covers entomology to a large degree is BIOL 310 Applied Entomology and Zoonoses, for which the focus is medical entomology (focusing on vectors of human disease). The proposed course will cover insects and their role in ecology. This course will also cover newsworthy topics such as the emerald ash borer, bedbugs, and honey bee colony collapse disorder. In the Biology Department, this course will serve as an elective in the organismal category for students pursuing a B.S. Biology degree. It will be a controlled elective for students in the B.S. Biology Ecology, Conservation, and Environmental Biology Track. It will also interest Biology students in the Pre-medical, Pre-veterinary, Biology Education tracks, and Biology minor.

12. Department of Information Systems and Decision Sciences—New Course, Course Revision, Catalog Description Change, Course Title and Number Change

a. New Course:

IFMG 219 Computer Operating Systems Principles **3c-0l-3cr**

Prerequisite: IFMG/COSC101 or IFMG 110 or permission of instructor

Introduces conceptual foundations and practical experiences of working with computer operating systems in the Information Technology (IT) field. Covers wide range of topics to include storage devices, network performance, group policy, active directory setting, and different ways of troubleshooting operating system functionalities and performance. Examines the difference between open source versus propriety operating systems.

Applies scripting languages commands to perform tasks automation within operating systems.

Rationale: This course will be a required course for our new B.Sc. degree in Information Technology that we plan to introduce. It fills a gap in our new program that we will propose next.

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

Current Catalog Description:

IFMG 368 Information Technology (IT) Security **3c-01-3cr**

Prerequisite: IFMG 352

Introduces the security concepts, operating systems security, network security, database, web server, and communication security. Public and common practices of procedures and regulations regarding e-commerce security are explored. Writing information security policies is introduced.

Proposed Catalog Description:

IFMG 468 Information Technology (IT) Security **3c-01-3cr**

Prerequisite: IFMG 352

Introduces the principles and practices of security in the information technology (IT) field of study. Covers topics widely discussed in the IT Security field to include security governance, strategic planning, policies and procedures, infrastructure, security management models, contingency plans and other related topics. Elaborates on the legal and ethical issues facing IT security in practice.

Rationale: The changing nature of the old topic of eCommerce security and the new IT degree we are about to introduce necessitated changing this course. Our IFMG368 was developed years ago under the name eCommerce Security. At the time, eCommerce security was the main platform being studied and introduced in the computer security. That field has evolved gradually and is now being introduced within the modified platform of IT security. We are changing the course objectives so to adjust to the most recent coverage of this topic IT security (was eCommerce security) and to fit better in our new IT degree. We are changing the course number to IFMG468 to accommodate the additional content of IT security and also to fit better in our new IT degree that we intend to propose.

13. Department of Mathematical and Computer Sciences—New Courses

a. MATH 107 Business Mathematics **3c-01-3cr**

Prerequisite: MATH 100 or appropriate placement test score, for majors in Eberly College of Business and Information Technology. This course may not be taken after successfully completing a Calculus course without written approval from the Mathematical and Computer Sciences Department chairperson.

Corequisite: MATH 108. A student that has already passed MATH 108 can take 107 alone.

Focuses on polynomial, exponential, and logarithmic business models. Explores methods to appropriately analyze and interpret numerical, graphical, and algebraic data sets generated from business applications. Introduces the central ideas of calculus with particular emphasis to business applications of derivatives and integrals.

Rationale: MATH 107 is a redesign of MATH 115 to better suit the needs of students in the undergraduate programs in the Eberly College of Business (ECOB). To assure appropriate math literacy for these students, certain topics were selected from both MATH 105 and MATH 115 based on the needs of the ECOB. This redesign will place more emphasis on properties and operations on functions encountered in business applications, in particular polynomials functions. Topics were selected in consideration of business courses with the heaviest math requirements, such as Fundamentals of Finance and Operations and Supply Chain Management. Accompanying this course will be a one credit co-requisite course, in which students use mathematical software to apply lecture content to relevant business applications.

b. MATH 108 Applications of Business Mathematics **1c-0l-1cr**

Prerequisite: MATH 100 or appropriate placement test score, majors in Eberly College of Business and Information Technology only

Corequisite: MATH 107. A student that has already passed MATH 107 can take 108 alone.

Focuses on business models and applications in a computer classroom setting where appropriate technology is used to apply concepts from MATH 107 to solve problems in business. Emphasis is given to the application of Calculus through the use of mathematical software.

Rationale: MATH 108 is a course designed as a one credit corequisite for MATH 107, which is replacing the required MATH 115 for students in the Eberly College of Business. The course activities will give students the opportunity to apply algebraic and calculus techniques used in business applications, and interpret the results as they pertain to specific business models. The appropriate mathematical techniques will coincide with content taught in the lecture based MATH 107.

14. Department of Geography and Regional Planning—Catalog Description Change

Current Catalog Description:

RGPL 470 Housing and Community Development Policy **3c-0l-3cr**

Explores a range of issues relating to U.S. housing and community development policy, including the role housing plays in building and strengthening neighborhoods and communities. Covers the structure of housing and related financial markets; the economic and social bases for government to intervene in these markets; and the relative merits and demerits of the different tools available to intervene in these markets including: subsidization, both directly and through the tax system; regulation of financial institutions, e.g. the Community Reinvestment Act; FHA and the government sponsored enterprises of Fannie Mae and Freddie Mac; zoning; and regulation of lands and rents.

Proposed Catalog Description:

RGPL 470 Housing and Community Development Policy

3c-01-3cr

Examines a range of issues relating to U.S. housing and community development policy, including the role housing plays in building and strengthening neighborhoods and communities. Covers the structure of housing and related financial markets as well as the economic and social bases for government to intervene in these markets.

Rationale: Undergraduate version of the course was approved by Senate at the May 2019 meeting. When the Graduate Committee reviewed the course for dual listing they requested a streamlining of the second sentence. This current revision is to make the undergraduate catalog description match the revised graduate catalog description.

15. Liberal Studies and UWUCC Approved/Reapproved the following:

- **COMM 101 Introduction to Communications, Media, and Culture as a Liberal Studies Elective (Information Literacy) course**
- **HIST 230 Queer Global History as a Global and Multicultural Awareness and Liberal Studies Elective (Information Literacy, Technical Literacy) course**
- **HIST 231 History of Jerusalem as a Liberal Studies Elective (Information Literacy, Technical Literacy) course**
- **PHIL 100 Introduction to Philosophy as a Liberal Studies Philosophy/Religious Studies course**
- **PHIL 122 Contemporary Moral Issues as a Liberal Studies Philosophy/Religious Studies course**
- **PHIL 130 Introduction to Biomedical Ethics as a Liberal Studies Philosophy/Religious Studies course**
- **PHIL 223 Philosophy of Art as a Liberal Studies Philosophy/Religious Studies course**
- **CHIN 102 Elementary Chinese II as a Liberal Studies Elective (Oral Communication) course**
- **CHIN 201 Intermediate Chinese as a Liberal Studies Elective (Oral Communication) course**
- **FRNC 102 Basic French II as a Liberal Studies Elective (Oral Communication) course**
- **FRNC 201 Intermediate French as a Liberal Studies Elective (Oral Communication) course**
- **FRNC 220 Intermediate French Conversation as a Liberal Studies Elective (Oral Communication) course**
- **GRMN 102 Elementary German II as a Liberal Studies Elective (Oral Communication) course**
- **GRMN 201 Intermediate German as a Liberal Studies Elective (Oral Communication) course**
- **GRMN 220 Intermediate German Conversation as a Liberal Studies Elective (Oral Communication) course**
- **JAPN 102 Elementary Japanese II as a Liberal Studies Elective (Oral Communication) course**

- **JAPN 201 Intermediate Japanese as a Liberal Studies Elective (Oral Communication) course**
- **KORE 102 Elementary Korean II as a Liberal Studies Elective (Oral Communication) course**
- **KORE 201 Intermediate Korean as a Liberal Studies Elective (Oral Communication) course**
- **SPAN 102 Elementary Spanish II as a Liberal Studies Elective (Oral Communication) course**
- **SPAN 201 Intermediate Spanish as a Liberal Studies Elective (Oral Communication) course**
- **SPAN 220 Intermediate Spanish Conversation as a Liberal Studies Elective (Oral Communication) course**
- **SPAN 344 Spanish-American Cultures from the 19th Century to the Present as a Global and Multicultural Awareness course**
- **MATH 107 Business Mathematics as a Liberal Studies Mathematics course**
- **MATH 108 Applications of Business Mathematics as a Liberal Studies Mathematics course**

Appendix B
University Wide Graduate Committee
Co-Chairs Moore and Frenzel

FOR ACTION:

1. DEPARTMENT: COMMUNICATIONS MEDIA

COURSE REVISIONS

Course: COMM 715: Research and Professional Development in Strategic Communication

Rationale: COMM 715 is being revised to represent a capstone experience for all students in the MS in Strategic Communication. The course content is revised to accommodate the learning needs of students in the applied and research tracks of the program. The revision provides instruction in the process of academic research for all students in the MS program.

Current Course Title: Research Development in Strategic Communication	Proposed Course Title: Research and Professional Development in Strategic Communication
Current Catalog Description: Prepares students to plan, research, and compose a Master’s thesis in Strategic Communication. Students will learn and apply skills in research design, philosophies of research, and methodological selection. Also includes strategies for data collection and generation, defining concepts, report design, as well as institutional procedures and policies.	Proposed Catalog Description: Provides a broad overview of the diverse perspectives and approaches to strategic communication. Using theory, research, writing, and production concepts from previous coursework, students will be engaged in the purposeful creation of strategic communication products or a research project that reflects the goals of the MS in Strategic Communication program. This project-driven course provides a capstone course experience for students in the Master of Science in Strategic Communication.

Course: COMM 793: Internship

Rationale: The course prerequisite is being revised to require COMM 715, a revised capstone course for this program. No other changes are being made to COMM 793.

Current Course Prerequisite: COMM 713, department approval	Proposed Course Prerequisite: COMM 715, department approval
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PROGRAM REVISION

Program: Ph.D. in Communications Media and Instructional Technology

Rationale: Admissions criteria are being revised to simplify the process and eliminate confusion related to admission requirements for potential applicants.

<p>Current Admission Requirements: Student Qualifications, Support, and Advisement</p> <p>Students seeking admission to the PhD in Communications Media and Instructional Technology must satisfy the minimum School of Graduate Studies and Research requirements and have a master's degree. International students are required to comply with the admission criteria as outlined in the graduate catalog.</p> <p>Applicants to the PhD program in Communications Media and Instructional Technology fall under one of two categories.</p> <p>Category I</p> <p>By default, most applicants will fall under this category, <i>including applicants who will have completed the Production Track of IUP's MS in Strategic Communication prior to enrollment in the CMIT PhD program.</i> Category II criteria to determine their eligibility.</p> <p>Typically, applicants must submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> • Recent GRE Scores (including analytical writing) or MAT scores that meet program minimum requirements • Official higher education transcripts • Current Curriculum Vitae • Writing sample • Two letters of recommendation • Personal interview <p>Category II</p> <p>Admission to the CMIT program under this category is limited to individuals who have earned a master's degree five year or more prior to the date of application to the CMIT program AND have five or more years of full-time employment at an accredited U.S. institution of higher education or with a U.S.-based industry/organization directly related to the CMIT curriculum.</p>	<p>Proposed Admission Requirements: Application Process for Communications Media</p> <p>To apply for the PhD in Communications Media and Instructional Technology, begin by submitting your application to Graduate Admissions.</p> <p>The link will take you to "IUP Admissions Login." Click on the link on the bottom that reads "First time user account creation" and request a Banner ID and pin. The application will be available after you login.</p> <p>All applicants must submit the following materials for review to: Office of Admissions, Sutton Hall, Suite 120, 1011 South Drive, Indiana, Pa. 15705, or via e-mail to graduate-admissions@iup.edu.</p> <p>Materials to Submit</p> <p>Students seeking admission to the PhD in Communications Media and Instructional Technology must satisfy the minimum School of Graduate Studies and Research requirements and have a master's degree. International students are required to comply with the admission criteria as outlined in the graduate catalog.</p> <p>Applicants to the CMIT Ph.D. program must submit the following for review by the doctoral program committee:</p> <p>Official higher education transcripts (undergraduate and graduate) Current curriculum vitae or resume Writing sample: a sample that reflects your ability to do academic work and research such as a published work, a paper presented at a professional conference, a major paper for a graduate-level course, or other academic writing Two letters of recommendation directly addressing your ability to work at the doctoral level</p>
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<p>Category II applicants must submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> • Official higher education transcripts (undergraduate and graduate) • Current curriculum vitae or resume • Writing Sample: a sample that reflects your ability to do academic work and research such as a published work, a paper presented at a professional conference, a major paper for a graduate-level course, or other academic writing • Two letters of recommendation assessing your ability to work at the doctoral level • Professional goal statement addressing why you are interested in pursuing doctoral studies in this area, your long-term professional goals, and preparations you are undertaking in anticipation of acceptance into the program • Portfolio <p>Letters of recommendation must directly address the applicant’s capability to write and produce research at the doctoral level. Applicants seeking admission under Category II will be required to provide a written and oral response to a research question or problem. Applicants in Category II are also required to submit a portfolio of work including such items as scholarly publications and presentations or production samples relevant to the CMIT coursework. Additionally, Category II applicants are required to meet the minimum GPA requirements for both bachelor’s and master’s degrees as established by the department.</p> <p>Category III <i>Admission to the CMIT program under Category III is limited to applicants who will have completed the Research Track of IUP’s MS in Strategic Communication prior to enrollment in the CMIT PhD program.</i></p>	<p>Professional goal statement addressing why you are interested in pursuing doctoral studies in this area, your long-term professional goals, and preparations you are undertaking in anticipation of acceptance into the program. Applicants will be required to provide a written and oral response to a research question or problem.</p> <p>Upon review of completed applications, the CMIT faculty admissions committee may invite the applicant to campus for an interview. The committee determines whether to accept, waitlist, or deny each applicant.</p>
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Category III applicants must submit the following for review by the doctoral program committee:

- *Official higher education transcripts (undergraduate and graduate)*
- *Current curriculum vitae or resume*
- *Writing sample: a sample that reflects your ability to do academic work and research such as a published work, a paper presented at a professional conference, a major paper for a graduate-level course, or other academic writing*
- *Two letters of recommendation assessing your ability to work at the doctoral level*
- *Professional goal statement addressing why you are interested in pursuing doctoral studies in this area, your long-term professional goals, and preparations you are undertaking in anticipation of acceptance into the program*

Upon review of completed applications from any of the above four categories, the CMIT faculty admissions committee may invite the applicant to campus for an interview. The committee determines whether to accept, waitlist, or deny each applicant based on the strength of application materials and admissions interview

2. DEPARTMENT: DEVELOPMENTAL STUDIES

NEW COURSE

Course: DVST 605: Foundations of Developmental Education Academic Advising

Rationale: There are limited number of institutions in the nation that offer a graduate certificate in developmental education academic advising. Many programs focus on academic advising but not specifically for developmental students, who have very specific needs. Further, developmental students are at a higher risk of dropout than the general population of college students, so enhancing the advisor-student connection through advising helps to increase the likelihood for student success. This course is part of a graduate certificate in Developmental Education Academic Advising.

Summary:

Course	DVST 605: Foundations of Developmental Education Academic Advising
Credits	3
Prerequisite	None
Description	Examines the foundations of academic advising and developmental education academic advising as essential components of student success and retention in higher education. Topics include developmental education advising, research on academic advising, models and delivery systems, theoretical frameworks, advising skills, and advising diverse populations.

3. DEPARTMENT: EMPLOYMENT AND LABOR RELATIONS

COURSE REVISION

Course: ELR/HSAD 619: Research Methods in Human Resources and Employment and Labor Relations

Rationale: This course provides graduate students with an introduction to research-based approaches and effective strategies for human resource analytics within employment settings. It provides a framework to address the underlying concepts, tactics and challenges of effective research and applying practical analytics within organizational settings.

Current Course Title: Advanced Research in Employment Relations and Health Services Administration	Proposed Course Title: Research Methods in Human Resources and Employment and Labor Relations
Current Catalog Description: The objective of this course is to provide graduate students with an introductory course in research methods generally used in behavioral sciences. The focus of the course will be the specific application of research methodology to the fields of Health Service Administration or Employment Relations. The goals of the course will be to provide students with the basic knowledge needed to effectively evaluate research studies, to understand the process of research development, and to develop and execute a sample research project.	Proposed Catalog Description: Provide graduate students with an introductory course in research methods generally used in behavioral sciences. The course introduces students to research theory, research design, quantitative and qualitative methodologies and technology to analyze and interpret data that supports effective organizational decision-making. Topics include: Human Resource Information Systems (HRIS); data analysis techniques such as HR bench-marking, trend and ratio analysis and balanced scorecards; data mining; and risk management.

NEW COURSE

Course: ELR/MGMT 627: Organizational Behavior

Rationale: This course provides graduate students with an introduction to the nature, background, research-based approaches and effective strategies related to organizational behavior within

employment settings. It provides a framework to address the underlying concepts, tactics and challenges of effective performance at work, communications, organizational structure, and organizational cultures. In addition to serving as core course for Employment and Labor Relations major, this course will be offered as an elective to students in other degree programs whose interest includes organizational behavior. It will also be available for early admission students in the Employment and Labor Relations program.

Summary:

Course	ELR/MGMT 627: Organizational Behavior
Credits	3
Prerequisite	None
Description	Examines organization behavior is to help students define and be able to articulate critical factors that affect behavior within public and private organizations. This course studies the impact that individuals, groups, organizational structure and processes have on behavior within organizations. As a result, students will be able to improve their ability to navigate diverse organizational systems as well as manage individuals and teams in large and small organizations.

4. DEPARTMENT: COUNSELING

COURSE REVISION

Course: GCOE 541: Creative Problem-Solving and Design Thinking

Rationale: Design Thinking is being added to the GCOE 541 course title and course description. According to Aflatooney et al. (2018), Design Thinking (DT) is a collaborative problem-solving approach that is human-centric in nature. The process of DT has been applied to various disciplines, including organizational development, medical care/training, education, life design, career development, and non-profit sectors. It is closely related to the creative problem-solving/thinking approach, particularly in its question-framing and ideation stages. Because of DT's widening application across disciplines as well as the increasing amount of attention given to it in the literature, graduate students would be aided by having familiarity with it

Current Course Title: Creativity and Creative Problem-Solving	Proposed Course Title: Creative Problem-Solving and Design Thinking
Current Catalog Description: Examines the history, current literature, and neuroscience of creativity before offering an overview of approaches and models of creativity and creative problem-solving. The crux of the course is the application of creativity and creative problem-solving for professionals in their respective workplaces.	Proposed Catalog Description: Examines the history, current literature, neuroscience, and various approaches of creativity and creative problem-solving before covering the principles and stages of design thinking. The course also includes an application component of both creative problem-solving and design thinking for professionals in their respective workplaces.

5. DEPARTMENT: MUSIC

VARIABILITY OF DELIVERY – DISTANCE EDUCATION

Program: Master of Arts – Music Performance

Rationale: Many music educators, church choir conductors, or wind band conductors are currently working in positions that provide them material support and an ensemble to direct. A distance education Master’s program allows students to remain in these positions, where they can continue working and gain valuable professional experience. Moreover, IUP professors can observe and evaluate the results of students’ conducting with these ensembles, enabling the students to learn and develop in a real-world environment.

The nature of conducting lessons makes them excellent candidates for distance instruction using video conferencing and video recording technology. Professors can easily view and interact with students as they practice conducting gestures and evaluate the results as students work with their own ensembles. However, given the exacting precision of observation required for lesson on voice and instruments, we are not extending distance education approval to any other areas at this time – only choral and wind band conducting students will be able to take private lessons online.

Another feature that makes choral and wind band conducting excellent candidates for distance education is that our professors very frequently visit schools, churches, or other ensembles in the region for purposes of recruiting and for service to their professions generally. This means that they could schedule a visit to a school where a student in the conducting program is teaching, work with that student “live,” interact with the school ensemble, and thus accomplish several goals at once. This also means that students in this program would have ample support and faculty interaction.

Summary of Changes

The major change is that for the choral and wind band conducting tracks of the MA in Music Performance, students will now be able to complete at least 22cr online, including:

MUSC 516, Analytical Techniques (already DE approved)	3 cr.
MUHI 5xx, Music History Course (two courses DE approved, one pending)	3 cr.
APMU 622, 672, 722 (4cr each), Private Conducting (awaiting DE approval)	12cr
APMU 740, Graduate Music Recital (awaiting DE approval)	4cr

The remaining courses include LIBR 600, Bibliography of Music (3cr) – this is offered in the summer intensive term we already have established for the MA in Music Education; 4cr of electives, and 2cr of music ensembles.

Since the music ensembles are only offered on campus and during the fall and spring, distance education students could not enroll in them. Therefore, we are making a change that will affect all MA Performance students, not just conducting majors. We are moving the two credits for music ensembles to the electives and raising the number of ensemble credits students can count for electives from two to four. This gives needed flexibility. DE students will be able to take all six credits of electives either online or during the summer intensive session. On-campus students typically take 1-2 credits of ensembles each semester, so they will be able to count more of these ensembles towards their degree. In practice, what courses students actually take will likely change very little.

Side-by-side comparison:

Current Program	Revised Program
<p>MASTER OF ARTS IN MUSIC PERFORMANCE (31 CR.)</p>	<p>MASTER OF ARTS IN MUSIC PERFORMANCE (31 CR.)</p>
<p>I. Core Courses (9 cr.)</p>	<p>I. Core Courses (9 cr.)</p>
<p>MUSC 516 Analytical Techniques 3 cr.</p>	<p>MUSC 516 Analytical Techniques 3 cr.</p>
<p>LIBR 600 Bibliography of Music 3 cr.</p>	<p>LIBR 600 Bibliography of Music 3 cr.</p>
<p>And one of the following Graduate Music History Courses:</p>	<p>And one of the following Graduate Music History Courses:</p>
<p>MUHI 503, 504, 505, 507, or 521 3 cr.</p>	<p>MUHI 503, 504, 505, 507, or 521 3 cr.</p>
<p>II. Applied Music Courses (12 cr.)</p>	<p>II. Applied Music Courses (12 cr.)</p>
<p>APMU 601-771 4 cr. each 12 cr.</p>	<p>APMU 601-771 4 cr. each 12 cr.</p>
<p>III. Music Ensembles (2 cr.)</p>	<p>III. Music Ensembles (2 cr.)</p>
<p>MUSC 575 1 cr. each 2 cr.</p>	<p>MUSC 575 1 cr. each 2 cr.</p>
<p>(must be taken for a minimum of 2 semesters)</p>	<p>(must be taken for a minimum of 2 semesters)</p>
<p>IV. Electives* (4 cr.)</p>	<p>IV. Electives* (<u>6 cr.</u>)</p>
<p>APMU, MUSC or MUHI prefix, 500 or above 4 cr.</p>	<p>APMU, MUSC or MUHI prefix, 500 or above <u>6 cr.</u></p>
<p>V. Culminating project** (4 cr.)</p>	<p>V. Culminating project** (4 cr.)</p>
<p>MUSC 795 Thesis 4 cr.</p>	<p>MUSC 795 Thesis 4 cr.</p>
<p>OR</p>	<p>OR</p>
<p>APMU 740 Graduate Recital 4 cr.</p>	<p>APMU 740 Graduate Recital 4 cr.</p>
<p>Total: 31 credits</p>	<p>Total: 31 credits</p>
<p>*MUSC 575 may only be taken for a maximum of 2 elective credits.</p>	<p>*MUSC 575 may only be taken for a maximum of <u>4</u> elective credits.</p>
<p>** Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is chosen, Thesis could be selected as an elective subject with advisor approval.</p>	<p>** Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is chosen, Thesis could be selected as an elective subject with advisor approval.</p>

6. DEPARTMENT: PSYCHOLOGY

NEW COURSE

Course: PSYC 854: Seminar in Autism Spectrum Disorders

Rationale: This is a graduate elective for students in clinical psychology or related fields that provides in-depth understanding of the theoretical, empirical, and clinical considerations related to autism spectrum disorders. This course is relevant to graduate students planning careers in neuropsychological assessment, assessment and treatment of neurodevelopmental disorders, and/or assessment and treatment of children and adolescents and will contribute to the elective requirement for students in the Psy.D. program in clinical psychology.

Summary:

Course	PSYC 854: Seminar in Autism Spectrum Disorders
Credits	2
Prerequisite	Enrollment in Clinical Psychology Psy. D. program or instructor permission
Description	Examination of theoretical, empirical, and clinical considerations in Autism Spectrum Disorders (ASD), including symptoms and diagnostic characteristics; etiology; developmental course; assessment of social, communicative, behavioral, and intellectual functioning; and treatment considerations.

7. DEPARTMENT: SAFETY SCIENCE

PROGRAM REVISION

Program: Ph.D. in Safety Sciences

Rationale: These program changes are intended to improve the quality, relevancy and/or marketability of the PhD in Safety Sciences Program. These changes are intended to be applied to the Cohort entering the PhD program beginning in July 2019.

1. Elimination of GRE Requirement. Given five years of history with the PhD in Safety Sciences Program, GRE scores seem not to be that predictive of successful completion of the degree. Students who have high GRE scores typically do well in the program, but many students with lower GRE scores have performed equally well. Thus, there is limited usefulness of GRE scores for predicting academic success which supports the trend of many graduate institutions not requiring GRE scores as an admission requirement. In addition, some students have commented that having the GRE requirement acted as a minor impediment to applying to the program.
2. Addition of Ergonomics, Industrial Hygiene and Human Performance / Organizational Safety Theory Courses. Ergonomics, industrial hygiene, and human performance / organizational safety theory are three strength/major research areas existing within the Safety Sciences Department that are not currently well reflected in the current doctoral curriculum. These areas are very important in terms of understanding the propagation, control and management of injuries, illnesses, and unsafe acts in the workplace. With the addition of SAFE 814 – Advanced Topics in Ergonomics, SAFE 815 – Advanced Topics in Industrial Hygiene, and SAFE 809 – Human Performance and Organizational Safety Theory in the doctoral curriculum, high quality, relevant and value-added courses based largely on reviewing and applying current published research can be offered to

doctoral students, especially for students exploring possible dissertation topics to explore on leading edge topics.

3. Additional Research Methods Course. SAFE 812 – Applied Research III: Tests and Measurements is an existing, approved doctoral course that had never been included/offered in the curriculum to date. Given five years of history with the PhD in Safety Sciences program, it was apparent that an additional research methods course was needed in the curriculum due to the difficulty in students passing their statistics/research methods comprehensive question and the struggle students often had in writing their research methods section of their dissertation. The course will include information on safety survey instruments, safety perception studies, and qualitative analyses, since many current PhD dissertations include these approaches. This content is within the current scope of SAFE 812.

4. Elimination of Pedagogy Course. SAFE 813 – Practicum in Safety Education is to be eliminated from curriculum. Feedback from students and faculty suggested that the content in this practicum could be easily covered in the two other pedagogy courses being offered SAFE 800 – Pedagogical Practices in Safety Education and SAFE 808 – Curriculum Evaluation in Safety Education since there was some existing overlap in the content of SAFE 813 with these other two courses.

5. Flexibility in Curriculum. The current curriculum is “fixed” with no flexibility in offering courses. With the option of additional courses in the curriculum, the department can offer the best courses when the best professors are available to teach them so as to maximize quality of the doctoral education.

Current Program Requirements: Current Program (changes/deletions in red)	Proposed Program Requirements: Proposed Program (changes in red)
<p><u>PhD in Safety Sciences</u></p> <p>The Doctor of Philosophy in Safety Sciences prepares safety professionals with advanced skills in the anticipation, recognition, evaluation, control, and prevention of safety, health, and environmental hazards in the work environment. Graduates of this degree program will be able to conduct independent research.</p> <p>Admission Criteria - Required</p> <p>It is expected that students entering the PhD program in safety sciences will already have completed a master’s degree in safety sciences, occupational safety, industrial hygiene or other closely related discipline. A highly qualified applicant may enter the doctoral degree program with a baccalaureate degree. Such students must meet the Master of</p>	<p><u>PhD in Safety Sciences</u></p> <p>The Doctor of Philosophy in Safety Sciences prepares safety professionals with advanced skills in the anticipation, recognition, evaluation, control, and prevention of safety, health, and environmental hazards in the work environment. Graduates of this degree program will be able to conduct independent research.</p> <p>Admission Criteria - Required</p> <p>It is expected that students entering the PhD program in safety sciences will already have completed a master’s degree in safety sciences, occupational safety, industrial hygiene or other closely related discipline. A highly qualified applicant may enter the doctoral degree program with a baccalaureate degree. Such students must meet the Master of</p>

<p>Science in Safety Sciences degree program admission requirements and complete the Master of Science in Safety Sciences degree requirements en route to the PhD.</p> <p>Students with a master’s degree in safety or a closely related field seeking admission to the Doctor of Philosophy in Safety Sciences degree program must meet the following criteria:</p> <ul style="list-style-type: none"> ☐ Have earned a master’s degree from a regionally accredited college or university ☐ A student must have a master’s degree in safety sciences or a closely related field such as industrial hygiene, environmental health, or ergonomics. Students not possessing a master’s degree in safety sciences or a closely related field but having a master’s degree in a technical field such as industrial engineering may be admitted to the program provided they can demonstrate they meet competency areas in math, chemistry, physics, safety management, industrial hygiene, fire safety, and ergonomics. The competency areas can be met through prior coursework, certifications, or taking additional coursework. Applicants will also be required to demonstrate an ability to conduct independent research through a thesis, published research article, etc. ☐ Have a minimum graduate grade-point average of 3.0 (on a 4.0 scale) <p>Additionally, the doctoral coordinator, after consulting with the department screening committee, will submit a recommendation regarding applicants to the School of Graduate Studies and Research. The following criteria are reviewed:</p> <ul style="list-style-type: none"> ☐ All official college transcripts ☐ Three letters of recommendation 	<p>Science in Safety Sciences degree program admission requirements and complete the Master of Science in Safety Sciences degree requirements en route to the PhD.</p> <p>Students with a master’s degree in safety or a closely related field seeking admission to the Doctor of Philosophy in Safety Sciences degree program must meet the following criteria:</p> <ul style="list-style-type: none"> ☐ Have earned a master’s degree from a regionally accredited college or university ☐ Must have a master’s degree in safety sciences or a closely related field such as industrial hygiene, environmental health, or ergonomics. Students not possessing a master’s degree in safety sciences or a closely related field but having a master’s degree in a technical field such as industrial engineering may be admitted to the program provided they can demonstrate they meet competency areas in math, chemistry, physics, safety management, industrial hygiene, fire safety, and ergonomics. The competency areas can be met through prior coursework, certifications, or taking additional coursework. Applicants will also be required to demonstrate an ability to conduct independent research through a thesis, published research article, etc. ☐ Have a minimum graduate grade-point average of 3.0 (on a 4.0 scale) <p>Additionally, the doctoral coordinator, after consulting with the department screening committee, will submit a recommendation regarding applicants to the School of Graduate Studies and Research. The following criteria are reviewed:</p> <ul style="list-style-type: none"> ☐ All official college transcripts ☐ Three letters of recommendation
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<ul style="list-style-type: none"> ☐ Statement of goals ☐ Resume ☐ Official GRE scores (general test) ☐ Example of written work, e.g., thesis, articles, reports, etc. <p>International students must also meet Graduate Admissions requirements for international students. These requirements include:</p> <ul style="list-style-type: none"> ☐ Submission of Test of English as a Foreign Language (TOEFL) scores for applicants from people whose native language is not English. The minimum TOEFL score for admission to the program is 540. ☐ Submit a Foreign Student Financial Statement. International students must document their ability to assume full responsibility for the cost of graduate education per Graduate School requirements. <p>Application details can be found at the School of Graduate Studies and Research website: http://www.iup.edu/admissions/graduate/howto/default.aspx</p> <p>Required Course Work</p> <p>I. Core Courses (33 semester hours)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">SAFE 800</td> <td style="width: 65%;">Pedagogical Practices in Safety Education</td> <td style="width: 20%; text-align: right;">3 cr.</td> </tr> <tr> <td>SAFE 801</td> <td>Environmental Impact Assessment and Documentation</td> <td style="text-align: right;">3 cr.</td> </tr> <tr> <td>SAFE 802</td> <td>Safety Management Systems</td> <td style="text-align: right;">3 cr.</td> </tr> <tr> <td>SAFE 803</td> <td>Epidemiological Analysis in Safety Sciences</td> <td style="text-align: right;">3 cr.</td> </tr> <tr> <td>SAFE 804</td> <td>Legal Aspects of Safety Sciences</td> <td style="text-align: right;">3 cr.</td> </tr> <tr> <td>SAFE 805</td> <td>Strategies in Risk Control</td> <td style="text-align: right;">3 cr.</td> </tr> <tr> <td>SAFE 806</td> <td>Advanced Topics in Environmental Health</td> <td style="text-align: right;">3 cr.</td> </tr> </table>	SAFE 800	Pedagogical Practices in Safety Education	3 cr.	SAFE 801	Environmental Impact Assessment and Documentation	3 cr.	SAFE 802	Safety Management Systems	3 cr.	SAFE 803	Epidemiological Analysis in Safety Sciences	3 cr.	SAFE 804	Legal Aspects of Safety Sciences	3 cr.	SAFE 805	Strategies in Risk Control	3 cr.	SAFE 806	Advanced Topics in Environmental Health	3 cr.	<ul style="list-style-type: none"> ☐ Statement of goals ☐ Resume ☐ Example of written work, e.g., thesis, articles, reports, etc. <p>International students must also meet Graduate Admissions requirements for international students. These requirements include:</p> <ul style="list-style-type: none"> ☐ Submission of Test of English as a Foreign Language (TOEFL) scores for applicants from people whose native language is not English. The minimum TOEFL score for admission to the program is 540. ☐ Submit a Foreign Student Financial Statement. International students must document their ability to assume full responsibility for the cost of graduate education per Graduate School requirements. <p>Application details can be found at the School of Graduate Studies and Research website: http://www.iup.edu/admissions/graduate/howto/default.aspx</p> <p>Required Course Work</p> <p>I. Pedagogy Courses (6 semester hours)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">SAFE 800</td> <td style="width: 65%;">Pedagogical Practices in Safety Education</td> <td style="width: 20%; text-align: right;">3 cr.</td> </tr> <tr> <td>SAFE 808</td> <td>Curriculum Evaluation in Safety Education</td> <td style="text-align: right;">3 cr.</td> </tr> </table> <p>II. Advanced Applied Research Courses (9 semester hours)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">SAFE 810</td> <td style="width: 65%;">Applied Research I: Experimental Design</td> <td style="width: 20%; text-align: right;">3 cr.</td> </tr> <tr> <td>SAFE 811</td> <td>Applied Research II: Multivariate Statistics</td> <td style="text-align: right;">3 cr.</td> </tr> <tr> <td>SAFE 812</td> <td>Applied Research III: Tests and Measurements</td> <td style="text-align: right;">3 cr.</td> </tr> </table>	SAFE 800	Pedagogical Practices in Safety Education	3 cr.	SAFE 808	Curriculum Evaluation in Safety Education	3 cr.	SAFE 810	Applied Research I: Experimental Design	3 cr.	SAFE 811	Applied Research II: Multivariate Statistics	3 cr.	SAFE 812	Applied Research III: Tests and Measurements	3 cr.
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	and Safety		
SAFE 808	Curriculum Evaluation in Safety Education	3 cr.	
SAFE 813	Practicum in Safety Education	3 cr.	
SAFE 873	Disaster Preparedness	3 cr.	
SAFE 874	Fire Safety in Building Design	3 cr.	
II. Advanced Applied Research (9 semester hours)			
SAFE 810	Applied Research I: Experimental Design	3 cr.	
SAFE 811	Applied Research II: Multivariate Statistics	3 cr.	
SAFE 807	Applied Research III: Doctoral Colloquium in Safety Sciences	3 cr.	
III. Dissertation (12 semester hours)			
SAFE 995	Dissertation	1-12 cr.	
Comprehensive Examination			
Upon completion of their coursework, doctoral students will be required to arrange a written comprehensive exam with their major advisor. This pass/fail examination will encompass all coursework completed to that point in the degree and focus on subject areas expected to be explored by the student during his/her dissertation research. Upon successful passing of the comprehensive examination, a student may proceed toward fulfillment of remaining degree requirements, beginning with the completion and defense of the dissertation proposal (typically the introduction and proposed methodology of the dissertation). If a student does not pass their comprehensive examination, they are allowed to retake the examination once.			
III. Safety Management Courses (12 semester hours from the following list)			
SAFE 802	Safety Management Systems	3 cr.	
SAFE 804	Legal Aspects of Safety Sciences	3 cr.	
SAFE 805	Strategies in Risk Control	3 cr.	
SAFE 809	Human Performance and Organizational Safety Theory	3 cr.	
SAFE 873	Disaster Preparedness	3 cr.	
IV. Technical Safety and Colloquium Courses (15 semester hours from the following list)			
SAFE 801	Environmental Impact Assessment and Documentation	3 cr.	
SAFE 803	Epidemiological Analysis in Safety Sciences	3 cr.	
SAFE 806	Advanced Topics in Environmental Health and Safety	3 cr.	
SAFE 807	Doctoral Colloquium in Safety Sciences	3 cr.	
SAFE 814	Advanced Topics in Ergonomics	3 cr.	
SAFE 815	Advanced Topics in Industrial Hygiene	3 cr.	
SAFE 874	Fire Safety in Building Design	3 cr.	
V. Dissertation (12 semester hours)			
SAFE 995	Dissertation	1-12 cr.	
Comprehensive Examination			
Upon completion of their coursework, doctoral students will be required to arrange a written comprehensive exam with their major advisor. This pass/fail examination will encompass coursework completed to that point in the degree and focus on subject areas expected to be explored by the student during his/her dissertation research. Upon successful passing of the comprehensive examination, a student may proceed toward			

<p>Proposal Development and Defense Students will be required to successfully complete an oral defense of their dissertation proposal before their dissertation committee. Although the format and content of the dissertation proposal will be specific to each student, it is expected that each dissertation proposal will consist of at least of the following sections: an introduction, literature review, purpose and rationale, hypotheses and proposed methodology/analysis plan. Upon completion of the proposal defense, a student may proceed toward fulfillment of the dissertation requirements.</p> <p>Dissertation Defense Upon the completion of the written dissertation, students must successfully complete an oral defense of their dissertation. The defense shall be completed before the student’s dissertation committee comprised of the Committee Chairperson and committee members. The membership and procedures of the dissertation committee shall follow the requirements of the School of Graduate Studies and Research.</p> <p>In accordance with university guidelines, in order to confer the doctoral degree, successful completion of a doctoral dissertation (12 semester hours) and defense is required.</p> <p>Cohort Model Most students entering this degree program can be expected to be full time working professionals seeking to advance their education and in many cases, change their careers paths to higher education, thus the Department of Safety Sciences will admit a limited</p>	<p>fulfillment of remaining degree requirements, beginning with the completion and defense of the dissertation proposal (typically the introduction and proposed methodology of the dissertation). If a student does not pass their comprehensive examination, they are allowed to retake the examination once.</p> <p>Proposal Development and Defense Students will be required to successfully complete an oral defense of their dissertation proposal before their dissertation committee. Although the format and content of the dissertation proposal will be specific to each student, it is expected that each dissertation proposal will consist of at least of the following sections: an introduction, literature review, purpose and rationale, hypotheses and proposed methodology/analysis plan. Upon completion of the proposal defense, a student may proceed toward fulfillment of the dissertation requirements.</p> <p>Dissertation Defense Upon the completion of the written dissertation, students must successfully complete an oral defense of their dissertation. The defense shall be completed before the student’s dissertation committee comprised of the Committee Chairperson and committee members. The membership and procedures of the dissertation committee shall follow the requirements of the School of Graduate Studies and Research.</p> <p>In accordance with university guidelines, to confer the doctoral degree, successful completion of a doctoral dissertation (12 semester hours) and defense is required.</p>
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<p>number of students in a cohort model.</p> <p>Distance Education</p> <p>It is anticipated that most students seeking a doctoral degree in this program will be working, full-time, safety professionals from around the United States. To make the program available to a larger number of students, 24 hours of the 54 hours in the degree program will be offered through distance education. Two courses will be offered as one week courses during the summers on the IUP campus.</p> <p>Part-time Study</p> <p>This program may admit each year a limited number of students whose intention is to complete the program on a part-time basis. Such students are alerted that course offerings can be expected to fluctuate, especially in the expansion of new course offerings. A complete and updated description of any changes can be obtained from the Safety Sciences Department.</p>	<p>Cohort Model</p> <p>Most students entering this degree program can be expected to be full-time working professionals seeking to advance their education and, in many cases, change their careers paths to higher education, thus the Department of Safety Sciences will admit a limited number of students in a cohort model.</p> <p>Distance Education</p> <p>It is anticipated that most students seeking a doctoral degree in this program will be working, full-time, safety professionals from around the United States. To make the program available to a larger number of students, at least 24 hours of the 54 hours in the degree program will be offered through distance education. Two courses will typically be offered as one-week courses during the summers on the IUP campus.</p> <p>Part-time Study</p> <p>This program may admit each year a limited number of students whose intention is to complete the program on a part-time basis. Such students are alerted that course offerings can be expected to fluctuate, especially in the expansion of new course offerings. A complete and updated description of any changes can be obtained from the Safety Sciences Department.</p>
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8. DEPARTMENT: STUDENT AFFAIRS IN HIGHER EDUCATION

NEW COURSE

Course: SAHE 648: Student Success in Higher Education

Rationale: The SAHE department wishes to add SAHE 648: Student Success in Higher Education as an elective option. The topic is particularly relevant as institutions nationwide are addressing issues of retention and persistence, which are often broadly categorized as student success. This course

has been offered twice as a 781: Special Topics course, filled to enrollment capacity each time, and has received strong course evaluations.

Summary:

Course	SAHE 648: Student Success in Higher Education
Credits	3
Prerequisite	None
Description	Explores the concept of “student success” and experiences that are noted to lead to success, as defined more broadly than simply high grades in college. Emphasis is on high impact practices and the needs of various student populations that can be addressed through higher education and student affairs professional work, leading to student success.

FOR INFORMATION:

The following courses were approved for distance education:

- DVST 605: Foundations of Developmental Education Academic Advising
- ELR/MGMT 627: Organizational Behavior
- SAHE 638: Topical Areas in Student Affairs

**Appendix C
Research Committee
Chair Delbrugge**

FOR INFORMATION:

Minutes for the February 12, 2019 Meeting

Members Present: Hilliary Creely, Robert Gretta, Lorraine Guth (for travel proposals), Luz Marin, Laurie Roehrich, Laura Delbrugge

Members Excused: Lisa Sciulli

Dr. Delbrugge convened the meeting at 3:30 pm. The meeting was devoted to reviewing the University Research Committee proposals. There were 23 USRC Small Grant proposals for review and the decision was made to fund 16 proposals totaling \$16,580.

Section One: Research & Scholarship (Categories A-E):

- Francis Allard was awarded \$2,000 for his project “Northern Vietnam’s Early Bronze Artifacts: Alloy Composition and Ore Sources.”
- Christopher Chandler was awarded \$2,000 for his project “Lesson of the Canaries: Analyzing the Memoirs of Ōishi Junkyō.”
- Lorraine Guth was awarded \$2000 for her project “Counseling Research Project in Puerto Rico.”
- Beth Ann Harrington was awarded \$1499 for her project “WWD Design Team.”

Section Two: Travel to Present Papers/Scholarly Work (Categories A & B):

- Francis Allard was awarded \$861 for travel to present “A metallurgical study of early bronzes from northern Vietnam: Some thoughts on methodology, local practices and inter-regional interaction” at the Society for American Archaeology conference to be held April 10-14, 2019 in Albuquerque, NM.
- Roger Briscoe was awarded \$509 for travel to present “Program Evaluation for the 21st Century Community Learning Centers Programs” at the Eastern Educational Research Association conference to be held February 20-23, 2019 in Myrtle Beach, SC.
- Jennifer Perillo was awarded \$1000 for travel to present “#IfTheyGunnedMeDown: How News Photographs Impact Juror Decision Making” at the American-Psychology Law Society Conference to be held March 14-16, 2019 in Portland, OR.
- Cristina Sanchez-Martin was awarded \$833 for travel to present “Linguistically diverse writing teachers’ identity in the first-year composition classroom: Insights from multiple ethnographically-oriented case studies” at the American Association of Applied Linguistics 2019 conference to be held March 9-12, 2019 in Atlanta, GA.

- Michael Schwartz was awarded \$700 for travel to present “Even Bein’ Gawd Ain’t a Bed of Roses”: The Troubled Racial Histories of Marc Connelly’s *The Green Pastures*” at the Comparative Drama Conference to be held April 4-6, 2019 in Orlando, FL.
- Lisa Sciulli was awarded \$1000 for travel to present “Service Print Advertisements: The Impact of Brand Personality Perceptions, Attitudes, and Consumption Intentions” at the Association for Marketing Theory and Practice conference to be held March 21-23, 2019 in Charleston, SC.
- Zachary Stiegler was awarded \$890 for travel to present “Move the mic closer: The Role of the Recording Studio in Capturing Musical Intimacy” at the International Association of Popular Music conference to be held March 7-11, 2019 in New Orleans, LA.
- Marissa Sweeny was awarded \$400 for travel to present “The Scribble Squad” and “The Fundamentals of the Reggio Emilia Approach” at the 2019 National Art Education Association Annual Convention to be held March 14-16, 2019 in Boston, MA.
- Robert Sweeny was awarded \$400 for travel to present “Data Visualization Working Group” at the 2019 National Art Education Association Annual Convention to be held March 14-16, 2019 in Boston, MA.
- Lora Hromadik was awarded \$812 for travel to present at the 2019 QSEN National Forum, to be held May 29-31, 2019 in Cleveland, OH.
- Majid Karimi was awarded \$1000 for travel to present at American Physical Society March Meeting, to be held March 4-8, 2019 in Boston, MA.
- Margaret Reardon was awarded \$676 for travel to present at the American-Psychology Law Society Conference to be held March 15-17, 2019 in Portland, OR.

The meeting was adjourned at 4:45 p.m.

Appendix D
University Development and Finance Committee
Chair Mount

FOR ACTION:

1. Five-Year Priority Spending Plan

The following is the proposed five-year project funding priority order of commonwealth capital projects for IUP:

Proposed 2018-2019

No IUP Appropriation

Proposed 2019-2020

No IUP Appropriation

Proposed 2020-2021

Chilled Water Plant
Expansion Eberly HVAC
Upgrade

Proposed 2021-2022

No IUP Appropriation

Proposed 2022-2023

Academic Building Replacement

2. Policy on Issuance of No Trespass Orders

POLICY STATEMENT

Subject: Policy on Issuance of No Trespass Orders

Date: February 21, 2019 Distribution Code: Reference Number:

Addition ____ Originating Office: President's Approval:
Deletion ____ Department of Public Safety _____
New Item ____

Purpose

This policy will establish the standard and process that is to be applied when the Indiana University of Pennsylvania (the “University”) decides whether to issue a No Trespass Order to an individual.

Scope

This policy applies to individuals who are not affiliated with the University either as a student or an employee and addresses conduct of individuals on all property owned or controlled by the University.

Objective

The objective of this policy is to ensure a productive, safe and secure environment for all members of the University community. The University retains the right to restrict access to any non-affiliated individual(s) who presents a threat or danger to University property, self, or any member of the University community or who engages in conduct that is disruptive of the University’s educational, working and living environment.

Definitions

Appeal: An internal University process that affords an individual the opportunity to have University official independently review the factual basis for the issuance of a No Trespass Order.

No Trespass Order: A lawful order from the Director of Public Safety or any commissioned member of the University’s Department of Public Safety which excludes a non-affiliated individual from all, or a portion of, University-owned or -controlled property, either permanently or for a specified term, based on a violation of University policy, local ordinance or public law. A No Trespass Order may be issued to an individual not affiliated with the University whose conduct is determined to present a threat or danger to University property, self or any member of the University community or is disruptive to the University’s educational, working and living environment.

Non-affiliate: An individual who is not an employee or actively-enrolled student of the University. Affiliation, for purposes of this policy, refers solely and specifically to an individual and not to an entity.

Policy

The University understands that as a public institution of higher education parts of its campus are open to the general public. The University, however, must assure that it is providing and maintaining a productive, safe and secure educational, working and living environment for all members of the University community.

As a condition to access University property, members of the general public assume an obligation to conduct themselves in a manner compatible with University policies, local ordinances and public laws. A non-affiliated individual may be issued a No Trespass Order excluding the individual from University property if the individual engages in conduct that: 1) violates a local ordinance, a public law or a University policy; 2) represents a threat of harm to the individual's self or any member of the University community or involves damage to University property; 3) disrupts or interferes with the operations of the University.

The following areas are not open to the general public without permission from a University official: (1) academic/research classrooms and laboratories; (2) University offices and workspaces used by faculty, staff and students; and, (3) the University buildings used for student residential living. Any non-affiliated individual who is not authorized to be in any of the aforementioned areas may be issued a Warning, a No Trespass Order or be subject to arrest for unlawful trespass. Restricted areas of the University will be posted accordingly.

Warning – Purpose and Authority to Issue

A Warning may be issued to a non-affiliated individual as a notice of a possible violation(s) of University policies, local ordinances or public law. This Warning may be issued by the Director of Public Safety or any commissioned member of the Department of Public Safety and will note the possible consequences of any future violations.

A Warning issued to a non-affiliated individual must set forth sufficient facts establishing the violation along with any other pertinent information related to the violation. A copy of the Warning will be issued to the individual along with any other applicable documentation (e.g., a criminal citation). Warnings that are issued to non-affiliated individuals may be used as factual support in the event a No Trespass Order needs to be issued in the future based on a pattern of misconduct.

No Trespass Order – Purpose and Authority to Issue

A No Trespass Order may be issued when a non-affiliated individual violates this policy. No Trespass Orders may be issued by the Director of Public Safety or any commissioned member of the Department of Public Safety. No Trespass Orders may be issued for a specified area or facility on property owned or controlled by the University or all property owned or controlled by the University, depending on the circumstances. No Trespass Orders may be for a specified period of time or issued as a permanent restriction from access to property owned or controlled by the University.

Appeal Process

A non-affiliated individual who receives a No Trespass Order may appeal the decision to the Office of the Vice President for Administration and Finance. The University's appeal process is not applicable to any criminal charges, which must be resolved through the appropriate court of jurisdiction.

1. An appeal of the No Trespass Order must be filed in writing with the Office of the Vice President for Administration and Finance within 10 (ten) business days of the date of service of the No Trespass Order. Written appeals may be hand-delivered or mailed to:
Office of the Vice President for Administration and Finance
Sutton Hall, Room 233
1011 South Drive
Indiana, PA 15705
2. Failure to file a timely written appeal with the Office of the Vice President of Administration and Finance will be considered a waiver of the non-affiliated individual's right to an appeal.
3. Written appeals should include:
 - a. Appellant's contact information, including address, telephone number and email address
 - b. Date of issuance of the No Trespass order
 - c. Reason for being on University property at the time of the issuance of the No Trespass Order
 - d. Future need to be on University property
 - e. Any other information Appellant wishes to be considered
4. Upon receipt of a timely written appeal, the Vice President of Administration and Finance will review all relevant information and documentation secured from the Appellant and the Department of Public Safety.
5. The Vice President of Administration and Finance may delegate the authority to review an appeal to any other Cabinet member.
6. The Vice President of Administration and Finance or an assigned designee may uphold, rescind or modify the No Trespass Order in a written decision that will be mailed to the address provided in the written appeal. The Vice President of Administration and Finance may also remand the No Trespass Order to the Director of Public Safety with a request to address specific matters of concern.
7. If a written appeal is filed, the restrictions set forth in the No Trespass Order shall remain in effect until the appeals process is completed. If the No Trespass Order is upheld and the non-affiliated individual to whom the No Trespass Order was issued returns to property owned or controlled by the University or to a specific location noted in the No Trespass Order, that individual will be subject to arrest under applicable public law.

Authority

Act 188 of 1982, as amended, is the enabling legislation for the Pennsylvania State System of Higher Education (PASSHE) in the Commonwealth of Pennsylvania.

As defined in Act 188, **Section 20-2009-A. Powers and Duties of Councils of Trustees, sub (4)**; and **Section 20-2010-A. Power and Duties of Institution Presidents, sub (5)** entrust the power and duty, *“To review and approve the recommendations of the president pertaining to policies and procedures governing the use of institutional facilities and property;”* and, *“To establish policy and procedures governing the use of institutional facilities and property in accordance with guidelines established by the local council,”* respectively.

As defined in Act 188, **Section 20-2019-A. Campus Police Powers and Duties, sub (a) (1 to 8)** entrust the power and duty for Campus Police, among other actions detailed in this section, *“to enforce good order on the grounds and in the buildings of the institution; to protect the grounds and buildings of the institution; to **exclude** all disorderly persons from the grounds and buildings of the institution; and, to adopt means necessary for the performance of their duties.”*

Distribution Code: A

Description: All employees All Students

Originating Office: Department of Public Safety

Revised: February 21, 2019

Appendix E
Academic Affairs Committee
Chair Dugan

FOR ACTION:

1. Final Examination Policies

ORIGINAL POLICY

Final Examination Policies

The final examination week is part of the regular academic program and must be incorporated into each instructor's course plan for the semester. Final examinations are not the only legitimate type of terminating activity, and therefore, the instructor may choose an appropriate activity that conforms to course objectives.

The terminating activity shall take place only at the time and location assigned by the Office of the Registrar. Unless granted an excused absence, the faculty member responsible for the course must be present to direct the terminating activity. Faculty members may require student participation in the terminating activity.

Faculty members who do not schedule or do not attend the terminating activity for a course may be subject to disciplinary action commensurate with unexcused absences. Once the final examination has been set by the Office of the Registrar, changes and absences must be approved by the instructor's dean. Faculty members are only obligated to offer a makeup in cases where officially scheduled exams are in conflict. Where such conflicts exist during the examination period, the following general rules apply:

1. The higher-numbered course takes precedence. Thus, a student enrolled in GEOG 102 and ECON 325 would take the ECON 325 exam at the assigned time and the makeup in GEOG 102.
2. If courses in conflict are the same level and number, an alphabetical determination by full name of the department, not its acronym, will be made. For example, a student enrolled in MATH (Mathematics) 350 and MGMT (Management) 350 would take the MGMT 350 exam at the assigned time and a makeup in MATH 350.

Maximum Number of Exams on One Day/Conflicts

A student may not be required to take more than three final exams on any one regularly scheduled examination day. For any exam over three, a makeup exam must be scheduled by the instructor for the student, at his or her request, into another mutually agreeable regular final examination period. The rules determining conflict resolution (listed above) will determine which exam or exams a student may request as makeups.

PROPOSED POLICY

Final Examination Policies

The final examination week is part of the regular academic program and must be incorporated into each instructor's course plan for the semester. Final examinations are not the only legitimate type of terminating activity, and therefore, the instructor may choose an appropriate activity that conforms to course objectives.

The terminating activity shall take place only at the time and location assigned by the Office of the Registrar. Unless granted an excused absence, the faculty member responsible for the course must be

present to direct the terminating activity. Faculty members may require student participation in the terminating activity.

Faculty members who do not schedule or do not attend the terminating activity for a course may be subject to disciplinary action commensurate with unexcused absences. Once the final examination has been set by the Office of the Registrar, changes and absences must be approved by the instructor's dean. Faculty members are only obligated to offer a makeup in cases where officially scheduled exams are in conflict. Where such conflicts exist during the examination period, the following general rules apply:

1. The higher-numbered course takes precedence. Thus, a student enrolled in GEOG 102 and ECON 325 would take the ECON 325 exam at the assigned time and the makeup in GEOG 102.
2. If courses in conflict are the same level and number, an alphabetical determination by full name of the department, not its acronym, will be made. For example, a student enrolled in MATH (Mathematics) 350 and MGMT (Management) 350 would take the MGMT 350 exam at the assigned time and a makeup in MATH 350.

NOTE: For stand-alone lab courses that assign letter grades or for lab sections assigned to lecture courses, final exams/culminating activities may be given the week prior to the Registrar's final exam schedule.

Maximum Number of Exams on One Day/Conflicts

A student may not be required to take more than three final exams on any one regularly scheduled examination day. For any exam over three, a makeup exam must be scheduled by the instructor for the student, at his or her request, into another mutually agreeable regular final examination period. The rules determining conflict resolution (listed above) will determine which exam or exams a student may request as makeups.

RATIONALE

Clarification regarding lab finals, which can conflict with the final exam schedule, was added. Said clarification should bring policy into line with practice. This clarification is the note just before the "maximum number of exams on one day/conflicts section."

Appendix F
Noncredit Committee
Chair O'Neil

FOR INFORMATION:

Non-Credit Committee
March 5, 2019
IUP Community Music School

Committee member attendees: Tess O'Neil, Chair, Committee members: Mike Husenits, Melinda McIsaac, Sudipta Majumdar, Alex Wang, and Marcy Rearick

Interviewee: Jeff Wacker, Coordinator, IUP Community Music School

The IUP Community Music School falls under the realm of the Arts-in-Education Services in the Music Department. It is a non-credit program, offered to those in the local community and surrounding areas who are interested in classes or private lessons. This is an opportunity to obtain instruction through various well-qualified individuals.

The IUP Community School program started in the fall of 2013, Jeff Wacker took over running the program in May of 2014, and has since been advertising and growing the program.

There are three different levels of instructors available for those who wish to participate. The rate of instructor pay varies depending upon the level of instructor. If the Instructor is an IUP professor, the need to comply with CBA requirements must be followed.

Instructors categories include:

- Teaching Apprentice- Are undergrad students and must be recommended by their professors. Rate of pay: \$10.50 per ½ hour lesson.
- Teaching Artists- qualifications include already possessing a Bachelor's or Master's degree. Rate of pay \$30 per hour lesson.
- IUP Faculty members are the "Third Tier". They set their rate of pay within limitations of the CBA requirements.

Private lessons can be scheduled during any time the building is open, 7 am-11 pm, at a mutually convenient time for the student and the instructor. This is a year-round program, and lessons can be purchased each semester, with a minimum of seven lessons per semester.

The program serves Armstrong, Butler, Clarion, Indiana, and Jefferson counties. Mr. Wacker has applied for many grants to help with the cost of marketing and advertising their services.

The program has grown from approximately 130 participants when it first started, to 250 now enrolled for this spring semester.

The ability to process credit card transactions through the IUP Marketplace was noted as a nice benefit that previously was not available.

This program is intended to help the local community grow in their musical talents, and potentially serve as a recruiting tool as those middle school and high school students who took lessons are now approaching the age of college applications.

Committee Recommendations

As this is a wonderful recruiting tool, the committee recommends the development of a tracker to acknowledge potential incoming freshman who may have participated in the IUP Community Music School.

In addition, with the increase of program participation from the start in 2013, we recommend the ability to have more support staff to make this program grow even further. Currently, the entire program is coordinated by Mr. Wacker, the potential to grow within the local area is there, however, without more staff to assist, it is likely not to flourish.

Appendix G
Presidential Athletic Advisory Council
Senator Castle

FOR INFORMATION:

Welcome and Remarks – Dr. Joshua Castle, Chair

Remarks from Dr. Michael Driscoll

-Discussed with the committee the Chancellor's goals for institutions to control costs, control students' financial burdens, and look at lower enrolled universities within the state system

Playoff Operations Plan Update – Bill Balint

-Provided the committee with an update on the playoff operations plan. This is an action plan for the university that delineates department responsibilities/duties if an athletic team makes it to NCAA playoffs. It was first developed last year, and Mr. Balint provided the committee with how it is implemented.

Remarks from Dr. Charles Fey

-Briefed the committee on the current Athletic Director Search status.

Report of Intercollegiate Athletics Compliance Committee (IACC) – Dr. Patti McCarthy, Chair

-Provided the committee with an overview of the work that the IACC completed since December. The committee reviewed the institutional violation report, discussed rules education initiatives for coaches and the admissions office, reviewed EADA data.

Report from Athletic Administration – Samantha Traver

-Updated the committee on the success of the winter sports, Men's and Women's Basketball are currently the number one seed's in PSAC and NCAA Regional Rankings. Swimming and Indoor Track Championships will take place the weekend of the 23rd. Mrs. Traver also highlighted the start dates for the spring sports.

-Informed the committee on the by-law changes voted on at the NCAA Convention. All the proposed by-laws were approved and passed.

Report from University Advancement – Wally Stapleton

-Updated the committee on the progress of the Comprehensive Campaign, which is about 80% to its goal. Athletics had a \$1,000,000 goal for this year and is currently at \$1,500,000. The overall goal for the campaign is \$5,000,000 and is currently at \$4,000,000.

Presentation on Positive Coaching Alliance – Stephanie Keppich

-Provided an overview of the Positive Coaching Alliance (national community program). The committee discussed its importance and how to get IUP and IUP Athletics involved in this initiative.

Report from Faculty Athletics' Representative – Jim Racchini

-Updated the committee on Fall GPA's for sports. Of the 427 student-athletes 54.33% made Dean's List and 15.22% were 4.0 students. The average GPA was a 3.15 which is an improvement

from the 3.11 from last year. The average GPA is above the PASSHE, PSAC and national average.

-Mentioned that the Student-Athlete Progress Reports are open and they are waiting for results.