

University Senate

March 3, 2020

3:30pm – 5:00pm, Eberly Auditorium

Approval of Order

- A. Approval of minutes from February 4, 2020 meeting
- B. Approval of current agenda items and order

Reports and Announcements

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

Appendix Page(s)

Standing Committee Reports

- A. Rules Committee
- B. University-Wide Undergraduate Curriculum Committee
- C. University-Wide Graduate Committee
- D. Noncredit Committee
- E. Library and Education Services Committee
- F. Research Committee
- G. Student Affairs Committee
- H. University Development and Finance Committee
- I. Academic Affairs Committee
- J. Awards Committee

Chairperson

- Smith-Sherwood
- Sechrist/Greenawalt
- Moore/Knickelbein
- O’Neil
- Chadwick
- Marin
- Erwin
- Mount
- Dugan/Wachter
- Paul

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Senate Representative Reports

- A. University Planning Council
- B. Presidential Athletic Advisory Committee
- C. Academic Computing Policy Advisory Committee
- D. University Budget Advisory Committee

Representative

- Moore
- Castle
- Ford
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New Business

Adjournment



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

FOR INFORMATION:

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

- **COMM 470 Media Management and Sales**

FOR ACTION:

1. Department of Communications Media—New Course, Course Revisions, Course Title Changes, Catalog Description Changes, Modification of Prerequisite, Program Revisions, and Certificate Revisions

a. New Course:

COMM 477 Freelancing and Entrepreneurship in Media **3c-01-3cr**

Prerequisites: COMM Major or Minor, Junior Standing

Explores the professional fields of freelance, enterprise start-up and entrepreneurship in media and communication. Surveys professional, financial and legal responsibilities for freelance and self-employed media professionals. Identifies and compares different types of freelance and media businesses to develop business plans.

Rationale: This course is being proposed to prepare our students to enter the work force. By teaching them how to manage self-employment and freelance work, we give them another opportunity to become successful after graduation. In our field, becoming a freelance media producer is a viable career path and so we propose this class to who students the different ways to accomplish this.

b. Course Revisions, Catalog Description Changes, Course Title Changes, and Modification of Prerequisite:

i. Current Catalog Description:

COMM 401 Promotion for Radio, Television, and Cable **3c-01-3cr**

Prerequisite: None

Teaches students the promotion processes used by promotion directors at radio stations, television stations, and cable outlets. Emphasis is placed on understanding the purpose and application of demographic and psychographic targeting of the television, radio, and cable audiences. Helps students understand how to build audiences in the competitive television, radio, and cable environments.



Proposed Catalog Description:**COMM 401 Media Programming and Promotion****3c-01-3cr****Prerequisite:** None

Explores the process and practice of promoting media outlets and the content on those outlets. Engages in an understanding of the purpose and methods of developing, launching, scheduling, and evaluating programming on traditional and newer media platforms. Using those concepts, aids in an understanding of promoting that media content by providing instruction in developing, writing and executing promotional concepts to gain audiences for specific media outlets.

Rationale: With the deletion of COMM 305 Electronic Media Programming and Sales, content from that course is being incorporated into COMM 401. The course title is revised to eliminate reference to specific media platforms and to allow for the broadening of the course content to include newer media platforms. Course outcomes, assessments, and the brief course outline are revised to reflect these changes.

ii. Current Catalog Description:**COMM 460 Emerging Trends in Communication Technology****3c-01-3cr****Prerequisite:** COMM 150

An introduction to the ever-changing world of telecommunication technologies, focusing on modern, computer-driven modes of information exchange. Students will get an opportunity to synthesize several of the technologies covered in the course and integrate them into a workable solution to a practical telecommunication problem.

Proposed Catalog Description:**COMM 460 Disturbing Trends in Communication Technology****3c-01-3cr****Prerequisite:** COMM 150

Examines recent and developing trends in media technology, with particular attention to technologies and applications that come at some social cost. Engages in the broader cultural debates surrounding technologies and their use. Draws on historically rooted ethical frameworks to assess how we can develop and implement new technologies that are responsible in their real-world applications.

iii. Current Catalog Description:**COMM 470 Management Practices in Electronic Communications** **3c-01-3cr****Prerequisite:** COMM 150, any communications media writing-intensive course, and junior or senior standing

Presents the theory and practice of media management. Areas covered include problem solving, documenting and reporting, career systems, budgeting, personnel, ownership, unionization, market analysis, and special topics as directly related to communications media industries. Students conduct case study research related to their career direction.



Proposed Catalog Description:

COMM 470 Media Management and Sales

3c-01-3cr

Prerequisite: COMM 150

Explores two essential functions of contemporary media: management of media organizations and content, and providing economic viability to media outlets through the selling of commercial time and space to clients. Investigates the fundamental theories and principles of managing media organizations as well as sales strategies including the use of audience ratings and analytics. Examines the process of researching media organizations and developing strategies to sell media content to clients.

Rationale: With the deletion of COMM 305 Electronic Media Programming and Sales, content from that course is being incorporated into COMM 470. The course title and description are revised to eliminate dated terminology. Course outcomes, assessments, and the brief course outline are revised to reflect these changes.

c. Program Revisions:

i. Current Program:

Proposed Program:

**Bachelor of Science—Communications
Media/Media Marketing Track**

**Bachelor of Science—Communications
Media/Media Marketing Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47
Mathematics: 3cr
Social Science: PSYC 101
Liberal Studies Electives: 6cr, COSC/IFMG 101, ECON 122, ~~no courses with COMM prefix~~
Major: 44
Required Courses:
 COMM 101 ~~Communications Media in American Society~~ 3cr
 COMM 150 ~~Aesthetics and Theory of Communications Media~~ 3cr
 COMM 395 Career Planning in Communications Media 3cr
 COMM 475 Senior Portfolio Presentation 1cr
 COMM 493 Internship (summer only) 9cr
 Writing-Intensive Course: ~~One writing-intensive COMM course~~ 3cr
Media Production:
 Minimum of two courses from the following: 6cr
 COMM 207 Online Media Production 3cr
 COMM 240 Communications Graphics 3cr
 COMM 249 Basic Audio Recording Techniques 3cr
 COMM 251 Television Production 3cr
 COMM 271 Beginning Photography 3cr
 COMM 306 2-D Digital Game Development 3cr
 COMM 340 Advanced Communication Graphics 3cr
 COMM 348 Animation 3cr
 COMM 349 Radio Production 3cr
 COMM 350 ~~Advanced Radio Production~~ 3cr
 COMM 351 Advanced Video Production 3cr

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47
Mathematics: 3cr
Social Science: PSYC 101
Liberal Studies Electives: 6cr, COSC/IFMG 101, ECON 122
Major: 44
Required Courses:
 COMM 101 ~~Introduction to Communications, Media, and Culture~~ 3cr
 COMM 150 ~~Media Aesthetics~~ 3cr
 COMM 395 Career Planning in Communications Media 3cr
 COMM 475 Senior Portfolio Presentation 1cr
 COMM 493 Internship (summer only) 9cr
Writing-Intensive Course:
 COMM 315 ~~Persuasive Media Writing~~ 3cr
Media Production:
 Minimum of two courses from the following: 6cr
 COMM 207 Online Media Production 3cr
 COMM 240 Communications Graphics 3cr
 COMM 249 Basic Audio Recording Techniques 3cr
 COMM 251 Television Production 3cr
 COMM 271 Beginning Photography 3cr
 COMM 306 2-D Digital Game Development 3cr
 COMM 340 Advanced Communication Graphics 3cr
 COMM 348 Animation 3cr
 COMM 349 Radio Production 3cr
 COMM 350 ~~Digital Storytelling~~ 3cr
 COMM 351 Advanced Video Production 3cr
 COMM 355 ~~Editing for Video and Film~~ 3cr



COMM 360	Digital Sports Production	3cr	COMM 360	Digital Sports Production	3cr
COMM 371	Advanced Photography	3cr	COMM 371	Advanced Photography	3cr
COMM 374	Documentary Photography	3cr	COMM 374	Documentary Photography	3cr
COMM 406	3D Game and Simulation Design and Development	3cr	COMM 406	3D Game and Simulation Design and Development	3cr
COMM 407	Television Feature Production	3cr	COMM 407	Television Feature Production	3cr
COMM 408	Media Field Studies	3cr	COMM 408	Media Field Studies	3cr
COMM 440	Multimedia Production	3cr	COMM 440	Multimedia Production	3cr
COMM 446	3D Modeling and Animation for Games and Simulations	3cr	COMM 446	3D Modeling and Animation for Games and Simulations	3cr
COMM 449	Advanced Audio Recording Techniques	3cr	COMM 449	Advanced Audio Recording Techniques	3cr
COMM 451	Multimedia News Production	3cr	COMM 451	Multimedia News Production	3cr
COMM 471	Electronic Imaging	3cr	COMM 471	Advanced Image Editing	3cr
Media Marketing Courses:		12cr	Media Marketing Courses:		12cr
COMM 305	Electronic Media Programming and Sales	3cr	COMM 205	Making Presentations with Media or COMM 261 Teamwork and Communication Skills for College and Career	3cr
COMM 335	Communications Consulting and Project Management	3cr	COMM 401	Media Programming and Promotion	3cr
COMM 401	Promotion for Radio, Television and Cable	3cr	COMM 470	Media Management and Sales	3cr
COMM 470	Management Practices in Electronic Communications	3cr	COMM 477	Freelancing and Entrepreneurship in Media	3cr
Controlled Electives:		6cr	Controlled Electives:		6cr
Other COMM elective courses			Other COMM elective courses		
Marketing Requirements:		12	Marketing Requirements:		12
MKTG 320	Principles of Marketing	3cr	MKTG 320	Principles of Marketing	3cr
MKTG 433	Advertising	3cr	MKTG 433	Advertising	3cr
MKTG 439	Internet Marketing	3cr	MKTG 439	Internet Marketing	3cr
MKTG 445	Social Media Marketing	3cr	MKTG 445	Social Media Marketing	3cr
Other Requirements:		9	Other Requirements:		9
Additional courses outside Communications Media, advisor approval required.			Additional courses outside Communications Media, advisor approval required.		
Free Electives:		8-9	Free Electives:		8-9
Total Degree Requirements:		120	Total Degree Requirements:		120

Rationale: The catalog listing of courses in the Media Marketing track of the BS-- Communications Media is revised to reflect updated course titles and program requirements. The revised requirements include a specific writing course COMM 315 Persuasive Media Writing. This course is added to enhance students' writing skills in the areas of promotion, media marketing and media sales. The required COMM courses for the MDMK track are revised to include COMM 205 Making Presentations with Media or COMM 261 Teamwork and Communication Skills for College and Career. Either of these two courses will support the need for students to communicate ideas in a public presentation situation as well as enhance abilities to work in teams. A new course, COMM 477 Freelancing and Entrepreneurship in Media is added to support students' needs to understand the changing media environment in which more media professionals are working in freelance positions or owning their own media production companies.



ii. Current Program:

Bachelor of Science—Communications Media/Media Production Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47
Mathematics: 3cr
Social Science: PSYC 101
Liberal Studies Electives: 6cr, COSC/IFMG 101, no courses with COMM prefix
Major: 44
Required Courses: (1)
 COMM 101 ~~Communications Media in American Society~~ 3cr
 COMM 150 ~~Aesthetics and Theory of Communications Media~~ 3cr
 COMM 395 Career Planning in Communications Media 3cr
 COMM 475 Senior Portfolio Presentation 1cr
 COMM 493 Internship (summer only) 9cr
Writing-Intensive Course:
 One writing-intensive COMM course 3cr
Basic Media Production:
 Minimum of two courses from the following: (2) 6cr
 COMM 207 Online Media Production 3cr
 COMM 240 Communications Graphics 3cr
 COMM 249 Basic Audio Recording Techniques 3cr
 COMM 251 Television Production 3cr
 COMM 271 Beginning Photography 3cr
 COMM 306 2-D Digital Game Development 3cr
 COMM 349 Radio Production 3cr
Advanced Media Production:
 Minimum three courses from this list: 9cr
 COMM 340 Advanced Communication Graphics 3cr
 COMM 348 Animation 3cr
 COMM 350 ~~Advanced Radio Production~~ 3cr
 COMM 351 Advanced Video Production 3cr
 COMM 360 Digital Sports Production 3cr
 COMM 371 Advanced Photography 3cr
 COMM 374 Documentary Photography 3cr
 COMM 406 3D Game and Simulation Design and Development 3cr
 COMM 407 Television Feature Production 3cr
 COMM 408 Media Field Studies 3cr
 COMM 440 Multimedia Production 3cr
 COMM 446 3D Modeling and Animation for Games and Simulations 3cr
 COMM 449 Advanced Audio Recording Techniques 3cr
 COMM 451 ~~Broadcast News Process~~ 3cr
 COMM 471 ~~Electronic Imaging~~ 3cr
Controlled electives: 9cr
 Other COMM elective courses, NOT including production courses.
Other Requirements: 12cr
 Courses outside Communications Media, advisor approval required. A minor is strongly encouraged.
Free Electives: 8-9
Total Degree Requirements: 120

Proposed Program:

Bachelor of Science—Communications Media/Media Production Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47
Mathematics: 3cr
Social Science: PSYC 101
Liberal Studies Electives: 6cr, COSC/IFMG 101, no courses with COMM prefix
Major: 44
Required Courses:
 COMM 101 ~~Introduction to Communications, Media, and Culture~~ 3cr
 COMM 150 ~~Media Aesthetics~~ 3cr
 COMM 395 Career Planning in Communications Media 3cr
 COMM 475 Senior Portfolio Presentation 1cr
 COMM 493 Internship (summer only) 9cr
Writing-Intensive Course:
 One writing-intensive COMM course 3cr
Basic Media Production:
 Minimum of two courses from the following: (1)
 COMM 207 Online Media Production 3cr
 COMM 240 Communications Graphics 3cr
 COMM 249 Basic Audio Recording Techniques 3cr
 COMM 251 Television Production 3cr
 COMM 271 Beginning Photography 3cr
 COMM 306 2-D Digital Game Development 3cr
 COMM 349 Radio Production 3cr
Advanced Media Production:
 Minimum three courses from this list: 9cr
 COMM 340 Advanced Communication Graphics 3cr
 COMM 348 Animation 3cr
 COMM 350 ~~Digital Storytelling~~ 3cr
 COMM 351 Advanced Video Production 3cr
 COMM 355 ~~Editing for Video and Film~~ 3cr
 COMM 360 Digital Sports Production 3cr
 COMM 371 Advanced Photography 3cr
 COMM 374 Documentary Photography 3cr
 COMM 406 3D Game and Simulation Design and Development 3cr
 COMM 407 Television Feature Production 3cr
 COMM 408 Media Field Studies 3cr
 COMM 440 Multimedia Production 3cr
 COMM 446 3D Modeling and Animation for Games and Simulations 3cr
 COMM 449 Advanced Audio Recording Techniques 3cr
 COMM 451 ~~Multimedia News Production~~ 3cr
 COMM 471 ~~Advanced Image Editing~~ 3cr
 COMM 474 ~~Commercial Photography~~ 3cr
Controlled electives: 9cr
 Other COMM elective courses, NOT including production courses.
Other Requirements: 21cr
 Courses outside Communications Media, advisor approval required. A minor is strongly encouraged.
Free Electives: 8-9
Total Degree Requirements: 120



- (1) At least 6cr (two courses), one basic and one advanced course must be in the same production area. (2) At least 12 COMM credits must be 300 level or higher. (3) At least 6cr (two courses), one basic and one advanced course must be in the same production area.

Rationale: The catalog listing of courses in the Media Production Track of the BS--Communications Media is revised to reflect updated course titles. No other changes are being made to the program. The revised course titles are highlighted in the side-by-side comparison of the current and revised program. It should be noted, COMM 101 and COMM 150 were submitted as course revisions with new course titles in AY 18-19. However, those new course titles are not reflected in the 2019-20 undergraduate catalog. Footnote (1) in the current program description is deleted. With the required internship of 9 credits and two advanced production courses, the students will meet the requirement of 12 COMM credits that are 300 level or higher. The footnote is not necessary.

iii. Current Program:

Proposed Program:

Bachelor of Science—Communications Media/Media Studies Track

Bachelor of Science—Communications Media/Media Studies Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47
Mathematics: 3cr
Social Science: PSYC 101
Liberal Studies electives: 6cr, COSC/IFMG 101, no courses with COMM prefix

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47
Mathematics: 3cr
Social Science: PSYC 101
Liberal Studies Electives: 6cr, COSC/IFMG 101, no courses with COMM prefix

Major: 44
Required Courses: (1)
 COMM 101 ~~Communications Media in American Society~~ 3cr
 COMM 150 ~~Aesthetics and Theory of Communications Media~~ 3cr
 COMM 395 Career Planning in Communications Media 3cr
 COMM 475 Senior Portfolio Presentation 1cr
 COMM 493 Internship (summer only) 9cr
Writing-Intensive Course:
 One writing-intensive COMM course 3cr
Media Studies:
 Minimum of four courses from the following: 12cr
 COMM 205 Making Presentations with Media 3cr
 COMM 206 History and Theory of Games 3cr
 COMM 230 Global Media and Communication 3cr
~~COMM 305 Electronic Media Programming and Sales~~ 3cr
 COMM 325 Women in Media 3cr
 COMM 330 Instructional Design for Training and Development 3cr
 COMM 335 Communications Consulting and Project Management 3cr
 COMM 345 Television Criticism 3cr
 COMM 354 Media Law and Policy 3cr
 COMM 375 Mass Media and Behavior 3cr

Major: 44
Required Courses:
 COMM 101 Introduction to Communications, Media, and Culture 3cr
 COMM 150 Media Aesthetics 3cr
 COMM 395 Career Planning in Communications Media 3cr
 COMM 475 Senior Portfolio Presentation 1cr
 COMM 493 Internship (summer only) 1cr
Writing-Intensive Course: 9cr
 One writing-intensive COMM course
Media Studies: 3cr
 Minimum of four courses from the following: (1) 12cr
 COMM 205 Making Presentations with Media 3cr
 COMM 206 History and Theory of Games 3cr
 COMM 230 Global Media and Communication 3cr
~~COMM 261 Teamwork and Communication Skills~~ 3cr
~~College and Career~~ 3cr
 COMM 302 Research in Communications Media 3cr
 COMM 303 Scriptwriting 3cr
 COMM 315 Persuasive Media Writing 3cr
 COMM 325 Gender in Media 3cr
 COMM 335 Communications Consulting and Project Management 3cr
 COMM 345 Television Criticism 3cr
 COMM 354 Media Law and Policy 3cr
 COMM 375 Mass Media and Behavior



COMM 380	The History of African Americans in Film	3cr	COMM 380	The History of African Americans in Film	3cr
COMM 401	Promotion for Radio, Television and Cable	3cr	COMM 401	Media Programming and Promotion	3cr
COMM 414	Music, Media, and Culture	3cr	COMM 403	Multimedia News Writing	3cr
COMM 420	Media Portrayal of Crime	3cr	COMM 414	Music, Media, and Culture	3cr
COMM 445	Applications and Techniques of Motion Pictures	3cr	COMM 420	Media Portrayal of Crime	3cr
COMM 460	Emerging Trends in Communication Technology	3cr	COMM 445	Cinematic Directors	3cr
COMM 470	Management Practices in Electronic Communications	3cr	COMM 460	Disturbing Trends in Communication Technology	3cr
COMM 480	Seminar in Communications Media	3cr	COMM 470	Media Management and Sales	3cr
			COMM 477	Freelancing and Media Entrepreneurship	3cr
			COMM 480	Seminar in Communications Media	3cr

Minimum of two production courses from the following: 6cr

COMM 207	Online Media Production	3cr
COMM 240	Communications Graphics	3cr
COMM 249	Basic Audio Recording Techniques	3cr
COMM 251	Television Production	3cr
COMM 271	Beginning Photography	3cr
COMM 306	2-D Digital Game Development	3cr
COMM 340	Advanced Communication Graphics	3cr
COMM 348	Animation	3cr
COMM 350	Digital Storytelling	3cr
COMM 351	Advanced Video Production	3cr
COMM 360	Digital Sports Production	3cr
COMM 371	Advanced Photography	3cr
COMM 374	Documentary Photography	3cr
COMM 406	3D Game and Simulation Design and Development	3cr
COMM 407	Television Feature Production	3cr
COMM 408	Media Field Studies	3cr
COMM 440	Multimedia Production	3cr
COMM 446	3D Modeling and Animation for Games and Simulations	3cr
COMM 449	Advanced Audio Recording Techniques	3cr
COMM 451	Multimedia News Production	3cr
COMM 471	Electronic Imaging	3cr

Controlled electives: 6cr

Other COMM elective courses including courses from the above lists not taken as part of those requirements

Other Requirements: 21

For courses outside Communications Media, advisor approval required. A minor is strongly encouraged.

Free Electives: 8-9

Total Degree Requirements: 120

(1) At least 12 COMM credits must be 300 level or higher.

Minimum of two production courses from the following: 6cr

COMM 207	Online Media Production	3cr
COMM 240	Communications Graphics	3cr
COMM 249	Basic Audio Recording Techniques	3cr
COMM 251	Television Production	3cr
COMM 271	Beginning Photography	3cr
COMM 306	2-D Digital Game Development	3cr
COMM 340	Advanced Communication Graphics	3cr
COMM 348	Animation	3cr
COMM 350	Digital Storytelling	3cr
COMM 351	Advanced Video Production	3cr
COMM 355	Editing for Video and Film	3cr
COMM 360	Digital Sports Production	3cr
COMM 371	Advanced Photography	3cr
COMM 374	Documentary Photography	3cr
COMM 406	3D Game and Simulation Design and Development	3cr
COMM 407	Television Feature Production	3cr
COMM 408	Media Field Studies	3cr
COMM 440	Multimedia Production	3cr
COMM 446	3D Modeling and Animation for Games and Simulations	3cr
COMM 449	Advanced Audio Recording Techniques	3cr
COMM 451	Multimedia News Production	3cr
COMM 471	Advanced Image Editing	3cr
COMM 474	Commercial Photography	3cr

Controlled electives: 6cr

Other COMM elective courses including courses from the above lists not taken as part of those requirements

Other Requirements: 21

Courses outside Communications Media that augment the students major course of study (advisor approval).

Free Electives:

Total Degree Requirements:

(1) At least 12 COMM credits must be 300 level or higher

Rationale: The catalog listing of courses in the Media Studies Track of the BS in Communications Media is revised to reflect updated course titles. The revised course titles are highlighted in the attached document showing the side-by-side comparison of the current and revised program. It should be noted, COMM 101, COMM 150 and COMM 445 were submitted as course revisions with new course titles in AY 18-19. However, those new course titles are not reflected in the 2019-20 undergraduate catalog. Courses are added to the list of Media Studies courses available to students in this track. As well, the list of basic production courses is updated with additional options. All changes are highlighted on the attached side-by-side comparison.



d. Revision of Certificates:

i. Current Catalog Description:

Certificate – Audio Production 18

Core Courses: 15

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

Elective: 3

COMM 281 (1), 305, 354, 401, 403, 408, 414, 451 (1), 480 (1), 481 (1)

(1) As appropriate depending on topic: approval required

Proposed Catalog Description:

Certificate – Audio Production 18

Core Courses: 15

COMM 101	Introduction to Communications, Media, and Culture	3cr
COMM 249	Basic Audio Recording Techniques	3cr
COMM 349	Radio Production	3cr
COMM 350	Digital Storytelling	3cr
COMM 449	Advanced Audio Recording Techniques	3cr

Elective: 3

COMM 281(1), 354, 390 (1), 401, 403, 408, 414, 451, 470, 477, 480 (1), 481

(1) As appropriate depending on topic: approval required

Rationale: The catalog description listing courses for the certificate is revised to reflect new names of courses included in the certificate. Additionally, two newer courses are being added to the ADPR certificate.

ii. Current Catalog Description:

Certificate – Photography and Digital Imaging 18

Core Courses: 15

COMM 101	Communications Media in American Society	3cr
COMM 271	Beginning Photography	3cr
COMM 371	Photography II: The Print	3cr
COMM 374	Documentary Photography	3cr
COMM 471	Electronic Imaging	3cr

Electives: 3

COMM 151, 201, 240, 252, 335, 390, 408, 440, 481



Proposed Catalog Description:

Certificate – Photography and Digital Imaging 18

Core Courses: 15

COMM 101	Introduction to Communications, Media, and Culture	3cr
COMM 271	Beginning Photography	3cr
COMM 371	Advanced Photography	3cr
COMM 374	Documentary Photography	3cr
COMM 471	Advanced Image Editing	3cr

Elective: 3

COMM 240, 251, 390 (1), 408, 440, 474, 477, 481 (1)

(1) As appropriate depending on topic: approval required

Rationale: The catalog description listing courses for the certificate is revised to reflect new names of courses included in the certificate. Additionally, a new course is being added to the ADPR certificate.

2. Department of Biology—Course Revision, Credit Hour Change, Course Title Change, Catalog Description Change, Program Revision, Revisions of Minors and Program Catalog Description, and New Minor

a. Course Revision, Credit Hour Change, Course Title Change, and Catalog Description Change

Current Catalog Description:

BIOL 405 Biology of the Cell 2c-3l-3cr

Prerequisites: BIOL 203; CHEM 231

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

Proposed Catalog Description:

BIOL 405 The Biology of the Cell-Critical Thinking 2c-0l-2cr

Prerequisites: BIOL 203; CHEM 231

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

Rationale: The course content is being revised to meet the Cell and Molecular Biology (CMB) Track curricular requirements. Increase in enrollment and retention to our CMB



track is key, so decreasing the number of contact hours from 5 to 2 is a plus. The number of credits is being adjusted because the content will be covered in 2 hours instead of original 5. Additionally, class size will not be an issue and no additional faculty complement is needed, so this course will be scheduled regularly. The course name, catalog description, and content have been revised to draw attention on the critical thinking aspect of Cell and Molecular Biology, which will be covered in this course.

b. Program Revision:

Current Program:

Bachelor of Science-Biology/Cell and Molecular Biology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 45
Mathematics: MATH 121
Natural Science: CHEM 111-112 ~~or CHEM 113-114~~
Liberal Studies Elective: 3cr, ~~no courses with BIOL prefix~~
Major: 37
Required Core Courses:
 BIOL 201 Principals of Ecology and Evolution 4cr
 BIOL 202 Principals of Cell and Molecular Biology 4cr
 BIOL 203 Principals of Genetics and Development 4cr
Required Biology Courses:
~~BIOL 123 Perspectives in Cell and Molecular Biology 1cr~~
~~BIOL 401 Laboratory Methods in Biology and Biotechnology 3cr~~
 BIOL 405 Biology of the Cell 3cr
 BIOL 410 Molecular Biology Topics 3cr
~~BIOL 466 Virology/ 3cr~~
~~BIOL 499 Research Biology/BIOL 493 Biology Internship/BIOL 482 Independent Study 3cr~~
Controlled Biology Electives: (1) 9cr
~~BIOL 240, 250, 262, 269, 271, 281 (2), 310, 323, 331, 352, 362, 363, 364, 453, 460, 477, 481 (2), 482(2), 483, 484, 493 (2), or other biology major courses by permission of advisor and department chair~~
Other Science Requirements: 23
~~**Organic Chemistry Sequence:**~~
 CHEM 231 Organic Chemistry I 4cr
~~CHEM 332 Organic Chemistry II 4cr~~
~~**Biochemistry Sequence**~~
~~BIOC 301 Foundations of Biochemistry Advanced Biochemistry 3cr~~
~~BIOC 311 Biochemistry Laboratory I 1cr~~
~~BIOC 412 Advanced Biochemistry Laboratory 1cr~~
Other Science/Mathematics Requirements:
 PHYS 111 Physics I Lecture 3cr
 PHYS 121 Physics I Lab 1cr
~~MATH 216 Probability and Statistics for Natural Sciences 3cr~~
~~or 217 Probability and Statistics 0-6~~
Other Requirements: 0-6cr
~~Foreign Language Intermediate Level (3)~~
 Exit survey for assessment purposes

Proposed Program:

Bachelor of Science-Biology/Cell and Molecular Biology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44-45
Mathematics: MATH 105 or 121
Natural Science: CHEM 111-112
Liberal Studies Electives: 3cr, MATH 216 or 217
Major: 48
Required Core Courses:
 BIOL 201 Principals of Ecology and Evolution 4cr
 BIOL 202 Principals of Cell and Molecular Biology 4cr
 BIOL 203 Principals of Genetics and Development 4cr
Required Biology Courses:
 BIOL 241 Introductory Medical Microbiology 4cr
 BIOL 331 Developmental Biology 3cr
 BIOL 405 The Biology of the Cell-Critical Thinking 2cr
 BIOL 410 Molecular Biology Topics 3cr
 BIOL 411 Forensic Biology Laboratory Operations 4cr
Controlled Biology Electives: (1, 2) 20cr
 BIOL 105, 117, 123, 200, 281, 300, 301, 310, 323, 352, 364, 409, 462, 466, 469, 477, 478, 479, 481, 482, 483, 484, 493, or other biology major courses by permission of advisor and department chairperson.
Other Science Requirements: 12
 CHEM 231 Organic Chemistry I 4cr
 CHEM 351 Biochemistry 4cr
 PHYS 111 Physics I Lecture 3cr
 PHYS 121 Physics I Lab 1cr
 Exit survey for assessment purposes



Free Electives:	9-15	Free Electives: (3)	15-16
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.		(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.	
(2) No more than 3cr may count toward Controlled Elective requirements.		(2) No more than 4 credits can come from 100-level courses. No more than two major's courses can apply (excluding prerequisite, liberal studies, cognate or college core courses) towards Minor.	
(3) (a) Two courses in one language, including the placement course; or (b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of two courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/RGPL 213, 314, 316, 415, 417).		(3) Free electives may be used towards a Minor such as Biomedical Science, Forensic Biosciences, Environmental Microbiology, or Chemistry.	

Rationale: We consider our Cell and Molecular Biology Track to build upon the Biology department's commitment to improving the world and training students to apply their scientific training to this service. The influence of this field of study is widespread and essential to any Biology program. It plays a foundational role in medical care, biotechnology, forensics, agriculture, and other biologically related industries and organizations.

This past year, we began preparing our Cell and Molecular Biology Track revision as we recognized changes were needed to address low enrollment, student concerns for the courses offered, and to include training that would benefit our students post-graduation. We have listed BIOL courses that will be offered on a regular basis for timely graduation. While we recognize the relevance of cognate courses, the number of required CHEM/BIOC courses was out of balance compared to courses focused on Cell and Molecular Biology. For our revision, we trimmed down CHEM/BIOC course credits and/or provided options (MATH 105 or 121) listed in our proposed track. This has allowed us to increase the credits for Controlled Biology electives so students will be specialized in their field of study. We believe that our proposed revisions will better meet the needs of our students by streamlining and clarifying our track requirements, clearly identifying opportunities to prepare for career areas via associated minors; and allow students to more easily transfer into the program from related tracks and majors.

No new resources are necessary to implement this revised Cell and Molecular Biology track. The Biology courses required for the track are already offered in the department. We believe these proposed changes will increase our program's visibility, serve to make this important track a more attractive option and address low enrollment by supporting/increasing our recruitment and retention efforts.



b. Revision of Minors:

i. Current Catalog Description:

Minor—Biology	18
Required Courses: (1, 2)	8
BIOL 103 Life on Earth	4cr
BIOL 104 Human Biology: How the Human Body Works	4cr
BIOL 106 Human Genetics and Health	4cr
Additional BIOL courses (3, 4)	10

Other Requirements:

Student must have at least a 2.0 GPA in all BIOL courses for the minor.

Student must take at least 6cr of biology courses at IUP.

Must have permission of Biology Department chairperson.

- (1) Student must take two of the three required courses.
- (2) Two of the following courses may be substituted for the required courses:
BIOL 201, 202, or 203.
- (3) With approval of department chair.
- (4) At least six of the 10 required additional BIOL cr must come from 300-level or higher courses.

Proposed Catalog Description:

Minor—Biology	18
Required Courses: (1, 2)	8
BIOL 103 Life on Earth	4cr
BIOL 104 Human Biology: How the Human Body Works	4cr
BIOL 106 Human Genetics and Health	3cr
BIOL 116 Human Genetics and Health Laboratory	1cr
Additional BIOL courses (3,4)	10-11

Other Requirements:

Student must have at least a 2.0 GPA in all BIOL courses for the minor.

Student must take at least 6cr of biology courses at IUP.

Must have permission of Biology Department chairperson.

- (1) Student must take two of the three required courses.
- (2) Two of the following courses may be substituted for the required courses:
BIOL 201, 202, or 203.
- (3) With approval of department chair.
- (4) At least six of the 10 required additional BIOL cr must come from 300-level or higher courses.

Rationale: We needed to add the Assessments for our Student Learning Outcomes. Additionally, the listing for Human Genetics and Health needed to be changed.



ii. Current Program Catalog Description:

Minors—Biology and Biomedical Science

These minors are intended for students in the Nursing and Allied Health or Natural Science programs. Not for Biology majors

Proposed Program Catalog Description:

Minors—Biology and Biomedical Science

The Biology minor is intended for students in the Nursing and Allied Health or Natural Science programs. Not for Biology majors. The Biomedical Science minor is intended for students interested in the health field, including Biology majors as long as there is a maximum of two course overlap between Majors and Minors courses.

Current and Proposed Minor:

Minor—Biomedical Science **18**

Required Courses: 12

BIOL 150 Human Anatomy 4cr

BIOL 240 Human Physiology 4cr

BIOL 241 Introductory Medical Microbiology 4cr

Controlled Electives: (1) 6

6 credits from the following:

BIOL 310, 323, 364, 405, 410, 460, 466, or 477

(1) Other BIOL content courses with the approval of the minor advisor.

Rationale: This minor track is being revised to add the Assessments for our Student Learning Outcomes. Additionally, we would like to revise the purpose of our Minor in Biomedical Science. In our earlier Catalog Description, we had stated that "Minor track intended for students in the Nursing and Allied Health or Natural Science programs. Not for Biology majors." We would like to revise this catalog description to state "Minor track intended for students interested in the health field, including Biology majors as long as there is maximum of two course overlap between Majors and Minors courses."

c. New Minor

Minor—Environmental Microbiology

Minor track intended for students interested in the field of environmental microbiology. The minor courses will introduce students to the diversity of microbial populations and their roles in environmental process, and overall health of this planet.



Minor—Environmental Microbiology 20**Required Courses:**

BIOL 105	Cell Biology	3cr
BIOL 201	Principles of Ecology and Evolution	4cr
BIOL 205	Ecological Methods	3cr
BIOL 241	Introductory Medical Microbiology	4cr
BIOL 364	Immunology	3cr
BIOL 478	Mycology and Plant Pathology	3cr

Rationale: This Minor is being proposed to fill a niche for our Cell and Molecular Biology (CMB); and Ecology, Conservation, and Environmental Biology (ECEB) track majors. Courses selected are specific to this minor, and training in these courses would prepare our CMB and/or ECEB students for future private or government jobs and careers in the field of environmental microbiology (hospitals, clinical and environmental labs, agriculture), or as a stepping stone to graduate programs. Additionally, this minor could also be attractive to Environmental Engineering, Chemistry, and Sustainability students.

3. Department of Psychology—New Courses, Course Revisions, and Course Number Changes**a. New Courses:****i. PSYC 102 Identity and Interactions in a Diverse World 2c-01-2cr**

Prerequisite: None

Emphasizes reflection on one's own identity and cultural heritage, and respect for others' intersectional identities and heritage. Experiences and interactions of individuals with dominant and marginalized identities are examined from multiple frameworks.

Rationale: As part of the reconceptualization of the psychology major, greater emphasis will be placed on fostering an appreciation for diversity. This emphasis on diversity empowers students as they enter a rapidly diversifying workforce and world. It is also consistent with the recommendations of the American Psychological Association. This 2-credit course will be taken by psychology majors during their first semester in the program to lay the foundation for a greater understanding of diversity that will be further developed throughout the program.

ii. PSYC 200 Psychological Research I 3c-01-3cr

Prerequisites: PSYC 101, Grade of "C" or better in MATH 217

Examines the design and analysis of basic experimental and non-experimental research. This course is eligible for course repeat of PSYC 290 (4 credits).

Rationale: This is the foundational course for the research methodology sequence in the new psychology curriculum. It offers an introduction to central issues regarding research design and analysis.



iii. **PSYC 245 Learning and Cognition**

3c-01-3cr

Prerequisite: PSYC 101

Examines theories, research methods, and findings related to the study of learning and cognition. Includes conditioning, social learning, memory, perceptual processing, cognition, and language.

Rationale: The psychology major has been reconceptualized to include greater sequencing of material. As part of this reconceptualization, foundational courses that provide an introduction to the breadth of the major areas of psychology are being created at the 200-level. PSYC 245 will serve as the foundational course for the learning/cognition domain of psychology and will serve as a prerequisite for more advanced courses offered in this domain.

iv. **PSYC 300 Psychological Research II: Quantitative Research Methods**

3c-01-3cr

Prerequisites: PSYC 101, Grade of C or better in PSYC 200

Examines advanced quantitative design and analysis in both experimental and nonexperimental contexts. This course is eligible for course repeat of PSYC 291 (4 credits).

Rationale: This is one of two advanced courses in the research methodology sequence in the new psychology curriculum. It offers advanced material on research design and analysis for quantitative research.

v. **PSYC 301 Psychological Research II: Qualitative Research Methods**

3c-01-3cr

Prerequisites: PSYC 101, Grade of "C" or better in PSYC 200

Examines a variety of qualitative research approaches, taking into account issues of epistemology (ways of knowing), methodology (ways of examining), and representation (ways of writing and reporting).

Rationale: This course is part of the reconceptualization of the psychology curriculum. It adds greater attention to qualitative research in the major, which traditionally has been lacking in the psychology curriculum. The course will help to prepare students for careers in fields that involve conducting interviews, running focus groups, and writing case reports. It will also enhance a broad variety of skills, including observation skills, analytical skills, and communication skills, along with a greater appreciation for cultural diversity.

vi. **PSYC 377 Interpersonal Skills and Group Dynamics**

3c-01-3cr

Prerequisite: PSYC 101

Focuses on social/communication skills and behaviors of individuals within groups/teams and across a variety of settings. Integrates psychological concepts and theories of self with the understanding and development of communication skills. Discusses cultural and gender sensitivity, diversity, and ethical concerns in interpersonal interactions.

Rationale: This course is being proposed as an elective for all psychology majors and would be beneficial to students across the university. It will also be a controlled elective



for the new Applied Psychology concentration in the psychology major. It is designed to offer an introduction to effective interpersonal communication and group dynamics. A major goal of this course is to enhance theoretical knowledge and practical application of interpersonal skills within a supportive environment.

vii. PSYC 415 Advanced Topics in Developmental Psychology 3c-0l-3cr

Prerequisites: Grade of "C" or better in PSYC 215 and PSYC 200 or 280

An advanced forum for a focused investigation of a core area in developmental psychology. As topics will vary, the course may be repeated.

Rationale: Across five breadth areas, there will be a foundational 200-level course followed by an advanced 400-level course that builds on the material that was introduced in the 200-level course. PSYC 415 Advanced Topics in Developmental Psychology, builds on the foundation laid in PSYC 215 Developmental Psychology. As an Advanced Topics course instructors can teach it in a variety of ways, tackling different core issues in the field of developmental psychology. This approach offers the opportunity to present innovative topics and to focus on current issues, research, and theory in the field.

viii. PSYC 435 Advanced Topics in Social Psychology 3c-0l-3cr

Prerequisites: Grade of "C" or better in PSYC 235 and PSYC 200 or 280

An advanced forum for a focused investigation of a core area in social psychology. As topics will vary, the course may be repeated.

Rationale: PSYC 435 Advanced Topics in Social Psychology, builds on the foundation laid in PSYC 235 Social Psychology. Designed as an Advanced Topics course so that instructors can teach it in a variety of ways, tackling different core issues in the field of social psychology. Presents innovative topics and to focus on current issues, research, and theory in the field. Students can repeat the course to specialize in an area that they may want to pursue for graduate school or in their career path.

ix. PSYC 445 Advanced Topics in Learning and Cognition 3c-0l-3cr

Prerequisites: Grade of "C" or better in PSYC 245 and PSYC 200 or 280

An advanced forum for a focused investigation of a core area in learning and cognition. As topics will vary, the course may be repeated.

Rationale: PSYC 445 Advanced Topics in Learning and Cognition, builds on the foundation laid in PSYC 245 Learning and Cognition. Designed as an Advanced Topics course so that instructors can teach it in a variety of ways, tackling different core issues in the field of learning and cognition. This offers the opportunity to present innovative topics and to focus on current issues, research, and theory in the field. Presenting varied topics and allowing students to repeat the course enables students to specialize in an area that they may want to pursue for graduate school or in their career path.



- x. **PSYC 455 Advanced Topics in Biological Psychology** **3c-01-3cr**
Prerequisites: Grade of "C" or better in PSYC 255 and PSYC 200 or 280
An advanced forum for a focused investigation of a core area in biopsychology. As topics will vary, the course may be repeated.

Rationale: PSYC 455 Advanced Topics in Biological Psychology, builds on the foundation laid in PSYC 255 Biopsychology. Instructors can teach it in a variety of ways, tackling different core issues in the field of biopsychology. This approach offers the opportunity to present innovative topics and to focus on current issues, research, and theory in the field. Presenting varied topics and allowing students to repeat the course enables students to specialize in an area that they may want to pursue for graduate school or in their career path.

b. **Course Revisions, Some with Course Number Changes, and Catalog Description Changes**

i. **Current Catalog Description:**

PSYC 101 General Psychology **3c-01-3cr**
Prerequisite: None
An introduction to the scientific study of behavior and mental processes.

Proposed Catalog Description:

PSYC 101 General Psychology **3c-01-3cr**
Prerequisite: None
Introduces the scientific study of behavior and mental processes.

Rationale: Student Learning Outcomes are being mapped to the EUSLOs and an assessment tool identified. Also, an Outcome is being removed and the Course Outline is being revised to align course content with the five major content areas in the psychology curriculum.

ii. **Course Number Change Only--Current Course Number and Title:**

PSYC 250 Introduction to Applied Psychology **3c-01-3cr**

PSYC 150 Introduction to Applied Psychology **3c-01-3cr**

Rationale: To distinguish this course from the 200-level breadth courses, it will be renumbered from PSYC 250 to PSYC 150. This change will provide greater coherence to the numbering of the psychology courses.



iii. Current Catalog Description:

PSYC 310 Developmental Psychology

3c-01-3cr

Prerequisite: PSYC 101

A comprehensive study of all factors that contribute to human development from conception through death, particularly as they relate to psychological development of the individual. May receive credit toward the psychology major or minor for only one of PSYC 310, 311, or 315

Proposed Catalog Description:

PSYC 215 Developmental Psychology

3c-01-3cr

Prerequisite: PSYC 101

Examines the physical, cognitive, emotional, and social factors that contribute to human development from conception through old age. Provides an overview of theory and research in Developmental Psychology.

Rationale: The psychology major has been reconceptualized to include greater sequencing of material. As part of the reconceptualization, this course will move from the 300-level to the 200-level. Corresponding to the number change, the course is revised to focus on foundational concepts, on which a more advanced course in the sequence will build, and student learning outcomes reflect this shift in focus.

iv. Current Catalog Description:

PSYC 321 Abnormal Psychology

3c-01-3cr

Prerequisite: PSYC 101

The description, causes, and treatment of behaviors labeled abnormal in our society are studied from experimental and clinical points of view.

Proposed Catalog Description:

PSYC 225 Abnormal Psychology

3c-01-3cr

Prerequisite: PSYC 101

Examines the description, causes, and treatment of behaviors labeled abnormal in our society from experimental and clinical points of view.

Rationale: The psychology major is being reconceptualized to include greater sequencing of material. This change from the 300- level to the 200-level is part of that reconceptualization.

v. Current Catalog Description:

PSYC 325 Psychological Testing and Measurement

3c-21-4cr

Prerequisites: MATH 217, PSYC 101, sophomore standing



Presents a series of focused discussions on principles, methods, and issues of psychological measurement. Also describes the major psychological tests currently in use and illustrates the administration and scoring of these tests. The laboratory activities are intended to provide hands-on experiences in computerized analysis and evaluation of psychological tests, to demonstrate test administration and scoring in practical settings, and to enhance the understanding of psychological testing through class projects.

Proposed Catalog Description:

PSYC 325 Psychological Testing and Measurement **3c-01-3cr**

Prerequisite: PSYC 101

Introduces the principles and methods of psychological measurement and test construction. Reviews major psychological tests currently in use in clinical and business applications.

Rationale: This course is being updated to include more contemporary perspectives on test development. It is also shifting from 4 credits to 3 credits, as part of the broader reconfiguration of the psychology curriculum.

vi. Current Catalog Description:

PSYC 330 Social Psychology **3c-01-3cr**

Prerequisite: PSYC 101

The study of the effects of the social environment on human behavior. Topics include perception of persons, attitude formation and change, and small-group interaction.

Proposed Catalog Description:

PSYC 235 Social Psychology **3c-01-3cr**

Prerequisite: PSYC 101

Examines the effects of the social environment on human behavior. Topics include perception of persons, attitude formation and change, and small-group interaction.

Rationale: The psychology major is being reconceptualized to include greater sequencing of material. As part of the reconceptualization, this course will move from the 300-level to the 200-level. Corresponding to the number change, the course is revised to focus on foundational concepts, on which a more advanced course in the sequence will build, and student learning outcomes reflect this shift in focus.

vii. Current Catalog Description:

PSYC 356 Biopsychology **3c-01-3cr**

Prerequisite: PSYC 101

A study of the relationship between behavior and the anatomy and physiology of the nervous system. May not receive credit toward the psychology major or minor for both PSYC 350 and 356.



Proposed Catalog Description:

PSYC 255 Biopsychology

3c-01-3cr

Prerequisite: PSYC 101

Examines the relationship between behavior and the anatomy and physiology of the nervous system. Emphasizes typical neural function as well as neurological and psychological disorders.

Rationale: This course is being revised and renumbered as part of a larger curriculum revision for the psychology major. This course will serve as the foundational course for the biological area of psychology in the new curriculum and will be a prerequisite for advanced courses within this area. Revisions to the student learning outcomes and course outline were made to reflect the foundational nature of this course.

4. Department of Human Development, Fashion, and Interior Design—Course Revision and Catalog Description Change

Current Catalog Description:

FCSE 315 Consumer Economics and Family Finance

3c-01-3cr

Applies economic, sociological, and psychological principles to family money management problems. Information needed to manage finances effectively and to become a rational consumer is presented.

Proposed Catalog Description:

FCSE 315 Consumer Economics and Family Finance

3c-01-3cr

Explores the decision-making process of families concerning the utilization of financial, personal, environmental, and social resources. Course content focuses on how families develop, exchange, and allocate resources throughout the lifespan. Basic consumer education including an overview of financial products (e.g., insurance, credit cards), as well as laws and policies related to financial management discussed.

Rationale: The course is being revised to align with the IUP Expected Undergraduate Student Learning Outcomes (EUSLOs). The course objectives are also being adjusted to align with both the Family and Consumer Science content exam for students pursuing PA teacher certification and the National Council on Family Relations (NCFR) Certified Family Life Educator (CFLE) content.

5. Department of Anthropology—Modification of Prerequisite

Current Course Title and Prerequisite:

ANTH 425 Archaeological Theory

3c-01-3cr

Prerequisites: ANTH 244, 325



Proposed Course Title and Prerequisite:
ANTH 425 Archaeological Theory
Prerequisite: ANTH 244

3c-01-3cr

Rationale: The ANTH 325 Archaeological Lab Methods prerequisite is being removed for ANTH 425 Archaeological Theory and Research Design. ANTH 325 is not necessary to succeed in ANTH 425. Students are being advised to take ANTH 425 during their Junior year so that they can extend research begun in the class during their Senior year; however, the sequencing of courses has caused several students to require overrides for the ANTH 325 prerequisite.

6. Department of English—New Certificate and Program Moratorium

Certificate—English as a Second Language

12-15

Required Courses:

ENGL 415	English Language Studies for Teachers	3cr
ENGL 424	Second Language Acquisition	3cr
ENGL 426	ESL Methods and Materials	3cr
ENGL 442	Cross-Cultural Communication	3cr

The above courses may be offered as DE courses or face to face.

For Teacher Candidates:

If students are majoring in an education program that leads to certification, they must add ENGL 493 in order to apply for ESL certification from the state of Pennsylvania. ENGL 493 is only offered as a face to face course.

ENGL 493	Internship (1)	3cr
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- (1) The field experience, ENGL 493, requires 60 hours of direct work with English Language Learners (ELLs), a minimum of 30 hours of which must be in an approved public school classroom setting. Students sign up for ENGL 493 in fall. A minimum of 30 hours in the classroom must be completed in the fall. The remaining 30 hours (if the full 60 are not completed in the classroom in fall) may be continued into spring. The remaining 30 hours could be completed in a variety of approved settings, including after-school clubs that provide ESL tutoring and other community locations that offer services to ELLs.

Rationale: This proposal to offer an ESL (English as a Second Language) Undergraduate Certificate Program fits within the goals of our university, which includes nurturing students in a “challenging, culturally enriched, and contemporarily diverse environment” (IUP Vision and Mission Statement). The program also helps meet the personal educational goals of many current undergraduates. To those ends, this ESL Certificate Program is designed to serve two streams of students: 1) IUP teacher candidates majoring in an education program who would like to add ESL certification to their primary education certification area and 2) IUP students in a variety of majors who are interested in teaching English in an international context. In Pennsylvania, ESL certification is considered an add-on program, so only teacher candidates



already enrolled in a primary certification program can seek state certification. PDE has approved this certificate program to offer state certification.

There are multiple reasons to offer this certificate to IUP’s current teacher candidates. ESL has been designated a high-need certification area by the U.S. federal government, and we continually graduate BSED students who go on to earn ESL certification elsewhere within their first three years of teaching. Current program coordinators of IUP’s many teacher preparation programs have asked for an add-on ESL certification program. This will aid IUP graduates in finding job placements in a large variety of districts. The undergraduate courses are already in place. We also have partnering school districts that are well-equipped to serve our students for ELL-ESL training. To make this ESL Certificate Program available to all interested and qualified teacher candidates across the university's many programs, we are prioritizing distance education course offerings. The English Department will redirect resources from the ESL Graduate Certificate Program, which has struggled to recruit students, to this new ESL Undergraduate Certificate Program. The English Department is simultaneously submitting a curriculum proposal requesting that the ESL Graduate Certificate be placed in moratorium.

b. Program Moratorium:

The following program is being placed in moratorium:

Bachelor of Arts--English/Pre-law Track

Form lists the following: Anticipated Moratorium Length: two or more years
 Anticipated Moratorium Outcome: Total Program Closure

7. Department of Art and Design—Course Number Changes, Modification of Prerequisites, and Catalog Description Changes

a. Course Number Changes and Modification of Prerequisites:

i. Current Course Number, Title and Prerequisite:

ARED 323 Community-Based and Museum Art Education	3c-01-3cr
Prerequisite: ARED 315	

Proposed Course Number, Title and Prerequisite:

ARED 423 Community-Based and Museum Art Education	3c-01-3cr
Prerequisite: ARED 215	

Rationale: This ARED elective is being renumbered to become a 400-level course at the undergraduate level. 400 level required electives will ideally be taken by students who have already completed the 100, 200, and 300 level sequence of required courses within the ARED program. This course builds upon knowledge obtained in the ARED 215



elective but is ideally taken after the completion of at least one of 300 level ARED methods courses. Building upon our program revision in 2019, we are revising several electives to be listed at the 400 level, and to include additional advanced curriculum content.

ii. Current Course Number, Title and Prerequisite:

ARED 324 Special Populations in Art Education **3c-01-3cr**
Prerequisite: ARED 315

Proposed Course Number, Title and Prerequisite:

ARED 424 Special Populations in Art Education **3c-01-3cr**
Prerequisite: ARED 215

Rationale: This ARED elective is being renumbered to become a 400-level course at the undergraduate level. 400 level required electives will ideally be taken by students who have already completed the 100, 200, and 300 level sequence of required courses within the ARED program. This course builds upon knowledge obtained in the ARED 215 elective but is ideally taken after the completion of at least one of 300 level ARED methods courses. Building upon our program revision in 2019, we are revising several electives to be listed at the 400 level, and to include additional advanced curriculum content.

b. Course Title Changes and Three Catalog Description Changes:

i. Current Catalog Description:

ART 355 Intermediate Graphic Design I **0c-61-3cr**
Prerequisite: ART 218

An intermediate-level study in graphic design focusing on digital illustration, complex typography, and publication design. Studio experience will focus on current professional 2-D digital illustration software.

Proposed Catalog Description:

ART 355 Intermediate Graphic Design and Illustration **0c-61-3cr**
Prerequisite: ART 218

An intermediate-level study in graphic design focusing on digital illustration, complex typography, and publication design. Studio experience focuses on current professional 2-D digital illustration software.

Rationale: The title and catalog description of this course are being updated to more accurately reflect existing content within the course.

ii. Current Catalog Description:



ART 356 Intermediate Graphic Design II

0c-61-3cr

Prerequisite: ART 218

Recommended Prerequisite: ART 355

An intermediate-level study in graphic design, researching publication design, grid systems, and multipage design. Studio experience will focus on current professional software used for publication design.

Proposed Catalog Description:

ART 356 Intermediate Layout and Composition for Print and Interactive Media 0c-61-3cr

Prerequisite: ART 218

Recommended Prerequisite: ART 355

An intermediate-level study in graphic design, researching publication and web layout, grid systems, and multipage design on both the printed page and in interactive media. Studio experience focuses on current professional software used for publication design.

Rationale: The title and catalog description of this course are being updated to more accurately reflect existing content within the course.

iii. Current Course Title:

ART 455 Advanced Graphic Design II

var-3-6cr

Proposed Course Title:

ART 455 Modeling and Animation

var-3-6cr

Rationale: The title of this course is being updated to more accurately reflect existing content within the course.

iv. Current Catalog Description:

ART 456 Advanced Graphic Design II

var-3-6cr

Prerequisites: ART 218, 355; instructor permission required for 6cr studio

Recommended Prerequisites: ART 356, 455

An exploration of web page and interactive design. Studio experience will focus on current professional web and interactive software.

Proposed Catalog Description:

ART 456 Advanced Web and Interactive Design

var-3-6cr

Prerequisites: ART 218, 355; instructor permission required for 6cr studio

Recommended Prerequisites: ART 356, 455

An exploration of web page and interactive design. Studio experience focuses on current professional web and interactive software.



Rationale: The title and catalog description of this course are being updated to more accurately reflect existing content within the course.

8. Department of Theatre, Dance and Performance—Course Revision, Modification of Prerequisite, and Catalog Description Change

Current Course Description:

THTR 471 Musical Theatre Performance

3c-01-3cr

Prerequisite: THTR 240 or instructor permission

For more advanced acting and musical theater students interested in developing musical theater skills in a rehearsal/production format. Using a contemporary American musical chosen by the instructor, students are taught to apply acting, singing, and dance techniques to bring characters to life on stage. Class culminates in a final performance but will focus more on the text, the music, and the fullness of the characterizations as opposed to the technical elements of the production.

Proposed Course Description:

THTR 471 Musical Theatre Performance

3c-01-3cr

Prerequisite: None

Develops musical theatre skills at a more advanced level in a rehearsal and production format. Applies advanced performance techniques to bring characters to life on stage, while using a contemporary American musical. Culminates in a final performance focusing on ensemble building and the creation of fully developed characterizations. This is a repeatable course that meets the Theatre, Dance, and Performance degree requirements.

Rationale: Theatre, Dance, and Performance offers THTR 471 Musical Theatre Performance for Musical Theatre Track students in a cycle when the Music Department is producing an Opera (normally once every two years). The class culminates in a final performance of a musical (based on a different style, genre, and student enrollment) but will focus more on the text, the music, and the fullness of the characterizations as opposed to the technical elements of the production.

9. Department of History—New Course

HIST 220 Visual Sources in History

3c-01-3cr

Prerequisite: None

Examines cartoons, posters, comics and other visual media that have been used as forms of social criticism and propaganda throughout history and that are a valuable source of information for scholars and teachers. Locate and analyze these sources for use in research and teaching.

Rationale: Students will learn how to find, analyze, and use visual materials as historical sources. This course will enhance and compliment research and critical thinking skills learned in other history courses.



10. Department of Economics—Course Revisions

a. Current and Proposed Catalog Description:

ECON 101 Basic Economics

3c-01-3cr

Prerequisite: None

Scarcity, role of prices in determining production and the allocation of resources, business cycle analysis, policy options for reducing unemployment and inflation, economic role of government, international trade, and selected current economic problems are studied. For those who do not plan to take more than 3cr of economics. Note: May not be taken after successful completion of or concurrent registration in any other Economics course.

Rationale: We are mapping the student learning outcomes to the IUP EUSLOs and describing how the outcomes will be assessed as part of the pending broader LS curriculum assessment initiative. The Course Outline has not been revised in many years, so we have used this opportunity to re-examine the Course Outline and make changes to better reflect current course content.

b. Current and Proposed Catalog Description:

ECON 121 Principles of Microeconomics

3c-01-3cr

Prerequisite: None

Nature and methodology of economics; mixed capitalism and market economy; national income; employment theory, including economics of fiscal policy; money, banking, and Federal Reserve System; international trade and finance

Rationale: We are mapping the student learning outcomes to the IUP EUSLOs and describing how the outcomes will be assessed as part of the pending broader LS curriculum assessment initiative. The Course Outline has not been revised in many years, so we have used this opportunity to re-examine the Course Outline and make changes to better reflect current course content.

c. Current and Proposed Catalog Description:

ECON 122 Principles of Microeconomics

3c-01-3cr

Prerequisite: None

Economics of firm; theory of consumer demand; determination of price and output in different market structures; distribution of income; economic growth.

Rationale: We are mapping the student learning outcomes to the IUP EUSLOs and describing how the outcomes will be assessed as part of the pending broader LS curriculum assessment initiative. The Course Outline has not been revised in many years, so we have used this opportunity to re-examine the Course Outline and make changes to better reflect current course content.



d. Current Catalog Description:**ECON 239 Economics of Sports****3c-01-3cr****Prerequisite:** None

Introduces and develops the economic way of thinking as it applies to the sports industry. Topics covered include the organizational structure of major American sports leagues (e.g., revenue sharing, salary restrictions, and competitive balance), labor issues in sports (e.g., free agency, reserve clause, unions, strikes, and discrimination), the legal relationship between sports and government (e.g., the relationship between antitrust law and sports), and the issue of sports and public finance (e.g., location and financing of sports franchise and public ownership of stadiums and arenas).

Rationale: We are mapping the student learning outcomes to the IUP EUSLOs and describing how the outcomes will be assessed as part of the pending broader LS curriculum assessment initiative. The Course Outline has not been revised in many years, so we have used this opportunity to re-examine the Course Outline and make changes to better reflect current course content.

11. Department of Accounting—Modification of Prerequisite**Current Course Title and Prerequisite:****ACCT 201 Accounting Principles I****3c-01-3cr****Prerequisite:** Sophomore status (except for accounting majors)**Proposed Course Title and Prerequisite:****ACCT 201 Accounting Principles I****3c-01-3cr****Prerequisite:** None

Rationale: The prerequisite is being modified to none because students do not need any prerequisite to complete this first accounting course. It will also help attract any student to this course.

12. Department of Chemistry – New Course, Course Revision, Course Title Change, and Catalog Description Change**a. New Course:****CHEM 103 Introduction to Chemistry for Health Sciences****3c-21-4cr****Prerequisite:** None

Survey of key concepts of general and organic chemistry, with special emphasis on the application of these concepts to the health professions. Topics include measurements, chemical equations, gasses, solutions, acids and bases, hydrocarbons and organic functional groups. Course includes a laboratory component that focuses on



quantitative skills. For selected majors within the College of Health and Human Services and to fulfill the Liberal Studies natural science laboratory requirement.

Rationale: The Nursing (NURS) and Food and Nutrition (FDNT) departments have requested that the General Chemistry and Organic Chemistry topics from CHEM 101 and 102 be collected into a new course, CHEM 103. These majors have required CHEM 101 and 102, but believe that CHEM 103 will better meet their needs. The topics and experiments in CHEM 103 were determined based on a survey of working nurses, and in consultation with the NURS and FDNT departments.

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

Current Catalog Description:

CHEM 255 Biochemistry and Nutrition **3c-01-3cr**

Prerequisite: CHEM 102

For nutrition and dietetics majors. Studies chemistry and biological function of biologically active compounds with respect to nutritional requirements.

Proposed Catalog Description:

CHEM 255 Biochemistry for Health Sciences **3c-01-3cr**

Prerequisite: CHEM 103 or instructor permission

Introductory course for selected students in the College of Health and Human Services that focuses on the fundamentals of biochemistry. Provides a basic understanding of biomolecular processes so that this knowledge can be utilized to understand current and future aspects of molecular therapeutics. For selected majors within the College of Health and Human Services and to fulfill the Liberal Studies natural science nonlaboratory requirement.

Rationale: The CHEM 255 course title and catalog description are being revised to generalize the course for students in several HHS majors. There is no change in the topic list for this course. Due to the age of the course, no SLOs existed. So, these are being added and we seek to have the course approved for the Liberal Studies.

13. Department of Kinesiology, Health, and Sport Science–New Course and Modification of Prerequisites

a. New Course:

KHSS 287 Aquatic Fitness Instruction **1c-01-1cr**

Prerequisite: KHSS 285

Provides a basic introduction to methods and techniques for aquatic fitness instruction. Introduces several different approaches to aquatic exercise and fitness from the client and instructor perspectives. Prepares students to lead individual and group exercise instruction in water based environments to a variety of different populations.



Rationale: This course will better prepare students in the PESP - Exercise Science Program for aquatic based fitness environments. This course will replace the generic KHSS-263 Aquatics class with a more specific course designed to meet market demand and to give students the needed skills and information to apply aquatic fitness instruction.

b. Modifications of Prerequisites

i. Current Course Title and Prerequisites:

KHSS 351 Managing Budgets and Technology in Sport **3c-0l-3cr**
Prerequisites: KHSS 292, ECON 121, 122

Proposed Course Title and Prerequisites:

KHSS 351 Managing Budgets and Technology in Sport **3c-0l-3cr**
Prerequisites: ECON 121, 122, and grade of "C" or better in KHSS 292

ii. Current Course Title and Prerequisites:

KHSS 445 Business Practices in Sport **3c-0l-3cr**
Prerequisites: KHSS 292, 320

Proposed Course Title and Prerequisites:

KHSS 445 Business Practices in Sport **3c-0l-3cr**
Prerequisites: Grade of "C" or better in KHSS 292 and 320

iii. Current Course Title and Prerequisite:

KHSS 460 Law and Issues in Managing Sport **3c-0l-3cr**
Prerequisite: KHSS 292

Proposed Course Title and Prerequisite:

KHSS 460 Law and Issues in Managing Sport **3c-0l-3cr**
Prerequisite: Grade of "C" or better in KHSS 292

iv. Current Course Title and Prerequisites:

KHSS 465 Sport Management Capstone **3c-0l-3cr**
Prerequisites: KHSS 292, 320; 90cr completed

Proposed Course Title and Prerequisites:

KHSS 465 Sport Management Capstone **3c-0l-3cr**
Prerequisites: Grade of "C" or better in KHSS 292, 320; 90cr completed



Rationale: These prerequisite changes are designed to help students matriculate through the program in a more efficient manner and help improve on graduation rates.

14. Department of Nursing and Allied Health Programs—New Courses

a. IMAG 101 Careers in Medical Imaging 1c-01-1cr

Prerequisite: None

Explores various imaging tracts including Nuclear Medicine Technology, Echocardiography, and Diagnostic Medical Sonography (Ultrasound). Examines the current health care environment and discusses regulatory bodies required for professional credentials. Discusses aspects of culturally centric care. Provides opportunities for effective communication techniques to enhance student-patient interaction.

Rationale: This course is being created as an essential component of the newly developed Medical Imaging BS curriculum. It is a proactive way to enhance program growth as well as steps to meet program accreditation. Lastly, this course is a part of the response to the Inspire program as a means to sustain the Medical Imaging program

b. IMAG 480 Medical Imaging Seminar 2c-01-2cr

Prerequisites: Medical Imaging major; Junior standing

Builds on the natural science and liberal studies curriculum. Focuses on fundamental concepts that apply to the practice of medical imaging. Addresses elements of quality and safety in the healthcare environment, interpersonal communication in the workplace, and code of ethics and legal frameworks that impact healthcare decisions.

Rationale: This course is being offered as a seminar course for students in the medical imaging major. This new course will pull information from the natural sciences and liberal studies curriculum to better prepare students for the clinical phase of the program. Material covered in the course was designed with the feedback of the program directors of our affiliate programs and will hopefully aid in student success. In addition, this is a proactive proposal designed to help sustain the medical imaging program by aiding in retention in the clinical phase of the program.

15. Interdisciplinary Certificate from Departments of Art and Design, Anthropology, and History—New Certificate

Certificate—Museum Studies

The certificate in Museum Studies introduces students to the broad range of work found in museum settings. It prepares students for museum work by directly engaging them in museum-based internships and through multi-disciplinary coursework in a wide variety of museum types and practices. The certificate also prepares students for graduate work in Museum Studies. Students will learn display and presentational practices, cataloging techniques, and the basics of artifact and artwork conservation.



Certificate–Museum Studies 15

Required Courses: 12

ANTH 318	Museum Methods	3cr
ARHI 420	Art Museums, Art Libraries, Visual Resources	3cr
HIST 420	Introduction to Public History	3cr
ANTH, ARHI, or HIST 493	Museum-based Internship	3cr

Choose one from the following: 3

ANTH 486	Historic Artifacts	3cr
ANTH 489	Prehistoric Technologies of Eastern North America	3cr
ARED 323	Community-Based and Museum Art Education	3cr
HIST 421	Archival Studies	3cr
HIST 422	History Museums and Historic Sites: Theory and Practice	3cr

Rationale: We have had several Art History students go on to careers working in large and small museums that have had mixed missions that include Art and Historical or Human artifacts. Given that three departments already offer specific coursework that can assist others in pursuing such a career, it seems only natural that the coursework be packaged in such a way that makes it clear that existing and prospective students can gain this type of specific and practical knowledge. This certificate is viewed as value-added for Art History, Anthropology, and History majors, but is not limited to students in those degree programs.

16. Department of Geography and Regional Planning—Course Deletion

GEOG/RGPL 313 Cartography II 3c-0l-3cr

Rationale: In a recent program revision the department established a revised sequence of GeoSpatial courses. This course will no longer be offered in this new sequence

17. Liberal Studies and UWUCC approved the following:

- **PSYC 235 Social Psychology was approved with a new assessment plan.**
- **CHEM 103 Introduction to Chemistry for Health Sciences was approved as a new Liberal Studies Lab Science class.**
- **FCSE 315 Consumer Economics was approved with a new assessment plan.**
- **PSYC 101 General Psychology was approved with a new assessment plan.**
- **PSYC 215 Developmental Psychology was approved with a new assessment plan.**
- **PSYC 225 Abnormal Psychology was approved with a new assessment plan.**
- **ECON 101 Basic Economics was approved with a new assessment plan.**
- **ECON 121 Principles of Macroeconomics was approved with a new assessment plan.**
- **ECON 122 Principles of Microeconomics was approved with a new assessment plan.**
- **ECON 239 Economics of Sports was approved with a new assessment plan.**
- **CHEM 255 Biochemistry for Health Sciences was approved with a new assessment plan.**
- **CHEM 101 College Chemistry I was approved with a new assessment plan.**
- **CHEM 102 College Chemistry II was approved with a new assessment plan.**



- **CHEM 111 General Chemistry I was approved with a new assessment plan.**
- **CHEM 112 General Chemistry II was approved with a new assessment plan.**
- **CHEM 113 Advanced General Chemistry I was approved with a new assessment plan.**
- **CHEM 114 Advanced General Chemistry II was approved with a new assessment plan.**
- **CHEM 105 The Forensic Chemistry of CSI was approved with a new assessment plan.**
- **SCI 107 Chemistry for Everyone was approved with a new assessment plan.**
- **SCI 117 Chemistry for Everyone Laboratory was approved with a new assessment plan.**



Appendix B
University-Wide Graduate Curriculum Committee
Co-Chairs Moore and Knickelbein

FOR INFORMATION:

- **The following program was approved by the UWGC to be offered as a distance education program:**
 - **M.S. in Safety Sciences**
- **The following courses were approved by the UWGC to be offered as a distance education course:**
 - **COMM 715:** Research and Professional Development in Strategic Communication
 - **COMM 512:** Writing for Strategic Communication
 - **COMM 511:** Theories and Principles of Strategic Communication
 - **EDAD 756:** School Administration
 - **ARED 523:** Community-Based and Museum Art Education
 - **ARED 524:** Special Population in Art Education

FOR ACTION:

1. **These programs are being revised because Universities that do not renew membership in the National Professional Science Master's Association (NPCSM) Organization are legally required to change professional science master's programs to MS programs**
 - Master of Science in Physics
 - Master of Science in Industrial and Implied Chemistry

2. **Department of Geography and Regional Planning**

Course Deletion: GEOG 513

Rationale: In a recent program revision the department established a revised sequence of GeoSpatial courses. This course will no longer be offered in this new sequence.

3. **Department of English**

Enter Moratorium: Certificate in ESL Program Specialist Add-on

Rationale: The ESL Program Specialist Add-on Program has had low enrollment numbers and often requires courses that stand alone (i.e. courses not required by other programs). This has led to low course enrollments in multiple courses for this program over the past several years. In order to focus departmental efforts and resources on expanding ESL certification for IUP's undergraduate population, we request to put The ESL Program Specialist Add-on Program in moratorium. It is possible that future graduate program revisions might allow this program to layer onto both our MA TESOL program and an ESL undergraduate certification program, but at the current time we do not have that alignment nor those resources.



**4. DEPARTMENT: ANTH
COURSE REVISIONS
Course: 520**

Rationale: The credit hours are being changed from a fixed 6 credit hour to a variable 2-6 credit hours. This change is being made to provide more flexibility in the length of the field schools offered.

Summary:

<p>Current Course Title: Archaeological Field School</p> <p>Current Catalog Description: Introduction to archaeological survey, field excavation, and laboratory processing. Field school students participate in one or more of the ongoing research projects of the IUP Archaeology Program.</p> <p>Number of Credits Class Hours per week: 6 Lab Hours: 0 Credits: 6</p>	<p>Proposed Course Title: Archaeological Field School</p> <p>Proposed Catalog Description: Introduces archaeological survey, field excavation, and laboratory processing. Field school students participate in one or more of the ongoing research projects of the IUP Archaeology Program.</p> <p>Proposed Number of Credits Class Hours: 2-6 Lab Hours: 0 Credits: 2-6</p>
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**5. DEPARTMENT: ANTH
COURSE REVISIONS
Course: 612**

Rationale: The prerequisites for ANTH 612 (Seminar in Cultural Resource Management I: Method and Theory) are being changed to allow for a change in course sequencing. ANTH 610 (Archaeological Laws and Ethics) will now be taught concurrently with ANTH 612, so it will be required that students take ANTH 612 after or concurrently with ANTH 610.

Summary:

<p>Current Course Title: Seminar in Cultural Resource Management I: Method and Theory</p> <p>Current Catalog Description: Discussion of the theory and methods involved in the current practice of cultural resource management and how these relate to the development of research designs, proposal</p>	<p>Proposed Course Title: Seminar in Cultural Resource Management I: Method and Theory</p> <p>Proposed Catalog Description: Discussion of the theory and methods involved in the current practice of cultural resource management and how these relate to the development of research designs, proposal</p>
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<p>writing, field strategies for archaeological survey and testing, and development of project budgets. Prerequisite: ANTH 610 or instructor permission.</p> <p>Current Prerequisite(s): ANTH 610 or instructor permission</p>	<p>writing, field strategies for archaeological survey and testing, and development of project budgets. Prerequisite: Must be taken after or concurrent with ANTH 610, or instructor permission.</p> <p>Proposed Prerequisite(s): Must be taken after or concurrent with ANTH 610, or instructor permission</p>
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6. DEPARTMENT: Art and Design
NEW COURSE
Course: ARED 523

Rationale: In concert with the opening of the MA Track in Art Education in Summer 2019, we have decided to propose a variation of the Community-Based and Museum Art Education course at the graduate level, with the goal of dual-listing these courses and delivering them exclusively online beginning in Summer 2020. A Community-Based and Museums emphasis at the Graduate level provides our program with a unique footprint among other online MA Art Education programs, and addresses crucial content in Art Education. The course addresses a growing body of research in the field of Art Education, and a primary concern for the student population of art educators whom the MA track serves: those teaching in both traditional school and community and museum contexts.

Summary:

Course Title:	Community-Based and Museum Art Education
Catalog Description:	Examines theories, issues and practices related to art education within community-based and museum settings. Includes art and children’s museums, community art programs, after-school programs, public and collaborative art programs, and emerging organizations, programs, and resources. In these settings, art educators work with a diversity of learners that may include children, adults, community activists and cultural workers, as well as with a diversity of art processes and media. Examines relationships between theory and practice and collaborates with community and museum-based organizations.
Number of Credits	Class Hours per Week:3 Lab Hours: Credits:3



7. DEPARTMENT: Art and Design
NEW COURSE
Course: ARED 524

Rationale: In concert with the opening of the MA Track in Art Education in Summer 2019, we have decided to propose a variation of the Special Populations course at the graduate level, with the goal of dual-listing these courses and delivering them exclusively online beginning in Summer 2020. A Special Populations emphasis at the Graduate level provides our program with a unique footprint among other online MA Art Education programs, and addresses crucial content in Art Education. The course addresses a growing body of research in the field of Art Education, and a primary concern for the student population of art educators whom the MA track serves: those teaching in both traditional school and community and museum contexts.

Summary:

Course Title:	Special Populations in Art Education
Catalog Description:	Focuses on special populations as learners in multiple art education contexts including schools, community-based programs, and museums. Includes but is not limited to learners with special needs, English Language Learners, and learners across the life span. Examines Universal Design in education (UDL), therapeutic art education contexts, and curriculum design for multiple learners.
Number of Credits	Class Hours per Week:3 Lab Hours: Credits:3

8. DEPARTMENT: BIOL
COURSE REVISION
Course: BIOL 505

Rationale: The course name, catalog description, Student Learning Outcomes (SLOs), and content have been revised to draw attention to the critical thinking aspect of Cell and Molecular Biology, which will be covered in this course. In addition, assessments to SLOs have been added. Graduate students will analyze primary literature which will benefit students' scientific literacy skills. Our department is evaluating all lab courses to address content redundancy and removing labs if necessary. We have also identified the need for our students to get further training in Critical Thinking skills, which is a foundational requirement in the Sciences. Finally, all specific undergraduate prerequisites are being removed from graduate courses to prevent the need for overrides.



Summary:

<p>Current Course Title: Biology of the Cell</p> <p>Current Prerequisite(s): BIO 111, CHEM 231, or permission of the instructor</p> <p>Current Catalog Description: Introduces the cellular and modular mechanism by which individual cells grow, receive, and respond to internal and external signals and move. Discusses the latest advances in the discipline; students are expected to use current literature on their own as a means of building critical-thinking skills. The student centered-laboratory portion emphasizes individual and group activities.</p> <p>Number of Credits: Class Hours per week:2 Lab Hours:3 Credits:3</p>	<p>Proposed Course Title: The Biology of the Cell-Critical Thinking</p> <p>Proposed Prerequisite(s): none</p> <p>Proposed Catalog Description: Introduces the cellular and modular mechanism by which individual cells grow, receive, and respond to internal and external signals and move. Discusses the latest advances in the discipline; students are expected to use current literature on their own as a means of building critical-thinking skills. Emphasizes individual and group activities.</p> <p>Proposed Number of Credits : Class Hours per week: 2 Lab Hours: 0 Credits: 2</p>
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9. DEPARTMENT: Business

NEW PROGRAM

Program: MBA in Supply Chain Management (STEM)

Rationale:

Supply Chain Management (SCM) has gained an ever-increasing level of importance around the world in the last two decades in both academe and industry. Many universities have introduced majors, tracks, and concentrations in SCM at the MBA as well as the undergraduate levels. Leading companies around the world have realized the importance of supply chain management in improving customer satisfaction, enhancing market share, and increasing profitability. There have been scores of cases studies of companies around the world that have succeeded or failed based on the level of importance that they have placed on managing their supply chains. Supply Chain Management has certainly taken a level of significant importance as a business discipline.



IUP has had an MBA concentration in Supply Chain Management for more than a decade and the demand for that concentration has been growing at a faster rate than that of traditional business fields such as finance, marketing, and human resources.

Year	# of students in the MBA Concentration—SCM
2010	17
2011	11
2012	12
2013	35
2014	12
2015	44
2016	33
2017	31
2018	40
2019	24

The current IUP MBA Program offers nine different concentrations: Energy Management, Entrepreneurship, Finance, Human Resources, Information Systems, International Business, Marketing, Professional Accountancy, and SCM.

Since 2015, the SCM concentration has accounted for 25% to 40% of students who have graduated with a concentration in the MBA Program.

There has been a significant increase in the SCM concentration at the undergraduate level also.

The reasons for this growth are two-fold: a) the growth of jobs in the logistics and supply chain management field in the U.S., attracting students from Western Pennsylvania, and b) the growth of jobs in countries such as India and China, from where we attract dozens of students. Even in our town of Indiana, PA, the advent of a fulfillment center of URBN with over 300 jobs has raised the awareness of supply chain management. LinkedIn lists over 750 available jobs for college graduates just in the Pittsburgh, PA geographical area in companies such as Giant Eagle, Dick’s, Walmart, MSA, Deloitte, Pitt Ohio, Allegheny Technologies, ACE Hardware, and scores of others. In a recent survey of professionals in



many fields, the Industry Week (May 29, 2019) reported that 82% of the supply chain professionals reported “high job satisfaction, rising salaries, and benefits contributing to a healthy work and life balance.” This was in sharp contrast to many other professions where the job satisfaction was significantly lower. The Bureau of Labor Statistics reports that there are over 7,000 jobs in this field just in the Commonwealth. The average annual salary in Pennsylvania is over \$80,000, according to the Bureau’s statistics. Please see next the excerpts from the U.S. Bureau of Labor Statistics summary of two jobs related to the program being proposed: Operations Research Analysts and Logisticians. Graduates of the proposed new MBA in SCM can secure jobs in these and affiliated disciplines.

U.S. Bureau of Labor Statistics / Operations Research Analysts

Summary

Operations research analysts use statistical analysis and simulations to analyze and solve business problems.

Quick Facts: Operations Research Analysts	
2018 Median Pay	\$83,390 per year \$40.09 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2018	109,700
Job Outlook, 2018-28	26% (Much faster than average)
Employment Change, 2018-28	28,100

What Operations Research Analysts Do

Operations research analysts use advanced mathematical and analytical methods to help solve complex issues.

Work Environment

Operations research analysts spend most of their time in offices, although some travel may be necessary to meet with clients. Almost all operations research analysts work full time.

How to Become an Operations Research Analyst

Although the typical educational requirement for entry-level positions is a bachelor’s degree, some employers may prefer to hire applicants with a master’s degree. Analysts typically have a degree in business, operations research, management science, analytics, mathematics, engineering, computer science, or another technical or quantitative field.



U.S. Bureau of Labor Statistics / Logisticians Summary

Logisticians work to understand customers’ needs and how to meet them.

Quick Facts: Logisticians	
2018 Median Pay	\$74,600 per year \$35.86 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2018	174,900
Job Outlook, 2018-28	5% (As fast as average)
Employment Change, 2018-28	8,400

What Logisticians Do

Logisticians analyze and coordinate an organization’s supply chain.

Supply chain management is the closest field of business to engineering. Supply chain professionals qualify and perform jobs similar to that of industrial engineers in many distribution and manufacturing organizations. Consequently, many MBA programs are strengthening the analytical and applied focus of their MBA Supply Chain programs to obtain STEM designation. Some of the universities that have started STEM-designated MBA programs in SCM include: University of Rochester, University of Wisconsin, and Worcester Polytechnic Institute.

The STEM-designated CIP 15.1501 has the following description and the proposed SCM program fits that perfectly:

A program that focuses on the application of engineering principles to the planning and operational management of industrial and manufacturing operations, and prepares individuals to plan and manage such operations. Includes instruction in accounting, engineering economy, financial management, industrial and human resources management, industrial psychology, management information systems, mathematical modeling and optimization, quality control, operations research, safety and health issues, and environmental program management.

The newly carved out MBA program in SCM in the Eberly College will meet the requirements of both the domestic audience in Pennsylvania as well as the international audience. We expect this to be one of the fastest growing degrees in not only the Eberly College but also the entire university. It can also attract significantly higher quality students from the Commonwealth of Pennsylvania, other states, and international locations. Some of these MBA graduates can be excellent candidates for our new Ph.D.



in Business program where Supply Chain Management has been one of the sought-after areas.

All the primary teachers of supply chain management at IUP possess bachelors and/or graduate degrees in industrial engineering in addition to PhD's in areas affiliated to supply chain management.

Summary:

Program Title:	MBA in Supply Chain Management (STEM)
Catalog Description:	The Master of Business Administration in Supply Chain Management (SCM) is designed to prepare junior and mid-level business executives for the growing need to manage complex supply chains in the manufacturing, distribution, and service industries in various geographies around the world. Graduates will qualify for occupations such as supply chain managers, logisticians and logistics managers, operations research analysts, operations managers, purchasing managers, transportation and distribution managers, and to the related field of industrial engineering. Students will gain the quantitative, analytical, and managerial knowledge, tools, and capabilities required to be successful in the fast-paced and global field of supply chain management. Students from all over the world can benefit from this degree, which is designated as STEM.
Program Requirements:	Prerequisite Courses: Complete the following prerequisite courses or equivalent with a grade of “C” or better: ACCT 201 Accounting Principles I ECON 122 Principles of Economics II FIN 310 Finance I MATH 214 Probability and Statistics Or successfully complete equivalent proficiency examinations approved by the MBA Program Coordinator.



Core I (27 credits)

	Existing Course Title	Proposed Course Title (with UWGC)	
ACCT 607	Management Accounting	Accounting for Decision Making	3 cr
ECON 634	Managerial Microeconomic Applications	Economics for Managers and Engineers	3 cr
FIN 630	Financial Management	Corporate Finance and Valuation	3 cr
IFMG 640	Management Information Systems	Information Systems Management	3 cr
MGMT 613	Organizational Analysis	Advances in Organizational Behavior and Human Resource Management	3 cr
MGMT 637	Operations Management	Operations and Supply Chain Management	3 cr
MKTG 603	Marketing Management	Marketing Analysis and Decision Making	3 cr
MGMT 695	Business Policy	Strategic Management	3 cr
QBUS 601	Data Analysis and Decision Making	Mathematical Modeling and Decision Making	3 cr

Core II (12 credits)

	Existing Course Title	Proposed Course Title (with UWGC)	
MGMT 434/534	Quality Management	Industrial Quality: Statistical Tools and Management	3 cr
MGMT 437/537	Supply Chain Management	Supply Chain Modeling and Analysis	3 cr
MKTG 434/535	Marketing Logistics	Business Logistics: Technical Analyses and Applications	3 cr



	ANY ONE OF:			3 cr
	IFMG 575	Project Management		
	QBUS 550	Data Science for Business		
	SAFE 645	Principles of Occupational Safety		
	SAFE 647	Applied Ergonomics Management		
	MGMT 698	Internship Independent Study in		
	MGMT 699	Management Information Systems		
	IFMG 639	Practicum		

10. DEPARTMENT: Business
PROGRAM REVISION
Program: MBA

Rationale: In the last two years, there have been numerous reports that the traditional MBA program in the U.S. is at a crossroads. In a Forbes article (May 26, 2019) titled “Why business school are shutting down their MBA programs,” the author identifies full-time MBA programs from well-known universities such as University of Illinois, University of Iowa, Virginia Tech, Wake Forest University, and Thunderbird being the latest casualties. The main reason is the inability or the unwillingness of students to pay the high tuition associated with the traditional MBA programs. The same article talks about how many of the same universities are putting emphasis on master’s in business with specializations. An article in the Washington Post (October 7, 2018) titled “MBA enrollment is down again. What’s the future of the degree?” states that there was a 7% decrease in applications to U.S. MBA programs. That was the 4th year in a row with decline in applications. 70% of the schools in the country experienced decline. However, in the same article, the b-school dean of the Louisiana State University at Shreveport, which has experienced record *growth* in the recent past, states: “The schools *that haven’t added concentrations*, or offered more flexible pathways to a degree are the ones struggling.” Many regional universities that have reworked their MBA programs have been able to buck this trend of lower enrollments in their MBA programs in the recent past.

In a November 1, 2019 survey of over fifty members of the Eberly Business Advisory Council (BAC), which includes young professionals as well as CEO’s, the value of MBA specializations was further evident. On a scale of 1 to 5, with 1 being “very low value”



and 5 being “very high value,” the general MBA got a rating of 3.1 while an MBA with a specialization got a value of 3.6.

The current MBA Program offered by the Eberly College requires 36 credits of core courses leading to a general MBA and an *optional* 9 credits of specialization in multiple areas including accounting, finance, human resources, information systems, marketing, supply chain management, etc. leading to an MBA with a concentration (or specialization). The expectation today in industry is that every MBA graduate must have a specialization. The value associated with a general MBA has considerably diminished.

There are four current variabilities of delivery of the MBA Program at IUP. The Eberly College offers its MBA on campus and also in cooperation with PES University in Bangalore, India. The MBA (Executive track) is offered in off-campus locations such as Pittsburgh East and Northpointe as well as in Ramallah, Palestinian Territory in cooperation with the Arab American University. Historically, only about 10% of the on-campus MBA students completed a specialization but about 80% of the students from India completed a specialization. The rest of the MBA students and all of the MBA (Executive track) students obtained just a general MBA. Students routinely quote the high cost of 45 credits as the reason for not pursuing a specialization. IUP can sustain its MBA program only if a majority of the students are given an affordable option to complete their MBA *with a specialization*.

The enrollment numbers in all the four MBA locations listed above for the Eberly College have diminished in the recent past. The India MBA program has averaged 80 students/year in the last fourteen years while in 2019, it enrolled only 51 students. The Palestine EMBA program has averaged 35 students/year in the last six years but IUP and our partner there have agreed to stop recruiting for one year because of lack of demand. The off-campus EMBA locations in the greater Pittsburgh area have less than 20 students while the average earlier was nearly 30 students. The MBA program on campus has been hurt the most with less than 50 students in it compared to about 150 during its peak days nearly a decade back. While there are many reasons for the decrease in enrollment, the main reason is the inability to complete an MBA *with a specialization at an affordable cost*.

The goal of the Eberly College is to make the *MBA with specializations* more affordable which would result not only in the increase in overall enrollment but also significantly enhance the proportion of students who would go on from a general MBA to obtaining a specialization, which is what the industry prefers. This must be done without compromising academic rigor.

A thorough analysis of our competition showed that there are several universities that have 30-credit general MBA. For example, both West Chester University and Kutztown University (PASSHE and AACSB-accredited) offer a 30-credit general MBA. Edinboro and Robert Morris University (AACSB-accredited) offer a 30-credit MBA programs. In addition, there are innumerable number of MBA programs around the country that offer a 36-credit MBA with specialization. The following are some of the reputed universities



around the country that offer a 36-credit MBA *with specialization*: Kelley School of Business at Indiana University, New Mexico State University, University of Houston, Wayne State University, Northeastern State University, Syracuse University, University of Texas at Austin, Johns Hopkins University, and Texas A&M University.

The Eberly College is proposing to cut its MBA core from 36 credits to 27 credits and offer a general MBA for 30 credits (instead of 36 credits) and the MBA with concentration/specialization for 36 credits (instead of 45 credits). Please note that the specialization content will remain the same at 9 credits. The key was to determine the way to cut the core from 36 credits to 27 credits.

A comprehensive benchmarking was conducted with other MBA programs around the country. The core course requirements in a total of 17 universities in five groups of MBA programs were analyzed:

- Top Universities—Stanford, UC Berkeley, Columbia, Dartmouth, Northwestern, and Harvard
- PASSHE—Kutztown, West Chester, Shippensburg, Bloomsburg (all AACSB-accredited)
- Competitive Group—Penn State, University of Pittsburgh, West Virginia University
- Aspirant/Comparable Group—Miami University, Ohio, Oklahoma State University, Middle Tennessee State University and Marshall University

The table below shows the results of the percentage of universities (among the 21 with which we benchmarked) where each of our twelve core courses are being offered as a core course:

IUP Core Courses		Offered in benchmarked schools
FIN 630	Financial Management	94%
MKTG 603	Marketing Management	94%
MGMT 637	Operations Management	94%
ACCT 607	Management Accounting	94%
MGMT 613	Organizational Analysis	94%
MGMT 695	Business policy	89%
ECON 634	Managerial Economics	78%
IFMG 640	Management Information System	67%
QBUS 601	Data analysis and Decision Making	61%



MGMT/MKTG 650	International Business	33%
BCOM 670	Organizational Communication	11%
BLAW 633	Case Problems in Business Law	6%

After discussion in the Eberly Chairs' Council and in the Strategic Planning Council (SPC) which constitutes four faculty members from each department as well as ex-officio faculty members (a total of 23 faculty members), it was concluded that it would be logical to cut International Business, Organizational Communication, and Case Problems in Business Law from the core. Almost all the core functional area courses in finance, marketing, operations, and business policy address international/global issues; while communication theory was taught in the Organizational Communication class, most of the other courses require presentations and papers that help students hone their communication skills; and while in-depth coverage of business law as in the core course would not occur in the proposed curriculum change, courses in finance, marketing, operations, accounting, information systems, and strategic management/business policy expose students to topics and cases that have legal implications.

The bottom line is that an overwhelming majority of the MBA programs are not offering these three courses, making them the logical choices in our quest to cut the Eberly MBA core from 36 credits to 27 credits. Support letters from the department chairs of these three courses are attached (Management and Finance & Legal Studies).

Two other minor changes are being proposed:

1) The current MBA program requires four Core 1 courses or equivalent as prerequisites for students who do not have undergraduate business degrees. Currently, if an MBA or an MBA Executive-track student does not have a business-related undergraduate degree, they can meet these prerequisites by taking for-credit undergraduate courses at IUP or elsewhere. We are proposing an additional way to meet these prerequisites. There are many reputed institutions including the Harvard Business School offering online non-credit certificate courses in the four areas of the Core 1 prerequisites. The content of these courses is as strong and comprehensive as the for-credit courses. The cost to the student is only around \$100. These non-credit courses are as good as or better than CLEP exams, which also is currently accepted.

2) Numerous MBA programs have taken out the need for GMAT scores for admission. Currently, we require a GMAT score of 450 for admission and if a student does not score 450, there is a formula that takes into account undergraduate GPA and the GMAT score. Many prospective students have complained that the formula is unnecessarily confusing. Also, it is not common for graduate catalogs to publish a minimum score required for admission. We would like to retain GMAT as an entry requirement for students with limited work experience (we already waive the GMAT for students who have 4 or more years of experience) but not have a minimum score



published in the catalog. The MBA Coordinator would employ a more holistic approach while making admission decisions.

Summary:

<p>Current Program Title: Master of Business Administration</p> <p>Current Catalog Description: The Master of Business Administration degree program is designed to serve the needs of junior and intermediate-level business executives who are seeking additional knowledge and skills to do a more efficient job of problem solving and decision-making. Also, the program is structured to give recent college graduates advanced training in business management prior to entry into a business career.</p> <p>The MBA may be taken on either a part-time or full-time basis. Courses are scheduled for both day and night sessions, including a full schedule of course offerings in the summer.</p> <p>Current Prerequisites: Prerequisites of the program consists of four undergraduate-level prerequisite courses that are designed to provide a foundation in the basic concepts and techniques used in the various functional areas of business and to prepare the student for the graduate courses in business administration. Core I requirements can be met by completing the prerequisite courses at IUP, by completing equivalent courses at other accredited universities/institutions, or through successful completion of College Level Examination Program (CLEP) tests in these subjects (with a grade of “C” or better). At the time of admission, the MBA program coordinator will evaluate the academic transcripts of the student for Core I course waivers and give the student a plan for completion of courses</p>	<p>Proposed Program Title: Master of Business Administration</p> <p>Proposed Catalog Description: The Master of Business Administration degree program is designed to serve the needs of junior and intermediate-level business executives who are seeking additional knowledge and skills to do a more efficient job of problem solving and decision-making. Also, the program is structured to give recent college graduates advanced training in business management prior to entry into a business career.</p> <p>The MBA may be taken on either a part-time or full-time basis. Courses are scheduled for both day and night sessions, including a schedule of course offerings in the summer.</p> <p>Proposed Prerequisites: Prerequisites of the program consists of four undergraduate-level prerequisite courses that are designed to provide a foundation in the basic concepts and techniques used in the various functional areas of business and to prepare the student for the graduate courses in business administration. Core I requirements can be met by completing the prerequisite courses at IUP, by completing equivalent courses at other accredited universities/institutions, by completing non-credit modules in related areas offered by reputed institutions, or through successful completion of College Level Examination Program (CLEP) tests in these subjects (with a grade of “C” or better). At the time of admission, the MBA program coordinator will evaluate the academic transcripts and the</p>
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<p>needed for this stage. Course descriptions may be required to establish equivalency of courses completed elsewhere.</p> <p><u>Complete the following prerequisite courses or equivalent with a grade of “C” or better:</u></p> <p>ACCT 201 Accounting Principles I ECON 122 Principles of Economics II FIN 310 Finance I MATH 214 Probability and Statistics</p> <p>Or successfully complete equivalent proficiency examinations approved by MBA Program Coordinator.</p> <p>Current Admission Requirements: In addition to meeting admission requirements of the School of Graduate Studies and Research, students seeking enrollment in the MBA program must achieve a satisfactory score on the Graduate Management Admission Test (GMAT) before admission to the degree program (450 in GMAT or a combination of 1,000 points from GMAT score plus 200 times GPA on a 4.0 scale). The GMAT exam will be waived for applicants with a 3.25 GPA from an AACSB accredited business school. 350 points will automatically be awarded to students achieving a 3.25 GPA or higher to fulfill the 1,000 point requirement. Admission decisions are based on academic track record of the applicant, GMAT scores (if not waived), prior work experience, strength of recommendation letters, and clarity of goal statement presented by the candidate. International applicants are required to submit a Test of English as Foreign Language (TOEFL) score report as part of the MBA application.</p>	<p>experience of the student for Core I course waivers and give the student a plan for completion of courses needed for this stage. Course descriptions may be required to establish equivalency of courses completed elsewhere.</p> <p><u>Complete the following prerequisite courses or equivalent with a grade of “C” or better:</u></p> <p>ACCT 201 Accounting Principles I ECON 122 Principles of Economics II FIN 310 Finance I MATH 214 Probability and Statistics</p> <p>Or successfully complete equivalent proficiency examinations approved by MBA Program Coordinator.</p> <p>Proposed Admission Criteria: In addition to meeting admission requirements of the School of Graduate Studies and Research, students seeking enrollment in the MBA program must achieve a satisfactory score on the Graduate Management Admission Test (GMAT) before admission to the degree program. The GMAT exam will be waived for applicants with a 3.25 GPA from an AACSB accredited business school. Admission decisions are based on a holistic view of the academic track record of the applicant, GMAT scores (if not waived), prior work experience, strength of recommendation letters, and clarity of goal statement presented by the candidate. International applicants are required to submit a Test of English as Foreign Language (TOEFL) score report as part of the MBA application.</p>
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**11. DEPARTMENT: Information Systems and Decision Sciences
NEW PROGRAM
Program: MBA in Information Systems**

Rationale: The Eberly College of Business has offered a general MBA program for a long time. In 2013 Fall, concentrations were introduced as an option to the students. This included an Information Systems (IS) concentration. A recent analysis of student demand in general in US and overseas, over the last few years, and those from students enrolling in the MBA on campus, a clear demand for STEM focused MBA in Information System has emerged. Following are the numbers for the IS concentration since 2013, when it was introduced:

Year	#
2013	08
2014	15
2015	16
2016	22
2017	18
2018	24
2019	24

This in line with the overall trend in the market for Master's program in Business. As per the [MBA.com](https://www.mba.com) 2018 report on prospective student survey while the demand for the traditional MBA has remained stable or declined, while the demand for new and emerging type programs like **Master of Business Information Technology, Master of Data Analytics** has increased (<https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>).

This appears intuitive based on the pivotal role Information Systems play in all aspects of an organization. Many universities and colleges in US offer an MBA in Information Systems (with minor changes in the name) including DePaul University, University of Illinois, DeVry, etc.

This new MBA in Information Systems (which will also be STEM designated) is being also proposed to sustain and maintain the viability of the MBA program in the Eberly College of Business. To ensure that the program is STEM complaint several courses have been revised to meet the STEM guidelines and the number of IS focused courses has been increased from 3 to 4. The IS courses will capitalize on the business courses to impart necessary skills that the students will need to apply existing and trusted



Information Technology (IT) solutions as well as new and novel IT solutions to business problems to meet business goals. This skill set fits in well with the general description of a Computer System Analyst or a Business Analyst.

Computer Systems Analysis/Analyst area as per the Bureau of Labor Statistics (<https://www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm>) is poised for a year to year growth rate of 9% (faster than average) till year 2028. The median pay of \$88,740 per year for the undergraduates will most likely translate to a even higher salary for the graduate of this MBA program.

As per the Pennsylvania Center for Workforce Information & Analysis report dated 8/1/2018 (<https://www.workstats.dli.pa.gov/Documents/PA%20IDOL/PA%20IDOL.pdf>) Computer System Analysis is a job with great future demand. The total number of jobs will grow from 24,030 in 2017 to 29,030 (a 20.8% change) with annual openings of 809. The average salary was \$93,520 in 2017. and of course will grow in future.

In summary their outlook for the skills demand that this MBA in IS program will generate is quite favorable. As mentioned in addition to producing skilled graduates that will serve the needs of Commonwealth of Pennsylvania and the nation, the program will also serve to sustain the MBA program in Eberly College of Business.

All the instruction will be carried out by faculty with a doctoral degree in the area of Information Systems.

Summary:

Program Title:	MBA in Information Systems
Catalog Description:	The Master of Business Administration in IS is designed to prepare junior and mid-level business executives to use a combination of business skills and technical skills. The students will need to apply existing and trusted Information Technology (IT) solutions as well as new and novel IT solutions to business problems to meet business goals. Students will develop capabilities in selection, implementation, and troubleshooting of custom and off-the-shelf software through its entire life-cycle to solve different business needs. Students will also develop capabilities to construct and analyze computer aided decision models to solve various business problems. The graduates will qualify for occupations such as computer systems analysts. business analysts. business intelligent analysts, data analysts and a host of related roles



	<p>in the IS fields including managerial and other lead roles.</p>
<p>Program Requirements:</p>	<p>Complete the following prerequisite courses or equivalent with a grade of “C” or better: ACCT 201 Accounting Principles I ECON 122 Principles of Economics II FIN 310 Finance I MATH 214 Probability and Statistics Or successfully complete equivalent proficiency examinations approved by the MBA Program Coordinator.</p> <p>The four undergraduate-level prerequisite courses are designed to provide a foundation in the basic concepts and techniques used in the business and computer system analysis and to prepare the student for the graduate courses in Core I. The requirements can be met by completing the prerequisite courses at IUP, by completing equivalent courses at other accredited universities/institutions, or through successful completion of College Level Examination Program (CLEP) tests in these subjects (with a grade of “C” or better). At the time of admission, the MBA program coordinator will evaluate the academic transcripts of the student for prerequisite course waivers and give the student a plan for completion of courses needed. Course descriptions may be required to establish equivalency of courses completed elsewhere.</p>

12. DEPARTMENT: Professional Studies in Education

COURSE REVISION

Course: LTCY 702

Rationale: This course revision proposal has been submitted to align the course with new standards published by our SPA in May 2018. Due to the new standards, revised objectives and assessments must be drafted. As a result, a revised course description is also needed. Revisions were also made to align the course to the CAEP Standards for Advanced Programs.



Summary:

<p>Current Course Title: Reading and Writing in the Content Areas</p> <p>Current Catalog Description: Emphasizes strategies, techniques, and materials related to literacy and study skills in the content areas at elementary and secondary levels. A variety of materials, including electronic technology, will be incorporated.</p>	<p>Proposed Course Title: <i>Literacy Instruction Across Disciplines</i></p> <p>Proposed Catalog Description: <i>Emphasizes evidence-based approaches to integrating literacy strategies and varied materials and technologies across disciplines at the elementary and secondary levels. An inquiry approach to teaching is incorporated throughout class sessions and a school-based field experience.</i></p>
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13. DEPARTMENT: Management

NEW PROGRAM

Program: Ph.D. in Business

Rationale: Eberly College of Business and Information Technology seeks to offer a Ph.D. in Business to be delivered to a target market of experienced business professionals in Western Pennsylvania. At present no such program is available in the Western Pennsylvania region and a preliminary demand assessment has indicated substantial interest in such a program from alumni of our on-campus M.B.A., alumni of the off-campus M.B.A. Executive Track, and from instructors of business related courses in area community colleges.

If approved, this program would be offered in a weekend, cohort-based format for working professionals in the Pittsburgh region. The program would be offered on a part-time basis, will include two years of coursework, a comprehensive examination, and a dissertation. The target enrollment is 25 and the budget has been built on the expectation that 20 will complete the program. It is expected that a new cohort would start upon coursework completion of the previous cohort.

The Eberly College of Business and Information Technology was first accredited by the Association to Advance Collegiate Schools of Business International (AACSB) in 2001. Since that time, the college has undergone review and its accreditation has been extended twice, most recently in April of 2016. AACSB is the premier accrediting body for business schools worldwide. Accreditation includes rigorous self-evaluation and a periodic peer-review. Approximately 5% of the business schools world-wide hold this prestigious recognition and only about a quarter of AACSB-accredited business schools offer doctoral degrees.

A key impetus for this Ph.D. proposal comes from the findings and recommendations of a Doctoral Education Task Force commissioned by the AACSB. In their 2013 report titled The Promise of Business Doctoral Education Setting the Pace for Innovation,



Sustainability, Relevance, and Quality the task force calls for a complete rethinking of traditional doctoral education in business.

While the task force recognized the ongoing challenges associated with the shortage of qualified business faculty, the purpose of the report was much broader than solving the issues of supply and demand. The task force called for innovations in doctoral program design and delivery that would expand access and enhance the ability of schools to use resources more effectively.

Traditional doctoral programs in business in the last few decades have been very successful in producing a stream of highly trained researchers. Classified as Scholarly Academics (SA), these academically qualified individuals have advanced the scholarly reputation of business schools and universities with advanced foundational discipline based research in the different fields of business administration. Programs geared to producing SA qualified faculty involve:

- a) High cost of operating such programs including the need for full-time graduate assistantships (full tuition and stipends for full-time in-residence graduate students);
- b) Primary emphasis on high level foundational research in the discipline with less attention to relevance and applications; and
- c) Lack of access for non-traditional students and, therefore, a lack of diversity in the doctoral student body in terms of work/business/management experience.

The Task Force report called for repositioning of traditional models as higher education enters a new age noting that faculty models are increasingly incorporating industry engagement and research that serves to bridge the academic-practice divide.

AACSB accreditation standards explicitly require every business school to have the necessary intellectual capital to support high-quality outcomes consistent with the schools mission and strategies. Schools must demonstrate that (1) incoming faculty have the appropriate academic credentials and professional experience, and (2) they remain fully engaged scholarly and professionally.

In looking at what role(s) research trained faculty have in supporting school missions, the Task Force addressed the work of the AACSB Blue Ribbon Committee on Accreditation Quality that proposed a new model for classifying types of qualifications held by a schools faculty members. Included in this new model (in addition to Scholarly Academics, Practice Academics, Instructional Practitioners) is a new class of academically qualified faculty categorized as Scholarly Practitioners (SP). Scholarly Practitioners sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience.



In the Practitioner qualification categories (Instructional or Scholarly), both academic preparation and professional experience are relevant in establishing a faculty members initial qualification. Education should, at a minimum, consist of a master's degree in a field related to the area of teaching assignment. The professional experience should also be relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of initial placement. In either case, whether the faculty member is new or transitioning from Instructional Practitioner, the common entry requirement to SP is a strong commitment to advance practice, theory or teaching through intellectual contributions.

The Eberly College of Business and Information Technology is proposing a business doctoral program with a primary target market of those pursuing an SP classification. The program goal will be to meet the needs of experienced business/management professionals who want to advance their educational credentials with a high quality, rigorous doctoral program in order to become current in their business discipline, build advanced research and teaching skill sets, and transition to academic careers in universities or advanced research careers in business and industry.

Summary:

Program Title:	Ph.D. in Business
Catalog Description:	The Eberly College of Business and Information Technology offers the Ph.D. in Business program in a weekend, cohort-based format. The program would be offered on a part-time basis (6 credits/ semester), will include two years of coursework, a comprehensive examination, and a dissertation. Since 2001, the Eberly College is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting body for business schools worldwide.
Program Requirements:	The Ph.D. in Business requires the successful completion of a minimum of 48 hours of graduate credits that includes: a) coursework; b) doctoral seminar; c) comprehensive exam; and d) dissertation.

**14. DEPARTMENT: SAHE
COURSE REVISIONS
Course: 731**

Rationale: Several years ago a change in the SAHE Program Requirements was approved which allows students to retake SAHE 731 Practicum in Student Affairs a third



time as a third elective. Due to an oversight, the course itself was not revised to reflect this change. This proposal corrects this error.

Summary:

<p>Current Course Title: Practicum in Student Affairs</p> <p>Current Catalog Description: Affords the student an opportunity to gain practical experience in dealing with theories of his/her specialties. Includes one or two semesters in one of the student affairs offices at IUP or another institution under the leadership of a departmental director or coordinator.</p>	<p>Proposed Course Title: Practicum in Student Affairs</p> <p>Proposed Catalog Description: Affords the student an opportunity to gain practical experience in dealing with theories of his/her specialties. Includes one or two semesters in one of the student affairs offices at IUP or another institution under the leadership of a departmental director or coordinator. Students may also take SAHE 731 a third time as the third elective.</p>
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**15. DEPARTMENT: CSD-SPLP
PROGRAM REVISION
Program: M.S. Speech-Language Pathology**

Rationale: The MS in Speech-language pathology (SLP) at IUP will have it's 8 year accreditation review in the Spring of 2020. Updates of course titles and catalog language are being proposed to reflect contemporary professional language that has evolved in the past 8 years. The proposed changes will also reflect the new certification standards in SLP that now allow for simulation experiences to count towards a student's 400 clinical clock hours. Therefore, a Diagnostic methods course is being eliminated with essential content being embedded into the current Diagnostic clinical practicum course. That Diagnostic clinical practicum course will now be 3 credits instead of 1 credit to account for simulation experiences and instructional debriefing. We are also adding a Simulation clinical practicum course that will utilize a new hospital simulation lab for training in acute care competencies. Courses that were routinely offered in a Seminar in Communication Series will now have their own course numbers to better reflect program curriculum on student transcripts and in the catalog. Total MS Degree credits will remain the same.

Summary:

<p>Current Program Title: MS Speech-Language Pathology</p> <p>Current Catalog Description: The IUP Master of Science (MS) degree program in Speech-Language Pathology is accredited by the Council on Academic</p>	<p>Proposed Program Title: MS Speech-Language Pathology</p> <p>Proposed Catalog Description: The IUP Master of Science (MS) degree program in Speech-Language Pathology is accredited by the Council on Academic</p>
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Accreditation of the American Speech-Language-Hearing Association (ASHA). The MS curriculum combined with an undergraduate degree in communication disorders meets the academic and clinical requirements for the Certificate of Clinical Competence from ASHA, Pennsylvania Licensure in Speech-Language Pathology, and Educational Specialist Certification by the Pennsylvania Department of Education. Applicants who do not have an undergraduate degree in communication disorders must complete the necessary prerequisites before applying for graduate admission.

Program Requirements

Candidates for the Master of Science degree must meet the academic and practicum requirements for the Certificate for Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association. 51 hours are required for the degree.

Required Courses:

GSR 615	Elements of Research	3 cr.
SPLP 604	Diagnostic Methods	3 cr.
SPLP 610	Sound System Disorders	3 cr.
SPLP 614	Neuropathologies of Speech & Swallowing	3 cr.
SPLP 616	Stuttering	3 cr.
SPLP 618	Voice	3 cr.
SPLP 630	Language Disorders of Children	3 cr.
SPLP 632	Neurological Communication Disorders	3 cr.
SPLP 635	Seminar in Communication (1-3 cr.)	9 cr.
SPLP 661	Advanced Clinical Practicum (2 cr., repeat once)	4 cr.
SPLP 662	Diagnostic Clinic	1 cr.
SPLP 663	Hearing Testing Clinic	1 cr.
SPLP 796	Internship in Healthcare Organizations	6 cr.
SPLP 798	Internship in Schools	6 cr.
SPLP 795	Thesis (may substitute for 3 cr. of seminar)	3 cr.

51 credits

Accreditation of the American Speech-Language-Hearing Association (ASHA). The MS curriculum combined with an undergraduate degree in communication disorders meets the academic and clinical requirements for the Certificate of Clinical Competence from ASHA, Pennsylvania Licensure in Speech-Language Pathology, and Educational Specialist Certification by the Pennsylvania Department of Education. Applicants who do not have an undergraduate degree in communication disorders must complete the necessary prerequisites before applying for graduate admission.

Program Requirements

Candidates for the Master of Science degree must meet the academic and practicum requirements for the Certificate for Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association. 51 hours are required for the degree.

Required Courses:

GSR 615	Elements of Research	3 cr.
SPLP 604	Diagnostic Methods	3 cr.
SPLP 610	Pediatric Speech & Language Disorders 1	3 cr.
SPLP 611	Pediatric Speech & Language Disorders 2	3 cr.
SPLP 614	Swallowing Disorders	3 cr.
SPLP 616	Fluency & Motor Speech Disorders	3 cr.
SPLP 618	Voice Disorders	3 cr.
SPLP 630	Language Disorders of Children	3 cr.
SPLP 632	Neurogenic Communication Disorders	3 cr.
SPLP 635	Seminar in Communication (1-3cr)	4 cr.
SPLP 642	Cancer & Congenital Disorders	2 cr.
SPLP 643	Counseling in Communication Disorders	1 cr.
SPLP 644	Professional Issues	2 cr.
SPLP 661	Treatment Clinic (2cr., repeat once)	4 cr.
SPLP 662	Diagnostic Clinic	3 cr.
SPLP 663	Hearing Clinic	1 cr.
SPLP 664	Simulation Clinic	1 cr.
SPLP 796	Internship: Adult Placement	6 cr.
SPLP 798	Internship: Pediatric Placement	6 cr.
SPLP 795	Thesis (may substitute for 3 cr. of seminar)	3 cr.

51 credits



**16. DEPARTMENT: ISDS
COURSE REVISIONS
Course: QBUS 601**

Rationale: The course revision is part of the ISDS Department's periodic revisit and revision of coursework to make them more relevant to the market place and the industry. The course is being revised to keep up with the demands of the market and industry and its focus on mathematical models and optimization to solve business problems. Relevant content from the course contents before this proposed revision is being retained. The revisions being made will make the course a more STEM focused course which will also increase the marketability of our MBA students.

Summary:

<p>Current Course Title: Data Analysis and Decision Making</p> <p>Current Catalog Description: Familiarizes students with statistical techniques for making comparisons and predictions about a population based on sample data. Major attention is given to identifying and describing the process involved in carrying out a statistical analysis and how a variety of desktop tools and statistical packages may be used within the managerial and business decision process. Topics include analysis of variance, regression (linear and multiple), time series, statistical process control, decision analysis, linear programming, and simulation.</p> <p>Number of Credits Class Hours per week: 3 Lab Hours: 0 Credits: 3</p>	<p>Proposed Course Title: Mathematical Modeling and Decision Making</p> <p>Proposed Catalog Description: Teaches various management science and statistical techniques to model real world business problems and apply selected techniques to solve those business problems. Students will learn the philosophy of approaching business problems in a logical fashion, modeling them and then arriving at a solution. The use of computer applications to arrive at solution and interpret the solution is emphasized. Topics include (but may not be limited to) introduction to probability and hypotheses testing. ANOVA, Multiple Regression, Multicriteria Decision Making, Linear Programming, and Decision Analysis.</p> <p>Proposed Number of Credits Class Hours: 3 Lab Hours: 0 Credits: 3</p>
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Appendix C
Non-credit Committee
Chair O'Neil

Committee member attendees: Tess O'Neil, Chair,
Committee members: Marcy Rearick, Mike Husenits, Carrie Bishop
Excused: Andrew Nutter
Interviewee: Dr. Linda Jennings

The IUP String Project is under the realm of Department of Music Community Outreach Program. This project provides a string music education for children ages five through eighteen in Indiana and the surrounding area. It also provides a teacher-training program for IUP music students.

The IUP String Project is one of thirty-two similar programs joined under the auspices of the [*National String Project Consortium \(NSPC\)*](#), dedicated to promoting string music education in the United States. The NSPC was initially created to encourage string education and to help deal with the deficit of string teachers since the 1990's which dropped to an all-time low of 18%. Since then, this statistic has now reached 35%.

As a member of the National String Project Consortium, the IUP String Project joins in addressing the two main issues facing string education today:

- The low number of public schools that offer string music education programs to children.
- The critical shortage of string teachers in the U.S.

The program was created by IUP music faculty member Dr. Linda Jennings in 2004.

The mission of the IUP String Project is to:

- Provide our students with an opportunity for musical enjoyment and education through the study of stringed instruments
- Encourage the personal development of our students by providing them with an outlet for self-expression within a structured environment
- Encourage student leadership in school orchestra programs and share our accomplishments within the community, acting as a supplement to the current string programs in the school systems or as a substitute string program for children who do not have access through their school
- Create a partnership by providing accessible string education and mentorship for our students and teaching experience for CSUS School of Music students who may be pursuing a career in string education+

The program is taught by IUP students and some former attendees of the project, which are held during the fall, spring, and/or summer. The agenda includes 11-12 lessons, 4 ensemble classes, along with a culminating recital.

The usual class size is 30-35 students and tuition for the project is based upon ½, ¾, and hour-long lessons.

The program throughout the years has introduced students to IUP that later become IUP alum. The program is independently funded by the tuition.

Recommendations

Any time students are brought onto campus for any project can be an opportunity for recruitment. Perhaps the Admissions Office can assist in some way by supplying folders, or some items with the IUP brand.



Appendix D
Research Committee
Chair Marin

Meeting Minutes – February 11, 2020

Members Present: Hilliary Creely, Robert Gretta, Lorraine Guth, Luz Marin, Laurie Roehrich, Lisa Sciulli, Alexi Thompson

Dr. Marin convened the meeting at 3:30 pm. The meeting was devoted to reviewing the University Research Committee proposals. There were 14 USRC Small Grant proposals for review and the decision was made to fund 11 proposals totaling \$10,608.

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

Marin recused herself from the review of the Research and Scholarship application and did not participate in this portion of the meeting, as she is co-PI on the application.

- Majed Zreiqat, Luz Marin, and Wanda Minnick were awarded \$1951 for their project “Characterization of Nurse-Patient Handling Tasks.”

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

- John McCarthy was awarded \$1,000 for international travel to present at the 2020 International Conference of Asia-Pacific Counseling to be held August 6-8, 2020 in Seoul, South Korea.
- Francis Allard was awarded \$1,000 for domestic travel to present “Stone beads along the Maritime Silk Route: A view from Hepu’s Han dynasty burials” at the 85th Annual Meeting of the Society for American Archaeology to be held April 22-26, 2020 in Austin, TX.
- Maureen McHugh was awarded \$1,000 for international travel to present “(Re)Conceptualizing Women's Leadership Training at the International Congress of Psychology” to be held July 19-25, 2020 in Prague, Czech Republic.
- Russell Stocker was awarded \$1,000 for domestic travel to present “A Class of Dynamic Additive-Multiplicative Models for Recurrent Event Data” at the Eastern North American Region of the International Biometric Society Spring Meeting to be held March 22-25, 2020 in Nashville, TN.
- Pearl Berman was awarded \$1,000 for domestic travel to present “Adult Victimization and Perpetration within a University Sample: Implications for Primary Prevention, Treatment, and Criminal Justice” at the 17th Hawaii International Summit of Preventing, Assessing, and Treating Trauma Across the Lifespan to be held April 13-17, 2020 in Honolulu, HI.
- Lynn Botelho was awarded \$1,000 for international travel to present at the European Association of Urban History Conference to be held September 2-5, 2020 in Antwerp, Belgium.
- Jennifer Smith was awarded \$1,000, pending submission of the call for proposals, for domestic travel to present “Local Change and the Rising Tides: Using change detection and participatory mapping to mitigate climate change in Gullah Geechee



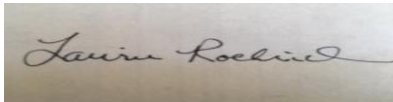
areas of the East Coast” at the American Association of Geographers Annual Meeting to be held April 6-10, 2020 in Denver, CO.

- Bryna Siegel Finer was awarded \$461 for domestic travel to present “Engaged Learning Experience” at the 71st Annual Conference on College Composition and Communication to be held March 25-28, 2020 in Milwaukee, WI.
- Elizabeth Palmer was awarded \$678, pending IRB confirmation, for domestic travel to present “The Transformational Road to Teaching and Assessing Nursing Students' Clinical Judgment: A Faculty Development Project” at the Nursing Education Research Conference to be held March 26-28, 2020 in Washington, DC.
- Taylor Edwards was awarded \$518, pending IRB confirmation, for domestic travel to present “The Transformational Road to Teaching and Assessing Nursing Students' Clinical Judgment: A Faculty Development Project” at the Nursing Education Research Conference to be held March 26-28, 2020 in Washington, DC.

The meeting adjourned at 5:00 p.m.

Prepared by Bethany Jackson, Administrative Assistant, School of Graduate Studies and Research

Submitted by

A rectangular box containing a handwritten signature in cursive script that reads "Laurie Roehrich".

Laurie Roehrich, Ph.D.
Secretary, University Senate Research Committee

**Appendix E
Development and Finance Committee
Chair Mount**

**FOR INFORMATION:
AGENDA**

Development and Finance Committee Meeting
Tuesday, February 11, 2020, 3:30pm, 202 Clark Hall

Committee members attendance:

	Last	First	Email	Officer	Memb	Present
Dr.	Boda-Sutton	Holly	hboda@iup.edu		F1	X
Dr.	Castle	Joshua	J.L.Castle@iup.edu		F2	X
Dr.	Deardorff	Nicholas	n.deardorff@iup.edu		F3	
Dr.	Mount	Gregory	Gregory.Mount@iup.edu	Chair	F4	X
Dr.	Norwood	Michele	Michele.Norwood@iup.edu		FAL	
Mrs.	Soni	Bina	binasoni@iup.edu		F5	X
					F6	
					F7	
					Staff	
Dr.	Fitzsimons	Debra	dfitzsim@iup.edu / eabash@iup.edu		VP Fin	X
Mr.	White	Richard	rpwhite@iup.edu / kdalsop@iup.edu		AVP Fin	
	August	Bolinger	clyw@iup.edu		UG1	X
	Bryanna	Troop	hfgx@iup.edu	V-Chair	UG2	
	Tyler	Menichiello	zfqx@iup.edu		GS1	

Also Present: Greg Cessna for Richard White

- **Old Business**
 - Vaping policy clarification
- **Standing Reports**
 - None
- **New Business**
 - Mr. Jason Mackovyak Five-Year Priority Spending Plan Committee voted unanimously to sign document (Attached).
- **Announcements**
 - None
- **Adjournment**
 - Vote unanimously yes
- **Future Meetings**

Spring 2020 as needed. Please block off the following dates:
17 March 2020, 14 April 2020, 05 May 2020



**Proposed Five-Year Priority Spending Plan
Indiana University of Pennsylvania**

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

Proposed 2019-20

Demolition of Underutilized and Obsolete Buildings
Deferred Maintenance Repairs (Chilled Water Plant Expansion)
Deferred Maintenance Repairs (Eberly HVAC Upgrade)

Proposed 2020-21

No IUP Appropriation

Proposed 2021-22

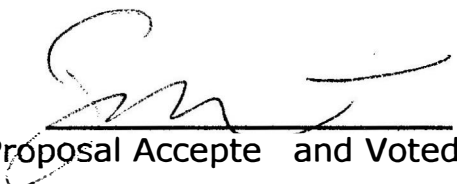
No IUP Appropriation

Proposed 2022-23

Academic Building Replacement

Proposed 2023-24

No IUP Appropriation

 2/11/2020
Proposal Accepted and Voted on by the Development and Finance Committee

Appendix F
Academic Affairs Committee
Chair Dugan/Wachter

FOR ACTION:
CURRENT POLICY
Change of Major

To qualify for a change of major, a student must be in academic good standing (2.00 cumulative GPA). This requirement does not apply to students in their first semester at IUP without a GPA. All students must meet any other requirements specific to the new major. All teacher certification programs have requirements beyond a 2.00 GPA. Please refer to the individual college sections in this catalog for change of major policies

Students with One Major

A student who has one primary major must apply for a change of major online through My IUP under Academics/Academic Record, Change of Primary Major. Before seeking a change of major, the student should consult with the departmental chair (or chair's designee) of the new major.

Student with Secondary or Tertiary Major

A student wanting to add or change a secondary or tertiary major must obtain and complete the appropriate paper application from the department of the new major. Note: the online application is for a student who has one primary major only.

Additional Information

When a student changes colleges, the dean (or dean's designee) of the college of the new major will evaluate the student's credits before approving the change. A copy of the evaluation will be made available to the student and their new advisor if a change of major occurs.

In cases involving students who are veterans, the dean (or dean's designee) of the new major shall give the veteran a statement of prospective approval and the effective date of the proposed changes. This statement shall also indicate the amount of extended time the change of major will entail, if any. The veteran shall take this statement to the Military and Veterans Resource Center at least one month before the effective date of change. No change of major shall be made by veterans until VA approval has been assured.

REVISED POLICY
Change of Major Policy

Before seeking a change of major, the student should consult with the departmental chair (or chair's designee) of the new major concerning admission and program requirements and the mapping of existing credits into the new curriculum.



To qualify for a change of major, a student must be in academic good standing (2.00 cumulative GPA). This requirement does not apply to students in their first semester at IUP without a GPA. All students must meet any other requirements specific to the new major, including program-specific admission requirements. All teacher certification programs have requirements beyond a 2.00 GPA. Please refer to the individual college sections in this catalog for change of major policies.

Students not in good academic standing (having a cumulative GPA less than 2.00) may petition to change their major with the college dean or designee (e.g., academic standards officer) of the college they wish to enter. After assessing the potential for academic success in the new major, the college dean or designee may grant the change of major.

Students with One Major

A student who has one primary major must apply for a change of major online through MyIUP under Academics/Academic Record, Change of Primary Major.

Student with Secondary or Tertiary Major

A student wanting to add or change a secondary or tertiary major must obtain and complete the appropriate paper application from the department of the new major. Note: the online application is for a student who has one primary major only.

Additional Information

In cases involving students who are veterans, the dean (or dean's designee) of the new major shall give the veteran a statement of prospective approval and the effective date of the proposed changes. This statement shall also indicate the amount of extended time the change of major will entail, if any. The veteran shall take this statement to the Military and Veterans Resource Center at least one month before the effective date of change. No change of major shall be made by veterans until VA approval has been assured.

RATIONALE

This policy came up for review due to questions about the efficacy of not allowing students not in good academic standing to change majors. The policy clarifies explicitly what had been implicit – that students may petition for a change of major to the college of the desired major's dean/associate dean, dean's associate (e.g., academic standards officer) even when not in good academic standing. This option allows a student who has identified a major that better suits their talents to proceed into that major toward bettering their standing. It reduces the chance that students are forced to remain in a non-viable major until good standing is achieved. It provides the academic standards officer the opportunity to approve or deny such changes on a case-by-case basis. It maintains the ability of majors to have major specific requirements which must be met.

During the policy review, processes and procedures were updated to best reflect current processes and procedures.



Appendix G
President's Athletic Advisory Committee
Chair Castle

FOR INFORMATION:

President's Athletic Advisory Committee

Wednesday, February 12, 2020

1:30 p.m.

Sutton Hall, Room 202

Welcome and Remarks – Dr. Joshua Castle, Chair

- Started the meeting by thank everyone for coming and introductions.
- Mentioned the success of the Women's and Men's Basketball Teams

Remarks from Dr. Michael Driscoll

- Mentioned the by-law change regarding term limits for Presidents on the NCAA Executive council was changed from 4 years to six. Dr. Driscoll now has two more years added onto his term.
- There was a lengthy discussion regarding the movement by state and federal governments proposing legislation regarding college athletes being paid for the Name, Image and Likeness by outside sources. Currently, NCAA bylaws restrict this from happening. Many of the legislative proposals would make NCAA bylaws illegal for universities to enforce. The NCAA is currently working with government entities to find solutions.

Remarks from Dr. Tom Segar

- Dr. Segar provided the committee with an update on student athlete community service. He mentioned that IUP student athletes completed of 3000 hours of community service. This equates to 7.5 hours per student athlete, which is well above the national average. Dr. Segar also highlighted that 55% or 220 of the student athletes made Dean's list in the Fall of 2019 and 79 had a 4.0 GPA.

Report from Athletic Administration – Todd Garzarelli

- Provided the committee with an update on the sports programs. Mr. Garzarelli mentioned that Men's and Women's Basketball are both in good position for both PSAC and NCAA playoffs. Swimming and Indoor track are headed into post season. Golf was ranked #1 in the pre-season regional ranking.

Athletic Training Update – Jessica Baum-Mehus

- At the last PAAC meeting, President Driscoll requested that we have an update from different areas within athletics. Jessica Baum-Mehus provided the committee with a report on issues that athletic trainers are dealing with.
- Jessica started with updating the committee on the Mental Health Screening. The screening is an attempt to reach student athletes and make them aware/provide



services on campus. Optional surveys were distributed to all student athletes. 153 of the surveys were completed and returned. 21 student athletes reported concerns and were followed up with. The committee will continue making adjustments to promoting the survey and process in which it is administered. This screening also aligns with NCAA best practices recommendations

- Discussed the Arrington Concussion Lawsuit. Athletic Trainers are looking at establishing a baseline for all student athletes.
- The PSAC is looking at formalizing a process for athletic training coverage for away teams.
- The athletic trainers are working on developing a newsletter for student athletes. The newsletter would include training tips, nutrition advice, compliance advice, etc.
- Jessica also updated the committee on new standards of care and how things need to be implemented in 2021.

Report from University Advancement – Khatmeh Osselran Hanna

- Presented the committee with a report on the Imagine Unlimited Campaign. Currently the campaign is at 90% of the \$75 Million Dollar Goal with a year and half to go.

Report from Faculty Athletics' Representative – Dr. Jim Racchini

- Dr. Racchini provided the committee with a detailed update regarding the Fall GPAs of IUP's Student Athletes. The average fall GPA for student athletes was 3.21. In 2018-19 the average GPA (3.07) for IUP student athletes were above the Division II average and the PSAC average.
- Highlighted Damon Lloyd who was named to the PSAC's Fall Top Ten Team. The PSAC Top 10 Awards are designed to recognize student-athletes who excel in both the classroom and in athletic competition. After the fall semester Lloyd carries a 3.53 cumulative grade point average as an exercise science major. He wrapped up his playing career this fall as one of the greatest linebackers in IUP history as a two-time All-American with 384 total tackles.

Report from Student Athletic Advisory Committee – Maddi Burns

- Provided the committee with overview of the SAAC subcommittees. Currently there are three SAAC subcommittees: Mental Health, Community Service, and Well-Being. They started a new initiative, Athlete Yoga Sundays.

Next Meeting

- **Monday, April 20, 2020, 1:30 p.m., Sutton Hall, Room 202**

