

**MINUTES OF THE  
IUP UNIVERSITY SENATE**

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**April 28, 2009**

Chairperson Broad called the April 28, 2009, meeting of the University Senate to order at 3:35 p.m., in Eberly Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Baker, Baum, Boda-Sutton, Condino, Gossett, Hulings, Klingaman, Lemasters, Marx, Myers, Peavler, Pike, and Schwietz.

The following Senators were absent from the meeting: Ames, Ault, Beck, Clutter, Cowles, Domaracki, Irani, Mensch, Nahouraii, Newcomer, Novels, Rosenberger, Schroeder, Zorich, and Zuraikat.

The minutes of the April 21, 2009 meeting were **APPROVED** after the Chair made a motion to ask the roll call vote from the April 21 meeting be done again as the roll call was done incorrectly. The Chair's motion was appealed to have the approval of Liberal Studies stand, and a motion was made for a roll call vote on the appeal. A roll call vote was taken and the appeal to have the approval of Liberal Studies stand was approved 73 – 67 with three abstentions; the roll call vote appears as an end note to the minutes.

Agenda items for the April 28, 2009, meeting were **APPROVED** with the following changes: on page 74 the addition of the Liberal Studies section in the current and proposed sides for Bachelor of Science in Education – Social Studies Education/History Track; on page 98 the deletion of the Humanities/History requirement in Liberal Studies in both the current and proposed sides; on page 99 the deletion of 's' on the Pre-Student Teaching Clinical Experience(s) I & II on both the current and proposed sides; on page 99 the change of major credits to '18' on both current and proposed sides; on page 99 in other requirements on both sides, the footnote '(2)' should be after the word 'minor' and '6cr' should be in the credit column; on page 99 the total degree requirements on the proposed side should be '123'; on page 99 footnote (1) on both sides should have 'at the' before '100'; and on page 99 footnote (2) is added.

## **STANDING COMMITTEE REPORTS**

### **University-Wide Undergraduate Curriculum Committee (Senators Sechrist and Hannibal)**

#### **4. Department of Hospitality Management—New Course and Course Revision, Course Number Change and Catalog Description Change APPROVED**

##### **a. Course Revision, Course Number Change and Catalog Description Change:**

###### **Current Catalog Description:**

###### **HRIM 406 Catering and Banquet Management**

**var-3cr**

**Prerequisites:** HRIM 313, majors only; chef's uniform and wait-staff attire required

Profitable organization, preparation, and service of catered events in both on- and off-premises locations are the main emphases. Requires meeting times other than listed in order to meet course objectives.

**Proposed Catalog Description:**

**HRIM 346 Catering for Special Events**

**3c-01-3cr**

**Prerequisite:** HRIM 313 Food Production and Service, equivalent, or by permission. A practical understanding of the management tasks of a caterer and their relationship to the Special Event Industry.

**Rationale:** The course name is being changed to align the catering management function to the emerging special event market. The course number and prerequisite are being changed from HRIM 406 to HRIM 346 so as to position the course earlier in a student's academic career. The revised content updates, strengthens, and streamlines information and is based on the professional caterer's specific management tasks and current industry needs.

**b. New Course:**

**HRIM 404 Brew Pub and Brewery Operations**

**3c-01-3cr**

**Prerequisite:** Verifiable proof of 21 years of age or older

Addresses the art of brewing beer, beer styles, brewing equipment requirements, responsible alcohol service, beer and food pairing, sales and marketing. Students will visit local breweries and brew pubs. Students are required to attend 3 day long field trips.

**Rationale:** HRIM 404 Brew Pub and Brewery Operations will complement the Department of Hospitality Management curriculum as a senior-level course. This course is not for inclusion in the Liberal Studies Program. This course will be offered as a department elective. Beverage Management offers only a brief overview of beer and beer services. Brew Pub and Brewery Operations offer students in-depth analysis of the brewing and restaurant industry.

**5. Department of Psychology—Course Revisions**

**APPROVED**

**a. 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 to death, particularly as they relate to psychological development of individual. A survey course directed at students not planning to take PSYC 311 or 312. May receive credit towards the Psychology major or minor for only one of PSYC 310, 311, or 315.

**Proposed 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 to death, particularly as they relate to psychological development of individuals. A survey course directed at students not planning to take PSYC 311 or 312. May receive credit towards the Psychology major or minor for only one of PSYC 310, 311, or 315.

**b. Current Catalog Description:**

**PSYC 374 Stress and Coping**

**3c-01-3cr**

**Prerequisite:** PSYC 101

Fundamental concepts and findings in stress and stress-related disorders. Relationships of stress to disease and methods for coping with stress are presented.

**Proposed Catalog Description:**

**PSYC 374 Stress and Coping**

**3c-01-3cr**

**Prerequisite:** PSYC 101

Fundamental concepts and findings in stress and stress-related disorders. Relationships of stress to disease and methods for coping with stress are presented.

**Rationale:** Course revisions were presented for both of these courses to establish a syllabus of record for these courses so that the syllabi of record could be contrasted with the distance education syllabi.

**6. Department of Journalism—New Course**

**APPROVED**

**JRNL 400 Professional Preparation**

**1c-01-1cr**

**Prerequisites:** Junior, Journalism major

Prepares majors for the professional world by exploring short- and long-term career goals, creating materials for self-marketing and managing the personal and behavioral transition from college to the workplace in newspapers, magazines, public relations and visual journalism.

**Rationale:** This course is intended for juniors and seniors in journalism. Its content is not taught in any other departmental courses.

**7. Department of Geography and Regional Planning—New Course**

**APPROVED**

**GEOG 425 Global Positioning Systems (GPS) Concepts and Techniques**

**3c-01-3cr**

**Prerequisites:** Student must have completed 60 credits of coursework or have permission of instructor.

Provides students with knowledge of the theoretical basis and practical applications of Geographic Positioning Systems (GPS). Students will gain hands-on experience using GPS receivers and GPS observables, as well as the ability to determine point and relative position fixes from pseudorange and carrier phase measurements. Students will be exposed to industry-standard GPS hardware and software, as well as appropriate techniques for processing GPS data to achieve necessary levels of horizontal and vertical positional accuracy. Integration of GPS and geographic information systems (GIS) will also be discussed.

**Rationale:** The course is designed for Geography & Regional Planning majors, as well as non-majors who would like to learn about the science and applications of global positioning systems (GPS) and increase their technical skills. The course is meant to provide a thorough conceptual and technical basis for students who may specialize in GPS applications in a professional sense to some degree in the future. This course differs from GEOG 219, in that it is designed for advanced students and covers the conceptual and scientific underpinnings of GPS in much greater detail. GEOG 219 conversely is designed for students who would like to learn the basics of GPS for basic knowledge or recreational purposes.

**Current Catalog Description:****EDUC 453 Teaching of Foreign Languages in the Secondary School** **3c-01-3cr****Prerequisites:** Grade of C or better in SPAN 390 or FRNC/GRMN 390; permission of instructor.

Develops an understanding of current theories of foreign language learning through exploration of relevant research. Students read about and discuss the implications of key research for teaching in secondary school classrooms. Opportunities are provided for students to use the theoretical base to design and present

classroom lessons and to reflect on the effectiveness of their teaching. Special attention is given to designing performance-based language assessments and to adapting instruction to address the special needs of learners. Taught fall semester only.

**Proposed Catalog Description:****EDUC 453 Teaching of Foreign Languages in the Secondary School** **3c-01-3cr****Prerequisites:** Grade of C or better in SPAN 390 or FRNC/GRMN 390; permission of instructor

Designed to help students develop an understanding of current theories of foreign language learning through exploration of relevant research. Students read about and discuss the implications of key research for teaching in secondary school classrooms. Opportunities are provided for students to use the theoretical base to design and present classroom lessons and to reflect on the effectiveness of their teaching. Special attention is given to designing performance-based language assessments and to adapting instruction to address the special needs of learners. Taught fall semester only.

**Rationale:** The Pennsylvania State Board of Education has adopted recent changes that require all teacher preparation programs to include a specific number of hours of instruction devoted to adaptations and accommodations for diverse students in an inclusive setting and the instructional needs of English Language Learners (ELL). Notes have added on the syllabus that address the number of hours in the class that address ELL learners (45) and the number of hours that address the student with physical or mental disabilities. Fourteen hours are devoted to learning about and adapting instruction/assessment for the student with physical or mental disabilities in EDUC 453. Also, the course outline has been updated to align with current research in foreign language education.

**9. Eberly College of Business and Information Technology—Catalog Description Addition****APPROVED**

Add the following paragraph as the last paragraph in the first page of the Eberly College of Business and Information Technology part of the catalog under the heading Bachelor of Science Degree:

Students can also pursue their B.S. Degree in all of the Eberly College's majors and concentrations (except Business Education) by completing the first 75 credits of the IUP B.S. program at the campus of People's Education Society (PES) in Bangalore, India. Upon successful completion of these 75 credits, students can transfer these 75 PES credits in to IUP and complete the remaining 45 credits at IUP and receive the B.S. degree in one of the majors offered by the Eberly College at IUP. Please contact the Eberly College for further details.

**Rationale for an Undergraduate Program focusing on India**

The Eberly College has been successfully offering its full-time MBA program in India with the help of IUP's full-time faculty and in cooperation with a local partner, Peoples Education Society (PES). PES is a comprehensive educational institution offering degrees in business, engineering, computer science,

business, life sciences, hotel management, etc. PES is a highly reputed institution in Southern India with top national rankings in many disciplines. Nearly 200 students would have graduated from the program by May 2009.

The success of the program can be attributed to several factors, chief of which are: a) huge youth population, and consequently, high demand for education in India, b) a fully accredited U.S. Degree by a reputed institution, c) a strong local partner, d) innovative program design—not mandatory for students to come to the U.S., four-course (12-credit) transfer instead of the typical two courses (6 credits), scheduling of the program, etc. and e) an affordable model for tuition and other costs for the students.

The demand for quality undergraduate business programs is comparable to the demand for the MBA program and all of the above mentioned success factors could be easily translated to the undergraduate context. If properly implemented, the demand for undergraduate degrees in business could increase exponentially in India. IUP has the first-mover advantage with the successful MBA program in place with a strong local partner.

In general, at the undergraduate level, the number of students from India studying in the U.S. is limited compared to their graduate counterparts. The students from the elite and affluent class in India that want to come to the U.S. for undergraduate education have been coming to many U.S. universities for several decades. This program will target the vast student population of the middle class families in India who aspire to get an undergraduate education with a global flavor and a degree from an internationally accredited program at an affordable cost. The tuition and fees, even at IUP rates (relatively inexpensive among U.S. universities) for all the four years will be unaffordable for the vast majority of students in India. However, an innovative model can be designed that will not only help these students realize their dream of getting a U.S. degree but also help IUP increase enrollment of a more diverse population of students.

## **Proposal**

The proposal is to offer all the undergraduate majors and concentrations in the Eberly College (except Business Education) to students in India in cooperation with PES, our current MBA partner in India. However, the structure of this program will be very different from that of the MBA program. IUP faculty will never travel to India to teach in this program. The students will come to IUP. This is a model that was designed based on the existing models with: a) CCAC, Boyce Campus (based on the IUP-CCAC articulation agreement, students take the first two years/60 credits from CCAC and then transfer into IUP and IUP faculty members teach the remaining 60 credits) and b) several of IUP's international partners including INTI College, Malaysia; Nancy, France; Sheffield, England and many more. In all these programs, the students complete two or even three years in their universities and then come to IUP/Eberly as study abroad students. But some students decide to get their courses transferred to IUP; subsequently, if they take the remaining required courses *and* if they take the minimum 45 credits at IUP required to grant an IUP degree, they can get an IUP degree.

The current proposal in India is to use a more structured approach with PES. PES would teach the first 75 credits including all of IUP's liberal studies courses and part of the business courses as shown in the next page. These courses will be PES courses and will be taught in Bangalore. They will be transferred into IUP if they are successfully completed by the student. The student then spends the final year at IUP's campus in Indiana (all summer, fall, and spring) and completes the final 45 credits and gets an IUP degree.

IUP and PES admissions offices will work together to grant the students joint admission from day one of their B.S. degree for two reasons--a) to assure students that they are working towards IUP's accredited U.S. Degree and b) to give the students access to IUP's e-library resources. The admissions requirements will be

the same as what the students have on campus. The proposal, if approved, will be added on to the current MoU between IUP and PES.

## 10. College of Education and Educational Technology—Course Revisions and Catalog Description Changes **APPROVED**

### **Current Catalog Description:**

**EDUC 242 Pre-Student Teaching Clinical Experience I** **var-1cr**

**Prerequisite:** Admission to teacher certification

Observation/participation in a basic education classroom beginning not later than the sophomore year. Transfer students (and other selected students at the recommendation of the teacher education coordinator of the program) may register later than sophomore year upon admission to teacher certification.

### **Proposed Catalog Description:**

**EDUC 242 Pre-Student Teaching Clinical Experience I** **var-1cr**

**Prerequisite:** Admission to teacher certification

Introduces specific competencies that relate to individual major fields of teaching and university based instruction, as well as observation/participation in a Pre-K to grade 12 field experience. These competencies incorporate strategies and techniques for addressing the needs of all students, including those with special and English language learning needs.

### **Current Catalog Description:**

**EDUC 342 Pre-student Teaching Clinical Experience II** **var-1cr**

**Prerequisites:** EDUC 242 and admission to junior standing

Work toward the development of specific competencies that relate to individual major fields of teaching.

### **Proposed Catalog Description:**

**EDUC 342 Pre-student Teaching Clinical Experience II** **var-1cr**

**Prerequisites:** EDUC 242 and admission to junior standing

Continues to develop and refine competencies that relate to individual major fields of teaching through university-based instruction as well as participation and teaching in a Pre-K to grade 12 school field experience. The course will also incorporate strategies and techniques for the delivery of instruction to all students including those with special and English language learning needs.

**Rationale:** The existing language in the catalog no longer reflects how these courses are taught at IUP. As they are taught, the courses combine both instruction and observation/participation in a field experience. The new language reflects the attention paid to the diverse needs of students in the classroom, including those with special and English language learning needs. In light of the current PA Department of Education requirements regarding special needs and English language learners for teaching training programs, a revision of the catalog language to provide an accurate description of these courses is therefore prudent. Also in line with the three-step requirements for admission to teacher certification, students cannot enroll in these courses until they have completed at least 48 credits of coursework.

# 11. Department of Economics—Program Revision

**APPROVED**

## Current Program:

### Bachelor of Arts - Economics/Pre-Law Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 121 (1)  
**Social Science:** ECON 121  
**Liberal Studies Electives:** 9cr, no courses with ECON prefix

**College:**

Foreign Language Intermediate Level (2)

**Major:**

**Required Courses:**

ECON 122 Principles of Microeconomics 3cr  
 ECON 355 Statistics for Economists (3) 3cr  
 ECON 421 Macroeconomic Analysis 3cr  
 ECON 422 Microeconomic Analysis 3cr

**Controlled Electives:**

Four other ECON courses (4, 5) 12cr

**Other Requirements: Pre-Law Interdisciplinary Track**

Seven courses, including at least one from each of six areas:

*Business:* ACCT 201, ACCT 202, BLAW 235

*Criminology:* CRIM 210, 215, 255

*English:* ENGL 212, 220, 310

*History:* HIST 320, 321, 346

*Philosophy:* PHIL 101, 222, 450

*Political Science:* PLSC 358, 359, 361

**Free Electives:**

15-36

**Total Degree Requirements:**

120

- (1) MATH 115 or 125 may be substituted for MATH 121.
- (2) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (3) MATH 214, 216, 217, or 363 may be substituted for ECON 355.
- (4) No more than 6cr of internship credit may be applied toward major.
- (5) No more than one ECON Controlled Elective may be a 200-level course.

## Proposed Program:

### Bachelor of Arts - Economics/Pre-Law Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 54  
**Mathematics:** MATH 121 (1)  
**Social Science:** ECON 121  
**Liberal Studies Electives:** 9cr, no courses with ECON prefix

**College:**

Foreign Language Intermediate Level (2) 0-6

**Major:**

24

**Required Courses:**

ECON 122 Principles of Microeconomics 3cr  
 ECON 355 Statistics for Economists (3) 3cr  
 ECON 421 Macroeconomic Analysis 3cr  
 ECON 422 Microeconomic Analysis 3cr

**Controlled Electives:**

Four other ECON courses (4, 5) 12cr

**Other Requirements: Pre-Law Interdisciplinary Track**

15-21

Seven courses, including at least one from each of six areas:

*Business:* ACCT 201, ACCT 202, BLAW 235

*Criminology:* CRIM 210, 215, 255

*English:* ENGL 212, 220, 310

*History:* HIST 320, 321, 346

*Philosophy:* PHIL 101, 110, 222, 450

*Political Science:* PLSC 358, 359, 361

**Free Electives**

15-27

**Total Degree Requirements:**

120

- (1) MATH 115 or 125 may be substituted for MATH 121.
- (2) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (3) MATH 214, 216, 217, or 363 may be substituted for ECON 355.
- (4) No more than 6cr of internship credit may be applied toward major.
- (5) No more than one ECON Controlled Elective may be a 200-level course.

**Rationale:** The Philosophy Department recently added a new course, PHIL 110 Reasoning and the Law, which is appropriate to add the list of controlled electives in the pre-law track.



## 12. Department of History—Program Revision

**APPROVED**

### Current Program:

#### Bachelor of Arts—History/Pre-Law Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **50**  
**Humanities-History:** fulfilled by required courses in major  
**Mathematics:** 3cr  
**Liberal Studies Electives:** 9cr, no courses with HIST prefix

**College:** **0-6**  
Foreign Language Intermediate Level (1)

**Major:** **36**

**Required Courses:**  
HIST 200 Introduction to History 3cr

**Controlled Electives:**  
At least three foundation courses from the following: (2) 9cr

HIST 201 Western Civilization Before 1600  
HIST 202 Western Civilization Since 1600  
HIST 204 United States History to 1877  
HIST 205 United States History Since 1877  
HIST 206 History of East Asia  
HIST 208 Survey of Latin American History  
One course from HIST 401-404 (Topics) (3) 3cr  
One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level; 3cr  
Five additional history courses (4) 15cr

**Other Requirements: Pre-Law Interdisciplinary Track** **3-21**

Seven courses, including at least one from each of six areas:

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*Economics:* ECON 121, 122, 332  
*English:* ENGL 212, 220, 310  
*Philosophy:* PHIL 101, 222, 450  
*Political Science:* PLSC 358, 359, 361

**Free Electives:** **7-31**

**Total Degree Requirements:** **120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) No more than 12cr in foundation courses may be counted towards the major.
- (3) This requirement may also be fulfilled by completing one Topics course and either the departmental honors program or a graduate seminar with a concluding paper. Students taking two Topics courses must take two with different numbers.
- (4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective. Students who have taken three foundation courses must take at least seven 300- and 400-level HIST courses in addition to Topics courses. Those with four foundation courses need take only five 300-400-level HIST courses in addition to Topics courses.

### Proposed Program:

#### Bachelor of Arts—History/Pre-Law Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **50**  
**Humanities-History:** fulfilled by required courses in major  
**Mathematics:** 3cr  
**Liberal Studies Electives:** 9cr, no courses with HIST prefix

**College:** **0-6**  
Foreign Language Intermediate Level (1)

**Major:** **33**

**Required Courses:**  
HIST 200 Introduction to History 3cr

**Controlled Electives:**  
At least three foundation courses from the following: (2) 9cr

HIST 201 Western Civilization Before 1600  
HIST 202 Western Civilization Since 1600  
HIST 204 United States History to 1877  
HIST 205 United States History Since 1877  
HIST 206 History of East Asia  
HIST 208 Survey of Latin American History  
One course from HIST 401-404 (Topics) (3) 3cr  
One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level; 3cr  
Five additional history courses (4) 15cr

**Other Requirements: Pre-Law Interdisciplinary Track** **12-21**

Seven courses, including at least one from each of six areas:

*Business:* ACCT 201, ACCT 202, BLAW 235  
*Criminology:* CRIM 210, 215, 255  
*Economics:* ECON 121, 122, 332  
*English:* ENGL 212, 220, 310  
*Philosophy:* PHIL 101, 110, 222, 450  
*Political Science:* PLSC 358, 359, 361

**Free Electives:** **10-25**

**Total Degree Requirements:** **120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) No more than 12cr in foundation courses may be counted towards the major.
- (3) This requirement may also be fulfilled by completing one Topics course and either the departmental honors program or a graduate seminar with a concluding paper. Students taking two Topics courses must take two with different numbers.
- (4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective. Students who have taken three foundation courses must take at least seven 300- and 400- level HIST courses in addition to Topics courses. Those with four foundation courses need take only five 300-400-level HIST courses in addition to Topics courses.

**Rationale:** The Philosophy Department recently added a new course, PHIL 110 Reasoning and the Law, which is appropriate to add the list of controlled electives in the pre-law track.

## 13. College of Humanities and Social Sciences—New Course and Program Revisions

**APPROVED**

### CHSS 342 Social Studies Teaching Lab

**0c-11-1cr**

**Prerequisites:** EDUC 242 and currently enrolled in EDUC 342

A laboratory experience in which students are afforded the opportunity to explore and experiment with strategies and methodologies connected with teaching in the various disciplines of the Social Studies. This



Lab offers hands-on experience with public school students in a controlled setting. It allows students to experience Middle and High School settings as well as build a repertoire of Social Studies teaching methodologies that enables them to complete the EDUC 342 Pre-Student Teaching Practicum more effectively.

**Rationale:** This course is a required methodology course for students in the Bachelor of Science in Education – Social Studies Education. It has emerged out of the recognized need of further methodological instruction before the students teach in the secondary school setting.

**Current Program:**

**Bachelor of Science in Education—Social Studies Education/History Track(\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Humanities- History:** fulfilled by required courses in major  
**Mathematics:** 3cr  
**Social Science:** ANTH 110, ECON 121, and PSYC 101  
**Liberal Studies Electives:** 6cr, ECON 122, GEOG 230, no courses with HIST prefix

**College:** 32  
 3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1)  
**Preprofessional Education Sequence:** 3cr  
 COMM 103 Digital Instruction Technology  
 EDSP 102 Educational Psychology  
**Professional Education Sequence:**  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr  
 EDUC 455 Teaching of Social Studies in Secondary Schools 3cr

**Major:** 27  
**Foundation Courses:** (2)  
 HIST 201 Western Civilization Before 1600 3cr  
 HIST 202 Western Civilization Since 1600 3cr  
 HIST 204 United States History to 1877 3cr  
 HIST 205 United States History Since 1877 3cr  
**Research Courses:**  
 HIST 200 Introduction to History 3cr  
 HIST 401-404 Topics (3) 3cr

**Controlled Electives:** 9cr  
 One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level  
 One United States History course at the 300 or 400 level  
 One History course at the 300 or 400 level

**Social Science Distribution:** 12  
 GEOG XXX 200-level or higher Geography course 3cr  
 PLSC 111 American Politics 3cr  
 PLSC 280 **or** Comparative Government I: Western 3cr  
 PLSC 285 Political Systems or Comparative Government II: Non-Western Political Systems  
 SOC 337 **or** World Societies and World Systems **or** 3cr  
 SOC 362 **or** Racial and Ethnic Minorities **or**  
 SOC 231 Contemporary Social Problems

**Free Electives:** 1

**Total Degree Requirements:** 120

**Proposed Program:**

**Bachelor of Science in Education—Social Studies Education/History Track(\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 48  
**Humanities- History:** fulfilled by required courses in major  
**Mathematics:** 3cr  
**Social Science:** ANTH 110, ECON 121, and PSYC 101  
**Liberal Studies Electives:** 6cr, ECON 122, GEOG 230, no courses with HIST prefix

**College:** 35  
 3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1)  
**Preprofessional Education Sequence:** 3cr  
 COMM 103 Digital Instruction Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 CHSS 342 Social Studies Teaching Lab 1cr  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr  
 EDUC 455 Teaching of Social Studies in Secondary Schools 3cr

**Major:** 27  
**Foundation Courses:** (2)  
 HIST 201 Western Civilization Before 1600 3cr  
 HIST 202 Western Civilization Since 1600 3cr  
 HIST 204 United States History to 1877 3cr  
 HIST 205 United States History Since 1877 3cr  
**Research Courses:**  
 HIST 200 Introduction to History 3cr  
 HIST 401-404 Topics (3) 3cr

**Controlled Electives:** 9cr  
 One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level  
 One United States History course at the 300 or 400 level  
 One History course at the 300 or 400 level

**Social Science Distribution:** 12  
 GEOG XXX 200-level or higher Geography course 3cr  
 PLSC 111 American Politics 3cr  
 PLSC 280 **or** Comparative Government I: Western 3cr  
 PLSC 285 Political Systems or Comparative Government II: Non-Western Political Systems  
 SOC 337 **or** World Societies and World Systems **or** 3cr  
 SOC 362 **or** Racial and Ethnic Minorities **or**  
 SOC 231 Contemporary Social Problems

**Free Electives:** 1

**Total Degree Requirements:** 123

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 100 level or above.
- (2) In exceptional cases, the student’s advisor may give special permission to substitute two upper-level courses for one of the foundation courses.
- (3) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 100 level or above.
- (2) In exceptional cases, the student’s advisor may give special permission to substitute two upper-level courses for one of the foundation courses.
- (3) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.

**Current Program:****Bachelor of Science in Education—Social Science Education/Sociology Concentration (\*)****Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **48****Humanities:** History is fulfilled by courses in the major**Mathematics:** MATH 217 (recommended)**Natural Science:** BIOL 103-104 (recommended)**Social Science:** ECON 121, PSYC 101, SOC 151**Liberal Studies Electives:** 6cr, PSYC 310 or 330, no courses with SOC prefix**College:** **32**3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1) **3cr****Preprofessional Education Sequence:**COMM 103 Digital Instruction Technology **3cr**EDSP 102 Educational Psychology **3cr****Professional Education Sequence:**EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings **2cr**EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures **3cr**EDUC 242 Pre-student Teaching Clinical Experience I **1cr**EDUC 342 Pre-student Teaching Clinical Experience II **1cr**EDUC 441 Student Teaching **12cr**EDUC 442 School Law **1cr**EDUC 455 Teaching of Social Studies in Secondary Schools **3cr****Major: (2)** **21****Required Courses:**SOC 231 Contemporary Social Problems **3cr**SOC 320 Sociological Theory **3cr**SOC 336 Sociology of the Family **3cr**SOC 460 Social Research Methods I **3cr****Controlled Electives:**One course on Social Equity from the following: SOC 361, 362, 363 **3cr**Select two additional courses: one each from any *two* of the following three categories: **6cr***Deviance and Social Problems:* SOC 269, 333, 335, 357, 427, 428, 452*Individual in Society:* SOC 251, 345*Social Organizations and Institutions:* SOC 286, 337, 340, 341, 342, 348, 352, 361, 362, 363, 387, 421, 448, 458**History Distribution Requirements:**HIST 202 Western Civilization Since 1600 **3cr**HIST 204 United States History to 1877 **3cr**HIST 205 United States History Since 1877 **3cr****Social Science Distribution Requirements:** **9**ANTH 211 Cultural Anthropology **3cr**GEOG 230 Cultural Geography **3cr**PLSC 280 Comparative Government I: Western Political Systems **3cr** *or*

PLSC 285 Comparative Government II: Non-Western Political Systems

**Proposed Program:****Bachelor of Science in Education—Social Studies Education/Sociology Track (\*)****Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **48****Humanities:** History is fulfilled by courses in the major**Mathematics:** MATH 217 recommended**Natural Science:** BIOL 103-104 recommended**Social Science:** ECON 121, PSYC 101, SOC 151**Liberal Studies Electives:** 6cr, PSYC 310 or 330, no courses with SOC prefix**College:** **35**3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1) **3cr****Preprofessional Education Sequence:**COMM 103 Digital Instruction Technology **3cr**EDSP 102 Educational Psychology **3cr****Professional Education Sequence:**CHSS 342 Social Studies Teaching Lab **1cr**EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings **2cr**EDEX 323 Instruction of English Language Learners with Special Needs **2cr**EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures **3cr**EDUC 242 Pre-student Teaching Clinical Experience I **1cr**EDUC 342 Pre-student Teaching Clinical Experience II **1cr**EDUC 441 Student Teaching **12cr**EDUC 442 School Law **1cr**EDUC 455 Teaching of Social Studies in Secondary Schools **3cr****Major: (2)** **21****Required Courses:**SOC 231 Contemporary Social Problems **3cr**SOC 320 Sociological Theory **3cr**SOC 336 Sociology of the Family **3cr**SOC 460 Social Research Methods I **3cr****Controlled Electives:**One course on Social Equity from the following: SOC 361, 362, 363 **3cr**Select two additional courses: one each from any *two* of the following three categories: **6cr***Deviance and Social Problems:* SOC 269, 333, 335, 357, 427, 428, 452*Individual in Society:* SOC 251, 345*Social Organizations and Institutions:* SOC 286, 337, 340, 341, 342, 348, 352, 361, 362, 363, 387, 421, 448, 458**History Distribution Requirements:** **9**HIST 202 Western Civilization Since 1600 **3cr**HIST 204 United States History to 1877 **3cr**HIST 205 United States History Since 1877 **3cr****Social Science Distribution Requirements:** **9**ANTH 211 Cultural Anthropology **3cr**GEOG 230 Cultural Geography **3cr**PLSC 280 Comparative Government I: Western Political Systems **3cr** *or*

PLSC 285 Comparative Government II: Non-Western Political Systems

**Free Electives:**

**Total Degree Requirements:** 1

120

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 100 level or above.
- (2) Courses counted toward Liberal Studies credits do not receive duplicate credits in the major.

**Current Program:**

**Bachelor of Science in Education—Social Science Education/Anthropology Concentration (\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Humanities/History:** fulfilled by required courses in major  
**Mathematics:** 3cr  
**Natural Science:** BIOL 103-104 or two of the following: GEOS 101-102, GEOS 103-104, GEOS 105-106  
**Social Science:** ANTH 211, ECON 121, PSYC 101  
**Liberal Studies Electives:** 6cr, PSYC 310 or 330, SOC 362 or 363, no courses with ANTH prefix

**College:** 32  
 3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1)  
**Preprofessional Education Sequence:**  
 COMM 103 Digital Instruction Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 1cr  
 EDUC 442 School Law 12cr  
 EDUC 455 Teaching of Social Studies in Secondary Schools 3cr

**Major:** 21  
**Required Courses:**  
 ANTH 211 Cultural Anthropology \*cr(2)  
 ANTH 213 World Archaeology 3cr  
 ANTH 222 Biological Anthropology 3cr  
 One additional subdisciplinary course from the following: 3cr  
 ANTH 233 Language and Culture *or*  
 ANTH 244 Basic Archaeology  
 Two area ethnography courses from the following: 6cr  
 ANTH 271, 272, 273, 274, 314, 370  
 Two additional Anthropology courses numbered 300 or above 6cr

**History Distribution Requirements:** 9  
 HIST 202 Western Civilization Since 1600 3cr  
 HIST 204 United States History to 1877 3cr  
 HIST 205 United States History Since 1877 3cr  
**Social Science Distribution Requirements:** 9  
 GEOG 230 Cultural Geography 3cr  
 PLSC 280 Comparative Government I: Western Political Systems *or* 3cr  
 PLSC 285 Comparative Government II: Non-Western Political Systems  
 SOC 151 Principles of Sociology *or* 3cr  
 SOC 231 Contemporary Social Problems

**Free Electives:** 1

**Total Degree Requirements:** 123

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 100 level or above.
- (2) Courses counted toward Liberal Studies credits do not receive duplicate credits in the major.

**Proposed Program:**

**Bachelor of Science in Education—Social Studies Education/Anthropology Track (\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Humanities/History:** fulfilled by required courses in major  
**Mathematics:** 3cr  
**Natural Science:** BIOL 103-104 or two of the following: GEOS 101-102, GEOS 103-104, GEOS 105-106  
**Social Science:** ANTH 211, ECON 121, PSYC 101  
**Liberal Studies Electives:** 6cr, PSYC 310 or 330, SOC 362 or 363, no courses with ANTH prefix

**College:** 35  
 3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1)  
**Preprofessional Education Sequence:**  
 COMM 103 Digital Instruction Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 CHSS 342 Social Studies Teaching Lab 1cr  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-student Teaching Clinical Experience I  
 EDUC 342 Pre-student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 1cr  
 EDUC 442 School Law 12cr  
 EDUC 455 Teaching of Social Studies in Secondary Schools 3cr

**Major:** 21  
**Required Courses:**  
 ANTH 211 Cultural Anthropology \*cr(2)  
 ANTH 213 World Archaeology 3cr  
 ANTH 222 Biological Anthropology 3cr  
 One additional subdisciplinary course from the following: 3cr  
 ANTH 233 Language and Culture *or*  
 ANTH 244 Basic Archaeology  
 Two area ethnography courses from the following: 6cr  
 ANTH 271, 272, 273, 274, 314, 370  
 Two additional Anthropology courses numbered 300 or above 6cr

**History Distribution Requirements:** 9  
 HIST 202 Western Civilization Since 1600 3cr  
 HIST 204 United States History to 1877 3cr  
 HIST 205 United States History Since 1877 3cr  
**Social Science Distribution Requirements:** 9  
 GEOG 230 Cultural Geography 3cr  
 PLSC 280 Comparative Government I: Western Political Systems *or* 3cr  
 PLSC 285 Comparative Government II: Non-Western Political Systems  
 SOC 151 Principles of Sociology *or* 3cr  
 SOC 231 Contemporary Social Problems

<b>Free Electives:</b>	<b>1</b>	<b>Free Electives:</b>	<b>1</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>123</b>
(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.		(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.	
(1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 100 level or above.		(1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 100 level or above.	
(2) Courses counted toward Liberal Studies credits do not receive duplicate credit in the major.		(2) Courses counted toward Liberal Studies credits do not receive duplicate credit in the major.	

**Current Program:**

**Bachelor of Science in Education—Social Studies Education/Economics Track (\*)**

<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:	<b>48</b>
<b>Mathematics:</b> 3cr	
<b>Social Science:</b> ANTH 110, ECON 121, PSYC 101	
<b>Liberal Studies Electives:</b> 6cr, GEOG 230, no courses with ECON prefix	
<b>College:</b>	<b>32</b>
3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1)	3cr
<b>Preprofessional Education Sequence:</b>	
COMM 103 Digital Instruction Technology	3cr
EDSP 102 Educational Psychology	3cr
<b>Professional Education Sequence:</b>	
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242 Pre-student Teaching Clinical Experience I	1cr
EDUC 342 Pre-student Teaching Clinical Experience II	1cr
EDUC 441 Student Teaching	12cr
EDUC 442 School Law	1cr
EDUC 455 Teaching of Social Studies in Secondary Schools	3cr
<b>Major:</b>	<b>18</b>
<b>Required Courses:</b>	
ECON 122 Principles of Microeconomics	3cr
<b>Controlled Electives:</b> Upper-level Economics courses including at least one writing-intensive course and at least one course from each of the following three groups:	15cr
<i>International courses:</i> ECON 339, 345, 346, 350, 351	
<i>Macroeconomic courses:</i> ECON 325, 326, 343, 421	
<i>Microeconomic courses:</i> ECON 330, 331, 332, 333, 334, 335, 336, 361, 373, 383	
<b>Other Requirements:</b>	<b>21</b>
<b>Social Studies Distribution:</b>	
GEOG XXX 200-level or higher Geography course	3cr
HIST 204 United States History to 1877	3cr
HIST 205 United States History Since 1877	3cr
PLSC 111 American Politics	3cr
PLSC 280 Comparative Government I: Western Political Systems <i>or</i>	3cr
PLSC 285 Comparative Government II: Non-Western Political Systems	
Social Studies Minor (2)	6cr

**Proposed Program:**

**Bachelor of Science in Education—Social Studies Education/ Economics Track (\*)**

<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:	<b>48</b>
<b>Mathematics:</b> 3cr	
<b>Social Science:</b> ANTH 110, ECON 121, PSYC 101	
<b>Liberal Studies Electives:</b> 6cr, GEOG 230, SOC 337, no courses with ECON prefix	
<b>College:</b>	<b>35</b>
3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1)	3cr
<b>Preprofessional Education Sequence:</b>	
COMM 103 Digital Instruction Technology	3cr
EDSP 102 Educational Psychology	3cr
<b>Professional Education Sequence:</b>	
CHSS 342 Social Studies Teaching Lab	1cr
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323 Instruction of English Language Learners with Special Needs	2cr
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242 Pre-student Teaching Clinical Experience I	1cr
EDUC 342 Pre-student Teaching Clinical Experience II	1cr
EDUC 441 Student Teaching	12cr
EDUC 442 School Law	1cr
EDUC 455 Teaching of Social Studies in Secondary Schools	3cr
<b>Major:</b>	<b>18</b>
<b>Required Courses:</b>	
ECON 122 Principles of Microeconomics	3cr
<b>Controlled Electives:</b> Upper-level Economics courses including at least one writing-intensive course and at least one course from each of the following three groups:	15cr
<i>International courses:</i> ECON 339, 345, 346, 350, 351	
<i>Macroeconomic courses:</i> ECON 325, 326, 343, 421	
<i>Microeconomic courses:</i> ECON 330, 331, 332, 333, 334, 335, 336, 361, 373, 383	
<b>Other Requirements:</b>	<b>21</b>
<b>Social Studies Distribution:</b>	
GEOG XXX 200-level or higher Geography course	3cr
HIST 204 United States History to 1877	3cr
HIST 205 United States History Since 1877	3cr
PLSC 111 American Politics	3cr
PLSC 280 Comparative Government I: Western Political Systems <i>or</i>	3cr
PLSC 285 Comparative Government II: Non-Western Political Systems	
Social Studies Minor (2)	6cr

**Free Electives:**

**1**

**Free Electives:**

**1**

**Total Degree Requirements:**

**120**

**Total Degree Requirements:**

**123**

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social studies and economics courses). To be licensed to teach History, Geography, Economics, Civics, and Government, Social Studies Education/Economics Track majors must apply for Citizenship Education certification.
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be at the 100 level or above.
- (2) History is the recommended choice for a minor. However, students may complete a minor in any of the other Social Studies fields included in the Citizenship Education certification. Choosing a field other than history may require additional credits.

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social studies and economics courses).
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be at the 100 level or above.
- (2) History is the recommended choice for a minor. However, students may complete a minor in any of the other Social Studies fields included in the Social Studies Education certification. Choosing a field other than history may require additional credits.



**Current Program:****Bachelor of Science in Education—Social Studies Education/Geography Track (\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** 6cr  
**Humanities-History:** Fulfilled by required courses in major  
**Social Science:** ECON 121, GEOG 102, PSYC 101  
**Liberal Studies Electives:** 3cr, ECON 122

**College:** 29  
**Pre-Certification Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr  
 EDUC 455 Teaching of Social Studies in Secondary Schools 3cr

**Major:** 24  
**Required Courses:**  
 GEOG 213 Cartography I 3cr  
 GEOG 230 Cultural Geography 3cr

**Controlled Electives:** 18cr  
 At least two courses from each of the following three groups:  
*Environmental Geography:* GEOG 341, 342, 343, 345, 440  
*Human Geography:* GEOG 231, 331, 332, 333, 334, 335, 336, 337, 431  
*Regional Geography:* GEOG 251, 252, 253, 254, 255, 256, 257  
**Social Science Distribution Requirements:** 18  
 HIST 201 Western Civilization Before 1600 (1) 3cr  
 HIST 202 Western Civilization Since 1600 (1) 3cr  
 HIST 204 United States History to 1877 3cr  
 HIST 205 United States History Since 1877 3cr  
 PLSC 111 American Politics 3cr  
 PLSC 280 Comparative Government I: Western Political 3cr  
 PLSC 285 Systems *or* Comparative Government II: Non-Western Political Systems

**Free Elective:** 1  
**Total Degree Requirements:** 120

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.  
 (1) For students who have received credit for HIST 195 prior to becoming Social Studies Education majors, this course may not be appropriate. Consult advisor.

**Proposed Program:****Bachelor of Science in Education—Social Studies Education/Geography Track (\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** 6cr  
**Humanities-History:** Fulfilled by required courses in major  
**Social Science:** ECON 121, GEOG 102, PSYC 101  
**Liberal Studies Electives:** 3cr, ECON 122

**College:** 32  
**Pre-Certification Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 CHSS 342 Social Studies Teaching Lab 1cr  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs 2cr  
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr  
 EDUC 455 Teaching of Social Studies in Secondary Schools 3cr

**Major:** 21  
**Required Courses:**  
 GEOG 213 Cartography I 3cr  
 GEOG 231 Economic Geography 3cr  
 GEOG 411 History of Geography 3cr

**Controlled Electives:** 12cr  
 At least two courses from each of the following two groups:  
*Environmental Geography:* GEOG 341, 342, 343, 345, 440  
*Regional Geography:* GEOG 251, 252, 253, 254, 255, 256, 257 (1)  
**Social Science Distribution Requirements:** 21  
 HIST 201 Western Civilization Before 1600 3cr  
 HIST 202 Western Civilization Since 1600 3cr  
 HIST 204 United States History to 1877 3cr  
 HIST 205 United States History Since 1877 3cr  
 PLSC 111 American Politics 3cr  
 PLSC 280 Comparative Government I: Western Political 3cr  
 PLSC 285 Systems *or* Comparative Government II: Non-Western Political Systems  
 SOC 231 Contemporary Social Problems 3cr

**Free Elective:** 1  
**Total Degree Requirements:** 123

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.  
 (1) GEOG 104 Geography of the Non-Western World may count as a regional course if a student took the course before entering the track.

**Rationale:** The reason the Bachelor of Science in Education –Social Studies Education Program is undergoing a curriculum change is based on new Pennsylvania Department of Education requirements for Secondary Teaching Licensing as well as a recognized need for the improvement of the Professional Education Sequence within the program.

The Pennsylvania Department of Education recently stipulated that Secondary Teaching licenses will only be issued to those students that had completed a minimum of 270 Contact Hours of Instruction dealing with Special Education as well as a minimum of 90 Contact Hours of Instruction dealing with English Language

Learners (E.L.L.) within their licensure programs. While these requirements are already met to some extent by the existing courses, it is necessary to incorporate EDEX 323 into the program to reach the total number of required contact hours.

The second addition, CHSS 342, will serve to address a deficiency in the existing licensure program, particular to Social Studies. As the Social Studies Education Program encompasses numerous disciplines (Anthropology, Communication, Economics, Geography, History, Political Science, Psychology, Sociology) it has proven a challenge to provide students with sufficient opportunities to work in these fields in an effective time-frame. With calls by the Pennsylvania Department of Education for an increased emphasis on instruction dealing with special needs and English Language Learners, opportunities for content-specific instruction have further decreased. As students are expected to teach and interact in a public school setting during their EDUC 342 Pre-Student Teaching Clinical Experience II, it has become necessary to offer the students additional opportunities to utilize content-specific instruction in Social Studies. This has been a constant source of frustration to the students as the need to cover the plethora of approaches limited the time available for situational, “hands-on” training in the classroom. CHSS 342, taught in conjunction with EDUC 342, addresses this problem and creates a forum for practicing pedagogical skills related to the various disciplines of the Social Sciences in front of peers as well as with groups of Middle/High school students.

In recognition of the need for extra courses to meet the new requirements, the Pennsylvania State System of Higher Education is now allowing programs to exceed the previous limit on total degree requirements of 120 credits by 3 credits. Both courses, EDEX 323 and CHSS 342, could, therefore, be added to the Social Studies Education Program in all concentrations uniformly. SOC 231 has been added to the Geography Track and SOC 337 the Economics Track to satisfy PDE expected requirement.

#### 14. Department of Mathematics—Course Revisions and Program Revision

**APPROVED**

##### a. Course Revisions:

##### i. Current Catalog Description:

##### **MATH 430 Seminar in Teaching Secondary School Mathematics**

**3c-01-3cr**

**Prerequisites:** Junior standing

Provides insights into the teaching of general mathematics, algebra, geometry, probability, and statistics. Students become aware of and use the resources and methods of instruction for teaching mathematics at the secondary level. Open to secondary mathematics education majors only and must be taken within two semesters prior to student teaching.

##### **Proposed Catalog Description:**

##### **MATH 430 Seminar in Teaching Secondary School Mathematics**

**3c-01-3cr**

**Prerequisites:** Junior status (57+ credits), must have a declared major in Mathematics Education, and must have completed EDUC 242 with a “C” or better. Provides insights into the teaching and learning of numbers and operations, algebra, geometry, measurement, probability, and statistics. Students will become aware of and use the resources and methods of instruction for teaching mathematics at the secondary level. Must be taken within two semesters prior to student teaching.

**Rationale:** The Mathematics Education program has found that students are not prepared for MATH 430 if they have not taken EDUC 242. As a program, we would like the students to be better prepared for this course and we feel that adding the prerequisite will help all students. The Pennsylvania State Board of Education adopted changes that affect all of Pennsylvania’s teacher and educational specialist certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and

accommodations for diverse students in an inclusive setting (special needs students). MATH 430 is one of the courses working to integrate the teaching of mathematics to students with special needs. A few other changes were made to update the catalog description and course outline.

**ii. Current Catalog Description:**

**EDUC 456 Teaching Mathematics in the Secondary Schools 3c-0l-3cr**

**Prerequisite:** Admission to Student Teaching

A study of modern methods and techniques for teaching mathematics and current curricula.

**Proposed Catalog Description:**

**EDUC 456 Teaching Mathematics in the Secondary Schools 3c-0l-3cr**

**Prerequisites:** Admission to Teacher Education Program, must have a declared major in Mathematics Education, and must have completed EDUC 242 with a “C” or better. A study of curricula, standards, methods, and techniques for teaching mathematics in the secondary schools.

**Rationale:** The most recent approved syllabus for this class that we could find was from 1989. Many things have changed in mathematics education since then, so we are taking this opportunity to update this syllabus. This course is specifically designed for Mathematics Education majors only. Thus, the statement “must have a declared major in Mathematics Education” is needed. The current prerequisite uses incorrect terminology. It should read “Admission to Teacher Education Program”. Furthermore, The Mathematics Education program has found that students are not prepared for EDUC 456 if they have not taken EDUC 242. As a program, we would like the students to be better prepared for this course and we feel that adding the prerequisite will help all students.

**b. Program Revision:**

**Current Program:**

**Bachelor of Science in Education—  
Mathematics Education (\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **48**  
**Mathematics:** MATH 125  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 3cr, no courses with MATH prefix

**College:** **29**

**Preprofessional Education Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr  
 EDUC 456 Teaching Math in the Secondary Schools 3cr

**Major:** **36**

**Required Courses:**  
 MATH 126 Calculus II for Physics, Chemistry, Mathematics 3cr  
 MATH 171 Introduction to Linear Algebra 3cr  
 MATH 216 Probability and Statistics for Natural Sciences 3cr

**Proposed Program:**

**Bachelor of Science in Education—  
Mathematics Education (\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **48**  
**Mathematics:** MATH 125  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 3cr, no courses with MATH prefix

**College:** **31**

**Preprofessional Education Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDEX323 Instruction of English Language Learners with Special Needs 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr  
 EDUC 456 Teaching Math in the Secondary Schools 3cr

**Major:** **36**

**Required Courses:**  
 MATH 126 Calculus II for Physics, Chemistry, Mathematics 3cr

MATH 225	Calculus III for Physics, Chemistry, Mathematics	3cr	MATH 171	Introduction to Linear Algebra	3cr
MATH 271	Introduction to Mathematical Proofs I	3cr	MATH 216	Probability and Statistics for Natural Sciences	3cr
MATH 272	Introduction to Mathematical Proofs II	3cr	MATH 225	Calculus III for Physics, Chemistry, Mathematics	3cr
MATH 340	Principles of Secondary School Mathematics	3cr	MATH 271	Introduction to Mathematical Proofs I	3cr
MATH 350	History of Mathematics	3cr	MATH 272	Introduction to Mathematical Proofs II	3cr
MATH 353	Theory of Numbers	3cr	MATH 340	Principles of Secondary School Mathematics	3cr
MATH 355	Foundations of Geometry I	3cr	MATH 350	History of Mathematics	3cr
MATH 430	Seminar in Teaching Secondary School Mathematics	3cr	MATH 353	Theory of Numbers	3cr
MATH 460	Technology in Mathematics Instruction	3cr	MATH 355	Foundations of Geometry I	3cr
			MATH 430	Seminar in Teaching Secondary School Mathematics	3cr
			MATH 460	Technology in Mathematics Instruction	3cr

**Other Requirements:**

COSC 110 Problem Solving and Structured Programming 3cr

**Free Electives:**

4cr

**Total Degree Requirements:**

120

(\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.

**Other Requirements:**

COSC 110 Problem Solving and Structured Programming 3cr

**Free Electives:**

4cr

**Total Degree Requirements:**

122

(\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.

**Rationale:** The Pennsylvania State Board of Education adopted changes that affect all of Pennsylvania’s teacher and educational specialist certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. The course EDEX 323 Instruction of English Language Learners with Special Needs (2cr) is being added as a required course in order to add the additional number of hours required by the state. All of the other hours are currently included in other coursework and practicum experiences. This addition results in 122 credits being required for the Mathematics Education Program. PASSHE has approved institutions exceeding the 120-credit minimum up to 123 credits in order to fulfill these new requirements so our program will still be in compliance.

**15. Department of Safety Science—Catalog Description Changes, Course Revision, and Course Deletions**

**APPROVED**

**a. Course Revision and Catalog Description Change:**

**Current Catalog Description:**

**SAFE 345 Systems Safety Analysis**

**2c-3l-3cr**

**Prerequisites:** MATH 217, SAFE 211

Focuses on the evaluation of system designs using detailed system analysis techniques. Topics include system definition, economics of systems safety, systems safety methodology, mathematics of systems analysis including statistical methods, Boolean algebra, and reliability. Skills gained include the ability to perform system hazard analyses and operating and support hazard analyses. Techniques include failure mode and effect analysis, fault tree analysis and technique for human error rate prediction. Practical analysis work is accomplished in laboratory sessions.

**Proposed Catalog Description:**

**SAFE 345 Systems Safety Analysis**

**3c-0l-3cr**

**Prerequisites:** MATH 217, SAFE 211

Focuses on the evaluation of system designs using detailed system analysis techniques. Topics include system definition, economics of systems safety, systems safety methodology, mathematics of systems analysis including statistical methods, Boolean algebra, and reliability. Skills gained include the ability to perform system hazard analyses and operating and support hazard analyses. Techniques include

failure mode and effect analysis, fault tree analysis and technique for human error rate prediction. Practical analysis work is accomplished through in-class discussion and demonstration sessions and homework assignments.

**Rationale:** It was determined that the topics covered in the laboratory sessions could be covered as effectively in a lecture setting, where instructor-led discussions of the topics would be conducted supported by group student discussions and homework assignments. In fact, lectures may be the more effective route of communicating much of the safety systems information currently covered in the laboratory setting, since the instructor could now use the advanced audiovisual and Internet setups contained in the lecture rooms to present information (such as risk assessment charts, fault tree analyses, failure modes and effects analyses, and demonstration of software programs), rather than presenting the information verbally, through handouts, or using the blackboard as it is currently being conducted (since safety sciences laboratories are not currently equipped with advanced audiovisual capabilities).

**b. Catalog Description Changes:**

**i. Current Catalog Description:**

**SAFE 347 Ergonomics**

**2c-3l-3cr**

**Prerequisites:** BIOL 155, SAFE 301

Explores the principles which control human performance and its effect upon the safety and reliability of systems. Engineering anthropometrics, human perception, biomechanics of motion and work posture, work physiology, and human performance measurement are taught in the context of their application in workplace design. Instructs in methodologies for analysis of tasks and human performance requirements. Important human limitations and ergonomic hazard evaluations, such as lifting and repetitive motion tasks, are studied in laboratory sessions.

**Proposed Catalog Description:**

**SAFE 347 Ergonomics**

**2c-3l-3cr**

**Prerequisites:** BIOL 155

Explores the principles which control human performance and its effect upon the safety and reliability of systems. Engineering anthropometrics, human perception, biomechanics of motion and work posture, work physiology, and human performance measurement are taught in the context of their application in workplace design. Instructs in methodologies for analysis of tasks and human performance requirements. Important human limitations and ergonomic hazard evaluations, such as lifting and repetitive motion tasks, are studied in laboratory sessions.

**ii. Current Catalog Description:**

**SAFE 442 Current Issues in Safety**

**3c-0l-3cr**

**Prerequisites:** SAFE 211 and 301 or permission

Examines the emerging issues currently faced by the environmental, safety, and health (ESH) practitioner that extend beyond the conventional areas of academic preparation. In addition, explores certification, ethics, compliance issues, quality management, worldwide concerns, and other common issues. Each student researches and presents information on specific item of current relevance in the safety profession.

**Proposed Catalog Description:**

**SAFE 442 Current Issues in Safety**

**3c-01-3cr**

**Prerequisites:** SAFE 211 or permission

Examines the emerging issues currently faced by the environmental, safety, and health (ESH) practitioner that extend beyond the conventional areas of academic preparation. In addition, explores certification, ethics, compliance issues, quality management, worldwide concerns, and other common issues. Each student researches and presents information on specific item of current relevance in the safety profession.

**iii. Catalog Description Change and Number Change:**

**Current Catalog Description:**

**SAFE 401 Air Pollution**

**Prerequisites:** SAFE 301 or consent

**3c-01-3cr**

Focuses on major aspects of the air pollution problem. Includes sources of pollution, evaluation and engineering of pollutants, government regulations, atmospheric chemistry and dispersion, and human and nonhuman effects. Particular emphasis on information that is practical for the safety management, industrial health, or environmental health professional.

**Proposed Catalog Description:**

**SAFE 461 Air Pollution**

**3c-01-3cr**

**Prerequisite:** SAFE 410 or permission

Focuses on major aspects of the air pollution problem. Includes sources of pollution, evaluation and engineering of pollutants, government regulations, atmospheric chemistry and dispersion, and human and nonhuman effects. Particular emphasis on information that is practical for the safety management, industrial health, or environmental health professional.

**iv. Current Catalog Description:**

**SAFE 462 Radiological Health**

**3c-01-3cr**

**Prerequisites:** SAFE 301 or consent

A study of problems associated with ionizing radiation in human environment. Emphasizes biological effects, radiation measurement, dose computational techniques, exposure control, and local and federal regulations. Study and use of various radiological instruments included.

**Proposed Catalog Description:**

**SAFE 462 Radiological Health**

**3c-01-3cr**

A study of problems associated with ionizing radiation in human environment. Emphasizes biological effects, radiation measurement, dose computational techniques, exposure control, and local and federal regulations. Study and use of various radiological instruments included.

**Rationale:** SAFE 301 Health Hazard Recognition is being deleted from the Safety Sciences B.S. Curriculum. The course deletion proposal was approved by the IUP UWUCC in Fall 2008. The Safety Sciences Department was informed by the Chair of the UWUCC that it must revise all course descriptions that identify SAFE 301 as a prerequisite. SAFE 410 Environmental Safety and Health Regulations as a prerequisite for SAFE 461 Air Pollution since a background in regulatory analysis

would aid in the information covered in SAFE 461. Note: in the Undergraduate Catalog SAFE 461 was mistyped as SAFE 401 and needs to be corrected.

**c. Course Deletions:**

**SAFE 301 Health Hazard Recognition**

**SAFE 303 Control of Health Hazards**

**SAFE 402 Health Hazard Evaluation**

**Rationale:** With the 2005 revision in the B.S. Program in Safety Sciences there was a change from three industrial hygiene courses (SAFE 301, 303 & 402 - 9 credits) to two industrial hygiene courses with labs (SAFE 320 & 420 - 8 credits). Specifically, the recognition of health hazards was covered in SAFE 301, the control in SAFE 303 and the evaluation in SAFE 402. This three course sequence created overlap and department faculty believed it was more efficient to address the recognition, evaluation and control of health hazards together in two courses. The two courses were divided based of chemical, physical and biological hazards. SAFE 320 will focus on the chemical hazards while SAFE 420 will focus on the physical and biological hazards. These were not deleted earlier because some students under the old curriculum still needed the classes.

**16. Department of Biology—Program Catalog Description Change**

**APPROVED**

**Current Catalog Description:**

**B.S.-Biology**

In addition to the Bachelor of Science degree with no specialization, the department also offers specialized Bachelor of Science tracks in Cell and Molecular Biology, Pre-Veterinary, Pre-Medical, and Honors Biology.

The Bachelor of Science degree with a major in Biology with no specialization is designed to provide maximum depth in the sciences and mathematics combined with flexibility in the choice of ancillary science courses. This program allows the student (in consultation with the advisor) to select a suite of ancillary science and mathematics courses that is most appropriate to the student's specific interests within the field of biology. With proper selections from among ancillary science courses, a student could minor in any of the following: Biochemistry, Chemistry, Geoscience, or Applied Statistics. Furthermore, with proper selection of free electives, a student could minor in either Mathematics or Physics.

**Proposed Catalog Description:**

**B.S.-Biology**

In addition to the Bachelor of Science degree with no specialization, the department also offers specialized Bachelor of Science tracks in Cell and Molecular Biology, Honors Biology, Pre-Medical Biology, and Pre-Veterinary Biology. Students who pursue the Pre-Medical or Pre-Veterinary track must maintain a minimum overall GPA of 3.0 after their third semester in the program, in order to continue in that track. Students must have an overall GPA of 3.0 or higher to transfer into the Pre-Medical or Pre-Veterinary track after their third semester.

The Bachelor of Science degree with a major in Biology with no specialization is designed to provide maximum depth in the sciences and mathematics combined with flexibility in the choice of ancillary



science courses. This program allows the student (in consultation with the advisor) to select a suite of ancillary science and mathematics courses that is most appropriate to the student's specific interests within the field of biology. With proper selections from among ancillary science courses, a student could minor in any of the following: Biochemistry, Chemistry, Geoscience, or Applied Statistics. Furthermore, with proper selection of free electives, a student could minor in either Mathematics or Physics.

**Rationale:** At present, the Biology Department has no minimum GPA requirement for the Biology majors who pursue the Pre-Med or Pre-Vet tracks. A review of a list of the students who are currently enrolled in those tracks reveals that a large proportion of them have little or no chance of being viable applicants to a medical or veterinary school program. Students accepted into medical schools generally have at least 3.4 GPA, and students accepted into veterinary school generally have at least 3.6 GPA. Consider the following: 73 of the current 111 PreMed/PreVet students (66%) have a GPA below 3.0; 58 of 111 students ( 52% ) have a GPA below 2.5; and 30 of 111 students (27%) have a GPA below 2.0. By establishing the requirement of a GPA of 3.0 for students to remain in the Pre-Med/Pre-Vet tracks, or to transfer into one of these tracks, this would serve to: (1) Impress upon these Biology majors that they must maintain high academic achievement in order to have any hope of being accepted to a medical or veterinary school; (2) Compel students who are not doing well enough academically (particularly in the sciences) for admission to a professional school, to reconsider their career goals. It is in their best interest to consider other options sooner rather than later; once a student has 4 or 5 semesters completed, they tend to be reluctant to change major and "lose time" on the pathway to graduation. However, it ends up being a real challenge for many of them to complete the upper level courses in the Biology curriculum and graduate. Often they do not graduate on time due to numerous repeat courses. The GPA requirement would be a step in the right direction toward guiding students with average grades (or lower) into a more appropriate major and/or track.

The designation of Pre-Med or Pre-Vet track should be reserved for only those advisees who intend to go through the Pre-Med/Pre-vet Committee interview, professional school application process, and MCAT preparation, and who therefore require the special faculty advisement on curriculum, internships, and the above-mentioned issues. Students who fall below the required GPA would have a semester of "probation" that affords them the chance to raise their GPA back into good standing. This would be beneficial to borderline students who might then focus more intently on their studies and recover their "good standing" status within the track. Other professional programs at IUP also have minimum GPA requirements. For example, students in the Bachelor of Science in Education – Biology are required to have a GPA of 2.75 or better in biology and education courses to be eligible for student teaching and certification. Similarly, all education students must have a 3.0 cumulative GPA overall to be able to student teach.

**17. Department of Health and Physical Education—New Courses, Catalog Description Changes, Course Deletion, Program Revision, and Program Catalog Description Change APPROVED**

**a. Program Catalog Description Change:**

**Current Catalog Description:**

**Exercise Science**

The Exercise Science program is endorsed by the American College of Sports Medicine. Exercise Science students prepare for a variety of careers in the health and fitness industry. Positions are available in private and commercial fitness clubs, medical fitness facilities, profit and nonprofit community organizations, cardiac rehabilitation programs, and aging services. Students may also wish to use this

program of study to prepare for graduate education in such areas as exercise physiology, physical and occupational therapy, and other allied health programs.

### **Proposed Catalog Description:**

#### **Exercise Science**

IUP's Exercise Science program is accredited by the Commission on Accreditation of Allied Health Education Programs according to standards established by the Committee on Accreditation for the Exercise Sciences. This program provides students with the knowledge, skills and abilities to seek employment in private and commercial fitness clubs, medical fitness facilities, sport specific and conditioning facilities, and clinical settings such as cardiac and pulmonary rehabilitation programs. This program has an academic core, specialty classes in exercise assessment, programming and prescription and opportunities for work site experience.

While students may select Exercise Science as one of several tracks in the Health and Physical Education Department, students must demonstrate above-average academic performance by maintaining programmatic standards including: (1) minimum 2.5 cumulative GPA for transfer students outside and within IUP, (2) a minimum of a "C" grade in major/core Exercise Science classes including: HPED 285, 286, 319, 343, 347, 375, 410, 411, 414, 492 and 493, (3) prior to graduation, successful completion of an NCCA (The National Commission for Certifying Agencies) approved health and fitness certification. Student transcripts will be reviewed each semester by the individual academic advisor and reported to the Exercise Science Program Coordinator for compliance to the academic requirements. Specific work-site experiences may be contingent upon students obtaining student liability insurance and selected health clearances such as physical, TB, drug screening.

### **b. Catalog Description Changes:**

#### **i. Current Catalog Description:**

##### **HPED 319 PreProfessional Experience II**

**var-3cr**

**Prerequisite:** Advanced standing, departmental approval

Students may request an assisting/teaching/leadership assignment in certain university-related areas that may be either instructional or non-instructional in nature. Examples of such professional areas are adaptive, recreation, dance, coaching, aquatics, intramurals, administration, elementary, service or major classes, club activities, and assisting in laboratory or the training room.

#### **Proposed Catalog Description:**

##### **HPED 319 Preprofessional Experience II**

**3c-0l-3cr**

**Prerequisites:** Junior status 57+ credits, HPED 343 with a grade of C or better and HPED 411 with a grade of C or better

Students may request an assisting/teaching/leadership assignment in certain university-related areas that may be either instructional or non-instructional in nature. Examples of such professional areas are adaptive, recreation, dance, coaching, aquatics, intramurals, administration, elementary, service or major classes, club activities, and assisting in laboratory or the training room.

**ii. Current Catalog Description:**

**HPED 343 Physiology of Exercise**

**3c-01-3cr**

**Prerequisite: HPED 221**

Physiological effects in humans. Major factors of diet, conditioning, physical fitness, maximum performance level and fatigue are considered.

**Proposed Catalog Description:**

**HPED 343 Physiology of Exercise**

**3c-01-3cr**

**Prerequisites: HPED 221 with a grade of C or better**

Physiological effects in humans. Major factors of diet, conditioning, physical fitness, maximum performance level and fatigue are considered.

**iii. Current Catalog Description:**

**HPED 375 Physiological Basis of Strength Training**

**3c-01-3cr**

Gives the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

**Proposed Catalog Description:**

**HPED 375 Physiological Basis of Strength Training**

**3c-01-3cr**

**Prerequisites: HPED 221 with a grade of C or better**

Gives the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

**iv. Current Catalog Description:**

**HPED 410 Exercise Prescription**

**3c-01-3cr**

**Prerequisite: HPED 343**

Teaches individuals to write exercise prescriptions based upon a subjects tolerance for physical activity. Special emphasis on risk factors, techniques of evaluation, drugs, injuries, environmental factors, and motivation and their role in physical activity assessment.

**Proposed Catalog Description:**

**HPED 410 Exercise Prescription**

**3c-01-3cr**

**Prerequisites: HPED 343 with a grade of C or better**

Designed to teach individuals to write exercise prescriptions based upon a subjects tolerance for physical activity. Special emphasis on risk factors, techniques of evaluation, drugs, injuries, environmental factors, and motivation and their role in physical activity assessment.

**v. Current Catalog Description:**

**HPED 411 Physical Fitness Appraisal**

**3c-01-3cr**

**Prerequisite: HPED 343**

Involves the selection, administration, and interpretation of various tests for appraising the physical fitness levels of individuals. Information given concerning the various fitness components, and

discussions held so that each student gains an understanding of the variables to be tested.

**Proposed Catalog Description:**

**HPED 411 Physical Fitness Appraisal**

**3c-01-3cr**

**Prerequisites:** HPED 343 with a grade of C or better

Involves the selection, administration, and interpretation of various tests for appraising the physical fitness levels of individuals. Information given concerning the various fitness components, and discussions held so that each student gains an understanding of the variables to be tested.

**vi. Current Catalog Description:**

**HPED 413 Physical Activity and Aging**

**3c-01-3cr**

Presents major aspects of physical activity, its importance to the older adult, and the organization of an activity program. Attention to physiology of physical activity, effects of activity on growth and aging, exercise prescription, flexibility, overweight and obesity, and motivational strategies.

**Proposed Catalog Description:**

**HPED 413 Physical Activity and Aging**

**3c-01-3cr**

**Prerequisites:** HPED 343 with a grade of C or better

Presents major aspects of physical activity, its importance to the older adult, and the organization of an activity program. Attention to physiology of physical activity, effects of activity on growth and aging, exercise prescription, flexibility, overweight and obesity, and motivational strategies.

**vii. Current Catalog Description:**

**HPED 492 Health Fitness Instruction**

**3c-01-3cr**

**Prerequisites:** HPED 221, 343, 411 or equivalent

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

**Proposed Catalog Description:**

**HPED 492 Health Fitness Instruction**

**3c-01-3cr**

**Prerequisites:** HPED 411 with a grade of C or better

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

**viii. Current Catalog Description:**

**HPED 493 Internship**

**var-3-12cr**

Educational opportunity which integrates classroom experience with practical experience in community service agencies or industrial, business, or governmental organizations. Junior standing required.

## Proposed Catalog Description:

### HPED 493 Internship

var-3-12cr

**Prerequisites:** HPED 410 with a grade of C or better and HPED 411 with a grade of C or better Educational opportunity which integrates classroom experience with practical experience in community service agencies or industrial, business, or governmental organizations. Junior standing required.

**Rationale for 319, 375, 410, 411, 413, 492, and 493:** The exercise science program recently received accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This accreditation requires course sequencing and academic standards to be in place to maintain this accreditation.

## c. New Courses

### i. HPED 285 Group/Individual Exercise Leadership

1c-2l-3cr

**Prerequisite:** PESP/Exercise Science Majors

Provides theoretical knowledge of leadership skills necessary to design, implement, and evaluate safe and effective exercise programs in group and individual settings. Emphasis will be placed on group exercise leadership and fitness instruction. Students will also be introduced to the management and administration of such programs. Observations within the field will be required, as well as opportunities to apply introductory concepts of exercise training through practical application.

**Rationale:** This course is designed for exercise science majors in their sophomore year. This course is not intended to be a Liberal Studies course.

### ii. HPED 286 Strength/Personal Training Practicum

1c-1l-2cr

**Prerequisite:** PESP/Exercise Science Majors

Provides theoretical knowledge of leadership skills necessary to design, implement and evaluate safe and effective personal training programs. Emphasis will be placed on individualized fitness instruction and the development of training programs for cardiovascular and strength. Observations within the field will be available as well as opportunities to apply introductory concepts of exercise training through practical application.

**Rationale:** This course is designed for exercise science majors in their sophomore year. This course is not intended to be a Liberal Studies course.

### iii. HPED 347 Physiology of Exercise Laboratory

0c-2l-1cr

**Corequisite:** HPED 343

Laboratory experiences designed to illustrate physiological responses to exercise. Skills associated with the use of current laboratory equipment and techniques are developed. This course will supplement lecture-based content from HPED 343, Physiology of Exercise.

**Rationale:** This course is required for students in the Exercise Science Track within the Health, Physical Education and Sport Program. Students must enroll in this course during the semester that they are enrolled in HPED 343 Exercise Physiology. This course is not intended to be a Liberal Studies course.

iv. **HPED 414 Exercise Electrocardiography**

**1c-11-2cr**

**Corequisite or Prerequisite:** PESP/Exercise Science Majors, HPED 343

Provides an introduction to the basic concepts of electrocardiography (ECG), including an understanding of electrophysiology, electrode lead placement, both rhythm strips and 12-lead interpretation. Utilizing electrocardiograms students will also be able to recognize normal and abnormal rhythms including those ECG abnormalities brought about by exercise. Normal and Abnormal responses during Graded Exercise Testing will also be interpreted.

**Rationale:** Skills in basic electrocardiography are part of the KSA's (knowledge, skills and abilities) required for students in CAAHEP accredited undergraduate exercise science program. Minimal content previously provided to students in electrocardiography is no longer adequate and requires a greater emphasis on electrocardiography as it relates to graded exercise testing and exercise programming for clients with stable chronic diseases.

d. **Course Deletion:**

**HPED 230 Aerobic Exercise Leadership**

**Rationale:** The Exercise Science program recently received accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in March 2008. This accreditation requires course curriculum revision to meet all current standards particularly in the area of practicum and application of content knowledge. This requires the deletion of classes that do not meet any current standards.

## e. Program Revision:

### Current Program:

#### Bachelor of Science- Physical Education and Sport-Exercise Science

### Proposed Program:

#### Bachelor of Science- Physical Education and Sport-Exercise Science

<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 217 <b>Natural Science:</b> BIOL 103-104, CHEM 101-102, or SCI 105-106 <b>Social Science:</b> PSYC 101, SOC 151 <b>Liberal Studies Electives:</b> 3cr, FDNT 145, no courses with the HPED prefix	<b>48</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> MATH 101, MATH 217 <b>Natural Science:</b> BIOL 103-104, CHEM 101-102, or SCI 105- 106 <b>Social Science:</b> PSYC 101, SOC 151 <b>Liberal Studies Electives:</b> 3cr, FDNT 145, no courses with HPED prefix	<b>51</b>
<b>Major :</b>	<b>23</b>	<b>Major :</b>	<b>23</b>
<b>Core Requirements:</b>		<b>Core Requirements:</b>	
HPED 142 Foundations of Health & Physical Education	3cr	HPED 142 Foundations of Health & Physical Education	3cr
HPED 175 Prevention and Care of Injuries to the Physically Active	2 cr	HPED 175 Prevention and Care of Injuries to the Physically Active	2cr
HPED 209 Motor Behavior	3cr	HPED 209 Motor Behavior	3cr
HPED 221 Human Structure and Function	3cr	HPED 221 Human Structure and Function	3cr
HPED 341 Evaluations in Health & Physical Education	3cr	HPED 341 Evaluations in Health & Physical Education	3cr
HPED 343 Physiology of Exercise	3cr	HPED 343 Physiology of Exercise	3cr
HPED 441 Psychosocial Implications of Health and Physical Education	3cr	HPED 441 Psychosocial Implications of Health and Physical Education	3cr
HPED 442 Seminar in Health & Physical Education	3cr	HPED 442 Seminar in Health & Physical Education	3cr
<b>Sport Science Requirements:</b>	<b>19</b>	<b>Exercise Science Requirements:</b>	<b>46</b>
HPED 263 Aquatics or		BIOL 151 Human Physiology	4cr
HPED 261 Water Safety Instructor	1cr	HPED 261 Water Safety Instructor	
HPED 315 Biomechanics	3cr	HPED 263 Aquatics or	1cr
HPED 319 Pre-Professional Experience II	3cr	HPED 285 Group/Individual Exercise Leadership	3cr
HPED 344 Adapted Physical Activity and Sport	3cr	HPED 286 Strength/Personal Training Practicum	2cr
HPED 375 Physiological Basis of Strength Training	3cr	HPED 315 Biomechanics	3cr
HPED 410 Exercise Prescription	3cr	HPED 319 Pre-Professional Experience II	3cr
HPED 411 Physical Fitness Appraisal	3cr	HPED 344 Adapted Physical Activity and Sport	3cr
HPED 412 Physical Activity and Stress Management	3cr	HPED 347 Physiology of Exercise Laboratory	1cr
<b>Exercise Science Requirements:</b>	<b>19</b>	HPED 375 Physiological Basis of Strength Training	3cr
BIOL 151 Human Physiology	4cr	HPED 410 Exercise Prescription	3cr
HPED 230 Aerobic Leadership	3cr	HPED 411 Physical Fitness Appraisal	3cr
HPED 411 Physical Fitness Appraisal	3cr	HPED 412 Physical Activity and Stress Management	3cr
HPED 413 Physical Activity and Aging	3cr	HPED 413 Physical Activity and Aging	3cr
PHYS 151 Medical Physics Lecture	1cr	HPED 414 Exercise Electrocardiography	2cr
PHYS 161 Medical Physics Laboratory	1cr	HPED 492 Health Fitness Instruction	3cr
One course from the following two courses:		HPED 493 Internship	3cr
HPED 492 Health Fitness Instruction		PHYS 151 Medical Physics Lecture	3cr
SAFE 347 Ergonomics			
<b>Free Electives:</b>	<b>11</b>	<b>Free Electives:</b>	<b>0</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>120</b>

**Rationale:** The addition of MATH 101 to the curriculum was strongly encouraged by CAAHEP site visitors to increase successful completion of mathematics based courses HPED 315 Biomechanics and PHYS 151 Medical Physics, which students are required to take. HPED 230 Aerobic Exercise Leadership is being deleted because significant changes to this course and increase in credit hours require the development of a new course.

HPED 285 Group/Individual Exercise Leadership is being added because it fulfills knowledge, skills and abilities as required by CAAHEP accreditation in the area of group and individual exercise leadership not currently part of other coursework. HPED 286 Strength/Personal Training Practicum is being added to fulfill knowledge, skills and abilities) in the area of group and individual exercise leadership not currently part of other



coursework and provides students with needed hands-on experience. The requirement of additional practicums to our exercise science curriculum was strongly recommended by the CAAHEP site visitors.

HPED 347 Physiology of Exercise Lab was added to fulfill knowledge, skills and abilities in the area of laboratory skills in exercise physiology that is not currently part of other coursework and provides students with needed hands-on experience. The addition of a separate laboratory course to our exercise science curriculum was strongly recommended by the CAAHEP accreditors. Additional course content as well as laboratory skills will be provided to the majors as a result of this course. HPED 414 Exercise Electrocardiography was added to fulfill knowledge, skills and abilities in the area of ECG recognition and evaluation skills in exercise physiology that is not currently part of other coursework and provides students with needed hands-on experience. The addition of this course to our exercise science curriculum was strongly recommended by the CAAHEP accreditors as well as external advisory board. SAFE 347 is being deleted as an optional course because it does not meet any required knowledge, skills and abilities. PHYS 161 Medical Physics Lab is being deleted as it does not meet specific needs of the exercise science students that are fulfilled by other more relevant practicum based courses. The internship has been a popular course that has always been part of the Exercise Science curriculum as an elective, CAAHEP accreditors have suggested this course as a requirement to provide increased internship hours in line with industry demands. A variety of prerequisite changes have been added to reflect CAAHEP required minimum “C” grade requirements in core Exercise Science classes and to facilitate better sequencing of core classes.

## **18. Department of Technology Support and Training—Course Revision and Catalog Description Change** **APPROVED**

### **Current Catalog Description:**

#### **BTED 470 Technology Applications for Education**

**3c-01-3cr**

Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today’s classroom including advanced web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society’s rules for records management. Also includes instruction in the pedagogy of computer applications. The end product will be additions to students’ e-portfolios.

### **Proposed Catalog Description:**

#### **BTED 470 Technology Applications for Education**

**3c-01-3cr**

Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today’s classroom including advanced web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society’s rules for records management. Also includes instruction in the pedagogy of computer applications. The end product will be additions to students’ e-portfolios as well as their work sample.

**Rationale:** The department offers PDE teacher certification at both the undergraduate and graduate levels. Students at both levels can benefit from the content of the course as it related to the integration of technology in the classroom. A dual-listed course offers the opportunity for both student groups to interact and enhance their learning opportunities. In addition undergraduate students will be able to use information gained from observations and micro-lessons during pre-student teaching to determine ways to integrate technology and enhance learning opportunities.

## 19. Department of English—Program Revision

**APPROVED**

### Current Program:

### Proposed Program:

#### Bachelor of Science in Education—English Education\*

#### Bachelor of Science in Education—English Education\*

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Humanities-Literature:** ENGL 122  
**Mathematics:** 6cr, MATH 101 or higher (1)  
**Natural Science:** Option I recommended (Option II also permitted but will exceed credit limit)  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 0cr

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Humanities-Literature:** ENGL 122  
**Mathematics:** 6cr, MATH 101 or higher (1)  
**Natural Science:** Option I recommended (Option II also permitted but will exceed credit limit)  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 0cr

**College:** 0-6  
 Foreign Language Intermediate Level (2)

**College:** 0-6  
 Foreign Language Intermediate Level (2)

**College:** 29  
**Preprofessional Education Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr  
 EDUC 452 Teaching of English and Communication in the Secondary School 3cr

**College:** 29  
**Preprofessional Education Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr  
 EDUC 452 Teaching of English and Communication in the Secondary School 3cr

**Major:** 37  
**Required Courses:**  
 ENGL 212 American Literature: Beginnings to 1900 3cr  
 ENGL 220 Advanced Composition I 3cr  
 ENGL 314 Speech and Communication in the Secondary English Classroom 3cr  
 ENGL 318 Literature for Adolescents 3cr  
 ENGL 323 Teaching Literature and Reading in the Secondary School 3cr  
 ENGL 324 Teaching and Evaluating Writing 3cr  
 ENGL 329 The History of the English Language 1cr  
 ENGL 330 The Structure of English 3cr  
 ENGL 434 Shakespeare 3cr

**Major:** 40  
**Required Courses:**  
 ENGL 212 American Literature: Beginnings to 1900 3cr  
 ENGL 220 Advanced Composition 3cr  
 ENGL 314 Speech and Communication in the Secondary English Classroom 3cr  
 ENGL 318 Literature for Adolescents 3cr  
 ENGL 323 Teaching Literature and Reading in the Secondary School 3cr  
 ENGL 324 Teaching and Evaluating Writing 3cr  
 ENGL 329 The History of the English Language 1cr  
 ENGL 330 The Structure of English 3cr  
 ENGL 426 ESL Methods and Materials 3cr  
 ENGL 434 Shakespeare 3cr

**Controlled Electives:**  
 Choose one Genre course from Category B  
 Choose one British Literature Survey: ENGL 210, 211 3cr  
 Choose one Alternative Literature course from Category C 3cr  
 Choose one general English elective (any category) 3cr

**Controlled Electives (3):**  
 Choose one Film Studies Track course 3cr  
 Choose one British Literature Survey: ENGL 210, 211 3cr  
 Choose one Literary, Textual, and Cultural Studies Track course 3cr  
 Choose one general English elective (any Track) 3cr

**Total Degree Requirements:** 120

**Total Degree Requirements:** 123

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) The second MATH course is a teacher certification requirement and counts as Liberal Studies credits for Mathematics.
  - (2) If a student is able to be exempted from this requirement, an additional 6cr of free electives are necessary. Students with no previous foreign language background, or those who lack proficiency, will need to take the entry-level courses, which will increase the total number of credits required for the degree.

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) The second MATH course is a teacher certification requirement and counts as Liberal Studies credits for Mathematics.
  - (2) If a student is able to be exempted from this requirement, an additional 6cr of free electives are necessary. Students with no previous foreign language background, or those who lack proficiency, will need to take the entry-level courses, which will increase the total number of credits required for the degree.
  - (3) One of the controlled elective courses must be a non-western course; this requirement is separate from and in addition to the non-western Liberal Studies requirement.

**Rationale:** The English Department changed ENGL 220 Advanced Comp I to ENGL 220 Advanced Composition; the BA program revision will reflect changing the title of and/or deleting the ENGL 320 Advanced Composition II course; therefore, no need for the I and II designations.

The Pennsylvania Department of Education (PDE) and State System of Higher Education now permit secondary teacher education programs to add credits beyond 120, in our case three, to meet additional teacher certification requirements for addressing special needs and English language learners (new PDE requirements are for 9 credits (270 hours) of Special Education and 3 credits (30 hours) of ELL). After meeting with the Dean of the College of Education, the chair of the Teacher Education Coordinators Council, and the English Education Resource Pool (a team of six English Education faculty) to review our current undergraduate English Education program, we agreed to add ENGL 426 ESL Methods and Materials to complete and fulfill our additional PDE program requirements for teacher certification. The ENGL 426 course has long been a requirement for the IUP Master of Arts in Teaching English (MA/TE) program, so we also wanted to mirror that secondary English program; both programs adhere to the *NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 (October 2003)*.

Changes from Category to Track courses above reflect the language and mission of the new BA English program from which we draw our content area courses, meeting National Council of Teachers of English Standards for the English Language Arts 1, 2, 6, 9, 10 and 11 [<http://www.ncte.org/about/over/standards/110846.htm>], and meeting current NCTE/NCATE Program Standards 1-4 for secondary English teacher accreditation [[http://www.ncte.org/library/files/Programs/Teacher\\_Prep/Revision/ApprovedStandards808.doc](http://www.ncte.org/library/files/Programs/Teacher_Prep/Revision/ApprovedStandards808.doc)]. Specifically, the change to one Film Studies Track course complies with NCTE/NCATE Program Standards 3.6.1: Understand media's influence on culture and people's actions and communication, reflecting that knowledge not only in their own work but also in their teaching; 3.6.2: Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts; and 3.6.3: Help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning. The change to one Literary, Textual, and Cultural Studies Track course complies with Standard 3.1.4: Show extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporate that knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity; and 3.5.2: Works from a wide variety of genres and cultures, works by female authors, and works by authors of color. And changes to one general English elective in any Track comply with Standard 3.5.1: Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature.

## **20. Department of Anthropology—Course Revision to Make Dual Level APPROVED**

### **Current Catalog Description:**

#### **ANTH 415 Cultural Resource Management**

**3c-01-3cr**

**Prerequisite:** ANTH 244 or instructor permission

Provides an understanding of how cultural resources are being preserved and managed under current American laws and regulations with particular emphasis on historic properties, such as historic buildings and archaeological sites. Case studies and field trips are incorporated so that students gain a thorough understanding of key problems and issues in historic preservation and cultural resource management.

## Proposed Catalog Description:

### ANTH 415 Cultural Resource Management

3c-01-3cr

**Prerequisite:** ANTH 244 or instructor permission

Provides an understanding of how cultural resources are being preserved and managed under current American laws and regulations with particular emphasis on historic properties, such as historic buildings and archaeological sites. Case studies and field trips are incorporated so that students gain a thorough understanding of key problems and issues in historic preservation and cultural resource management.

**Rationale:** This course is a general introduction into the field of Cultural Resource Management designed to introduce non-specialist students to the field. It has been a requirement for junior and senior level Archaeology Track undergraduates and has also been of interest to graduate students in related departments including History and Geography and Regional Planning when taught as a graduate level Special Topics class. Students in those fields often find that their career paths require them to have a basic knowledge of the laws and procedures related to historic preservation and cultural resource management. For this reason it is important to have a course available for those students. The new MA in Applied Anthropology has advanced seminar courses in Cultural Resource Management and Historic Preservation designed for students with specialized knowledge in these fields and are not appropriate for undergraduates or non-specialist graduate students. For this reason, we have created a graduate version of ANTH 415.

### Library and Educational Committee (Senator Jozefowicz)

#### **FOR INFORMATION:**

Since the last formal report to the Senate, LESC has February 3, March 10, and March 31, 2009. Standing agenda items are reports from Phil Zorich regarding IUP libraries, Bill Balint regarding IUP technology issues, and LESC liaison reports from the Educational Services Fee (ESF) Committee, the Academic Computing Policy Advisory Committee (ACPAC), and the Distance Education Planning and Work Group. ACPAC is moving forward with various projects. For those interested in more details, ACPAC minutes and working documents can be referenced on the ACPAC website: <http://www.iup.edu/acpac>. The primary focus of LESC activity has been to compose and revise multiple drafts of an Acceptable Use Policy in light of IUP and broader PASSHE needs to have such a policy in place, subject to past practice/academic freedom/monitoring considerations and constraints at IUP, and subject to reviews by PASSHE legal counsel.

Additionally, The LESC received a report about the Laser Printing Cost Recovery System from J. R. McFerron. The LESC is responsible for reviewing this system annually. Based on the report, the LESC recommends no changes to the current laser print fee structure for the 2009-2010 academic year.

#### **FOR ACTION:**

**APPROVED**

The following Acceptable Use Policy proposal is being brought forward by LESC to the Senate for a vote.

### **ACCEPTABLE USE POLICY**

#### **1. Purpose**

This policy addresses the use of information technology resources (IT resources) at Indiana University of Pennsylvania (“the university”). IT resources are intended to support the university’s instructional, research, and administrative operations.

## **2. Scope**

This policy applies to all users of IT resources owned or operated by Indiana University of Pennsylvania. Users include students, faculty, staff, contractors, and guest users of computer network resources, equipment or connecting resources.

## **3. Objective**

The objective of this policy is to create a framework to ensure that IT resources are used in an appropriate fashion, and support the university's mission and institutional goals.

## **4. Policy**

Use of the university's IT resources is a privilege and signifies agreement to comply with this policy. Users are expected to act responsibly, and follow the university's policies and any applicable laws related to the use of IT resources. This policy provides regulations to assure IT resources are allocated effectively.

While the university recognizes the role of privacy in an institution of higher learning, and will endeavor to honor that ideal, there should be no expectation of privacy of information stored on or sent through university-owned IT resources, except as required by law. For example, the university may be required to provide information stored in IT resources to someone other than the user as a result of court order, investigatory process, or in response to a request authorized under Pennsylvania's Right-to-Know statute (65 P.S. §67.101 et seq.). Information stored by the University may also be viewed by technical staff working to resolve technical issues.

## **5. Definitions**

Information Technology (IT) resources include, but are not limited to, all university owned or operated hardware, software, computing equipment, systems, networks, programs, personal data assistants, cellular phones, fax, telephone, storage devices, cable television, input/output, connecting devices via either a physical or wireless connection regardless of the ownership of the device connected to the network, and any electronic device issued by the university. IT resources include all electronic media, voice, video conferencing and video networks, electronic mail, and related mediums such as blogs, wikis, websites, and electronic records stored on servers and systems.

## **6. Responsibilities**

### **A. Responsibilities of Users of IT Resources**

1. Respect the intellectual property of authors, contributors, and publishers in all media.
2. Protect user identification, password information, and the system from unauthorized use.
3. Adhere to the terms of software licenses and other contracts. Persons loading software on any university computer must adhere to all licensing requirements for the software. Except where allowed by university site licenses, the copying of university-licensed software for personal use is a violation of this policy.
4. Comply with federal, state, and local laws, relevant university personal conduct regulations, and the terms and conditions of applicable collective bargaining agreements. Applicable laws include, but are not limited to, those regulating copyright infringement, copyright fair use, libel, slander, and harassment.
5. Become acquainted with laws, licensing, contracts, and university policies and regulations applicable to the appropriate use of IT resources. Users are expected to use good judgment and exercise civility at all times when utilizing IT resources, and respect the large, diverse community utilizing these resources in a shared manner.
6. Understand the appropriate use of assigned IT resources, including the computer, network address or port, software, and hardware.
7. Comply with the university's Use of E-mail as an Official Means of Communication Policy. Electronic mail should never be considered an appropriate tool for confidential communication.

Messages can be forwarded or printed, and some users permit others to review their e-mail accounts. Message content can be revealed as part of legal proceedings. Finally, messages are sometimes not successfully delivered due to a technical issue requiring authorized IT personnel to review message content as part of the troubleshooting process.

## **B. Prohibited Uses of IT Resources**

1. Providing false or misleading information to obtain or use a university computing account or other IT resources.
2. Unauthorized use of another user's account and attempting to capture or guess passwords of another user.
3. Attempting to gain or gaining unauthorized access to IT resources, or to the files of another user. Attempting to access restricted portions of the network, an operating system, security software or other administrative applications without authorization by the system owner or administrator.
4. Interfering with the normal operation, proper functioning, security mechanisms or integrity of IT resources.
5. Use of IT resources to transmit abusive, threatening, or harassing material or other communications prohibited by law.
6. Copyright infringement, including illegal sharing of video, audio, software or data.
7. Excessive use that overburdens or degrades the performance of IT resources to the exclusion of other users. This includes activities which unfairly deprive other users of access to IT resources or which impose a burden on the university. Users must be considerate when utilizing IT resources. The University reserves the right to set limits on a user through quotas, time limits, and/or other mechanisms.
8. Intentionally or knowingly installing, executing, or providing to another, a program or file, on any of the IT resources that could result in the damage to any file, system, or network. This includes, but is not limited to computer viruses, trojan horses, worms, spyware or other malicious programs or files.

## **7. Procedures**

1. Violations of this policy will be reported to appropriate levels of administrative oversight, depending on the statutes and policies violated. Suspected violations of federal and state statutes and local ordinances shall be reported to the Director of Public Safety (chief of campus police) for official action.
2. Non-statutory violations of the Acceptable Use Policy, such as "excessive use," may be reported to the Chief Information Officer, the Associate Vice President for Human Resources, the Office of Student Conduct and/or the Director of Public Safety (chief of campus police).
3. A university employee or student who violates this policy risks a range of sanctions imposed by relevant university disciplinary processes, including denial of access to any or all IT resources. He or she also risks referral for prosecution under applicable local, state or federal laws.
4. The University Senate – via the Library and Educational Services Committee – is responsible for recommending the university's Acceptable Use Policy. Questions regarding the applicability, violation of the policy or appropriate access to information should be referred to the Chief Information Officer.

## **8. Rescission**

1. Computing Resources Policy
2. Computer Software Policy
3. E-mail Privacy Policy

## **9. Publications Statement:**

This policy should be published in the following publications:

1. Administrative Manual

2. Student Handbook
3. IUP Catalog
4. IUP Website

## **10. Distribution**

1. All Employees
2. All Students
3. All affiliates with access to IT resources at IUP

### **Research Committee (Senator Sciulli)**

#### **FOR INFORMATION:**

The committee met on March 17, 2009.

The committee awarded \$18,442 in Fellowship Awards to the following individuals:

- Tracey Cekada
- Lorraine Guth
- Bachel Han
- Tawny Holm
- James Lenze
- Channa Naravatna

The committee awarded \$13,278 in Small Grants to the following individuals:

- Abbas Ali
- Parveen Ali
- Holley Belch
- Parimal Bhagat
- Krys Kaniasty
- Cathy Kaufman
- DeAnna Laverick
- John Lowery
- Crystal Machado
- Kirsten Murray
- Lisa Newell
- Marveta Ryan-Sams
- Yaya Sissoko
- Veronica Watson



- John Zhang

The committee met on April 7, 2009.

The committee awarded \$12,496 in Small Grants to the following individuals:

- Azad Ali
- Kathryn Bonach
- Michelle Bruno
- Donald Buckwalter
- Kevin Eisensmith
- John McCarthy
- Mark Palumbo
- Lisa Price
- Lisa Sciulli
- Brian Sharp
- Teresa Shellenbarger
- Robert Sweeny
- Janet Walker
- Gregory Wisloski

### **University Development and Finance Committee (Senator Domaracki)**

#### **FOR INFORMATION:**

March 31, 2009

Parking Committee Report – Please see Attachment # 4, Question #7 for the answer to the question raised at last senate meeting.

Budget Report - Responses to the six (6) questions asked at the March 24 Senate meeting regarding the budget are answered in attachment #4, questions #1 thru #6.

AY 2009-10 Student Fees – There will be an increase in student fees for the AY 2009-2010. Attachment #5 outlines current and projected Student Fee schedules.

#### **Old Business**

Announcement of Approval of Capital Spending Plan – The Capital Spending Plan as passed by Senate has been approved for the AY 2009-2010

Background Checks – Attachment # 3 is a copy of a newly written IUP Background Investigation Policy. This policy, having been reviewed by the Development and Finance Committee is being forwarded to the senate for “Information Only”.

Remaining Meeting Dates for AY 08-09: 4-28-09

**08/09 Fall Tuition Projection  
Tuition Revenue  
Fiscal Year Comparison  
March 25, 2009**

Tuition	Fall Enrollment of 14,260 08/09 Projection (3.5% Tuition Increase)	Fall Enrollment of 14,310 08/09 Actual (3.5% Tuition Increase)	Revenue Increase going from 14,260 To 14,310 enrollment
<b>Undergraduate</b>			
In-State - Fall	28,479,958	28,198,706	(281,252)
Out-of-state - Fall	1,668,432	2,216,513	548,081
Out-of-state - Reduced Rate - Fall	1,469,739	1,432,543	(37,196)
<b>Undergraduate Tuition</b>	<b>\$ 31,618,129</b>	<b>\$ 31,847,762</b>	<b>\$ 229,633</b>
<b>Graduate</b>			
In-State - Fall	\$3,379,735	3,373,538	(6,197)
Out-of-state - Fall	\$2,208,085	2,743,992	535,907
<b>Graduate Tuition</b>	<b>\$ 5,587,820</b>	<b>\$ 6,117,530</b>	<b>\$ 529,710</b>
<b>Total Tuition Revenue</b>	<b>\$ 37,205,949</b>	<b>\$ 37,965,292</b>	<b>\$ 759,343</b>

Attachment 2  
Indiana University of Pennsylvania  
**DIVISION I STRATEGIC PLANNING - SUMMARY OF ICAC REPORT/RECOMMENDATIONS/NEXT STEPS**

Indiana University of Pennsylvania (“IUP”), one of fourteen institutions of the Pennsylvania State System of Higher Education, undertook, with the assistance of Inter-Collegiate Athletic Consulting (“ICAC”), a study of its NCAA Division II intercollegiate athletic (“ICA”) program. IUP competes in the Pennsylvania State Athletic Conference (“PSAC”), and the question was whether its current conference and divisional membership was consistent with the mission, strategic direction, and needs of the University.

The study process was founded on specific decision criteria related to the University’s academic goals and mission, enrollment management and student profile, college image, ICA program quality and competitive level, campus and student life, and resources and new funding. The consultant team reviewed relevant materials, conducted institutional interviews and facility tours, and collected and analyzed NCAA Equity in Athletics Disclosure Act Reports and other published data for PSAC members and other comparative Division II and I institutions and conferences.

Findings of the study brought to light that IUP is associated in athletic competition with a mix of institutions that are not consistent with its academic mission and goals. In addition, membership in the PSAC constrains the University’s ability to gain the national visibility it seeks in its strategic plan; it also does not support enrollment management and institutional advancement goals that would extend IUP more significantly beyond Pennsylvania’s borders. At the same time, as an institutional overachiever, IUP has an impressive track record of athletic success under conditions of limited resources. The IUP Division I Strategic Planning Committee’s recommendations are summarized below along with a set of proposed next steps in light of the ICAC report and findings.

**QUALITY AND COMPETITIVE LEVEL**

**Strengths**

- IUP produces annually, teams and individuals, who compete for championships on the conference, regional and national levels and frequently ranks in the Director’s Cup.
- IUP has a level playing field for all teams; resources are limited but they are limited across the board

**Issues**

- IUP is an athletic over-achiever, with low resourced athletic prowess, in terms of scholarships, operation resources, and coaching staff.
- IUP has limited athletic training staff and facilities.

- IUP insufficient and inadequate athletic facilities.

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**RESOURCES AND NEW FUNDING****Strengths**

- IUP has the largest endowment among the PASSHE institutions and provides a foundation for greater institutional giving programs.
- IUP has committed and potentially even more supportive alumni and constituent base than other PSAC members.

**Issues**

- IUP has experienced a declining financial support for the Intercollegiate Athletic Program.

- IUP, comparatively within the Commonwealth and PASSHE, has limiting operating and capital funding levels.
- IUP has among the lowest percentage of student activity fees going to athletics in PSAC and declining support for intramurals and recreation.
- IUP requires student-athletes to extensively and personally fund their participation in the Intercollegiate Athletic Program.
- IUP needs to more closely coordinate athletic fundraising.

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**UNIVERSITY ACTIONS TAKEN DURING 2007-08 AND 2008-09**

- IUP reallocated existing resources to provide additional funding support for athletics
- IUP increased resources to support coaching staff through internal reallocation and grants
- IUP broke ground for the Kovalchick Convention and Athletic Center

- IUP re-organized the function of fitness and recreation through a cooperative effort among the Center for Health and Well-Being and Student Cooperative Association.
  - IUP improved coordination among Athletics and the Division of University Relations.
-

**IUP DI STRATEGIC PLANNING COMMITTEE – RECOMMENDATIONS**

The present funding model for staffing, operations, and scholarships must be strengthened to enable IUP’s Intercollegiate Athletic Program to reach the highest echelons of Division II. In order to move IUP’s Intercollegiate Athletic Program to Division I, IUP will need to fully resource its Athletic Program to become a top Division II program. Once performing at the highest level of competitiveness as a Division II player, IUP will be well situated, to move and be competitive as a Division I program. The following actions are recommended:

- Optimize and strengthen IUP as a Division II player.
  - Understand and make needed resource commitments for competition at the D I FCS level.
- 
- Transition to D I FCS when prepared. **NEXT STEPS**
    1. Insure that student fees (activity or a new athletic fee) are sufficient to support operational expenses associated with a top Division II program, and in compliance with Gender Equity.
    2. Examine E & G resources to support both operating and personnel costs, associated with the current program and needed for a top Division II program, to insure proper funding, and in compliance with Gender Equity.
    3. Raise private funds to support the scholarship needs of a top Division II program, and in compliance with Gender Equity.
    4. By May 2009, develop a Strategic Vision Action Plan for Advancing IUP Athletics – Operation Front Runner; to address the resourcing requirement for IUP to compete as a top echelon Division II program.



**POLICY STATEMENT**

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Subject: Background Investigation Policy

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Date:	Distribution Code:	Reference Number:
Revision Date:	A	

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Addition <input type="checkbox"/>	Originating Office:	President’s Approval
Deletion <input type="checkbox"/>		
New Item <input checked="" type="checkbox"/>	Office of Human Resources	

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**1. PURPOSE:**

This University policy is written to ensure a consistent level of pre-employment background investigations for successful candidates for all positions at Indiana University of Pennsylvania. Nothing herein is intended to contradict or lessen compliance with applicable federal and state laws or regulations.

**2. SCOPE:**

This policy applies to all successful candidates for instructional and non-instructional vacancies at Indiana University of Pennsylvania. The policy will not be applied

retrospectively to current employees unless they are promoted or transferred to a position which has been determined to require consumer or criminal information verification.

**3. OBJECTIVE:**

The objective of this policy is to establish a process for obtaining pre-employment information for successful candidates including, but not limited to, personal and professional references, employment verification, criminal background, education verification, licensures, certifications, military discharge and credit history. The policy confirms that it does not supersede policies for health care, school clearances and police hiring.

**4. POLICY:**

- a. It is the policy of the University to conduct pre-employment background checks for all successful candidates for instructional and non-instructional vacancies. Current employees who are promoted or who transfer to a position which has been determined to require consumer or criminal information verification will have consumer or criminal information verified for the new position.

Background investigations will be conducted on the successful candidate for each search. False or misleading application or resume information or false or misleading statements made as part of the screening and interview process may result in the withdrawal of the employment offer. In the event that the University is unable to complete the background investigation prior to the commencement of employment, the University may make the offer of employment contingent on its successful completion. The University also reserves the right to take disciplinary action up to and including termination where false or misleading statements are discovered after an offer of employment has been accepted.

- b. Only felony and misdemeanor convictions may be considered by the University and only to the extent to which they relate to the applicant's suitability for employment to the position for which he/she has applied. The assessment is to be done in conjunction with legal counsel and should focus on the following factors:

- whether the candidate's prior conviction undermines his/her suitability or fitness to perform the required job responsibilities;
- the time that has elapsed since the conviction; and
- the nature and gravity of the criminal conviction.

- c. Senior Policy Executives. Subject to approval of the President, search committees for senior administrative officers of the University such as Vice Presidents and Deans, will establish specific pre-employment information verification requirements consistent with this policy prior to undertaking a search for a vacant senior administrative position.

- d. This policy does not replace or amend any specific obligations relating to Public Safety Officer, Elementary and Secondary Teaching or Child Care positions.

5. **DEFINITIONS:**

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

**Criminal Background Investigations:** Criminal Background Investigations include inquiries to determine past criminal convictions. All inquiries must comply with all state and federal laws.

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

**Felony:** A crime of a more serious nature, usually punishable by a period of imprisonment exceeding one (1) year.

**Misdemeanor:** A crime of a less serious nature and considered a petty offense, usually punishable by fine.

6. **RESPONSIBILITIES:**

Associate Vice President for Human Resources:

- a. To incorporate the requirements of this policy into the recruitment and selection process.
- b. To interpret background information and recommend appropriate action to the Search Committee Chair or hiring supervisor, the appropriate Vice President, and if necessary, the President.
- c. To ensure compliance with this policy and relevant procedures.

Director of Human Resources/Human Resources Designee:

- a. To notify job applicants of the requirements of this policy before and during the recruitment and selection process.
- b. To ensure that background checks are completed prior to extending offers of employment as appropriate.
- c. To coordinate verification efforts with the Search Committee Chair or hiring supervisor.
- d. To interpret background information in consultation with the Associate Vice President for Human Resources and recommend appropriate action.

All individuals who receive background information shall keep such information confidential. Information will be provided on a need-to-know basis and any discussions will be pertinent to the hiring process.

**7. PROCEDURES:**

- a. Determination as to the level of pre-employment information verification will be made jointly by the respective department or division head and the Associate Vice President for Human Resources, the Director of Human Resources, or the Human Resources Designee. Human Resources will develop practices to ensure that the nature and extent of any investigation will be consistently applied and based on the job requirements.
- b. To the extent that information used in conducting a background investigation is provided by a consumer reporting agency, the University will comply with the obligations of the Fair and Accurate Credit Transaction Act of 2003 regarding address discrepancies.
- c. All candidates for employment must complete and sign an employment application. The application will contain a statement that the candidate's signature authorizes the University to investigate all statements made on the application and permits the references and past employers to respond to questions concerning information contained in the application and concerning the candidate's fitness for employment.
- d. All candidates who are interviewed must also execute an authorization that allows the University to request/conduct a Background Investigation. This authorization, mandated by the Fair Credit Reporting Act, must be a document separate from the employment application. (A copy of this notice and authorization is attached hereto as Exhibit "A.") Refusal to sign the authorization for the release of information will result in the candidate being eliminated and disqualified from the applicant pool.
- e. Background investigation documentation must be kept confidential. Files relating to pre-employment information will be maintained in a secure location by the Office of Human Resources separate from the personnel file. The documentation will be retained until the employee's separation from employment and then will be destroyed.
- f. Background Investigations shall be initiated by the Associate Vice President for Human Resources or Human Resources Designee with a contracted service provider. If no issues arise because of the check, the Designee will so inform the employing unit.
- g. When issues are raised by a Criminal Background Investigation, the Associate Vice President for Human Resources or Human Resources Designee, in

consultation with university counsel or the chief counsel, as appropriate, will evaluate their impact on the hiring decision consistent with applicable laws and this policy.

- h. If employment is denied, based in whole or in part on the results of the Background Investigation, prior to taking any adverse actions prepared by the contracted service provider, the Human Resources Designee will provide the candidate with a copy of “A Summary of Your Rights Under the Fair Credit Reporting Act.” The candidate must be given a reasonable opportunity (at least five [5] business days) to submit information to the Human Resources Designee disputing the accuracy and/or completeness of the report before a final employment decision can be made. Said notice is to include the following:

- the reasons for the adverse employment action;
- the name, address, and toll free telephone number of the reporting agency that furnished the criminal background report;
- a statement that the reporting agency did not make the decision to take the adverse employment action and is unable to provide the candidate with the reasons as to why the adverse employment action was taken;
- notice of the candidate’s right to obtain a free copy of the criminal record report from the reporting agency; and;
- notice of the candidate’s right to dispute the accuracy and completeness of the criminal background report within sixty (60) days.

8. **RECISION:** Not applicable

9. **DISTRIBUTION:** Distribution  
Human Resources Website

**Questions Raised in University Senate Meeting - March 24, 2009**

- 1) Reports indicate a Fall 2008 enrollment increase of 314 students. This generates \$1.1 million in tuition dollars. Explain why these dollars did not revert to Academic Affairs.

**Response:** The initial FY08-09 E&G budget model was developed utilizing an enrollment figure of 14,260. Fall 2008 verification of enrollment indicated 14,310 students enrolled. This increase of 50 students was a combination of part and full-time enrollments. The increase provided additional dollars to E&G in the amount of \$759,343. The attached analysis of tuition revenue (Attachment 1) details the actual tuition revenue received. Increased costs identified in the spring re-budget totaled \$971,646. Leaving an imbalance of \$212,303, therefore no funds were available for distribution to any division.



- 2) Instructional salary costs per student decreased from FY06-07 to FY07-08.

**Response:** The source of this data is unknown and was not provided by the requestor. Please share the document that contains the information the senator was referring to so that we may develop a response.

- 3) How much of the \$2 million of emergency reserve used to meet reductions went specifically to reduce the Academic Affairs reduction target?

**Response:** In order to meet the 4.25% reserve requirement imposed by Governor Rendell, IUP had to further reduce FY08-09 E&G operating allocations \$2,775,000. Because the emergency reserve was utilized, divisional reduction targets were not imposed. However, Student Affairs and Administration and Finance were able to contribute a small amount toward this requirement. Academic Affairs did not provide assistance.

- 4) Why did IUP only receive a .2% appropriation increase in FY08/09?

**Response:** The largest portion of the PASSHE Funding Formula calculation is based on a 2-year enrollment average of **in-state, undergraduate students**. IUP experienced a decline in enrollment of 1.61% in 07/08, while other PASSHE institutions experienced significant enrollment growth. The funding formula calculation considers IUP's performance in relation to other schools that experienced enrollment increases.

- 5) Does the .2% of appropriation increase include performance funding?

**Response:** No

**FY08-09:**

PASSHE Appropriation	\$ 493,758,123	
Performance Funding	29,910,540	8%
Total Base Allocated to Universities	\$ 463,847,583	

IUP Base Appropriation FY07-08	\$ 60,794,081	
IUP Base Appropriation FY08-09	\$ 60,889,723	.2%

*Note: Governor requested rescission of 4.25% or \$2,775,000 for IUP*

- 6) What portion of the Performance Funding went to Academic Affairs?

**Response:** The total IUP FY08-09 Performance Funding pool was \$4,431,882. Academic Affairs received \$1,906,490 or 43% of the total allocation.

- 7) Questions with regard to reserved parking spaces moving from 24/7 to 8:00 AM to 5:00 pm? Will employees who paid for 24/7 space receive a refund?

**Response:** According to the Parking Advisory Committee membership, employees who paid for reserve spaces in FY2008-2009 paid for parking during the period of 8:00 am to

5:00 pm, Monday through Friday. Only specific reserved spaces are designated as 24/7. The new guidelines do not take effect until fall 2009.

- 8) Why has the consultant report on NCAA Division 1 not been shared with Senate? What was the cost of this study?

**Response:** According to the information received from Dr. Luckey, Vice President of Student Affairs, members of the Senate Student Affairs committee were invited to attend 3 meetings with the consultants, October 25, 2007, January 22, 2008, and April 7, 2008, which was the last meeting where the preliminary results of the ICAC study were shared. The November 13, 2007 and March 4, 2008 minutes of the Student Affairs Committee specifically mention the ICAC consultation. The members of the President's Athletic Advisory Council were also invited to the campus meetings and received regular updates. At the November, 2008 meeting of the PAAC the ICAC study recommendations were discussed. Please see the attachment for a synopsis of the ICAC report (Attachment 2). The total cost was \$63,372.52, funded through a portion of instructional fees.

**EXHIBIT 8 – 2009-2010 FEE INCREASES**

**Indiana University of Pennsylvania  
 Approval of Student Fee Proposals for Academic Year 2009-2010**

Presented to IUP Council of Trustees for Review - December 4, 2008 with changes noted with asterisk(s).  
 Rates effective beginning for Fall 2009 term unless otherwise noted.

<b>MANDATORY FEES</b>	<b>2008-2009 Fee Per Semester</b>	<b>2009-2010 Proposed Fee Per Semester</b>	<b>Proposed Increase</b>	<b>Percent Increase</b>
<b>Health and Wellness Fee:</b>				
Fee A	150.00	155.00	5.00	3.3%
Fee B	30.00	35.00	5.00	16.7%
Undergraduate Application Fee	35.00	40.00	5.00	14.3%
<b>FEES FOR OPTIONAL/INDIVIDUAL SERVICES</b>				
	<b>Current Fees</b>	<b>Proposed Fees</b>	<b>Proposed Increase</b>	<b>Percent Increase</b>
Communications Media - Technology and Supplies Fee	N/A	10.00	New	N/A
Culinary Arts Application Fee	35.00	40.00	5.00	14.3%
Culinary Arts Instructional Fee	6,870.00	7,232.00	362.00	5.3%
<b>Culinary Arts Technology Fee:</b>				
Resident full-time	N/A	90.50	New	N/A
Non-Resident full-time	N/A	136.50	New	N/A
Resident part-time	N/A	44.00	New	N/A
Non-Resident part-time	N/A	67.00	New	N/A
Culinary Arts Transportation Fee	150.00	175.00	25.00	16.7%
Culinary Arts Tuition Deposit	75.00	150.00	75.00	100.0%
Immigration Fee	25.00	50.00	25.00	100.0%
International Student Orientation Fee	75.00	100.00	25.00	33.3%
<b>Testing Fees:</b>				
Two-Day Orientation Fee	140.00	165.00	25.00	17.9%
One-Day Orientation Fee	70.00	85.00	15.00	21.4%
Transfer Orientation Fee	30.00	45.00	15.00	50.0%
Parent Orientation Fee	25.00	35.00	10.00	40.0%
<b>HOUSING FEES</b>				
	<b>2008-2009 Fee Per Semester</b>	<b>2009-2010 Proposed Fee Per Semester</b>	<b>Proposed Increase</b>	<b>Percent Increase</b>
<b>Indiana Campus:</b>				
Residence Hall				
Single Occupancy	2,539.00	2,742.00	203.00	8.0%
Super Single Occupancy	2,660.00	2,873.00	213.00	8.0%
Double Occupancy	1,787.00	1,930.00	143.00	8.0%
Triple Occupancy	1,200.00	1,296.00	96.00	8.0%
Summer Single Occupancy w/phone	189.00/week	193.00/week	4.00	8.3%
Summer Double Occupancy w/phone	117.00/week	126.00/week	9.00	7.7%
McCarthy Hall Single Occupancy	2,539.00	2,742.00	203.00	8.0%
<b>University Towers:</b>				
Single Occupancy	3,313.00	3,578.00	265.00	8.0%
Double Occupancy	2,188.00	2,363.00	175.00	8.0%
Double Occupancy Regular Bedroom	2,309.00	2,494.00	185.00	8.0%
Double Occupancy Large Bedroom	2,504.00	2,704.00	200.00	8.0%
Triple Occupancy	2,150.00	2,322.00	172.00	8.0%
<b>Camps and Conferences:</b>				
Single Occupancy	22.98	24.71	1.73	8.0%
Double Occupancy	16.11	17.40	1.29	8.0%
Apartment Single	29.33	31.68	2.35	8.0%
Apartment Double	24.06	25.96	1.92	8.0%
Apartment Triple	N/A	N/A	N/A	N/A
McCarthy Hall - all singles	18.20	19.56	1.46	8.0%

Dining Fees*	2008-2009 Fee Per Semester	2009-2010 Proposed Fee Per Semester	Proposed Increase	Percent Increase
<b>On Campus, Off Campus, Apartments</b>				
Plan A/F (19 meals/week + \$100 Flex)	1,108.00	N/A	N/A	N/A
Plan A/F (19 meals/week + \$150 Flex)	1,158.00	1,218.00	60.00	5.2%
Plan B/F (14 meals/week + \$150 Flex)	1,102.00	N/A	N/A	N/A
Plan B/F (14 meals/week + \$200 Flex)	1,152.00	1,209.00	57.00	4.9%
Plan B (14 meals/week) Main	952.00	1,009.00	57.00	6.0%
Plan B (14 meals/week) Branch	952.00	1,009.00	57.00	6.0%
Plan C/F (165 meals/semester + \$150 Flex)	1,098.00	N/A	N/A	N/A
Plan C/F (165 meals/semester + \$200 Flex)	1,148.00	1,205.00	57.00	5.0%
Plan D/F (10 meals/week + \$200 Flex)	1,112.00	1,167.00	55.00	4.9%
Plan K/F (Any 125 + \$200 Flex)	1,107.00	1,161.00	54.00	4.9%
<b>Off Campus and Apartments Only</b>				
Plan E/F (75 meals/semester + \$150 Flex)	703.00	736.00	33.00	4.7%
<b>Summer Session Rates</b>				
Plan A (19 meals/week)	336.00	356.00	20.00	6.0%
Plan B (14 meals/week)	316.00	335.00	19.00	6.0%
Plan D (10 meals/week)	303.00	321.00	18.00	5.9%
Plan G (5 meals/week)	170.00	180.00	10.00	5.9%

\*Dining Rate increase has been revised to reflect the actual CPI-U (Reduced from 7% to 6% while flex dollars remained fixed)

**Student Affairs Committee (Senator Rieg)**

No report.

**Academic Committee (Senators Dugan and Novels)**

**FOR INFORMATION:**

**1. Readmission Policy for Students Who Withdraw from the University Voluntarily**

***CURRENT:***

Graduate students wishing to return to the university must contact the Graduate School at 724-357-2222 for specific instructions.

Undergraduate students who have withdrawn from the university, or were not enrolled during the previous regular semester, must complete an Application for Readmission, available by one of the following options:

- By going to the Office of the Registrar, Clark Hall Lobby
- By calling 724-357-2217. During evening or weekend hours, you may call this same number and leave your name and address and a form will be mailed to you
- By downloading a form from the Registrar's Office website at [www.iup.edu/registrar/forms](http://www.iup.edu/registrar/forms).
- By logging on to URSA ([www.iup.edu/ursa](http://www.iup.edu/ursa)) and selecting the Apply for Readmission to IUP option under the Student Services and Financial Aid section

The readmission deadline for the spring semester is December 1 and for the fall semester is July 20.

Requests for readmission for academically dismissed students or first-semester and transfer students who withdraw from the university voluntarily during their first semester of full-time enrollment will be forwarded to the Office of the Dean of the college in which the student was enrolled at the time of dismissal or of total university withdrawal for a decision on the student's readmission.

Decisions for readmission of students in university probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, are the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision. The Registrar's Office will officially change the major based on the officer's readmission letter to the student.

All outstanding financial obligations to the university must be met before the Application for Readmission will be processed. Due to enrollment restrictions, requests for readmission to Nursing or the College of Fine Arts will be forwarded for approval by a representative from that department or college.

Readmitted students who have not been enrolled for two years or more may petition their college dean for application of the Cancelled Semester Policy, which provides for cancellation from the cumulative record of the effects of one semester below a GPA of 2.0. Students who have been academically dismissed and separated from the university for five consecutive calendar years may petition their college dean to return under the Fresh Start Policy. Students must pay fees and attend classes before a designated semester will be cancelled or the fresh start policy will take effect. See the Academic Policies section of this catalog for more information on these policies.

Once your application for readmission has been approved, you will be sent instructions on how and when to register.

As a student readmitted to IUP, you are encouraged to complete the Free Application for Federal Student Aid (FAFSA) to determine your financial aid eligibility. Your financial aid eligibility will be based on your financial need, as determined by the FAFSA, and on your prior academic record.

### ***PROPOSED:***

Undergraduate students who have withdrawn from the university, or were not enrolled during the previous regular semester, must complete an Application for Readmission, available through one of the following options:

- By logging on to URSA ([www.iup.edu/ursa](http://www.iup.edu/ursa)) and selecting the Apply for Readmission to IUP option under the Student Services section

- By downloading a form from the Registrar's Office website at [www.iup.edu/registrar/forms](http://www.iup.edu/registrar/forms).
- By going to the Office of the Registrar, Clark Hall Lobby
- By calling 724-357-2217. During evening or weekend hours, you may call this same number and leave your name and address and a form will be mailed to you

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Decisions for readmission of students in university probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, are the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision. The Registrar's Office will officially change the major based on the officer's readmission letter to the student.

All outstanding financial obligations to the university must be met before the Application for Readmission will be processed. Due to enrollment restrictions, requests for readmission to Nursing or the College of Fine Arts will be forwarded for approval by a representative from that department or college.

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Once the application for readmission has been approved, the student will be sent instructions on how and when to register.

Students readmitted to IUP are encouraged to complete the Free Application for Federal Student Aid (FAFSA) to determine financial aid eligibility. Financial aid eligibility will be based on financial need, as determined by the FAFSA, and on the student's prior academic record.

## **2. Total University Withdrawal Policy (Readmission Section)**

### ***CURRENT:***

***Readmission:*** Requests for readmission for academically dismissed students or first-semester and transfer students who withdraw from the university voluntarily during their first semester of full-time enrollment will be forwarded to the Office of the Dean of the college in which the student was enrolled at the time of dismissal or total university withdrawal for a decision on the student's readmission.

Decisions for readmission of students in university probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, are the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the

former college before making a decision. The Registrar's Office will officially change the major based on the officer's readmission letter to the student.

Students should refer to the Readmission Policy for Students Who Withdraw from the University Voluntarily in the Admissions section of this catalog for further information about returning to IUP after processing a Total University Withdrawal. Applications for Readmission are available in the Registrar's Office, Clark Hall, 724-357-2217.

### **PROPOSED:**

**Readmission:** Requests for readmission for academically dismissed students or first-semester and transfer students who withdraw from the university voluntarily during their first semester of full-time enrollment will be forwarded to the Office of the Dean of the college in which the student was enrolled at the time of dismissal, or total university withdrawal, for a decision on the student's readmission.

Decisions for readmission of students in university probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, are the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision. The Registrar's Office will officially change the major based on the officer's readmission letter to the student.

Students should refer to the Readmission Policy for Students Who Withdraw from the University Voluntarily in the Admissions section of this catalog for further information about returning to IUP after processing a Total University Withdrawal and for information about Applications for Readmission.

### **3. Current Policy:**

#### **L (Late Grade, Continuing Course) Policy**

The designation of L (Late grade, continuing course) is appropriate for cases in which student work is expected to extend beyond a given semester/session. The designation of L is not to be confused with a designation of I, which is only appropriate for individual students unable to complete their coursework because of unexpected illness or personal emergency. L designations are appropriate for:

- a. Internships, practicums, field experience courses, workshops, and independent studies that, by design, extend beyond the normal end of the grading period.
- b. Others as approved by the department chairperson and the dean of the college in which the course is taught. If a specific course is always eligible for L designations, the dean may grant standing approval for L designations every time the course is offered.

Faculty wanting to use the L option for eligible courses must notify the Registrar two weeks prior to the end of classes so that the grades can be pre-entered. L designations which are not precoded may be given only with the permission of the department chairperson and the dean of the college in which the designation is awarded.

Instructors will convert L designations to letter grades at the end of the course. Unless an extension is obtained from the dean of the college in which the course was taught, an L designation unresolved at the end of one year will be converted to an F.

To monitor L designations, the Registrar shall submit to each faculty member routine semester reports of all outstanding L designations awarded by that faculty member. The purpose of these reports is to help inform faculty as they help students complete their coursework.

**Proposed Policy:**

**L (Late Grade, Continuing Course) Policy**

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To monitor L designations, the Registrar shall submit to each faculty member routine semester reports of all outstanding L designations awarded by that faculty member. The purpose of these reports is to help inform faculty as they help students complete their coursework.

*The L grade is considered as having met the prerequisite for subsequent course enrollments.*

**4. Current Policy**

**I (Incomplete) Policy**

The designation of "I" is used to record work, which so far as covered, is of passing grade but is incomplete because of personal illness or other unavoidable reason. Changes of grade to convert designations of "I" must be received in the Office of the Registrar no later than the final day of classes in the next regular (fall/spring) semester after the designation was assigned. If the faculty does not change the "I" designation using a Change of Grade Form, it will be converted to an F.

In rare circumstances the student and/or faculty member may ask for an extension of the deadline. In this event, the dean of the college in which the course is taught may approve the extension, providing the faculty member concurs. To monitor designations, the registrar shall submit to department chairs routine semester reports of outstanding "I" designations.

**Procedure**

A faculty member assigning the "I" designation must complete an Incomplete Grade Form with the dean's office indicating the work to be completed, deadlines for completion (it is not necessary to permit the maximum allowable time), and guidelines to establish a final grade. Copies of the completed form will be sent to the department chairperson, the dean of the college in which the course was taught, and the student receiving the "I" designation.

Upon completion of the coursework, or notification by the student that the coursework will not be completed, the faculty member must submit a Change of Grade Form to indicate the final course grade.



**Proposed Policy:  
I (Incomplete) Policy**

The designation of “I” is used to record work, which so far as covered, is of passing grade but is incomplete because of personal illness or other unavoidable reason. Changes of grade to convert designations of “I” must be received in the Office of the Registrar no later than the final day of classes in the next regular (fall/spring) semester after the designation was assigned. If the faculty does not change the “I” designation using a Change of Grade Form, it will be converted to an F.

In rare circumstances the student and/or faculty member may ask for an extension of the deadline. In this event, the dean of the college in which the course is taught may approve the extension, providing the faculty member concurs. To monitor designations, the registrar shall submit to department chairs routine semester reports of outstanding “I” designations.

**Procedure**

A faculty member assigning the “I” designation must complete an Incomplete Grade Form with the dean’s office indicating the work to be completed, deadlines for completion (it is not necessary to permit the maximum allowable time), and guidelines to establish a final grade. Copies of the completed form will be sent to the department chairperson, the dean of the college in which the course was taught, and the student receiving the “I” designation.

Upon completion of the coursework, or notification by the student that the coursework will not be completed, the faculty member must submit a Change of Grade Form to indicate the final course grade.

*Receiving an I grade in a course means that the course does not satisfy prerequisites.*

**FOR ACTION:**

- 1. Postbaccalaureate Associate Degree **APPROVED**

A student with an earned baccalaureate degree who wishes to complete the requirements for an associate degree must apply and submit official transcripts indicating degree(s) awarded. The student must complete a minimum of 15 additional IUP credits and meet the requirements established by the academic department and college in which the new degree is to be earned. A student who holds a baccalaureate degree may not earn either an associate degree in the same discipline or in General Studies.

**2. Academic Integrity Policy and Procedures** **APPROVED**

**Current:**

**I. Academic Integrity Policy and Procedures**

Academic Integrity Policy and Procedures. The university’s academic integrity policy is part of an ongoing effort to develop a community where trust, honesty, ethical principles, and personal integrity guide interactions with others, thereby providing for orderly academic and scholarly processes. The following policy and procedures have been established to preserve the academic integrity of the university community, while also providing a process that provides opportunities for students to respond to allegations that the policy has been violated.

**II Policy**

- A. **Types of Violations.** Violations of academic integrity include, but are not limited to, the following:
  - 1. Providing or receiving unauthorized assistance in coursework; with lab work, theses, and dissertations; or during examinations (including qualifying and comprehensive exams) or quizzes.
  - 2. Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.

3. Plagiarizing papers, theses, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc.).
4. Using the same paper or work more than once without authorization of the faculty member to whom the work is being submitted.
5. Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.
6. Intentionally evading IUP academic policies and procedures; for example, improperly processing course withdrawals, grade changes, or other academic procedures.
7. Falsifying information, including falsification/fabrication of research data and/or statistical analyses, forging signatures on various forms and documents, or altering or adding answers on academic exercises or exams after work has been graded.
8. Computer dishonesty as addressed by university computing policies including, but not limited to: using or attempting to use computing accounts or other information for which the student is not authorized; providing false or misleading information to obtain a computing account or access to other information resources; attempting to obtain information resource access codes (usernames, passwords, PINs, etc.) for another user's computing accounts; sharing information resource access codes (usernames, passwords, PINs, etc.) with other individuals; attempting to disguise the identity of a computing account or other information resource; using or attempting to use university network resources to gain or attempt to gain unauthorized access to remote computers including, but not limited to, port scanning; violating the terms of intellectual property rights, in particular software license agreements and copyright laws; using information resources to monitor another user's data communications or to read, copy, change, or delete another user's files or software without permission of the owner; using or installing or attempting to use or install software not properly licensed.
9. Noncompliance by failure to comply with previously imposed sanctions for academic violations under this policy.
10. Class behavior which significantly disrupts the learning process or is a threat to others.
11. Buying, selling, stealing, or engaging in unauthorized exchange of, or improperly using, any assignments, papers, or projects.
12. Making fraudulent claims to gain academic credit or to influence testing or grading.

The university reserves the right to discipline any student for the above policy violations and any other action that an ordinary, reasonable, intelligent college student knows, or should know, might lead to the issuance of discipline. This means the university maintains the right to issue discipline for reasonable cause.

Charges of academic integrity violations may be brought by a faculty member or administrator. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a university official. A faculty member/administrator who believes that a student has violated an academic policy may elect to resolve the matter by Informal Resolution, by Documented Agreement, or by Formal Adjudication. Sanction(s) may not be imposed upon a student believed to have violated an academic policy without following one of these three procedures.

If charges are brought, the accused student shall have a fair and reasonable opportunity to answer, explain, and defend against the charges. The university shall have the burden of proof in all cases.

### **III. Procedures**

- A. **Options for Resolution.** A faculty member or administrator must use one of the following options to

resolve alleged violations of academic integrity:

1. **Option I: Informal Resolution.** The faculty member/administrator shall notify the student of the charges and schedule a meeting within ten calendar days of the observation or discovery of the incident and agree at such meeting to resolve the issue without submitting any formal documentation. If the violation pertains to work being judged or that has been judged by a committee (examples might include dissertations, theses, and comprehensive examinations, both oral and written), the meeting must involve a majority of the committee and the resolution must be agreed to by a majority of the committee. It is in the interest of the faculty member/administrator and student to complete a statement that summarizes the incident, meeting, and agreed-upon resolution. The factual statement should be signed by both parties and copies provided to the student and the faculty member/administrator. By resolving the charges informally, the student waives his/her right to appeal sanctions which have been agreed upon in the resolution process. If agreement cannot be reached, or if, at the discretion of the faculty member/administrator, a more formal process as outlined in this policy is appropriate, the formal process will be initiated by the faculty member/administrator. No formal record is kept if the case is satisfactorily resolved at this level.
2. **Option II: Resolution by Documented Agreement**
  - a. If no resolution is reached under Option I, or if the faculty member/administrator deems this step to be more appropriate, the faculty member/administrator will schedule a conference with the student in an attempt to reach a mutually agreeable resolution. This conference must be scheduled/requested within ten calendar days of the observation or discovery of the alleged violation or of the failure to resolve through Option I. If an agreement is reached, the faculty member/administrator must complete a Documented Agreement Referral Form outlining the agreement and have it signed by both parties: faculty member/administrator and student. If the violation pertains to work such as a thesis or comprehensive examination being judged or that has been judged by a committee, the conference must involve a majority of the committee and the Documented Agreement Referral Form must be agreed to and signed by a majority of the committee and the student. Copies are distributed to the student, the faculty member/administrator filing the agreement, the department chair, and the Office of the Provost. The Office of the Provost will file the official documents with the Office of Student Conduct. The form must be filed within ten calendar days of the conference.
  - b. By signing the agreement, the student waives the right to appeal the sanctions agreed upon in the conference. If the student fails to fulfill the written agreement, the faculty member/administrator may file an academic integrity referral against the student for noncompliance.
  - c. If a prior academic integrity violation for the student is on record, the matter will be referred to an Academic Integrity Board (see section D, Multiple Violations).
  - d. If a documented agreement is not reached, the faculty member/administrator shall initiate the formal adjudication process by filing an Academic Integrity Referral Form with the department chair, within ten calendar days of the conference with the student.
3. **Option III: Resolution by Formal Adjudication.** A faculty member/administrator should pursue formal adjudication if:
  - he/she cannot reach, or chooses not to attempt, a mutually agreeable resolution with the student regarding the facts of the case or sanctions to be imposed
  - he/she believes that the violation is so severe that it warrants the following sanctions:
    - \* awarding a failing grade on a project or exam (such as a graduate qualifying for a comprehensive exam or dissertation) when resubmitting the project or retaking the exam is not possible
    - \* involuntary withdrawal from part of IUP's academic or other programs
    - \* suspension
    - \* expulsion
    - \* rescission of a conferred degree
- a. The faculty member/administrator should file an Academic Integrity Referral Form with the department chair, within ten calendar days of the observation or discovery of the violation or within ten calendar days of the failure to reach a resolution through Option I or Option II. If the violation pertains to work being judged by a committee, the form must be signed by a majority of the committee. The form will contain a description of the alleged violation, including the time, date, and place of occurrence, and the recommended sanction if the student is found to have violated this policy.

- b. The department chair will forward a copy of the Academic Integrity Referral Form to the student, within ten calendar days of receiving notification of the allegation, and contact the student to schedule a hearing to review the facts surrounding the allegation and recommended sanctions if the student is determined to have committed a violation.
  - c. The hearing should be scheduled so as to allow the student a reasonable time to prepare a defense (within ten calendar days of being notified of the allegation by the department chair).
  - d. This hearing will involve the student, the department chair, and the faculty member/administrator, and in the case of a graduate student, the dean of the School of Graduate Studies and Research (or dean's designee); all parties may invite others with pertinent information. The student and the faculty member/administrator must be given the opportunity to submit and review written, physical, and testimonial evidence, and to question witnesses.
  - e. The accused student may identify an advisor, who may be an attorney, to be present at the hearing. The advisor may only consult privately with the student.
  - f. The student may waive his/her right to a hearing in writing. If so, the sanction recommended by the person filing the referral will be imposed unless the sanction is suspension, expulsion, or rescission of a degree. Suspension, expulsion, or rescission of a degree must be implemented by the president's designee.
  - g. If the accused student receives proper notification of the hearing and fails to appear when the hearing has been scheduled, the hearing will be held in the student's absence and the department chair will render a decision based upon information presented by the faculty member/administrator.
  - h. Following the hearing, the department chair will render a determination based on the information presented at the hearing. Within ten calendar days of the hearing, the department chair will forward a written report summarizing the hearing that includes the outcome, the factual basis for the determination reached, the sanction to be issued, and the appeal procedures. The original report is sent to the student with copies to the faculty member/administrator and Office of the Provost. The Office of the Provost will file the official documents with the Office of Student Conduct.
  - i. In the event that a department chair cannot or will not fulfill the above role, or in the event that the person filing the referral is an administrator or department chair, the provost/designee will determine the appropriate individual to fulfill the department chair's role and inform the student and the faculty member/administrator filing charges within ten calendar days of receiving notification of the allegation.
  - j. If a prior academic violation for the student is on record, the case must be referred to the Academic Integrity Board (see section D, Multiple Violations). Otherwise, if there is no appeal, the recommended sanction will be imposed.
- B. Academic Integrity Board (AIB).** Academic Integrity Board (AIB). The AIB may be asked to hear cases filed at Option III: Resolution by Formal Adjudication. In addition, the AIB will hear all cases in which appeals to the chair's decision are accepted by the provost/designee (see sections C.1. and C.2., Appeals). The AIB will also review sanctions in cases of multiple violations (see section D).
- 1. For graduate-level hearings and reviews, the AIB will be made up of four (4) faculty members, one of whom will chair the board, and two (2) graduate students. For undergraduate hearings and reviews the AIB will be made up of four (4) faculty members, one of whom will chair the board, and two (2) undergraduate students. A quorum requires the presence of four persons, at least one of whom must be a graduate student (for cases at the graduate level) or an undergraduate student (for cases at the undergraduate level). All members, including the chair, are voting members.
  - 2. When an AIB hearing is called, the AIB will be convened by the provost/designee. The accused student shall be notified of the time, date, and place of the hearing and the names of those AIB members scheduled to review his/her case. If the hearing is an appeal, this notification will also include details of the charges, including the time, date, and place of the alleged offense(s) and the recommended sanction(s). If the hearing is a review of sanctions in a multiple-violation case (see Section D), the notification should also indicate that more severe sanctions might be imposed. The hearing should be scheduled no sooner than ten calendar days from the date of notification to the student.
  - 3. Prior to the hearing a student appearing before an AIB may, with good cause, challenge any member on the board sitting in judgment of his/her particular case. When such a challenge is made, an alternate member will be appointed to the AIB.
  - 4. The AIB will review all material and hear all evidence pertinent to the case from the accused and all witnesses. Members of the AIB shall be free to ask relevant questions to clarify information or resulting

issues.

5. The AIB will hear evidence appropriate to the nature of its review (see section C, Appeals).
  6. The student shall have a fair and reasonable opportunity to answer, explain, and defend against information and witnesses' statements presented at the hearing. The student shall also have the opportunity to submit written, physical, and testimonial evidence and to call relevant witnesses on his/her behalf.
  7. The accused student may identify an advisor, who may be an attorney, to be present at the hearing. The advisor may only consult privately with the student.
  8. After hearing all evidence, the AIB will privately make its decision based upon the evidence presented and within the scope of its review. A majority vote of the AIB shall be required for any decision. If the AIB finds that the student more likely than not committed the misconduct or infraction, and the student has no prior academic violation on record, it may accept, reduce (but not increase), or modify the recommended sanction. If the student does have a prior academic violation on record, the AIB may increase the recommended sanction (see section D, Multiple Violations).
  9. If the student waives his/her right to a hearing in writing, or chooses not to appear at the AIB hearing, the case will be adjudicated based upon the evidence presented at the scheduled hearing.
  10. All hearings are closed unless the student requests an open hearing in writing. The AIB chair has the authority to make the final decision regarding access of spectators to the hearing.
  11. The AIB must submit a written report of the decision within ten calendar days to the provost/designee, who will forward the decision to the involved parties.
- C. **Appeals.** These appeal procedures apply to cases resolved through formal adjudication. Cases of academic integrity that are resolved through Informal Resolution or Documented Agreement cannot be appealed.
1. If, after receiving the department chair's report on the outcome of the hearing, the faculty member/administrator or the student disagrees with the decision, the sanction, or both, he/she may appeal to the provost/designee within ten calendar days of receiving the report. This appeal must be in writing and describe in detail the grounds for the appeal. These reasons may include the following:
    - a. Denial of a fair and reasonable hearing
    - b. New evidence (applies when there is an acceptable reason why
    - c. Excessively harsh sanctions
  2. The provost/designee may deny the appeal or direct the appeal to be heard by an AIB within ten calendar days. All appeals involving sanctions of involuntary withdrawal from part of IUP's academic or other programs, suspension, expulsion, or rescission of a degree will be heard by an AIB.
  3. Unless the recommended sanction is suspension, expulsion, or rescission of a degree, the decision of the AIB is final and will be implemented by the provost/designee.
  4. Suspension, expulsion, or rescission of a degree may be recommended by the AIB but can only be implemented by the president's designee, who is responsible for verifying that due process was followed.
- D. **Multiple Violations**
1. Information about prior violations is not relevant to determining whether a student violated the policy in the current case. However, such information is pertinent in determining the appropriate sanction.
  2. If a student is found in violation of academic integrity two or more times, all materials within the student's past and present academic integrity files shall be used in determining appropriate sanctions. Students with multiple academic integrity violations of record may be subject to additional sanctions, including possible suspension or expulsion from the university.
  3. For cases previously resolved by documented agreement or through formal adjudication at the department chair's level, an AIB hearing will be scheduled. This hearing will review all information pertinent to the determination of an appropriate sanction but will not reconsider the issue of whether the policy violation occurred. After considering the severity of the current and prior violations, the AIB may determine that a more severe sanction is appropriate.
  4. The AIB should request information on prior violations only after determining that a violation has occurred. Information on prior violations should be used in determining the appropriate sanction.
  5. The AIB must submit a written report of the decision within ten calendar days of its decision to the provost/designee, who will forward the decision to the involved parties.
  6. The student may appeal any new sanction to the provost/designee. The provost/designee may deny the appeal or, on the basis of denial of a fair and reasonable hearing, new evidence, or excessively harsh

sanctions, direct the appeal to be heard by a second AIB.

**E. Sanctions**

1. The following sanctions may be agreed upon by the student and faculty member/administrator through Informal Resolution or Documented Agreement. All grade reductions require the approval of the instructor of record. If the work is graded by a committee, a grade reduction requires the approval of the majority of the committee.
  - a. Single Grade Reduction: Reduction of grade or failure on project, examination, quiz, or other academic exercise on which the student is alleged to have cheated.
  - b. Course Grade Reduction: Reduction of course grade or failure in the course. If the violation involves a project spanning multiple courses (such as a dissertation or multiple semester internship), the grade reduction may apply to all courses involved.
  - c. Constructive or Educational Task: A task which requires the student to examine his/her dishonest behavior and which may benefit the student, campus, or community.
  - d. Other: Sanctions deemed appropriate and tailored to a specific violation as determined by the faculty member/administrator. Any reasonable sanction or combination of sanctions for a given violation may be agreed upon by the student and faculty member/administrator.
2. In addition to the above, the following sanctions may be imposed through formal adjudication.
  - a. Letter of Warning: A warning letter may be issued indicating that the student has been found in violation of an academic policy and that failure to comply with policies in the future may result in further disciplinary action to be handled as a second offense. The letter of warning will remain in effect for a period of time as specified by the individual or board hearing the case.
  - b. Disciplinary Probation: Disciplinary probation, which is for a period of time specified by the individual or board hearing the case, is an indication that a student's status at the university is seriously jeopardized. If the student is found in violation of another IUP policy during the probationary period, a more serious sanction will be levied, including possible involuntary withdrawal from part of IUP's academic or other programs, suspension, or expulsion from the university.
  - c. Involuntary withdrawal from part of IUP's academic or other programs: A student may be denied the right to participate in some segment of IUP's programs. Such involuntary withdrawal might be imposed on either a temporary or permanent basis.
  - d. Rescission of a degree: A student may have his/her degree rescinded if found to have plagiarized or not to have conducted his/her own research on his/her undergraduate thesis, graduate thesis, or graduate dissertation.
  - e. Suspension: A student may be suspended from the university for a specified period of time, not to be less than the remainder of the current semester. Suspension requires that a student remove himself/herself from university premises, not attend classes or social activities, and not be present on university or Student Cooperative Association property during the period of suspension.
  - f. Expulsion: Expulsion may be considered under any of the following circumstances: when there is a very serious violation of the Academic Integrity Policy, when a student is proven to have violated the Academic Integrity Policy on more than one occasion, or when a student appears before the board after already having been suspended. Expulsion from the institution is permanent. Appeals to the sanction of expulsion must be submitted to the Office of the President. If necessary, the president will consult with legal counsel in these cases. Suspension, expulsion, and rescission of a degree can be recommended by a faculty member/administrator, department chair, and AIB but can be imposed only by the president's designee for suspension, expulsion, and rescission of a degree; the president's designee is responsible for verifying that due process was followed.
  - g. Other: Further sanctions, including rescission of a graduate degree, may be recommended through written agreement approved and signed by the faculty member and the dean of the School of Graduate Studies and Research.

**F. Records and Recordkeeping**

1. Records of Informal Resolution. Although no official forms are filed at this level of resolution, it is strongly recommended that a faculty member/administrator and student who reach an informal agreement put the agreement in writing with a copy to each participant. This protects each party in the event of any future attempt at renegotiation.

2. Records of Resolution by Documented Agreement. Documented Agreement Resolutions are filed with the Office of Student Conduct. They are not considered formal disciplinary records until, and unless, the student is found in violation of this policy a second time. They are internal university records used for monitoring students for multiple violations only. If a second documented agreement form is filed or a student is found in violation of the policy through formal adjudication, the student will then have a formal disciplinary record which includes records of both violations. This formal record is maintained according to the IUP judicial system recordkeeping policies.
3. Records of Formal Adjudication. Records of academic integrity cases resolved through formal adjudication are filed with the Office of Student Conduct. They are maintained as formal disciplinary records in accordance with IUP judicial system recordkeeping policies. Records of cases involving suspension, expulsion, or rescission of a degree must be maintained for a minimum of seven years.

**G. Operational Notes**

1. In cases where a violation is alleged at, or near, the end of the semester and resolution by informal resolution, documented agreement, or formal adjudication cannot be completed before grades are submitted, the faculty member should submit a designation of "Incomplete" (I) for the student. The "I" designation will remain on the student's record until the case has been resolved. Once the case has been resolved, the "I" designation will be replaced with the appropriate grade.
2. If the violation is alleged during the semester when classes are in session, the accused student should continue attending all classes and continue to complete course requirements during the resolution of the academic integrity case.
3. Conversion of a Withdrawal: Individual course withdrawals initiated by a student prior to resolution of an academic integrity referral will not remain on the transcript if the student is found to have violated the policy and the resolution of the referral is the assignment of a grade. If the student has withdrawn and has been found to violate the policy, another grade, including an "F," may be placed on the transcript. If the student has withdrawn and has not been found to violate the policy, the "W" will remain on the transcript.
4. The ten-day requirement within this policy is a period of time intended to reasonably assure swift notification of an alleged violation and a swift response while allowing the student a reasonable opportunity to prepare a response. Either a faculty member/administrator or student may request an extension of time for good cause; this extension may be granted by the provost/designee.
5. The university may withhold transcripts, grades, diplomas, or other official records pending the disposition of cases, if such action is reasonably necessary to preserve its ability to enforce its rules.
6. The provost/designee may modify the procedural provisions of these rules by the issuance of written orders to deal with particular unusual procedural situations, so long as no order shall contradict the rules of the Board of Governors of the State System of Higher Education governing due process for students, and no such rule shall deny fundamental fairness to students by, for example, effectively constituting a denial of notice or opportunity to be heard.
7. This policy will be reviewed by the Senate Academic Committee after five years.

The various forms described in this policy are available from the Office of the Provost, the Office of the Vice President for Student Affairs, deans' offices, or department offices. Questions concerning the Academic Integrity Policy and Procedures can be directed to the Office of the Provost.

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## **Academic Integrity Policy and Procedures**

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### **Proposed:**

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I. **Academic Integrity Policy and Procedures.** The university's academic integrity policy is part of an ongoing effort to develop a community where trust, honesty, ethical principles, and personal integrity guide interactions with others, thereby providing for orderly academic and scholarly processes. The following policy and procedures have been established to preserve the academic integrity of the university community, while also providing a process that provides opportunities for students to respond to allegations that the policy has been violated.

**II. Policy**

**A. Types of Violations.** Violations of academic integrity include, but are not limited to, the following:

1. Providing or receiving unauthorized assistance in coursework; with lab work, theses, and dissertations; or during examinations (including qualifying and comprehensive exams) or quizzes.
2. Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.
3. Plagiarizing papers, theses, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc.).
4. Using the same paper or work more than once without authorization of the faculty member to whom the work is being submitted.
5. Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.
6. Intentionally evading IUP academic policies and procedures, for example, improperly processing course withdrawals, grade changes, or other academic procedures.
7. Falsifying information, including falsification/fabrication of research data and/or statistical analyses, forging signatures on various forms and documents, or altering or adding answers on academic exercises or exams after work has been graded.
8. Computer dishonesty as addressed by university computing policies including, but not limited to: using or attempting to use computing accounts or other information for which the student is not authorized; providing false or misleading information to obtain a computing account or access to other information resources; attempting to obtain information resource access codes (usernames, passwords, PINs, etc.) for another user's computing accounts; sharing information resource access codes (usernames, passwords, PINs, etc.) with other individuals; attempting to disguise the identity of a computing account or other information resource; using or attempting to use university network resources to gain or attempt to gain unauthorized access to remote computers including, but not limited to, port scanning; violating the terms of intellectual property rights, in particular software license agreements and copyright laws; using information resources to monitor another user's data communications or to read, copy, change, or delete another user's files or software without permission of the owner; using or installing or attempting to use or install software not properly licensed.
9. Noncompliance by failure to comply with previously imposed sanctions for academic violations under this policy.
10. Class behavior which significantly disrupts the learning process or is a threat to others.
11. Buying, selling, stealing, or engaging in unauthorized exchange of, or improperly using, any assignments, papers, or projects.
12. Making fraudulent claims to gain academic credit or to influence testing or grading.

The university reserves the right to discipline any student for the above policy violations and any other action that an ordinary, reasonable, intelligent college student knows, or should know, might lead to the issuance of discipline. This means the university maintains the right to issue discipline for reasonable cause.

Charges of academic integrity violations may be brought by a faculty member or administrator. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a university official. A faculty member/administrator who believes that a student has violated an academic policy may elect to resolve the matter by Informal Resolution, by Documented



Agreement, or by Formal Adjudication. *Sanction(s) may not be imposed upon a student believed to have violated an academic policy without following one of these three procedures.*

If charges are brought, the accused student shall have a fair and reasonable opportunity to answer, explain, and defend against the charges. The university shall have the burden of proof in all cases.

### III. Procedures

A. **Options for Resolution.** A faculty member or administrator must use one of the following options to resolve alleged violations of academic integrity:

1. **Option I: Informal Resolution.** The faculty member/administrator shall notify the student of the charges and schedule a meeting within ten calendar days of the observation or discovery of the incident and agree at such meeting to resolve the issue without submitting any formal documentation. If the violation pertains to work being judged or that has been judged by a committee (examples might include dissertations, theses, and comprehensive examinations, both oral and written), the meeting must involve a majority of the committee and the resolution must be agreed to by a majority of the committee. It is in the interest of the faculty member/administrator and student to complete a statement that summarizes the incident, meeting, and agreed-upon resolution. The factual statement should be signed by both parties and copies provided to the student and the faculty member/administrator. By resolving the charges informally, the student waives his/her right to appeal sanctions, which have been agreed upon in the resolution process. If agreement cannot be reached, or if, at the discretion of the faculty member/administrator, a more formal process as outlined in this policy is appropriate, the formal process will be initiated by the faculty member/administrator. No formal record is kept if the case is satisfactorily resolved at this level.

2. **Option II: Resolution by Documented Agreement**

a. If no resolution is reached under Option I, or if the faculty member/administrator deems this step to be more appropriate, the faculty member/administrator will schedule a conference with the student in an attempt to reach a mutually agreeable resolution. This conference must be scheduled/requested within ten calendar days of the observation or discovery of the alleged violation or of the failure to resolve through Option I. If an agreement is reached, the faculty member/administrator must complete a Documented Agreement Referral Form outlining the agreement and have it signed by both parties: faculty member/administrator and student. If the violation pertains to work such as a thesis or comprehensive examination being judged or that has been judged by a committee, the conference must involve a majority of the committee and the Documented Agreement Referral Form must be agreed to and signed by a majority of the committee and the student. Copies are distributed to the student, the faculty member/administrator filing the agreement, the department chair, and the Office of the Provost. The Office of the Provost will file the official documents with the Office of Student Conduct. The form must be filed within ten calendar days of the conference.

b. By signing the agreement, the student waives the right to appeal the sanctions agreed upon in the conference. If the student fails to fulfill the written agreement, the faculty member/administrator may file an academic integrity referral against the student for noncompliance.

c. If a prior academic integrity violation for the student is on record, the matter will be referred to an Academic Integrity Board (see section D, Multiple Violations).

d. If a documented agreement is not reached, the faculty member/administrator shall initiate the formal adjudication process by filing an Academic Integrity Referral Form with the department chair, within ten calendar days of the conference with the student.

3. **Option III: Resolution by Formal Adjudication.** A faculty member/administrator should pursue formal adjudication if:

- he/she cannot reach, or chooses not to attempt, a mutually agreeable resolution with the student regarding the facts of the case or sanctions to be imposed

- he/she believes that the violation is so severe that it warrants the following sanctions:

\* awarding a failing grade on a project or exam (such as a graduate qualifying for a comprehensive exam or dissertation) when resubmitting the project or retaking the exam is not possible

\* involuntary withdrawal from part of IUP's academic or other programs

\* suspension

\* expulsion

\* rescission of a conferred degree

a. The faculty member/administrator should file an Academic Integrity Referral Form with the department chair, within ten calendar days of the observation or discovery of the violation or within ten calendar days

of the failure to reach a resolution through Option I or Option II. If the violation pertains to work being judged by a committee, the form must be signed by a majority of the committee. The form will contain a description of the alleged violation, including the time, date, and place of occurrence, and the recommended sanction if the student is found to have violated this policy.

b. The department chair will forward a copy of the Academic Integrity Referral Form to the student, within ten calendar days of receiving notification of the allegation, and contact the student to schedule a hearing to review the facts surrounding the allegation and recommended sanctions if the student is determined to have committed a violation.

c. The hearing should be scheduled so as to allow the student a reasonable time to prepare a defense (within ten calendar days of being notified of the allegation by the department chair).

d. This hearing will involve the student, the department chair, and the faculty member/administrator, and in the case of a graduate student, the dean of the School of Graduate Studies and Research (or dean's designee); all parties may invite others with pertinent information. The student and the faculty member/administrator must be given the opportunity to submit and review written, physical, and testimonial evidence, and to question witnesses.

e. The accused student may identify an advisor, who may be an attorney, to be present at the hearing. The advisor may only consult privately with the student.

f. The student may waive his/her right to a hearing in writing. If so, the sanction recommended by the person filing the referral will be imposed unless the sanction is suspension, expulsion, or rescission of a degree. Suspension, expulsion, or rescission of a degree must be implemented by the president's designee.

g. If the accused student receives proper notification of the hearing and fails to appear when the hearing has been scheduled, the hearing will be held in the student's absence and the department chair will render a decision based upon information presented by the faculty member/administrator.

h. Following the hearing, the department chair will render a determination based on the information presented at the hearing. Within ten calendar days of the hearing, the department chair will forward a written report summarizing the hearing that includes the outcome, the factual basis for the determination reached, the sanction to be issued, and the appeal procedures. The original report is sent to the student with copies to the faculty member/administrator and Office of the Provost. The Office of the Provost will file the official documents with the Office of Student Conduct.

i. In the event that a department chair cannot or will not fulfill the above role, or in the event that the person filing the referral is an administrator or department chair, the provost/designee will determine the appropriate individual to fulfill the department chair's role and inform the student and the faculty member/administrator filing charges within ten calendar days of receiving notification of the allegation.

j. If a prior academic violation for the student is on record, the case must be referred to the Academic Integrity Board (see section D, Multiple Violations). Otherwise, if there is no appeal, the recommended sanction will be imposed.

**B. Academic Integrity Board (AIB).** The AIB may be asked to hear cases filed at Option III: Resolution by Formal Adjudication. In addition, the AIB will hear all cases in which appeals to the chair's decision are accepted by the provost/designee (see sections C.1. and C.2., Appeals). The AIB will also review sanctions in cases of multiple violations (see section D).

1. For graduate-level hearings and reviews, the AIB will be made up of four (4) faculty members, one of whom will chair the board, and two (2) graduate students. For undergraduate hearings and reviews the AIB will be made up of four (4) faculty members, one of whom will chair the board, and two (2) undergraduate students. A quorum requires the presence of four persons, at least one of whom must be a graduate student (for cases at the graduate level) or an undergraduate student (for cases at the undergraduate level). All members, including the chair, are voting members.

2. When an AIB hearing is called, the AIB will be convened by the provost/designee. The accused student shall be notified of the time, date, and place of the hearing and the names of those AIB members scheduled to review his/her case. If the hearing is an appeal, this notification will also include details of the charges, including the time, date, and place of the alleged offense(s) and the recommended sanction(s). If the hearing is a review of sanctions in a multiple-violation case (see Section D), the notification should also indicate that more severe sanctions might be imposed. The hearing should be scheduled no sooner than ten calendar days from the date of notification to the student.

3. No later than **three days prior to the date of the hearing**, a student appearing before an AIB may, with good cause, **provide written notice of any challenge to any member on the board sitting in judgment of his/her particular case. In counting the three days, weekends and official school holidays will not be**

included. When such a challenge is made, an alternate member will be appointed to the AIB. Failure to give proper notice of a challenge shall be a waiver of the right to make the challenge at any time during the hearing.

4. The AIB will review all material and hear all evidence pertinent to the case from the accused and all witnesses. Members of the AIB shall be free to ask relevant questions to clarify information or resulting issues.
5. The AIB will hear evidence appropriate to the nature of its review (see section C, Appeals).
6. The student shall have a fair and reasonable opportunity to answer, explain, and defend against information and witnesses' statements presented at the hearing. The student shall also have the opportunity to submit written, physical, and testimonial evidence and to call relevant witnesses on his/her behalf.
7. The accused student may identify an advisor, who may be an attorney, to be present at the hearing. The advisor may only consult privately with the student.
8. After hearing all evidence, the AIB will privately make its decision based upon the evidence presented and within the scope of its review. A majority vote of the AIB shall be required for any decision. If the AIB finds that the student more likely than not committed the misconduct or infraction, and the student has no prior academic violation on record, it may accept, reduce (but not increase), or modify the recommended sanction. If the student does have a prior academic violation on record, the AIB may increase the recommended sanction (see section D, Multiple Violations).
9. If the student waives his/her right to a hearing in writing, or chooses not to appear at the AIB hearing, the case will be adjudicated based upon the evidence presented at the scheduled hearing.
10. All hearings are closed unless the student requests an open hearing in writing. The AIB chair has the authority to make the final decision regarding access of spectators to the hearing.
11. The AIB must submit a written report of the decision within ten calendar days to the provost/designee, who will forward the decision to the involved parties.

**C. Appeals.** These appeal procedures apply to cases resolved through formal adjudication. Cases of academic integrity that are resolved through Informal Resolution or Documented Agreement cannot be appealed.

1. If, after receiving the department chair's report on the outcome of the hearing, the faculty member/administrator or the student disagrees with the decision, the sanction, or both, he/she may appeal to the provost/designee within ten calendar days of receiving the report. This appeal must be in writing and describe in detail the grounds for the appeal. These reasons may include the following:
  - a. Denial of a fair and reasonable hearing
  - b. New evidence (applies when there is an acceptable reason why the information was not presented at the original hearing)
  - c. Excessively harsh sanctions
2. The provost/designee may deny the appeal or direct the appeal to be heard by an AIB within ten calendar days. All appeals involving sanctions of involuntary withdrawal from part of IUP's academic or other programs, suspension, expulsion, or rescission of a degree will be heard by an AIB.
3. Unless the recommended sanction is suspension, expulsion, or rescission of a degree, the decision of the AIB is final and will be implemented by the provost/designee.
4. Suspension, expulsion, or rescission of a degree may be recommended by the AIB but can only be implemented by the president's designee, who is responsible for verifying that due process was followed.

**D. Multiple Violations**

1. Information about prior violations is not relevant to determining whether a student violated the policy in the current case. However, such information is pertinent in determining the appropriate sanction.
2. If a student is found in violation of academic integrity two or more times, all materials within the student's past and present academic integrity files shall be used in determining appropriate sanctions. Students with multiple academic integrity violations of record may be subject to additional sanctions, including possible suspension or expulsion from the university.
3. For cases previously resolved by documented agreement or through formal adjudication at the department chair's level, an AIB hearing will be scheduled. This hearing will review all information pertinent to the determination of an appropriate sanction but will not reconsider the issue of whether the policy violation occurred. After considering the severity of the current and prior violations, the AIB may determine that a more severe sanction is appropriate.
4. The AIB should request information on prior violations only after determining that a violation has occurred. Information on prior violations should be used in determining the appropriate sanction.

5. The AIB must submit a written report of the decision within ten calendar days of its decision to the provost/designee, who will forward the decision to the involved parties.

6. The student may appeal any new sanction to the provost/designee. The provost/designee may deny the appeal or, on the basis of denial of a fair and reasonable hearing, new evidence, or excessively harsh sanctions, direct the appeal to be heard by a second AIB.

**E. Sanctions**

1. The following sanctions may be agreed upon by the student and faculty member/administrator through Informal Resolution or Documented Agreement. All grade reductions require the approval of the instructor of record. If the work is graded by a committee, a grade reduction requires the approval of the majority of the committee.

a. Single Grade Reduction: Reduction of grade or failure on project, examination, quiz, or other academic exercise on which the student is alleged to have cheated.

b. Course Grade Reduction: Reduction of course grade or failure in the course. If the violation involves a project spanning multiple courses (such as a dissertation or multiple semester internship), the grade reduction may apply to all courses involved.

c. Constructive or Educational Task: A task which requires the student to examine his/her dishonest behavior and which may benefit the student, campus, or community.

d. Other: Sanctions deemed appropriate and tailored to a specific violation as determined by the faculty member/administrator. Any reasonable sanction or combination of sanctions for a given violation may be agreed upon by the student and faculty member/administrator.

2. In addition to the above, the following sanctions may be imposed through formal adjudication.

a. Letter of Warning: A warning letter may be issued indicating that the student has been found in violation of an academic policy and that failure to comply with policies in the future may result in further disciplinary action to be handled as a second offense. The letter of warning will remain in effect for a period of time as specified by the individual or board hearing the case.

b. Disciplinary Probation: Disciplinary probation, which is for a period of time specified by the individual or board hearing the case, is an indication that a student's status at the university is seriously jeopardized. If the student is found in violation of another IUP policy during the probationary period, a more serious sanction will be levied, including possible involuntary withdrawal from part of IUP's academic or other programs, suspension, or expulsion from the university.

c. Involuntary withdrawal from part of IUP's academic or other programs: A student may be denied the right to participate in some segment of IUP's programs. Such involuntary withdrawal might be imposed on either a temporary or permanent basis.

d. Rescission of a degree: A student may have his/her degree rescinded if found to have plagiarized or not to have conducted his/her own research on his/her undergraduate thesis, graduate thesis, or graduate dissertation.

e. Suspension: A student may be suspended from the university for a specified period of time, not to be less than the remainder of the current semester. Suspension requires that a student remove himself/herself from university premises, not attend classes or social activities, and not be present on university or Student Cooperative Association property during the period of suspension.

f. Expulsion: Expulsion may be considered under any of the following circumstances: when there is a very serious violation of the Academic Integrity Policy, when a student is proven to have violated the Academic Integrity Policy on more than one occasion, or when a student appears before the board after already having been suspended. Expulsion from the institution is permanent. Appeals to the sanction of expulsion must be submitted to the Office of the President. If necessary, the president will consult with legal counsel in these cases. Suspension, expulsion, and rescission of a degree can be recommended by a faculty member/administrator, department chair, and AIB but can be imposed only by the president's designee for suspension, expulsion, and rescission of a degree; the president's designee is responsible for verifying that due process was followed.

g. Other: Further sanctions, including rescission of a graduate degree, may be recommended through written agreement approved and signed by the faculty member and the dean of the School of Graduate Studies and Research.

**F. Records and Recordkeeping**

1. Records of Informal Resolution. Although no official forms are filed at this level of resolution, it is *strongly recommended* that a faculty member/administrator and student who reach an informal agreement

put the agreement in writing with a copy to each participant. This protects each party in the event of any future attempt at renegotiation.

2. Records of Resolution by Documented Agreement. Documented Agreement Resolutions are filed with the Office of Student Conduct. They are not considered formal disciplinary records until, and unless, the student is found in violation of this policy a second time. They are internal university records used for monitoring students for multiple violations only. If a second documented agreement form is filed or a student is found in violation of the policy through formal adjudication, the student will then have a formal disciplinary record which includes records of both violations. This formal record is maintained according to the IUP judicial system recordkeeping policies.

3. Records of Formal Adjudication. Records of academic integrity cases resolved through formal adjudication are filed with the Office of Student Conduct. They are maintained as formal disciplinary records in accordance with IUP judicial system recordkeeping policies. Records of cases involving suspension, expulsion, or rescission of a degree must be maintained for a minimum of seven years.

#### G. Operational Notes

1. In cases where a violation is alleged at, or near, the end of the semester and resolution by informal resolution, documented agreement, or formal adjudication cannot be completed before grades are submitted, the faculty member should submit a designation of "Incomplete" (I) for the student. The "I" designation will remain on the student's record until the case has been resolved. Once the case has been resolved, the "I" designation will be replaced with the appropriate grade.

2. If the violation is alleged during the semester when classes are in session, the accused student should continue attending all classes and continue to complete course requirements during the resolution of the academic integrity case.

3. Conversion of a Withdrawal: Individual course withdrawals initiated by a student prior to resolution of an academic integrity referral will not remain on the transcript if the student is found to have violated the policy and the resolution of the referral is the assignment of a grade. If the student has withdrawn and has been found to violate the policy, another grade, including an "F," may be placed on the transcript. If the student has withdrawn and has not been found to violate the policy, the "W" will remain on the transcript.

4. The ten-day requirement within this policy is a period of time intended to reasonably assure swift notification of an alleged violation and a swift response while allowing the student a reasonable opportunity to prepare a response. Either a faculty member/administrator or student may request an extension of time for good cause; this extension may be granted by the provost/designee.

5. The university may withhold transcripts, grades, diplomas, or other official records pending the disposition of cases, if such action is reasonably necessary to preserve its ability to enforce its rules.

6. The provost/designee may modify the procedural provisions of these rules by the issuance of written orders to deal with particular unusual procedural situations, so long as no order shall contradict the rules of the Board of Governors of the State System of Higher Education governing due process for students, and no such rule shall deny fundamental fairness to students by, for example, effectively constituting a denial of notice or opportunity to be heard.

7. This policy will be reviewed by the Senate Academic Committee after five years.

8. [Failure to comply with the sanctions issued under this policy will result in a referral to the Office of Student Conduct for violation of Academic Integrity Policy and Procedures, Section II, Violation #9 by the Office of the Provost.](#)

The various forms described in this policy are available from the Office of the Provost, the Office of the Vice President for Student Affairs, deans' offices, or department offices. Questions concerning the Academic Integrity Policy and Procedures can be directed to the Office of the Provost.

#### [Awards Committee \(Senators Ritchey\)](#)

Senator Ritchey thanked the students, faculty, and staff for the nominations in the Distinguished Faculty competition. The winners included: for Research - Abbas Ali; for Service – J.B. Smith; and for Teaching – David LaPorte.

### Noncredit Committee (Senator O'Neil)

No report.

## **SENATE REPRESENTATIVE REPORTS**

### University Planning Council (Senator Wright)

Senator Broad reported for Senator Wright.

UPC, April 6, 2009

#### STRATEGIC PLAN FOR COMMUNICATION

“Push and Pull” techniques for getting information to the community. Includes policies, events, news, personnel announcements (to replace some of the mass e-mails.) E-magazine (IUP Daily) will allow for items such as tickets, etc. Other media will be included in strategic plan. The plan will be developed by the end of the semester for implementation in the fall. Plan includes regional campuses as well.

#### BACKGROUND INVESTIGATION POLICY

Coming from the Council of Presidents, approved by the Board of Governors. All campuses were given 90 days to prepare a local policy. Board of Governors wants criminal checks, but this one includes other elements as well. In December of 2000 background checks were implemented for those working with children. This is a requirement of law. Now: we have selected a vendor to complete the background checks (ATS Advanced Background Screening), selected in fall and then policy developed. Now all candidates must fill out an application and sign a waiver to conduct the background check. Job offer can be made before, but offer is contingent. Check only done on successful candidates, but all those interviewed will be informed of policy. All vacancies, not just instructional, included. Not retroactive. [See text for complete information.] Cost for checks is \$35 for faculty, \$19 for others. The policy will not apply to students.

#### CELL PHONE POLICY

This is a policy to be developed for the use of cell phones provided by employers. Includes pagers, wireless internet services, wireless data devices. The reason is that providing these devices is considered income, and taxes must be paid. Any compensation for personally owned devices is also income for certain tax purposes. 219 people currently have university-provided phones. Goal is to have a policy in place by the end of the semester.

#### WINTER SESSION PILOT ASSESSMENT

- Three sister institutions were doing it, not online. One had hybrid courses. They were advertising for IUP students.
- Potential positive effect on January transfers.

- Students would enroll to fulfill prerequisites or accelerate completion of the program.

Plan:

- 15 courses offered online
- Average enrollment of 25 students per course; total of 225 students
- Article 27 payments instead of overloads as at other schools.
- Anticipated \$21,000 in income

Offered:

- 44 courses (2 did not make), almost all undergraduate
- Seat enrollment: 939 (some students didn't think they would have to pay, so disenrolled)
- Earnings a little over \$100,000

123 courses offered throughout system, one third at IUP.

45% of credits taken by seniors

DFW rates lower than during the semester at all levels but especially freshman

Majority of students improved GPA

43 faculty members participated

One quarter of faculty provided feedback, mostly positive

Daily interaction built community and strengthened synthetic thinking

No depressing of spring enrollments

Heavy impact on Financial Aid (unexpected)

Processing challenge for A-Deans (prerequisite checks, probationary status, for example)

Hypotheses: support for retention, 4yr-6yr graduation rates

“New market niches”

## Presidential Athletic Advisory Committee (Senator Domaracki)

### **FOR INFORMATION:**

#### MINUTES

Thursday, March 26, 2009

7:30 a.m. – 9:00 a.m.

#### **Members present**

President Atwater, Jessica Baum, John Benhart, Yong Colen, Frank Condino, Joseph Domaracki, Samantha Goettman, Richard Hsiao, Rhonda Luckey, Emily Shubra

#### **Chairperson's Report**

PAAC Chair Domaracki invited members to introduce themselves.

November 14, 2008 Minutes approved.

#### **President's Remarks**

Dr. Atwater congratulated Athletics on the performance of student-athletes. He shared that the PSAC is developing a Strategic Plan, consistent with the NCAA Division II Strategic Plan. He announced that Lynn Barger would be the acting VP for University Relations upon the resignation of Dr. Davies, who will become the President of Eastern Oregon University. Dr.



Atwater provided a brief overview of Operation Front Runner, a task force to explore new funding models to adequately resource our Athletic Program, and meet Title IX commitments. Dr. Atwater indicated that Division I classification would be a good fit for IUP but only when the current program has sufficient resources to become a top echelon Division II program.

**Faculty Athletic Representative Update**

Dr. John Benhart indicated that he will lead an effort to have the Policy for Excused Absence be revisited by the Senate.

**Student Athletic Advisory Council Update**

Samantha Goettman shared that the Student Athletic Advisory Council is working well.

**Senior Women's Administrator Report**

Fran Nee reported that there are proposed changes to NCAA rules to eliminate practice the week before finals. She also shared that Rosalee Stillwell and Judith Villa have been working with all freshman student-athletes to participate in an English freshman experience course.

The meeting adjourned at 9:10 a.m.

Respectfully submitted,

Rhonda H. Luckey  
Vice President for Student Affairs

**Academic Computing Policy Advisory Committee (Senator Chiarulli)**

ACPAC meets next on May 6 at 3:00pm.

**NEW BUSINESS**

1. It was asked if Reading Day could be brought back into the semester. Susan Boser, the chair of the Calendar Committee noted that dates are set by PASSHE for the start and end of a semester and a certain number of days of classes must be within these date ranges. This does not allow for a reading day.
2. Senator Radell has been appointed as the Senate representative to the University Budget Advisory Committee (UBAC).
3. A motion was made to discuss whether to allow for the reconsideration of the deferral of the Greek fraternity rush; motion denied.



**END NOTE**

<b>roll call to approve appeal - vote from last meeting stands if approved</b>	<b>Sal</b>	<b>Last</b>	<b>First</b>
y	Dr.	Ali	Azad
n	Dr.	Ali	Sanwar
n	Dr.	Allard	Francis
n	Dr.	Alman	Robert
	Dr.	Ames	William
y	Mr.	Appolonia	Terry
y	Dr.	Asamoah	Yaw
	Dr.	Atwater	Tony
	Dr.	Ault	Cecil T.
n	Dr.	Ayebo	Amadu
y	Mr.	Baginski	Richard
	Ms.	Baker	Lisa
y	Mr.	Balint	William
	Ms.	Baum	Jessica
n	Dr.	Baumer	Matthew
	Ms.	Beck	Sandy
y	Mr.	Begany	James
y	Dr.	Belch	Holley
	Ms.	Boda-Sutton	Holly
n	Dr.	Bonach	Kathryn
y	Dr.	Boser	Susan
y	Dr.	Bowers	Fredalene
	Dr.	Broad	Peter
y	Dr.	Brzycki	Dolores
y	Dr.	Camp	Robert
y	Dr.	Carranza	Carmy
y	Dr.	Cekada	Tracey
n	Dr.	Chiarulli	Beverly
	Mr.	Clutter	Samuel
	Dr.	Condino	Francis
	Ms.	Cowles	Malinda
n	Dr.	Craig	Chauna
y	Dr.	Davies	Robert
y	Dr.	Desmond	Kimberly
	Dr.	Domaracki	Joseph
n	Dr.	Dube	Reena
abstain	Dr.	Dugan	Catherine
n	Dr.	Farag	Waleed

y	Cpt	Felter	Aaron
n	Ms.	Franklin-Rahkonen	Sharon
y	Dr.	Frenzel	Erika
y	Mr.	Geletka	Mark
	Dr.	Gossett	Jennifer
y	Ms.	Griffith	Donna
y	Dr.	Gropelli	Theresa
y	Dr.	Guth	Lorraine
y	Dr.	Hajja	Ajawad
y	Dr.	Hall	Linda
y	Dr.	Hannibal	Mary Anne
n	Dr.	Hinrichsen	Robert
n	Dr.	Hoch	Richard
	Mr.	Hulings	Dennis
n	Mrs.	Hull	Hazel
y	Dr.	Intemann	Gerald
	Dr.	Irani	Vida
y	Dr.	Janicak	Christopher
n		Janosko	Joann
y	Dr.	Johnson	Rita
n	Mr.	Jones	Brian
n	Dr.	Jozefowicz	Stephanie
n	Dr.	Julian	Jack
n	Dr.	Kabala	Irene
	Ms.	Kennedy	Helen
y	Dr.	Kilmarx	John
y	Dr.	Kline	Jerry
	Dr.	Klingaman	Linda
y	Dr.	Knickelbein	Becky
n	Dr.	Kornfeld	Paul
y	Mr.	Korns	Michael
n	Dr.	Kostelnik	Robert
n	Dr.	Kuffner Hirt	Mary Jane
n	Dr.	LaPorte	David
y	Dr.	Laverick	DeAnna
y	Dr.	Lee	Daniel
	Mr.	Lemasters	Michael
y	Dr.	Lewis	John
n	Dr.	Loomis	David
y	Dr.	Luckey	Rhonda
n	Dr.	MacLeod	Mary
y	Dr.	Martin	Jamie
n	Dr.	Martin	Susan
	Mr.	Marx	Robert
y	Dr.	McCombie	Sally
n	Dr.	McElroy	Nathan
y	Mr.	McFerron	Richard
n	Dr.	McGowan	Mark

y	Dr.	McKee	Kevin
	Dr.	Mensch	Scott
y	Ms.	Mocek	Lynnan
n	Dr.	Moore	Scott
y	Ms.	Motycki	Katie
	Dr.	Myers	David
	Dr.	Nahouraii	Ataollah
	Ms.	Newcomer	Carol
n	Dr.	Norris	Linda
	Dr.	Novels	Alphonse
y	Dr.	Numan	Muhammad
y	Ms.	O'Neil	Therese
n	Dr.	Pankaj	Pankaj
y	Dr.	Pararai	Mavis
	Dr.	Peavler	Robert
y	Ms.	Pembleton	Sandra
n	Dr.	Peterson	Russel
y	Dr.	Phaneuf	Shannon
	Ms.	Pike	Lynn
y	Dr.	Piper	David
n	Dr.	Poage	Michael
n	Dr.	Potts	Todd
n	Dr.	Powers	Heather
n	Dr.	Radell	Willard
y	Dr.	Rafoth	Mary Ann
n	Dr.	Reich	Tamar
y	Dr.	Reilly	Edel
y	Dr.	Rieg	Sue
y	Dr.	Ritchey	Jeffrey
y	Ms.	Rittenberger	Terry
y	Dr.	Rivera	Jose
n	Dr.	Rives	Bradley
y	Ms.	Rivosecchi	Karen
	Dr.	Rosenberger	Eric
y	Dr.	Sadler-Williams	Mary
y	Dr.	Scandrett	Jack
	Dr.	Schroeder	Steven
	Dr.	Schwietz	Michele
y	Dr.	Sciulli	Lisa
y	Dr.	Scott	Patricia
y	Dr.	Sechrist	Gail
abstain	Mr.	Shyrock	Joseph
y	Mr.	Simon	Bob
y	Ms.	Sink	Susie
y	Dr.	Smith	Jonathan
n	Dr.	Smith-Sherwood	Dawn
y	Dr.	Stephenson	Catherine
y	Ms.	Sullivan	Linda

y	Dr.	Trimarchi	Valarie
n	Mr.	Turner	Kevin
y	Ms.	Valentine	Amber
n	Dr.	Van Wieren	Todd
n	Dr.	Vandyke	Joan
y	Mr.	Veilleux	John
n	Mr.	Wick	Harrison
	Dr.	Wilson	Cheryl
y	Dr.	Wisnieski	Joette
n	Dr.	Witthoeft	Heide
y	Dr.	Woodland	Dawn
y	Dr.	Wooten	Cornelius
y	Ms.	Wright	Tressa
n	Dr.	Yang	Lingyan
y	Dr.	Zoni	Carleen
	Mr.	Zorich	Phillip
	Dr.	Zuraikat	Nashat

	Belz	Nicole
	Bolton	Kierstin
y	Buckwalter	Chad
	Byas	Amber
n	Carson	Jessica
	Danenhower	Jill
	Depto	Walter
	DeStefano	Rachel
	Edwards	Ray
	Faish	Corey
	Faish	Craig
	Fisher	Steve
	Frederick	Shyla
	Grady	Amber
	Gribe	Jonathan
	Groover	Tristan
	Hammond	Jared
	Hammond	Margaret
	Henao	Ruben
	Hogue	Sarah
n	Holman	Matt
	Hughes	Josh
	Johnson-	
	Hilty	Jill
	Jones	Shanae
	Kale	Laura
	Kane	Michael
	Larrea	Natalie
	Lester	Isis
	Mahon	Jenn
	Markham	Brendan
	McArdle	Germaine

	McMurray	John
n	Minich	Chris
n	Moss	Joshua
	Murphy	Kelli
	Onyemaobim	Nwaeze
	Parker	Akemi
	Plochoki	Natalie
	Propson	Carl
	Reed	Chelsey
	Reichard	Dan
	Rotosky	Dustin
	Smith	Melanie
n	Stiles	Alyssa
n	Stith	Chris
	Strong	Laura
	Stutzman	Michael
	Tiscione	David
n	Turko	Mirela
	Young	Stephanie
	Selan	Sara
n	Smigielski	Rachel
n	Stayman	Zachary
n	Mead	Jamie
n	Bivens	David
n	Black	Heather
n	Bearjar	Stephanie
n	Confer	Erin
n	Laich	Brian
abstain	Royster	Anthony
	Krastin	Jen
n	McGaughran	Sean
n	Crocker	Amelia
n	Machovina	Tyler
n	Kiefer	Joy
n	Barnes	Timothy
n	Shumar	Ashley

## **ADJOURNMENT**

The meeting was adjourned at 5:02 p.m.

Respectfully Submitted,

Tressa Wright, Secretary