

UNIVERSITY SENATE AGENDA

EBERLY AUDITORIUM

April 21, 2009

3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes of the meeting of March 24, 2009
- B. Approval of current agenda items and order

Reports and Announcements

- A. President Atwater
- B. Provost Intemann
- C. Chairperson Broad
- D. Vice Chairperson Moss

Standing Committee Reports	Chairperson	Appendix	Page(s)
A. Rules Committee			
B. University-Wide Graduate Committee	Piper/Baumer	A	2 – 21
C. University-Wide Undergraduate Curriculum Committee	Sechrist / Hannibal	B	22 – 97
D. Library and Educational Services Committee	Jozefowicz	C	98 – 100
E. Research Committee	Sciulli	D	101 – 102
F. University Development and Finance Committee	Domaracki	E	103 - 113
G. Student Affairs Committee	Rieg		
H. Academic Committee	Dugan/Novels	F	114 - 128
I. Awards Committee	Ritchey		
J. Noncredit Committee	O'Neil		
Senate Representative Reports	Representative		
A. University Planning Council	Wright		
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C. Academic Computing Policy Advisory Committee	Chiarulli		

New Business

Adjournment

APPENDIX A
University-Wide Graduate Curriculum Committee
Co-Chairs Piper and Baumer

FOR INFORMATION:

1. The UWGC approved EDUC 781: Leadership in the School, COUN 626: Career Education in the Schools, and MKTG 603: Marketing Management to be offered as distance education courses.
2. ACCT 607 Management Accounting approved to offered as distance education.
3. SOC 781/881 Leadership Across Cultures approved to offered as distance education.

FOR ACTION:

1. The UWGC moves that the Catalog Start Term for the revised Master of Arts in Employment and Labor Relations be changed from Fall 2009 to Summer 2009.
2. The UWGC moves that EDEX 478/578 and EDEX/469/569 be approved to offered as dual level courses. Please note that these courses were approved for dual level offering by the UWUCC and the UWGC in Spring 2008. They were accidentally left off of the Senate Agenda at that time.
3. The UWGC moves that ANTH 415/515 be approved to offered as a dual level course.

4. **Name of Program:** PhD in English Composition and TESOL
Sponsoring Department: English
Catalog Start Term: Summer Session One 2009
Today's date: April 14, 2009

Please revise course descriptions to reflect removal of prerequisites for the following four courses:

ENGL 846 Advanced Seminar in Literacy

3 cr.

Course Description

Explores a single topic in depth in the fields of Composition and TESOL. Topics are announced in advance and have included narrative inquiry, writing centers, computers in composition, alternative research methods, discourse analysis, and assessment. May be taken more than once.

Rationale

The current prerequisite (Any one of ENGL 823, 824, 825, 830, 831, 833) should be removed because this is a variable topics course that does not necessitate a specific course prerequisite. The students' selection of this course will be handled through advisement.

ENGL 848 Advanced Topics in Linguistics

3 cr.

Course Description

Explores a single topic in depth. Topics are announced in advance and have included language history and change, pragmatics, oral and written discourse, stylistics, discourse analysis, and cross-linguistic patterns in language structure and use. May be taken more than once.

Rationale

The current prerequisite (ENGL 803 or 805) should be removed because this is a variable topics course that does not necessitate a specific course prerequisite. The students' selection of this course will be handled through advisement.

ENGL 723/823 Second Language Teaching**3 cr.****Course Description**

Considers trends, issues, and research in second language teaching and assessment; also considers ways teachers can explore teaching beliefs and practices.

Rationale

The current prerequisite (ENGL 640) should be removed because it is a leftover from the previous program and is no longer applicable since our program revision in 2000; there is no longer a course numbered 640. No equivalent course is necessary as a prerequisite for this course.

ENGL 696 Internship in ESL/EFL**3 cr.****Course Description**

Consists of one semester of supervised teaching, tutorial activities, and materials preparation for nonnative English-speaking students. The purpose of the practicum is to demonstrate the candidate's preparation for teaching English as a second or foreign language.

Rationale

The current prerequisite (Permission of the director of RL Program) should be removed because it is a leftover from the previous program and is no longer applicable since our program revision in 2000; there is no longer a course numbered 640. The students' selection of this course will be handled through advisement.

5. Revised as Anthropology Department Dual Listed Course**Department of Anthropology****Catalog Start Date: Spring 2009****Catalog Description****ANTH 415/515: Cultural Resource Management****3c-01-3cr**

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.

Prerequisites: Permission of instructor

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.

6. Variability of Delivery for: Health Service Administration

Sponsoring Department: Industrial and Labor Relations

Catalogue Start Term: Fall 2009

Summary & Rationale:

The purpose of this proposal is to request approval of an off-campus education site for the graduate Program in Health Services Administration (HSAD). The Departments of Nursing and Allied Health Professions (NAHP) and Industrial and Labor Relations (ILR) currently offer a collaborative program in Health Services Administration on the Indiana Campus. These two Departments propose to offer the 36 credit Master of Science program in HSAD at the Monroeville Center of IUP, Monroeville, Pennsylvania beginning with the Fall Semester, 2009.

Under this plan, the current HSAD program will be delivered by teaching two courses per semester, and one per summer, on alternating Saturdays, to a cohort of approximately 20 students, in a fully equipped classroom at the Monroeville Center in Monroeville, Pennsylvania. The admission policies and curriculum will be identical to the one listed in the current IUP School of Graduate Studies and Research catalog. The variability in delivery only applies to the program delivery proposed on the new off-campus site in Monroeville. While teaching at the Monroeville campus, HSAD will not be delivered at the main campus; therefore no new resources will be needed.

It is understood that a cohort model involves a single group of part-time students admitted to a program of study at the same time, who progress through the program of study together as a discreet group, and who finish that program at the same time. No changes to the existing graduate program are proposed. The program offered at Monroeville will begin only after the current HSAD program is completed on the main campus.

7. Program Revision for: Master of Education: Education of Exceptional Persons – M.Ed. and Special Education Certification

Sponsoring Department: Special Education and Clinical Services

Catalogue Start Term: Fall 2009

Summary & Rationale:

The purpose of this proposal is to revise the Master of Education, Education of Exceptional Persons Program for M. Ed. Students Seeking Pennsylvania Special Education Certification. We are proposing four changes to the current program. We are proposing three changes to the current program in response to the Pennsylvania Department of Education revised certification guidelines that require teachers to hold content area certification in addition to special education certification.

First, we have replaced EDEX 516, 517, 518, and 519 with EDEX 578 and EDEX 569. EDEX-569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury has been created through the merging of EDEX 516-Education of Persons with Emotional or Behavioral Disorders and EDEX 519-Education of Persons with Brain Injury or Learning Disabilities. EDEX-578 Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities has been created by combining EDEX 517-Education of Persons with Mental Retardation or Developmental Disabilities and EDEX

518-Education of Persons with Physical or Multiple Disabilities. Course proposals for these dual-level courses were submitted through the University Undergraduate Curriculum Committee and were approved during the Spring, 2008 semester. EDEX 569 and EDEX 578 are comparable to characteristic courses (one for students with low-incidence disabilities and one for high-incidence disabilities) in most special education programs.

Second, we will revise the Professional Development Area, eliminating the categories of Humanistic Studies and Behavioral Studies. This change will allow students to have more flexibility in the non-major courses they complete. The electives can be tailored to their interests and background. Each student will complete 12 elective credits. This will allow them to complete a specialization area or to select courses from the Approved List. The Approved List includes courses from Education of Exceptional Persons (515, 560), Educational Psychology (624, 704, 717, 745, 746, 747, 748) and Counseling (629, 639), or other relevant courses approved by the Program Coordinator. Many of these courses are the same courses that are currently offered as choices under the categories of Behavioral Studies and Humanistic Studies.

Third, we will limit the requirement for students to take EDEX 650 Exceptional Children and Youth, EDEX 785 Practicum and Internship (mild), and EDSP 748 Advanced Studies in Behavioral Disorders. Most students seeking a second area of certification have prior training in these areas. Students who do not have elementary education certification may need coursework beyond the minimum requirements. Based on a review of transcripts at admission, individual programs will be designed on a case-by-case basis.

Finally, we will reduce the total number of credits from 48 credits to 36 credits by combining four courses into two courses and eliminating overlap in required courses. This will make the program competitive with comparable Master's programs.

In this proposal, the term Exceptional Persons refers to students with disabilities as defined by federal law and PA state regulations. The disability categories include students with high incidence disabilities (e.g., learning disabilities and low incidence disabilities (e.g., autism). The term Exceptional Persons does not include students with sensory impairments or students who are gifted. The proposed changes will eliminate overlap in the program. The proposed program still meets teacher certification guidelines from the Pennsylvania Department of Education.

Summary of Proposed Changes

PRPOPOSED PROGRAM	CURRENT PROGRAM
EDEX 569 Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities or Brain Injury EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical or Multiple Disabilities	<u>EDEX 516 Education of Persons with Emotional or Behavioral Disorders</u> <u>EDEX 517 Education of Persons with Mental Retardation or Developmental Disabilities</u> <u>EDEX 518 Education of Persons with Physical Handicaps or Multiple Disabilities</u> <u>EDEX 519 Education of Persons with Learning Disabilities or Brain Injury</u> <u>EDEX 650 Exceptional Children and Youth</u>
EDEX 558 Vocational Preparation and Transition for Youth with Disabilities EDEX 752 Assessment of Persons with Disabilities	EDEX 558 Vocational Preparation and Transition for Youth with Disabilities EDEX 752 Assessment of Persons with Disabilities
EDEX 754 Advanced Instructional Design in Special Education	EDEX 753 Research in Special Education EDEX 754 Advanced Instructional Design in Special Education

<p>EDEX 755 Professional Collaboration and Team Building for Special Educators</p> <p>EDEX 785 Practicum and Internship (severe)</p> <p>GSR 615 Elements of Research</p> <p>Elective</p> <p>Elective</p> <p>Elective</p> <p>Elective or EDEX 795 Thesis</p> <p>NOTE: Students may choose electives from an Approved List including EDEX 515, 560, 753, EDSP 704, 746, 747, 748; COUN 629, 639 or other relevant courses with approval of the Program Coordinator</p> <p>These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities).</p> <p>Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.</p>	<p>EDEX 755 Professional Collaboration and Team Building for Special Educators</p> <p>EDEX 785 Practicum and Internship (severe)</p> <p><u>EDEX 785 Practicum and Internship (mild)</u></p> <p><u>EDSP 748 Behavioral Problems</u></p> <p>GSR 615 Elements of Research</p> <p><u>Humanistic Studies (3credits from FDED)</u></p> <p><u>Behavioral Studies (3credits form EDSP or COUN)</u></p> <p><u>NOTE: Underlined courses in EDEX, COUN, and EDSP will be on the Approved List for electives</u></p> <p>These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities).</p> <p>Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.</p>
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Catalog Description

Master of Education: Education of Exceptional Persons

The M.Ed. program is structured to address the educational needs of five types of graduate students: (a) those who hold Pennsylvania Mentally and/or Physically Handicapped certification; (b) those who hold another teaching certificate who wish to obtain special education certification while working toward an M.Ed. degree in Education of Exceptional Persons; (c) those who hold another teaching certificate who wish to obtain special education certification without earning the M.Ed.degree; (d) those who wish to seek initial certification in special education through the Pennsylvania Department of Education Teacher Intern Certification Program; and (e) those who do not want to qualify for a teaching certificate but who wish to work professionally with persons with disabilities.

The program intends to prepare graduates who will: a) implement curricula to meet individual needs of students with disabilities; b) demonstrate adaptability, flexibility, and initiative in meeting the changing needs of students with disabilities; c) use positive behavior management techniques; d) assess pupils strengths and limitations for instructional planning; e) practice diagnostic prescriptive instructional procedures; f) adapt special equipment for individuals; g) plan for and effective use paraprofessionals; h) engage in effective communication and collaborative partnerships; and i) apply professionalism and ethical practices.

Students working toward a master's degree may select a thesis or a non-thesis option at an appropriate point in their program of studies. All M.Ed. candidates must successfully complete a comprehensive examination as the terminal experience in their course of studies. The department will exercise final judgment over the exact program of studies required for any student who wished to obtain special education certification.

M.Ed. Students with Seeking Pennsylvania Special Education Certification

EDEX 569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury

EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical, or Multiple Disabilities

EDEX 558 Vocational Preparation and Transition for Youth with Disabilities

EDEX 752 Assessment of Persons with Disabilities

EDEX 754 Advanced Instructional Design in Special Education

EDEX 755 Professional Collaboration and Team Building for Special Educators

EDEX 785 Practicum/Internship (severe)

GSR 615 Elements of Research

Elective from Approved List

Elective from Approved List

Elective from Approved List

Elective from Approved List or EDEX 795 Thesis

These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities).

Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.

Brief summary of each major change:

1. Four "characteristics" courses on exceptionalities will be reduced to two courses, one addressing all mild disabilities and one addressing the severe range of disability.
2. Revision of the Professional Development Area, eliminating the categories of Humanistic Studies and Behavioral Studies. This will allow them to complete a specialization area or to select courses from the Approved List. These courses are the same courses that are currently offered as choices under the categories of Behavioral Studies and Humanistic Studies.
3. Given the recent Pennsylvania Department of Education teacher certification changes which require graduates to hold another certification prior to entering this program, redundant courses will no longer be requirements at the masters level.
4. Given the requirement that all entering students hold one teacher certification prior to beginning the special education certification-only program, the total number of required credits is decreased from 30 to 15

8. Program Revision for: Education of Exceptional Persons – Certification-only program

Sponsoring Department: Special Education and Clinical Services

Catalogue Start Term: Fall 2009

Summary & Rationale:

The purpose of this proposal is to revise the graduate program for students holding content area certification who are seeking Pennsylvania Special Education Certification at the graduate level. We are proposing three changes to the current program in response to the Pennsylvania Department of Education revised certification guidelines that require teachers to hold content area certification in addition to special education certification.

First, we have replaced EDEX 516, 517, 518, and 519 with EDEX 569 and EDEX 578. EDEX-569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury and EDEX-578 Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities, were created through the merging of EDEX 516-Education of Persons with Emotional or Behavioral Disorders and EDEX 519-Education of Persons with Brain Injury or Learning Disabilities (EDEX-569) and EDEX 517-Education of Persons with Mental Retardation or Developmental Disabilities and EDEX 518-Education of Persons with Physical or Multiple Disabilities(EDEX-578). Course proposals for these dual-level courses were submitted through the University Undergraduate Curriculum Committee and were approved during the Spring, 2008 semester. EDEX 569 and EDEX 578 are comparable to characteristic courses (one for students with low-incidence disabilities and one for high-incidence disabilities) in most special education programs.

Second, we will not require EDEX 650 Exceptional Children and Youth, EDEX 785 (mild), and EDSP 748 Advanced Studies in Behavioral Disorders for all students. Most students seeking a second area of certification have prior training in these areas. Based on a review of individual transcripts, students who do not have elementary education certification may be required to take these courses; individual programs will be designed to meet the needs of each student.

Finally, we will reduce the total number of credits from 30 credits to 15 credits to eliminate overlap in courses.

In this proposal, the term Exceptional Persons refers to students with disabilities as defined by federal law and PA state regulations. The disability categories include students with high incidence disabilities (e.g., learning disabilities and low incidence disabilities (e.g., autism). The term Exceptional Persons does not include students with sensory impairments or students who are gifted.

The proposed changes will eliminate overlap in the program given the students come to the program with initial teaching certification in a content area. The proposed program meets teacher certification guidelines from the Pennsylvania Department of Education.

Summary Curriculum Comparison

Proposed Program	Current Program
EDEX 569 Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities or Brain Injury	<u>EDEX 516 Education of Persons with Emotional or Behavioral Disorders</u>
EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical or Multiple Disabilities	<u>EDEX 517 Education of Persons with Mental Retardation or Developmental Disabilities</u>
	<u>EDEX 518 Education of Persons with Physical or Multiple disabilities</u>
	<u>EDEX 519 Education of Persons with Brain Injuries or Multiple Disabilities</u>

<p>EDEX 752 Assessment of Persons with Disabilities EDEX 754 Advanced Instructional Design in Special Education EDEX 785 Practicum and Internship (severe)</p> <ul style="list-style-type: none"> • These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities). • Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis. 	<p><u>EDEX 650 Exceptional Children and Youth</u> <u>EDEX 752 Assessment of Persons with Disabilities</u> <u>EDEX 754 Advanced Instructional Design in Special Education</u> <u>EDEX 785 Practicum and Internship (severe)</u> <u>EDEX 785 Practicum and Internship (mild)</u> <u>EDSP 748 Behavioral Problems</u></p> <ul style="list-style-type: none"> • These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities). • Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.
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Catalog Description

Master of Education: Education of Exceptional Persons

The M.Ed. program is structured to address the educational needs of five types of graduate students: (a) those who hold Pennsylvania Mentally and/or Physically Handicapped certification; (b) those who hold another teaching certificate who wish to obtain special education certification while working toward an M.Ed. degree in Education of Exceptional Persons; (c) those who hold another teaching certificate who wish to obtain special education certification without earning the M.Ed. degree; (d) those who wish to seek initial certification in special education through the Pennsylvania Department of Education Teacher Intern Certification Program; and (e) those who do not want to qualify for a teaching certificate but who wish to work professionally with persons with disabilities.

The program intends to prepare graduates who will: a) implement curricula to meet individual needs of students with disabilities; b) demonstrate adaptability, flexibility, and initiative in meeting the changing needs of students with disabilities; c) use positive behavior management techniques; d) assess pupils strengths and limitations for instructional planning; e) practice diagnostic prescriptive instructional procedures; f) adapt special equipment for individuals; g) plan for and effective use paraprofessionals; h) engage in effective communication and collaborative partnerships; and i) apply professionalism and ethical practices.

Students working toward a master's degree may select a thesis or a non-thesis option at an appropriate point in their program of studies. All M.Ed. candidates must successfully complete a comprehensive examination as the terminal experience in their course of studies. The department will exercise final judgment over the exact program of studies required for any student who wished to obtain special education certification.

M.Ed. Students Seeking Pennsylvania Special Education Certification

EDEX 569 Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities, or Brain Injury
EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical, or Multiple Disabilities
EDEX 752 Assessment of Persons with Disabilities
EDEX 754 Advanced Instructional Design in Special Education
EDEX 785 Practicum and Internship (severe)

These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities).

Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.

Brief summary of each change:

9. Four “characteristics” courses on exceptionalities will be reduced to two courses, one addressing all mild disabilities and one addressing the severe range of disability.
10. Given the recent Pennsylvania Department of Education teacher certification changes which require graduates to hold another certification prior to entering this program, redundant courses will no longer be requirements at the masters level.
11. Given the requirement that all entering students hold one teacher certification prior to beginning the special education certification-only program, the total number of required credits is decreased from 30 to 15.

9. Program Revision for: Master of Education: Education of Exceptional Persons – M.Ed. only program

Sponsoring Department: Special Education and Clinical Services

Catalogue Start Time: Fall 2009

Summary & Rationale:

The purpose of this proposal is to revise the Master of Education, Education of Exceptional Persons Program for M. Ed. Students with Pennsylvania Special Education Certification and M.Ed. Students Not Seeking Pennsylvania Special Education Certification. We are proposing three changes to the current program in response to the Pennsylvania Department of Education revised guidelines.

First, we will add EDEX 560 Family Perspectives on Disability as a required course. The course addresses important issues related to collaborating with families or students with disabilities.

Second, we will change the Professional Development Area eliminating the categories of Humanistic Studies and Behavioral Studies. This change will allow students to have more flexibility in the non-major courses they complete. The electives can be tailored to their interests and background. Each student will select courses from the Approved List. The Approved List includes courses from Education of Exceptional Persons (515), Educational Psychology (624, 704, 717, 745, 746, 747, 748) and Counseling (629, 639), or other relevant courses approved by the Program Coordinator. Many of these courses are the same courses that are currently offered as choices under the categories of Behavioral Studies and Humanistic Studies.

Third, we will reduce the total number of credits from 36 credits to 30 credits to eliminate overlap and to make the program comparable to other regional programs.

In this proposal, the term Exceptional Persons refers to students with disabilities as defined by federal law and PA state regulations. The disability categories include students with high incidence disabilities (e.g., learning disabilities and low incidence disabilities (e.g., autism). The term Exceptional Persons does not include students with sensory impairments or students who are gifted.

The proposed changes will eliminate overlap in the program and make the program comparable to other Master's programs. For example, M.Ed. programs in special education at Bloomsburg University and Slippery Rock University require completion of 30 credits.

Summary of Proposed Changes

Proposed Program	Current Program
EDEX 558 Vocational Preparation and Transition for Youth with Disabilities EDEX 752 Assessment of Persons with Disabilities EDEX 753 Research Seminar in Special Education EDEX 754 Advanced Instructional Design in Special Education EDEX 755 Professional Collaboration and Team Building for Special Educators EDEX 785 Practicum and Internship EDEX 560 Family Perspective on Disabilities GSR 615 Elements of Research Elective Elective or EDEX 795 Thesis	EDEX 558 Vocational Preparation and Transition for Youth with Disabilities EDEX 752 Assessment of Persons with Disabilities EDEX 753 Research Seminar in Special Education EDEX 754 Advanced Instructional Design in Special Education EDEX 755 Professional Collaboration and Team Building for Special Educators EDEX 785 Practicum and Internship <u>EDSP 748 Behavioral Problems</u> GSR 615 Elements of Research Elective Elective or EDEX 795 Thesis <u>Humanistic Studies (3credits from FDED)</u> <u>Behavioral Studies (3credits form EDSP or COUN)</u>
NOTE: Students may choose electives from EDSP 704, 746, 747, 748; COUN 629, 639; EDEX 515 or other relevant courses with approval of the Program Coordinator	<u>NOTE: Underlined courses in COUN and EDSP will be on list for electives</u>

Catalog Description

Master of Education: Education of Exceptional Persons

The M.Ed. program is structured to address the educational needs of five types of graduate students: (a) those who hold Pennsylvania Mentally and/or Physically Handicapped certification; (b) those who hold another teaching certificate who wish to obtain special education certification while working toward an M.Ed. degree in Education of Exceptional Persons; (c) those who hold another teaching certificate who wish to obtain special education certification without earning the M.Ed.degree; (d) those who wish to seek initial certification in special education through the Pennsylvania Department of Education Teacher Intern Certification Program; and (e) those who do not want to qualify for a teaching certificate but who wish to work professionally with persons with disabilities.

The program intends to prepare graduates who will: a) implement curricula to meet individual needs of students with disabilities; b) demonstrate adaptability, flexibility, and initiative in meeting the changing needs of

students with disabilities; c) use positive behavior management techniques; d) assess pupils strengths and limitations for instructional planning; e) practice diagnostic prescriptive instructional procedures; f) adapt special equipment for individuals; g) plan for and effective use paraprofessionals; h) engage in effective communication and collaborative partnerships; and i) apply professionalism and ethical practices.

Students working toward a master's degree may select a thesis or a non-thesis option at an appropriate point in their program of studies. All M.Ed. candidates must successfully complete a comprehensive examination as the terminal experience in their course of studies. The department will exercise final judgment over the exact program of studies required for any student who wished to obtain special education certification.

M.Ed. Students with Pennsylvania Special Education Certification and M.Ed. Students Not Seeking Pennsylvania Special Education Certification

EDEX 558 Vocational Preparation and Transition for Youth with Disabilities
EDEX 752 Assessment of Persons with Disabilities
EDEX 753 Research in Special Education
EDEX 754 Advanced Instructional Design in Special Education
EDEX 755 Professional Collaboration and Team Building for Special Educators
EDEX 785 Practicum and Internship
EDEX 560 Family Perspectives on Disabilities
GSR 615 Elements of Research
Elective from Approved List
Elective from Approved List or EDEX 795 Thesis

Brief summary of each major change:

1. EDEX 560 Family Perspectives on Disability becomes a required course. The course addresses important issues related to collaborating with families or students with disabilities.
2. Change the Professional Development Area eliminating the categories of Humanistic Studies and Behavioral Studies. The Approved List includes courses from Education of Exceptional Persons (515), Educational Psychology (624, 704, 717, 745, 746, 747, 748) and Counseling (629, 639), or other relevant courses approved by the Program Coordinator.
3. Reduce the total number of credits from 36 credits to 30 credits to eliminate overlap and to make the program comparable to other regional programs.

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- 10. Name of Program:** Master of Arts in Counseling, Master of Education in School Counseling
Sponsoring Department: Counseling
Catalog Start Term: Spring 2010
New Course:

COUN 675 Grief Counseling

3cr.

Course Description

This course is an in-depth exploration of the grief process with a focus on grief counseling strategies. The differences between “grieving well” and complicated mourning will be explored, along with counseling strategies to facilitate a healthy grieving experience. Providing counseling to individuals (children –adult) and families experiencing the trauma caused by a loss such as suicide, death of a child/sibling, homicide, and unexpected death will be included.

Rationale

This course is being proposed in response to (1) unresolved grief being a significant issue often presented by clients to counselors in all settings, (2) the recommendation by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to provide students with in-depth understanding of the impact of crises, disasters, and other trauma-causing events on people, and (2) the need for electives to provide students (especially at Penn Center Location) with sufficient credits to qualify for a license as a professional counselor in PA.

11. Revised as Technology Support and Training Department Dual Listed Course

Catalog Start Date: Fall 2009

Catalog Description

BTED 470/570 Technology Applications for Education 3c-01-3c

Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today's classroom including advance 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.

Prerequisites: None

Rationale:

This course will serve education majors. It will enhance their technology skills as well as provide an opportunity to develop and refine electronic portfolios and teacher work samples. This content does not currently exist in any other graduate course.

12. Program Revision for: Master of Education in Business/Workforce Development

Sponsoring Department: Technology Support and Training

Catalogue Start Term: Fall 2009

Summary & Rationale:

The Master of Education in Business/Workforce Development program was revised last by the Department of Technology Support and Training in 1999. In the interim period, several changes have occurred outside the department, college, and university to require revision of the program at this time. Terms: BCIT – Business, Computer, and Information Technology is the name of the Pennsylvania certification offered by this program; Praxis exams – tests required for certification.

The State of Pennsylvania certification for business education teachers has changed in name from Business Education to Business, Computer, and Information Technology (BCIT), and in grades taught from 7th grade to 12th grade (7-12) to kindergarten through 12th grade (K-12).

Information covered by courses in Humanistic Studies is no longer a required part of the Praxis (certification) exam and already has been deleted in the undergraduate business education (business, computer, and information technology) program.

Moreover, in gathering student reaction data to assess the program, it was discovered that most students thought that more of a distinction between the workforce development specialization and the business (certification) specialization was essential. Further, certain course options needed to be revised to reflect departmental offerings and to mirror differentiated program requirements.

Lastly, undergraduate business education program requirements have been changed to meet the standards of both the College of Education and Educational Technology and the state of Pennsylvania with regard to admission to teacher education programs and to obtain initial certification. Those changes include having a higher GPA (3.0 undergraduate) and passing Praxis I and II exams prior to student teaching. Comparable requirements are being proposed for the revised Master's program.

Catalog Description:

The Master of Education in Business/Workforce Development offered by the Department of Technology Support and Training, is designed to meet the needs of a wide variety of individuals. This program includes a core of 15/18 credits plus 12/15 credits in one of three areas of specialization – Business, Computer, and Information Technology; Workforce, and Administrative. Within each area of specialization, students are encouraged to enroll in courses that meet their professional areas of interest.

The **Business, Computer, and Information Technology Specialization** is of interest to individuals desiring to enhance their knowledge of pedagogy, study current business issues and trends, and expand the use of technology in the learning environment. In addition, an opportunity is available for an individual to complete the requirements for initial Pennsylvania K-12 teaching certification in Business, Computer, and Information Technology (business education) – this opportunity requires the completion of additional coursework beyond the 30 credits required for the M.Ed.

The **Workforce Specialization** is of interest to individuals desiring to broaden their understanding of business, to enhance their knowledge of industry training, and to update their understanding of new technologies used in the workforce.

The **Administrative Specialization** provides an option for candidates interested in positions as supervisor or director of career and technical programs. Content is based on certification standards established by the Pennsylvania Department of Education. An enhancement of this specialization is the opportunity to complete the course requirements for Pennsylvania Department of Education certification as vocational supervisor or vocational director. Completion of the M.Ed. and fulfillment of PDE requirements leads to Vocational Supervisor Certification (PDE certification requirements include verification of appropriate teaching experience in a career and technical field, such as Agriculture, Business, Health, Trade and Industrial and/or Family and Consumer Science). Candidates interested in Vocational Director Certification must complete an additional 9 hours of coursework.

Courses can be taken on either a full- or part-time basis, with classes offered during the evening; a full schedule of course offerings is available in the summer. Needs of each student are addressed through individual attention, flexible scheduling, and opportunities for original research.

Upon admission to the School of Graduate Studies and Research, the student is assigned an advisor to assist in tailoring the program to meet individual goals. This flexibility is a key feature of the program.

Students seeking admission to the M.Ed. program must:

1. Meet the admission requirements of the Graduate School of Research;
2. Achieve a satisfactory score on either the GMAT or GRE exams;
3. Have earned an undergraduate degree in business from an accredited college/university or have completed business core courses from an accredited community college, college/university, if seeking admission to either the Workforce Development Specialization or the Certification option in Business, Computer, and Information Technology.

Degree candidacy:

1. For those students in the Workforce Development specialization, the Administrative specialization, or Business, Computer, and Information Technology specialization without initial certification, degree candidacy will be contingent upon maintaining a 3.0 GPA.
2. For those students in the Business, Computer, and Information Technology specialization who are seeking initial certification, degree candidacy will be contingent upon maintaining a 3.50 GPA and upon passing Praxis I prior to completing 12 program hours and Praxis II prior to completing 18 program hours.

Graduation:

1. For those students in the Workforce Development specialization or the Administrative specialization, graduation will be contingent upon maintaining a 3.0 GPA.
2. For those students in the Business, Computer, and Information Technology specialization who are seeking initial certification, graduation will be contingent upon maintaining a 3.0 GPA and upon completing BTED 695, Professional Semester (Student Teaching) with a minimum of a B.

Course Requirements for the M. Ed. Degree

I. Business, Computer, Information Technology (BCIT)/Workforce Core (15 cr.)

BTST 650 Issues and Trends in Business/Workforce Development	3 cr.
BTST 670 Organizational Communication	3 cr.
BTST 680 Technical Update	3 cr.
GSR 615 Elements of Research	3 cr.
BTST 656 Applied Research in Business/Workforce Development	3 cr.

II. Workforce Development Specialization Elective Area (15 cr.)

BTST 442/542 Training Methods in Business and Information Technology Support	3 cr.
BTST 642 Training with Technology	3 cr.
BTST 675 Web Design Theory & Practice	3 cr.
BTST 655 Emerging Information Technologies	3 cr.
<i>Choose one of the following:</i>	
BTST 665 Information Security in the Enterprise	3 cr.
SAFE 603 Human Relations in Safety Management	3 cr.
SAFE 645 Principles of Occupational Safety	3 cr.
ACE 621 The Adult Learner	3 cr.
ACE 625 Facilitating Adult Learning	3 cr.

II. Business, Computer, and Information Technology Specialization Elective Area (15 cr.)

BTST 675 Web Design Theory & Practice	3 cr.
BTST/COMM 614 Instructional Computing Basics	3 cr.
BTST/COMM 631 Interactive Multimedia	3 cr.
COMM 600 Instructional Design and Development	3 cr.
EDSP 704/804 Advanced Educational Psychology	3 cr.

Or

EDSP 747/847 Advanced Psychology of Adolescent Education	
*Certification Option (Pennsylvania Certification K-12)	18 cr.
BTED 690 Clinical Studies in Business Education	3 cr.
BTED 693 Seminar in Teaching Business Subjects	3 cr.
EDEX 650 Exceptional Children and Youth	3 cr.
EDSP 577 Assessment of Student Learning	3 cr.
BTED 695 Professional Seminar	6 cr.

*Must meet Eberly College undergraduate core business education requirements (see current undergraduate catalog).

**Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology.

I. Administrative Professional Development Core (18 cr.)

BTED/VOED 601 Curriculum and Instructional Leadership in Career & Technical Education **3 cr.**

GSR 615 Elements of Research **3 cr.**

BTST 656 Applied Research in Business/Workforce Development **3 cr.**

BTED/VOED 600 Curriculum Development in Career & Technical Education **3 cr.**

BTED/VOED 602 Conference Leadership and Communication Methods In Career & Technical Education **3 cr.**

II. Administrative Specialization Elective Area (minimum of 12 cr.)

EDSP 577 Assessment of Student Learning (required) **3 cr.**

BTED/VOED 603 Management of Instruction for Career & Technical Education **3 cr.**

BTED/VOED 604 Curriculum Supervision in Career & Technical Education **3 cr.**

BTED/VOED 605 Policy Administration **3 cr.**

BTED/VOED 606 Leadership for Career and Technical Educators **3 cr.**

BTED/VOED 607 Organizations & Structure for Career & Technical Education **3 cr.**

BTED/VOED 608 Legal & Legislative Issues in Career and Technical Education **3 cr.**

Summary of Proposed Changes

Present	Proposed Change
Business Specialization	Renamed track as Business, Computer, Information Technology(BCIT)
Workforce Specialization	Renamed track as Workforce Development Specialization
FDED 514	Course deleted
FDED 611	Course deleted
FDED 612	Course deleted
FDED 613	Course deleted

ACE 621 The Adult Learner	New selection in Workforce Development Specialization
ACE 625 Facilitating Adult Learning	New selection in Workforce Development Specialization
EDSP 746/846 Learning and Instruction	New selection in Workforce Development Specialization
SAFE 603 Human Relations in Safety Management	New selection in Workforce Development Specialization
SAFE 645 Principles of Occupational Safety	New selection in Workforce Development Specialization
BTST 655 Emerging Information Technologies	New selection in Workforce Development Specialization
BTST 665 Information Security in the Enterprise	New selection in Workforce Development Specialization
BTST 675 Web Design Theory & Practice	New selection in Workforce Development Specialization
BTST 642 Training and Development in Business/Workforce Development	Title change and course revision
BTST 442/542 Training Methods in Business and Information Technology Support	Undergraduate course to be dual listed
BTED 694 Clinical Studies in Business Education	Number change to BTED 690
BTED/VOED 607, 607, 608	New courses added to Administrative Track

Summary Curriculum Comparison

Old M. Ed. Program	Revised M. Ed. Program
I. Professional Development Area 9 cr.	I. Workforce Professional Development Area
A. *Humanistic Studies (3cr.) – One of the following:	A. Business, Computer, Information Technology (BCIT)/ Workforce Core 15 cr.
FDED 514 Comparative Foundations of Education 3 cr.	BTST 650 Issues and Trends in Business/Workforce Development 3 cr.
FDED 611 Historical Foundations of Education 3 cr.	BTST 670 Organizational Communication 3 cr.
FDED 612 Philosophical Foundations of Education 3 cr.	BTST 680 Technical Update 3 cr.
FDED 613 Social Foundations of Education 3 cr.	

	B. Research
B. *Behavioral Studies (one of the following) 3 cr.	GSR 615 Elements of Research 3 cr.
COUN 639 Group Counseling 3 cr.	BTST 656 Applied Research in Business/Workforce Development 3 cr.
EDSP 747 Advanced Psychology of Adolescent Education 3 cr.	
EDSP 748 Advanced Studies in Behavior Problems 3 cr.	C. Workforce Development Specialization 15 cr.
EDSP 578 Learning 3 cr.	BTST 442/542 Training Methods in Business and Information Technology Support 3 cr.
EDSP 704 Advanced Educational Psychology 3 cr.	BTST 642 Training with Technology 3 cr.
EDEX 650 Exceptional Children and Youth 3 cr.	BTST 675 Web Design Theory & Practice 3 cr.
	BTST 655 Emerging Information Technologies 3 cr.
C. Elements of Research 3 cr.	<i>Choose one of the following:</i>
	BTST 665 Information Security in the Enterprise 3 cr.
II. Business/Workforce Core 9 cr.	SAFE 603 Human Relations in Safety Management 3 cr.
BTST 650 Issues and Trends in Business/Workforce Development 3 cr.	SAFE 645 Principles of Occupational Safety 3 cr.
BTST 656 Applied Research in Business/Workforce Development 3 cr.	ACE 621 The Adult Learner 3 cr.
BTST 670 Organizational Communications 3 cr.	ACE 625 Facilitating Adult Learning 3 cr.
	EDSP 746/846 Learning and Instruction 3 cr.
III. Specialization 12 cr.	
Student will select one of the three specialization areas.	II. Business Professional Development Area
A. Business Specialization 12 cr.	A. Business, Computer, Information Technology (BCIT)/Workforce Core 15 cr.
BTST 642 Training and Development in Business/Workforce Development 3 cr.	BTST 650 Issues and Trends in Business/Workforce Development 3 cr.
BTST 680 Technical Update 3 cr.	BTST 670 Organizational Communication 3 cr.
*** Advisor Approved Elective 3 cr.	BTST 680 Technical Update 3 cr.
*** Advisor Approved Elective	

3 cr.	
	B. Research
B. Workforce Specialization 12 cr.	GSR 615 Elements of Research 3 cr.
BTST 642 Training and Development in Business/Workforce Development 3 cr.	BTST 656 Applied Research in Business/Workforce Development 3 cr.
BTST 680 Technical Update 3 cr.	
BTST/COMM 614 Instructional Computing Basics 3 cr.	C. Business, Computer, and Information Technology Specialization 15 cr.
BTST/COM 631 Interactive Multimedia 3 cr.	BTST 675 Web Design Theory & Practice 3 cr.
	BTST/COMM 614 Instructional Computing Basics 3 cr.
C. Administrative Specialization 12 cr.	BTST/COMM 631 Interactive Multimedia 3 cr.
BTED/VOED 600 Curriculum Development in Vocational Education 3 cr.	COMM 600 Instructional Design and Development 3 cr.
BTED/VOED 601 Curriculum and Instructional Leadership in Vocational Education 3 cr.	EDSP 704/804 Advanced Educational Psychology 3 cr.
BTED/VOED 602 Conference Leadership and Communication Methods in Vocational Education 3 cr.	or
EDSP 577 Assessment of Student Learning 3 cr.	EDSP 747/847 Advanced Psychology of Adolescent Education 3 cr.
IV. Certificate Option 21 cr.	D. *Certification Option (Pennsylvania Certification K-12)** 18 cr.
* Pennsylvania Business, Computer, and Information Technology Certification	BTED 690 Clinical Studies in Business Education 3 cr.
BTED 693 Seminar in Teaching Business Subjects 3 cr.	BTED 693 Seminar in Teaching Business Subjects 3 cr.
EDSP 704 Advanced Educational Psychology 3 cr.	EDEX 650 Exceptional Children and Youth 3 cr.
EDSP 577 Assessment of Student Learning 3 cr.	EDSP 577 Assessment of Student Learning 3 cr.
BTED 695 Professional Semester 6 cr.	BTED 695 Professional Seminar 6 cr.
EDEX 650 Exceptional Children and Youth 3 cr.	
* Must meet Eberly College undergraduate core business education requirement (see current undergraduate catalog)	* Must meet Eberly College undergraduate core business education requirement (see current undergraduate catalog)
** Certification candidates must meet teacher certification requirements of IUP College of	** Certification candidates must meet teacher certification requirements of IUP College of

Education and Educational Technology	Education and Educational Technology
*** Electives based on individual candidate's background	
	III. Administrative Professional Development Area
	A. Behavioral Studies 18 cr.
	BTED/VOED 601 Curriculum and Instructional Leadership in Career & Technical Education 3 cr.
	B. Research
	GSR 615 Elements of Research 3 cr.
	BTST 656 Applied Research in Business/Workforce Development 3 cr.
	C. Administrative Core
	BTED/VOED 600 Curriculum Development in Career & Technical Education 3 cr.
	BTED/VOED 602 Conference Leadership and Communication Methods in Career & Technical Education 3 cr.
	BTST 680 Technical Update 3 cr.
	D. Administrative Specialization (minimum of 12 cr.)
	EDSP 577 Assessment of Student Learning (required) 3 cr.
	BTED/VOED 603 Management of Instruction for Career & Technical Education 3 cr.
	BTED/VOED 604 Curriculum Supervision in Career & Technical Education 3 cr.
	BTED/VOED 605 Policy Administration 3 cr.
	BTED/VOED 606 Leadership for Career and Technical Educators 3 cr.
	BTED/VOED 607 Organizations and Structure for Career & Technical Education 3 cr.
	BTED/VOED 608 Legal & Legislative Issues in Career and Technical Education 3 cr.

Brief summary of each major change:

FDED 514 – course deleted

FDED 611 – course deleted

FDED 612 – course deleted

FDED 613 – course deleted

ACE 621 The Adult Learner – new selection in Workforce Development Specialization

ACE 625 Facilitating Adult Learning - new selection in Workforce Development Specialization

EDSP 746/846 Learning and Instruction - new selection in Workforce Development Specialization

SAFE 603 Human Relations in Safety Management – new selection in Workforce Development Specialization

SAFE 645 Principles of Occupational Safety – new selection in Workforce Development Specialization

BTST 655 Emerging Information Technologies – new selection in Workforce Development Specialization

BTST 665 Information Security in the Enterprise - new selection in Workforce Development Specialization

BTST 675 Web Design Theory & Practice - new selection in Workforce Development Specialization

BTST 642 Training and Development in Business/Workforce Development – title change and course revision

BTST 442/542 Training Methods in Business and Information Technology Support – undergraduate course to be dual listed

BTED 694 Clinical Studies in Business Education – number change to BTED 690

Added three courses to Administrative Track.

Changed names of tracks and courses to match state requirements

APPENDIX B
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Hannibal

FOR INFORMATION:

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

COMM 151 Basic Lighting for Still and Motion Imagery

FSMR 480 Seminar in Fashion Merchandising

LBST 499 Defining Humaness

PNAF 131 Introduction to Pan-African Studies

PSYC 310 Developmental Psychology

PSYC 330 Social Psychology

PSYC 374 Stress and Coping

RLST 110 World Religions

FOR ACTION:

1. Liberal Studies Committee Report:

Approved LBST 499 The Global Village: People, Planet and Profits, Drs. Parimal Bhagat and Madan Batra, Department of Marketing

One-time “W” approval for Dr. Rosalee Stilwell, Department of English, ENGL 281 Special Topics: Tupac Shakur, Hero with an African Face

Approved the Liberal Studies section of the B.A. English/Film Studies Track, B.A. English/Language Studies Track, B.A. English/Literary, Textual, and Cultural Studies Track, B.A. English Studies/Pre-Law Track.

Approved the Revised Liberal Studies Program.

Approved the Liberal Studies section of the B.S. Physical Education and Sport – Exercise Science.

2. Department of English-New Courses, Course Number, Name and Catalog Description Changes, Course Revisions, Course Deletions, and Program Revisions

aa. Inactive Course Deletions

ENGL 222 Journalistic Writing

ENGL 327 Layout Design and Production

ENGL 328 Newspaper Reporting

ENGL 350 Metaphoric Perspective

Rationale: These inactive courses need to be removed before the numbers can be reused in later proposals. The registrar’s office has no record of the last time 222, 327, and 328 were offered; ENGL 350 was last taught in the fall of 1996.

a. New Courses

i. ENGL 203 Introduction to Language Studies

3c-01-3cr

Prerequisite: ENGL 101

Introduces students to the study of linguistics and rhetoric. Considers cultural contexts and issues of power, focusing on questions such as how our brains use language, how language represents the world we live in, and how language influences our actions.

Rationale: This course is designed for English BA majors as an essential component of the revised curriculum because it will function as 1) one of three options for fulfilling the core Language Studies requirement and 2) the required introductory course for the Language Studies Track. It may also be elected by English Education students prior to taking ENGL 330 The Structure of English.

ii. ENGL 226 Survey of Global Literature Since 1900

3c-01-3cr

Prerequisites: ENGL 122, 202

Surveys twentieth century and contemporary global literature in English and/or translation. Readings will be organized around major contexts and themes of colonialism, revolution, decolonization, nationalism, and globalization.

Rationale: This course is intended for B.A. English Majors. It is one of the courses that can fulfill a course requirement for all majors. The purpose of this course -- to survey global literature in English -- is not currently the focus of an existing course in the curriculum of the English Department. It is not currently being proposed as a Liberal Studies course.

iii. ENGL 265 Law and Literature

3c-01-3cr

Prerequisites: ENGL 101 Minimum Grade C; ENGL 202 Minimum Grade C

Explores the historical and cultural connections between selected legal texts and themes as they relate to novels, poems, films, drama, essays, and other literary genres.

Rationale: As part of a revision of its undergraduate BA curriculum, the English Department has proposed four new tracks—Literary, Textual, and Cultural Studies; Writing Studies; Film Studies; and Language Studies. The existing English/Pre-Law Track will need to be altered accordingly. This provides an opportunity to develop a track that both fulfills the existing outcomes of the university's interdisciplinary Pre-Law Program, but also to develop outcomes and learning opportunities specific to English Studies. ENGL 265 Law and Literature will provide students—Pre-Law English and non-English majors, especially, but also students from all majors—significant opportunities to explore the relationship between law and literature and the methods appropriate to understanding that relationship.

iv. ENGL 321 Persuasive Speech and Writing

3c-01-3cr

Prerequisite: ENGL 202

Focuses on the practice of persuasive discourse in speech, writing, and visual media. Coursework includes projects and readings in debate, written argument, and rehearsed and extemporaneous speaking. Students will investigate such subjects as rhetorical foundations and applications, language choice and stylistic variations, popular culture, literature, and communication dynamics.

Rationale: ENGL 321 Persuasive Speech and Writing is designed for students majoring in English, especially for those declaring the Language and Pre-Law Tracks. Students outside of the major should also be interested in it if they are Communications Media or Journalism majors, or pre-law majors looking for courses addressing elements of public speaking. We have chosen to create this course rather than change the current ENGL 310 Public Speaking course to more fully address persuasion and writing; ENGL 321 will focus exclusively on persuasion in both speech and writing.

v. ENGL 327 Writing Creative Nonfiction

3c-01-3cr

Prerequisite: ENGL 221 or instructor permission

A writing workshop for students who wish to focus intensively on the writing and revision of literary nonfiction forms and on developing an audience for one's creative work.

Rationale: ENGL 327 Writing Creative Nonfiction has been designed to complement the existing courses ENGL 325 Writing Poetry and ENGL 326 Writing Fiction. It provides students with an opportunity to practice creative writing in a popular and varied contemporary genre, and will expand our offerings as we develop a writing track within the major.

vi. ENGL 328 Introduction to Linguistics

3c-01-3cr

Offers an introduction to the study of languages as complex sets of interacting systems needed for human communication in a variety of interpersonal, academic, and professional contexts. Focuses on the fundamentals of sound systems, word structures, sentence structures, text structures, meaning systems, and language-related power systems. Also considers questions of how language develops over time, how languages are made up of a number of varieties, how languages are learned and used, how language use varies for different groups of users, and how these issues are related to cultural contexts including issues of power.

Rationale: This course introduces students to the study of languages, and this includes language other than English. This new course is designed for Language Track students. It serves as an introduction to language and to the study of languages. It will be useful to anyone who studies English or other languages. It is also a core course for English majors, which means that English majors in any track might be taking this course.

vii. ENGL 350 Gender and Sexual Orientation in Literature, Theory, and Film

3c-01-3cr

Prerequisite: ENGL 202

Introduces literature, film, and theory that focus primarily on lesbian, gay, bisexual, and transgender perspectives. Inquires into the representation of gender and sexuality within historical and cultural contexts.

Rationale: This course is intended for B.A. English Majors, but is open to all majors. It is one of the courses that can fulfill a requirement in the Literary, Theoretical, and Cultural Studies Track. The purpose of this course-- to examine lesbian, gay, bisexual, and transgender perspectives in literature, theory, and film -- is not currently the focus of an existing course in the curriculum of the English Department. This is a crucial subject area, and its treatment is secondary in ENGL 122. It is not currently being proposed for Liberal Studies.

viii. ENGL 360 Editing and Publishing

3c-01-3cr

Prerequisites: ENGL 202 and ENGL 220 or 221

A project-based career preparation course focused on creating, editing, and publishing in print and/or electronic forms. Includes theory and practice of editing, practice with publication tools, and group collaboration.

Rationale: This course is part of the new Writing Track and is intended for those majors. While we consider revising and editing techniques in all our writing courses, we need a course devoted to the writing our students will most likely encounter in the work place, including memos, reports, collaborative writing projects, and possibly academic or creative books.

ix. ENGL 361 Environmental Literature

3c-01-3cr

Prerequisites: ENGL 121 or 122, ENGL 202

Focuses on literature devoted to natural and constructed environments, exploring connections among such topics as nature writing, environmentalism, ecocriticism, place studies, bioregionalism, and environmental justice.

Rationale: This course is intended for B.A. English majors and minors. It is one of the courses that can fulfill a course requirement the Literary, Cultural, and Textual Studies Track. The fact that environmental issues, on both a national and a global scale, have become massively important in the minds of many of the world's people is not news to anyone reading this proposal. We need a course with such a focus in this department. The purpose of this course—to examine literature devoted to natural and constructed environments—is not currently the focus of an existing course in the undergraduate curriculum of the English Department. It is not currently being proposed as a Liberal Studies course.

x. ENGL 421 Digital Writing

3c-01-3cr

Prerequisite: ENGL 202

Introduces composition and presentation issues in writing for digital media. Focuses on the conventions of digital writing and provides students practice in conceiving, composing and producing networked texts, and may include creative expression, persuasion, and collaboration. Extends traditional literacy skills into emergent, digital genres.

Rationale: This course is part of the new Writing Track in English and is intended for those majors. It is consistent with the recommendation of the “Association of Writers and Writing Programs” that undergraduate creative writing students should be given “Hands-on Experience with New Media Technology” in the form of facilities and instruction geared toward allowing them to “to test their writing in a variety of formats and through a variety of technologies” (*AWP Directors' Handbook* 2008). Through workshops, tutorials, discussion, and project-based learning, students will develop a vocabulary and habits of reflexive practice that equip them better write for contemporary contexts and those of the future.

xi. ENGL 463 Topics in Global Literature and Film

3c-01-3cr

Prerequisite: ENGL 202

Examines major works in English of a particular topic in global literature and/or film, by focusing on the transnational contexts of history and culture surrounding the production and/or reception of literature and film. Topic of global literature and/or film to be announced in advance.

Rationale: This course is intended for B.A. English majors. It is one of the courses that can fulfill a course requirement in either the Film Studies Track or the Literary, Cultural, and Textual Studies Track. The purpose of this course -- to examine a topic of literature and/or film in English within global contexts -- is not currently the focus of an existing course in the curriculum of the English Department.

xii. ENGL 466 Topics in Theory

3c-01-3cr

Prerequisites: ENGL 122 Minimum Grade C; and ENGL 308 Minimum Grade C

Explores a specific issue, writer, or trend in English Studies theory. Topic to be announced in advance.

Rationale: As part of a revision of its undergraduate BA curriculum, the English Department is placing more emphasis on theoretical matters. The one existing course—English 401 Advanced Literary Theory, to be revised to 308 Critical Theory—is aimed to provide mid-level students a survey of major theories relating to English Studies. As a consequence, an upper-level course in theory is now missing. This course fills that gap. In addition, the revised curriculum offers several upper-level topics courses, each dedicated to a major topic in English Studies. Thus, a course dedicated to a single theoretical issue, writer, and/or trend in those fields will be complementary to that structure.

xiii. ENGL 484 Topics in English Studies**3c-0l-3cr****Prerequisites:** Declared English Major; ENGL 122, 202; minimum 24 credits in major

Explores themes that may vary according to the faculty member teaching the course. Gives upper-level English majors an opportunity to share their expertise in their major: literary/textual/cultural, writing, film, or language studies. Students will be part of a community of learners and reflect upon the ways disciplinary knowledge is constructed in English Studies and will construct a portfolio of their work as an English major, both in and out of this class, in order to assess their growth and potential as readers, writers, and critical thinkers

Rationale: This course will become the capstone course for students in the B.A. in English Studies Program. Its emphasis on the collaborative study of a wide range of subjects within the field of English Studies emphasizes the notion that students are part of a community of scholars even as they produce an independent research project focused on literary, textual, and cultural studies; creative or professional writing; language studies; pre-law studies; and/or pedagogies of reading and writing. Our current course offerings do not allow students to discuss and produce such a diverse range of projects in a single class. Equally important, students will create a portfolio of their work as English majors and their work in this course in order to assess their growth and their position in the diverse fields of English Studies.

b. Course Number and/or Title Changes and Catalog Description Changes**i. Course Title Change:**

Current Title: ENGL 208 Art of the Film

Proposed Title: ENGL 208 Introduction to Film Studies

Rationale: This course has long functioned as the prerequisite for upper-level film courses; thus, the title change merely reflects that function more precisely. In addition, under the revised B.A. Program, this course will function as the required 3 credit hours for the 15-credit Film Studies Track.

ii. Course Title Change:

Current Title: ENGL 220 Advanced Composition I

Proposed Title: ENGL 220 Advanced Composition

Rationale: “I” is unnecessary since the title of the current Advanced Composition II (ENGL 320) is being revised to “Professional Writing, Editing, and Publishing.”

iii. Title Change, Number Change, and Catalog Description Change:**Current Catalog Description:**

ENGL 322 Technical Writing I

3c-01-3cr

Prerequisite: ENGL 202

Focuses on helping the student to acquire and to apply communication skills essential to the technical and professional writer.

Proposed Catalog Description:

ENGL 222 Technical Writing**3c-01-3cr****Prerequisites:** ENGL 101

Focuses on helping the student to acquire and to apply communication skills essential to the technical and professional writer.

Rationale: The title change reflects the fact that there is no longer a “Technical Writing II” course. The number change aligns the course with the other introductory writing courses: ENGL 220 Advanced Composition and ENGL 221 Creative Writing. Given the nature of the course, its current instructors have determined that ENGL 202 is an unnecessary prerequisite.

iv. Catalog Description Change:**Current Catalog Description:****ENGL 302 Renaissance Literature****3c-01-3cr****Prerequisites:** ENGL 202, 210-213

Examines major works and genres in Elizabethan literature such as pastoral and tragedy and key fiction writers, dramatists, and poets during 1558-1603. Rather than survey the period comprehensively, the purpose here is to focus closely on a specific literary period and on the writers of this period as selected by the instructor.

Proposed Catalog Description:**ENGL 302 Renaissance Literature****3c-01-3cr****Prerequisites:** ENGL 122, 202; and one of 210-213 or 226

Examines major works and genres in Elizabethan literature such as pastoral and tragedy and key fiction writers, dramatists, and poets during 1558-1603. Rather than survey the period comprehensively, the purpose here is to focus closely on a specific literary period and on the writers of this period as selected by the instructor.

v. Catalog Description Change:**Current Catalog Description:****ENGL 303 British Enlightenment Literature****3c-01-3cr****Prerequisites:** ENGL 202, 210, 211, 212, 213

British Enlightenment Literature refers to the imitation of the Greek and Roman authors of antiquity. Begins with the assumptions and goals of neoclassical literature and integrates the intellectual debates and contemporary politics (patriarchy, nascent capitalism, empire, slavery, class divisions) that flourished alongside of (and that shaped the emergence of) new genres (the slave narrative, the novel, gothic tales, the periodical essay). Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:**ENGL 303 British Enlightenment Literature****3c-01-3cr****Prerequisites:** ENGL 122, 202; and one of 210-213 or 226

British Enlightenment Literature refers to the imitation of the Greek and Roman authors of antiquity. Begins with the assumptions and goals of neoclassical literature and integrates the intellectual debates and contemporary politics (patriarchy, nascent capitalism, empire, slavery, class divisions) that

flourished alongside of (and that shaped the emergence of) new genres (the slave narrative, the novel, gothic tales, the periodical essay). Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

vi. Catalog Description Change:

Current Catalog Description:

ENGL 304 British Romantic Literature

3c-01-3cr

Prerequisites: ENGL 202, 210-213

Emphasizes the relationship between literature and its milieu. Focuses primarily on English Romantic Poets but considers development in Germany, France, and America and examines its continuing manifestations in literature, culture, and politics. Rather than survey the period comprehensively, the purpose here is to focus closely on a specific literary period and on the writers of this period as selected by the instructor.

Proposed Catalog Description:

ENGL 304 British Romantic Literature

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Emphasizes the relationship between literature and its milieu. Focuses primarily on English Romantic Poets but considers development in Germany, France, and America and examines its continuing manifestations in literature, culture, and politics. Rather than survey the period comprehensively, the purpose here is to focus closely on a specific literary period and on the writers of this period as selected by the instructor.

vii. Catalog Description Change:

Current Catalog Description:

ENGL 305 British Victorian Literature

3c-01-3cr

Prerequisites: ENGL 202, 210-213

Examines literary works against a background of rapidly changing social, economic, religious, and political forces. Counterculture movements, such as the Pre-Raphaelites, will be examined against “high Victorianism” to develop a sense of the tremendous intellectual and political energy of the period. Roots of recent concerns such as feminism, political literalism, and capitalism will be explored to help us better understand our own as well as the Victorian age. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:

ENGL 305 British Victorian Literature

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines literary works against a background of rapidly changing social, economic, religious, and political forces. Counterculture movements, such as the Pre-Raphaelites, will be examined against “high Victorianism” to develop a sense of the tremendous intellectual and political energy of the period. Roots of recent concerns such as feminism, political literalism, and capitalism will be explored to help us better understand our own as well as the Victorian age. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

viii. Catalog Description Change:

Current Catalog Description:**ENGL 306 Modern British Literature****3c-01-3cr****Prerequisites:** ENGL 202, 210-213

Examines major works and trends in modern British literature, such as modernism or key fiction writers, dramatists, or poets during the first half of the twentieth century. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:**ENGL 306 Modern British Literature****3c-01-3cr****Prerequisites:** ENGL 122, 202; and one of 210-213 or 226

Examines major works and trends in modern British literature, such as modernism or key fiction writers, dramatists, or poets during the first half of the twentieth century. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

ix. Catalog Description Change:**Current Catalog Description:****ENGL 307 Contemporary British Literature****3c-01-3cr****Prerequisites:** ENGL 202, 210-213

Examines major works and trends in contemporary British literature, such as late modernism, postmodernism, the age of diminishment, or key novelists, dramatists, and/or poets from the period 1945 to the present. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:**ENGL 307 Contemporary British Literature****3c-01-3cr****Prerequisites:** ENGL 122, 202; and one of 210-213 or 226

Examines major works and trends in contemporary British literature, such as late modernism, postmodernism, the age of diminishment, or key novelists, dramatists, and/or poets from the period 1945 to the present. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

x. Catalog Description Change:**Current Catalog Description:****ENGL 315 American Literature to 1820****3c-01-3cr****Prerequisites:** ENGL 202, 210-213

The beginnings of American literary cultures from sixteenth-century pre-Columbian indigenous contacts with European explorations, through diverse colonializations (Hispanic, French, and British) including the importation of African slaves, up to the American Revolution and emergent U.S. literary nationalism in the first decades of the nineteenth century. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:**ENGL 315 American Literature to 1820****3c-01-3cr****Prerequisites:** ENGL 122, 202; and one of 210-213 or 226

The beginnings of American literary cultures from sixteenth-century pre-Columbian indigenous contacts with European explorations, through diverse colonializations (Hispanic, French, and British) including the importation of African slaves, up to the American Revolution and emergent U.S. literary nationalism in the first decades of the nineteenth century. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

xi. Catalog Description Change:**Current Catalog Description:****ENGL 316 American Literature 1820-1880****3c-01-3cr****Prerequisites:** ENGL 202, 210-213

Examines major works and trends in U.S. literature, from the Federalist, Romantic, and/or Realistic periods. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:**ENGL 316 American Literature 1820-1880****3c-01-3cr****Prerequisites:** ENGL 122, 202; and one of 210-213 or 226

Examines major works and trends in U.S. literature, from the Federalist, Romantic, and/or Realistic periods. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

xii. Catalog Description Change:**Current Catalog Description:****ENGL 317 American Literature 1880-1940****3c-01-3cr****Prerequisites:** ENGL 202, 210-213

Examines representative U.S. writers during 1880-1940. Includes traditional figures as well as writers who have recently entered the canon. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:**ENGL 317 American Literature 1880-1940****3c-01-3cr****Prerequisites:** ENGL 122, 202; and one of 210-213 or 226

Examines representative U.S. writers during 1880-1940. Includes traditional figures as well as writers who have recently entered the canon. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

xiii. Catalog Description Change:

Current Catalog Description:

ENGL 319 American Literature 1940-Present

3c-01-3cr

Prerequisites: ENGL 202, and two of 210-213

Additional focuses on various movements, themes, genres, and authors writing in the United States since 1940. Not a survey course; each section will develop an extended treatment of a particular topic selected by the instructor. Emphasizes writing by living writers to develop an understanding of the diversity, formally and thematically, of current U.S. literary production across genders and ethnicities.

Proposed Catalog Description:

ENGL 319 American Literature 1940-Present

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Additional focuses on various movements, themes, genres, and authors writing in the United States since 1940. Not a survey course; each section will develop an extended treatment of a particular topic selected by the instructor. Emphasizes writing by living writers to develop an understanding of the diversity, formally and thematically, of current U.S. literary production across genders and ethnicities.

Rationale for 302-307, 315-317, 319: These are changes in prerequisites only. Originally the curriculum was designed to force students to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. Limiting the prerequisites for these courses to our introductory majors' course (122) and to sophomore level (202), and to one of our survey courses will allow our majors more flexibility.

xiv. Title Change:

Current Title: ENGL 325 Creative Writing: Poetry

Proposed Title: ENGL 325 Writing Poetry

xv. Title Change:

Current Title: ENGL 326 Creative Writing: Fiction

Proposed Title: ENGL 326 Writing Fiction

Rationale 325 & 326: Colons are unnecessary and confusing; the "creative" is unnecessary.

xvi. Catalog Description Change:

Current Catalog Description:

ENGL 338 Oral Literature

3c-01-3cr

Prerequisites: ENGL 202, 210-213

Acquaints students with the nature of oral composition, the habits of thought that orality fosters, and the particular mode of awareness the oral dimension of literature demands of an audience (and awakens in a reader). At the conclusion of the course students should have an understanding of the formulaic nature of such purely oral forms as the ballad and the epic and an awareness of the manner in which orality patterns thought differently from writing, and they should be able to detect oral features and patterns in works of literature from cultures not primarily oral but containing a high "oral residue."

Proposed Catalog Description:

ENGL 338 Oral Literature

3c-01-3cr

Prerequisites: ENGL 101, 122, or permission

Acquaints students with the nature of oral composition, the habits of thought that orality fosters, and the particular mode of awareness the oral dimension of literature demands of an audience (and awakens in a reader). At the conclusion of the course students should have an understanding of the formulaic nature of such purely oral forms as the ballad and the epic and an awareness of the manner in which orality patterns thought differently from writing, and they should be able to detect oral features and patterns in works of literature from cultures not primarily oral but containing a high “oral residue.”

Rationale: This is a change in prerequisites only. Originally the curriculum was designed to force students to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. Limiting the prerequisites for this course to our introductory majors’ course (122) will allow more flexibility. In addition, the ENGL 101 and “or permission” may encourage minors to take the course; ENGL 202 has been dropped as a prerequisite since success in the course does not depend on it.

xvii. Catalog Description Change:

Current Catalog Description:

ENGL 344 Ethnic American Literature

3c-01-3cr

Prerequisites: ENGL 202 and at least two from ENGL 210, 211, 212, 213

Additional prerequisites for B.A. English majors: ENGL 210, 211, 212, 213

Concerned with ethnic U.S. experiences as expressed in poetry, fiction, drama, and autobiography. The topic will vary and be announced in advance. Examples include Asian-American, Hispanic, Irish-American, Jewish-American, and Native-American literatures.

Proposed Catalog Description:

ENGL 344 Ethnic American Literature

3c-01-3cr

Prerequisites: ENGL 122 and 202 or permission

Concerned with ethnic U.S. experiences as expressed in poetry, fiction, drama, and autobiography. The topic will vary and be announced in advance. Examples include Asian-American, Hispanic, Irish-American, Jewish- American, and Native-American literatures.

Rationale: This is a change in prerequisites only. Originally our curriculum was designed to force majors to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. What is more, British Literature courses (210, 211, and 213) have little to do with Ethnic American Literature. In fact, requiring majors but not non-majors to take all four survey courses makes little pedagogical sense since majors will have more critical reading experience than non-majors; thus, the additional prerequisites for majors have been omitted. Limiting the prerequisites for this course to our introductory majors’ course (ENGL 122) should allow majors more flexibility, and the Research Writing (ENGL 202) “or permission” may encourage non-majors to take the course.

xviii. Catalog Description Change:

Current Catalog Description:

ENGL 386 Regional Literature in English

3c-01-3cr

Prerequisites: ENGL 202 and at least two from ENGL 210, 211, 212, 213

Additional prerequisites for B.A. English majors: ENGL 210, 211, 212, 213

Examines the contributions of a particular region to national literature. The focus of the course might be any of the following: Appalachian writers, local color writers, New England writers, Southern writers, writers of the American West, or Canadian writers.

Proposed Catalog Description:

ENGL 386 Regional Literature in English

3c-01-3cr

Prerequisites: ENGL 122 and 202 or permission

Examines the contributions of a particular region to national literature. The focus of the course might be any of the following: Appalachian writers, local color writers, New England writers, Southern writers, writers of the American West, or Canadian writers.

Rationale: This is a change in prerequisites only. Originally the curriculum was designed to force majors to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. In fact, requiring majors but not non-majors to take all four survey courses makes little pedagogical sense since majors will have more critical reading experience than non-majors; thus, the additional prerequisites for majors have been omitted. Limiting the prerequisites for this course to the introductory majors' course (ENGL 122) should allow majors more flexibility, and the Research Writing (ENGL 202) and "or permission" may encourage non-majors to take the course.

xix. Catalog Description Change:

Current Catalog Description:

ENGL 420 Special Applications in Writing

3c-01-3cr

Prerequisite: ENGL 220

Offers students who are well into their disciplines "forums" for advanced reading and writing about the cultural, professional, and personal uses of textual knowledge. Students read, analyze, and compose essays that build meaning around disciplinary knowledge, independent reading, and personal or preprofessional experience.

Proposed Catalog Description:

ENGL 420 Writers' Studio

3c-01-3cr

Prerequisites: ENGL 220 or 221

An upper-division course emphasizing reading, discussion, and writing on specialized topics related to the study and performance of writing. The focus varies from semester to semester according to the expertise of the faculty member teaching the course.

Rationale: The title change is intended to make the title more accurate (a studio is a place where an artist works on her craft) and appealing. We've added the option of ENGL 221 Creative Writing as a prerequisite since the topic may appeal to a variety of writers. Finally, the old description is so vague that neither faculty nor students can explain what the course entails. The new description attempts to clarify and simplify the description while keeping the sense of the course as an advanced "forum" with multiple possibilities for focus and independent projects.

xx. Catalog Description Change:

Current Catalog Description:

ENGL 430 Major British Author

3c-01-3cr

Prerequisites: ENGL 202, 210, 211, 212, 213

Examines major works of a single major author, including biographical, literary, and cultural contexts. Places the author within both intellectual/cultural history and literary developments. Major author studied in a particular semester to be announced in advance.

Proposed Catalog Description:

ENGL 430 Major British Author

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines major works of a single major author, including biographical, literary, and cultural contexts. Places the author within both intellectual/cultural history and literary developments. Major author studied in a particular semester to be announced in advance.

xxi. Catalog Description Change:

Current Catalog Description:

ENGL 432 Chaucer

3c-01-3cr

Prerequisites: ENGL 202, 210, 211, 212, 213

Studies Chaucer, his life, his language, the development of his literary style, and his art, with and through his major poetical works.

Proposed Catalog Description:

ENGL 432 Chaucer

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Studies Chaucer, his life, his language, the development of his literary style, and his art, with and through his major poetical works.

xxii. Catalog Description Change:

Current Catalog Description:

ENGL 434 Shakespeare

3c-01-3cr

Prerequisites: ENGL 202 and at least two from ENGL 210, 211, 212, 213

Additional prerequisites for B.A. English majors: ENGL 210, 211, 212, 213

Studies Shakespeare's development as a poetic dramatist against background of Elizabethan stage; examines audience, textual problems, language imagery, and philosophy.

Proposed catalog description:

ENGL 434 Shakespeare**3c-01-3cr****Prerequisites:** ENGL 122, 202, and one of 210-213 or 226

Studies Shakespeare's development as a poetic dramatist against background of Elizabethan stage; examines audience, textual problems, language imagery, and philosophy.

xxiii. Catalog Description Change:**Current Catalog Description:****ENGL 436 Major American Authors****3c-01-3cr****Prerequisites:** ENGL 122, 202, and 210-213

Studies in the literary output of a major American author or authors against the background of the social and literary milieus in which the works were created. Specific subject or subjects to be announced by the instructor.

Proposed Catalog Description:**ENGL 436 Major American Authors****3c-01-3cr****Prerequisites:** ENGL 122, 202; and one of 210-213 or 226

Studies in the literary output of a major American author or authors against the background of the social and literary milieus in which the works were created. Specific subject or subjects to be announced by the instructor.

Rationale for 430, 432, 434, and 436: These are changes in prerequisites only. Originally the curriculum was designed to force students to take all of the survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. In addition, the program revision requires only two of the current survey courses. Limiting the prerequisites for these courses to the introductory majors' course (122), Research Writing (ENGL 202), and to one of the survey courses will also allow our majors more flexibility.

xxiv. Number Change and Catalog Description Change:**Current Catalog Description:****ENGL 399 Major Global Authors****3c-01-3cr****Prerequisite:** ENGL 202

Examines major works in English of a single major global author not included in the British or American literary traditions. Situates the author within major transnational literary and historical developments. Major author to be studied in particular semester to be announced in advance.

Proposed Catalog Description:**ENGL 437 Major Global Authors****3c-01-3cr****Prerequisites:** ENGL 121 or 122; 202; and either 209 or 396

Examines major works in English and/or English translation of a single major global author not included in the British or American literary traditions. Situates the author within major transnational literary and historical developments. Major author to be studied in particular semester to be announced in advance.

Rationale: The number change will bring the course in line with the other 400-level courses on major authors. The changes in prerequisites include a course in analyzing literature (ENGL 121 or 122) and a

course familiarizing students with global literature (ENGL 226 or 396). There is no change in the course description, except for adding “and/or English translation” for clarity.

xxv. Course Number and Catalog Description Change:

Current Catalog Description:

ENGL 357 Major Figures in Film

3c-01-3cr

Prerequisites: ENGL 101 and 208

Studies major artists and their contributions to the development of film as an art form from its beginnings to the present. Close analyses of directors, cinematographers, editors, screenwriters, or actors—as individuals or as representatives of a movement in film. Topics vary from semester to semester; thus, one semester may concentrate on a specific director such as Alfred Hitchcock; another semester might study women (as directors, actresses, and editors); and yet another semester might study a collective movement such as film noir.

Proposed Catalog Description:

ENGL 440 Major Figures in Film

3c-01-3cr

Prerequisites: ENGL 121 or 122; and 202, 208

Studies major artists and their contributions to the development of film as an art form from its beginnings to the present. Close analyses of directors, cinematographers, editors, screenwriters, or actors—as individuals or as representatives of a movement in film. Topics vary from semester to semester; thus, one semester may concentrate on a specific director such as Alfred Hitchcock; another semester might study women (as directors, actresses, and editors); and yet another semester might study a collective movement such as film noir.

Rationale: The number change will bring the course in line with the 400-level courses in major authors. The changes in prerequisites include a course in textual analysis (ENGL 121 or 122) as well as research writing (ENGL 202) since the course may require research projects. There is no change in the course description.

xxvi. Course Number and Catalog Description Change:

Current Catalog Description:

ENGL 356 Film Theory

3c-01-3cr

Prerequisites: ENGL 101 and 208

An introduction to major film theories, studied in relation to representative films. Details the complex relationship between film production and film theory: i.e., how theorists have attempted to explain what appears on the screen, its impact, and its relation to “reality,” and how filmmakers have responded to the works of theorists (with the two sometimes being the same). Goes far deeper into understanding film than ENGL 208, which focuses mainly on how film is constructed through aesthetic and institutional processes.

Proposed Catalog Description:

ENGL 450 Film Theory**3c-01-3cr****Prerequisites:** ENGL 121 or 122; and 202, 208

An introduction to major film theories, studied in relation to representative films. Details the complex relationship between film production and film theory: i.e., how theorists have attempted to explain what appears on the screen, its impact, and its relation to “reality,” and how filmmakers have responded to the works of theorists (with the two sometimes being the same). Goes far deeper into understanding film than ENGL 208, which focuses mainly on how film is constructed through aesthetic and institutional processes.

Rationale: The number change will bring the course in line with the 400-level course in literary theory. The changes in prerequisites include a course in textual analysis (ENGL 121 or 122) as well as research writing (ENGL 202) since the course may require research projects. There is no change in the course description.

xxvii. Catalog Description Change:**Current Catalog Description:****ENGL 461 Topics in British Literature****3c-01-3cr****Prerequisites:** ENGL 202, 210, 211, 212, 213

Examines major works of a particular topic in British literature by focusing on its cultural and literary contexts. Topic to be announced in advance.

Proposed Catalog Description:**ENGL 461 Topics in British Literature****3c-01-3cr****Prerequisites:** ENGL 122, 202; and one of 210-213 or 226

Examines major works of a particular topic in British literature by focusing on its cultural and literary contexts. Topic to be announced in advance.

Rationale: This is a change in pre-requisites only. Originally our curriculum was designed to force students to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. In addition, our program revision requires only two of the current survey courses. Limiting the prerequisites for this course to our introductory majors’ course (122), Research Writing (ENGL 202), and to one of our survey courses will also allow our majors more flexibility.

xxviii. Catalog Description Change:**Current Catalog Description:****ENGL 462 Topics in American Literature****3c-01-3cr****Prerequisites:** ENGL 202, 210, 211, 212, 213

Examines major works of a particular topic in American literature by focusing on its cultural and literary contexts. Topic to be announced in advance.

Proposed Catalog Description:

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines major works of a particular topic in American literature by focusing on its cultural and literary contexts. Topic to be announced in advance.

Rationale: This is a change in pre-requisites only. Originally our curriculum was designed to force students to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. In addition, our program revision requires only two of the current survey courses. Limiting the prerequisites for this course to our introductory majors' course (122), Research Writing (ENGL 202), and to one of our survey courses will also allow our majors more flexibility.

c. Course Revisions some with Other Changes:

i. Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

ENGL 122 Literary Analysis

3c-01-3cr

Prerequisite: ENGL 101

Acquaints students with the literary genres (especially fiction, poetry, and drama) by means of examples of each and provides them with some of the various critical approaches to the interpretation of literature so that they may gain the ability to apply them. At the conclusion of the course, students are expected to be able to read literature perceptively and to write critical papers about it.

Proposed Catalog Description:

ENGL 122 Introduction to English Studies

3c-01-3cr

Prerequisites: Declared English Major or Minor; ENGL 101 minimum grade C

Introduces students to English Studies by acquainting them with the critical approaches appropriate to the varied subject areas of the discipline. The assumptions and methods of these approaches will be considered, especially in the interpretation of literature. At the conclusion of the course, students will be able to critically analyze texts and demonstrate those skills in discussion and writing. Required of all English majors.

Rationale: The course title and description changes reflect long-standing changes in the discipline. "Literary Analysis" used to cover the field's methodologies, but the term is now too restrictive. In addition, the course has long been taught with an emphasis on critical approaches that go beyond literary analysis to cultural studies, rhetorical analysis, and the other vital subfields of the discipline. The proposed course description places the emphasis where it needs to be and actually has been: on the study of texts, the methodologies used to study them, and on students' ability to demonstrate the application of those methodologies in analytical papers. The broader phrase, "English Studies," more accurately represents the range of work that scholars do with texts and students in the discipline should learn to do, as well. The course prerequisite changes will make the course more clearly discipline-specific (required major or minor) and marginally more rigorous (grade of C or above in ENGL 101).

ii. Course Revision, Course Number and Title Changes, and Catalog Description Change

Current Catalog Description:

ENGL 401 Advanced Literary Theory and Criticism

3c-01-3cr

Prerequisites: ENGL 202, 210, 211, 212, 213

Acquaints the student with major issues and problems in literary theory. Rather than survey the history of criticism and theory, the focus is on modern and contemporary critical schools and methods. Introduces a select group of influential theories and theorists and how such theories impact the way we read, study, and teach literature and cultural studies.

Proposed Catalog Description:

ENGL 308 Critical Theory

3c-01-3cr

Prerequisites: ENGL 122 minimum grade C

Explores the major writings, writers, issues, technical vocabulary, and critical methods in literary, textual, and cultural studies theory; acquaints students with how such theoretical methods affect the way literary and cultural texts are read, studied, and taught; and enables the students to recognize and engage in theoretical praxis of various kinds.

Rationale: The proposed revision of the English BA curriculum emphasizes the subfields of English Studies, each defined as a distinctive track: ENGL 308 will now serve as the gateway course for the Literary, Textual, and Cultural Studies track and is mandatory for students in that track. The number of the course has been changed from 400- to 300-level to reflect existing practice. The number change also reflects the course's new function as a gateway course for students in the Literary, Textual, and Cultural Studies track; most of the students will be sophomore and junior-level English majors. Prerequisites have been changed to reflect existing practice (students are regularly waived into the class who have not taken Research Writing and the four surveys [210, 211, 212, and 213]) and the nature of the course.

iii. Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

ENGL 313 The Rhetorical Tradition

3c-01-3cr

Prerequisites: ENGL 101, 310

A survey of rhetorical theory from Greek and Roman through modern times.

Proposed Catalog Description:

ENGL 313 Rhetorical Trends and Traditions

3c-01-3cr

Prerequisite: ENGL 101

A survey of the major issues in and uses of rhetorical theory and criticism in contemporary culture, using rhetorical concepts from ancient through contemporary times. Rhetoric is the humanistic study of the ways people manipulate language and try to persuade others in the social world.

Rationale: This course has not attracted sufficient enrollment to run in recent years because students don't know what rhetoric is and may be intimidated by the sole focus on theory in the original description. The name change and description change more accurately reflect a pedagogically sound way to teach rhetorical theory: students will be more interested in learning rhetorical theory when they see how it can be applied to issues in contemporary culture and their lives. The prerequisite change eliminates a course that is unnecessary for this course (ENGL 310, Public Speaking).

iv. Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:**ENGL 332 Advanced Film****3c-01-3cr****Prerequisites:** ENGL 101, 208

Offers a close examination of classic and contemporary films and film theory from a variety of critical perspectives: spectatorship, cinematic authorship, feminism, historiography, genre, and cultural studies. Pays special attention to the treatment of women and African Americans in film.

Proposed Catalog Description:**ENGL 332 Film Genres****3c-01-3cr****Prerequisites:** ENGL 101, 208

Offers a close examination of classic and contemporary films and film theory from a variety of critical perspectives—for example, spectatorship, auteurism, feminism, historiography, and cultural studies—through a focus on genre.

Rationale: Title and description are now more precise; its focus on genre also corresponds to similar current courses in literary genres. In addition, the new title and description distinguish the course from ENGL 460 Topics in Film.

v. Course Revision, Course Title Change, and Catalog Description Change**Current Catalog Description:****ENGL 335 The Essay****3c-01-3cr****Prerequisites:** ENGL 202, 210, 211, 212, 213

Focuses on the creation and development of the essay in English, its form and content, from its beginnings to the present. Begins by studying Francis Bacon, the first English essayist, and follows the evolution of the form to the present day.

Proposed Catalog Description:**ENGL 335 Literary Nonfiction****3c-01-3cr****Prerequisites:** ENGL 202

Focuses on the study of forms of literary nonfiction, in English, which may include traditional essays, lyric essays, memoir, and/or creative nonfiction depending on the instructor's expertise.

Rationale: Literary Nonfiction is a more inclusive name for nonfiction forms of literature. There are important distinctions between traditional essays, memoirs, and belles lettres and contemporary modes of "creative nonfiction" which include New Journalism. The new course name allows for more variety and a nonfiction emphasis that can change with the instructor's interest and expertise. The prerequisite changes omit prerequisites to put the course more in line with other genre courses that do not require the current survey courses (ENGL 210, 211, 212, 213).

vi. Course Revision, Course Number Change, and Catalog Description Change:

Current Catalog Description:

ENGL 214 The Novel

3c-0l-3cr

Prerequisites: ENGL 101, 122, or permission

Surveys the development of the novel from Cervantes' *Don Quixote* to the present with an emphasis on major writers and forms in English. Includes consideration of teaching the novel.

Proposed Catalog Description:

ENGL 340 The Novel

3c-0l-3cr

Prerequisites: ENGL 101, 122, or permission

Focuses on the forms and theories of the novel as a genre. Emphasizes major writers and movements as well as significant historical developments.

Rationale: This course has not been revised in several years, and it has moved from a 200 to a 300-level course. We've adjusted the objectives and types of assignments to reflect higher-level objectives and updated the bibliography to reflect more current theoretical approaches to the novel.

vii. Course Revision, Course Number Change, and Catalog Description Change

Current Catalog Description:

ENGL 215 Poetry

3c-0l-3cr

Prerequisites: ENGL 101, 122, or permission

A study in appreciation of poetry, with special attention to the technique of the poet and structure of poetry. Includes consideration of teaching poetry.

Proposed Catalog Description:

ENGL 341 Poetry

3c-0l-3cr

Prerequisites: ENGL 101, 122, or permission

Studies the forms and theories of poetry as a genre. Includes study of major writers, movements, and aesthetic developments.

Rationale: This course has not been revised in several years, and it has moved from a 200 to a 300-level course in order to be in line with other genre courses (ENGL 337 Myth, ENGL 338 Oral Literature). We've adjusted the objectives and types of assignments to reflect higher-level objectives and updated the bibliography to reflect more current theoretical approaches to poetry.

viii. Course Revision, Course Number Change, and Catalog Description Change:

Current Catalog Description:

ENGL 216 Short Fiction

3c-0l-3cr

Prerequisites: ENGL 101, 122, or permission

A study of the development of the short story from the middle of the nineteenth century to the present with attention to form, structure, and types of the story. Includes consideration of teaching short fiction.

Proposed Catalog Description:

ENGL 342 Short Fiction**3c-01-3cr****Prerequisites:** ENGL 101,122, or permission

Studies the form and theory of short fiction as a genre. Emphasizes major writers and movements as well as significant historical developments.

Rationale: The new description eliminates the idea that it is possible to do a comprehensive survey of short fiction from the nineteenth century to the present in a single course. It also gives faculty members teaching the course greater latitude in defining their approach to the course. The number changes puts the course in line with other genre courses (ENGL 335 Literary Nonfiction, ENGL 337 Myth, and ENGL 338 Oral Literature).

ix. Course Revision, Course Number Change, and Catalog Description Change:**Current Catalog Description:****ENGL 217 Drama****3c-01-3cr**

The study of selected plays from various periods in an attempt to understand the function of drama. Includes consideration of teaching drama.

Proposed Catalog Description:**ENGL 343 Drama****3c-01-3cr****Prerequisites:** ENGL 101, 122, or permission

Focuses on the forms and theories of drama as a genre. Emphasizes major writers and movements as well as significant historical developments.

Rationale: This course has not been revised in several years, and it has moved from a 200 to a 300-level course. We've adjusted the objectives and types of assignments to reflect higher-level objectives and updated the bibliography to reflect more current theoretical approaches to drama.

x. Course Revision, Course Title, and Catalog Description Change**Current Catalog Description:****ENGL 385 Advanced Women's Literature****3c-01-3cr****Prerequisites:** ENGL 202 and for nonmajors ENGL 225

Considers issues of genre and canon revision and why particular genres may have particular appeal for women writers. While many of our readings are by "literary women," we also consider works by women who are professionals in nonliterary disciplines.

Proposed Catalog Description:**ENGL 385 Advanced Studies in Women's Literature****3c-01-3cr****Prerequisites:** ENGL 121 or 122, 202

Considers issues of genre and canon revision and why particular genres may have particular appeal for women writers. Also considers major feminist literary theories and their applications. While many of our readings are by "literary women," we also may consider works by women who are professionals in nonliterary disciplines.

Rationale: The title change—from Advanced Women's Literature to Advanced Studies in Women's Literature—more precisely indicates the content of the course. The description change adds "Also

considers major feminist literary theories and their applications” in order to more accurately reflect differences between ENGL 225 Introduction to Women’s Literature and this 300-level course. This emphasis on theories and applications is implicit with the course objectives delineated in the original syllabus of record. The prerequisite change adds an introduction to literature course (ENGL 121 or 122) so that both majors and nonmajors will have some experience in literary analysis. This change also eliminates ENGL 225 because it discourages too many nonmajors from taking ENGL 385.

d. Course Deletions:

- i. ENGL 312 Speech-Persuasion
- ii. ENGL 320 Advanced Composition II
- iii. ENGL 397 Global Literature

Rationale: Speech–Persuasion has seldom been offered because it was assumed its vague title and description would not attract students. What is more, with the proposed ENGL 321 Persuasive Speech and Writing, this course is now redundant. ENGL 320 Advanced Composition has seldom been offered since it hasn’t achieved the minimum enrollment when it has; this may be due to the title saying little about the course content or goals. The curriculum revision includes a new course, ENGL 420 Writers’ Studio, that includes all the functions and goals as this deleted course. With the proposed ENGL 226 Survey of Global Literature, in addition to three other courses focusing on global literature (ENGL 398 Global Genres, ENGL 396 Literature of Emerging Nations, and ENGL 437 Major Global Authors), ENGL 397 Global Literature is now redundant.

e. Program Revisions:

Current Program:

Bachelor of Arts—English/Pre-Law Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College:
 Foreign Language Intermediate Level (1)

Major:
Required Courses:
 ENGL 210 British Literature to 1660
 ENGL 211 British Literature 1660-1900
 ENGL 212 American Literature: Beginnings to 1900
 ENGL 213 British and American Literature Since 1900

Controlled Electives: (2, 3)
 One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319
 One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338
 One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396
 One course from Category D (International Literatures): ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399
 One course from Category E (Major Western Authors): ENGL 430, 432, 434, 436
 One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422

Proposed Program:

Bachelor of Arts—English **Studies**/Pre-Law Track

53 **Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **53**
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

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

36 **Major:** **36**
Required Courses:
 Two courses chosen from literary survey courses: 6cr
 ENGL 210, 211, 212, 213, 226
 One writing course chosen from ENGL 220, 221, 222 3cr
 One language course chosen from ENGL 203, 313, 328 3cr
 Capstone course: ENGL 484 3cr
 One English Studies/Pre-Law required course: ENGL 265 3cr

24cr **Controlled Electives in English Studies/Pre-Law:** (2, 3) **18cr**
 Two courses in persuasion:
 ENGL 313 and either ENGL 321 or 310
 One writing course chosen from: ENGL 220, 221, 222, 325, 326, 327, 422
 One course focusing on language, cultural power, and interpretation, chosen from ENGL 308, 336, 344, 348, 350, 385, 396, 466
 Two courses with ENGL prefix except ENGL 100, 101, 121, or 202

Two courses from Category G: Any combination of 6cr from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F

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

Economics: ECON 121, 122, 332

History: HIST 320, 321, 346

Philosophy: PHIL 101, 222, 450

Political Science: PLSC 358, 359, 361.

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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

Economics: ECON 121, 122, 332

History: HIST 320, 321, 346

Philosophy: PHIL 101, 110, 222, 450

Political Science: PLSC 358, 359, 361.

12-21

3-21

Free Electives:

4-28

Free Electives:

4-19 4

28

Total Degree Requirements:

120

Total Degree Requirements:

120

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

(2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.

(3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

(2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.

(3) Courses used to fulfill Core requirements cannot also be used to fulfill Track requirements.

Rationale: Reflecting the existing catalog description of the Pre-Law Interdisciplinary Minor, the English Studies/Pre-Law Track emphasizes the acquisition and practice of excellent writing, speaking, and problem-solving skills, all needed to do well in law school admission examinations. To this end, students in the track are required to take 6 credits of courses that focus on persuasive communication. These include 3 credits in the history and theory of rhetoric, and 3 credits in either persuasive speaking and writing or public speaking. Students in the track need to take 3 credits of courses focusing on writing in addition to the 3 credits of writing required of all English BA majors.

Reflecting the specific concerns of English Studies as a field and the unique set of skills and perspectives it provides to students, majors in the track must take 6 credits of courses that focus on the relationship of language, cultural power, and interpretation. The law is intertwined with the history, representation, and conceptualization of power relations, and these courses enable students to explore, recognize, and engage with these matters. They fall into two broad categories. ENGL 308 Literary, Textual, and Cultural Studies Theory and 466 Topics in Theory emphasize the identification and analysis of complex cultural problems as they relate to English Studies, particularly the politics of literary and cultural representation. ENGL 336 Language, Gender, and Society; 344 Ethnic American Literature; 348 African American Literature; 350 Gender/Sexual Orientation in Literature, Theory, and Film; 385 Advanced Studies in Women's Literature; and 396 Literature of Emerging Nations are courses that explore issues of identity, minority, and region, particularly as they relate to the literary representation of cultural, historical, and political inequities.

PHIL 110 Reasoning and the Law has been added to the list of options for the Controlled Electives for Pre-Law Interdisciplinary Track because its focus will work well for students in the English Studies/Pre-Law Track.

Current Program:**Bachelor of Arts—English**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **53**
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

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

Major: **36**
Required Courses:
ENGL 210 British Literature to 1660 3cr
ENGL 211 British Literature 1660-1900 3cr
ENGL 212 American Literature: Beginnings to 1900 3cr
ENGL 213 British and American Literature Since 1900 3cr

Controlled Electives: (2, 3) **24cr**
One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319
One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338
One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396
One course from Category D (International Literatures): ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399
One course from Category E (Major Western Authors): ENGL 430, 432, 434, 436
One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422
Two courses from Category G: Any combination of 6cr from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F

Free Electives: **25-31**

Total Degree Requirements: **120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
- (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.

Proposed Program:**Bachelor of Arts--English/Film Studies Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **53**
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

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

Major: **36**
Required Core Courses:
Two courses chosen from literary survey courses: 6cr
ENGL 210, 211, 212, 213, 226
One writing course chosen from ENGL 220, 221, 222 3cr
One language course chosen from ENGL 203, 313, 328 3cr
Capstone course: ENGL 484 3cr

One Film Studies required course: ENGL 208 3cr
Controlled Electives: (2, 3) **21cr**
Four Film Studies courses chosen from: **18cr**
ENGL 332, 350, 440, 450, 460, 463
Two courses with ENGL prefix except ENGL 100, 101, 121, and 202

Free Electives: **25-31**

Total Degree Requirements: **120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill Track requirements.

Current Program:**Bachelor of Arts--English**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **53**
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

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

Major: **36**
Required Courses:
 ENGL 210 British Literature to 1660 3cr
 ENGL 211 British Literature 1660-1900 3cr
 ENGL 212 American Literature: Beginnings to 1900 3cr
 ENGL 213 British and American Literature Since 1900 3cr

Controlled Electives: (2, 3) **24cr**
 One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319
 One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338
 One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396
 One course from Category D (International Literatures): ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399
 One course from Category E (Major Western Authors): ENGL 430, 432, 434, 436
 One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422
 Two courses from Category G: Any combination of 6cr from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F

Free Electives: **25-31**

Total Degree Requirements: **120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
- (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.

Proposed Program:**Bachelor of Arts--English/Language Studies Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **53**
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

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

Major: **36**
Required Core Courses:
 Two courses chosen from literary survey courses: 6cr
 ENGL 210, 211, 212, 213, 226
 One writing course chosen from ENGL 220, 221, 222 3cr
 One language course chosen from ENGL 203, 313, 328 3cr
 Capstone course: ENGL 484 3cr
 One Language Studies required course: ENGL 203 3cr

Controlled Electives: (2,3) **18cr**
 Four Language Studies courses chosen from :
 ENGL 313, 321, 328, 330, 333, 336, 426
 Two courses with ENGL prefix except ENGL 100, 101, 121, and 202

Free Electives: **25-31**

Total Degree Requirements: **120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill Track requirements.

Current Program:**Bachelor of Arts--English**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **53**
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

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

Major: **36**
Required Courses:

ENGL 210	British Literature to 1660	3cr
ENGL 211	British Literature 1660-1900	3cr
ENGL 212	American Literature: Beginnings to 1900	3cr
ENGL 213	British and American Literature Since 1900	3cr

Controlled Electives: (2, 3) **24cr**
One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319
One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338
One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396
One course from Category D (International Literatures): ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399
One course from Category E (Major Western Authors): ENGL 430, 432, 434, 436
One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422
Two courses from Category G: Any combination of 6cr from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F

Free Electives: **25-31**

Total Degree Requirements: **120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
- (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.

Proposed Program:**Bachelor of Arts--English/Literary, Textual, and Cultural Studies Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **53**
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

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

Major: **36**
Required Core Courses:

Two courses chosen from literary survey courses: ENGL 210, 211, 212, 213, 226	6cr
One writing course chosen from ENGL 220, 221, 222	3cr
One language course chosen from ENGL 203, 313, 328	3cr
Capstone course: ENGL 484	3cr

One Literary, Textual, and Cultural Studies required course: ENGL 308

Controlled Electives: (2, 3) **18cr**

Four Literary, Textual, and Cultural Studies courses chosen from ENGL 210, 211, 212, 213, 225, 226, 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319, 335, 337, 338, 340, 341, 342, 343, 344, 348, 349, 350, 354, 385, 386, 387, 396, 398, 430, 432, 434, 436, 437, 461, 462, 463, 466

Two courses with ENGL prefix except ENGL 100, 101, 121, and 202

Free Electives: **25-31**

Total Degree Requirements: **120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill Track requirements.

Current Program:**Bachelor of Arts--English**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:

Humanities Literature: ENGL 122

Mathematics: 3cr

Liberal Studies Electives: 9cr, no courses with ENGL prefix

College:

Foreign Language Intermediate Level (1)

Major:**Required Courses:**

ENGL 210 British Literature to 1660

ENGL 211 British Literature 1660-1900

ENGL 212 American Literature: Beginnings to 1900

ENGL 213 British and American Literature: Since 1900

Controlled Electives: (2, 3)

One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319

One course from Category B (Form and Theory of Genre):

ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338

One course from Category C (Alternative Literatures):

ENGL 225, 344, 348, 385, 386, 396

One course from Category D (International Literatures):

ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399

One course from Category E (Major Western Authors):

ENGL 430, 432, 434, 436

One course from Category F (Writing, Speech, Linguistics):

ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422

Two courses from Category G: Any combination of 6cr from

ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F

Free Electives:**Total Degree Requirements:**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
- (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.

Proposed Program:**Bachelor of Arts--English/Writing Studies Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:

Humanities Literature: ENGL 122

Mathematics: 3cr

Liberal Studies Electives: 9cr, no courses with ENGL prefix

College:

Foreign Language Intermediate Level (1)

Major:**Required Core Courses:**

Two courses chosen from literary survey courses:

ENGL 210, 211, 212, 213, 226

One writing course chosen from ENGL 220, 221, 222

One language course chosen from ENGL 203, 313, 328

Capstone course: ENGL 484

Controlled Electives: (2,3)

Two courses chosen from Craft and Genre:

ENGL 220, 221, 222, 325, 326, 327, 421

One course chosen from Forms and Theories:

ENGL 308, 335, 340, 341, 342

Two courses chosen from Studio/Portfolio/Career

Preparation: ENGL 360, 420, 483, 493

Two courses with ENGL prefix except ENGL 100, 101, 121, and 202

Free Electives:**Total Degree Requirements:**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill Track requirements.

f. Program Catalog Description Change:**Current Catalog Description:**

The English Department's Bachelor of Arts degree in Humanities curriculum emphasizes the traditional concerns of English literary study by providing a common core of four courses that provide students with a uniform background in English and American literature, after which they are offered a wide range of choices in six substantial areas of required study. These required and controlled-elective courses constitute 30 credits of a major that totals 36; the remaining courses can be any upper-level English elective offerings, but students are urged to explore possibilities carefully with their advisors so as to complete the program best suited to their future goals.

Specifically, after completing the four prerequisite courses and the Liberal Studies English requirements, students must take

- one Period Course (Category A)
- one Form and Theory of Genre Course (Category B)
- one Alternative Literatures Course (Category C)
- one International Literatures Course (Category D)
- one Major Western Authors Course (Category E)
- one Writing, Speech, Linguistics Course (Category F)
- a minimum of *two* courses beyond these group requirements. These two courses may be from one or more of the groups or may be Topics, courses in literature, film, or literary theory.

Students, especially those for whom the B.A. is a terminal degree, are encouraged to seek an internship in their junior or senior year as a means of developing and demonstrating the skills they have acquired.

Since the major can be completed with 36 credits of coursework, students have 25-31 credits outside of the Liberal Studies requirements, depending on their foreign language status, of unspecified coursework. Students should explore their options carefully with their advisor. Beyond the basic requirements of the major, opportunities exist for students to elect courses allowing them to concentrate further in such areas as writing, film, and British or U.S. literature.

Proposed Catalog Description:

English Studies

The English Department's Bachelor of Arts degree in English Studies reflects the diversity of subject matter, methods, and purposes of this vital, constantly evolving field. BA majors will have the opportunity to pursue the traditional concern of literary study—the careful analysis of canonized works—as well as encounter and analyze texts by members of traditionally marginalized groups and texts that are nontraditional or innovative in form and content. We encourage students to design their course of study so that they can be active and capable members of the global community and effective contributors to the multicultural workplace. To these ends, the department is committed to promoting and supporting an intellectual environment in which minority writers, nontraditional texts, and a variety of critical perspectives are an integral part of the curriculum.

After completing the introductory course in English Studies (ENGL 122), all BA majors will take a core of 15 credits: 6 credits of historical/regional literary survey courses; 3 credits of a writing course; 3 credits of a rhetoric, speech, or linguistics course; and 3 credits of an upper-level capstone course. In addition to these core courses, all BA majors will take 6 credits of English elective courses and declare a Track of 15 credits, chosen from the following: Film Studies; Language Studies; Literary, Textual, and Cultural Studies; or Writing Studies.

Since the BA major can be completed with 36 credits of coursework, students will have 25-31 credits outside of the Liberal Studies requirements to develop other interests, including a second major or a minor. In addition to creating these sorts of academic connections, we encourage our students to explore and enhance links between their scholarship and their professional goals by seeking an internship in their junior or senior year. Students should explore their options carefully with their advisors.

English—Film Studies Track

The Film Studies Track enables students to design a course of study in the history, meaning, function, and aesthetics of films of all genres and countries of origin. A student who completes the Film Studies Track will be able to recognize major developments in the history of film; apply the analytical skills and methods best suited to comprehend the significance and aesthetics of films; analyze the ways visual imagery interacts with audience, culture, medium, and ideology; and recognize and analyze the ways in which films communicate

ideas about race, gender, sexual orientation, and identity. The Film Studies Track prepares students for any profession that requires strong analytic, cultural, and aesthetic skills and for academic study in cultural studies.

English—Language Studies Track

The Language Studies Track enables students to design a course of study in language development, structure, and use. A student who completes the Language Studies Track will be able to identify and analyze the social and political applications of language used by and about speakers, writers and subjects from both dominant and underrepresented linguistic communities; apply an increased language sensibility to personal, academic, social, and professional communication; and analyze specific discourse types and contexts. The Language Studies Track prepares students for any profession that requires strong analytic skills and for academic study in rhetoric and linguistics.

English—Literary, Textual, and Cultural Studies Track

The Literary, Textual, and Cultural Studies Track enables students to design a course of study in the history, meaning, function, and aesthetics of texts of all kinds, especially literary texts. A student who completes the Literary, Textual and Cultural Studies Track will be able to identify the unique material, symbolic, formal, and aesthetic qualities of texts of all kinds, especially literary texts; apply the analytical skills and methods best suited to comprehend the significance of texts; analyze the ways that texts of all kinds interact with audience, culture, medium and ideology; evaluate the role of theory—its methods, history, politics, and functions—in literary, textual, and cultural studies analysis; and examine the ways in which questions of race, gender, sexual orientation, and identity affect our interactions with both traditional and nontraditional literature and theory. The Literary, Textual, and Cultural Studies Track prepares students for any profession that requires strong analytic, communication, cultural, and aesthetic skills and for academic study in literary and cultural studies.

English—Writing Studies Track

The Writing Studies Track enables students to design a course of study in the theory and practice of writing in a variety of genres. A student who completes the Writing Studies Track will be able to demonstrate skills in the analysis, construction, and presentation of texts; identify and apply productive, effective, and creative approaches to writing tasks for diverse audiences; and create a portfolio of writing for use in applying to graduate programs or for professional positions. The Writing Studies Track prepares students for any career that requires professional writing skills.

Rationale: The field of English Studies has changed a good deal since our current curriculum was created over twelve years ago, relying less on models that treat literature in isolation from other forms of representation and more on an integrationist approach. The current Category system artificially separates aspects of the discipline that have historically been connected and which have become increasingly interrelated. What is more, the Category system, unwieldy from its implementation, has grown increasingly restrictive for both students and the department. Courses in particular Categories too often suffer low enrollment and thus face cancellation, and the sheer imbalance among Categories in number of courses results in some courses not coming up on the rotation cycle with the same frequency as others. In addition, courses fulfilling only electives (Category G) are particularly vulnerable to being cancelled or not even making it onto the rotation cycle on a regular basis. None of these problems has anything to do with the pedagogical value of the courses affected; they are only a consequence of the curriculum's structure.

The first paragraph of the revised Catalog Description better reflects changes in the discipline and the B.A. Program's own Mission Statement, created and approved by the full department about four years ago. The new Track requirement will offer more flexibility in course offerings than the current Category system. Freed from the rigid rotation we currently must follow to insure that at least one course in each Category is offered each semester, we will be able to design a rotation list more sensitive to students' interests and needs. Thus, course cancellation for low enrollment numbers should be less likely, and students will be enrolling in a course they truly want/need for their program of study, not merely because it is the only one offered in a Category.

The requirements for the current program are comprised exclusively of literary survey courses, furthering the erroneous idea that English Studies is limited to the study of literature. The requirements for the revised program (called Core Courses), however, include writing and language studies courses as well as literature courses. The final Core Course requirement is a capstone course, offering a unique opportunity for students to both reflect on their learning throughout their academic career and plan for future careers that take full advantage of that learning.

Overall, the revised program will position the IUP English B.A. Program to compete successfully with other institutions for students considering an English major. Surveys of majors conducted over the last seven years—as well as conversations among faculty and students—have shown that many of our majors are interested in specific areas of English Studies besides literary studies, which our current curriculum privileges. The current Category system, however, prohibits a student from taking more than three course in film, language, or writing—and only then by using all of his/her electives to do so. In addition, the Literary, Textual, and Cultural Studies Track allows students to concentrate their studies in relevant courses if they wish.

In fact, our research of other institutions demonstrates the competition we are facing for English majors wishing to focus in an area of study such as film, language studies, or writing. Of 101 programs examined, 49 have multiple routes towards a Bachelor of Arts degree in English. For example, six of the ten “Primary IUP Peer Institutions” (as of four years ago) offer a major in Writing as well as Literature. Of 54 institutions similar to IUP in size, setting, and cost, twenty have programs with options to focus on Writing, and several offer programs in Film and/or Cultural Studies. At a regional level, of the 13 other SSHE universities, six currently have options for more than two tracks in their English undergraduate program as do University of Pittsburgh, Penn State University, and Ohio University. Finally, the design of the Track requirement necessitated the creation of a few new courses, particularly those functioning as introductions to the Tracks. Other changes in course offerings are intended to eliminate redundancy as well as make descriptions and titles more precise and numbers more indicative of course expectations.

3. Liberal Studies Revision Steering Committee—Program Revision

New Catalog Description:

Liberal Studies

All undergraduate students must fulfill the requirements of the university’s Liberal Studies program. This involves a minimum of 49 credits divided among Learning Skills, Knowledge Areas and Capstone. The number of credits may increase or decrease depending on student choices. Different colleges and sometimes departments within colleges may have specific variations as to how these Liberal Studies requirements are to be met.

Liberal Studies provides the broad vision and understanding that enable individuals to enjoy full, rich lives and to play constructive roles in their communities. IUP’s Liberal Studies curriculum is designed to meet Indiana University of Pennsylvania’s *Expected Undergraduate Student Learning Outcomes* as outlined below:

1. **Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.**

Informed Learners demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds
- the aesthetic facets of human experience
- the past and present from historical, philosophical and social perspectives
- the human imagination, expression and traditions of many cultures

- the interrelationships within and across cultures and global communities
- the interrelationships within and across disciplines

2. **Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.**

Empowered Learners demonstrate:

- effective oral and written communication abilities
- ease with textual, visual and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- the ability to transform information into knowledge and knowledge into judgment and action
- the ability to work within complex systems and with diverse groups
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

3. **Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.**

Responsible Learners demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Liberal Studies Requirements

The Liberal Studies program consists of Learning Skills, Knowledge Areas, Capstone and Competency-Across-the-Curriculum requirements.

Note: Specific courses may be required or recommended by colleges or major departments; see degree program outlines for specifications. In order to meet Pennsylvania Department of Education (PDE), National Council for Accreditation of Teacher Education (NCATE) and Pennsylvania State System of Higher Education (PASSHE) mandates, exceptions to the Liberal Studies requirements for Teacher Education majors will be necessary.

LEARNING SKILLS

21-22cr

First Year Seminar	3 (1)
English Composition I and II	6
Mathematics	3-4
Dimensions of Wellness	3 (2)
Global and Multicultural Awareness	3 (3)
Oral or Technical Communication	3 (4)

KNOWLEDGE AREAS

28-29cr

Humanities

9

One course in history, one in literature and one in philosophy or religious studies.

Fine Arts: One Course from List

3

Natural Science: Choose 1 Option

7-8

Option I (8 credits): Two-semester Laboratory Course Sequence

Any two courses with laboratories (4cr each) from the natural science laboratory course list.

Option II (7 credits): One Laboratory plus One Nonlaboratory Course

One course with a laboratory (4cr) from the natural science laboratory course list and one course (3cr) from the natural science nonlaboratory course list.

Social Science: Three Courses from List

9

CAPSTONE

0-3cr (5)

TOTAL

49-54cr

- (1) Students may fulfill the First Year Seminar requirement by completing a total of three credits from the menu of First Year Seminar courses that includes one, two and three credit courses.
- (2) Students may fulfill the Dimensions of Wellness requirement by completing a total of three credits from the menu of Dimensions of Wellness courses that includes one, two and three credit courses.
- (3) Students may fulfill the Global and Multicultural Awareness requirement by completing one course from a menu of approved Global and Multicultural Awareness courses. This requirement may also be fulfilled by completing an approved foreign language course. Students who complete an approved study abroad program or pass an appropriate foreign language proficiency test will be considered to have met this requirement.
- (4) This requirement may be fulfilled by completing an approved Oral or Technical Communication course.
- (5) All students must fulfill this requirement by completing an approved Capstone course – either an interdisciplinary course outside the major or a major's course that has been approved as a Capstone option. The credits for the capstone requirement may be counted either in the Liberal Studies section or in the major's section, but the requirement is considered to have been met if an LS approved major's capstone course is completed. In order to apply zero credits to Liberal Studies for the Capstone requirement students must complete the capstone course in the major.

COMPETENCY-ACROSS-THE-CURRICULUM REQUIREMENTS

Students must also complete courses that fulfill six specified competencies. These may be completed in any part of the student's curriculum with exceptions explained below.

1. Global Citizenship (1 course)
2. Information Literacy (1 course)
3. Oral Communication (1 course)
4. Quantitative Reasoning (1 course)
5. Scientific Literacy (1 course)
6. Written Communication (2 courses)

The Competency-Across-the-Curriculum (CAC) Requirements may be completed in any part of the student's curriculum, including major courses, Liberal Studies courses and/or electives with the following exceptions:

1. The English Composition courses taken to fulfill the Learning Skills requirements do not also fulfill the Written Communication CAC. At least one Written Communication CAC course must be accomplished in the student's primary major.
2. The Mathematics course taken to fulfill the Learning Skills requirement does not also fulfill the Quantitative Reasoning CAC.
3. The Global and Multicultural Awareness course taken to fulfill the Learning Skills requirement does not also fulfill the Global Citizenship CAC.
4. The Oral Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Oral Communication CAC.
5. The Technical Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Information Literacy CAC.
6. The Natural Science courses taken to fulfill the Knowledge Areas requirement do not also fulfill the Scientific Literacy CAC.

Current Program:

Liberal Studies

Learning Skills: English Composition: Two Courses

7cr

3-6cr

Learning Skills: Mathematics

Humanities: Three Courses*

9cr

*One course in history, one in literature and one in philosophy or religious studies.

Fine Arts: One Course from List

3cr

Natural Science: One Option

8-10cr

Option I: Two-semester Laboratory Course Sequence

8cr

Option II: One Laboratory plus Two Nonlaboratory Courses

10cr

Social Science: Three Courses from list

9cr

Health and Wellness: One Course

3cr

Liberal Studies Electives:

0-9cr

Non-Western Cultures Course from List

3cr*

*Students must fulfill this requirement by completing one course from the list; most of these courses will at the same time fulfill other requirements set by Liberal Studies or in some cases by a college or department

Synthesis: One Course

3cr

TOTAL

48-54cr

Writing Across the Curriculum:

Minimum of Two "W" Courses

All students must include among the total course required for graduation a minimum of two designated writing-intensive courses. One of these courses must be in the student's primary major; the other(s) may be in Liberal Studies, college or major requirements, or free electives.

Proposed Program:

Liberal Studies

The Liberal Studies program consists of Learning Skills, Knowledge Areas, Capstone and Competency-Across-the-Curriculum requirements.

Note: Specific courses may be required or recommended by colleges or major departments; see degree program outlines for specifications. To meet Pennsylvania Department of Education (PDE), National Council for Accreditation of Teacher Education (NCATE) and Pennsylvania State System of Higher Education (PASSHE) mandates, exceptions to the Liberal Studies requirements for Teacher Education majors will be necessary.

LEARNING SKILLS

21-22cr

First Year Seminar	3 (1)
English Composition I and II	6
Mathematics	3-4
Dimensions of Wellness	3 (2)
Global and Multicultural Awareness	3 (3)
Oral or Technical Communication	3 (4)

KNOWLEDGE AREAS

28- 29cr

Humanities

9

One course in history, one in literature and one in philosophy or religious studies.

Fine Arts: One Course from List **3**

Natural Science: Choose 1 Option **7-8**

Option I (8 credits): Two-semester Laboratory Course Sequence

Any two courses with laboratories (4cr each) from the natural science laboratory course list.

Option II (7 credits): One Laboratory Course plus One Non-laboratory Course

One course with a laboratory (4cr) from the natural science laboratory course list and one course (3cr) from the natural science nonlaboratory course list.

CAPSTONE 0-3cr (5)

TOTAL 49-54cr

(1) Students may fulfill the First Year Seminar requirement by completing a total of three credits from the menu of First Year Seminar courses that includes one, two and three credit courses.

(2) Students may fulfill the Dimensions of Wellness requirement by completing a total of three credits from the menu of Dimensions of Wellness courses that includes one, two and three credit courses.

(3) Students may fulfill the Global and Multicultural Awareness requirement by completing one course from a menu of approved Global and Multicultural Awareness courses. This requirement may also be fulfilled by completing an approved foreign language course. Students who complete an approved study abroad program or pass an appropriate foreign language proficiency test will be considered to have met this requirement.

(4) This requirement may be fulfilled by completing an approved Oral or Technical Communication course.

(5) All students must fulfill this requirement by completing an approved Capstone course – either an interdisciplinary course outside the major or a major's course that has been approved as a Capstone option. The credits for the capstone requirement may be counted either in the Liberal Studies section or in the major's section, but the requirement is considered to have been met if an LS approved major's capstone course is completed. In order to apply zero credits to Liberal Studies for the Capstone requirement students must complete the capstone course in the major.

COMPETENCY-ACROSS-THE-CURRICULUM REQUIREMENTS

Students must also complete courses that fulfill six specified competencies. These may be completed in any part of the student's curriculum with exceptions explained below.

1. Global Citizenship (1 course)
2. Information Literacy (1 course)
3. Oral Communication (1 course)
4. Quantitative Reasoning (1 course)
5. Scientific Literacy (1 course)
6. Written Communication (2 courses)

The Competency-Across-the-Curriculum (CAC) Requirements may be completed in any part of the student's curriculum, including major courses, Liberal Studies courses and/or electives with the following exceptions:

1. The English Composition courses taken to fulfill the Learning Skills requirements do not also fulfill the Written Communication CAC. At least one Written Communication CAC course must be accomplished in the student's primary major.
2. The Global and Multicultural Studies course taken to fulfill the Learning Skills requirement does not also fulfill the Global Citizenship CAC.
3. The Mathematics course taken to fulfill the Learning Skills requirement does not also fulfill the Quantitative Reasoning CAC.
4. The Oral Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Oral Communication CAC.
5. The Technical Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Information Literacy CAC.
6. The Natural Science courses taken to fulfill the Knowledge Areas requirement do not also fulfill the Scientific Literacy CAC.

List of all associated course changes (*new or revised courses, number, title, or description changes, and deletions*).

Liberal Studies courses and categories will be revised incorporating, as appropriate, the criteria written by the Liberal Studies Revision subcommittees (fall 2007). These revised criteria will be incorporated into a new Liberal Studies Curriculum Handbook and advanced, for action, through the approved curriculum processes. Existing Liberal Studies courses will be re-designed to help students fulfill one or more of the approved Liberal Studies Expected Undergraduate Student Learning Outcomes, (Informed Learners, Empowered Learners, and Responsible Learners) and to meet the approved Liberal Studies criteria. Course revisions will be advanced through the approved curriculum processes. New Liberal Studies courses will also be designed for students to meet the Expected Undergraduate Student Learning Outcomes and to incorporate the revised Liberal Studies criteria as appropriate. These courses will also advance through the curriculum approval process. All existing and new courses proposed to fulfill any Liberal Studies requirement must address the criteria in the revised Liberal Studies Curriculum Handbook and be advanced through the curriculum approval process for inclusion in the program.

1. English 101 is reduced from 4 to 3 credits. Recommended enrollment is 20 students per section, based on standards from the National Council of Teachers of English.
2. Students are required to complete at least one Global and Multicultural Awareness course. Students may fulfill this requirement by completing one course from a menu of approved cultural studies courses. This requirement may also be fulfilled by completing an approved foreign language course. The range of credits is 0-3 allowing foreign language proficiency testing or an approved study abroad program to fulfill the requirement for this category.
3. Departments offering courses in the Humanities Knowledge Area would be encouraged to develop a menu of course options to fulfill these course requirements.
4. The Natural Science options will be either: Option 1: two lab science courses (without restrictions on prefixes unless specified by a student's major) or Option 2: one lab science course and one non-lab science course. Students will complete one additional Scientific Literacy Competency-Across-the-Curriculum course.
5. All students must fulfill this requirement by completing an approved Capstone course – either an interdisciplinary course outside the major or a major's course that has been approved as a Capstone option. The credits for the capstone requirement may be counted either in the Liberal Studies section or in the major's section, but the requirement is considered to have been met if an LS approved major's capstone course is completed.
6. Each Liberal Studies course will be required to address diversity, specifically addressing the perspectives and contributions of ethnic and racial minorities and women whenever appropriate to the subject matter.
7. Each Liberal Studies course must address either Critical Thinking or Critical Reading.
8. The Liberal Studies Elective Category is eliminated.
9. The Liberal Studies Synthesis Category is eliminated.
10. Learning Skills Category Changes

A. First Year Seminar (FYS)

The proposed First Year Seminar consists of three (3) credits as the center of a formal first year experience and may stand-alone or be linked with another course. Seminars will consist of content related to learning principles, intellectual honesty, ethics, and values and will provide opportunities for collaborative learning, service learning and/or co-curricular involvement. The first year of college presents the highest risk for student failure or drop-out but when students are given an early, formal introduction to college, they are more likely to experience satisfaction and to graduate (Pascarella & Terenzini, 1991, 2005; Tinto, 1993). If IUP's persistence to the second year rate can be increased by three percent, about 90 students, the result is a cost savings of nearly \$450,000 in the first year alone (See Appendix 1). The research provides substantial evidence that along with persistence and degree

attainment, first-year seminars have benefits for students regardless of gender, ethnicity, age, or major. A survey by the Policy Center on the First Year of College (2002) reports that first-year seminars are a key feature at over 70% of American institutions of higher education and 94% of these seminars are offered for credit. Also, the proposed First Year Seminar can aid in the achievement of several goals outlined in *IUP's Strategic Plan (2007-2012)*, the *PASSHE Strategic Plan*, and the American Association of Colleges and University's (AAC&U) recent research, *College Learning for the New Global Century*.

B. Dimensions of Wellness

The recommendation is for a menu of delivery options and a change in the category title. The current curriculum requires a standard three-credit Health and Wellness course including exercise, nutrition, stress, substance abuse, and physical or laboratory activities. The recommendation is for a menu of 1-, 2-, and 3-credit options allowing students to explore an area of health and wellness relevant to their own wellness needs and the option to select a physical activity best suited to their physical and emotional inclinations. By allowing student choice in the physical activity component, students may be more likely to adopt an activity over a lifetime, rather than just for the duration of the course.

C. Global and Multicultural Awareness

The recommendation is for all students to complete a minimum of three credits from an approved list of Global and Multicultural Awareness courses. Students would also be able to fulfill this requirement by completing any approved foreign language course. The proposed revision enhances students' exposure by requiring that *all* students have a minimum of three credits in the area of Global and Multicultural Awareness. Departments and programs that currently have a foreign language requirement may apply one course of that requirement to fulfill this Liberal Studies component. Students who complete an approved study abroad program or pass an appropriate foreign language proficiency test will be considered to have met this requirement.

D. Oral or Technical Communication

The proposed Liberal Studies revision includes a three-credit requirement designed to introduce students to the concepts of effective oral or technical communication. Oral and technical communication skills are fundamental in today's job market and communication skills are at the top of virtually every list of skills that employers seek. Options for this requirement include the completion of an approved Oral Communication course or an approved Technical Communication course. An oral communication course early in the curriculum should actively engage students in the skills emphasized in the course including delivery of oral presentations and teach the foundational skills of oral communication allowing that knowledge to be applied in courses designed to meet the oral communication competency-across-the-curriculum and majors courses that require student presentations. Technical communicators frequently act as important mediators between technology and users, designing and developing communication tools such as instructional manuals, reports, scripts and web sites. A technical communication course early in the curriculum should help students to use computers and other technology as tools for organization, communication, research and problem solving (Johnson, 2006). Communication skills are one of several recommended liberal education goals identified by the PASSHE Board of Governors (PASSHE Board of Governors, 1993). Depending on the degree to which oral communication or technical communication skills are emphasized in major's courses, departments would determine which LS option would be recommended for their students.

11. Knowledge Area Changes

A. Humanities

The recommendation is to provide students with a menu of options for completing the History and Literature requirements. Rather than all students being required to take HIST 195, the History Department is encouraged to provide a menu of several appropriate history courses for this category. In the same manner, the English and Foreign Language Departments are encouraged to provide several courses that could be used to fulfill the Literature requirement allowing more options and flexibility for students to meet the requirement. The requirement to complete one history course, one literature course and one philosophy or religious studies courses remains unchanged from the current Liberal Studies curriculum.

B. Natural Science

The proposed curriculum recommends a choice of Option I of eight credits (two lab science courses with any approved prefix) or Option II of seven credits (one lab science and one non-lab science from any approved prefix unless natural science requirements are otherwise specified by a student's major). In the current curriculum, natural science Option II (1 lab science and 2 non-lab science courses) is often misunderstood by advisers and students. Option I, requiring two laboratory sciences, paired together in sequence, triggers the highest number of requests for exemption to our current LS requirements. In the majority of cases advisers and chairpersons have supported students' requests for exceptions to Option I. The requirement that science courses bearing the same prefix must be completed in sequence is viewed as inflexible, especially for transfer students. Many transfer students have already completed one lab science course and prefer to study another branch of science, rather than take another lab course in the same field. In the revised program, the study of science is further enhanced as students must complete a Scientific Literacy Competency-Across-the-Curriculum course.

C. English Composition

The recommendation is to change English Composition from seven to six credits and cap enrollment for English 101 at 20 students per section. IUP's current four-credit English Composition I (ENGL 101) is designed with three hours of faculty workload designated for classroom instruction and one hour of faculty workload designated for individual student conferencing outside of class. Assigning one credit of faculty load for this activity is inconsistent with what is offered at institutions across the country, including the 13 other PASSHE universities. If student conferences are an essential pedagogy, limiting classes to 20 students will allow this practice to continue.

D. Liberal Studies Elective Category

The recommendation is to eliminate the Liberal Studies Elective category. The original intent of this category was to offer a menu of options allowing students to study an area of interest in-depth. This has not been the case. Instead, this category has been utilized by programs to satisfy majors' requirements by dictating which Liberal Studies Electives must be taken. Additionally, this category creates confusion for students who misunderstand the requirement and enroll in elective courses that are not approved Liberal Studies Electives courses. This category was criticized during the 1995 Middle States site visit as a "hodge-podge" of courses without a thematic basis. Additionally, to meet the 120 credit mandate from PASSHE, many departments reduced or eliminated their Liberal Studies Elective requirements. Courses currently approved as Liberal Studies Electives could be redesigned to be approved, where appropriate, as options for other Liberal Studies categories in the revised curriculum.

12. Capstone

The recommendation is to add a required Capstone course. During the Liberal Studies Revision Steering Committee (LSRSC) 2006 summer focus group meetings, faculty expressed a strong

preference for an option allowing a capstone course to be offered either in or out of the major. One argument in favor of this approach was that students would take the capstone course more seriously [than LBST 499] if it were more applicable to their major. A capstone course also aids in accomplishing several goals found in *IUP's Strategic Plan (2007-2012)*, the *PASSHE Strategic Plan*, and AAC&U's research, *College Learning for the New Global Century*. Whether the Capstone is accomplished in or out of the major, all such courses would address the Capstone criteria and would require Liberal Studies Committee approval.

LBST 499

The recommendation is to eliminate the LBST 499, Senior Synthesis requirement. Our previous attempt at instituting a "capstone" course was through the LBST 499 requirement. Discussions with faculty and students over the past few years indicate a general displeasure with the status of our synthesis offerings and highlight concerns about how effective some of the offerings are for senior students. The premise of the synthesis concept has been challenged; to what degree can students achieve synthetic understanding when they lack prerequisite knowledge in that disciplinary field. Currently, IUP is unable to offer sufficient sections of LBST 499 to accommodate the needs of students. Students are forced to enroll in whatever section has open seats regardless of the topic or their interest in the topic. By allowing the capstone course as described above to be offered in or out of the major, IUP's ability to support and sustain high-quality capstone courses would be increased.

13. Competencies-across-the-Curriculum

The *Middle States Standard on General Education* states, "the curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy" (Middle States Commission on Higher Education, 2002, p. 37). An intentional across-the-curriculum approach can result in the building and reinforcement of these skills first in Liberal Studies (LS) courses and then in majors' courses across the students' program of study, assuring proficiency in these competencies upon graduation. These competency requirements may be met through any part of a student's undergraduate program with exceptions as explained in the revised Liberal Studies program description previously. It is possible that a course could be approved to meet as many as two (but no more than two) of these six competencies.

A. Global Citizenship

The recommendation is for students to complete one (1) approved Global Citizenship course to fulfill the Global Citizenship Competency-Across-the Curriculum requirement. A Duke University report synthesizes research showing the acute need for multilingual and culturally aware workers in U.S. corporate managerial and government positions. Global citizens are aware of the wider world, have a sense of their own role as a world citizen and an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally (Duke University, 2006). Such courses will help students develop the skills, attitudes and values that will enable them to work together (across cultures and countries). Additionally, this requirement will aid in broadening their understanding of the links between their lives and those of people throughout the world (Bournemouth University, 2007).

B. Information Literacy

The recommendation is for students to complete one (1) approved Information Literacy course to fulfill the Information Literacy Competency-Across the Curriculum requirement. Information literacy is a set of skills that enable individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989, p.1). Courses approved for this competency will be expected to incorporate the IUP Information Literacy

Competency Standards approved by IUP Senate (IUP Information Literacy Competency Standards, 2003). Many entering freshmen at IUP have an unsophisticated knowledge of how to access, interpret, and evaluate information. One survey conducted in Spring 2002 by the IUP Information Literacy Task Force suggested that graduating seniors make only small gains in mastering information literacy skills over the four years, but still are not at a level of expected proficiency by the time they graduate (IUP Ad Hoc Information Literacy Task Force, 2002).

C. Oral Communication

The recommendation is for students to complete one (1) identified Oral Communication course to fulfill the Oral Communication Competency-Across the Curriculum requirement. This requirement is in addition to the three-credit Oral Communication or Technical Communication course in the Learning Skills. Oral communication is central to success in society and the ability to communicate effectively is a skill that must be addressed in the Liberal Studies curriculum. The Middle States Standard on General Education specifically identifies oral communication as a skill in which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

D. Quantitative Reasoning

The recommendation is for students to complete one (1) approved Quantitative Reasoning course to fulfill the Quantitative Reasoning Competency-Across the Curriculum requirement, in addition to the mathematics course required in the Learning Skills. The Mathematics Association of America (2007) suggests that a course or two in mathematics is insufficient to help students gain a level of proficiency, but that a foundational experience in mathematics should be coupled with a continuation experience or an “across the curriculum” approach with an array of courses both within and outside of mathematics. The Middle States Standard on General Education specifically identifies quantitative reasoning as a skill in which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

E. Scientific Literacy

The recommendation is for students to complete one (1) approved Scientific Literacy course to fulfill the Scientific Literacy Competency-Across the Curriculum requirement, in addition to the two courses required in the Natural Science Knowledge Area. The credits in the Natural Science category are revised and the Scientific Literacy Competency Across-the-Curriculum is added to ensure that students build on science concepts and skills across their program of study. The Middle States Standard on General Education specifically identifies scientific literacy as a skill in which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

F. Written Communication

The recommendation is for students to complete two (2) approved Written Communication courses to fulfill the Written Communication Competency-Across-the-Curriculum in addition to the two English Composition courses required in the Learning Skills. At least one Written Communication Competency-Across-the-Curriculum course must be completed in the student’s major course of study. This competency is consistent with IUP’s current Writing Across-the-Curriculum requirement. “IUP is committed to the improvement of student writing skills; therefore, the responsibility for writing must be university-wide. This idea means that writing must be practiced and reinforced throughout the curriculum. Students need to be educated to recognize that writing is a necessary and frequently used skill” (Criteria for Liberal Studies Courses at IUP, 1992, p. 24).

Rationale:

Introduction: A revision in the Liberal Studies curriculum is necessitated by identified deficiencies in our current curriculum, such as those in the Middle States Standard #12 and in the assessment findings. Furthermore curriculum revision is driven by the dramatic changes in the world that have occurred since the implementation of the current curriculum in 1989 and the need to have a more intentional approach to student learning across the curriculum. Well-respected academies in higher education and our regional accrediting body, the Middle States Commission on Higher Education, expect that baccalaureate graduates achieve a degree of proficiency with content related to global awareness, information literacy, oral communication, and values and ethics. Additionally, the Pennsylvania State System of Higher Education specifies that general education for baccalaureate degrees consists of a “broad program of study in the liberal arts and sciences, such that at least 40% of the total baccalaureate degree requirements are met in the areas of humanities, fine arts, communication, social and behavioral sciences, mathematics, and the natural sciences” (PASSHE Board of Governors, 1990, p.2).

In the proposed revision, each Liberal Studies course will need to address diversity, specifically addressing the perspectives and contributions of ethnic and racial minorities and women whenever appropriate to the subject matter. Additionally, each Liberal Studies course must address either Critical Thinking or Critical Reading as appropriate to the subject matter.

In response to the question “Why do we need to revise the current Liberal Studies curriculum?” the question is answered by exploring the impact of a revised curriculum on five main areas: *students, faculty, program requirements, assessment and resources.*

Impact on Students

- **Global Changes** -- “In recent years, the ground has shifted for Americans in virtually every important sphere of life, economic, global, cross-cultural, environmental and civic” (AAC&U, 2007, pg. 2). Revisions (additions) to the current curriculum are necessary to prepare students for work, life and citizenship in the 21st century.
- **Expected Undergraduate Student Learning Outcomes**--In May 2006, this University embraced a set of student learning outcomes. These outcomes are meant to be achieved by students across the curriculum, not exclusively in Liberal Studies courses, requiring a re-thinking of the structure of the current curriculum (AAC&U, 2007). In order for students to achieve these expectations a revision of each existing Liberal Studies course is appropriate and necessary. Rather than revise individual courses in a piecemeal fashion, it makes sense to use this opportunity to examine the entire Liberal Studies curriculum. The revision proposal is intended to build a curriculum that is cohesive, promotes intentional learning and fosters the achievement of student learning outcomes across the curriculum.
- **Intentional Learners**--The current curriculum does not adequately address the importance of creating active, intentional learners with an appreciation for the value and satisfaction of life-long learning. The revised criteria for courses, categories and competencies in the proposed curriculum will foster an intentional approach to learning beginning in the First Year Seminar and concluding with the Capstone course.
- **Inflexibility**--Students, faculty, the transfer office and those who advise students and receive appeals for Liberal Studies exceptions report that the current set of requirements is not easily understood and is too rigid. IUP is viewed as the least transfer friendly university in the PASSHE, an issue that impacts enrollment from that potential population of students. One objective of the revision is to address the needs of transfer students by creating a curriculum that is more flexible and transfer-friendly.

Faculty Ownership

- **Faculty Ownership**--Another motivation for reform relates to faculty ownership. Over 70% of IUP's full-time instructional faculty was not part of the faculty in 1988 when the current program was approved. Not one member of the General Education Task Force that created the current Liberal Studies Program is still employed at the University. Additionally, no members of the current History Department were employed at IUP when the HIST 195 requirement was approved. This turnover in faculty suggests that a lack of ownership may be a factor contributing to the large number of petitions for exceptions requested for requirements in the current curriculum.
- **Focus Group Input**--In summer 2006, focus groups with representatives from every academic department and the Division of Student Affairs indicated dissatisfaction with some components of the current program. Topics of particular concern included synthesis, liberal studies electives, lack of emphasis on global awareness including study of a foreign language or culture, and the inflexibility of the current curriculum, especially for transfer students (See Appendix 2).
- **Curriculum Review**--Although the Liberal Studies Committee and the UWUCC review requests for courses to be designated as Liberal Studies, there is no review of courses after they are approved to ensure that they continue to meet Liberal Studies guidelines over time (e.g., Are Writing Intensive courses still meeting those goals, do courses still require a second book of fiction or non-fiction as all knowledge area and LS Electives require?) The revised curriculum and associated assessment plan will address this issue. A system for feedback needs to be created to allow assessment findings to be used for course and program improvement.

Program structure and accreditation mandates

- **Middle States Standard**--The current program does not sufficiently address the Middle States Standard on General Education which states: "*The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy*" (Middle States Commission on Higher Education, 2002). The revised curriculum addresses these requirements, as outlined in Appendix 3. The current Liberal Studies curriculum includes no requirements related to oral communication or information literacy.
- **120 credit mandate**--The current program was created at a time when the number of credits to graduate was not specified by the PASSHE; the mandate to hold programs to 120 credits was initiated in 2002. With this constraint in place, credits in the program must be reviewed in light of effectiveness and efficacy for fostering student learning.
- **Distributive Model**--IUP's Liberal Studies requirements reflect an array of courses primarily from the arts and sciences designed in a distributive model that was prevalent in the 20th century. The AAC&U's initiative, Liberal Education & America's Promise (LEAP National leadership Council) contends that this may not be the best model for educating students for the 21st century (AAC&U, 2007). Distributive models tend to contribute to the perception that responsibility for general education or a liberal education are in those selected courses only and are only the responsibility of faculty teaching those courses. This revision proposal is based on the premise that a liberal education involves work throughout the students' program of study—in Liberal Studies courses and in major's courses, that is, across the curriculum.

Assessment of current LS program

- A 2008 assessment report on IUP's Liberal Studies Program (Boser, 2008) indicates some positive aspects can be found in IUP's current Liberal Studies program, including students' ability to gain work-related skills and their perceptions of how the general education program has contributed to their knowledge, skills and personal development. Additionally, seniors' scores are consistent with or in some instances superior to peer institutions (Appendix 4) in capacities related to *Informed Learner* and *Empowered Learner* goals. A particular strength compared with other institutions include: synthesizing ideas from various sources, including across disciplines and sources. Modestly higher scores on local assessment were in critical thinking and problem-solving, which also suggest relative strength in the *Empowered Learner* goal.

Highest scores on the local assessment were in the area of written communications. The National Survey of Student Engagement (NSSE) also indicated that IUP freshmen rated their experience with learning “writing clearly and effectively” and “speaking clearly and effectively” higher than did freshman at selected peer institutions. In light of this, caution should be taken in interpreting the findings related to the length of their writing assignments. It is possible that more short assignments are contributing pedagogically to this strength.

The assessment shows the freshman year educational experience is comparatively weaker in numerous areas: opportunities for service learning or opportunities for cohort-based learning (sharing two or more classes); and synthesis of ideas across disciplines and sources. Freshman scores were also lower than other institutions regarding taking foreign language course work. (Note: these difference disappear for seniors, indicating that IUP students overall experience with foreign language requirements are consistent with other institutions.) Also, IUP students appear to be relatively weak in areas related to the *Responsible Learner* goals, especially in terms of community involvement, social justice within a diverse society, and intellectual honesty. Lowest scores on the local assessment were in the areas of: academic integrity, concern for social justice and civic engagement. In addition, on the NSSE students scored lower than students at other institutions on how their experience has helped them develop skills at solving complex problems. Yet IUP seniors’ scores about opportunities for field-based work, including community service or volunteer work, were higher than those at selected peer or Carnegie peer institutions.

These findings taken together would suggest that, while IUP students get more opportunities in the field: 1) their learning related to social justice and civic engagement are not translating into application in a social context, and 2) they do not experience a sense of efficacy related to solving complex real-world problems. Further, seniors scored lower than peer institutions regarding whether their work at IUP has helped them develop a personal code of values and ethics.

Each area of strength and weakness outlined in the 2008 assessment report is identified in Appendices 5 and 6 and is correlated to a component of the proposed Liberal Studies program that specifically addresses each area of weakness. As well as being addressed by additions to the Liberal Studies curriculum, the course criteria for new and revised courses will also include outcomes, content and assignments that focus on the approved Expected Undergraduate Student Learning outcomes and identified strengths and weaknesses in the current Liberal Studies curriculum.

The entire assessment report was distributed campus-wide via university email on October 13, 2008.

- **Assessment**--In 1987-88 when this LS program was designed and approved, student learning outcomes and accountability for student learning were not part of the conversation in higher education. Also, no mechanisms for direct measurement of student learning were built into the curriculum plan. While individual departments conduct course assessment, there is no approved mechanism for sharing data as it relates to liberal studies courses or making improvements in those courses based on assessment findings. There is no systematic means to insure accountability and consistency. If Liberal Studies courses are being revised at the department level, these revisions are not generally being advanced through the curriculum review and approval process. In most cases, the syllabi of record for liberal studies courses date back to the early 1990s. When the current program was created, accountability and showing evidence of student learning were not considered essential curricular components since academic standards in the 80’s focused on process rather than outcomes. While some may disagree with the emphasis on learning outcomes, assessment is an expectation most universities now embrace as it informs us about student learning – and that is the primary business of a university. While assessment can be imposed on the current curriculum, it is more logical to develop an assessment plan in conjunction with a revised curriculum and a new set of student learning outcomes

Enrollment and Revenue

- **Declining rate of retention**--Over the last three years, the retention rate of IUP students from the freshman to sophomore year has declined. Based on enrollment numbers from the IUP Registrar's Office and retention data from the office of Institutional Research, Planning and Assessment, the student retention rate from the freshman to sophomore year in the 2004 to 2005 academic year was 76.7%; from 2005 to 2006 the retention rate was 75.6%; from 2006 to 2007 the rate was 74.3% and from 2007 to 2008 the retention rate was 73.7%. The 3% decrease results in the loss of approximately 84 additional students over the three academic years and \$420,000 in lost tuition revenue.
- **Potential for cost savings and retention**--If IUP's persistence rate to the second year can be increased by three percent (about 90 students based on 3,000 freshman students enrolled) the cost savings in the first year would be \$486,000. By the end of the fourth year, if IUP retains these 90 students and continues to retain students at this increased rate of retention, the cost savings is \$1,458,000. Over a four year period, the cost savings for retaining and graduating 90 additionally retained students from each cohort would be approximately **\$2,916,000** (Appendix 1). Given Pascarella and Terenzini's (2005) research on the effect of the first year seminar on persistence and graduation, a three percent increase in retention is a very realistic expectation for a revised curriculum that includes a first year seminar. In one study, they found that the chance of participants in a first year experience returning for a second year of college was seven percentage points greater than for nonparticipants. Another study found that re-enrollment for the second year of college was 13 percentage points higher for the first year seminar participants. Research from more than forty additional studies, shows first-year seminar participants are more likely to graduate within four years than nonparticipants (Goodman, Pascarella, & Peterson, 2006, p. 26). IUP's current pre-fall program for freshmen, College Undergraduate Success Program (CUSP) has already proven that programming specifically for freshman students aids in retention. The Department of Developmental Studies began recording data in 1999. Over the course of four years those students who participated in CUSP in 1999 were retained at a rate of 6.7% more than non-CUSP participants. Of the 2007 cohort, 5.7% more of the CUSP participants returned for fall 2008 as compared to the non-CUSP control group. The recommendation to build a first year seminar into the proposed curriculum is clearly supported by research-based evidence.

Cost of not revising is greater than revising. The University community is still accountable for addressing deficiencies in the current Liberal Studies program. Regardless of the outcome of this curriculum proposal, all Liberal Studies courses must be revised and updated. Syllabi of record for most Liberal Studies courses, based on a review of syllabi on file in the Liberal Studies office, date back to 1989 and 1990. No doubt courses, teaching strategies and assignments have changed over the last 20 years but course revisions have typically not been advanced through the established curriculum approval process. All Liberal Studies courses will need to be revised to show that course content, pedagogy and assignments foster student achievement of the approved "Expected University Student Learning Outcomes," recent outcomes assessment data that indicate current weaknesses in the Responsible Learner outcome and deficiencies related to Middle States requirements. If there is no revision, then there is no flexibility in the current curriculum to add components that are clearly identified as areas of weakness in the current Liberal Studies curriculum. There will be no First Year Seminar, no foreign language or Global and Multicultural Awareness course, no oral or technical communication requirement and no senior capstone. Changes needed to much-criticized curricular components such as Senior Synthesis and Liberal Studies electives will not occur. Regardless of the outcome of this curriculum proposal, the need to revise courses in the current Liberal Studies curriculum will still exist. Yet the Liberal Studies curriculum will offer nothing innovative.

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

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

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 & 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

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

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.

8. Department of Spanish—Course Revision

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

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 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.~~

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

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

Current 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: 69cr, 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 Macroeconomic Analysis 3cr
Controlled Electives:
 Four other ECON courses (4, 5) 12cr

Other Requirements: Pre-Law Interdisciplinary Track **6-21**
 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, 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: 69cr, 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 Macroeconomic Analysis 3cr
Controlled Electives:
 Four other ECON courses (4, 5) 12cr

Other Requirements: Pre-Law Interdisciplinary Track **6-21**
 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 **15-36**

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.

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

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; 3 cr

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: **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; 3 cr

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, 110, 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.

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

CHSS 342 Social Studies Teaching Lab

0c-1l-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:		Proposed Program:	
Bachelor of Science in Education—Social Studies Education/History Track(*)		Bachelor of Science in Education—Social Studies Education/History Track(*)	
College: 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 Experiences I 1cr EDUC 342 Pre-student Teaching Clinical Experiences II 1cr EDUC 441 Student Teaching 12cr EDUC 442 School Law 1cr EDUC 455 Teaching of Social Studies in Secondary Schools 3cr	32 3cr 3cr 3cr 2cr 3cr 1cr 1cr 12cr 1cr 3cr	College: 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 Experiences I 1cr EDUC 342 Pre-student Teaching Clinical Experiences II 1cr EDUC 441 Student Teaching 12cr EDUC 442 School Law 1cr EDUC 455 Teaching of Social Studies in Secondary Schools 3cr	35 3cr 3cr 3cr 1cr 2cr 2cr 3cr 1cr 1cr 12cr 1cr 3cr
Major: 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	27 3cr 3cr 3cr 3cr 3cr 3cr 3cr	Major: 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	27 3cr 3cr 3cr 3cr 3cr 3cr
Controlled Electives: 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	9cr	Controlled Electives: 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	9cr
Social Science Distribution: GEOG XXX 200-level or higher Geography course 3cr PLSC 111 American Politics 3cr PLSC 280 or Comparative Government I: Western PLSC 285 Political Systems or Comparative Government II: Non-Western Political Systems 3cr SOC 337 or World Societies and World Systems or SOC 362 or Racial and Ethnic Minorities or SOC 231 Contemporary Social Problems 3cr	12 3cr 3cr 3cr 3cr	Social Science Distribution: GEOG XXX 200-level or higher Geography course 3cr PLSC 111 American Politics 3cr PLSC 280 or Comparative Government I: Western PLSC 285 Political Systems or Comparative Government II: Non-Western Political Systems 3cr SOC 337 or World Societies and World Systems or SOC 362 or Racial and Ethnic Minorities or SOC 231 Contemporary Social Problems 3cr	12 3cr 3cr 3cr 3cr
Free Electives:	1	Free Electives:	1
Total Degree Requirements:	120	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) 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:		Proposed Program:	
Bachelor of Science in Education—Social Science Education/Sociology Concentration (*)		Bachelor of Science in Education—Social Studies Education/Sociology Track (*)	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: 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	48	Liberal Studies: As outlined in Liberal Studies section with the following specifications: 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	48
College: 3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1) Preprofessional Education Sequence: COMM 103 Digital Instruction Technology EDSP 102 Educational Psychology Professional Education Sequence: EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures EDUC 242 Pre-student Teaching Clinical Experiences I EDUC 342 Pre-student Teaching Clinical Experiences II EDUC 441 Student Teaching EDUC 442 School Law EDUC 455 Teaching of Social Studies in Secondary Schools	32 3cr 3cr 3cr 2cr 3cr 1cr 1cr 12cr 1cr 3cr	College: 3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1) Preprofessional Education Sequence: COMM 103 Digital Instruction Technology EDSP 102 Educational Psychology Professional Education Sequence: CHSS 342 Social Studies Teaching Lab EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings EDEX 323 Instruction of English Language Learners with Special Needs EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures EDUC 242 Pre-student Teaching Clinical Experiences I EDUC 342 Pre-student Teaching Clinical Experiences II EDUC 441 Student Teaching EDUC 442 School Law EDUC 455 Teaching of Social Studies in Secondary Schools	35 3cr 3cr 3cr 1cr 2cr 2cr 3cr 1cr 1cr 12cr 1cr 3cr
Major: (2) Required Courses: SOC 231 Contemporary Social Problems SOC 320 Sociological Theory SOC 336 Sociology of the Family SOC 460 Social Research Methods I Controlled Electives: One course on Social Equity from the following: SOC 361, 362, 363 Select two additional courses: one each from any <i>two</i> of the following three categories: <i>Deviance and Social Problems:</i> SOC 269, 333, 335, 357, 427, 428, 452 <i>Individual in Society:</i> SOC 251, 345 <i>Social Organizations and Institutions:</i> SOC 286, 337, 340, 341, 342, 348, 352, 361, 362, 363, 387, 421, 448, 458	21 3cr 3cr 3cr 3cr 3cr 6cr	Major: (2) Required Courses: SOC 231 Contemporary Social Problems SOC 320 Sociological Theory SOC 336 Sociology of the Family SOC 460 Social Research Methods I Controlled Electives: One course on Social Equity from the following: SOC 361, 362, 363 Select two additional courses: one each from any <i>two</i> of the following three categories: <i>Deviance and Social Problems:</i> SOC 269, 333, 335, 357, 427, 428, 452 <i>Individual in Society:</i> SOC 251, 345 <i>Social Organizations and Institutions:</i> SOC 286, 337, 340, 341, 342, 348, 352, 361, 362, 363, 387, 421, 448, 458	21 3cr 3cr 3cr 3cr 3cr 6cr
History Distribution Requirements: HIST 202 Western Civilization Since 1600 HIST 204 United States History to 1877 HIST 205 United States History Since 1877 Social Science Distribution Requirements: ANTH 211 Cultural Anthropology GEOG 230 Cultural Geography PLSC 280 Comparative Government I: Western Political Systems <i>or</i> PLSC 285 Comparative Government II: Non-Western Political Systems	9 3cr 3cr 3cr 9 3cr 3cr 3cr	History Distribution Requirements: HIST 202 Western Civilization Since 1600 HIST 204 United States History to 1877 HIST 205 United States History Since 1877 Social Science Distribution Requirements: ANTH 211 Cultural Anthropology GEOG 230 Cultural Geography PLSC 280 Comparative Government I: Western Political Systems <i>or</i> PLSC 285 Comparative Government II: Non-Western Political Systems	9 3cr 3cr 3cr 9 3cr 3cr 3cr

Free Electives:		Free Electives:	1
Total Degree Requirements:	1	Total Degree Requirements:	120
	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.		(*) 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 (*)		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	48	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	48
College: 3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1) Preprofessional Education Sequence: COMM 103 Digital Instruction Technology EDSP 102 Educational Psychology Professional Education Sequence: EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures EDUC 242 Pre-student Teaching Clinical Experiences I EDUC 342 Pre-student Teaching Clinical Experiences II EDUC 441 Student Teaching EDUC 442 School Law EDUC 455 Teaching of Social Studies in Secondary Schools	32 3cr 3cr 3cr 2cr 3cr 1cr 1cr 12cr 1cr 3cr	College: 3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1) Preprofessional Education Sequence: COMM 103 Digital Instruction Technology EDSP 102 Educational Psychology Professional Education Sequence: CHSS 342 Social Studies Teaching Lab EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings EDEX 323 Instruction of English Language Learners with Special Needs EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures EDUC 242 Pre-student Teaching Clinical Experiences I EDUC 342 Pre-student Teaching Clinical Experiences II EDUC 441 Student Teaching EDUC 442 School Law EDUC 455 Teaching of Social Studies in Secondary Schools	35 3cr 3cr 3cr 1cr 2cr 2cr 3cr 1cr 1cr 12cr 1cr 3cr
Major: Required Courses: ANTH 211 Cultural Anthropology ANTH 213 World Archaeology ANTH 222 Biological Anthropology One additional subdisciplinary course from the following: ANTH 233 Language and Culture <i>or</i> ANTH 244 Basic Archaeology Two area ethnography courses from the following: ANTH 271, 272, 273, 274, 314, 370 Two additional Anthropology courses numbered 300 or above	21 *cr(2) 3cr 3cr 3cr 6cr 6cr	Major: Required Courses: ANTH 211 Cultural Anthropology ANTH 213 World Archaeology ANTH 222 Biological Anthropology One additional subdisciplinary course from the following: ANTH 233 Language and Culture <i>or</i> ANTH 244 Basic Archaeology Two area ethnography courses from the following: ANTH 271, 272, 273, 274, 314, 370 Two additional Anthropology courses numbered 300 or above	21 *cr(2) 3cr 3cr 3cr 6cr 6cr
History Distribution Requirements: HIST 202 Western Civilization Since 1600 HIST 204 United States History to 1877 HIST 205 United States History Since 1877 Social Science Distribution Requirements: GEOG 230 Cultural Geography PLSC 280 Comparative Government I: Western Political Systems <i>or</i> PLSC 285 Comparative Government II: Non- Western Political Systems SOC 151 Principles of Sociology <i>or</i> SOC 231 Contemporary Social Problems	9 3cr 3cr 3cr 9 3cr 3cr 3cr	History Distribution Requirements: HIST 202 Western Civilization Since 1600 HIST 204 United States History to 1877 HIST 205 United States History Since 1877 Social Science Distribution Requirements: GEOG 230 Cultural Geography PLSC 280 Comparative Government I: Western Political Systems <i>or</i> PLSC 285 Comparative Government II: Non- Western Political Systems SOC 151 Principles of Sociology <i>or</i> SOC 231 Contemporary Social Problems	9 3cr 3cr 3cr 9 3cr 3cr 3cr

Free Electives:	1	Free Electives:	1
Total Degree Requirements:	120	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) 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.		(*) 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 credit in the major.	

Current Program:		Proposed Program:	
Bachelor of Science in Education—Social Studies Education/Economics Track (*)		Bachelor of Science in Education—Social Studies Education/Economics 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, PSYC 101 Liberal Studies Electives: 6cr, GEOG 230, no courses with ECON prefix	48	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, PSYC 101 Liberal Studies Electives: 6cr, GEOG 230, SOC 337, no courses with ECON prefix	48
College: 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 Experiences I 1cr EDUC 342 Pre-student Teaching Clinical Experiences II 1cr EDUC 441 Student Teaching 12cr EDUC 442 School Law 1cr EDUC 455 Teaching of Social Studies in Secondary Schools 3cr	32	College: 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 Experiences I 1cr EDUC 342 Pre-student Teaching Clinical Experiences II 1cr EDUC 441 Student Teaching 12cr EDUC 442 School Law 1cr EDUC 455 Teaching of Social Studies in Secondary Schools 3cr	35
Major: Required Courses: ECON 122 Principles of Microeconomics 3cr Controlled Electives: Upper-level Economics courses including at least one writing-intensive course and at least one course from each of the following three groups: <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	21	Major: Required Courses: ECON 122 Principles of Microeconomics 3cr Controlled Electives: Upper-level Economics courses including at least one writing-intensive course and at least one course from each of the following three groups: <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	21
Other Requirements: Social Studies Distribution: 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 6cr	21	Other Requirements: Social Studies Distribution: 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 6cr	21

Free Electives:	1	Free Electives:	1
Total Degree Requirements:	120	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. 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 100 level or above. (2) Courses counted toward Liberal Studies credits do not receive duplicate credit in the major.		(*) 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 100 level or above. (2) Courses counted toward Liberal Studies credits do not receive duplicate credit in the major.	

Current Program:		Proposed Program:	
Bachelor of Science in Education—Social Studies Education/Geography Track (*)		Bachelor of Science in Education—Social Studies Education/Geography Track (*)	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: 48 Mathematics: 6cr Humanities-History: Fulfilled by required courses in major Social Science: ECON 121, GEOG 102, PSYC 101 Liberal Studies Electives: 3cr, ECON 122		Liberal Studies: As outlined in Liberal Studies section with the following specifications: 48 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	College:	32
Pre-Certification Sequence: COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr		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		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: Required Courses: GEOG 213 Cartography I 3cr GEOG 230 Cultural Geography 3cr	24	Major: Required Courses: GEOG 213 Cartography I 3cr GEOG 231 Economic Geography 3cr GEOG 411 History of Geography 3cr	21
Controlled Electives: At least two courses from each of the following three groups: 18cr <i>Environmental Geography:</i> GEOG 341, 342, 343, 345, 440 <i>Human Geography:</i> GEOG 231, 331, 332, 333, 334, 335, 336, 337, 431 <i>Regional Geography:</i> GEOG 251, 252, 253, 254, 255, 256, 257		Controlled Electives: At least two courses from each of the following two groups: 12cr <i>Environmental Geography:</i> GEOG 341, 342, 343, 345, 440 <i>Regional Geography:</i> GEOG 251, 252, 253, 254, 255, 256, 257 (1)	
Social Science Distribution Requirements: 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	18	Social Science Distribution Requirements: 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	21
Free Elective:	1	Free Elective:	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. (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.		(*) 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 256 Contact Hours of Instruction dealing with Special Education as well as a minimum of 64 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 Department of 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 to satisfy PDE expected requirement.

14. Department of Mathematics—Course Revisions and Program Revision

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

03-01-3cr

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

03-01-3cr

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:	Proposed Program:
Bachelor of Science in Education— Mathematics Education (*)	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	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	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 171 Introduction to Linear Algebra 3cr MATH 216 Probability and Statistics for Natural Sciences 3cr MATH 225 Calculus III for Physics, Chemistry, Mathematics 3cr MATH 271 Introduction to Mathematical Proofs I 3cr MATH 272 Introduction to Mathematical Proofs II 3cr MATH 340 Principles of Secondary School Mathematics 3cr MATH 350 History of Mathematics 3cr MATH 353 Theory of Numbers 3cr MATH 355 Foundations of Geometry I 3cr MATH 430 Seminar in Teaching Secondary School Mathematics 3cr MATH 460 Technology in Mathematics Instruction 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 MATH 225 Calculus III for Physics, Chemistry, Mathematics 3cr MATH 271 Introduction to Mathematical Proofs I 3cr MATH 272 Introduction to Mathematical Proofs II 3cr MATH 340 Principles of Secondary School Mathematics 3cr MATH 350 History of Mathematics 3cr MATH 353 Theory of Numbers 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	Other Requirements: COSC 110 Problem Solving and Structured Programming	3cr
Free Electives:	4cr	Free Electives:	4cr
Total Degree Requirements:	120	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.		(*) 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

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

Prerequisites: BIOL 155, SAFE 301

2c-3l-3cr

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-0l-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-0l-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-0l-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-0l-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-0l-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

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

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 Track

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 (Attachment #2). 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-01-3cr

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 343 with a grade of C or better and 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-21-3cr

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-1l-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:

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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

Current Catalog Description:

BTED 470 Technology Applications for Education

3c-0l-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-0l-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.

2. Department of English—Continued—Program Revision

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	48	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	48
College: Foreign Language Intermediate Level (2)	0-6	College: Foreign Language Intermediate Level (2)	0-6
College: Preprofessional Education Sequence: COMM 103 Digital Instructional Technology EDSP 102 Educational Psychology Professional Education Sequence: EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures EDUC 242 Pre-Student Teaching Clinical Experience I EDUC 342 Pre-Student Teaching Clinical Experience II EDUC 441 Student Teaching EDUC 442 School Law EDUC 452 Teaching of English and Communication in the Secondary School	29 3cr 3cr 2cr 3cr 1cr 1cr 12cr 1cr 3cr	College: Preprofessional Education Sequence: COMM 103 Digital Instructional Technology EDSP 102 Educational Psychology Professional Education Sequence: EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures EDUC 242 Pre-Student Teaching Clinical Experience I EDUC 342 Pre-Student Teaching Clinical Experience II EDUC 441 Student Teaching EDUC 442 School Law EDUC 452 Teaching of English and Communication in the Secondary School	29 3cr 3cr 2cr 3cr 1cr 1cr 12cr 1cr 3cr
Major: Required Courses: ENGL 212 American Literature: Beginnings to 1900 ENGL 220 Advanced Composition I ENGL 314 Speech and Communication in the Secondary English Classroom ENGL 318 Literature for Adolescents ENGL 323 Teaching Literature and Reading in the Secondary School ENGL 324 Teaching and Evaluating Writing ENGL 329 The History of the English Language ENGL 330 The Structure of English ENGL 434 Shakespeare	37 3cr 3cr 3cr 3cr 3cr 3cr 1cr 3cr 3cr	Major: Required Courses: ENGL 212 American Literature: Beginnings to 1900 ENGL 220 Advanced Composition ENGL 314 Speech and Communication in the Secondary English Classroom ENGL 318 Literature for Adolescents ENGL 323 Teaching Literature and Reading in the Secondary School ENGL 324 Teaching and Evaluating Writing ENGL 329 The History of the English Language ENGL 330 The Structure of English ENGL 426 ESL Methods and Materials ENGL 434 Shakespeare	40 3cr 3cr 3cr 3cr 3cr 3cr 1cr 3cr 3cr
Controlled Electives: Choose one Genre course from Category B Choose one British Literature Survey: ENGL 210, 211 Choose one Alternative Literature course from Category C Choose one general English elective (any category)	3cr 3cr 3cr 3cr	Controlled Electives (3): Choose one Film Studies Track course Choose one British Literature Survey: ENGL 210, 211 Choose one Literary, Textual, and Cultural Studies Track course Choose one general English elective (any Track)	3cr 3cr 3cr 3cr
Total Degree Requirements:	120	Total Degree Requirements:	123

<p>(*) 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.</p> <p>(1) The second MATH course is a teacher certification requirement and counts as Liberal Studies credits for Mathematics.</p> <p>(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.</p>	<p>(*) 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.</p> <p>(1) The second MATH course is a teacher certification requirement and counts as Liberal Studies credits for Mathematics.</p> <p>(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.</p> <p>(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.</p>
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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]. 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.

APPENDIX C
Library & Educational Services Committee
Chair 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:

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

APPENDIX D
University Senate Research Committee
Chair 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

APPENDIX E
University Senate Development & Finance Committee
Chair 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

	Fall Enrollment of 14,260 08/09 Projection	Fall Enrollment of 14,310 08/09 Actual	Revenue Increase going from 14,260 To 14,310 enrollment
Tuition	(3.5% Tuition Increase)	(3.5% Tuition Increase)	
Undergraduate			
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)
Undergraduate Tuition	\$ 31,618,129	\$ 31,847,762	\$ 229,633
Graduate			
In-State - Fall	\$3,379,735	3,373,538	(6,197)
Out-of-state - Fall	\$2,208,085	2,743,992	535,907
Graduate Tuition	\$ 5,587,820	\$ 6,117,530	\$ 529,710
Total Tuition Revenue	\$ 37,205,949	\$ 37,965,292	\$ 759,343

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.

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 closer coordinate athletic fundraising.

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

Subject: Background Investigation Policy

Date:	Distribution Code:	Reference Number:
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Revision Date:	A	
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Addition _____	Originating Office:	President's Approval
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Deletion _____

New Item X Office of Human Resources

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 Senator Radell 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.

MANDATORY FEES	2008-2009 Fee Per Semester	2009-2010 Proposed Fee Per Semester	Proposed Increase	Percent Increase
Health and Wellness Fee:				
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%
FEES FOR OPTIONAL/INDIVIDUAL SERVICES	Current Fees	Proposed Fees	Proposed Increase	Percent Increase
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%
Culinary Arts Technology Fees:				
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%
Testing Fees:				
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%
HOUSING FEES	2008-2009 Fee Per Semester	2009-2010 Proposed Fee Per Semester	Proposed Increase	Percent Increase
Indiana Campus:				
Residence Hall				
Single Occupancy	2,539.00	2,742.00	203.00	8.0%
Super Single Occupancy	2,680.00	2,873.00	193.00	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	169.00/week	183.00/week	14.00	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%
University Towers:				
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%
Camps and Conferences:				
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	25.98	1.92	8.0%
Apartment Triple	N/A	N/A	N/A	N/A
McCarthy Hall - all singles	18.20	19.56	1.36	8.0%

Dining Fees*	2008-2009 Fee Per Semester	2009-2010 Proposed Fee Per Semester	Proposed Increase	Percent Increase
On Campus, Off Campus, Apartments				
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%
Off Campus and Apartments Only				
Plan E/F (75 meals/semester + \$150 Flex)	703.00	736.00	33.00	4.7%
Summer Session Rates				
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)

APPENDIX F
University Senate Academic Committee
Co-Chairs Dugan and Novels

FOR INFORMATION:

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.
- By logging on to URSA (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 Canceled 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) 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.
- 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

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 separated from the university for three 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 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.

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.

FOR ACTION:

1. Postbaccalaureate Associate Degree

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. 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

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.
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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.

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.

3. Academic Integrity Policy and Procedures

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.

Academic Integrity Policy and Procedures

Proposed:

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.

APPENDIX G
Presidential Athletic Advisory Committee
Representative Domaracki

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