

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

April 17, 2012
3:30 – 5:00 p.m.

Approval of Order

- A. Approval of the minutes of the meeting of March 20, 2012
- B. Approval of current agenda items and order

Reports and Announcements

- A. President Werner
- B. Provost Intemann
- C. Chairperson LaPorte
- D. Vice Chairperson Bivens

Standing Committee Reports

	Chairperson	Appendix	Page(s)
A. Rules Committee	Korns		
B. Research Committee	Bonach	A	2-12
C. Student Affairs Committee	Desmond	B	13-34
D. University-Wide Undergraduate Curriculum Committee	Sechrist/Boser	C	35-76
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F. Academic Affairs Committee	Dugan/Perdue		
G. Awards Committee	Wisnieski		
H. Noncredit Committee	Pike		
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J. University Development and Finance Committee	Wick		

Senate Representative Reports

	Representative
A. University Planning Council	Reilly
B. Presidential Athletic Advisory Council	Hinrichsen
C. Academic Computing Policy Advisory Committee	Ford
D. University Budget Advisory Committee	Soni

New Business

Adjournment

**Appendix A
Research Committee
Chair Bonach**

The committee met on April 3, 2012. There were 30 USRC Small Grant proposals and the decision was made to fund 17 proposals totaling \$28,802.00. The next meeting will be held on May 8, 2012.

- Dr. R. Scott Moore
- Dr. Paul Nealen
- Dr. Shannon Phaneuf and Dr. Jamie Martin
- Dr. Thomas Slater
- Dr. Gabriela Wasileski
- Dr. Francisco Alarcon
- Dr. Christian Bolden
- Dr. Anne Creany
- Dr. Lorraine Guth
- Dr. Yu-Ju Kuo
- Dr. Werner Lippert
- Dr. Shijuan “Laurel” Liu
- Dr. Sally McCombie
- Dr. Courtney McLaughlin
- Dr. Bruce Novak
- Dr. Lydia Rodríguez
- Dr. John Zhang

As shared by the USRC at the March Senate meeting:

- The following is a draft revision to the 1995 Conflict of Interest Policy (original policy available at: <http://www.iup.edu/research/policies/default.aspx> A tracked changes version is available upon request.
- The policy was revised by an ad hoc committee comprised of faculty (including an APSCUF-appointed rep), staff, and administrators and the policy was reviewed (and is being brought forward for vote) by the USRC. The draft policy was also distributed to all Senators for the March Senate meeting and all Senators were invited to send comments in advance of the April Senate meeting.
- The revisions were initiated to bring IUP's policy into compliance with the new federal regulations (available at: http://grants.nih.gov/grants/policy/coi/fcoi_final_rule.pdf), to remove outdated information, and to clarify the document.
- The attached draft reflects changes suggested by Senators after the March meeting. Specifically, the following changes have been made:
 - numerous grammar and punctuation corrections have been made as well as several edits to clarify meaning and remove redundancies (see, for example, the definition of Investigator)
 - the definitions have been alphabetized

- the term "key personnel," a holdover from the original 1995 policy, has been removed in the few places where it remained and has been replaced with the term "investigator" for consistency throughout the policy
- a citation has been added to the definition of "immediate family" (the definition is taken verbatim from the PASSHE Board of Governors Policy 2012-01: Conflict of Interest, adopted January 19, 2012).
- the Financial Conflict of Interest Review Board (FCIRB) has been defined as a committee comprised of members selected from the USRC, rather than as a "sub-committee" of the USRC, to avoid possible confusion over the FCIRB's relationship with the University Senate.

POLICY STATEMENT

Subject:	Policy For Financial Conflict of Interest (FCOI) in University Research	
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Date: 10/1/95	Distribution: A	Reference Number:
Revision Date: TBD		

Revision <input checked="" type="checkbox"/>	Originating Office:	President's Approval
Deletion <input type="checkbox"/>	School of Graduate Studies and Research	
New Item <input type="checkbox"/>		

1. **PURPOSE:** The purpose of this policy is to provide the members of this academic community a framework to promote objectivity in research by establishing standards to ensure that the design, conduct or reporting of research will not be biased by any conflicting financial interests of an investigator.
2. **SCOPE:** This Financial Conflict of Interest Policy applies to all investigators and their immediate family, who are in a position to affect the design, conduct, or reporting of externally funded research or scholarly activity. This policy also applies to all University personnel working in a key position on an externally funded project. All Investigators submitting applications for external funding of sponsored research or scholarly activity must disclose to the University any actual or potential financial conflict of interest (as defined herein).
3. **OBJECTIVE:** Federal regulations (42 CFR 50; 42 CFR 94) require that the University have established policies and procedures to ensure that the design, conduct, or reporting of externally-sponsored activity is not biased as a result of the personal financial holdings of the University personnel directing the activity. The University is mandated to manage, reduce or eliminate any actual or potential financial conflicts of interest. Before external funding proposals are submitted to the sponsor, the University is required to obtain, from University investigators, the written disclosure of any significant financial interest that could reasonably appear to affect the objectivity of their performance on the sponsored project.
4. **POLICY:** Conducting high quality research and instructional activities is integral to the primary mission of the Indiana University of Pennsylvania. Active participation by faculty and other employees in external activities that enhance their professional skills or constitute public service can be beneficial to the University as well as the individual.

It is University policy that all Investigators submitting applications for external funding of sponsored research or scholarly activity disclose to the University any financial interests which the Investigator or the Investigator's immediate family hold, if these holdings could reasonably give the appearance that a financial conflict of interest might exist between the Investigator and the external sponsor of the research.

This policy sets forth assurances that all federal and state regulations regarding potential financial conflicts of interest will be followed and also establishes procedures that provide a process to manage, reduce, or eliminate potential financial conflicts of interest.

5. DEFINITIONS: **"Business entity"** - any person or entity or organization, or any combination of one or more of them. A business entity includes, but is not limited to, a sole proprietorship, partnership, association, joint venture, corporation, firm, trust, foundation or other organization or entity used in carrying on a business, including parent organizations of such entities or any other arrangement in which an entity operates through a subsidiary.

"Conflict of Financial Interest Classifications" - the determinations of the Financial Conflict of Interest Review Board (FCIRB) issued following a review of a disclosed financial interest:

- (1) Not a financial conflict of interest.
- (2) A potential financial conflict of interest, with mandate of public disclosure.
- (3) A potential financial conflict of interest, with mandate of additional project oversight.
- (4) A potential financial conflict of interest, with mandate of divesture of relationship with sponsor.
- (5) A financial conflict of interest, with mandate that the Investigator terminate involvement with the project.

"Financial Conflict of Interest" - a Significant Financial Interest as defined herein that could directly affect the design, conduct, or reporting of research and which, in the opinion of the University, is determined to be too significant to allow the Investigator to avoid giving the appearance that the financial interest could reasonably affect the Investigator's objectivity in the performance of the research. Abbreviated FCOI (financial conflict of interest).

"Financial Conflict of Interest Review Board (FCIRB)" – ad hoc committee comprised of the Research Integrity Officer (RIO) and members selected from the University Senate Research Committee (USRC) , at least two of whom are not from the same college as the investigator presenting a potential financial conflict of interest

"Financial interest" - anything of monetary value, whether or not the value is readily ascertainable (42 CFR 50.603)

"Immediate family" – parent, spouse, child, brother or sister (PASSHE Board of Governors Policy 2012-01: Conflict of Interest, January 2012).

"Institution" - any entity or organization that is applying for or receives PHS research funding (42 CFR 50.603)

"Institutional responsibilities" - an Investigator's professional responsibilities on behalf of the Institution, and as defined by the Institution in its policy on financial conflicts of interest, which may include for example: activities such as

research, research consultation, teaching, professional practice, institutional committee memberships, and service on panels such as Institutional Review Boards or Data and Safety Monitoring Boards (42 CFR 50.603)

"Intellectual property" - as defined in the APSCUF CBA.

"Investigator" - Any person who is in a position to affect the design, conduct or reporting of externally funded research or education activities, or who reasonably gives the appearance of being in such a position, and who is subject to the control and disciplinary processes of the University.

"PHS" - Public Health Service of the U.S. Department of Health and Human Services, and any components of the PHS to which the authority involved may be delegated, including the National Institutes of Health (NIH). (42 CFR 50.603)

"PHS Awarding component" – means the organizational unit of the PHS that funds the research that is subject to this subpart. (42 CFR 50.603)

"Potential financial conflict of interest" - any outside activity, commitment or interest that may reasonably give the appearance of adversely affecting, compromising, or being incompatible with, the University obligations of an Investigator.

"Research" – systematic investigation, study or experiment designed to develop or contribute to generalizable knowledge relating broadly to public health, including behavioral and social-sciences research. The term encompasses basic and applied research (e.g., a published article, book or book chapter) and product development (e.g., a diagnostic test or drug). As used in this subpart, the term includes any such activity for which research funding is available from a PHS Awarding Component through a grant or cooperative agreement, whether authorized under the PHS Act or other statutory authority, such as a research grant, career development award, center grant, individual fellowship award, infrastructure award, institutional training grant, program project, or research resources award. (42 CFR 50.603)

"Research Integrity Officer (RIO)" – Dean of the School of Graduate Studies and Research

"Resolution Plan" – an action plan agreed to by the University and the Investigator, outlining the steps that must be taken by the Investigator and/or the University to manage a potential financial conflict of interest situation.

"Significant Financial Interest" – [43 CFR 50.603] except as excluded below, anything of monetary value that reasonably appears to be related to the Investigator's University responsibilities, including, but not limited to, salary or other payments for services (e.g., consulting fees, honoraria, paid authorship, reimbursed or sponsored travel except as described in (4) below); equity interests (e.g., stocks, stock options or other ownership interests); and intellectual property rights (e.g., patents, copyrights and royalties from such

rights). "Significant financial interest" includes such interests held by an Investigator's immediate family member. "Significant financial interest" also includes all financial interests related to the Investigator's University responsibilities, not just those related to PHS-funded research.

Notwithstanding the foregoing, per 42 CFR 50.603, "significant financial interest" does not include:

- (1) Salary, royalties, or other remuneration from the University.
- (2) Income from seminars, lectures, or teaching engagements sponsored by federal, state, or local government agencies, institutions of higher education as defined at 20 USC 1001(a), academic teaching hospitals, medical centers, or research institutes that are affiliated with institutions of higher education.
- (3) Income from service or advisory committees or review panels for federal, state, or local government agencies, institutions of higher education as defined at 20 USC 1001(a), academic teaching hospitals, medical centers, or research institutes that are affiliated with institutions of higher education.
- (4) Travel that is reimbursed or sponsored by a federal, state, or local government agency, an institution of higher education as defined at 20 USC 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an institution of higher education.
- (5) An equity interest that, when aggregated for the Investigator and the Investigator's immediate family, meets both of the following tests: does not exceed \$5,000 in value, including any equity interest in non-publicly traded entities, as determined through reference to public prices or other reasonable measures of fair market value and does not represent more than a five percent ownership interest in any single entity.
- (6) Salary, royalties or other payments that, when aggregated for the Investigator and the Investigator's immediate family over the next twelve months, are not expected to exceed \$5,000.
- (7) Financial interests held indirectly through funds, such as mutual funds and pension funds, in which the interested party does not control the selection of investments.

"Sponsor" - any non-University entity providing partial or full support of research or scholarly activity performed by University members utilizing University resources.

"University" -Indiana University of Pennsylvania

6. RESPONSIBILITIES:

It is the responsibility of investigators to disclose any potential financial conflicts of interest truthfully and accurately to the best of their knowledge and ability and to ensure the disclosure of any potential financial conflicts of interest held by their immediate families.

It is the responsibility of the Research Integrity Officer (RIO) (Dean of the School of Graduate Studies and Research) to review disclosures of potential financial conflicts of interest, to convene the Financial Conflict of Interest Review Board (FCIRB), and to make the necessary notifications required by

external sponsors.

It is the responsibility of the FCIRB to work with the RIO to determine if a financial conflict of interest exists and to resolve potential financial conflicts of interest.

It is the responsibility of the School of Graduate Studies and Research, or designee, to provide training on financial conflicts of interest and to ensure compliance with statutorily mandated FCOI training requirements.

It is the responsibility of the Office of Human Resources to collect completed SEC-1 forms on an annual basis and retain record of completed forms and all records of actions taken to manage actual or potential financial conflicts of interest for at least three (3) years after the later of the termination of any award made to which the records relate or the resolution of any government action involving those records. [42 CFR 50.604(i)]

It is the responsibility of the President or his or her designee to respond to appeals of decisions by the Research Integrity Officer and to take appropriate disciplinary action. If the RIO has been accused of violating this policy, then the President will appoint a substitute.

7. PROCEDURES: All Investigators specifically named in grant applications are required to complete the Financial Disclosure block on the University's "Authorization to Seek External Funding Form" and provide a signature that certifies their compliance with the University's Financial Conflict of Interest policy. All such investigators must disclose any significant financial interests and assure that a current SEC-1, "Statement of Financial Interest" disclosure form (Commonwealth of Pennsylvania form number SEC-1 Rev. 1/93) is attached to the "Authorization to Seek External Funding Form" and will be placed on file with Human Resources [42 CFR 50.604(e)(1)].

In the event that a significant financial interest is held by the immediate family of the Investigator, it is the responsibility of the Investigator to ensure that a separate SEC-1 form is completed by the immediate family member and submitted by the Investigator as an attachment to the Investigator's own SEC-1 disclosure form.

If the proposal is funded as an award, the Investigator must submit an SEC-1 annually on May 1 of every year that an award is in active status [42 CFR 50.604(e)(2)]. If the investigator or the Investigator's immediate family acquire new financial interests with potential conflict during the life of the award a new SEC-1 must be filed within 30 days [42 CFR 50.604(e)(3)].

All Investigators who are not named in submitted proposals, but who are subsequently hired as Investigators on grant proposals, are required to submit SEC-1 forms to the Office of Human Resources within ten days (10) of being named to the grant funded position.

Each Investigator must complete training prior to engaging in sponsored

projects related to any PHS-funded grant or contract and at least every four years, and immediately under any of the following circumstances: University FCOI policies change in a manner than affects investigator requirements; an Investigator is new to the University; and/or the University finds an Investigator non-compliant with the University's FCOI policy or resolution plan. [42 CFR 50.604 (b)]

The University reserves the right to not process grant applications if all required, certified University Authorization Forms and SEC-1 forms are not submitted in compliance with this requirement. The University also reserves the right to take other actions as necessary. In each application for funding, the University must certify that it has in effect a written, up-to-date, and enforced administrative process to identify and manage FCOI; shall promote and enforce compliance with this policy; shall manage and provide initial and on-going FCOI reports to agencies as appropriate; and shall make available upon request by funding agencies any investigator disclosure of financial interests and the University's review of and response to such disclosures whether or not such disclosure resulted in the University's determination of a FCOI. [24 CFR 50.604(k)(1-4)]

The University will accept grant awards for funded proposals but will withhold expenditure authority until all required SEC-1 forms are submitted in compliance with this requirement, except by written order of the President or the President's Designee. (The Public Health Service as research sponsor does not permit such an exception.)

Collaborators, subrecipients or subcontractors from other academic or not-for-profit institutions must either comply with this policy or provide a certification from their institutions that they are in compliance with Federal policies regarding Investigator significant financial interest disclosure and that their portion of the project is in compliance with their institutional policies. The determination of whether this policy or the policy of the collaborator, subrecipient, or subcontractor will apply must be incorporated as part of the written agreement between the parties and must include time periods to meet disclosure and/or FCOI reporting requirements. When PHS funds are involved, subrecipient institutions that rely on their FCOI policies must report identified FCOIs to the awardee institution in sufficient time to allow the awardee institution to report the FCOI to the PHS Awarding Component to meet reporting obligations. [42 CFR 50.604(c)]

Subcontractors from commercial firms need not make a certification, except when the prime award is from the Public Health Service (PHS). The PHS requires a certification from any subcontractor, including commercial firms, stating that it is in compliance with Federal policies regarding Investigator significant interest disclosure and that its portion of the project is in compliance with the subcontractor's company policies

The Research Integrity Officer shall serve as the University's designee to review all "Authorization to Seek External Funding Forms" and any attached or filed SEC-1 forms to determine if a potential financial conflict of

interest exists. This review shall take place upon the RIO's receipt of the "Authorization to Seek External Funding Form" and SEC-1s, prior to the expenditure of funds, and/or within 60 days of a funded Investigator's disclosure of a previously undisclosed significant financial interest. [42 CFR 50.605(a)(2)] If no potential financial conflict of interest exists, the RIO shall document the results of the review and forward the original SEC-1(s) to the Office of Human Resources.

If the RIO determines that a potential financial conflict of interest does exist, the RIO shall convene the Financial Conflict of Interest Review Board (FCIRB). The FCIRB shall (1) review information presented by the RIO, (2) assign financial conflict of interest classifications, and (3) if necessary, mandate remedial action to resolve potential financial conflicts of interest through the implementation of a Resolution Plan.

The Resolution Plan shall be incorporated into an action plan for the University and the Investigator that shall be certified to by the Research Integrity Officer and the Investigator and shall be monitored by the Research Integrity Officer until the completion of the research project [42 CFR 50.605(a)(4)].

If remedial action is necessary to manage a financial conflict of interest situation, the FCIRB, in conjunction with the Investigator, shall determine a Resolution Plan that details the steps that must be taken to manage, reduce or eliminate any actual or potential financial conflict of interest situation. Examples of conditions or restrictions that might be imposed to manage a FCOI include, but are not limited to: (i) Public disclosure of financial conflicts of interest (e.g., when presenting or publishing the research); (ii) For research projects involving human subjects research, disclosure of financial conflicts of interest directly to participants; (iii) Appointment of an independent monitor capable of taking measures to protect the design, conduct, and reporting of the research against bias resulting from the financial conflict of interest; (iv) Modification of the research plan; (v) Change of personnel or personnel responsibilities, or disqualification of personnel from participation in all or a portion of the research; (vi) Reduction or elimination of the financial interest (e.g., sale of an equity interest); or (vii) Severance of relationships that create financial conflicts. [42 CFR 50.605(a)(1)(i-vii)]

The RIO shall oversee that the Resolution Plan is followed and make the necessary notifications required by external sponsors. This notification may, and in the case of PHS funds will, include: grant/contract number; project director/principal investigator contact, name of investigator with a financial conflict of interest (FCOI); whether the FCOI was managed, reduced, or eliminated; the name of the entity with which the Investigator has a FCOI; the nature of the FCOI (e.g. equity interest, consulting fees, travel reimbursement, honoraria); the value of the financial interest (\$0-\$4,999; \$5,000-\$9,999; \$10,000-\$19,999; amounts between \$20,000-\$100,000 by increments of

\$20,000; amounts above \$100,000 by increments of \$50,000; or a statement that

a value cannot be readily determined); description of how the financial interest relates to the funded research and the basis for the University's determination that the financial interest conflicts with such research; and key elements of the University's management plan. Additionally, the RIO will report annually to the sponsor the status of the FCOI and any changes to the management plan.[42 CFR 50.605(b)(1)]

Prior to the University's expenditure of any funds under a PHS funded research project, the University's Right to Know Officer shall ensure public accessibility, via a written response to any requestor within **five business days** of a request, of information concerning any significant financial interest disclosed to the University that meets the following three criteria: (A) The significant financial interest was disclosed and is still held by the investigator as defined by this subpart; (B) The University determines that the significant financial interest is related to the PHS-funded research; and (C) The University determines that the significant financial interest is a financial conflict of interest [42 CFR 50.605(a)(5)]. The information that the University's Right to Know Officer makes available via a written response to any requestor within **five business days** of a request, shall include, at a minimum, the same information reported to PHS (described above) and shall be retained for at least three years from the date that the information was last updated [42 CFR 50.605].

The University shall follow Federal regulations regarding the notification of the Sponsor in the event an Investigator fails to comply with the terms of the resolution plan, or any other requirement of this policy. Specifically, for PHS-funded research, whenever a financial conflict of interest is not identified or managed in a timely manner including failure by the Investigator to disclose a significant financial interest that is determined by the Institution to constitute a financial conflict of interest; failure by the Institution to review or manage such a financial conflict of interest; or failure by the Investigator to comply with a financial conflict of interest management plan, the Institution shall, within 120 days of the University's determination of noncompliance, complete a retrospective review of the Investigator's activities and the PHS-funded research project to determine whether any PHS-funded research, or portion thereof, conducted during the time period of the noncompliance, was biased in the design, conduct, or reporting of such research. [42 CFR 50.605(a)(3) and (b)(2-3); 45 CFR 94.5(a)(3)] The University will notify the PHS Awarding Component of the retrospective review per 42 CFR 50.605(b)(3) and 45 CFR 94.5(a)(3)(ii-iii) only in cases where bias is found. The Sponsor may take its own action, as it deems appropriate, including the suspension of funding for the Investigator until the matter is resolved.

If an unmanageable financial conflict of interest situation is determined, the RIO shall take the necessary action to assure that the Investigator's relationship with the project is severed.

Additionally, the University President, Provost, and the dean of the investigator's college or other supervisor, as well as the

investigator him/herself must be notified in writing with a memo describing the identified financial conflict of interest and the basis for the determination that the financial conflict cannot be mediated. If the investigator is a member of a collective bargaining unit, his or her union chapter President shall also be notified. In addition, if the research was sponsored by any external agency, that agency will be notified if such notification is required.

Disputes on matters regarding financial conflict of interest, including the interpretation of this policy, shall be referred to the President, or the President's Designee, for resolution.

Appeals of the decision of the FCIRB must be made to the President, or the President's Designee, within five (5) days of receipt by the Investigator of written notice of the decision of the FCIRB.

Non-compliance with this policy or resolution plan may result in disciplinary actions subject to any applicable collective bargaining agreement, or existing University rule or regulations such as the Board of Governors' Merit Principles Policy. [42 CFR 50.604(j)]

After review and necessary action, all SEC-1s will be retained in the Office of Human Resources for a period of (5) five years from the date of receipt. All financial disclosure information shall be kept confidential, except to the extent required by law, and except to the extent necessary to review, consider, and resolve any conflicts.

8. RECISION: Not applicable.

9. PUBLICATION STATEMENT: Not applicable.

10. DISTRIBUTION: Code Description

All employees annually (by the Dean of the School of Graduate Studies and Research) and via the IUP Research website (updated within 60 days of any modification of the policy) [43 CFR 50.604(a)].

**Appendix B
Student Affairs Committee
Chair Desmond**

Proposed Substantive Changes to the Student Behavioral Code, Spring 2012

Background Information

The Code of Conduct Review was conducted Fall semester 2010 through present.

The Code of Conduct Review Committee was chaired by Kate Linder, Associate Dean of Students, Student Life & Community Engagement/Director, Center for Student Life.

Thirteen (13) committee members included representatives from the Office of Student Conduct, the Office of Housing, Residential and Dining Services, University Police, Punxsutawney Student Life, the Center for Health and Well-Being (HAVEN Project), Student Government Association, Student Affairs in Higher Education graduate program and the University Judicial Board (faculty, staff, and student members). Of these individuals, 4 were managers, 3 were SCUPA employees, 2 were faculty, 2 were graduate students, and 2 were undergraduate students.

The Code of Conduct Review Committee solicited feedback from all university judicial board members, all members of the Student Affairs Leadership Team, all members of Student Government Association, all employees of the Office of Housing, Residential Services and Dining, all staff in the Center for Student Life, and the Director of Social Equity.

The proposed changes have been reviewed and approved by Dr. Rhonda Luckey, Vice President for Student Affairs, and Jacqueline Morrow, University Legal Counsel.

Proposed Substantive Changes

- Throughout the document all references to “judicial” have been changed to “student conduct” to reflect the administrative nature of the system (less legalistic) and to correspond with the “Office of Student Conduct” title
- Document title – changed from “Student Behavior Violation Procedure” to “Student Conduct Policies and Procedures”
- Section A. Introduction – Statement added to clearly indicate that students retain all constitutional rights and guarantees
- Section A. Introduction – statement regarding parent/guardian role was removed since the document is not directed at these individuals
- Section B. #3 – “Student” was more specifically defined/clarified to reflect current and past practice
- Section B. #6-#13, #19 – Definitions were provided for significant terms that were not previously defined in the Code, but which are routinely used in student conduct policies and

procedures.

- Section B. #10 – the definition of “victim of violence” was specifically crafted to meet the requirements of the Office of Civil Rights (OCR’s) “Dear Colleague” letter of April 2011, ensuring that victims of sexual harassment and sexual violence are afforded the same rights and opportunities in the conduct process as those provided to “accused students.” IUP is electing to provide these rights to all victims of violence to avoid suggesting that some types of violence are more egregious than others.
- Section C. paragraph one – Unnecessary verbiage is eliminated.
- Section C. #1 – Previous 3 items were streamlined into 2 items
- Section C. #2 – Previous 3 items were streamlined into 2 items
- Section C. #4g – This item was reworded to be more specific and reflective of the behaviors for which students are held accountable
- Section C. #5 – This Item was re-named to be more inclusive beyond “automotive” since the regulation includes other modes of transportation.
- Section C. #7- This Item was re-named to reflect a change from “abuse” to “assault.”
- Section C. #7a - The definition of “assault” was revised upon advice from university legal counsel
- Section C. #7b - The definition of “harassment” was revised upon advice from university legal counsel
- Section C. #7c – The definition of “attempted or completed sexual assault” was revised to be more comprehensive and to emulate best practice language
- Section C. #7d – The definition of stalking was revised to provide greater specificity regarding types of prohibited conduct
- Section C. #8b – Redundant language was removed
- Section C. #8c - This item was reworded to be more specific and reflective of the behaviors for which students are held accountable
- Section C. #8d – Wording was revised to reflect the broader concept of misuse of legal drugs and other substances
- Section C. #8e – This item was added to specify driving under the influence of drugs other than alcohol
- Section C.#9 – This Item was renamed to create one general category defined as “disorderly” behavior and the definition was streamlined

- Section C.#10 – This item was reformatted to provide greater ease in reading and comprehension
- Section C.#14 – This Item was revised to simplify wording and remove any geographical limitation
- Section C. #15 – The text which describes an approval process for small games of chance was removed since it is not germane to the purpose of the Code of Conduct.
- Section D. Jurisdiction – This text is repeated from the second paragraph of the Code since it directly addresses jurisdiction
- Section D - This text was eliminated as unnecessary
- Section E. Procedures – The order of this section was changed from the previous Code to provide more logical sequence of information
- Section E.#1 – “5 class days” was replaced with “15 calendar days” to create a more reasonable timeline for reporting incidents
- Section E.#2 – This section was revised to clearly articulate the process that has historically been used by the Office of Student Conduct to determine case routing
- Section E.#3 – This revised text makes explicit that students must be notified of an informal resolution conference
- Section E.#7 – This text was added to explain the advisor role and the right of both the accused student and victim of violence to select an advisor
- Section E.#8 – This text was added to explain the hearing waiver process, which has existed for many years but was not previously described in the Code of Conduct
- Section F.#3 – This text was added to reflect the referring party’s role in a hearing, which has existed for many years
- Section F.#4 – This text has been revised to reflect an administrative process and remove legalistic language
- Section F.#6 – This text was added to reflect the witness role in a hearing, which has existed for many years but was not previously described in the Code of Conduct
- Section F.#7 – This text was specifically crafted to meet the requirements of the Office of Civil Rights (OCR’s) “Dear Colleague” letter of April 2011, ensuring that victims of sexual harassment and sexual violence are afforded the same rights and opportunities in the conduct process as those provided to “accused students.” IUP is electing to provide these rights to all victims of violence to avoid suggesting that some types of violence are more egregious than others.

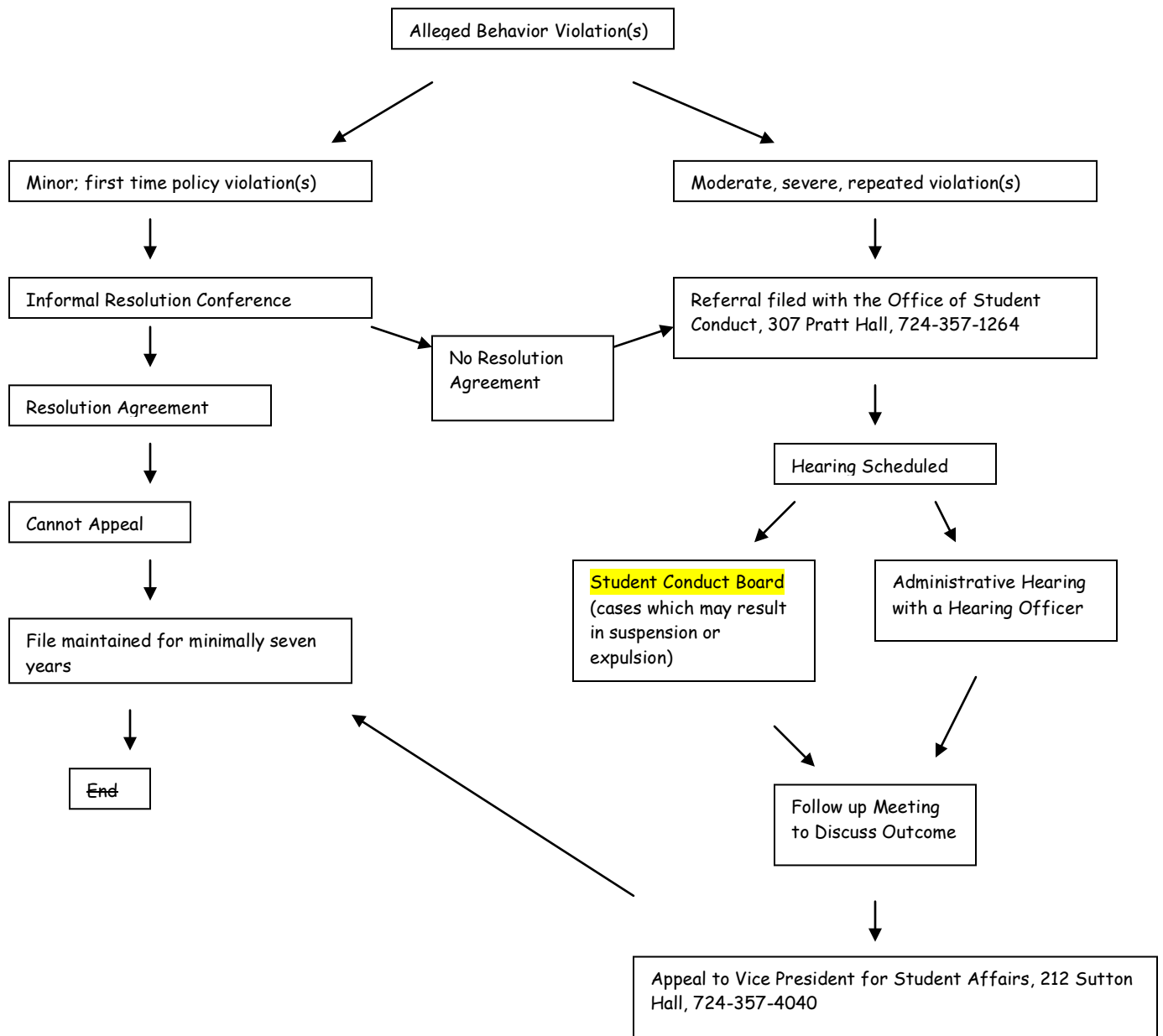
- Section F.#8 – The previous text allowed for hearings to be open at the discretion of the adjudicator; however, in practice no hearings were approved as open so the text has been changed to reflect the practice
- Section F.#9 – This text was added to explain the advisor role and the right of both the accused student and victim of violence to select an advisor
- Section F.11 – This text was added to explain the hearing waiver process, which has existed for many years but was not previously described in the Code of Conduct
- Section F.#12 – This text was broadened to be applicable to all potential participants in a hearing
- Section F.#13 – This text was specifically crafted to meet the requirements of the Office of Civil Rights (OCR’s) “Dear Colleague” letter of April 2011, ensuring that victims of sexual harassment and sexual violence are afforded the same rights and opportunities in the conduct process as those provided to “accused students.” IUP is electing to provide these rights to all victims of violence to avoid suggesting that some types of violence are more egregious than others.
- Section F.#14 – This text was eliminated because recordkeeping information is located in “Section M” of the Code. Accused students no longer have the opportunity to obtain digital recordings of hearings due to the potential to violate the privacy rights of other individuals involved in the hearings and to the ability to post recordings on the worldwide web, etc.
- Section F.#15 – This text was replaced by section F.#13
- Section G.#2 – This text was added to accurately reflect the composition of the student conduct board
- Section G. #2a – This text has been added to reflect an accused student’s ability to waive his/her right to 10 calendar days notice of a hearing
- Section H.#4 – This text specifies a timeline of 7 calendar days for providing a hearing decision in writing to the accused student
- Section I. #4 – This text specifies the boundaries for recording hearings
- Section I. #7 – This text specifies a timeline of 3 calendar days for providing an expulsion recommendation in writing to the VPSA
- Section J. Sanctions – General statement was moved to provide greater visibility
- Section J.#3g – This text was added to reflect a sanction that has been utilized for many years
- Section J.#3i – This text was added to reflect the “judicial fines” structure which was instituted in fall semester 2010

- Section J.#31 – This text specifies a timeframe for response to recommendations of expulsion
- Section K.#1 – The timeframe for conducting an interim suspension review hearing was shortened from 10 calendar days to 5 calendar days to expedite the process
- Section K.#3 – This text was added to ensure that a student reinstated to class is not penalized for missing class due to an interim suspension
- Section L. #1 – This text was specifically crafted to meet the requirements of the Office of Civil Rights (OCR’s) “Dear Colleague” letter of April 2011, ensuring that victims of sexual harassment and sexual violence are afforded the same rights and opportunities in the conduct process as those provided to “accused students.” IUP is electing to provide these rights to all victims of violence to avoid suggesting that some types of violence are more egregious than others.
- Section L. #1a – This revised text reflects best practice
- Section L. #1b – This language was revised to reflect an administrative hearing process (less legalistic term)
- Section L. #1c – This revised text limits grounds for appeal to sanctions that have specifically resulted in a loss of services or student status and which are inappropriate
- Section L. #2b – This text was added to reflect the past and current practices of placing sanctions on hold once an appeal is filed (other than “no contact” with a victim)
- Section L. #2c – This text was eliminated as unnecessary
- Section L. #2d – This revised text allows the VPSA to increase a sanction if merited, which allows victims of violence a right to a legitimate appeal
- Section L.#2e – This text was added to reflect past and current practice
- Section L.#2f – This text was added to reflect past and current practice
- Section L.#2g – This text provides a timeframe for responding to appeals
- Section M – This text was simplified, but substance was not altered.
- Section N – This section was added to describe the process for reviewing the student conduct code (best practices)
- Section O – This section was eliminated because regional campuses are part of the university conduct system
- Section P – This section was eliminated because it does not fit in a Code of Conduct (it addresses non-students)

STUDENT CONDUCT POLICIES AND PROCEDURES

Office of Student Conduct (OSC) 724-357-1264

www.iup.edu/studentconduct/default.aspx



POLICIES AND REGULATIONS REGARDING STUDENT BEHAVIOR

Office of Student Conduct 724-357-1264

A. Introduction

IUP is an academic community within the society at large. As a community, the university has developed a code of standards and expectations that are consistent with its purpose as an educational institution. IUP reaffirms the principle of student freedom, coupled with an acceptance of full responsibility for one's behavior and the consequences of such behavior. As a member of the academic community and of the larger society, a student retains the rights, protection, guarantees, and responsibilities which are held by all citizens. **The University conduct system does not eclipse, in intention or application, the constitutional rights and guarantees of students.** (added)

When responding to behavior that violates federal, state, and local laws and ordinances, the university does not replace the criminal justice system or other responses in the larger community. The student should expect to be held accountable for her/his behavior through both the legal system and the university ~~judicial system~~ student conduct system. **The primary function of the student conduct system is to adjudicate alleged policy violations by students that occur on campus. The University reserves the right to adjudicate violations by students in off-campus locations when those violations might adversely affect the University community** (moved from section c)

The Office of Student Conduct (OSC) supports the academic mission of the university by encouraging behavioral change in the student while protecting the rights of the members of the university community and by promoting ~~the~~ security, responsible behavior, civility, openness, justice, and respect. Through enforcement of university policies and procedures a student is challenged to take responsibility for her/his actions, demonstrate respect for her/him self, property, and other individuals, and develop skills that will enhance lifelong problem solving, communication, and decision-making abilities.

Parents/guardians, ~~who~~ can have significant influence over their student's choice to follow the behavioral expectations of the university and are welcomed as partners in the ~~discipline student conduct~~ process in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA). ~~Parents/guardians are encouraged to support the university's mission, values, and behavioral expectations, as well as their student's academic and social success, by reinforcing and encouraging appropriate, legal behaviors and by confronting/challenging illegal and inappropriate behaviors.~~

B. Definitions

1. The term "university" shall refer to the community of faculty, staff, and students at IUP, as well as to premises and facilities.
2. The term "University premises/facilities" shall mean all buildings or grounds owned, leased, operated, controlled, or supervised by the University or the Student Cooperative Association or other recognized University affiliates. (moved from 7)
3. The term "student" shall include any person currently enrolled, in the process of registration, or who will be registered for an academic term, course, program, or activity at the University. **Persons who withdraw from the University after allegedly violating one or more student behavior regulations and persons who are not officially enrolled for a particular term, but who have a continuing relationship with the University are also considered "students."** (added)
4. The term "faculty member" shall mean any person employed by the university who holds academic rank or performs teaching or research duties.
5. The term "staff member" shall mean any person employed by the university or the Student

Cooperative Association who is not considered faculty.

6. The term “adjudicator” shall refer to any University official or student conduct board authorized by the University to impose sanctions upon any student(s) found to have violated one or more student behavior regulations. (see section “G. Adjudicator Structure and Selection”) (added)
7. The term “referring party” shall refer to any person who submits a statement to the Office of Student Conduct alleging a student has violated one or more student behavior regulations. (added)
8. The term “accused student” shall refer to any student accused of violating one or more student behavior regulations. Within this document, the term “student” can refer to one or multiple students. (added)
9. The term “witness” shall refer to any person who has been identified by the referring party and/or the accused student as having relevant information concerning the alleged violation of one or more student behavior regulations. (added)
10. The term “victim” shall refer to any person who alleges that s/he has been directly impacted by the misconduct of the accused student. The term “victim of violence” shall refer to a victim who alleges that s/he has been assaulted (assault is defined by Student Behavioral Regulations “C7a Abuse” and “C7c “Sexual Assault”). A victim of violence shall be afforded the same information and rights in the university judicial process as those afforded to a referring party. (added)
11. The term “advisor” shall refer to any person identified by an accused student or victim to consult privately with that person during University student conduct meetings and/or hearings. (added)
12. The term “University regulation” shall mean any written policy of the University as found in, but not limited to, this document, the contracts for residential rooms/suites/apartments (including dining contracts), the University website, and the graduate and undergraduate catalogues. (added)
13. The term “sanction” shall mean one or more consequences or requirements imposed by an adjudicator on a student found to have violated one or more student behavior regulations. (added)
14. The term "organization" shall mean a group of persons who have complied with University requirements for registration or recognition.
15. The term "university (sponsored) activity" shall mean any activity on or off campus, which is initiated, aided, funded, authorized, or supervised by the university or the Student Cooperative Association.
16. The terms "will" and "shall" are to be used in the imperative sense, not imparting a choice.
17. The term "may" is to be deemed permissive, imparting a choice.
18. The terms "Vice President for Student Affairs", "Associate Dean of Students of Campus Living and Learning", and “Associate Dean of Students, Student Life and Community Engagement”, refer to individuals holding those positions or their designees.
19. The term Student Cooperative Association (Co-op) shall mean the organization, funded by student activity fees, incorporated to provide educational, literary, social, recreational and cultural benefits of the students and faculty of Indiana University of Pennsylvania and to operate a bookstore and other facilities. (added)

C. Student Behavior Regulations

The list of offenses which follows is not ~~to be taken~~ meant to be exclusive as to the grounds that might lead to the ~~issuance of discipline against a student~~ initiation of the student conduct system which may lead to sanctions being imposed against a student. The university reserves the right to discipline any student for any action (or any inaction in a situation where the student has a duty to act) that an ordinary, reasonable, intelligent college student knows or should know might result in discipline. This simply means that the university reserves the right to issue discipline for reasonable cause. ~~Such discipline may include, but is not limited to, suspension, expulsion, or involuntary withdrawal from all or part of IUP's academic or other programs. The standard for determining discipline is objective, not subjective, and if an ordinary, reasonable, intelligent college student should have known that particular action or inaction might lead to the issuance of discipline, the university still may issue discipline, even if the particular student who is charged with the particular offense did not know these provisions.~~ The provisions of this clause are incorporated by reference in any notice of misbehavior, so long as the notice fairly describes the act(s) or omission(s) with which the student is charged.

~~The primary function of the judicial system is to adjudicate alleged policy violations by students that occur on campus. The university reserves the right to adjudicate violations by students in off-campus locations when those violations might adversely affect the university community.~~ (moved to section D) The university maintains the right to amend its rules and to make such amendments effective immediately upon appropriate public notification of students.

The following actions and/or behaviors are expressly prohibited. It is the responsibility of each student to become familiar with these regulations.

1. Unauthorized Entry/Unauthorized Use

~~Attempted or completed entry into or use of university facilities, property, or equipment without authorization.~~

a. Attempted or completed entry into or use of university facilities or property without authorization.

b. Attempted or completed entry into the property of ~~another, to include a room, house, building, business, or privately owned~~

~~residence without authorization~~ any individual, group or entry without authorization (reworded):

e. ~~Unauthorized use of university property or equipment.~~

2. Property

a. ~~Possession of stolen university property or the property of any individual group or entity.~~

b. Theft of university property or property of any individual group or entity.

e. ~~Destruction and/or damage to university facilities or to the property of any individual, group, or entity.~~

a. Theft or other unauthorized possession of University property or the property of any individual, group, or entity. (reworded)

b. Destruction and/or damage to University property or to the property of any individual, group, or entity. (reworded)

3. Event Registration: Facilities Use

Violation of policies or regulations governing the registration of student organizations, events on campus, and/or (added) use of university facilities.

4. Alcohol

- a. Possession of alcoholic beverages on university premises or facilities except as provided in the University Alcohol Policy..
- b. Possession of alcoholic beverages off campus by individuals under the age of twenty-one or illegal possession by an individual. (added)
- c. Consumption of alcohol on university premises or facilities (including underage drinking) except as provided in the University Alcohol Policy.
- d. Consumption of alcohol off campus by individuals under the age of twenty-one.
- e. Excessive use of alcohol resulting in a state of intoxication that endangers oneself or other members of the community. Excessive use includes (but is not limited to) use resulting in a need for medical attention, inability to function without assistance, unconsciousness, inability to recall events, incoherent or disoriented behavior, loss of control of bodily functions, and/or having a blood alcohol level of .16 or more.
- f. Driving while under the influence of alcohol (blood alcohol level above .08 for individuals over twenty-one; blood alcohol level over .02 for individuals under the age of twenty-one.
- g. ~~Sale and/or distribution of alcohol by persons of any age to persons under the age of twenty-one, including, but not limited to, charging admission to social events where alcohol will be served.~~ Sharing, furnishing, and/or distributing alcohol by persons of any age to persons under the age of twenty-one, including, but not limited to, charging admission to a social event where alcohol is served, hosting or organizing a social gathering where persons under the age of twenty-one consume alcohol, and/or providing alcohol. (reworded)

5. ~~Automotive Transportation~~ (reworded)

- a. Violation of university ~~parking~~ regulations and Student Cooperative (Co-op) policies governing the use of automobiles, motorcycles, or other motor vehicles parked or driven on university property and designated parking areas.
- b. Skateboarding, in-line skating, and bicycling on university property in a manner that cuts, grinds, or that may deface the edges of steps and other property is prohibited.
- c. Bicycles will be operated in a safe manner on campus and riders will comply with state and local regulations governing the use of bicycles.

6. Obstruction/Disruption

Obstruction or disruption of teaching, research, administration, disciplinary procedure, or other university activities including its public service functions, or of other authorized activities, and/or the performance of duties of University personnel. (added)

7. ~~Abuse Assault/Harassment/Sexual Assault/Stalking~~ (reworded)

- a. ~~Abuse—Physical intimidation and/or assault, or conduct which threatens or endangers the health, safety, or well being of any person or group.~~ Assault- physical conduct which threatens or endangers the health, safety, or well being of any person or group Abuse includes (but is not limited to) hitting, kicking, slapping, punching, pushing, and/or spitting on another person or persons. (reworded)
- b. ~~Harassment - Intimidation, invasion of privacy, or any threat to the well-being of a person or group which is communicated verbally, in writing, or through contact by telephone, computer, a third party, or by any other means of communication.~~ Repeated, severe or pervasive actions directed towards specific individual(s) with the intent or effect to harass

or alarm including actual, attempted or threatened physical contact or acts that serve no legitimate purpose. (reworded)

- c. Attempted or completed sexual assault - includes (but is not limited to) rape, attempted rape, and/or inappropriate touching of another person. Rape is defined as sexual intercourse that is perpetrated against the will of the victim by a person or persons known or unknown to the victim. Rape includes engaging in sexual behavior with a person who is unconscious and/or mentally impaired (including impairment by intoxication and/or other substance abuse) includes (but is not limited to) sexual penetration, oral sex, genital contact, and/or touching of a sexual nature that is perpetrated against the will of the victim by a person or persons known or unknown to the victim. This includes engaging in sexual behavior with a person who is unable to consent because of mental impairment (including impairment by intoxication and/or other substances). (reworded)
- d. Stalking – Conduct or repeated acts toward others, repeated conduct toward another person including (but not limited to) willfully following and/or contacting someone verbally, in writing, by telephone, electronic media, a third party, or by any other means with the intent and/or effect of creating fear or emotional distress. (reworded)

8. Drugs

- a. ~~Drug~~ Paraphernalia-Any equipment, product or material of any kind (containing evidence of any illegal drug and/or controlled substance) that is primarily intended or designed for use in planting, growing, harvesting, manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, inhaling, smoking, or otherwise introducing into the human body a controlled substance. Examples include, but are not limited to items such as bong, roach clips, miniature spoons, syringes, and various types of pipes.
- b. ~~Illegal Possession/Personal Use of Drugs and/or Controlled Substances-~~The illegal use or possession of any drugs and/or controlled substance, except as expressly permitted by law. Examples of illegal and/or controlled substances include but are not limited to cocaine, heroin, morphine, marijuana, ecstasy, gamma hydroxyl butyrate (GHB), amphetamines, solvents, oxycontin, methamphetamines, anabolic steroids, and lysergic acid diethylamide (LSD). (reworded)
- c. ~~Distribution/Manufacture/Sales of Drugs~~ Sharing, Furnishing, and/or Distributing Drugs- Delivery and/or possession with the intent to manufacture, sell, or distribute any –The action, intent, and/or possession of materials used for sharing, distributing, delivering, manufacturing, and/or selling drugs and/or controlled substances except as expressly permitted by law.- drug and/or controlled substances, except as expressly permitted by law. (reworded)
- d. ~~Misuse of over the counter Medications and/or prescriptions, endangering self or others or Other Substances-~~ misuse of over the counter medications, prescriptions, and/or other legal materials or substances, creating potential danger to self or others. (reworded)
- e. Driving while under the influence of drugs (added)

9. Disorderly/Obscene Conduct

- a. ~~Disorderly Conduct~~ behavior that disrupts or interferes with the orderly functions of the university, disturbs the peace and/or comfort of persons, or interferes with the performance of duties by university personnel.
- b. ~~Obscene Conduct~~ any behavior that would be considered lewd or indecent by a reasonable person. Examples include (but are not limited to) voyeurism, public urination/defecation, public exposure of private body parts, etc.

Behavior that disrupts or interferes with the orderly functions of the university and/or would be considered lewd or indecent by a reasonable person including (but not limited to) voyeurism, public urination/defecation, public exposure of private body parts, etc.

(reworded)

10. Noncompliance

Failure to comply with the direction of an authorized university or Student Cooperative Association official and/or staff member acting in the performance of his/her duties. Failure to provide identification when requested to do so by a university or Student Cooperative Association official, including Community Assistants. Failure to comply with the direction of any person responsible for a facility or registered function who is acting in accord with those responsibilities. (The previous persons must identify themselves and state the reason for a directive.) Failure to fulfill any sanction(s) levied as a result of a judicial proceeding. Failure to meet with an authorized university or Student Cooperative Association official or staff member when directed to do so.

Failure to:

- comply with the direction of an authorized University or Student Cooperative Association official acting in the performance of her/his duties.
- provide identification when requested to do so by a University or Student Cooperative Association official, including Community Assistants.
- comply with the direction of any person responsible for a facility or registered function who is acting in accord with those responsibilities.
- fulfill any sanction(s) levied as a result of a judicial proceeding.
- meet with an authorized University or Student Cooperative Association official or staff member when directed to do so.

Note: The individuals referenced above must identify themselves and state the reason for a directive. (reformatted)

11. Contractual Obligations

Failure to honor all contracts with and debts to the university (including terms and conditions of the "Residence Hall Housing License Agreement and Dining Services Contract," the "Housing License Agreement for Apartment Living", the Suite Housing License Agreement and Dining Services Contract and the Student Cooperative Association).

12. Firearms/Weapons/Explosives

Possession and/or use of any weapon, which is any object used to inflict a wound or cause injury. This includes but is not limited to, possession and/or use of firearms, ammunition, knives, swords, ~~numb~~ ~~nun~~ chucks, stun guns, BB guns, look-alike weapons, or explosives, such as fireworks, unsecured compressed air cylinders, or dangerous chemicals, except as authorized for use in class, in connection with university-sponsored research, or in another approved activity (provisions may be made to store firearms with the University Police).

13. Fire/General Safety

- a. Fire Safety - Tampering with safety devices including (but not limited to) alarm systems, fire extinguishers, exit signs, smoke/heat detectors, fire hoses, etc. Failure to conform to safety regulations, (including but not limited to) falsely reporting an incident, failure to evacuate facilities in a timely manner in emergency situations or in response to fire alarms, inappropriate use of the fire alarm system, etc. In addition, individuals are responsible for the safe use and disposal of outdoor grills, tobacco products, and other fire-related items in areas authorized for such use.
- b. General Safety – Conduct that unreasonably or recklessly threatens or endangers the well being of any person is prohibited.

14. Arson

~~Setting or attempting to set fire to or creating/causing a fire on university owned or operated property or on properties under the ownership and/or supervision of the Student Cooperative Association.~~

Illegally setting, attempting to set, creating, or causing a fire. (reworded)

15. Gambling

All forms of gambling are prohibited unless a license has been secured and approval to solicit has been granted by the appropriate university office. Gambling consists of the payment of a consideration or fee for the chance to win a prize, the winner of which is determined by chance. ~~Nonprofit organizations that have been licensed to conduct small games of chance are required to obtain and follow all rules issued by county licensing authorization in the Office of the County Treasurer and the appropriate university office. Small games of chance include (but are not limited to): punchboards, pull tabs, raffles (including lotteries), and daily drawings.~~

16. Dishonesty/Fraud

Dishonest or fraudulent behavior, such as forgery, alteration, or misuse of documents, records, or identification (including but not limited to I-cards, credit cards, debit cards, pin numbers, and/or computer usernames/passwords), or knowingly furnishing false information to university or Student Cooperative Association officials. Academic dishonesty and fraud are covered by the Academic Integrity Policy and Procedures.

17. Complicity

Presence during any violation of university policy in such a way as to condone, support, or encourage that violation. (NOTE: Students who anticipate or observe a violation of university policy are expected to remove themselves from the situation and are encouraged to report the violation.)

18. Other

Apparent or alleged violation of federal, state, and local ordinances and other university regulations as prescribed in this handbook, a housing license agreement, the university catalog, and other official university publications, including publications on the University website.

D. Jurisdiction

The primary function of the judicial system is to adjudicate alleged policy violations by students that occur on campus. The university reserves the right to adjudicate violations by students in off-campus locations when those violations might adversely affect the university community. (added)

Judicial referrals of alleged behavioral violations will be adjudicated through the university judicial

system which is coordinated within the Office of Student Conduct, 307 Pratt Hall.

The university judicial system shall adjudicate:

- a. Cases involving alleged violations of university rules and regulations (excluding charges filed against recognized organizations) by students regardless of where the incident occurs and where the student resides.
- b. Cases involving alleged violations of local, state, and federal rules, regulations, laws, and ordinances by students regardless of where the incident occurs and where the student resides.
- c. Cases involving alleged violations of the "Residence Hall Housing License Agreement and Dining Services Contract", the Suite Housing License Agreement and Dining Services Contract, and the "Housing License Agreement for Apartment Living" by residential students.

E. Procedures (moved from Section F to Section E)

Pre-hearing Procedure

1. Charges of a violation can originate from any member of the university community and shall be reported to the Office of Student Conduct within ~~five (5) class days~~ 15 calendar days of the incident unless justifiable circumstances, as determined by the Office of Student Conduct, make such notification impossible or impractical.
2. A designated university official ~~within the Office of Student Conduct~~ (added) will review the case and determine whether the case should be adjudicated by the ~~judicial student conduct~~ system, and, if so, whether the case will be handled in an informal resolution conference (IRC), ~~or assigned to a hearing officer, or heard by a~~ (added) ~~judicial university student conduct board~~. In cases involving multiple accused students and/or multiple incidents, the Office of Student Conduct will determine if the students and/or incidents are to be adjudicated together or separately (added).
3. If an informal resolution conference (IRC) is scheduled, the accused student ~~may~~ will be notified of the expectation to participate in resolving an informal resolution conference for minor first-time policy violations that do not require investigation. An informal resolution conference involves a meeting between the accused student and an assigned adjudicator to discuss the charge(s). If the student and the adjudicator reach an informal resolution of the charges, an appropriate sanction or sanctions will be issued and kept on file at the University according to the records policy (see Section M). (added)
4. A ~~judicial student conduct~~ hearing will be scheduled under the following circumstances:
 - a. If the accused student and the ~~IRC~~ adjudicator fail to reach an informal resolution.
 - b. If the ~~IRC~~ adjudicator determines that the charges require further examination ~~and/or are of moderate severity~~.
 - c. If a designated university official determines that the case is of moderate severity. (added)
 - d. If the alleged incident involves more than one individual and a hearing is necessary to complete a thorough examination of the allegations.
 - e. If the outcome of the hearing may result in removal from/loss of university-owned/operated housing, ~~stayed suspension~~, suspension, or expulsion.
5. If a ~~judicial student conduct~~ hearing is scheduled, the accused student shall be informed in writing of the alleged violation(s), the date(s), time(s), and location(s) of the alleged violation(s) and a summary of the actions which led to the charge(s). Notification of charges against the student shall also include, but are not limited to, the following information:
 - a. The date, time, and location of the hearing.

- b. Whether the case will be adjudicated by a hearing officer, a judicial student conduct board, or a special interim judicial student conduct board.
- c. Information regarding due process rights afforded the student prior to and during the hearing.
6. A student will be given a minimum of three (3) calendar-days' notice prior to appearing before the assigned adjudicator. In cases where the outcome of a hearing could result in suspension or expulsion assigned to a student conduct board, the student will be given a minimum of ten (10) calendar-days' notice between notification of the charges and appearance before the assigned adjudicator- student conduct board.
7. The accused student (and alleged victim(s) of violence if involved) may select an advisor to advise him/her at the student conduct proceeding. The advisor may consult and interact privately with the accused student or alleged victim(s) during student conduct proceedings. The advisor is not permitted, however, to represent the accused student or alleged victim(s). (added)
8. The accused student may waive in writing his/her right to a hearing and accept one or more sanctions as determined by the adjudicator. The sanction(s) will reflect the severity of the current charge(s) against the student, as well as any previous disciplinary record. A student who waives his/her right to a hearing forfeits any right to appeal the sanction(s) as determined by the adjudicator. (added)
9. Students who are considered an immediate or substantial threat to themselves, others, and/or property may be issued an interim suspension by the Office of the Vice President for Student Affairs (see section "K. Interim Suspensions.")

F. General Guidelines for Judicial Student Conduct Hearings (moved from Section G)

Students who do not participate in an informal resolution of the charge(s) against them shall participate in a judicial student conduct hearing. Guidelines used by hearing officers or judicial student conduct boards include:

1. The accused student shall have his/her case heard by an impartial adjudicator.
2. In situations where the original referring party is no longer available or cannot attend the hearing for unavoidable reasons, the referring party may send a proxy to the hearing to represent him/her throughout the proceedings.
3. The referring party will present charges and relevant information and may ask questions of all hearing participants. (added)
4. The accused student shall have a fair and reasonable opportunity to answer, explain, and defend her/himself against information and witnesses charges presented at the hearing, to submit written, physical, and testimonial evidence, to present information and to call relevant witnesses to appear on his/her behalf.
5. If the accused student chooses not to appear before the assigned adjudicator, her/his case will be adjudicated based upon the evidence presented at the scheduled hearing.
6. Witnesses will be asked to provide relevant information and to respond to questions from the referring party, the accused student, and the hearing officer or student conduct board members/chairperson. Witnesses are not permitted to ask questions of hearing participants. (added)
7. In cases involving allegations of violence, victims will be treated as a referring party for the purposes of the student conduct hearing. (added)
8. All student conduct hearings are closed except to designated/approved participants (added)
9. The accused student and alleged victim(s) may select an advisor to advise her/him at the student conduct proceeding. Other witnesses may request the presence of an advisor, subject to the approval of the hearing officer or student conduct board chairperson. The advisor may

consult and interact privately with the accused student or alleged victim(s) during student conduct proceedings. However, the advisor is not permitted to have a verbal role in the proceedings. (added)

10. To the extent permitted by law, an alleged victim of violent action assault may choose to be present throughout the entire hearing or s/he may opt to provide his/her information at the designated time only.
11. The accused student may waive in writing her/his right to a hearing and accept one or more sanctions as determined by the adjudicator. The sanction(s) will reflect the severity of the current charge(s) against the student, as well as any previous student conduct record. A student who waives her/his right to a hearing forfeits any right to appeal the sanction(s) as determined by the adjudicator. (added)
~~All hearings are closed unless the accused student requests an open hearing in writing. However, the hearing officer or judicial board chairperson has the authority to make the final decision regarding access of spectators to the hearing to the extent permitted by law.~~
12. A hearing officer or judicial student conduct board shall have the authority during judicial student conduct proceedings to hold an individual in contempt. Contempt is defined as disorderly or disrespectful conduct by hearing participants or spectators in a hearing and/or the intentional misrepresentation of facts. Students Individuals found to be in contempt may be removed from the hearing and/or students may be charged with violating applicable behavior regulations.
13. The accused student shall receive a written account of the decision of the adjudicator. A decision will be based upon evidence sufficient to make a reasonable person believe that a fact sought to be proved is more likely true than not. In cases involving allegations of assault and sexual assault, the University will disclose the results of a student conduct proceeding to the victim. (added)
14. The university will, for a reasonable period of time, maintain a written summary record and/or audiotape of the hearing. Accused students may request copies of this record but will be required to pay the cost of duplication.
15. The university will disclose the results of a disciplinary proceeding against an alleged perpetrator of a crime of violence to the alleged victim(s) of that crime after the appeal period has ended. A victim is defined as an individual who was the recipient of the accused students(s) violent action.

G. Adjudicator Structure and Selection

In all judicial formal student conduct proceedings, the student accused of violating student behavior regulations will have her/his case heard before one of the following adjudicators:

1. **Hearing Officer** – University representative employees who are is designated by the Office of Student Conduct and are is appointed by the University President of IUP to adjudicate cases at the Administrative Hearing level.
2. **A University Judicial Student Conduct Board** – A judicial student conduct board generally consists of four to six members, at least one of whom is staff or faculty and one of whom is a student, chairperson designated by the Office of Student Conduct, three faculty and/or staff members, and three students selected from a pool of prospective members who have been trained to participate as judicial student conduct board members and appointed by the University President. A chairperson designated by the Office of Student Conduct oversees the hearing. (added)

a. Special Interim Judicial

Student Conduct Boards - The University reserves

the right to establish special interim ~~judicial~~ **student conduct** boards appointed by the Office of Student Conduct to expedite adjudication of student disciplinary cases when it is ~~inconvenient~~ **impractical** for the university ~~judicial student conduct~~ board to convene. These boards, composed of ~~one two~~ or more persons ~~and a chairperson, are~~ **may be** convened to hear cases ~~under the following conditions:~~ when an interim suspension has been issued ~~and the accused student wishes to waiver her/his right to ten (10) calendar days notice to a hearing~~ (see Section K), and/or the case must be heard at times ~~inconvenient~~ **impractical** for a student conduct board to convene (for example, final exam week, vacation periods, summer school, etc). (**added**)

Hearing officers ~~and the University~~ **judicial student conduct** board, ~~and special interim boards~~ have delegated authority from the University President ~~of IUP~~ to adjudicate student conduct cases. ~~disciplinary cases. University legal counsel may be called upon, as deemed necessary by the Office of Student Conduct, to provide assistance with selected cases.~~

H. Procedures for cases adjudicated by hearing officers

1. An **accused** student may challenge the assignment of a specific hearing officer to her/his case. This challenge must be presented in writing to the Office of Student Conduct at least one (1) working day prior to the scheduled date and time of the hearing. Upon reviewing the details of the challenge, the ~~Director of the Center for Student Life~~ **Associate Dean of Students for Student Life and Community Engagement** or her/his designee will either uphold the challenge and appoint an alternate hearing officer and arrange a new hearing time or deny the challenge. Failure to act shall be deemed denial.
2. A hearing officer will withdraw from adjudicating any case in which s/he feels s/he cannot reach a fair and objective decision.
3. The hearing officer will review all material, hear all **evidence information** pertinent to the case from the referring party, the accused **student** and all witnesses, clarify issues raised, render a decision based on the evidence presented at the hearing, ~~and take all actions and make all rulings necessary and proper for the hearing.~~
4. Following the hearing, the hearing officer will schedule a time to meet with the accused student (if possible) to issue a decision, and, if the student is found "in violation" of university ~~rules regulations~~, issue ~~a one or more~~ sanctions. This information is also presented to the student in writing **within seven (7) calendar days**.
5. A hearing officer's decision will be based on all evidence presented at the hearing. If the **accused** student is found "in violation" of university ~~rules regulations~~, all materials within the student's past and present ~~judicial student conduct~~ file will be used ~~in to determining~~ **determine** ~~an~~ appropriate sanction(s).

I. Procedures for cases adjudicated by ~~judicial~~ **student conduct** board

1. Any **accused** student appearing before a ~~judicial student conduct~~ board may challenge any member of the board sitting in judgment of her/his particular case. Upon hearing the details of the challenge, the ~~judicial student conduct~~ board will, by majority vote (challenged member not voting), either uphold or deny the challenge.
2. A ~~judicial student conduct~~ board member will withdraw from participating in any case in which the member feels that s/he cannot reach a fair and objective decision.
3. The ~~judicial student conduct~~ board will review all materials and hear all **evidence information** pertinent to the case from the referring party, the accused **student**, and all witnesses. Members of the ~~judicial student conduct~~ board shall be free to ask relevant questions in order to clarify

information or resulting issues which is presented.

4. A student conduct board hearing will be digitally recorded by the University and the recording will be retained at the University in accordance with the records and recordkeeping policy (see section M). Under no circumstances are other individuals permitted to record student conduct hearings. (added)
5. After hearing all the evidence information, the board will privately make its decision and, if necessary, determine appropriate sanction(s). If the accused student is found "in violation" of university rules regulations, all materials within the student's past and present judicial student conduct file shall be used in determining to determine appropriate sanctions.
- ~~6. The decision making process is as follows:
 - a. A majority vote of the judicial board members present shall be required for any decision. The chairperson shall vote only in the case of a tie.
 - b. A quorum shall consist of four members in addition to the chair.~~
7. Upon the conclusion of the hearing, the judicial student conduct board chairperson will schedule a time to meet with the accused student to issue communicate the board's decision and, if the student is found "in violation" of university rules, regulations, to issue communicate the sanction(s). This information is also presented to the student in writing within seven (7) calendar days. (added)
8. In cases where the judicial student conduct board recommends expulsion as the appropriate sanction, the chairperson will recommend the sanction in writing to the Vice President for Student Affairs or her/his designee within three (3) calendar days. (added)

J. Sanctions

Violations of student behavior regulations which demonstrate malicious intent towards the race, gender, color, religion, national origin, disability, and/or sexual orientation of another person or persons may result in increased sanctions. (reworded; moved from #3 below)

1. A hearing officer or judicial student conduct board may impose a single or multiple one or more sanctions from the sanctions listed below.
2. Any sanction may be put on hold or "stayed" from implementation for a specified period of time to be as determined by the hearing officer or judicial student conduct board.

~~Bias motivated offenses may result in stronger sanctions. Such offenses are defined as any offense wherein the accused student(s) intentionally selects the alleged victim because of the victim's race, disability, color, religion, national origin, gender, age, marital status, sexual orientation, or inclusion in any group or class protected by state or federal law~~

3. Sanctions which may be imposed include the following:
 - a. **Disciplinary Warning:** A written warning may be given to the student that indicates that s/he has been found "in violation" of an IUP regulation and that failure to comply with IUP regulations in the future may result in referral to the judicial student conduct system to be handled as a second offense. A warning remains in effect for a specific period of time, as determined by the adjudicator.
 - b. **Community Service or Educational Task:** A task which benefits the individual, campus, or community.
 - c. **Disciplinary Probation:** Disciplinary Probation is an indication that a student's status at the university is seriously jeopardized. During the probationary period, if the student is found "in violation" of another policy/regulation, a more serious sanction will be levied, including possible suspension or expulsion from the university. Disciplinary Probation is

- in effect for a specific period of time, as determined by the adjudicator.
- d. **Disciplinary Removal from University Owned/Operated Housing:** This sanction removes a student from University owned/operated housing facilities on either a temporary or a permanent basis. This is a more severe sanction usually taken in response to serious or repeated violations of university regulations or housing policies/regulations.
 - e. **Loss of Eligibility for University Owned/Operated Housing:** The student, whether currently living in university owned/operated housing facilities or not, is denied future eligibility for university owned/operated housing on a temporary or permanent basis.
 - f. **No Visitation in University Owned/Operated Housing/Facilities:** This sanction prohibits a student from being present within university housing or other designated facilities for any purpose for a specific time period as determined by the adjudicator.
 - g. **No Contact:** A student is prohibited from any form of communication/contact with one or more persons in any manner, including, but not limited to, contact via electronic media, personal contact, contact via a third party, etc. (added)
 - h. **Restitution:** A student may be required to pay for damages to property, including but not limited to, personal and University property, and/or for personal injury. Payment will be made under guidelines determined by the Office of Student Conduct.
 - i. **Fine:** A student may be billed an amount of money as determined by the highest sanction assigned by the hearing officer or student conduct board (added)
 - j. **Letter to Parents or Legal Guardians:** The student's parents or legal guardians receive a copy of the hearing officer's or judicial student conduct board's decision. This does not apply if the student is twenty-one years of age or older or if the student presents documentation to demonstrate independence (as defined in section 152 of the Internal Revenue Code).
 - k. **Suspension:** A student may be suspended from the university for a specific period of time, not to be less than the remainder of the current semester. Suspension requires that a student remove her/himself from University or Student Cooperative Association owned or affiliated entities or properties. S/he is not permitted to attend classes or social activities or to be present on University property during the period of suspension. *This sanction can be recommended to the Vice President for Student Affairs by a hearing officer or imposed by the judicial board, a special interim board, or the Vice President for Student Affairs. The Vice President for Student Affairs or her/his designee shall endeavor to respond to the accused student in writing regarding the recommendation of suspension within five (5) calendar days of receiving it.*
 - l. **Expulsion:** In a very serious case, or when a student who has previously been suspended from the university appears before a judicial board, The student conduct board may recommend to the Vice President for Student Affairs that the student be expelled from the institution. Expulsion from the University is permanent dismissal. The Vice President for Student Affairs or her/his designee shall endeavor to respond to the accused student in writing regarding the recommendation of expulsion within five (5) calendar days of receiving it. (added)

~~Any reasonable sanction(s) may be imposed by a judicial board, hearing officer, or special interim judicial board. Sanctions not listed previously may be imposed, if reasonable, upon approval by the Vice President for Student Affairs.~~

K. Interim Suspension

In a situation where it is determined that a student's continued presence constitutes an immediate threat of harm to the student, other individuals, or University property premises or facilities, the Office of the Vice President for Student Affairs or her/his designee may suspend a student from the University pending final disposition of the case.

1. Within the ten five (5) calendar days of issuance of the interim suspension, unless circumstances warrant an extension, an interim suspension review hearing or student conduct board hearing will be convened conducted to review the circumstances of the suspension (interim suspension review) or to adjudicate the case (student conduct board hearing). (added)
2. The hearing body interim suspension review officer or student conduct board will then continue the suspension or take other action based upon the evidence information presented at the interim suspension review hearing or the student conduct board hearing. The burden of proof in interim suspension review hearings or student conduct board hearings eases lies with the University and not the accused student. (added)
3. If the interim suspension is not upheld, the accused student will immediately be reinstated. The student cannot be penalized for missing class and will be guaranteed the opportunity to make up academic work missed during the semester in which the suspension was imposed. It is the responsibility of the accused student to make arrangements with faculty members for completing missed work.

L. Appeals

1. **Grounds for Appeal:** Upon receiving notification of the outcome of a case student conduct hearing, an accused student and/or the referring party may appeal in writing for any of the following reasons:
 - a. ~~Denial of a fair and reasonable hearing.~~ Procedural error that likely impacted the hearing outcome. (added)
 - b. New evidence information (applies when there is an acceptable reason to explain why the evidence information could not be presented at the original hearing).
 - c. ~~Excessively harsh or cruel sanctions.~~ Inappropriate sanctions that resulted in one or more of the following: loss of eligibility to live in and/or visit University-owned/operated housing, stayed suspension, suspension, and/or expulsion, (added)
2. **Procedure for appeal:**
 - a. The accused student and/or referring party must present a written request with the specific that specifically articulates one or more reason(s) for appeal from the grounds listed above to the Vice President for Student Affairs or her/his designee within ten calendar days of notification of the hearing decision. The ten (10) day requirement may be waived by the Vice President for Student Affairs or her/his designee where extenuating circumstances prevail and only if the grounds for appeal are met.
 - b. In cases that do not involve interim suspension, once an appeal is filed all sanctions are placed on hold with the exception of any sanction prohibiting contact with a victim of assault. (added)
 - c. The Vice President for Student Affairs or her/his designee may deny hear the appeal or direct the appeal to be heard by a Judicial Student Conduct Board, by a special interim board, or by another a hearing officer. In cases where the Vice President for Student Affairs is presented with appeals for cases which have resulted in suspension, legal counsel may be consulted.
 - d. Upon hearing considering an appeal, the Vice President for Student Affairs or her/his designee may reverse the original decision, sustain the decision, reduce or increase the severity of the sanction, reopen the case with the original student conduct

- board, or require that the case be reheard by a new student conduct board, ~~provided that the grounds for appeal are met.~~ The record for appeal is the student conduct file (see section M below) ~~(added)~~
- e. Appeals of a suspension implemented by the Vice President for Student Affairs or her/his designee are heard by the University President ~~(added)~~
 - f. Appeals for expulsion must be submitted to the Office of the President. The University President shall respond to an accused student in writing regarding the appeal of an expulsion decision. ~~(added)~~
 - g. Decisions on all appeals shall be rendered within ten (10) calendar days, unless justifiable circumstances make adherence to this time frame infeasible. ~~(added)~~
3. ~~Appeals to decisions of the sanction of expulsion must be submitted to the Office of the President, and the president may consult with legal counsel in these cases.~~

M. Records and Record Keeping

The Office of Student Conduct will maintain student ~~disciplinary~~ conduct files, which contain all necessary and appropriate ~~judicial~~ correspondence, hearing officer and ~~Judicial~~ student conduct board decisions, and other documentation pertinent to any student conduct cases involving the ~~accused~~ student. ~~Scandalous, impertinent, and irrelevant material, or~~ Material deemed unnecessary may be discarded at any time. ~~Judicial files~~ Student conduct records will be maintained ~~as follows:~~ for minimally seven (7) years.

- 1. ~~Judicial records will be maintained for a period of seven (7) years or three (3) years after the statistic is last published, whichever is less.~~
- 2. ~~The university reserves the right to retain all disciplinary files for longer periods as may be deemed necessary.~~

~~Note: In cases where more than one sanction is applied, records will be kept according to the length established for the most severe sanction.~~

The University will not release a student's ~~disciplinary~~ conduct records without the written consent of the student. The only exceptions to this guideline are those outlined in the Family Educational Rights and Privacy Act of 1974. (See IUP Student Records Policy.)

N. Review of Student Conduct Policies and Procedures ~~(section added)~~

The student conduct policies and procedures shall be reviewed minimally every five (5) years. The review process shall be coordinated by the Associate Dean of Students for Student Life and Community Engagement.

The Office of Student Conduct has the authority to resolve questions pertaining to Student Conduct Policies and Procedures. Questions regarding interpretation of the Student Conduct Policies and Procedures should be directed to the Office of Student Conduct, 307 Pratt Hall.

~~O. Regional Campuses~~

~~Subject to the approval of the Vice President for Student Affairs, each regional campus shall establish a judicial system, which is consistent with the principles and structure of the system as outlined in this document.~~

P. Denial of Access

The president of the university and his/her designee has the authority to deny access to university premises and/or facilities to any individual not associated with the university who poses a danger to any member of the university community or to the property/facilities owned or operated by the university or who interferes with the orderly functioning of the university. In the event it is determined by the Vice President for Student Affairs, or the provost, or any university official authorized by them to act in such a manner, such persons 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 such 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. This provision applies to proceedings under the university's academic integrity policy and also to student disciplinary proceedings.

Appendix C
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Boser

FOR INFORMATION:

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

- SOC 320 Sociological Theory

FOR ACTION:

1 Department of Political Science—Addendum to Feb. 21, 2012 Minutes

PLSC 320 International Law and PLSC 321 International Organizations are not to be deleted until after the 2012-2013 academic year.

2 Department of Mathematics—Program Revisions

i

Current Program:

Bachelor of Science—Mathematics

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

Mathematics: MATH 125

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

Major: 39-40

Other Requirements: 3

Free Electives: 24-25

Total Degree Requirements: 121

Credits
53

Proposed Program:

Bachelor of Science—Mathematics

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

Mathematics: MATH 125

Liberal Studies Electives: 9cr, no courses with MATH prefix, includes Foreign Language Intermediate Level

Major: 39-40

Other Requirements: 3

Free Electives: 27-29

Total Degree Requirements: 120

Credits
49-50

ii

Current Program:

Bachelor of Science—Mathematics/Applied Mathematics

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 125 Liberal Studies Electives: 9cr, no courses with MATH prefix (Foreign Language is included)	Credits 53
Major:	42
Other Requirements:	21
Free Electives:	4
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Mathematics/Applied Mathematics

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 125 Liberal Studies Electives: 9cr, no courses with MATH prefix; includes Foreign Language Intermediate Level	Credits 49-50
Major:	42
Other Requirements:	21
Free Electives:	7-8
Total Degree Requirements:	120

3 Department of Business Technology Support and Training—Program Revisions

I

Current Program:

Bachelor of Science—Business Technology Support

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 9cr, ECON 122, MATH 214, no courses with BTST prefix	Credits 55
College: Required Courses: Business Administration Core	33
Major:	30
Free Electives:	2
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science— Business Technology Support

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 9cr, ECON 122, MATH 214, no courses with BTST prefix	Credits 49-50
College: Required Courses: Business Administration Core	33
Major:	30
Free Electives:	7-8
Total Degree Requirements:	120

ii

Bachelor of Science in Education—Business Education (*)	Credits	Bachelor of Science in Education—Business Education (*)	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Natural Sciences: Option I recommended Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 6cr, ECON 122, MATH 214, no courses with BTED prefix	51	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 115 Natural Sciences: Option I recommended Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 6cr, ECON 122, MATH 214, no courses with BTED prefix	46-47
College: Professional Education Sequence:	31	College: Professional Education Sequence:	31
Major:	42	Major:	42
Free Electives:	0	Free Electives:	0-1
Total Degree Requirements:	124	Total Degree Requirements:	120

4 Department of Religious Studies--Course Revision and Catalog Description Change

Current Catalog Description:

RLST 250 Understanding the Bible **3c-0l-3cr**

An introduction to scholarly methods and major themes necessary to understand the Hebrew Scriptures and the New Testaments of the Judeo-Christian tradition.

Proposed Catalog Description:

RLST 250 Understanding the Bible **3c-0l-3cr**

An academic introduction to the sacred writings known as the Bible. Acquaints students with the basic contents and major themes of the books of the Bible (Hebrew Bible/Old Testament and New Testament), as well as the goals and methods of the most recent scholarship in biblical studies.

Rationale: The changes more clearly indicate the emphasis on the “Western” cultural heritage in global context. The objectives have been updated to meet the requirements for the Expected Undergraduate Student Learning Outcomes. These revisions reflect changes in the expectations for a syllabus of record and newer academic resources available since the last revision of this syllabus.

5 Department of Journalism—Course Revision and Catalog Description Change

Current Catalog Description:

JRNL 105 Journalism and the Mass Media **3c-0l-3cr**

A critical examination of the roles-goals of newspapers, magazines, radio, books, movies, and television as they affect American society socially, politically, and economically.

Proposed Catalog Description:

JRNL 105 Journalism and the Mass Media **3c-0l-3cr**

A critical examination of the roles-goals of the mass media (newspapers, magazines, radio and television, Internet and other on-line services) as they affect the American society socially, politically, culturally, and economically.

Rationale: The course outcomes have been updated to reflect the new expected student learning outcomes and common learning objectives. The catalog description has been updated and the Liberal Studies course approval general information questions and assessment questions have been addressed.

6 Department of Theater and Dance—New Courses, Course Deletions, Course Revisions, and Program Revision

a New Courses

i **THTR 140 Foundations of Performance** **3c-01-3cr**

An intensive, experiential workshop that introduces and explores fundamental components of theatrical performance (vocal, physical, ensemble, imaginative, analytic) in a holistic sequence of exercises and projects. It provides incoming theater majors with a common set of foundational theater skills and knowledge, a theatrical vocabulary, and collaborative ensemble interaction that enriches the freshman experience. As students progress, whether on a performance track or in other areas, this course gives them a shared context from which to grow as theater artists.

Rationale: This course, together with Foundations of Theater and Fundamentals of Design, forms part of a basic, first year introductory experience of Theater as an art form. As all of our majors will share this common foundation, several positive, educational implications will follow, such as a unified theatrical vocabulary, group cohesion and common pedagogical grounding. This will improve the progression of learning through advanced courses and the development of competency in performance and production.

ii **THTR 211 History and Literature: Classical** **3c-01-3cr**

A lecture course that surveys Western theater from its origins through the ancient Greeks to medieval times. Students will examine styles and genres of the period through the work of playwrights, actors, and theorists. The course includes the study of cultural, social, political, and economic contexts of Western theater in this period; contextual comparisons to Eastern theater of the same era; as well as the changes in performance practice, the architecture of performance space, theater technology, and audience composition.

Rationale: This course is required for majors in the BA in Theater Program. This course offering is being created as part of a strategic review of the Department's Curriculum. The current History of Theater requirements can be met without majors gaining a comprehensive knowledge of the history of Western theater, since only two of the four courses currently offered (THTR 205 Classic Theater I, THTR 206 Classic Theater II, THTR 207 Modern I, and THTR 208 Modern II) are required, resulting in chronological gaps in knowledge. The reorganization of the curriculum will result in three required courses that successively survey the history of Western theater from origins to present day. This course is the first in that sequence.

iii **THTR 225 Theater Graphics**

1c-31-3cr

A practical introduction to hand drawing, drafting, and graphic technology applied to theater design, technology and stage management.

Rationale: This course is designed for majors and minors. In the current major curriculum, the learning of graphic skills is melded into course content in a variety of courses, and this has not been working well. Students need to focus on graphic communication particular to theatrical production before learning to apply it to higher order learning. An analogue is that students should have fundamental writing skills before attempting creative writing. Therefore, this course serves a program revision goal to assure that students completing the degree have a fully developed competency in theatrical production.

iv THTR 480 Theater Seminar

1c-01-1cr

Prerequisites: THTR 111, 486 Senior Standing

Capstone course for majors. Students will complete work on their senior thesis project and examine career options. Students will develop resumes, portfolios, and other materials particular to their education as a theater or dance artist, and their aspirations for a career or post-graduate studies in a creative field. Offered in Fall only.

Rationale: This course is a capstone to our BA degree in Theater. It is designed for majors to take in their senior year. Its purpose is to help students synthesize their learning in the major, and with other facets of their academic career, in order to identify a career path commensurate with their skills and aptitudes. This new content is not appropriate to any existing course, and so requires a new one. This course will also provide a common point for faculty to administer and manage an existing senior thesis requirement. For several years the department has tried to administer the senior thesis requirement as a special requirement for seniors enrolled in THTR 486 Practicum in Production. This course is repeated for credit throughout each student's academic career, much like ensemble credit in Music. The senior thesis requirement is stated in the old degree program note (1) "4cr [THTR 486] over a minimum of six semesters including one semester for senior-year project. " Because THTR 486 is experiential learning in the setting of Theater-by-the-Grove and IUP Dance Theater, faculty supervision of senior thesis projects has been ad-hoc, and at graduation check-out, a THTR 486 Practicum completion with senior project is indistinguishable from one without. Providing this new course is a very suitable administrative home for the senior project, synthesizing it with each student's plan for life after IUP. A revision of THTR 486 is not required because the thesis requirement was never properly added to it in the first place.

b Course Deletions:

THTR 205 Classic Theater I

THTR 206 Classic Theater II

THTR 207 Modern Theater I

THTR 208 Modern Theater II

Rationale: These four courses covered Western theater history in chronological sequence from its origin to present day. The current program only requires students to take two out of these four (one from the classical and one from the modern period). It is thus possible for majors to graduate with significant gaps in their knowledge of theater history and literature. The proposed program revision addresses this problem by creating three required courses that span Theater History and Literature from origins to present day. Consequently these courses are no longer needed.

c Course Revisions and Catalog Description Changes:

i Current Catalog Description:

THTR 240 Acting I

3c-01-3cr

The study of the primary elements of the Stanislavski system of character development. Includes text analysis and the development of physical action through a character's subtext, as well as motivational and improvisational techniques.

Proposed Catalog Description:

THTR 240 Acting I

3c-01-3cr

Prerequisite: THTR 140 Foundations of Performance

The study of the primary elements of the Stanislavski system of character development. Includes text analysis and the development of physical action through a character's subtext, as well as motivational and improvisational techniques.

Rationale: Faculty members teaching Acting I have identified problems with widely varying levels of knowledge and skill in students entering the course. This has meant that significant amounts of time have had to be spent in developing a common understanding of foundational terminology, knowledge, and skills. This has reduced the amount of time that can be spent on the intended content. The new course THTR 140 Foundations of Performance was specifically developed to address this problem by providing students with foundational skills and knowledge, hence its installation as a pre-requisite for THTR 240 Acting I.

ii Current Catalog Description:

THTR 484 Directing Studio

3c-01-3cr

Prerequisites: THTR 350 or instructor permission

An opportunity for students to direct scene work, one-act plays, or larger projects, according to individual levels of experience, preparation, and readiness. Practical application of principles of directing to specific problems in directing. Student projects performed in public, open-class recitals. May be repeated.

Proposed Catalog Description:

THTR 484 Directing Studio

3c-01-3cr

Prerequisites: Minimum of THTR 240 and instructor permission. Written application to the instructor is required.

An opportunity for students to direct scene work, one-act plays, or larger projects, according to individual levels of experience, preparation, and readiness, as well as program resources. Course focus is on practical application of directing principles to specific issues. Student projects are performed in public, open-class recitals. May be repeated.

Rationale: Requirement of written application as a prerequisite is necessary to better identify appropriate projects and fit them to available resources for the best learning outcomes. This has been a problem in recent course offerings. Significant preparation such as securing performance rights and instructor familiarity with the scripts before the term begins is necessary for best practices.

d Program Revision:

Current Program:

Bachelor of Arts---Theater

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Fine Arts: ARHI 101, DANC 102, or MUHI 101
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with THTR prefix

Major:

Required Courses:

THTR 111 Foundations of Theater 3cr
 THTR 116 Fundamentals of Theatrical Design 3cr
 THTR 205 Classic Theater I *or* 3cr
 THTR 208 Classic Theater II
 THTR 207 Modern Theater I *or* 3cr
 THTR 208 Modern Theater II

Core Courses: (minimum of 6cr from each area)

Technical Core:

THTR 120 Stagecraft 3cr
 THTR 122 Costume Workshop 3cr
 THTR 221 Basic Stage Lighting 3cr

Performance Core:

THTR 130 Stage Voice *or* THTR 131 Stage Movement 3cr
 THTR 240 Acting I 3cr
 THTR 350 Directing 3cr

Production Practicum: (1)

THTR 486 Practicum in Production 4cr

Theater Concentration Electives: concentrate in one or two of the following areas: 9cr

Area A: Design/Tech (in addition to any of the technical core beyond the 6cr required)

THTR 320 Scene Design 3cr
 THTR 321 Stage Lighting Design 3cr
 THTR 322 Costume Design 3cr
 THTR 323 Sound Design 3cr
 THTR 324 Advanced Stagecraft 3cr
 THTR 489 Technical Theater Problems 3cr

Area B: Performance (in addition to any of the performance core beyond the 6cr required)

THTR 340 Acting II 3cr
 THTR 341 Acting Styles 3cr
 THTR 342 Acting Shakespeare 3cr
 THTR 484 Directing Studio 3cr
 THTR 487 Acting Studio 3cr

Area C: Musical Theater (2)

DANC 150 Fundamentals of Dance 3cr
 DANC 250 Beginning Modern Dance 3cr
 DANC 260 Beginning Ballroom and Tap Dance 3cr
 DANC 270 Beginning Ballroom and Tap Dance 3cr
 DANC 280 Beginning Ballet 3cr
 DANC 290 Ethnic Dance 3cr
 DANC 485 Dance Studio 3cr
 DANC 341 Acting Styles 3cr
 THTR 487 Acting Studio 3cr

Area D: Theater History and Theory (3)

THTR 310 Theater Criticism 3cr
 THTR 347 Playwriting 3cr
 THTR 350 Directing 3cr

Theater Electives:

Choose an additional course either from any THTR course listed above or any of the following: 3cr
 THTR 223, 281, 310, 345, 347, 481, 483, 493

Free Electives:

53 **Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: 49-50

Fine Arts: any except THTR 101

Mathematics: 3cr

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

40 **Major:**

42(1)

Foundation Courses:

THTR 111 Foundations of Theater 3cr
 THTR 116 Fundamentals of Theatrical Design 3cr
 THTR 211 History and Literature: Classic 3cr
 THTR 212 History and Literature: Renaissance 3cr
 THTR 213 History and Literature: Modern and Contemporary 3cr

Core Skills Courses:

THTR 120 Stagecraft 3cr
 THTR 122 Costume Workshop 3cr
 THTR 140 Foundations of Performance 3cr

Theater Electives in Concentration Areas: choose one area:

Design/Tech/Management Area

THTR 225 Theater Graphics 3cr
 THTR 489 Design/Technology/Management Studio 3cr
and Electives from: 6cr

THTR 221 Basic Stage Lighting 3cr
 THTR 223 Makeup for the Stage 3cr
 THTR 320 Scene Design 3cr
 THTR 321 Stage Lighting Design 3cr
 THTR 322 Costume Design 3cr
 THTR 323 Sound Design 3cr
 THTR 324 Advanced Stagecraft 3cr
 DANC 355 Dance Production 3cr

Performance Area

THTR 130 Stage Voice *or* THTR 131 Stage Movement 3cr
 THTR 240 Acting I 3cr
 THTR 340 Acting II 3cr

and one of these electives:

THTR 341 Acting Styles 3cr
 THTR 342 Acting Shakespeare 3cr
 THTR 350 Directing 3cr
 THTR 487 Acting Studio 3cr
 DANC 485 Dance Studio 3cr

Theory and Criticism Area

THTR 310 Theater Criticism 3cr
 THTR 311 Dramaturgy 3cr

And two of these electives:

THTR 350 Directing 3cr
 ENGL 308 Critical Theory 3cr
 ENGL 343 Drama 3cr
 ENGL 434 Shakespeare 3cr
 ENGL 450 Film Theory 3cr
 ENGL 350 Gender and Sexual Orientation in Literature, Theory, and Film 3cr

ENGL 460 Topics in Film 3cr
 ENGL 463 Topics in Global Literature and Film 3cr

ENGL 466 Topics in Theory 3cr

General Studies Area

THTR and/or DANC prefix courses as advised. 12cr

Production Practicum: (2)

THTR 486 Practicum in Production 5cr

Capstone

THTR 480 Theater Seminar 1cr

		Free Electives:	28-29
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) 4cr over a minimum of six semesters including one semester for senior- year project.		(1) Students must achieve a "C" or better in all major courses in order to graduate.	
(2) In addition to auditioning for limited seats in applied voice lessons from the Music Department, students could choose at least one acting class and at least one dance class from the listings in this category.		(2) Students are required to be enrolled in THTR 486 Practicum in Production while a THTR major. Students must complete 8 different practicum assignments, with three assignments in design or technical areas. With prior approval of the Department Chair, THTR 493, Internship, may be substituted	
(3) In addition to taking all four of the Classic and Modern Theater courses for 6 of the 9cr required in this concentration, an additional 3cr can be chosen from the courses in this category (assuming that they are not already serving another major requirement) or from specially defined THTR 281/481/483 courses.			

7 Department of Special Education and Clinical Services—New Courses, Course Revisions, Catalog Description Changes, and Course Title Changes

a New Courses

i EDHL 417 Advanced American Sign Language 3c-01-3cr

Prerequisites: EDHL 215

A continuation of Intermediate American Sign Language (ASL). Focus is on vocabulary expansion, comprehension of signed information, and development of fluency in conveying a message in American Sign Language. The course emphasizes receptive ability as well as overall quality of expression. Additional cultural aspects of ASL are discussed.

Rationale: This course is a continuation of the Introduction and Intermediate American Sign Language courses. It is designed for Deaf Education majors and Deaf Studies minors who wish to further develop their American Sign Language skills, as well as any other majors who have taken the first two courses of the sequence. Some students have goals of working in special schools for deaf students and need more in-depth skills in ASL. This course goes beyond the currently proposed two ASL courses.

ii SPLP 275 Language Science 3c-01-3cr

Prerequisites: SPLE Major, SPLP 111

Addresses the structure of language and the cognitive processes underlying normal language behavior. Applications to various clinical populations will also be addressed. Prerequisites for the course include an introductory course in communication disorders.

Rationale: The purpose of this course is to provide information to future speech-language pathologists about the components of normal language processing. In order for speech-language pathology students to fully understand the nature of the various types of speech and language deficit discussed in their other coursework, they must develop a basic understanding of the functioning of an unimpaired language system.

b Course Revisions, Catalog Description Changes, and Course Title Changes:

i Course Revision and Catalog Description Change:

Current Catalog Description:

EDHL 115 Introduction to American Sign Language

1c-11-1cr

Prerequisites: Deaf Education or Disability Services major or Deaf Studies minor, or permission

Development of manual dexterity and fluency using fingerspelling. Acquisition of basic American Sign Language syntax, semantics, vocabulary, and pragmatics. Practice in acquiring general information from a signed message and conversing informally on commonly used topics.

Proposed Catalog Description:

EDHL 115 Introduction to American Sign Language

3c-01-3cr

Prerequisites: Deaf Education or Disability Services major or Deaf Studies minor, or permission

Development of manual dexterity and fluency using fingerspelling. Acquisition of basic American Sign Language syntax, semantics, vocabulary, and pragmatics. Practice in acquiring general information from a signed message and conversing informally on commonly used topics. Exploration of the history of ASL and cultural aspects within the Deaf community.

Rationale: The course credits have been changed to 3 credits for the following reasons: This course is revised due to the elimination of another previously offered 3-credit course. EDHL 115 Introduction to American Sign Language is a required course in the Deaf Education certification program and Deaf Studies minor. As both (EDHL 115 and EDHL 215) are being revised, EDHL 314 Deaf Culture is being eliminated. There has always been some redundancy in the content of EDHL 114, 115, and 215. This proposal seeks to expand the cultural content already found in EDHL 115, as well as to extend the depth of language training received by those taking this course. Students in the major/minor need better competency in the language used by most deaf adults in the United States. The extension of this course to three credits and the modifications in content will help provide this greater depth and allow us to eliminate the Deaf Culture course. The Catalog description has been changed to reflect the addition of cultural aspects as well as greater depth in signing. Objectives have been added to reflect the cultural aspect now being taught in this course.

ii Course Revision and Catalog Description Change:

Current Catalog Description:

EDHL 215 Intermediate American Sign Language

3c-01-3cr

Prerequisites: EDHL 115, 3.0 GPA required for EDHL majors, 2.8 GPA for EDHL minors
Emphasizes vocabulary expansion, comprehension of signed information, and development of fluency in conveying a message in American Sign Language. Focuses on idiom-like expressions, number systems, rules, grammar, and conversational language. Total immersion approach is used.

Proposed Catalog Description:

EDHL 215 Intermediate American Sign Language

3c-01-3cr

Prerequisites: EDHL 115, 3.0 GPA required for EDHL majors, 2.8 GPA for EDHL minors
Emphasizes vocabulary expansion, comprehension of signed information, and development of fluency in conveying a message in American Sign Language. Focuses on idiom-like expressions, number systems, rules, grammar, and conversational language. Total immersion approach is used.

Rationale: Change of this course to 3crs from 2crs for the following reasons: EDHL 215 Intermediate American Sign Language is a required course in the Deaf Education certification and Deaf Studies minor. Both are being revised and EDHL 314 Deaf Culture is being removed from the program. There has always been some redundancy in the content of EDHL 114, 115, and EDHL 215. This proposal seeks to expand the cultural content already found in EDHL 215, as well as to extend the depth of language training received by those taking this course. Students in the major/minor need better competency in the language used by most deaf adults in the U.S. The extension of this course to three credits and the modifications in content will help provide greater depth in both signing and culture plus allows elimination the Deaf Culture course. Course objectives have been revised to reflect changes in increased cultural aspects as well as changes in the focus and depth of knowledge and use of sign.

iii Course Revision and Catalog Description Change:

Current Catalog Description:

EDHL 317 Sign Language in Educational Settings **2c-11-2cr**

Prerequisites: EDHL 215, Deaf Education majors or permission
Focuses on the use of sign language in the schools. Includes the adaptation of American Sign Language to Manually Coded English and basic principles of interpreting in an educational setting for future teachers of deaf and hard-of-hearing students. Extensive practice is required.

Proposed Catalog Description:

EDHL 317 Sign Language in Educational Settings **3c-01-3cr**

Prerequisites: EDHL 115, 215, Deaf Education majors or permission
Focuses on the use of sign language in the schools. Includes the following: the adaptation of American Sign Language to Manually Coded English and Signed English; basic principles of interpreting in an educational setting for future teachers of deaf and hard-of-hearing students; pedagogical methods of including American Sign Language as a language of instruction for deaf students.

Rationale: Under the current program EDHL 317 and EDHL 415 are taught as two courses. Over the last few years, instructors have found that the content of the two courses are hard to separate and aspects of 415 have to be taught as part of 317. Therefore, during the current program revision, the decision was made to combine the two courses into one three-credit course. The catalogue description has been changed to reflect the addition of the pedagogical content found in EDHL 415 and now incorporated into this course. There are additional course objectives to reflect pedagogical content from EDHL 415.

iv Course Revision and Catalog Description Change:

Current Catalog Description:

**EDHL 360 General Methodology for Education of Deaf and Hard of Hearing Persons
3c-0l-3cr**

Prerequisites: EDHL 114, 115; admission to Step 1 of the 3-Step Process

Provides systematic coverage of the basic procedures for maintaining legal educational mandates (IDEA) and teaching curriculum subjects. Included are the development of an Evaluation Report and Individualized Education Plan and regular and adaptive methods of instruction for the teaching of mathematics and science. The Pennsylvania K-12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education. Multiple projects and teaching activities are involved.

Proposed Catalog Description:

**EDHL 360 General Methodology for Education of Deaf and Hard of Hearing Persons
3c-0l-3cr**

Prerequisites: EDHL 114, 115; admission to Step 1 of the 3-Step Process

Provides systematic coverage of the basic procedures for maintaining legal educational mandates (IDEA) and teaching curriculum subjects. Included are the development of an Evaluation Report and Individualized Education Plan including a communication plan, and regular and adaptive methods of instruction for the teaching of language arts, social studies and science. The Pennsylvania K-12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education. Multiple projects and teaching activities are involved.

Rationale: Modifications in EDHL 360 address specific needs of deaf students as well as the content area of language arts, social studies, science and the area self-advocacy. Course description and objectives were changed to reflect the modifications to the content due to the elimination of EDHL 361 from the program and the inclusion of some Early Childhood methods courses.

v Course Revision and Catalog Description Change:

Current Catalog Description:

SPLP 122 Clinical Phonology

3c-0l-3cr

A detailed study of the classification of American-English phonemes using the physical and acoustical perspectives. Development of proficiency in use of International Phonetic Alphabet for allophonic transcriptions of normal and disordered speech.

Proposed Catalog Description:

SPLP 122 Clinical Phonology

3c-0l-3cr

Prerequisite: SPLE major

Detailed study of the classification of American-English phonemes using the physical and acoustical perspectives. Development of proficiency in use of International Phonetic Alphabet for allophonic transcriptions of normal and disordered speech.

Rationale: The students who take this course are majors in speech-language pathology. Therefore, it is important that they learn to apply their skills in phonetic transcription to clinical populations. In addition, providing students with opportunities to transcribe speech from a variety of English dialects will improve their ability to assess individuals who possess various regional and cultural dialects. The prerequisite was added to ensure that only students who have been admitted to the major may enroll.

vi Course Revision and Catalog Description Change:

Current Catalog Description:

SPLP 222 Introduction to Audiology **3c-01-3cr**
The study of auditory function, anatomy of auditory mechanism, psychophysics of sound, types and causes of hearing loss, measurement of hearing, and educational considerations for hearing-handicapped child.

Proposed Catalog Description:

SPLP 222 Introduction to Audiology **3c-01-3cr**
Prerequisite: SPLE major or EDHL major
The study of auditory function; anatomy and physiology of the auditory mechanism; psychophysics of sound, types and causes of hearing loss; measurement of hearing; and educational considerations for children with hearing loss.

Rationale: SPLP 222 needed to be revised to eliminate content that is no longer relevant to the students' future careers as speech-language pathologists or deaf educators. The use of tuning forks in evaluation has been replaced by audiometric evaluation and immittance procedures; and students are not likely to be involved in hearing conservation in their careers. The prerequisite was added to ensure that only students who have been admitted to the majors may enroll.

vii Course Revision, Catalog Description Change and Course Title Change:

Current Catalog Description:

SPLP 251 Anatomy and Physiology of the Speech and Hearing Mechanisms **3c-01-3cr**
Consideration of genetic development, structure, and function of the organs of speech and hearing. Anatomical systems involved in respiration, phonation, articulation, and hearing and relationships between systems in production and reception of speech.

Proposed Catalog Description:

SPLP 251 Anatomy and Physiology of Speech and Swallowing **3c-01-3cr**
Examines the structure and function of the body systems involved in speech production (i.e. respiration, phonation, articulation) and swallowing and an introduction to the nervous system. Normal variances based upon age, gender, and race are included. Comparisons between normal and disordered clinical presentations will be introduced.

Rationale: Knowledge of anatomy and physiology of swallowing is foundational to the clinical coursework in swallowing disorders. Previously, this information would only be provided at the graduate level. Establishing the basic science foundations of swallowing physiology will allow for more advanced content discussions at the graduate level. Previous course content on hearing anatomy and physiology was redundant with information provided in SPLP 222 Introduction to Audiology. Therefore, the elimination of the material from this course will not be detrimental. The prerequisite was added to ensure that only students who have been admitted to the major may enroll.

viii Course Revision and Catalog Description Change:

Current Catalog Description:

SPLP 311 Aural Rehabilitation

3c-01-3cr

Prerequisite: SPLP 222, 3.0 GPA

Consideration of the effects of varied degrees of hearing loss sustained by individuals at different stages of development and study of total education and rehabilitative procedures for the hard-of-hearing child or adult.

Proposed Catalog Description:

SPLP 311 Aural Rehabilitation

3c-01-3cr

Prerequisite: SPLE Major or EDHL Major, Admission to teacher certification

An examination of the effects of hearing loss at different stages of development and the technology and rehabilitative procedures used with hard-of-hearing and deaf children and adults.

Rationale: There have been considerable advances in hearing amplification technologies over the past decade including the wide use of cochlear implants for children and adults with hearing loss. Therefore, the changes to the course reflect an emphasis on educating students on the most up-to-date technologies. In addition, there is a greater emphasis on teaching students to problem-solve and develop rehabilitation plans with this population based on evidence-based practices. Finally, the course content is more adequately placed within a rehabilitative model that can guide practice. Regarding prerequisites, the content for audiology is not required for this course, and a 3.0 GPA is required for admission to teacher certification so is not necessary. The prerequisite of SPLE or EDHL major was added to ensure that only students who have been admitted to these majors may enroll.

ix Course Revision and Catalog Description Change:

Current Catalog Description:

SPLP 334 Language Development

Prerequisites: 3.0 GPA

The study of the development of an interpersonal communication system; language as a system of symbols for communication; the structure of the English language, including phonology, syntax, and semantics with emphasis on the generative evolution of sentences. Highlighting the neurological, social, and psychological bases of language development

Proposed Catalog Description:

SPLP 334 Language Development

Prerequisites: SPLE major, Admission to teacher certification, SPLP 111

The study of development of an interpersonal communication system; language as a system of symbols for communication; the structure of the English language, including phonology, syntax, semantics. Highlighting of neurological, social, and psychological bases of language development.

Rationale: Speech-language pathologists serve individuals with both oral and/or written language difficulties. This requires an understanding of normal oral and written language development. To competently assess children's oral and written language abilities, speech-language pathologists must be able to analyze both oral and written language samples. Adding information on language sample analysis will increase their competency in this area. Finally, in order to serve individuals from diverse linguistic backgrounds, information on dialects and bilingualism will be provided. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. The prerequisite of SPLP 111 was added to ensure students have introductory content in speech-language pathology. Admissions to teacher certification to ensure that students enrolled have completed Step I, and this requires a 3.0 GPA and thus that prerequisite has been removed.

x Course Revision, Catalog Description Change and Course Title Change:

Current Catalog Description:

SPLP 342 Speech Science II

3c-0l-3cr

Prerequisites: SPLP 242, 3.0 GPA

Physiologic, acoustic, and perceptual characteristics of speech with special emphasis on speech monitoring and controls. Major lab instrumentation and research techniques in current use are described and demonstrated. The status of present knowledge is summarized and discussed.

Proposed Catalog Description:

SPLP 342 Speech Science II: Neuroscience

3c-0l-3cr

Prerequisites: SPLE Major, Admission to teacher certification

An overview of the basic anatomy of the central nervous system and its control of human swallowing and communication. This will include the biological science principles of speech and language processing and neurogenic communication and swallowing disorders in children and adults.

Rationale: Pre-service training of speech-language pathologists requires a strong background in the neurological functions described above, as a substantial aspect of the scope of practice of the profession relates to neurologic diseases and dysfunction in both children and adults. Concentration of said content better prepares speech-language pathology undergraduates for graduate study of such disorders by giving them a more focused presentation of relevant nervous system functions. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. Admission to teacher certification ensures that students can pass the basic requirements into teacher education, which is required in order to graduate from the program.

xi Course Revision, Catalog Description Change and Course Title Change:

Current Catalog Description:

SPLP 408 Stuttering and Voice Disorders **3c-01-3cr**

Prerequisites: SPLP 111, 242, 251, 334, 3.0 GPA

An introduction to the developmental, psychogenic, and organic bases for stuttering and voice disorders. Instruction in principles underlying treatment of these disorders with emphasis on anatomical deviations and laryngeal dysfunction. Preparation of management plans and observation in Speech and Hearing Clinic required.

Proposed Catalog Description:

SPLP 408 Organic Disorders **3c-01-3cr**

Prerequisites: SPLE Major, Admission to teacher certification, SPLP 111, 242, 251

Introduces students to the theoretic foundations, clinical characteristics, diagnostic procedures, and treatment options for three subspecialties in speech language pathology: stuttering, voice disorders, and dysphagia.

Rationale: Swallowing disorders account for nearly 75% of clinical caseloads in healthcare settings. It is a high incidence disorder that previously was primarily addressed at the graduate level. This course will provide foundational information to allow for more advanced content discussions at the graduate level. Fluency and voice also have dedicated courses at the graduate level so content removed from this course will be covered at the graduate level. A master's degree is the minimum degree requirement for certification as a speech-language pathologist. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. Admission to teacher certification ensures that students can pass the basic requirements into teacher education, which is required in order to graduate from the program. The content of SPLP 334 (language disorders) is not necessary for successful completion of this course. A 3.0 GPA is not necessary because it is required for admission to teacher certification.

xii Course Revision, Catalog Description Change and Course Title Change:

Current Catalog Description:

SPLP 412 Organization and Administration of Speech and Hearing Program **3c-01-3cr**

Prerequisites: SPLP 111, 3.0 GPA (meets requirement for Professional Education course)

Establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in the public schools. The techniques of client identification, scheduling, recordkeeping, appropriate referral, material and equipment selection, teacher and parental counseling, and the development of coordinated professional and interdisciplinary procedures.

Proposed Catalog Description:

SPLP 412 Organization and Administration of Speech, Language, and Hearing Programs **3c-01-3cr**

Prerequisites: SPLP 111, SPLE Major, Admission to teacher certification

Establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in the public schools and health care settings. Techniques of client identification, scheduling, recordkeeping, appropriate referral, material and equipment selection, counseling, and the development of coordinated professional and interdisciplinary procedures are covered. Emphasis will also be given to issues of ethical practice and cultural diversity.

Rationale: SPLP 412 has played a key role in the program's professional education sequence by informing future professionals of the regulatory mechanisms requisite for school based practice, a role that the course will continue to play. It is important for our students' professional preparation that the course explicitly inform them of the same regulatory aspects in the healthcare domain, particularly given the overlap between these two primary domains of practice within the profession. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. Admission to teacher certification ensures that students can pass the basic requirements into teacher education, which is required in order to graduate from the program .

xiii Course Revision, Catalog Description Change and Course Title Change:

Current Catalog Description:

SPLP 406 Articulation and Language Disorders **3c-01-3cr**

Prerequisites: SPLP 111, 242, 251, 334, 3.0 GPA

An exploration of the processes related to developmental articulation and language disorders from birth through adolescence. Instruction in the principles underlying modification of these disorders. Preparation of management programs and observation in the Speech and Hearing Clinic required.

Proposed Catalog Description:

SPLP 406 Clinical Management of Articulation & Language **3c-01-3cr**

Prerequisites: Admission to teacher certification, SPLP 111, 122, 334

Corequisite: EDUC 342

Provides an introduction to the principles and practices for assessment and intervention of articulation/phonology and language disorders using a variety of experiences that allow students to practice applying their clinical skills to practical situations. The course provides an overview of diagnostic tools, assessment principles and techniques, and intervention principles and techniques as related to a variety of articulation/phonology and language disorders.

Rationale: Students at the undergraduate level in speech-language pathology complete academic content courses until their final year in the program. During their senior year, they may complete an undergraduate treatment clinic. However, at this point, little instruction is provided regarding how to apply academic knowledge to the clinical setting. The changes proposed for this course, including the more clinically-based assignments, are intended to help students to bridge this gap. The change in the course title reflects this change in course content. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. Admission to teacher certification ensures that students can pass the basic requirements into teacher education, which is required in order to graduate from the program. The prerequisite of SPLP 122 is needed to ensure that students have a foundation in phonetics

8 Department of Anthropology—Program Revision

Current Program:

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

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Humanities/History: fulfilled by required courses in major
Mathematics: 3cr
Natural Sciences: BIOL 103-104 or two of the following GEOS 101-102, GEOS 103-103, GEOS 105-106
Social Science: ANTH 211, ECON 121, PSYC 101
Liberal Studies Electives: 6cr, PSYC 310 or 330, SOC 362 or 363, nor courses with ANTH prefix

College: 35
 3 additional cr of MATH 100 level or above (in addition to Liberal Studies Mathematics) (1) 3cr
Preprofessional Sequence:
 COMM 103 Digital Instructional Technology 3cr
 EDSP 102 Educational Psychology 3cr
Preprofessional 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 2cr
 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

Proposed Program:

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

48 **Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: 47
Humanities/History: fulfilled by required courses in major
Mathematics: 3cr
Natural Sciences: BIOL 103-104 or two of the following GEOS 101-102, GEOS 103-103, GEOS 105-106
Social Science: ANTH 211, ECON 121, PSYC 101
Liberal Studies Electives: 6cr, PSYC 310 or 330, SOC 362 or 363, no courses with ANTH prefix

College: 35
 3 additional cr of MATH 100 level or above (in addition to Liberal Studies Mathematics) (1) 3cr
Preprofessional Sequence:
 COMM 103 Digital Instructional Technology 3cr
 EDSP 102 Educational Psychology 3cr
Preprofessional 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 2cr
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr
 EDUC 441 Student Teaching 12cr
 EDUC 442 School Law 1cr
 EDUC 455 Teaching of Social Studies in Secondary Schools 3cr

Major:	21	Major:	21
Required Courses:		Required Courses:	
ANTH 211 Cultural Anthropology	*cr (2)	ANTH 211 Cultural Anthropology	*cr (2)
ANTH 213 World Archaeology	3cr	ANTH 213 World Archaeology	3cr
ANTH 222 Biological Anthropology	3cr	ANTH 222 Biological Anthropology	3cr
One additional interdisciplinary course from the following:	3cr	One additional interdisciplinary course from the following:	3cr
ANTH 233 Language and Culture <i>or</i>	3cr	ANTH 233 Language and Culture <i>or</i>	
ANTH 244 Basic Archaeology		ANTH 244 Basic Archaeology	
Two area ethnography courses from the following:		Two area ethnography courses from the following:	
ANTH 271, 272, 272, 274, 314, 370	6cr	ANTH 271, 272, 272, 274, 314, 370	6cr
Two additional Anthropology courses numbered 300 or above	6cr	Two additional Anthropology courses numbered 300 or above	6cr
History Distributional Requirements:	9	History Distributional Requirements:	9
HIST 202 Western Civilization Since 1600	3cr	HIST 202 Western Civilization Since 1600	3cr
HIST 204 United State History to 1877	3cr	HIST 204 United State History to 1877	3cr
HIST 205 United States History Since 1877	3cr	HIST 205 United States History Since 1877	3cr
Social Science Distributional Requirements:	9	Social Science Distributional Requirements:	9
GEOG 230 Cultural Geography	3cr	GEOG 230 Cultural Geography	3cr
PLSC 280 Comparative Government I: Western Political		PLSC 280 Comparative Government I: Western Political	
PLSC 285 Systems <i>or</i> Comparative Government II: Non-		PLSC 285 Systems <i>or</i> PLSC 285 Comparative Government II: Non-	
Western Political Systems	3cr	Western Political Systems	3cr
SOC 151 Principles of Sociology <i>or</i>		SOC 151 Principles of Sociology <i>or</i> SOC 231	
SOC 231 Contemporary Social Problems	3cr	Contemporary Social Problems	3cr
Free electives:	1		
Total Degree Requirements:	123	Total Degree Requirements:	121
(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Education Technology section of the Catalog.		(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Education Technology section of the Catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (Anthropology courses).	
(1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirements for a total of 6cr, all of which must be 100 level or both.		(1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirements for a total of 6cr, all of which must be 100 level or both.	
(2) Courses counted toward Liberal Studies credits do not receive duplicated credit in major.		(2) Courses counted toward Liberal Studies credits do not receive duplicated credit in major.	

Rationale: The (*) footnote has been revised to be consistent with the other tracks in this major.

9 Department of Management Information Sciences—Program Revision

Current Program:

Bachelor of Science—Management Information Systems (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Mathematics: MATH 115 (1)
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 (2), no courses with IFMG prefix

Proposed Program:

Bachelor of Science—Management Information Systems

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Mathematics: MATH 115 (1)
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 (2), no courses with IFMG prefix

<p>College: Business Administration Core 33</p> <p>Required Courses:</p> <p>ACCT 201 Accounting Principles I 3cr ACCT 202 Accounting Principles II 3cr BLAW 235 Legal Environment of Business 3cr BTST 321 Business and Interpersonal Communications 3cr FIN 310 Fundamentals of Finance 3cr IFMG 300 Information Systems: Theory and Practice 3cr MGMT 310 Principles of Management 3cr MGMT 330 Production and Operations Management 3cr MGMT 495 Business Policy 3cr MKTG 320 Principles of Marketing 3cr QBUS 215 Business Statistics 3cr</p> <p>Major: Management Information Systems 21-22</p> <p>Required Courses:</p> <p>IFMG 210 Introduction to Front-End Business Applications 3cr IFMG 230 Introduction to Back-End Business Applications or 3cr COSC 220 Applied Computer Programming 4cr IFMG 250 Business Systems Technology 3cr IFMG/COSC 352 LAN Design and Installation 3cr IFMG 390 Data Base Theory and Practice 3cr IFMG 460 Analysis and Logical Design 3cr IFMG 475 Project Management and Implementation 3cr</p> <p>Controlled Electives: Select any two courses from the following categories: <i>Software Development:</i> COSC 110, 300, 304, 310, 344, 345, COSC 362, IFMG 330 <i>Networks and Cybersecurity:</i> COSC 316, CRIM 321, 323, COSC/IFMG 354, IFMG 368, 382, 480 <i>Database and Decision Support:</i> IFMG 455, 465, QBUS 380, 401, 481 <i>Special Topics, Internships, and Seminars:</i> IFMG 481, 485, 493</p> <p>Free Electives: 4-5</p> <p>Total Degree Requirements: 120</p> <p>(*) Distribution Requirement: All Eberly College of Business and Information Technology majors (except those majoring in Business Education) must take a minimum of 50 percent of their degree requirements (i.e., at least 60cr) in nonbusiness coursework. (1) MATH 115 or 121 or 123. (2) MATH 214 or 216 or 217.</p>	<p>College: Business Administration Core 33</p> <p>Required Courses:</p> <p>ACCT 201 Accounting Principles I 3cr ACCT 202 Accounting Principles II 3cr BLAW 235 Legal Environment of Business 3cr BTST 321 Business and Interpersonal Communications 3cr FIN 310 Fundamentals of Finance 3cr IFMG 300 Information Systems: Theory and Practice 3cr MGMT 310 Principles of Management 3cr MGMT 330 Production and Operations Management 3cr MGMT 495 Business Policy 3cr MKTG 320 Principles of Marketing 3cr QBUS 215 Business Statistics 3cr</p> <p>Major: Management Information Systems 21-22</p> <p>Required Courses:</p> <p>IFMG 210 Introduction to Front-End Business Applications 3cr IFMG 230 Introduction to Back-End Business Applications or 3cr COSC 220 Applied Computer Programming 4cr IFMG 250 Business Systems Technology 3cr IFMG/COSC 352 LAN Design and Installation 3cr IFMG 390 Data Base Theory and Practice 3cr IFMG 460 Analysis and Logical Design 3cr IFMG 475 Project Management and Implementation 3cr</p> <p>Controlled Electives: (3) Select any three courses from the following categories: <i>Software Development:</i> COSC 110, 300, 304, 310, 344, 345, COSC 362, IFMG 330 <i>Networks and Cybersecurity:</i> COSC 316, CRIM 321, 323, COSC/IFMG 354, IFMG 368, 382, 480 <i>Database and Decision Support:</i> IFMG 455, 465, QBUS 380, 401, 481 <i>Special Topics, Internships, and Seminars:</i> IFMG 481, 485, 493</p> <p>Free Electives: 6-8</p> <p>Total Degree Requirements: 120</p> <p>(1) MATH 115 or 121 or 123. (2) MATH 214 or 216 or 217. (3) A student may choose to fulfill all 9 credits of controlled elective requirements through one or more internship(s).</p>
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Rationale: Controlled Electives have been increased from 6 credits to 9 credits. This revision gives the student greater flexibility in selecting those courses which would better prepare them for the various areas of the profession. The Free Electives section has been increased from 4-5 credits to 6-8 credits. This is to adjust for the proposed changes in the Liberal Studies section of the curriculum. Students will be encouraged to combine these 6-8 credits with the controlled electives to pursue a minor in another discipline. Since the accreditation body (AACSB) for the College of Business and Information Technology no longer requires that a minimum of 50 percent of their degree requirements be in non-business coursework, this provides the department with a great opportunity to enhance the coursework for the majors and better prepare them for the professional requirements.

10 Department of History—Program Revision

i

Current Program:

Bachelor of Arts—History

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr History: included in major Liberal Studies Electives: 9cr, no courses with HIST prefix	Credits 50
College: Foreign Language	0-6
Major:	36
Free Electives:	28-34
Total Degree Requirements:	120

Proposed Program:

Bachelor of Arts—History

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr History: included in major Liberal Studies Electives: 9cr, no courses with HIST prefix	Credits 46-47
College: Foreign Language	0-6
Major:	36
Free Electives:	31-38
Total Degree Requirements:	120

ii

Current Program:

Bachelor of Arts—History/Pre-Law Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Humanities-History: fulfilled by required courses in major Liberal Studies Electives: 9cr, no courses with HIST prefix	Credits 50
College: Foreign Language Intermediate Level	0-6
Major:	33
Pre-Law Interdisciplinary Track	12-21
Free Electives:	10-25
Total Degree Requirements:	120

Proposed Program:

Bachelor of Arts—History/Pre-Law Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Humanities-History: fulfilled by required courses in major Liberal Studies Electives: 9cr, no courses with HIST prefix	Credits 46-47
College: Foreign Language Intermediate Level	0-6
Major:	33
Pre-Law Interdisciplinary Track	12-21
Free Electives:	13-29
Total Degree Requirements:	120

11 Department of Psychology—New Course and Program Revisions

a New Course:

Proposed Catalog Description:

PSYC 360 Sensory Perception

3c-01-3cr

Prerequisite: PSYC 101

Introduces the biological and psychological processes that determine our perceptions and their relationships to physical properties of the environment. May receive credit towards the Psychology major or minor for only one of PSYC 360 or 359

Rationale: The proposed course will meet a core area requirement for psychology majors. Four courses are listed as fulfilling the biological core area requirement – PSYC 350 Physiological Psychology, PSYC 356 Biopsychology, PSCY 355 Comparative Psychology, and PSYC 359 Sensation and Perception. However, PSYC 355 has not been offered for several years, and it is unlikely that it will be offered in the near future. PSYC 356 covers the same material as PSYC 350 but only PSYC 350 includes a lab. PSYC 356 therefore accommodates more students in each section (35-45 versus 16), and is frequently taken by psychology majors as an elective and by non-majors who are interested in the biological bases of behavior. The proposed course is designed to fulfill a similar function to PSYC 356, but with a specific focus on sensation and perception rather than a broad focus on brain and behavior. The proposed course would cover the same material as PSYC 359 but would not include a lab. It would therefore accommodate more students than PSYC 359 and would likely be taken by majors as an elective and by non-majors who are interested in perception.

b Program Revisions:

i

Current Program:

Bachelor of Arts—Psychology

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217
Natural Science: BIOL 103-104 recommended
Social Science: PSYC 101
Liberal Studies Electives: 3cr, no course with PSYC prefix

Major:	34-39
Other Requirements:	15-21
Free Electives:	12-23
Total Degree Requirements:	120

Credits
48

Proposed Program:

Bachelor of Arts—Psychology

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217
Social Science: PSYC 101
Liberal Studies Electives: 3cr, no course with PSYC prefix

Major:	34-39
Other Requirements:	15-21
Free Electives:	16-28
Total Degree Requirements:	120

Credits
43-44

ii

Current Program:

Bachelor of Arts—Psychology/Honors Program in Psychology

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: BIOL 103-104 recommended Social Science: PSYC 101 Liberal Studies Electives: 3cr, no course with PSYC prefix	48
Major:	40-43
Other Requirements:	15-21
Free Electives:	8-17
Total Degree Requirements:	120

Proposed Program:

Bachelor of Arts—Psychology/Honors Program in Psychology

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Social Science: PSYC 101 Liberal Studies Electives: 3cr, no course with PSYC prefix	43-44
Major:	40-43
Other Requirements:	15-21
Free Electives:	12-22
Total Degree Requirements:	120

12 Department of Health and Physical Education—Program Revisions

i

Current Program:

Bachelor of Science—Physical Education and Sport-Exercise Science

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 101, 217 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 3cr, FDNT 145, no courses with HPED prefix	51
Major:	23
Exercise Science Requirements:	46
Free Electives:	0
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Physical Education and Sport-Exercise Science

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 101 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 6cr, FDNT 145, MATH 217, no courses with HPED prefix	47
Major:	23
Exercise Science Requirements:	46
Free Electives:	4(1)
Total Degree Requirements:	120

(1) Elective credits must be approved by advisor

ii

Current Program:

Bachelor of Science—Physical Education and Sport-Sport Administration

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 6cr, BTED/COSC/IFMG 101, ECON 122, no courses with HPED prefix	51
Major:	23
Sport Administration Requirements:	25
Business Minor Requirements:	21
Free Electives:	0
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Physical Education and Sport-Sport Administration

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 6cr, BTED/COSC/IFMG 101, ECON 122, no courses with HPED prefix	47
Major:	23
Sport Administration Requirements:	25
Business Minor Requirements:	21
Free Electives:	4
Total Degree Requirements:	120

iii

Current Program:

Bachelor of Science—Physical Education and Sport(*)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: ECON 121, PSYC 101, SOC 151 Liberal Studies Electives: 3cr, FDNT 145, no courses with HPED prefix	48
Major:	23
Professional Requirements:	24
Controlled Electives:	12
Free Electives:	13
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Physical Education and Sport(*)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: ECON 121, PSYC 101, SOC 151 Liberal Studies Electives: 3cr, FDNT 145, no courses with HPED prefix	44
Major:	23
Professional Requirements:	24
Controlled Electives:	12
Free Electives:	17
Total Degree Requirements:	120

iv

Current Program:

Bachelor of Science in Education—Health and Physical Education (*)

Proposed Program:

Bachelor of Science in Education—Health and Physical Education (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Mathematics: MATH 217 and 3 additional cr (must be approved as Liberal Studies Mathematics courses)
Natural Science: BIOL 103-104 or CHEM 101-102
Social Science: PSYC 101
Liberal Studies Electives: 0cr

Major: (1) 26
Required Courses:
 HPED 142 Foundations of Health, Physical Education, and Sport 3cr
 HPED 175 Prevention and Care of Injuries to the Physically Active 2cr
 HPED 209 Motor Behavior 3cr
 HPED 221 Human Structure and Function 3cr
 HPED 315 Biomechanics 3cr
 HPED 341 Evaluation in Health and Physical Education 3cr
 HPED 343 Physiology of Exercise 3cr
 HPED 441 Psychosocial Implications for Health and Physical Education 3cr
 HPED 442 Senior Seminar: Professional Development in Health, Physical Education and Sport 3cr

Professional Requirements: 25
Health and Physical Education:
 HPED 214 Teaching Health Fitness and Gymnastics 1cr
 HPED 215 Teaching Rhythmic Activities and Dance 1cr
 HPED 216 Teaching Elementary Physical Education 2cr
 HPED 217 Teaching Middle School Physical Education 2cr
 HPED 218 Teaching Secondary Physical Education 2cr
 HPED 316 Teaching Elementary Health Education 2cr
 HPED 318 Preprofessional Experience I 1cr
 HPED 325 School and Community Health 3cr
 HPED 330 Assessment in Physical Education 1cr
 HPED 349 Pediatric Exercise Physiology Lab 1cr
 HPED 370 Adapted Health and Physical Education (2) 3cr
 HPED 426 Health Science Instruction 3cr
 HPED 450 Curriculum and Programming in Sexuality 3cr

College: 23
Preprofessional Education Requirements:
 COMM 103 Digital Instructional Technology 3cr
 EDSP 102 Educational Psychology 3cr
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr
Professional Education Requirements:
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr
 EDUC 421 Student Teaching 6cr
 EDUC 441 Student Teaching 6cr
 EDUC 442 School Law 1cr

(#) 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 advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.
- (1) Students are required to obtain and keep CPR Instructor Certification and Water Safety Instructor Certification current prior to student teaching and through graduation.

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Mathematics: MATH 101 or higher (must be approved as Liberal Studies Mathematics courses)
Natural Science: BIOL 103-104 or CHEM 101-102
Social Science: PSYC 101
Liberal Studies Electives: 3cr, MATH 217, no course with HPED prefix

Major: (1) 28
Required Courses:
 HPED 142 Foundations of Health, Physical Education, and Sport 3cr
 HPED 175 Prevention and Care of Injuries to the Physically Active 2cr
 HPED 209 Motor Behavior 3cr
 HPED 221 Human Structure and Function 3cr
 HPED 242 Emergency Health Care 1cr
 HPED 261 Water Safety Instruction 1cr
 HPED 315 Biomechanics 3cr
 HPED 341 Evaluation in Health and Physical Education 3cr
 HPED 343 Physiology of Exercise 3cr
 HPED 441 Psychosocial Implications for Health and Physical Education 3cr
 HPED 442 Senior Seminar: Professional Development in Health, Physical Education and Sport 3cr

Professional Requirements: 25
Health and Physical Education:
 HPED 214 Teaching Health Fitness and Gymnastics 1cr
 HPED 215 Teaching Rhythmic Activities and Dance 1cr
 HPED 216 Teaching Elementary Physical Education 2cr
 HPED 217 Teaching Middle School Physical Education 2cr
 HPED 218 Teaching Secondary Physical Education 2cr
 HPED 316 Teaching Elementary Health Education 2cr
 HPED 318 Preprofessional Experience I 2cr
 HPED 325 School and Community Health 3cr
 HPED 349 Pediatric Exercise Physiology Lab 1cr
 HPED 370 Adapted Health and Physical Education 3cr
 HPED 426 Health Science Instruction 3cr
 HPED 450 Curriculum and Programming in Sexuality in Health, Physical Education and Sport 3cr

College: 23
Preprofessional Education Requirements:
 COMM 103 Digital Instructional Technology 3cr
 EDSP 102 Educational Psychology 3cr
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr
Professional Education Requirements:
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr
 EDUC 421 Student Teaching 6cr
 EDUC 441 Student Teaching 6cr
 EDUC 442 School Law 1cr

(#) 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.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.
- (1) Students are required to obtain and keep CPR Instructor Certification and Water Safety Instructor Certification current prior to student teaching and through graduation.

Rationale: HPED 318 Preprofessional Experiences has evolved into a course that requires more work on the part of the students due to changes in lesson plan and unit plan formats. The increased rigor in this course warrants a change from 1 to 2 credits. Students are required to obtain CPR Instructor

certification and Water Safety Instructor certification for graduation. HPED 242 and HPED 261 provide these certifications. HPED 341 Evaluation in Health and Physical Education was originally created at a time when Health and Physical Education Teacher Education was the main focus of the department. Over time other tracks were created, and HPED 341 was included in their curricula as a measurement and assessment course. As the needs of the various tracks became more diverse, it was difficult to provide ample opportunities for education majors to conduct tests specific to school age students. HPED 330 Assessment in Physical Education was created to provide the hands on approach. However, it has been determined that by creating a section of HPED 341 open only to education majors, the assessment content and application of the content is able to be covered. Therefore, it is not necessary for HPE teacher education majors to have a separate lab course; thus HPED 330 will be deleted from the program. The Health and Physical Education Program total credits are changing from 122crs to 120crs.

13 Department of Nursing and Allied Health—Program Revision

Current Program:

Bachelor of Science—Nursing/Licensed Practical Nurse Track (1)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Health and Wellness: fulfilled by the major Mathematics: MATH 217 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 7cr, PSYC 310, LIBR 251, no courses with NURS prefix	49

Major:	51
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Other Requirements:	16
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Free Electives:	4-7
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Total Degree Requirements:	120
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Proposed Program:

Bachelor of Science—Nursing/Licensed Practical Nurse Track (1)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Dimensions of Wellness: fulfilled by the major Mathematics: MATH 217 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 5cr, PHYS 310, LIBR 251, no courses with RESP prefix	43

Major:	51
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Other Requirements:	16
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Free Electives:	10
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Total Degree Requirements:	120
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14 Department of Criminology—Course Revision

Current Catalog Description:

CRIM 101 Crime and Justice Systems

3c-0l-3cr

Introduces the field of criminology through the examination of historical data, statistical information, theories of criminal causation, social control of behavior, development of laws, evaluation of criminal justice system policies, procedures, and trends. Students learn the terminology of the field, gain an awareness of the methods of inquiry utilized in the field, and have the opportunity to examine personal attitudes and values regarding crime and responses to crime.

Proposed Catalog Description:

CRIM 101 Crime and Justice Systems

3c-0l-3cr

Introduces the field of criminology through the examination of historical data, statistical information, theories of criminal causation, social control of behavior, development of laws, evaluation of criminal justice system policies, procedures, and trends. Students learn the terminology of the field, gain an awareness of the methods of inquiry utilized in the field, and have the opportunity to examine personal attitudes and values regarding crime and responses to crime.

Rationale: The course outcomes were updated to match the new Liberal Studies Expected Student Learning outcomes.

15 Department of Art—New Courses, Course Revisions, Catalog Description Changes, and Program Revisions

a New Courses:

i ART 313 Intermediate Ceramics: Wheel Throwing 3c-3l-3cr

Prerequisite: ART 214 with a grade of C or better

Focuses on structured problems in the ceramic medium designed to encourage the student to apply basic forming skills experienced at the introductory level with emphasis on wheel thrown components and practice. Pottery shapes requiring singular and multiple form components will be investigated along with Kiln design and firing, as well as, high fire clay and glaze calculation as both theory and practical experience.

ii ART 352 Intermediate Ceramics: Mold Making 3c-3l-3cr

Prerequisite: ART 214 with a grade of C or better

Focuses on structured problems in the ceramic medium designed to challenge the student to apply basic forming skills experienced at the introductory level with emphasis on mold making and hand building techniques and practice as applied to sculptural forms with emphasis on content and analysis. Personal and creative interpretation of assignments with continued exploration of kiln firing, as well as, low fire clay and glaze formulation.

Rationale: These courses will help to fulfill the 300-400 level requirements of the BA and BFA majors and minors within the department. Currently there are not intermediate level courses in the ceramics division allowing for more specialized instruction and development of student skills and knowledge before entering the advanced level course (ART 452 Advanced Ceramics). This creates a problem with the mixture of several different levels of students within the same course, which is why it should be taught separately from the advanced level course. These courses are normally taught separately at most institutions to allow focus on that specific topic as it relates to the needed development of skills and knowledge.

b Course Revisions and Catalog Description Changes:

i Current Catalog Description:

ARHI 101 Introduction to Art

3c-0l-3cr

Introduces the student to the significance of art as related to contemporary living and our historical heritage.

Proposed Catalog Description:

ARHI 101 Introduction to Art

3c-01-3cr

Introduces the elements of visual expression, past and present. Students gain an understanding of the processes of art-making and the motivations and goals of artists across time. Students will learn how various factors, including religion, politics and literature, affect the creation of the arts of any given period or region.

Rationale: The catalog description now more clearly reflects the goals of the course. The course objectives have been aligned with the Expected Undergraduate Student Learning Outcomes. The course was reviewed to assure that the required course content includes all criteria required to fulfill the Liberal Studies Fine Arts requirement. The textbook, readings and bibliography have been revised.

ii Current Catalog Description:

ART 214 Ceramics

0c-6l-3cr

A general introduction to the techniques and aesthetics of clay. The student works both at the wheel and with hand building methods.

Proposed Catalog Description:

ART 214 Ceramics

3c-3l-3cr

Introduces the processes, techniques, and aesthetics of the ceramics medium with an examination of historical and contemporary approaches. Emphasis is placed on basic hand building methods and techniques.

Rationale: The current course description describes the course as more of an introductory course that was designed historically for students who had not had previous experience in ceramics. It was also patterned after similar courses in other institutions to satisfy Liberal Studies Fine Arts requirements. In the case of IUP, it is used as a major's course where the larger majority of students have already had very similar content and experiences at the high school level. This revision of the description and thusly, course content is meant to focus the technical approaches, broaden the theory and history of the course content to a collegiate level and to prepare students for upper level courses in Ceramics.

c Program Revisions:

i Current Program:

Proposed Program:

Bachelor of Arts—Art/History Track

Bachelor of Arts—Art/History Track

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Mathematics: 3cr
Liberal Studies Electives: 6cr, no courses with ARHI prefix

50

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Mathematics: 3cr
Liberal Studies Electives: 6cr, no courses with ARHI prefix

46-47

Major:	18	Major:	18
Foundation Required:		Foundation Required:	
ARHI 205 Ancient to Medieval Art	3cr	ARHI 205 Ancient to Medieval Art	3cr
ARHI 207 Renaissance to Modern Art	3cr	ARHI 207 Renaissance to Modern Art	3cr
ARHI 224 Introduction to Asian Art	3cr	ARHI 224 Introduction to Asian Art	3cr
ARHI 413 Senior Seminar	3cr	ARHI 413 Senior Seminar (to be taken during Senior year)	3cr
ART 112 Fundamentals of Drawing	3cr	ART 112 Fundamentals of Drawing	3cr
ART 114 Color and Two-Dimensional Design	3cr	ART 114 Color and Two-Dimensional Design	3cr
Controlled Electives: Choose from the following: Up to 6cr (2 courses) of Art Studio, prefix ART ARHI 100, 222, 300, 407, 408, 409, 410, 411, 412, 416, 417, 418, 423, 425, 493	27	Controlled Electives: Choose 9 courses from the following: Up to 6cr (2 courses) of Art Studio, prefix ART ARHI 100, 222, 300, 321, 407, 408, 409, 410, 411, 412, 416, 417, 418, 423, 424, 425, 493	27
Foreign Language Required: Foreign Language Intermediate Level (1)	12	Foreign Language Required: Foreign Language Intermediate Level (1)	0-12
Free Electives:	13	Free Electives	26-29
Total Degree Required Credits	120	Total Degree Required Credits	120
(1) Intermediate-level foreign language may be included in Liberal Studies Electives.		(1) Intermediate-level foreign language may be included in Liberal Studies Electives.	

Rationale: Liberal Studies requirements are changed from the previous 50 to 46-47, with a corresponding increase in Free Electives. While ARHI 321 and ARHI 424 have been approved as satisfying requirements for the degree, they have not been added to the official list of Controlled Electives as it appears in the Undergraduate Catalogue. This change will correct this omission. The ambiguity of the wording of the language requirement in the Old Curriculum has led to inconsistent interpretation of the requirements for graduation. This rewording will clarify our objectives and how they will be met by the student.

ii Current Program:

Proposed Program:

Bachelor of Fine Arts—Art Studio

Bachelor of Fine Arts—Art Studio

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Fine Arts: ARHI 205 Mathematics: 3cr Liberal Studies Electives: 3cr, ARHI 207, no courses with ART prefix	48	Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Fine Arts: ARHI 205 Mathematics: 3cr Liberal Studies Electives: 3cr, ARHI 207, no courses with ART prefix	43-44
Major: Foundation Required:	12	Major: Foundation Required:	12
ART 111 Figure Drawing	3cr	ART 111 Figure Drawing	3cr
ART 112 Fundamentals of Drawing	3cr	ART 112 Fundamentals of Drawing	3cr
ART 113 Three-Dimensional Design	3cr	ART 113 Three-Dimensional Design	3cr
ART 114 Color and Two-Dimensional Design	3cr	ART 114 Color and Two-Dimensional Design	3cr
Level II Studio Electives: (select 6 of the following 8 courses) ART 211, 213, 214, 215, 216, 217, 218, 219	18	Level II Studio Electives: (select 5 of the following 8 courses; 281 may only be used once) ART 211, 213, 214, 215, 216, 217, 218, 219, 281	15
Art History Required:	6	Art History Required:	6
ARHI 100 Arts of the Twentieth Century	3cr	ARHI 100 Arts of the Twentieth Century	3cr
Controlled Art History Elective: (Select one course in the last three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.)	3cr	Controlled Art History Elective: (Select one course in the last three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.)	3cr
Advanced Studio Required: (Select 1 of 3 Advanced Studio Emphasis Tracks) Three-Dimensional Studio Track: Advanced 3-D studios include: (1, 2)	27	Advanced Studio Required: (Select 1 of 3 Advanced Studio Emphasis Tracks) Three-Dimensional Studio Track: Advanced 3-D studios include: (1, 2)	27
ART 316 Intermediate Jewelry and Metals	3cr	ART 313 Intermediate Ceramics: Wheel Throwing	3cr
ART 451 Advanced Woodworking: Function and Form	3cr	ART 316 Intermediate Jewelry and Metals	3cr
ART 452 Advanced Ceramics	3cr	ART 352 Intermediate Ceramics: Mold Making	3cr
ART 453 Advanced Sculpture	3cr	ART 451 Advanced Woodworking: Function and Form	3cr
ART 459 Advanced Fibers	3cr	ART 452 Advanced Ceramics	3cr
ART 460 Advanced Jewelry and Metals	3cr	ART 453 Advanced Sculpture	3cr
ART 481 Special Topics	3cr	ART 459 Advanced Fibers	3cr
ART 493 Internship	3cr		

Primary Advanced Studio (choose one studio area above)	15cr	ART 460 Advanced Jewelry and Metals	3cr
Synthesis Advanced Studios (choose three other 3-D advanced studios)	9cr	ART 481 Special Topics	3cr
Two-Dimensional Studio (choose one from advanced 2-D studio options)	3cr	ART 493 Internship	3cr
		Primary Advanced Studio (choose one studio area above)	15cr
		Synthesis Advanced Studios (choose three other 3-D advanced studios)	9cr
		Two-Dimensional Studio (choose one from advanced 2-D studio options)	3cr
Two-Dimensional Studio Track:		Two-Dimensional Studio Track:	
Advanced 2-D studios include: (1, 2)		Primary Advanced Studio (choose one studio area below)	
ART 355 Intermediate Graphic Design I	3cr	Synthesis Advanced Studios (choose three other 2-D advanced studios)	9cr
ART 356 Intermediate Graphic Design II	3cr	Three-Dimensional Studio (choose one from advanced 3-D studio options)	3cr
ART 421 Advanced Drawing	3cr	Advanced 2-D studios include: (1, 2)	
ART 454 Advanced Painting	3cr	ART 355 Intermediate Graphic Design I	3cr
ART 455 Advanced Graphic Design I	3cr	ART 356 Intermediate Graphic Design II	3cr
ART 456 Advanced Graphic Design II	3cr	ART 421 Advanced Drawing	3cr
ART 457 Advanced Print Media	3cr	ART 454 Advanced Painting	3cr
ART 481 Special Topics	3cr	ART 455 Advanced Graphic Design I	3cr
ARHI 493 Internship	3cr	ART 456 Advanced Graphic Design II	3cr
Primary Advanced Studio (choose one studio area above)	15cr	ART 457 Advanced Print Media	3cr
Synthesis Advanced Studios (choose three other 2-D advanced studios)	9cr	ART 481 Special Topics	3cr
Three-Dimensional Studio (choose one from advanced 3-D studio options)	3cr	ARHI 493 Internship	3cr
	27cr	Individualized Advanced Studio Track:	
Individualized Advanced Studio Track:		(Student with specialized interest can submit a proposal for advanced studio study. Approval required by department chair, studio division chair, and student's major advisor.)	
(Student with specialized interest can submit a proposal for advanced studio study. Approval required by department chair, studio division chair, and student's major advisor.)		Select 27cr from the following: (1, 2)	
Select 27cr from the following: (1, 2)		ART 316, 332, 335, 355, 356, 421, 451, 452, 453, 454, 455, 456, 457, 459, 460, 481, 493	
ART 316 Intermediate Jewelry and Metals	3cr	Controlled Intermediate/Advanced Studio Electives: (1, 2)	
ART 355 Intermediate Graphic Design I	3cr	Select 12cr from the following: ART 316, 355, 356, 421, 451, 452, 453, 454, 455, 456, 457, 459, 460, 481, 493	
ART 356 Intermediate Graphic Design II	3cr	Senior Thesis and Professional Practicum	
ART 421 Advanced Drawing	3cr	ART 400 Professional Practices	
ART 451 Advanced Woodworking: Function and Form	3cr	3	
ART 452 Advanced Ceramics	3cr	Free Electives:	
ART 453 Advanced Sculpture	3cr	1-2	
ART 454 Advanced Painting	3cr	(#) Total Degree Requirements:	
ART 455 Advanced Graphic Design I	3cr	120	
ART 456 Advanced Graphic Design II	3cr	(1) Students must complete 3cr within an advanced studio before Permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.	
ART 457 Advanced Print Media	3cr	(2) Inclusion of internship credit toward any portion of fulfillment of degree requirements must be approved by the departmental chair and student's major advisor. Approval must be obtained in writing prior to enrollment.	
ART 459 Advanced Fibers	3cr	(3) To enter program, art major must successfully complete the B.F.A. Sophomore Review and must have minimum 2.5 GPA overall.	
ART 460 Advanced Jewelry and Metals	3cr	(4) Student must achieve a cumulative 2.5 GPA and earn a "C" or better in all ART and ARHI courses to graduate.	
ART 481 Special Topics	3cr	(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.	
ART 493 Internship	3cr		
Controlled Advanced Studio Electives: (1, 2)		6	
Select 6cr from the following: ART 316, 355, 356, 421, 451, 452, 453, 454, 455, 456, 457, 459, 460, 481, 493			
Senior Thesis and Professional Practicum		3	
ART 400 Professional Practices	3cr		
(#) Total Degree Requirements:		120	
(1) Students must complete 3cr within an advanced studio before Permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.			
(2) Inclusion of internship credit toward any portion of fulfillment of degree requirements must be approved by the departmental chair and student's major advisor. Approval must be obtained in writing prior to enrollment.			
(3) To enter program, art major must successfully complete the B.F.A. Sophomore Review and must have minimum 2.5 GPA overall.			
(4) Student must achieve a cumulative 2.5 GPA and earn a "C" or better in all ART and ARHI courses to graduate.			
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.			

Rationale: As per changes in the Liberal Studies requirements the reduction of credits from Natural Sciences and the deletion of LBST 499 are being made. The reduction of Level 2 studio requirements is a result of departmental changes in faculty and offerings. The addition of controlled studio electives is to increase the professional requirements comparable with national trends within the BFA program. The addition of ART 281 Special Topics is meant to accommodate varying special topics offerings at the appropriate curricular levels. The change of wording to include intermediate level courses (300 level) is to specify program options and offerings. New course offerings in ceramics were included in program offerings as per the need for expanded offerings in that area.

Current Program:

Proposed Program:

Bachelor of Arts—Art/Studio

Bachelor of Arts—Art/Studio

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 48
Fine Arts: ARHI 205
Mathematics: 3cr
Liberal Studies Electives: 3cr, ARHI 207, no courses with ART prefix

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 43-44
Fine Arts: ARHI 205
Mathematics: 3cr
Liberal Studies Electives: 3cr, ARHI 207, no courses with ART prefix

Major:
Foundation Required: 12
 ART 111 Figure Drawing 3cr
 ART 112 Fundamentals of Drawing 3cr
 ART 113 Three-Dimensional Design 3cr
 ART 114 Color and Two-Dimensional Design 3cr

Major:
Foundation Required: 12
 ART 111 Figure Drawing 3cr
 ART 112 Fundamentals of Drawing 3cr
 ART 113 Three-Dimensional Design 3cr
 ART 114 Color and Two-Dimensional Design 3cr

Level II Studio Electives: (select 6 of the following 8 courses) 18
 ART 211, 213, 214, 215, 216, 217, 218, 219

Level II Studio Electives: (select 5 of the following 8 courses; 281 may only be used once) 15
 ART 211, 213, 214, 215, 216, 217, 218, 219, 281

Art History Required: 6
 ARHI 100 Arts of the Twentieth Century 3cr
 Controlled Art History Elective: (Select one course in the last three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.) 3cr

Art History Required: 6
 ARHI 100 Arts of the Twentieth Century 3cr
 Controlled Art History Elective: (Select one course in the last three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.) 3cr

Advanced Studio Required: 21
 Advanced Studio courses from the following: (1, 2)
 ART 316 Intermediate Jewelry and Metals 3cr
 ART 355 Intermediate Graphic Design I 3cr
 ART 356 Intermediate Graphic Design II 3cr
 ART 421 Advanced Drawing 3cr
 ART 451 Advanced Woodworking: Function and Form 3cr
 ART 452 Advanced Ceramics 3cr
 ART 453 Advanced Sculpture 3cr
 ART 454 Advanced Painting 3cr
 ART 455 Advanced Graphic Design I 3cr
 ART 456 Advanced Graphic Design II 3cr
 ART 457 Advanced Print Media 3cr
 ART 459 Advanced Fibers 3cr
 ART 460 Advanced Jewelry and Metals 3cr
 ART 481 Special Topics 3cr
 ART 493 Internship 3cr

Advanced Studio Required: 21
 Advanced Studio courses from the following: (1, 2)
 ART 314 Intermediate Ceramics: Wheel Throwing 3cr
 ART 316 Intermediate Jewelry and Metals 3cr
 ART 352 Intermediate Ceramics: Mold Making 3cr
 ART 355 Intermediate Graphic Design I 3cr
 ART 356 Intermediate Graphic Design II 3cr
 ART 421 Advanced Drawing 3cr
 ART 451 Advanced Woodworking: Function and Form 3cr
 ART 452 Advanced Ceramics 3cr
 ART 453 Advanced Sculpture 3cr
 ART 454 Advanced Painting 3cr
 ART 455 Advanced Graphic Design I 3cr
 ART 456 Advanced Graphic Design II 3cr
 ART 457 Advanced Print Media 3cr
 ART 459 Advanced Fibers 3cr
 ART 460 Advanced Jewelry and Metals 3cr
 ART 481 Special Topics 3cr
 ART 493 Internship 3cr

Free Electives: 15

Free Electives: 22-23

Total Degree Requirements: 120

Free Electives: 22-23

- (1) Students must complete 3cr within an advanced studio before Permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.
- (2) Inclusion of internship credit toward any portion of fulfillment of degree requirements must be approved by the departmental chair and student's major advisor. Approval must be obtained in writing prior to enrollment.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

Total Degree Requirements: 120

- (1) Students must complete 3cr within an advanced studio before Permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.
- (2) Inclusion of internship credit toward any portion of fulfillment of degree requirements must be approved by the departmental chair and student's major advisor. Approval must be obtained in writing prior to enrollment.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

Rationale: As per changes in the Liberal Studies requirements the reduction of credits from Natural Sciences and the deletion of LBST 499 are being made. The reduction of studio requirements within the BA program is to comply with NASAD recommendations to more strongly distinguish its philosophical and professional differences from the BFA program requirements. The addition of ART 281 special topics is meant to accommodate varying special topics offerings at the appropriate curricular levels. The change of wording to include intermediate level courses (300 level) is to specify program options and offerings. New Course offerings in ceramics were included in program offerings as per the need for expanded offerings in that area.

16 Department of Music—Course Revision and Catalog Description Change

a Course Revision:

Current Catalog Description:

MUHI 101 Introduction to Music **3c-0l-3cr**
 Presumes no technical background (for nonmajors) but does utilize the varied musical experiences of each individual to help extend interest as far as possible. Attendance at various concerts of university organizations, cultural life events, and visiting artist concerts is required to augment listening experiences of students.

Proposed Catalog Description:

MUHI 101 Introduction to Music **3c-0l-3cr**
 A broad introduction to the technical, artistic, historical, social, and cultural dimensions of music, drawing on musical traditions from around the world. Students will learn to recognize basic ways in which music is put together, communicates meaning to its listeners, and enriches many aspects of life. Through attendance at concerts, students will gain familiarity with musical events in their community.

Rationale: The syllabus of record is primarily being revised to reflect the new Liberal Studies criteria, but also to better reflect what has been taught in the course for several years. The shift in emphasis from European art music to a multicultural approach resulted from a desire to make the course more representative of the music students are likely to encounter in their daily lives, as well as to bring more of a global perspective to what will likely be the only fine arts course a student will take at IUP.

b Catalog Description Changes:

i Current Catalog Description:

MUHI 333 Instrumental Methods

2c-11-2cr

Prerequisite: MUSC 212

Familiarizes Students with the instrumental music teaching process including traditional and innovative methodology; development of beliefs and values; communication, motivation, and reinforcement; curriculum development, planning, modeling, sequencing, and assessment; recruiting and retention; teaching techniques for rehearsals for the art of lesson giving and for confronting the main issues of rhythm and intonation; development of aural/visual discrimination skills; improvisation; aptitude tests and testing; classroom control; literature; and equipment

Proposed Catalog Description:

MUHI 333 Instrumental Methods

2c-11-2cr

Prerequisite: Admission into Step 1 of the Three Step Process

Familiarizes students with the instrumental music teaching process including traditional and innovative methodology; development of beliefs and values; communication, motivation, and reinforcement; curriculum development, planning, modeling, sequencing, and assessment; recruiting and retention; teaching techniques for rehearsals for the art of lesson giving and for confronting the main issues of rhythm and intonation; development of aural/visual discrimination skills; improvisation; aptitude tests and testing; classroom control; literature; and equipment

ii Current Catalog Description:

MUHI 331 Elementary Methods

2c-11-2cr

Prerequisite: MUSC 212

Familiarizes students with contemporary music education methods for the elementary general music classroom. Includes teaching and learning strategies for developing singing, moving, listening, creating, and playing classroom percussion, recorders, and guitar. Specific focus on child development, characteristics of special learners, curriculum planning, and diverse musical materials. Includes three classroom observations in the field.

Proposed Catalog Description:

MUHI 331 Elementary Methods

2c-11-2cr

Prerequisite: Admission into Step 1 of the Three Step Process

Familiarizes students with contemporary music education methods for the elementary general music classroom. Includes teaching and learning strategies for developing singing, moving, listening, creating, and playing classroom percussion, recorders, and guitar. Specific focus on child development, characteristics of special learners, curriculum planning, and diverse musical materials. Includes three classroom observations in the field.

Rationale: MUSC 331 and 333 are major-specific courses for the B.S. in Music Education program. They are specifically designed as teacher education method courses. The addition of the new prerequisite of Step 1 approval would ensure that all students have appropriate clearances for the school visitation requirements of the course, and are progressing towards their teacher certification in a timely way. This addition will assist the music department’s administration of the B.S. in Music Education degree program, and assist with communication with the teacher education office in the COE & ET. MUSC 212 Theory Skills IV is being removed because it is the fourth and final of a sequential series of courses taken by freshman and sophomore level B.S. Ed students which focus on basic musical skills. In particular MUSC 212 focuses on keyboard harmony skills. Keyboard skills are not a focus of MUSC 333 or MUSC 331. Removing this prerequisite would allow junior level students who have not yet completed this course to move through their degree program in a more timely way.

c Program Moratorium

BA Music/Composition Track is to be put in moratorium

This program is being replaced by BA Music which will be on the next Senate agenda. The committee is not recommending moratorium for the BA Music/History and Literature Track because it has already been deleted previously and it is no longer in the catalog.

17 Department of Human Development and Environmental Studies—Program Revision

Current Program:

Bachelor of Science in Education—K-12 Family and Consumer Sciences Education (*)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 151 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 6cr, CNSV 315, MATH 152, no courses with FCSE prefix	51

College:	34
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Major:	34
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Free Electives:	1
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Total Degree Requirements:	120
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Proposed Program:

Bachelor of Science in Education—K-12 Family and Consumer Sciences Education (*)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 151 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 6cr, CNSV 315, MATH 152, no courses with FCSE prefix	47

College:	34
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Major:	34
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Free Electives:	5
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Total Degree Requirements:	120
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18 Department of Computer Science—New Course, Course Revisions, Catalog Description Changes, and Program Revision

a New Courses:

Proposed Catalog Description:

COSC 108 Introduction to Programming via Alice

3c-0l-3cr

Provides an introduction to the development of algorithmic solutions to a variety of problems and the development of computer programs to implement the solutions. The Alice programming language and interactive development environment is incorporated to introduce fundamental algorithmic/programming concepts including variables, assignments, conditionals, loops, functions, and arrays through an interactive movie animation paradigm. These concepts are then applied to a standard programming language. Includes an introduction to the Java programming language. (Students may not receive credit for both COSC 108 and 110.)

Rationale: This course is an alternative to COSC 110 that uses the Alice teaching tool, developed by Carnegie Mellon University, to teach the basics of programming. Alice provides a new pedagogy for teaching introductory computer science course and has been adopted by many teaching institutions. This course achieves similar course outcomes to COSC 110. Therefore, this course is recommended for students taking a minor in Computer Science or Information Assurance whose major is Communications Media or Criminology as an alternative to COSC 110. Likewise, this course is recommended for Mathematics Education majors as an alternative to COSC 110. Other departments may have interest in this course in that it provides a path into programming which attains a higher degree of success with students lacking a technical background and would otherwise be “at risk”. This course is not intended to be a Liberal Studies course.

b Course Revisions:

i Current Catalog Description:

COSC 110 Problem Solving and Structured Programming

3c-0l-3cr

For Science, MATH, and COSC majors and for others who have a sufficiently quantitative orientation. Basic structure of modern digital computers; problem analysis and computer solution using flowcharting and the C ++ language. Exemption or credit by examination possible.

Proposed Catalog Description:

COSC 110 Problem Solving and Structured Programming

3c-0l-3cr

Provides an introduction to the development of algorithmic solutions to a variety of problems and the development of computer programs to implement the solutions. Explores standard programming structures used to introduce fundamental algorithmic/programming concepts including variables, assignments, conditionals, loops, functions, and arrays and their role in problems solving. Emphasizes structured programming in the development of algorithm solutions to common problems. Objected oriented paradigm is introduced at a basic level.

Rationale: The current course description primarily identifies a target audience and possible exemptions. What remains is extremely terse. The course description was modified to provide a clear synopsis of course content. Most of the computer science core courses have been revised to eliminate a reference to a specific programming language. The removal of a specific programming language provides flexibility whereby the curriculum can adapt to the

prevailing trends both in industry and undergraduate computer science education. This revision is the last of the core programming courses to be revised to eliminate a dependency on a specific programming language. Outcomes were also revised to correspond to these changes and to create higher level outcomes. The course content was updated to reflect current practice and provide a preferred order of introduction.

ii Current Catalog Description:

COSC 210 Object Oriented and GUI Programming 3c-0l-3cr

Prerequisite: COSC 110

An in-depth introduction to the Object-Oriented Programming (OOP) paradigm. Focuses on designing, implementing, and using objects. Covers function and operator overloading, templates, inheritance, and polymorphism. Also includes an introduction to Graphical User Interface (GUI) design and programming.

Proposed Catalog Description:

COSC 210 Object Oriented and GUI Programming 3c-0l-3cr

Prerequisite: COSC 108 or COSC 110

An in-depth introduction to the Object Oriented Programming (OOP) paradigm, including encapsulation, inheritance, and polymorphism. The focus will be on designing, implementing, and using objects. Includes an introduction to Graphical User Interface (GUI) design and programming.

Rationale: The prerequisite was changed to list the new course COSC 108 as an alternative prerequisite. COSC 108 accomplishes similar course outcomes as COSC 110, only via different pedagogy. Therefore, the students completing COSC 108 will have sufficient knowledge and skill required to enroll in this course. Although COSC 108 cannot be counted toward the major, it can be taken by Computer Science minors as an alternative to COSC 110. Therefore, the prerequisite option allows entry by both majors and minors. The addition of the industry practices outcome (5) is to instill good programming practices used by the industry early in a student’s development as a programmer. The addition of interpreting UML class diagrams outcome (8) lays the foundation for elaboration in subsequent courses. This course content was updated to remove references to the C++ programming language. In the process the content was reworded and reorganized to be in line with the selected text. However wording of the content in the syllabus is independent of any programming language.

c Program Revision:

Current Program:

**Bachelor of Science—Computer Science/
Information Assurance Track**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 48
Mathematics: MATH 125 (1)
Social Science: CRIM 101 (2)
Liberal Studies Electives: 3cr, MATH 216, no courses with COSC prefix

Proposed Program:

**Bachelor of Science—Computer Science/
Information Assurance Track**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 43-44
Mathematics: MATH 125 (1)
Social Science: CRIM 101 (2)
Liberal Studies Electives: 3cr, MATH 216, no courses with COSC prefix

Major:	43
Required Courses:	
COSC 105 Fundamentals of Computer Science	3cr
COSC 110 Problem Solving and Structured Programming	3cr
COSC 210 Object-Oriented and GUI Programming	3cr
COSC 220 Applied Computer Programming	4cr
COSC 300 Computer Organization and Assembly Language	3cr
COSC 310 Data Structures and Algorithms	3cr
COSC 319 Software Engineering Concepts	3cr
COSC 341 Introduction to Database Management Systems	3cr
COSC 380 Seminar on the Computing Profession and Ethics	2cr
COSC 480 Seminar on Technical Topics	1cr
Information Assurance Required Courses:	
COSC 316 Host Computer Security	3cr
COSC 356 Network Security	3cr
One of the following two courses:	
COSC 320 Software Engineering Practice	3cr
COSC 493 Internship (Information Assurance)	12cr (3)
Controlled Electives: 3cr from the following:	
COSC 345 Computer Networks	3cr
COSC/IFMG 354 Testing and Controlling LANs	3cr
COSC 362 Unix Systems	3cr
COSC 365 Web Architecture and Application Development	3cr
COSC 481 Special Topics in Computer Science (as approved for majors in this track)	3cr
IFMG 382 Auditing for EDP Systems	3cr
Upper-Level Electives: 3cr from the following:	
COSC 427 Introduction to Cryptography	3cr
COSC 432 Introduction to Operating Systems	3cr
COSC 482 Independent Study	3cr
COSC 400-level course with department approval	3cr

Minor in Criminology	15(2)
Other Requirements:	6-12
Additional Writing:	
ENGL 322 Technical Writing I	3cr
Foreign Language Intermediate Level	0-6cr
Additional Mathematics:	
MATH 219 Discrete Mathematics	3cr

Free Electives: 2-8

Total Degree Requirements: 120

- (1) MATH 125 can be substituted by MATH 121.
- (2) CRIM 101 (taken as part of the social science requirement) is counted as part of the 18cr Criminology minor; 15 additional cr of CRIM are required.
- (3) COSC 493 may be selected in either the second semester of the junior year or the first semester of the senior year. If COSC 493 is selected and approved, COSC 380 may be taken in the immediately preceding semester. **Note:** Only 4cr of COSC 493 may be counted towards the major. Additional COSC 493 credits may be counted as free electives.

Major:	49
Required Courses:	
COSC 105 Fundamentals of Computer Science	3cr
COSC 110 Problem Solving and Structured Programming	3cr
COSC 210 Object-Oriented and GUI Programming	3cr
COSC 220 Applied Computer Programming	4cr
COSC 300 Computer Organization and Assembly Language	3cr
COSC 310 Data Structures and Algorithms	3cr
COSC 319 Software Engineering Concepts	3cr
COSC 341 Introduction to Database Management Systems	3cr
COSC 380 Seminar on the Computing Profession and Ethics	2cr
COSC 480 Seminar on Technical Topics	1cr
Information Assurance Required Courses:	
COSC 316 Host Computer Security (3,4,5)	3cr
COSC 345 Computer Networks	3cr
COSC 356 Network Security (3,4,5)	3cr
Select one of the following:	
COSC 473 Software Engineering Practice <i>or</i>	3cr
COSC 493 Internship in Computer Science (6)	
Controlled Electives: 6cr from the following: (7)	
COSC/IFMG 354 Testing and Controlling LANs	3cr
COSC 362 Unix Systems	3cr
COSC 365 Web Architecture and Application Development	3cr
IFMG 382 Auditing for EDP Systems	3cr
Upper-Level Electives: 3cr from the following:	
COSC 432 Operating Systems	3cr
COSC 427 Introduction to Cryptography	3cr
COSC 429 Digital Forensics	3cr
COSC 454 Information Assurance Administration (5)	3cr
COSC 465 Distributed Processing and Web Services	3cr
COSC 482 Independent Study	3cr
COSC 400-level course with department approval	3cr

Minor in Criminology (1)	15
Other Requirements:	6
Additional Writing:	
ENGL 222 Technical Writing	3cr
Additional Mathematics:	
MATH 219 Discrete Mathematics	3cr(2)

Free Electives: 6-7

Total Degree Requirements: 120

- (1) CRIM 101 (taken as part of the social science requirement) is counted as part of the 18cr Criminology minor. Fifteen (15) additional credits of CRIM are required
- (2) MATH 125 can be substituted by MATH 121
- (3) A CNSS 401 1 certificate will be granted on completion of COSC 316, COSC 356, CRIM 321, and CRIM 323.
- (4) A CNSS 401 2 certificate will be granted on completion of COSC 316, COSC 356, COSC 454, CRIM 321, and CRIM 323.
- (5) A CNSS 401 3 certificate will be granted on completion of COSC 220, COSC 316, COSC 356, CRIM 321, and CRIM 323.
- (6) COSC 493 may be selected after completion of sophomore year.
Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473.
- (7) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.

19 Department of Chemistry—Course Revisions, Catalog Description Changes, and Course Title Changes

i Course Revision:

Current Catalog Description:

CHEM 105 The Forensic Chemistry of CSI

3c-01-3cr

For students who would like to learn about forensic chemistry and the basic science needed to understand it. Chemical concepts on the level of an introductory chemistry course and their applications to forensic science are explored in detail. Topics include the forensic analysis of drugs, fibers, glass, fingerprints, arson, questioned documents, and other types of physical evidence. Other topics include how forensic science is portrayed in novels, movies, computer games, and TV and the methods used in forensic evidence collection at a crime scene. Course cannot be used to fulfill the requirements for a CHEM major or minor.

Proposed Catalog Description:

CHEM 105 The Forensic Chemistry of CSI

3c-01-3cr

For students who would like to learn about forensic chemistry and the basic science needed to understand it. Chemical concepts on the level of an introductory chemistry course and their applications to forensic science are explored in detail. Topics include the forensic analysis of drugs, fibers, glass, fingerprints, arson, questioned documents, and other types of physical evidence. Other topics include how forensic science is portrayed in novels, movies, computer games, and TV and the methods used in forensic evidence collection at a crime scene. Course cannot be used to fulfill the requirements for a CHEM major or minor.

Rationale: The course objectives were revised include the Expected Learning Outcomes and other requirements for the new Liberal Studies program. The course outline was also revised to update the course. Other aspects of the syllabus of record were updated.

ii Course Revision, Catalog Description Change, and Course Title Change

Current Catalog Description:

CHEM 113 Concepts in Chemistry I

3c-31-4cr

An introductory course for CHEM, CHED, BIOC, GEOL, and SDR majors. The first half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a Chemistry degree program. Topics include atomic theory, and introduction to chemical reactions, stoichiometry, thermo-chemistry, chemical bonding, and molecular geometry, transition metal complexes, polymers, and biomolecules.

Proposed Catalog Description:

CHEM 113 Advanced General Chemistry I

3c-31-4cr

Prerequisites: Placement into MATH 121 or MATH 125, High School Chemistry

Intended for well-prepared freshmen with high school chemistry and good math skills. Topics covered include atomic theory, chemical reactions, stoichiometry, thermochemistry, chemical bonding, molecular geometry, gas laws, the liquid and solid state and solution theory. Topics will be covered in greater depth and with more challenging problem solving than General Chemistry. Designed for majors within the College of Natural Sciences and Mathematics and to fulfill the Liberal Studies Natural Science Laboratory Sequence requirement for those students.

Rationale: Course title and pre-requisite changes reflect the target audience for the course. The revision to Advanced General Chemistry is designed to improve retention of science majors. CHEM 111 (General Chemistry I) is an existing liberal studies Natural Science course for science majors that does not have any pre-requisites. CHEM 113 (Concepts in Chemistry I) was a Liberal Studies Science, freshman chemistry course for primarily chemistry majors, with a guided inquiry-based laboratory program that was designed to develop critical thinking skills. Over time, it has become apparent that students without any chemistry background, or with poor math skills, simply do not pass CHEM 113. Furthermore, well-prepared students are not challenged by CHEM 111. We frequently see these students transfer to other institutions. Students with high school chemistry or AP Chemistry and good math skills will be advised into CHEM 113. Less time is needed to cover fundamentals like dimensional analysis and atoms and nomenclature. The content and problem-solving of the course will be more challenging; the laboratory program will continue to be based on guided inquiry. Other students will be advised into CHEM 111, where those without the chemistry or math background will spend longer in lecture and lab working on basic concepts and mathematical analysis of chemical problems. Chemistry majors in CHEM 111 will have the opportunity to improve their math skills and still be exposed to chemistry. Because the core content of the CHEM 111 and CHEM 113 will be the same; students should be able to count CHEM 113 as their Liberal Studies Science. The chemistry department hopes these changes improve retention of all science majors, and chemistry majors in particular. Catalog Description changes reflect the distinction between General Chemistry I and Advanced General Chemistry.

Change in course objectives to fit expected student learning outcomes. Updated course text and bibliography - the syllabus of record was last updated in 2003. Minimum Lab Grade of 70% required for passing course was the recommendation of two external evaluators at our last program review. Faculty approved raising the minimum passing lab grade from 65% to 70% to improve student learning and standards. Included sample laboratory experiment/report and grading rubric associated with Objectives 2&3. Requested exemption from reading non-textbook fact or fiction book due to the high degree of quantitative analysis in the course.

iii **Current Catalog Description:**

CHEM 114 Concepts in Chemistry II

3c-3l-4cr

Prerequisites: CHEM 111 or 113

An introductory course for CHEM, CHED, BIOC, GEOL, and SDR majors. The second half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a Chemistry degree program. Topics include kinetic-molecular theory of gases, the liquid and solid states, solution theory, kinetics, equilibrium, thermodynamics, acids and bases, and electrochemistry.

Proposed Catalog Description:

CHEM 114 Advanced General Chemistry II

3c-3l-4cr

Prerequisites: C or better in CHEM 113

A continuation of Advanced General Chemistry I. Topics include solutions, chemical kinetics, equilibrium and thermodynamics, acids and bases, buffers, and electrochemistry. Topics will be covered in greater depth and with more challenging problem solving than General Chemistry. Designed for majors within the College of Natural Sciences and Mathematics and to fulfill the Liberal Studies Natural Science Laboratory Sequence requirement for those students.

Rationale: Course title and pre-requisite changes align with changes to CHEM 113. CHEM 114 is a continuation of CHEM 113. Like CHEM 113, CHEM 114 is targeted to better-prepared students. The content and problem-solving of the course will be more challenging than CHEM 112, General Chemistry II; the laboratory program will continue to be based on guided inquiry. The revision to Advanced General Chemistry is designed to challenge and to improve retention of science majors. In keeping with that change, a pre-requisite of "C" is added to CHEM 114. Students who earn a "D" in CHEM 113 would be advised to retake CHEM 113, or transfer over to CHEM 112. CHEM 112 (General Chemistry II) is an existing liberal studies Natural Science course for science majors. Because the core content of the CHEM 112 and CHEM 114 will be the same, students should be able to count CHEM 112 as their Liberal Studies Science. The chemistry department hopes these changes improve retention of all science majors, and chemistry majors in particular. Catalog Description changes reflect the distinction between General Chemistry II and Advanced General Chemistry II, and to keep the elevated academic standard of the course. Students with a "D" in CHEM 113 will be directed into CHEM 112, the regular General Chemistry II. Change in course objectives to fit expected student learning outcomes. Minimum Lab Grade of 70% required for passing course was the recommendation of two external evaluators at our last program review. Faculty approved raising the minimum passing lab grade from 65% to 70% to improve student learning and standards. Updated course text and bibliography - the syllabus of record was last updated in 2003. Included sample lecture assignment and grading rubric associated with Objectives 2&3. Requested exemption from reading non-textbook fact or fiction book due to the high degree of quantitative analysis in the course.

20 Department of Geography and Regional Planning—Course Revision and Catalog Description Change

Current Catalog Description:

GEOG 102 Geography of United States and Canada **3c-0l-3cr**
 The cultural landscape of North America is studied. The relationship between man and environment is examined and spatial patterns of environment, economy, society, and politics are considered.

Proposed Catalog Description:

GEOG 102 Geography of United States and Canada **3c-0l-3cr**
 Provides a conceptually based introductory level geography course that focuses on the American landscape. Includes mapping culture regions, tracing settlement patterns, resource use, environmental perceptions, the interplay of urbanization, industrialization, post-industrialization, and spatial mobility, the occurrence of economically disadvantaged landscapes, and the role individuals and society have in the creation of the graphic landscape.

Rationale: The catalog description submitted when Liberal Studies was introduced somehow did not make it into the undergraduate catalog, which is why the catalog description in the old syllabus of record does not match the current catalog description. The catalog description in the new syllabus of record has only a minor change from that original Liberal Studies description (see old syllabus of record).

21 Department of Food and Nutrition—Program Revisions

i

Current Program:

Bachelor of Science—Nutrition/Nutrition Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Health and Wellness: HPED 143 Mathematics: MATH 217 Natural Science: CHEM 101-102 or 111-112 (1) Social Science: ECON 101 or 121, PSYC 101, SOC 151 Liberal Studies Electives: (2) 3cr, no courses with FDNT prefix	48

Major:	25
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Controlled Electives:	10-28
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Other Requirements:	13
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Free Electives:	6-24
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Total Degree Requirements:	120
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(1) CHEM 231 is also required if CHEM 111-112 is taken.

Proposed Program:

Bachelor of Science—Nutrition/Nutrition Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Dimensions of Wellness: HPED 143 Mathematics: MATH 217 Natural Science: CHEM 101-102 or 111-112 (1) Social Science: ECON 101 or 121, PSYC 101, SOC 151 Liberal Studies Electives: (2) 3cr, no courses with FDNT prefix	44

Major:	25
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Controlled Electives:	10-28
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Other Requirements:	13
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Free Electives:	10-28
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Total Degree Requirements:	120
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(1) CHEM 231 is also required if CHEM 111-112 is taken and is added to major credits.

ii

Current Program:**Bachelor of Science—Nutrition/Culinary Dietetics Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Health and Wellness: HPED, NURS or FDNT 143 Mathematics: MATH 217 Natural Science: CHEM 101-102 Social Science: ANTH 470 or PLSC 101 or 111, PSYC 101, SOC 151 Liberal Studies Electives: 0cr, (1)	45
Major:	30
Other Requirements:	45
Free Electives:	0
Total Degree Requirements:	120

- (1) The culinary certificate includes a course in computer science (previously transferred as COSC 101), which is considered an additional 3cr toward Liberal Studies requirements, resulting in a total of 48cr in Liberal Studies.

Proposed Program:**Bachelor of Science—Nutrition/Culinary Dietetics Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Dimensions of Wellness: HPED, NURS or FDNT 143 Mathematics: MATH 217 Natural Science: CHEM 101-102 Social Science: ANTH 470 or PLSC 101 or 111, PSYC 101, SOC 151 Liberal Studies Electives: 3cr, no courses with FDNT prefix (1)	44
Major:	30
Other Requirements:	45
Free Electives:	1
Total Degree Requirements:	120

- (1) The culinary certificate includes a course in computer science (previously transferred as COSC 101), which is considered an additional 3cr toward Liberal Studies requirements, resulting in a total of 44cr in Liberal Studies.

iii

Current Program:**Bachelor of Science—Nutrition/Dietetics Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Health and Wellness: HPED 143 Mathematics: MATH 217 Natural Science: CHEM 101-102 or 111-112 (1) Social Science: ECON 101 or 121, PSYC 101, SOC 151 Liberal Studies Electives: 3cr, no courses with FDNT prefix	48
Major:	25
Controlled Electives:	28
Other Requirements:	13
Free Electives:	6
Total Degree Requirements:	120

- (1) CHEM 231 is also required if CHEM 111-112 is taken.

Proposed Program:**Bachelor of Science—Nutrition/Dietetics Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Dimensions of Wellness: HPED 143 Mathematics: MATH 217 Natural Science: CHEM 101-102 or 111-112 (1) Social Science: ECON 101 or 121, PSYC 101, SOC 151 Liberal Studies Electives: (2) 3cr, no courses with FDNT prefix	44
Major:	25
Controlled Electives:	28
Other Requirements:	13
Free Electives:	10
Total Degree Requirements:	120

- (1) CHEM 231 is also required if CHEM 111-112 is taken and is added to major credits.

Appendix D
University Wide Graduate Curriculum Committee
Co-Chairs Piper and Baumer

FOR INFORMATION

The following courses were approved for delivery via Distance Education:

- ELR 610: Employee Rights Under Law
- ELR 613: Fundamentals of the American Labor Movement: Theory and Practice
- MGMT 635: Seminar in Management and Organizational Leadership
- ACE 735: Analysis of the Professional Literature in Adult and Community Education
- FDNT 645: Proteins, Carbohydrates, and Fats
- FDNT 650: Designing Effective Food and Nutrition Research Projects
- COUN 636: Career Counseling

FOR ACTION

1. Workforce Development Plan

Program	Recommendation
MS in Nursing Administration	Recommend Program Retention
MA in Political Affairs	Recommend Program Retention
MS in Health Administration	Recommend Program Retention

2. Course Revision

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Course: COUN 636 Career Counseling

Catalogue Start Term: Fall 2012

Current Description

COUN 636 Career Counseling and Development (Community)

3c-0l-3sh

An overview of the individual career development process from various theoretical perspectives. Also details the process of career planning and career counseling in community settings.

Prerequisite: None

Proposed Description

COUN 363 Career Counseling

3c-01-3sh

This course overviews the individual career development process across the lifespan from various theoretical perspectives in school and clinical mental health settings. The course considers developmentally relevant career strategies such as career guidance curriculum, group and individual interventions, decision-making skills, career needs of English Language Learners (ELL) and individuals with disabilities, and the processing /use of career related information. The acquisition of knowledge of self and vocational skill/ability that leads to effective career decision making is also emphasized. Prerequisite: None

Rationale: This change in title and course description is intended to more accurately reflect course content and objectives to address new standards requirements issued by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Pennsylvania Department of Education (PDE). These requirements stipulate that professional counselors must demonstrate an ability to provide career counseling across the lifespan.

3. New Dual-Level Course

Program: MBA/Marketing Concentration

Sponsoring Department: Marketing

Catalogue Start Date: Fall 2012

MKGT 550 Marketing Strategy

3c-01-3sh

Description: Designed to develop marketing and business decision-making skills to evaluate real-world business situations, analyze marketing problems and scenarios, and produce solutions in the form of marketing and business strategies. Involves analysis based on quantification of marketing decisions and problem-solving scenarios using exercises and in-depth case studies which develop analytical reasoning. Integrates knowledge of marketing and other business management functions into marketing strategy development, implementation, and control using either a marketing plan or marketing simulation exercises. Readings on classic and emerging issues will provide applied perspectives of marketing in the business environment. **Prerequisite:** MKGT 603 Marketing Management

Rationale: Marketing Strategy is an advanced level marketing elective that looks at holistic and comprehensive marketing programs of companies. This course uses an analytical perspective necessary for the measurement of performance. This course will be one of the electives for the Marketing Concentration of the MBA program.

4. Course Deletion

Sponsoring Department: Political Science

Course: PLSC 520: International Law

Catalogue Start Term: Fall 2012

Rationale: PLSC 520: International Law is being deleted, along with PLSC 521, International Organizations because we are combining the two courses into one course PLSC 522: International Law and Organizations. They are related topics. International Organizations and their operations go hand in hand with a discussion of International Law.

5. Course Deletion

Sponsoring Department: Political Science

Course: PLSC 521: International Organizations

Catalogue Start Term: Fall 2012

Rationale: PLSC 521: International Organizations is being deleted, along with PLSC 520, International Law because we are combining the two courses into one course PLSC 522: International Law and Organizations. They are related topics. International Organizations and their operations go hand in hand with a discussion of International Law.

6. Course Revision: Change of title

Sponsoring Department: Political Science

Course: PLSC 589

Catalogue Start Term: Fall 2012

Current Title: Developing Nations

Proposed Title: International Development Strategies

Rationale: The new title will better explain that the emphasis of the course is to examine development strategies, not simply to describe the current situation of less developed countries.

7. Course Revision

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

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Course: COMM 900 Culture of Cyberspace

Rationale: When the Culture of Cyberspace was first added to the Communications Media curriculum, a mistake was made in which the description of another course supplanted the description of Culture of Cyberspace. As a result, the course as described currently does not exist as it was originally intended. This proposal corrects the course description to reflect current course content.

Current Course Description

COMM 900 Culture of Cyberspace 3c-01-3cr

This production course presents both the business and production of multimedia development and the development of interactive multimedia environments including kiosks, commercial web sites, educational software, and games. Students complete case studies including needs assessment, audience analysis, cost analysis, goal analysis, and evaluation and then develop an interactive multimedia solution to a complex communication problem. **Prerequisite:** COMM 832: Media Production or equivalent

Proposed Description

COMM 900 Culture of Cyberspace 3c-01-3sh

In this theory intensive course students will be exposed to a wide variety of theoretical and empirical studies regarding the educational, corporate, social and political aspects of social media. Privacy, copyright, blogging, network trends, video-knowledge sharing, and learning will be topics discussed in this class. Students will be required to analyze current media literature and build culture-based arguments in order to generate original research using cyberspace as a construct. **Prerequisite:** COMM 801.

8. Minor Course Revision

Program: MA in Adult and Community Education

Sponsoring Department: Adult and Community Education

Catalogue Start Date: Summer 2012

Current Title and Description

ACE 735: Seminar in Adult and Community Education 3c-01-3sh

This course involves an intensive study of special topics in adult and community education with a research emphasis. Research content varies according to student interest. Prerequisite: Permission.

Proposed Title and Description

ACE 735: Analysis of the Professional Literature in Adult and Community Education 3c-0l-3sh

This course involves an intensive study of special topics in adult and community education with an emphasis on developing skills to conduct a systematic review of the literature in a specific area relevant to this field of study. Research content varies according to student interest. Prerequisite: Permission.

Rationale: This change in title and course description is intended to more accurately reflect course content and objectives.

9. Course Revision.

Program: MS in Food and Nutrition

Sponsoring Department: Food and Nutrition

Course: FDNT 650

Catalogue start: Fall 2012

Current Description

FDNT 650 Seminar in Food and Nutrition I 1.5c-01-1.5sh

Addresses the depth and breadth of nutrition as a field of inquiry with understanding of the elements of the research process. Emphasis will be given to various designs (both quantitative and qualitative) and methodologies (e.g., principles, techniques, materials and procedures) that are used for research in nutrition and dietetics and to promote evidence-based practice. The student will examine, appraise and communicate nutrition research literature by giving a professional oral seminar utilizing effective oral presentation techniques.

Proposed Description

FDNT 650 Designing Effective Food and Nutrition Research Projects 1.5c-01-1.5sh

Addresses the depth and breadth of nutrition as a field of inquiry with understanding of the elements of the research process. Emphasis will be given to various designs (both quantitative and qualitative) and methodologies (e.g., principles, techniques, materials and procedures) that are used for research in nutrition and dietetics and to promote evidence-based practice. The student will examine, appraise and communicate nutrition research literature by giving a professional oral seminar utilizing effective oral presentation techniques. **Prerequisite:** Permission.

Summary/Rationale: The rationale for the name change is so that the title conveys to the student overall purpose of the course and the competency that he/she will gain by taking the course. The course title change will set student expectations and more accurately reflect the active learning focus of the course. In addition, the proposed title change will facilitate marketing and promotion

of the course because the title is more reflective and descriptive of the actual course content and activities.

The rationale to add 'Permission' as a prerequisite for this course is to ensure that students who enroll for the course have sufficient background in food and nutrition and the scientific method to read and critically appraise literature relevant to the field. Sufficient background is also necessary to effectively engage in discussions and research design activities. 'Permission' rather than 'MS in Food and Nutrition Status' is requested because students with undergraduate degrees in health-related and science disciplines likely have the necessary background to succeed in this course

10. Minor Course Revision

Program: M.S. in Safety Sciences

Sponsoring Department: Safety Sciences

Catalogue Start Term: Fall 2012

Course: SAFE 701/801: Environmental Impact Assessment and Documentation

Summary and Rationale: The purpose of this proposal is to renumber SAFE 801: Environmental Impact Assessment and Documentation to SAFE 701/801. The Department of Safety Sciences would like to include this course, which is currently a doctoral degree course, as an elective course in the M.S. in Safety Sciences degree program. Under the new course renumbering structure, courses available to both Master's degree and Doctoral degree students must have a 700 or 800 number. There are no changes to the course or its contents.

Current Catalogue Description

SAFE 801: Environmental Impact Analysis and Documentation

3c-01-3sh

Using an environmental impact statement as a model, this course is designed to provide the student with various regulatory, scientific, mathematical, and risk-based approaches and tools to conduct environmental impact assessments for industrial technologies by analyzing affected environments and by determining the significant environmental consequences of industrial technologies on various resources (e.g., water, land, human health, etc.). The student is also provided with information on how to generate reports/forms base on implementing regulatory and other requirements to document information from environmental/risk assessments and analyses.
Prerequisites: None

Proposed Catalogue Description

SAFE701/ 801: Environmental Impact Analysis and Documentation

3c-01-3sh

Using an environmental impact statement as a model, this course is designed to provide the student with various regulatory, scientific, mathematical, and risk-based approaches and tools to conduct environmental impact assessments for industrial technologies by analyzing affected environments and by determining the significant environmental consequences of industrial technologies on various resources (e.g., water, land, human health, etc.). The student is also provided with information on how to generate reports/forms base on implementing regulatory and other

requirements to document information from environmental/risk assessments and analyses.
Prerequisites: None

11. Program Revision

Program: M.S. in Safety Sciences

Sponsoring Department: Safety Sciences

Catalogue Start Term: Fall 2012

Summary: The Department of Safety Sciences is revising its Master of Science in Safety Science degree program to:

- a. Reflect the numbering changes of two courses that occurred when the Ph.D. in Safety Sciences degree program was approved.
- b. Dual list SAFE 801: Environmental Impact Assessment and Documentation which was approved for the PhD in Safety Sciences for use in the Master's degree program.

New or Revised Courses:

These two courses will have revisions to their course numbers in the catalog description:

SAFE 674: Fire Protection in Building Design was dual listed in the approved Ph.D. in Safety Sciences program to SAFE 774/874. The catalog description for the MS degree needs to reflect this change.

SAFE 673: Disaster Preparedness was dual listed in the approved Ph.D. in Safety Sciences program to SAFE 773/873. The catalog description for the MS degree needs to reflect this change.

Dual list one course approved for the PhD in Safety Sciences, SAFE 801: Environmental Impact Assessment and Documentation as SAFE 701/801 for use in the Master of Science degree.

Rationale for Changes: The changes to the course numbers in the catalog description is needed to realign the numbers used in the MS program with the previously approved changes in the Ph.D. program. The addition of the SAFE 701/801 course to the Master's degree course will benefit students by providing a course in environmental safety. This was an identified need from the MS program outcomes assessment.

Side by Side Comparison: The following is a side-by-side comparison of the current versus proposed program:

Current MS Program		Proposed MS Program	
Required Core Courses	24 cr.	Required Core Courses	24 cr.
SAFE 602 Research Methods in Safety Management	3 cr.	SAFE 602 Research Methods in Safety Management	3 cr.
SAFE 603 Human Relations in Safety Management	3 cr.	SAFE 603 Human Relations in Safety Management	3 cr.
SAFE 605 Application of Safety Engineering Principles	3 cr.	SAFE 605 Application of Safety Engineering Principles	3 cr.
SAFE 610 Environmental Safety and Health Administration	3 cr.	SAFE 610 Environmental Safety and Health Administration	3 cr.
SAFE 644 Preventing Unsafe Acts	3 cr.	SAFE 644 Preventing Unsafe Acts	3 cr.
SAFE 647 Applied Ergonomics	3 cr.	SAFE 647 Applied Ergonomics	3 cr.
SAFE 660 Applied Industrial Hygiene	3 cr.	SAFE 660 Applied Industrial Hygiene	3 cr.
<u>SAFE 674 Fire Safety in Building Design</u>	3 cr.	SAFE 774 Fire Safety in Building Design	3 cr.
Controlled Electives (Choose a minimum of 12 credit hours)	12cr.	Controlled Electives (Choose a minimum of 12 credit hours)	12cr.
SAFE 520 Law and Ethics in the Safety Profession	3 cr.	SAFE 520 Law and Ethics in the Safety Profession	3 cr.
SAFE 541 Accident Investigation	3 cr.	SAFE 541 Accident Investigation	3 cr.
SAFE 542 Current Issues in Safety	3 cr.	SAFE 542 Current Issues in Safety	3 cr.
SAFE 543 Construction Safety	3 cr.	SAFE 543 Construction Safety	3 cr.
SAFE 561 Air Pollution	3 cr.	SAFE 561 Air Pollution	3 cr.
SAFE 562 Radiological Health	3 cr.	SAFE 562 Radiological Health	3 cr.
SAFE 565 Right-to-Know Legislation	3 cr.	SAFE 565 Right-to-Know Legislation	3 cr.
SAFE 581 Special Topics	3 cr.	SAFE 581 Special Topics	3 cr.

SAFE 604 Industrial Toxicology	3 cr.	SAFE 604 Industrial Toxicology	3 cr.
SAFE 606 Hazardous Materials Management	3 cr.	SAFE 606 Hazardous Materials Management	3 cr.
SAFE 620 Safety Data Management	3 cr.	SAFE 620 Safety Data Management	3 cr.
SAFE 621 Programming Safe Behavior	3 cr.	SAFE 621 Programming Safe Behavior	3 cr.
SAFE 624 Solving Safety Problems		SAFE 624 Solving Safety Problems	
SAFE 625 Risk Strategies for the SH&E Professional	3 cr.	SAFE 625 Risk Strategies for the SH&E Professional	3 cr.
SAFE 630 Pollution Control	3 cr.	SAFE 630 Pollution Control	3 cr.
SAFE 663 Industrial Hygiene Laboratory Methods	3 cr.	SAFE 663 Industrial Hygiene Laboratory Methods	3 cr.
SAFE 664 Industrial Noise Control	3 cr.	SAFE 664 Industrial Noise Control	3 cr.
SAFE 672 Process Safety in the Chemical Industry	3 cr.	SAFE 672 Process Safety in the Chemical Industry	3 cr.
<u>SAFE 673 Disaster Preparedness</u>	3 cr.	SAFE 701 Environmental Impact Assessment and Documentation	3 cr.
SAFE 681 Special Topics	3 cr.	SAFE 773 Disaster Preparedness	3 cr.
SAFE 699 Independent Study	3 cr.	SAFE 681 Special Topics	3 cr.
SAFE 795 Thesis	1-6 cr	SAFE 699 Independent Study	3 cr.
	.	SAFE 795 Thesis	1-6 cr

12. Minor Course Revision

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 825 Quantitative Methods in Communication Research

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add COMM 800 Communication

Research Statistics as a prerequisite to COMM 825 Quantitative Methods in Communication Research.

With the CMIT PhD entering its fifth year, the faculty and specifically the instructor COMM 825 have recognized the need for students to have the appropriate foundational research course to be better prepared for more advanced research courses, including COMM 825. No other changes are being made to the course content or course description.

Current Description

COMM 825 Quantitative Methods in Communication Research

3c-01-3sh

Presents students with methods to conduct quantitative research in the communications theoretical and applied domains. Provides students with the necessary skills to plan for and interpret quantitative data. Students will learn the fundamentals of quantitative modeling and statistical analysis to develop and answer communication problems. Students become familiar with principles for formulating hypotheses, selecting experimental and quasi-experimental designs, and using statistical software and other resources to conduct and interpret quantitative findings.

Proposed Description

COMM 825 Quantitative Methods in Communication Research

3c-01-3sh

Presents students with methods to conduct quantitative research in the communications theoretical and applied domains. Provides students with the necessary skills to plan for and interpret quantitative data. Students will learn the fundamentals of quantitative modeling and statistical analysis to develop and answer communication problems. Students become familiar with principles for formulating hypotheses, selecting experimental and quasi-experimental designs, and using statistical software and other resources to conduct and interpret quantitative findings.

Prerequisite: COMM 800

13. Minor Course Revision

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 832 Media Production

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add COMM 830 Media Preproduction (as re-numbered in the accompanying document) as a prerequisite to COMM 832 Media Production.

As stated previously, the CMIT faculty has recognized it is necessary for the Media Preproduction course to be taken before the Media Production courses.

Current Description

COMM 832 Media Production

3c-01-3sh

This production course may be taken for variable credit between one and six credits. It provides students with an array of media production skills related to audio, video, photographic, typographic, two-dimensional design, and web-related production skills. The course is presented in modular form with each module equaling one credit. A student may test out of any or all of the modules but must substitute the credits with an elective approved by the student's advisor.

Proposed Description

COMM 832 Media Production

3c-01-3sh

This production course may be taken for variable credit between one and six credits. It provides students with an array of media production skills related to audio, video, photographic, typographic, two-dimensional design, and web-related production skills. The course is presented in modular form with each module equaling one credit. A student may test out of any or all of the modules but must substitute the credits with an elective approved by the student's advisor.

Prerequisite: COMM 830

14. Minor Course Revision

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 714/814

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add a co-requisite, COMM 801 Ideas that Shape Media, to all existing CMIT Theory and Culture Electives. COMM 801 is the initial communication theory course for all CMIT PhD students and is taken in the first semester of course work upon entering the program. The phrase "or permission of instructor" is added to accommodate a future collaboration with the Department of Political Science and their plan to include this course in a future Master's Degree with a concentration in Crisis/Emergency Management.

With the CMIT PhD entering its fifth year, the faculty has recognized the need for students to have the appropriate foundational theory course either during the same semester or prior to taking theory and culture elective courses. No other changes are being made to the course content or course description.

Current Description

COMM 714/814 Crisis Communication

3c-01-3sh

Explores the challenges of communication during crisis situations and emphasizes the practical and theoretical applications of communication strategies used by companies, organizations, and governmental bodies during headline-grabbing crises. The course focuses on the issues relevant to planning, developing, and executing of crisis communications plans. Students will explore communication and media relations techniques for communicating with stakeholders during a crisis. Cases discussed will examine crisis situations in business, political, educational, and non-profit settings.

Proposed Description

COMM 714/814 Crisis Communication

3c-01-3sh

Explores the challenges of communication during crisis situations and emphasizes the practical and theoretical applications of communication strategies used by companies, organizations, and governmental bodies during headline-grabbing crises. The course focuses on the issues relevant to planning, developing, and executing of crisis communications plans. Students will explore communication and media relations techniques for communicating with stakeholders during a crisis. Cases discussed will examine crisis situations in business, political, educational, and non-profit settings. **Co-requisite: COMM 801 or permission of instructor**

15. Minor Course Revision

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 815

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add a co-requisite, COMM 801 Ideas that Shape Media, to all existing CMIT Theory and Culture Electives. COMM 801 is the initial communication theory course taken by all CMIT PhD students and is taken in the first semester of course work upon entering the program.

With the CMIT PhD entering its fifth year, the faculty has recognized the need for students to have the appropriate foundational theory course either during the same semester or prior to taking theory and culture elective courses. No other changes are being made to the course content or course description.

Current Description

COMM 815 Teaching Communications Media

3c-01-3sh

Focuses on helping students to understand the unique challenges of teaching communications media courses in higher education and to improve their teaching via use of appropriate communication techniques and reflection upon teaching/learning styles, motivations, and instructional techniques. Introduces doctoral students to the academic discipline of

communications media in higher education. Explores the goals of communications media education and challenges for administration of communications media programs. Students will also explore the relationship between teaching, scholarship, and service in communications media.

Proposed Description

COMM 815 Teaching Communications Media

3c-0l-3sh

Focuses on helping students to understand the unique challenges of teaching communications media courses in higher education and to improve their teaching via use of appropriate communication techniques and reflection upon teaching/learning styles, motivations, and instructional techniques. Introduces doctoral students to the academic discipline of communications media in higher education. Explores the goals of communications media education and challenges for administration of communications media programs. Students will also explore the relationship between teaching, scholarship, and service in communications media.

Co-requisite: COMM 801

16. Minor Course Revision

Name of Program: Ph.D. in Communications Media/Instructional Technology

Sponsoring Department: Communications Media

Course: COMM 818

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add a co-requisite, COMM 801 Ideas that Shape Media, to all existing CMIT Theory and Culture Electives. COMM 801 is the initial communication theory course taken by all CMIT PhD students and is taken in the first semester of course work upon entering the program.

With the CMIT PhD entering its fifth year, the faculty has recognized the need for students to have the appropriate foundational theory course either during the same semester or prior to taking theory and culture elective courses. No other changes are being made to the course content or course description.

Current Description

COMM 818 Media Criticism

3c-0l-3sh

This course examines the basic language and techniques of media criticism from both theoretical and application perspectives. Students will read and analyze current literature pertaining to broadcast media, film, and new media as well as develop a personal construct based on cultural patterns and media issues found in 21st century society. It will primarily focus upon media designed for post high school aged audiences.

Proposed Description

COMM 818 Media Criticism

3c-0l-3sh

This course examines the basic language and techniques of media criticism from both theoretical and application perspectives. Students will read and analyze current literature pertaining to broadcast media, film, and new media as well as develop a personal construct based on cultural patterns and media issues found in 21st century society. It will primarily focus upon media designed for post high school aged audiences. **Co-requisite: COMM 801**

17. Minor Course Revision

Name of Program: Ph.D. in Communications Media/Instructional Technology

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Course: COMM 822

Summary and Rationale: The purpose of this proposal is to add a co-requisite, COMM 801 Ideas that Shape Media, to all existing CMIT Theory and Culture Electives. COMM 801 is the initial communication theory course taken by all CMIT PhD students and is taken in the first semester of course work upon entering the program.

With the CMIT PhD entering its fifth year, the faculty has recognized the need for students to have the appropriate foundational theory course either during the same semester or prior to taking theory and culture elective courses. No other changes are being made to the course content or course description.

Current Description

COMM 822 Children & Media

3c-0l-3sh

This course analyzes the scope of media in relationship to children. The course examines the impact that media has on children in terms of behavior and culture. It also examines the influence children have in shaping the media. Discussions focus on multiple forms of children's media including those within entertainment and education.

Proposed Description

COMM 822 Children & Media

3c-0l-3sh

This course analyzes the scope of media in relationship to children. The course examines the impact that media has on children in terms of behavior and culture. It also examines the influence children have in shaping the media. Discussions focus on multiple forms of children's media including those within entertainment and education. **Co-requisite: COMM 801**

18. Minor Course Revision

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 828

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add COMM 800 Communication Research Statistics as a prerequisite to COMM 828 Qualitative Methods in Communications Research.

With the CMIT PhD entering its fifth year, the faculty and specifically the instructor COMM 828 have recognized the need for students to have the appropriate foundational research course to be better prepared for more advanced research courses, including COMM 828. No other changes are being made to the course content or course description.

Current Description

COMM 828 Qualitative Methods in Communications Research 03-01-3sh

Students will examine the theoretical basis and history of qualitative methods within the field of communications media and instructional technology. They will become familiar with primary qualitative methods and then apply that knowledge to important studies within the field. They will also design and implement qualitative research strategies in research exercises.

Proposed Description

COMM 828 Qualitative Methods in Communications Research 03-01-3sh

Students will examine the theoretical basis and history of qualitative methods within the field of communications media and instructional technology. They will become familiar with primary qualitative methods and then apply that knowledge to important studies within the field. They will also design and implement qualitative research strategies in research exercises. **Prerequisite: COMM 800**

19. Minor Course Revision

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 853

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add a co-requisite, COMM 801 Ideas that Shape Media, to all existing CMIT Theory and Culture Electives. COMM 801 is the initial communication theory course taken by all CMIT PhD students and is taken in the first semester of course work upon entering the program. The phrase “or permission of instructor” is added to accommodate a future collaboration with the Department of Political Science and their plan to include this course in a future Master’s Degree with a concentration in Crisis/Emergency Management.

With the CMIT PhD entering its fifth year, the faculty has recognized the need for students to have the appropriate foundational theory course either during the same semester or prior to taking theory and culture elective courses. No other changes are being made to the course content or course description.

Current Description

COMM 853 Corporate Communications

03-01-3sh

This course provides students with the necessary skills to design, inform, and implement communications media strategies within the corporate environment. Students will learn the importance of communication and its impact on the affected publics. Through developing written, oral, and managerial communication, students will be able to execute multidirectional communication within a corporate setting. Students will explore corporate communication functions including internal communication, corporate promotions, and marketing communications.

Proposed Description

COMM 853 Corporate Communications

03-01-3sh

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20. Minor Course Revision

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 860

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to change the number COMM 860 Media Preproduction to COMM 830 Media Preproduction so that it is an appropriate prerequisite

for all sections of COMM 832 Media Production.

With the CMIT PhD entering its fifth year, our faculty has recognized that requiring the Media Preproduction course to be taken before the Media Production courses is necessary, as students entering the program have diverse backgrounds in terms of their production skills. The renumbering of the course is necessary so the course numbers for COMM 830 and COMM 832 are in an appropriate sequence. No other changes are being made to the course content or course description.

Current Description

COMM 860 Media Preproduction

03-01-3sh

Focuses on preproduction activities such as script treatments, storyboarding, scriptwriting, editing, and production management. Students analyze case studies and real-world situations to better understand the planning of media development. Students also develop a preproduction plan for a substantial media production in the areas of audio, video, film, photography, animation, games, simulation, and educational media

Proposed Description

COMM 830 Media Preproduction

03-01-3sh

Focuses on preproduction activities such as script treatments, storyboarding, scriptwriting, editing, and production management. Students analyze case studies and real-world situations to better understand the planning of media development. Students also develop a preproduction plan for a substantial media production in the areas of audio, video, film, photography, animation, games, simulation, and educational media

21. Minor Course Revision

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 910

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to change the prerequisites for COMM 910 Advanced Doctoral Research in Communications. The current prerequisite of “EDSP 817 or equivalent” is to be deleted. At the time, the original program proposal was written the CMIT program did not have a discreet statistics course and EDSP 817 was listed as the required research course. However, students in the CMIT program have never taken EDSP 817. After the original program proposal was approved, COMM 800 Communication Research Statistics was added as a required course and substitute for EDSP 817

The existing prerequisites of COMM 825 and COMM 828 will remain and since COMM 800 is being added as a prerequisite for those two courses, it is not necessary to list COMM 800 as a prerequisite for COMM 910.

As this program has evolved the CMIT faculty has recognized the need to sequence courses appropriately and ensure that students have completed the appropriate foundational courses before proceeding to higher-level courses. No other changes are being made to the course content or course description.

Current Description

COMM 910 Advanced Doctoral Research in Communication 3c-0l-3sh

Serves as an advanced experience to assure students are prepared to do professional research in communications. Students will design a complete communications research project suitable for professional presentation and publication. Their work will encompass research design, measurement techniques, generation strategies, concept definitions, database structure, and report design. Prerequisites: EDSP 817 or equivalent, COMM 825, and COMM 828.

Proposed Description

COMM 910 Advanced Doctoral Research in Communication 3c-0l-3sh

Serves as an advanced experience to assure students are prepared to do professional research in communications. Students will design a complete communications research project suitable for professional presentation and publication. Their work will encompass research design, measurement techniques, statistical procedures, and philosophies of research. Quantitative and qualitative approaches will be considered. Also covered are practical points such as data collection and generation strategies, concept definitions, database structure, and report design. Prerequisites: **COMM 825**, and COMM 828.

22. New Course

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Start Term: Fall 2012

Course: COUN 682 Counseling Students/Clients with Disabilities 3c-0l-3sh

Description: This course provides students with an in-depth understanding of counseling youth and adults with disabilities in school and community settings. This includes the responsibilities and competencies of school and clinical mental health counselors according to applicable laws and standards. Course content includes understanding developmental and psychosocial issues and implications for effective individual and systemic interventions. An overview of specific disabilities is also emphasized. **Prerequisite:** COUN 617 Basic Counseling Skills

Rationale: This course was developed in order to address changes in PDE (Pennsylvania Department of Education) certification requirements and to adhere to CACREP (Council for Accreditation of Counseling and Related Educational Programming) standards. In addition, it serves to fill a void in course offerings that prepare clinical mental health counselors to work will

with clients who have disabilities.

23. Course Revision

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Catalogue Start Term: Fall 2012

Course: COUN 677

Current Description

COUN 677 Crisis Counseling

3c-0l-3sh

This three-credit elective provides an opportunity to develop an understanding of counseling clients during crisis, disaster, and other trauma causing events. The course examines theories, models, assessment techniques, and intervention strategies of crisis counseling. The counselor's collaborative role in crisis preparedness and response is discussed, including self-care strategies appropriate during crisis counseling. Student competencies are enhanced by participation in activities addressing theoretical as well as practical knowledge of crisis counseling. **Prerequisite:** COUN 617 Basic Counseling Skills.

Proposed Description

COUN 677 Crisis Addiction Counseling

3c-0l-3sh

Students will develop an understanding of counseling clients/students during crisis, disaster, and other trauma causing events and counseling clients/students through addictive process relating to chemical and behavioral addictions. For crisis and addiction counseling, this course will examine theories, models, assessment techniques, and intervention strategies. The counselor's collaborative role in crisis preparedness and response is discussed, including self-care strategies appropriate during crisis and addiction counseling. Student competencies are enhanced by participation in activities addressing theoretical as well as practical knowledge of crisis and addiction counseling. **Prerequisite:** COUN 617 Basic Counseling Skills.

Rationale: This change in title and course description is intended to more accurately reflect course content and objectives to address new standards requirements issued by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In the CACREP (2009) standards, accredited programs must provide students with program content directly related to crisis counseling and the impact of addictions on potential clients/students.

24. Course Revision

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Catalogue Start Term: Fall 2012

Current Course Description

COUN 672 Introduction to Family Issues in Counseling 3c-0l-3sh

This course provides an introductory overview of the major issues, theories, research, and intervention implications for the preparation of counselors to work with families. Prerequisites: COUN 617 and COUN 627 or 637

Proposed Course Description

COUN 672 Counseling and Consulting Within Systems 3c-0l-3sh

Students will be provided with an in-depth exploration of systems theory and its interface in school, clinical mental health, and family counseling work. Students will develop an understanding of how to engage collaboratively with larger systems that have an impact on persons, families, and communities. The aim of this course is to develop collaborative clinical and consulting knowledge that contributes to families, organizations, and communities within a social justice framework. Models and processes for consulting within systems will also be applied to the work of counselors. **Prerequisites:** COUN 617 and COUN 637.

Rationale: This change in title and course description is intended to more accurately reflect course content and objectives to address new standards requirements issued by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In the CACREP (2009) standards, accredited programs must provide students with program content directly related to systemic issues in counseling and the impact of systems when working with clients/students

25. New Course

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Catalogue Start Date: Fall, 2012

Course: COUN 710: Clinical Mental Health Counseling 3c-0l-3sh

Description: Historical and philosophical trends in clinical mental health counseling will be surveyed along with strategies for designing, implementing, and evaluating clinical mental health counseling programs/services in the public and private sector. **Prerequisite:** COUN 730

Rationale: The proposed course is designed to provide an in-depth professional induction into the field of clinical mental health counseling and to address specific standards set forth by Council for Accreditation of Counseling and Related Educational Programs (CACREP) related to the requirements for Foundational knowledge standards (A1-10) and the Counseling, Prevention, and Invention knowledge standards (C1-9).

26. New Course

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Catalogue Start Date: Fall, 2012

Course: COUN 613: Counseling Children

3cr-0l-3sh

Description: Students are provided with an in-depth exploration of the counseling skills and techniques necessary for working with children. The topics, as they apply to children, include: developmental and cultural considerations, professional counseling ethical and legal issues, need for age-specific services and interventions, counseling children with disabilities/ELL, and working within children's systems. Students will also learn to compare different theoretical approaches related to professional counseling work with children. Current research about best practices for counseling children will be explored including diagnosis often given in childhood and treatment planning. **Prerequisites:** COUN 617, 637 or equivalents.

Rationale: This course is proposed in response to (1) the need for school and clinical mental health counselors to have knowledge of the unique counseling needs and interventions required when working with children, (2) the recommendation by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to provide students with in-depth knowledge about counseling with children, and (3) the need for electives to provide students with sufficient credits to qualify for the credential of Licensed Professional Counselor (LPC) in the state of Pennsylvania. The course would be required of all school counseling major and an elective for clinical mental health counseling majors.

Appendix E
Library and Educational Services Committee
Chair Jozefowicz

FOR INFORMATION

During the Spring 2012 semester LESC has met face-to-face the following dates for regularly scheduled meetings: January 31, February 28, and March 27. LESC called a special meeting regarding D2L/Moodle announcements and concerns that was held on April 10.

Background/overview of current Office of Distance Education/IT/D2L/Moodle 1.9/Moodle 2.2 related issues:

Behind the scenes since late fall 2011, administrative units have known about a pending major problem with Moodle 1.9, questions were asked, various advocates for faculty expressed concern, and IT put out many inquiries to vendors trying to move heaven and earth to identify a vendor who would continue to support Moodle 1.9. By early March 2012, no vendor had positively responded about supporting the old version of Moodle as they are all moving on to supporting Moodle 2.2. Without vendor support for security patches, the belief expressed by IUP IT staff was that staying with Moodle 1.9 would open the university community to excessive cyber security risks and would be irresponsible. At the point it seemed absolutely no vendor could be identified by early March, in-depth conversations happened post-Spring Break with both ACPAC and LESC about what to do and how to do it in light of the fact that the current security patch contract would expire June 30, 2012.

It has been said that moving from Moodle 1.9 to Moodle 2.2 is not inconsequential for the user--a very different look and feel to the product. Hence, there was obvious extreme concern and consternation among various ACPAC and LESC members about the short time frame within which folks particularly teaching in the summer (and fall, as well) would have to either devote to upgrading to Moodle 2.2 or migrating to D2L. It's fair to say that nobody felt good about any of this. IT members had hoped against hope and worked hard to find alternate solutions to be able to get IUP at least through the upcoming academic year--it just didn't seem like there was any other solution. At the end of the day, Moodle 1.9 was going to be unsustainable due to security risks, and faculty were going to have to choose between a Moodle 2.2 upgrade or a migration to D2L.

At the last minute, a vendor offered to support Moodle 1.9 security patches, this vendor was researched and deemed legitimate by IUP's IT staff, and an announcement has been made that Moodle 1.9 will continue to be an option for all IUP faculty until Summer 2013. Thus, a forced choice is still going to have to be made, but at least it's going to be timed for Summer 2013 instead of June 30, 2012.

At the point PASSHE mandated the system adoption of D2L and IUP made the decision to continue to support Moodle indefinitely, D2L pledged to develop a conversion tool for migration from Moodle 1.9 to D2L. D2L took a very long time to produce the conversion tool, but they finally have, such that it is. Faculty have been left alone to date to stay within Moodle 1.9 or move to D2L on their own prerogative. This means that moving forward, Summer 2013 now will serve as a true fork in the road...D2L likely will be under no obligation to provide a second, additional conversion tool to allow

migration from Moodle 2.2 to D2L. Hence, even if faculty were able to choose to stay within the

Moodle framework and upgrade from Moodle 1.9 to Moodle 2.2, then those faculty staying with Moodle would need to understand that down the road if they want to migrate to D2L or any other Learning Management System (LMS), they likely will not have the benefit of accessing a conversion tool. Even if PASSHE adopts a LMS other than D2L at some future point, the expectation is that whoever the new LMS vendor is, then that company will be expected to provide a conversion tool from D2L to that new LMS (but that company will likely not be asked to provide a conversion tool from some other LMS like Moodle 2.2 to the new LMS).

In April 2012, the IUP Office of Distance Education has circulated a recommendation for all faculty to migrate to D2L by Summer 2013. Under this recommendation, Moodle 2.2 would be made available faculty teaching in the College of Education (primarily to train students on how to use Moodle as its use is relatively common across public school districts); however, full security patches potentially would not be purchased, which would make Moodle unusable from a security standpoint for broader distance education use by other IUP faculty.

There are obviously huge unknowns that remain, among them how a new university president is going to view the issue, especially in light of the budget challenges that are another part of IUP's reality. For every dollar that is spent supporting redundant systems is a dollar that could be spent elsewhere. All divisions, including IT, have suffered significant budget cuts to staff and other resources—and further cuts seem inevitable. Nevertheless, there are obvious points to be made about academic freedom. There are further considerations of demand on faculty time when PASSHE's choice of LMS may be a continually moving target.