

**UNIVERSITY SENATE AGENDA**  
**EBERLY AUDITORIUM**

Nov 4, 2014  
3:30 – 5:00 p.m.

**Approval of Order**

- A. Approval of minutes from Oct. 7<sup>th</sup> Senate meeting
- B. Approval of current agenda items and order

**Reports and Announcements**

**Appendix**

**Page(s)**

- A. President Driscoll
- B. Provost Moerland
- C. Chairperson LaPorte
- D. Parliamentarian Smith-Sherwood
- E. Vice Chairperson Rosenthal

**Standing Committee Reports**

**Chairperson**

- |                                                       |                 |   |       |
|-------------------------------------------------------|-----------------|---|-------|
| A. Rules Committee                                    | Korns           |   |       |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Lewis  | A | 2-13  |
| C. University-Wide Graduate Committee                 | Piper/Baumer    | B | 14-23 |
| D. Academic Affairs Committee                         | Dugan/ Witthöft |   |       |
| E. Awards Committee                                   | Lipinski        |   |       |
| F. Noncredit Committee                                | O’Neil          | C | 24-25 |
| G. Library and Educational Services Committee         | Ford            |   |       |
| H. Research Committee                                 | Bonach          | D | 26    |
| I. Student Affairs Committee                          | Stocker         | E | 27    |
| J. University Development and Finance Committee       | Wick            |   |       |

**Senate Representative Reports**

**Representative**

- |                                                 |         |   |    |
|-------------------------------------------------|---------|---|----|
| A. University Planning Council                  | Reilly  | F | 28 |
| B. Presidential Athletic Advisory Council       | Castle  |   |    |
| C. Academic Computing Policy Advisory Committee | Brzycki |   |    |
| D. University Budget Advisory Committee         | Radell  | G | 28 |

**New Business**

**Adjournment**

## Appendix A

### University-Wide Undergraduate Curriculum Committee Co-Chairs Sechrist and Lewis

#### **FOR INFORMATION:**

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

- MATH 214 Probability and Statistics for Business Majors
- BIOL 119 Emerging Diseases
- HPED 225 Social Issues in Sport

Note that the provost is the final signature on these proposals.

#### **1 Department of Information Systems and Decision Sciences–Revision of Minor and New Course**

##### **a. Minor Revision:**

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

**Minor—Management Information Systems (1) 15**  
(for business majors in the ECOBIT only)

##### **Required Courses:**

IFMG 210 Introduction to Front-End Business Applications 3cr  
IFMG 230 Introduction to Back-End Business Applications 3cr  
IFMG 300 Information Systems: Theory and Practice 3cr (2)

**Controlled Electives: (3) 6cr**

Select 6cr from any IFMG courses except IFMG 101 and 201

- (1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.
- (2) IFMG 300 is both a core course and requirement for the minor.
- (3) MIS minor should include a concentration in all IFMG courses. As a result, QBUS courses will not be counted toward the minor.

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

**Minor—Management Information Systems (1) 18**  
(for business majors in the ECOBIT only)

##### **Required Courses:**

IFMG 210 Introduction to Front-End Business Applications 3cr  
IFMG 230 Introduction to Back-End Business Applications 3cr  
IFMG 300 Information Systems: Theory and Practice 3cr (2)  
IFMG 390 Database Theory and Practice 3cr

**Controlled Electives: 6cr**

Select 6cr from any IFMG and/or QBUS courses except IFMG 101, IFMG 201, and QBUS 215

- (1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.
- (2) IFMG 300 is both a core course and requirement for the minor.

**Rationale:** The total number of credits has been increased from 15 to 18 to comply with the PASSHE Board of Governors Policy. IFMG 390 Database Theory and Practice, has been added to the list of required courses and takes the total number of credits for the minor to 18. Databases are an important IS area that MIS minors will benefit from since all kinds of organizations use databases as their primary data storage mechanism. The requirement – “(3) MIS minor should include a concentration in all IFMG courses. As a result, QBUS courses will not be counted toward the minor,” has been removed, since data analytics and big data have become center stage in most medium to large organizations in their information and data use strategy. Such courses are mostly offered under the purview of QBUS prefixes; MIS minors will benefit from these courses. Electives for the minors have been changed to

exclude QBUS 215 because of the removal of footnote 3. QBUS 215 is the business statistics course that is taken by all business majors in the College and is the basic statistics course that would form the foundation for higher level business analytics courses.

**b. New Course:**

**IFMG 456 Business Intelligence, Informatics, and Big Data Analysis 3c-01-3cr**

**Prerequisites:** QBUS 215, Permission of the instructor (determination of appropriate background done by the instructor)

Primarily concerned with business analysis dealing with quantitative approaches, including those involving big data, for decision making for Business Intelligence and Informatics (BII). Big Data (BD) is the term for a collection of data sets that are so large and complex that it becomes difficult to process this data by using on-hand database management tools or traditional data processing applications alone.

**Rationale:** BIIBDA principles are necessary for students to grasp fundamental and advanced concepts of data requirements as well as procedures for using the information collected to accomplish the survival of the organization. An introduction is provided to introduce the knowledge tools needed to develop solutions and documentation for analyzing data for problem solving. Microsoft Azure will be utilized for the Big Data component. Most of our students go to companies that will require them to function in these areas. Also, the department Corporate Advisory Board has suggested the need for extensive exposure of the students to these areas. This course will fit into the programs of the department by meeting this need. The course is designed with MIS majors in mind, but any student with the necessary background will be accepted.

## 2 Department of Economics—Revision of Minor

**Current Catalog Description:**

**Minor—Economics**

**18**

**Required Courses:**

ECON 121 Principles of Macroeconomics 3cr

ECON 122 Principles of Microeconomics 3cr

**Controlled Electives:**

Four courses from ECON 200 or higher (1,2) 12cr

(1) MATH 214, 216, 217, or another quantitative class approved by the chair may be substituted for ECON 355.

(2) Neither 101 nor 143 counts as an ECON controlled elective.

**Proposed Catalog Description:**

**Minor—Economics**

**18**

**Required Courses:**

ECON 121 Principles of Macroeconomics 3cr

ECON 122 Principles of Microeconomics 3cr

**Controlled Electives:**

Four courses from ECON 200 or higher with with at least 6crs 300-level or higher (1,2) 12cr

(1) MATH 214, 216, 217, or another quantitative class approved by the chair may be substituted for ECON 355. If one of the previously noted MATH classes is substituted for ECON 355, it will not count as a 300-level or higher course.

(2) Neither 101 nor 143 counts as an ECON controlled elective.

**Rationale:** Addition of 6crs of 300-level or higher as mandated by the Pennsylvania State System of Higher Education Board of Governors.

### 3 Department of Kinesiology, Health, and Sport Science—New Certificate and New Course

#### a. New Certificate:

##### **Certificate-Athletic Coaching 19**

<b>Required Courses:</b>		16
*HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
*HPED 209	Motor Behavior	3cr
*HPED 333	Psychology of Coaching	2cr
*HPED 335	Athletic Coaching	3cr
*HPED 337	Coaching Disability Sport	3cr
HPED 493	Internship	3cr
<b>Controlled Electives: Select one of the three</b>		3
HPED 221	Human Structure and Function	3cr
*HPED 256	Applied Human Structure and Conditioning	3cr
*HPED 292	Introduction to Sport Management	3cr

\* denotes courses that have been designed as distance education courses.

#### **New Catalog Description:**

##### **Athletic Coaching Certificate**

This certificate is recommended for students majoring in disciplines such as Exercise Science, Health and Physical Education, Athletic Training, and Education and for students who have a personal interest in coaching as a profession. It provides students with the necessary skills to work in the athletic coaching industry. Students will have a chance to earn a variety of certifications including: ASEP Coaching Certification, Certified Disability Sport Specialist, Certified Special Olympics Coach.

**Rationale:** Sport continues to be a growing industry on a global level. The certificate in Athletic Coaching will allow students who have an interest in coaching that opportunity. Athletic coaching at the all levels has been under scrutiny for not having fully qualified professionals. Many state governments, public organizations and private organizations have changed legislation and policies to require certification or verification of coaching qualifications. The certificate in athletic coaching is designed to meet this need and will make our students more marketable in this profession. This is of particular interest for students within the Department of Kinesiology, Health and Sport Science. Additionally, teachers in public education are asked to coach sports and perform services outside of the traditional classroom. This certificate would allow students in education majors to be more marketable and could assist in securing employment.

#### b. New Course:

##### **HPED 225 Social Issues in Sport 3c-0l-3cr**

Sport is a topic that permeates virtually all aspects of society. Investigates sport from historical, philosophical and social perspectives. Various social theories will be used to examine the

interaction of sport and society through exploration of issues related to business, deviance, disability, gender, media, social class, politics, and race as they pertain to sport.

**Rationale:** This course will serve as a Liberal Studies Elective course as well as provide additional options as a free elective course for all undergraduate students.

#### **4 Department of Physics—Course Revisions and Catalog Description Changes**

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

**PHYS 111 Physics I Lecture** **3c-01-3cr**  
**Prerequisite:** Elementary algebra and trigonometry  
General college physics; mechanics, wave motion and sound.

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

**PHYS 111 Physics I Lecture** **3c-01-3cr**  
**Prerequisite:** Elementary algebra and trigonometry  
General college physics; mechanics, wave motion and sound.

##### **ii. Current Catalog Description:**

**PHYS 112 Physics II Lecture** **3c-01-3cr**  
**Prerequisite:** PHYS 111  
Electricity and magnetism, heat, light, atomic and nuclear physics, and an elementary introduction to relativity and quantum theory.

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

**PHYS 112 Physics II Lecture** **3c-01-3cr**  
**Prerequisite:** PHYS 111  
Electricity and magnetism, heat, light, atomic and nuclear physics, and an elementary introduction to relativity and quantum theory.

##### **iii. Current Catalog Description:**

**PHYS 121 Physics I Lab** **0c-3l-1cr**  
**Corequisite:** PHYS 111  
Physics laboratory at level of Physics 1; exercises in mechanics, wave motion and sound.

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

**PHYS 121 Physics I Lab** **0c-3l-1cr**  
**Corequisite:** PHYS 111  
Physics laboratory at level of Physics 1; exercises in mechanics, wave motion and sound.

##### **iv. Current Catalog Description:**

**PHYS 122 Physics II Lab** **0c-3l-1cr**  
**Corequisite:** PHYS 112

Physics laboratory at level of Physics II; exercises in optics, electricity and magnetism, and radioactivity.

**Proposed Catalog Description:**

**PHYS 122 Physics II Lab**

**0c-3l-1cr**

**Corequisite:** PHYS 112

Physics laboratory at level of Physics II; exercises in optics, electricity and magnetism, and radioactivity.

**v. Current Catalog Description:**

**PHYS 131 Physics I-C Lecture**

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

**Prerequisite:** MATH 121 or 125, at least concurrently

A calculus-based course in general college physics; topic covered are similar to those covered in Physics 111 but are treated in more depth through the use of calculus.

**Proposed Catalog Description:**

**PHYS 131 Physics I-C Lecture**

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

**Prerequisite:** MATH 121 or 125, at least concurrently

A calculus-based course in general college physics; topic covered are similar to those covered in Physics 111 but are treated in more depth through the use of calculus.

**vi. Current Catalog Description:**

**PHYS 132 Physics II-C Lecture**

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

**Prerequisite:** 122 or 126, at least concurrently

A continuation of Physics 1-C; topics covered are similar to those covered in Physics II but are treated more in depth through the use of calculus.

**Proposed Catalog Description:**

**PHYS 132 Physics II-C Lecture**

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

**Prerequisite:** MATH 122 or 126, at least concurrently

A calculus based course in general college physics utilizing the techniques in problem solving learned in PHYS 131 applied to more advanced topics; topics covered are: Electric Fields, Magnetic Fields, Coulomb's Law, Gauss' Law, Ampere's Law, Circuits, Geometric Optics and Physical Optics.

**vii. Current Catalog Description:**

**PHYS 141 Physics I-C Lab**

**0c-3l-1cr**

**Prerequisite:** PHYS 131

Physics laboratory at same level as Physics 1-C; exercises in mechanics, wave motion and sound.

**Proposed Catalog Description:**

**PHYS 141 Physics I-C Lab**

**0c-3l-1cr**

**Prerequisite:** PHYS 131

Physics laboratory at same level as Physics 1-C; exercises in mechanics, wave motion and sound.

**viii. Current Catalog Description:**

**PHYS 142 Physics II-C Lab**

**0c-3l-1cr**

**Corequisite:** PHYS 132

Physics laboratory at same level as Physics II-C; exercises in optics, electricity and magnetism, and radioactivity.

**Proposed Catalog Description:**

**PHYS 142 Physics II-C Lab**

**0c-3l-1cr**

**Corequisite:** PHYS 132

Physics laboratory at the level of Physics II; exercises in mechanics, wave motion and sound.

**Rationale:** These courses are already Liberal Studies Natural Science Lecture and Lab courses. They were updated to meet the new Liberal Studies requirements.

**5 Department of Journalism—Course Revision and Catalog Description Change**

**Current Catalog Description:**

**JRNL 375 World News Coverage**

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

**Prerequisite:** Sophomore standing

Deals with international news events and analysis of international news coverage in sources from around the world. Emphasizes analyzing comparative coverage of events in different sources. Students study not only current international news, but also how it is reported. The goal of the course is fostering a critical attitude towards news.

**Proposed Catalog Description:**

**JRNL 375 World News Coverage**

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

**Prerequisites:** Sophomore standing, Instructor permission

Challenges students to compare and contrast the coverage of international news sources from around the world and how they impact people's awareness, attitudes and behavior in a multi-culturally differentiated world. Emphasis is placed on interpreting comparative coverage of events among the developing world and the western-dominated international news media sources and understanding the geopolitics of world news. Students critique not only current international news but, more importantly, how it is reported. The goal of the course is to foster a critical and analytical attitude toward news to gain a broad-based, balanced, global and multicultural awareness of the human subjects of international news.

**Rationale:** The course uses tools for a more thorough exploration of global themes and gives students significant exposure to knowledge that will enable them to critically evaluate the world they live in. The revised syllabus incorporates instrumentalities through which students will develop a cross-cultural awareness.

**6 Department of Sociology—Course Revision, Catalog Description Change, and Course Title Change**

**Current Catalog Description:**

**SOC 314 Native Americans****3c-0l-3cr**

A survey of culture history and culture area characteristics of Native Americans of North America. A detailed study of representative groups related to historical, functional, and ecological concepts.

**Proposed Catalog Description:****SOC 314 Sociology of Native Americans****3c-0l-3cr**

An introduction to the history, 'traditional' cultures, and changes brought by European settlement and American conquest, and the range of social issues faced by contemporary Native Americans on and off reservations. A special emphasis is placed on the efforts of indigenous Indian societies to maintain and regain access to land and other resources. Activist responses are considered along with the social consequences of past and present initiatives and policies.

**Rationale:** The title and catalog description change are requested for the following reasons: The cross listing of SOC/ANTH 314 dates back to the time (1990s) when Sociology and Anthropology were a joint department. Since the departments separated, these courses have been taught with distinct disciplinary foci and are to be considered separate courses. The proposed catalog description for SOC 314 reflects application of a sociological lens and theoretical perspective to the subject matter, with an emphasis on the social, economic, and political challenges facing contemporary Native American peoples and their continued efforts to (re)gain tribal sovereignty and develop sustainable economic and cultural systems. The course was also revised to meet the new Liberal Studies criteria.

**7 Department of Geography and Regional Planning—Course Revision****Current Catalog Description:****GEOG 231 Economic Geography****3c-0l-3cr**

An introduction to geographic concepts, methods, and skills related to spatial patterns of production, consumption and exchange over the earth's surface.

**Proposed Catalog Description:****GEOG 231 Economic Geography****3c-0l-3cr**

Introduction to geographic concepts, methods, and skills related to spatial patterns of production, consumption, and exchange over the earth's surface. Emphasizes a global perspective using a combination of theoretical and empirical concepts.

**Rationale:** The purpose of this revision is to maintain the academic themes of previous offerings with updated content to reflect changes in the world, and with updated materials. Neither the textbook nor the liberal studies reading nor the population data sheet listed on the old (1989) syllabus remain in print so a new textbook and a world atlas have been selected. Also a sentence has been added to the catalog description to better explain the course.



## 8 Department of Biology—Catalog Description Change

### Current Catalog Description:

#### **BIOL 210 Principles of Plant Biology**

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

**Prerequisites:** BIOL 201, 203

Explores the diversity, form, and function of vascular and nonvascular plants. Focuses on the evolutionary innovations that distinguish different taxonomic groups of plants. Topics include plant anatomy and physiology, growth and development, plant classification, plant ecology and genetically modified foods. Discusses ways that plants are important to humans, ranging from food and lumber to sequestering carbon dioxide. Provides an in-depth exploration of crop plants, including the science of biotechnology.

### Proposed Catalog Description:

#### **BIOL 210 Principles of Plant Biology**

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

**Prerequisites:** BIOL 201, 202

Explores the diversity, form, and function of vascular and nonvascular plants. Focuses on the evolutionary innovations that distinguish different taxonomic groups of plants. Topics include plant anatomy and physiology, growth and development, plant classification, plant ecology and genetically modified foods. Discusses ways that plants are important to humans, ranging from food and lumber to sequestering carbon dioxide. Provides an in-depth exploration of crop plants, including the science of biotechnology.

**Rationale:** Last December when this course was revised the incorrect prerequisite number was listed in the proposal. The correct prerequisites should be BIOL 201 and 202 not 203.

## 9 Department of History—New Courses

### **i. HIST 433 Bandits and Poets: The Cultural and Social History of Late Imperial China**

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

**Prerequisites:** Sophomore standing and 3cr of college history

Examines the cultural and social history of Late Imperial China. Includes elite attempts at creating an orderly Confucian society and also how less powerful groups altered or challenged this vision. Discusses the role of commercialization and commercial culture and China as an Early Modern society.

### **ii. HIST 434 The History of Modern China: From the Opium Wars to the Present**

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

**Prerequisites:** Sophomore standing and 3cr of college history

China's modern transformation from the crisis of the Late Qing through the various revolutionary governments of the Twentieth Century to the rise of China as a world power. Looks at both Chinese elites' quest for wealth and power and the impact this quest has had on ordinary people.

### **iii. HIST 436 Geisha and Samurai: The Cultural and Social History of Early Modern Japan**

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

**Prerequisites:** Sophomore standing and 3cr of college history

Examines the cultural and social history of Early Modern Japan, including both Sengoku and the Tokugawa. This Includes elite attempts at creating a stratified social order and also how less powerful groups altered or challenged this vision. Discusses the role of commercialization and

commercial culture and Japan as an Early Modern society.

**iv. HIST 437 The History of Modern Japan: From the Floating World to the Present**

**3c-01-3cr**

**Prerequisites:** Sophomore standing and 3cr of college history

Japan's modern transformation from the age of the samurai to the present. Looks at both the Japanese elites' quest for wealth and power in the late 19th and the 20th centuries and the impact this quest has had on ordinary people.

**Rationale:** These courses will be part of the regular upper-division offerings of the history department and will also expand the Chinese and Japanese offerings for Asian Studies. The courses will be open to majors and non-majors, and assumes no knowledge of history beyond the prerequisite 3cr. The course material would not fit into any other course at IUP.

**v. HIST 338 The History of Iran**

**3c-01-3cr**

**Prerequisites:** Sophomore standing and 3cr of college history

Focuses on aspects of Iranian history from the Achaemenid period until the present that are significant for the formation of modern Iranian identity. Uses primary sources, secondary readings, literature, and film to analyze the development of Iranian identity as well as modern perceptions of Iran. Emphasis on ancient Iranian culture and religion, the story of Iranian wars with the Greeks and Romans, how Iran became Muslim, and the development of contemporary Iranian religion and politics.

**Rationale:** This course will create a 300 level history of Iran to accompany other department courses at the 300 level.

**10 Department of Psychology—New Course**

**PSYC 322 Violence Across the Life Span**

**3c-01-3cr**

**Prerequisites:** PSYC 101 and Department Permission

A multidisciplinary and contextual approach to understanding interpersonal violence across the lifespan. Emphasizes skill building in mandated reporting, forensic interviewing, documentation of violent incidents, working as a member of a multidisciplinary team, and being an advocate for violence prevention. May be taken for major or minor credit. Includes simulations of forensic interviews that take place outside of class time and that are required aspects of the course. Simulation experiences provide practice carrying out a multidisciplinary approach to forensic investigations.

**Rationale:** This course will not be taught by instructors from more than one department. This is a required course within an anticipated certificate in Child and Adult Advocacy Studies that will consist of four courses. A student who wants the certificate must take two designated courses from three that are already offered in the Sociology Department and two courses within the Psychology Department one of which must be Psychology 322. This course is not intended to be a Liberal Studies course. This course is not required for the degree either in Psychology or Sociology. For students who are not pursuing the certificate, they can take the course as long as they have the prerequisites. Psychology majors could take it as one of their two required psychology elective courses. Sociology majors, who are taking psychology as a minor, could also take it as one of the courses they must take to complete their minor.

## 11 Department of Mathematics—New Courses and Revision of Minor

### a. New Courses:

#### **MATH 411 Univariate Data Analysis**

**3c-01-3cr**

**Prerequisites:** MATH 214, 216, or 217 or permission of the instructor

An applied statistics course in descriptive statistics, statistical inference procedures, regression analysis, analysis of variance, and analysis of deviance. Inference procedures for population means and proportions are developed. Simple linear regression, multiple linear regression, one way ANOVA, two way ANOVA, Poisson regression, and logistic regression models are used to analyze data. Emphasizes the applied aspects of these statistical models and uses computer software for data analysis.

#### **MATH 412 Multivariate Statistics**

**3c-01-3cr**

**Prerequisites:** MATH 214, 216 or 217, or permission of the instructor

An applied statistics course that focus on multivariate statistical methods. Research procedures on the relationship among variables, significance of group differences, prediction of group membership, and structure exploration are introduced. Factorial analysis of variance, analysis of covariances, multivariate analysis of variance and covariance, path analysis, factor analysis and discriminate analysis are introduced and used to analyze data. Emphasizes the applied aspects of these statistical methods and uses computer software for data analysis.

**Rationale:** These courses will be the first and second part of a new required core course sequence in the Applied Statistics minor. These courses are designed for both majors, and -majors who are part of the Applied Statistics minor. No other courses in the department cover similar material.

### b. Revision of Minor and Minor's Catalog Description

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

##### **Minor in Applied Statistics**

The minor in Applied Statistics, consisting of 16 credits, may be of interest to students who are required to take a calculus course and a course in probability and statistics. This includes, but is not limited to, students with majors in business, safety sciences, or computer science.

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

##### **Minor in Applied Statistics**

The minor in Applied Statistics consists of 18 credits in mathematics and statistics. It is designed for students who want to apply statistical methodology to investigate real world problems. The use of statistical software and interpretation of results is heavily emphasized. The minor is created for students from a variety of majors including those in the natural sciences, social sciences, and business.

#### **Current Program:**

##### **Minor—Applied Statistics**

##### **Required Courses:**

MATH 214 or 216 or 217

MATH 417

9cr

#### **Proposed Program:**

##### **16 Minor—Applied Statistics**

##### **Required Courses:**

MATH 214 or 216 or 217

MATH 411 Univariate Statistics

**18**

9cr

## MATH 418

### **Controlled Electives:**

9cr

Select at least 7cr from the following:

MATH 115 or 121 or 125, 363, 364,  
CRIM 306, QBUS 215, ECON 356, PSYC 291,  
or any statistics or quantitative methods course  
approved by the applied statistics advisor.

## MATH 412 Multivariate Statistics

### **Controlled Electives:**

9cr

Select at least 9cr from the following:

MATH 115 or 121 or 125, 363, 364,  
CRIM 306, QBUS 215, ECON 356, PSYC  
290, PSYC 291, or any statistics or  
quantitative methods course approved by the  
Applied Statistics Advisor. Students majoring  
in mathematics cannot select MATH 115, 121,  
or 125 as a controlled elective.

**Rationale:** The Applied Statistics Minor is being revised in several different ways. MATH 411 and MATH 412 are taking the place of MATH 417 and MATH 418 as required courses. MATH 411 and 412 consist of modern statistical methodology used to analyze univariate and multivariate data. These new courses more accurately reflect the skills needed and used by students from a variety of majors offered at IUP. PSYC 290 has been included as an option for a controlled elective since most psychology majors take this as a follow-up to MATH 217. The catalog description was revised so that prospective students will realize the program is very applied in nature and is appropriate for a variety of different majors. The number of required controlled electives credits has increased from 7cr to 9cr; thus the minor now meets the 18 credit hours required by PASSHE.

## **12 Department of Special Education and Clinical Services—Department Name Change**

The department is proposing to change the name from **Department of Special Education and Clinical Services** to **Department of Communication Disorders, Special Education, and Disability Services**.

**Rationale:** The department wants to facilitate communication within the university community and with current and potential students. Additionally this will be consistent with titles used in the professional literature, legal documents, and corresponding programs throughout the country. It can be confusing when prospective students look for programs at IUP and they cannot easily find the major in our department listing. The proposed change highlights current majors in the department name. There will be no change to the catalog description or course requirements.

## **13 Liberal Studies Committee and UWUCC approved: 1) the following individuals as Writing Intensive faculty or the following courses as writing intensive, 2) the removal of a course from a Liberal Studies Category, and 3) the above courses in the following categories.**

- Randy Jesick, Journalism, was reapproved as a Type I Writing Intensive, Professor Commitment.
- HOSP 256 Human Resources in the Hospitality Industry was reapproved as a Type II Writing Intensive, Department Commitment Course.
- HOSP 411 Seminar in Hospitality Management was reapproved as a Type II Writing Intensive, Department Commitment Course.
- PHIL 221 Introduction to Symbolic Logic was removed from the Liberal Studies Knowledge Area Philosophy category.
- PHYS 111 Physics I Lecture was reapproved in the Liberal Studies Knowledge Area Natural Science category.
- PHYS 112 Physics II Lecture was reapproved in the Liberal Studies Knowledge Area Natural Science category.
- PHYS 121 Physics I Lab was reapproved in the Liberal Studies Knowledge Area Natural Science Laboratory category.

- PHYS 122 Physics II Lab was reapproved in the Liberal Studies Knowledge Area Natural Science Laboratory category.
- PHYS 131 Physics I-C Lecture was reapproved in the Liberal Studies Knowledge Area Natural Science category.
- PHYS 132 Physics II-C Lecture was reapproved in the Liberal Studies Knowledge Area Natural Science category.
- PHYS 141 Physics I-C Lab was reapproved in the Liberal Studies Knowledge Area Natural Science Laboratory category.
- PHYS 142 Physics II-C Lab was reapproved in the Liberal Studies Knowledge Area Natural Science Laboratory category.
- HIST 433 Bandits and Poets: The Cultural and Social History of Late Imperial China was approved in the Global and Multicultural Awareness Category and as a Liberal Studies Elective course in the Information Literacy category.
- HIST 434 The History of Modern China: From the Opium Wars to the Present was approved in the Global and Multicultural Awareness Category and as a Liberal Studies Elective course in the Information Literacy category.
- HIST 436 Geisha and Samurai: The Cultural and Social History of Early Modern Japan was approved in the Global and Multicultural Awareness Category and as a Liberal Studies Elective course in the Information Literacy category.
- HIST 437 The History of Modern Japan: From the Floating World to the Present was approved in the Global and Multicultural Awareness Category and as a Liberal Studies Elective course in the Information Literacy category.
- HIST 338 The History of Iran was approved in the Global and Multicultural Awareness Category and as a Liberal Studies Elective course in the Information Literacy category.
- GEOG 231 Economic Geography was approved in the Global and Multicultural Awareness Category and as a Liberal Studies Elective course in the Global Citizenship category.
- SOC 314 Sociology of Native Americans was approved in the Global and Multicultural Awareness Category and as a Liberal Studies Elective course in the Global Citizenship category.
- HPED 225 was approved as a Liberal Studies Elective course in the Information Literacy category.

**Appendix B**  
**University Wide Graduate Committee**  
**Co-Chairs Piper and Baumer**

**FOR ACTION:**

**1 Dual Level Course**

**Department:** Kinesiology, Health and Sport Science

**Course:** HPED 515- Lifestyle Behavior Management for Physical Activity

**Catalog Start Term:** Spring 2015

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) grants accreditation to exercise science programs. Course content is comprised of competencies to meet CAAHP's new Job Task Analysis guidelines defining that undergraduates sit for one of five national certification exams. Attaining a professional certification is recommended for graduate students who currently do not possess such certification. The NSCA-CSCS (National Strength and Conditioning Certified Strength and Conditioning Specialist) is one of the recommended national certifications. The exercise technique and program design domains specifically address the ability to describe, evaluate, and teach proper resistance training exercise technique, as well as the ability to develop a program. These two sections are approximately 26% of the national exam.

**Catalog Description:**

HPED 515 Lifestyle Behavior Management for Physical Activity

3 credits

Examines a variety of strategies necessary to modify health behavior with an emphasis on physical activity. Focus is placed on development of skills necessary to work with clients/patients in group leadership and group-process activities in order to assess and assist with behavior change for both the apparently healthy and those with multi-faceted chronic disease as it relates to physical activity.

**Prerequisites:** Graduate standing

**2 New Course**

**Department:** Information Systems and Decisions Sciences

**Course:** IFMG 639: Information Systems Practicum

**Catalog start term:** Spring 2015

**Rationale:** This course is directed towards IUP MBA students who increasingly engaged in onsite training and practical experience in a variety of IS areas for at least one academic semester (typically towards the end of their MBA curriculum). The purpose of this course is to provide a structured practicum experience for these IUP MBA students to help them and their on-site supervisors to better plan their learning experience. All IUP MBA students planning to enhance their learning in an IS related area through practical experience will enroll in this course.

**Catalog Description:**

IFMG 639 Information Systems Practicum

3 credits

Provides at least 120 hours of supervised (supervised by a faculty advisor and an onsite supervisor) onsite practical experience during an academic semester, in student's desired subfield within the area of Information Systems (IS). Involves application of a combination of business and IS skills learned as part of the MBA curriculum to solve organizational problems, and enhance organizational efficiency and effectiveness. Also involves on the job training in various enterprise applications, methodologies, frameworks and technologies, for further skill enhancement.

**Prerequisites:** Students who are enrolled in the IUP MBA program and permission of the instructor

**3 New Course, Dual Level Course**

**Department:** Information systems and Decision Sciences

**Course:** IFMG 556: Business, Intelligence, Informatics, and Big Data Analysis

**Catalog start term:** Spring 2015

**Rationale:** Business intelligence (BI) is a set of theories, methodologies, architectures, and technologies that transform raw data into meaningful and useful information for business purposes. BI can be used to handle large amounts of unstructured data to help identify and develop new opportunities in a competitive business environment. Organizations can make use of new opportunities that result from BI and consequently implement an effective strategy that can provide a competitive market advantage and long-term stability. The scientific methodology is a logical approach to developing theories or models that explain and predict real world behavior such as BI. The information derived from BA is essential to assist and aid the manager in carrying out organizational objectives. This course is designed to introduce students to the basic techniques of solving various types of managerial decision-making problems. The emphasis of this course is however not on the techniques per se, but rather on showing how the techniques can be used to contribute to a better decision-making process using Business Intelligence, Informatics, Big Data Analysis (BIIBDA) techniques.

**Catalog Description:**

This course is concerned primarily with business analysis dealing with quantitative approaches, including those involving big data, for decision making for Business Intelligence and Informatics (BII). Big Data (BD) is the term for a collection of data sets that are so large and complex that it becomes difficult to process this data by using on-hand database management tools or traditional data processing applications alone.

**4 New Course, Dual Level Course**

**Department:** Management

**Course:** MGMT 440/540: Introduction to Energy Management

**Catalog start term:** Fall 2015

Over the past 15 years significant changes have taken place in the energy industry. One of the primary changes was the extraction of natural gas – using the hydraulic fracturing process – from the Marcellus and Utica shale layers. The long term U.S. objective is to become less dependent on foreign energy imports and

more on domestic gas and oil reserves as well as other renewable energy sources. This goal is now attainable due to technological advances in energy exploration and production. While some controversy continues regarding the implications of extensive drilling, it is clear that the U.S. is focused on the use of diversified energy sources. This change is particularly important because of increasing demand for energy worldwide. As a result of these changes, the energy management field is experiencing a growing need for personnel with skills related to all aspects of the energy field. This course is part of a new track in the Masters of Business Administration.

**Catalog Description:**

MGMT 540 Introduction to Energy Management

3 credits

Introduction to the global energy markets and business with a particular emphasis on hydrocarbon based resources including petroleum, natural gas and coal resources. Also includes exposure to nuclear, hydroelectric, solar, wind and other "alternative" energy technologies.

**Prerequisite:** Acceptance into the MBA Program

**5 Minor Program Revision:** Name Change of the Department

**Department:** Special Education and Clinical Services

**Catalog start term:** Immediately

**Summary:** We are proposing a change to the name of our department to replace the current name, Department of Special Education and Clinical Services with Department of Communication Disorders, Special Education, and Disability Services.

Current Department Name	Proposed Department Name
Special Education and Clinical Services	Communication Disorders, Special Education, and Disability Services (CSD)

**Rationale:** We want to facilitate communication within the university community and with current and potential students. We want to be consistent with titles used in the professional literature, legal documents, and corresponding programs through the country. It can be confusing when prospective students look for programs at IUP and they cannot easily find the major in our department listing. The proposed change will make it simpler because our current majors are explicit in the department name.

**6 Minor Program Revision:** New Concentration

**Department:** Management

**Title of the Program:** MBA Energy Management Concentration

**Catalog start term:** Fall 2015

**Rationale:** Since there is an increasing need for a workforce trained in energy management, it is proposed that Eberly College of business seek approval for an MBA concentration in Energy Management. The Energy Management degree will be comprised of core and major courses, plus concentration electives related to the energy management field. business-focused program will incorporate various facets of the energy industry as it is related to energy management. It will be designed for those students who have an interest in energy management and wish to become more familiar with the business aspects of the energy field.



**Summary:**

The management department wishes to add an additional optional concentration in Energy Management. There are no changes to the Program Admission and/or Graduation requirements.

**Required Courses**

MGMT 541 Introduction to Energy Management

BLAW 541 The Law of Property – Oil & Gas Leasing I

FIN 501 Energy Finance

Any two of the following:

ACCT 575 Accounting for the Oil and Gas Industry

ELR 580 Introduction to Negotiations & Conflict Resolution

BLAW 542 The Law of Property – Oil and Gas Leasing

**Catalog Description:**

Students seeking to specialize can take nine to fifteen additional credits of prescribed coursework and receive a concentration in the following areas: (ADDED LANGUAGE FOLLOWS) The information regarding all other tracks remains the same Energy Management This business focused concentration will incorporate various facets of the energy industry as it is related to energy management. It will be designed for those students who have an interest in energy management and wish to become more familiar with the business aspects of the energy field.

Catalog Description:

**B. Optional Concentration Requirements:**

Students seeking to specialize can take nine to fifteen additional credits of prescribed coursework and receive a concentration in the following areas:

- *Energy Management*  
This business-focused concentration will incorporate various facets of the energy industry as it is related to energy management. It will be designed for those students who have an interest in energy management and wish to become more familiar with the business aspects of the energy field.

- *Entrepreneurship*  
The entrepreneurship concentration helps current and prospective entrepreneurs and small business owners in all facets and phases of starting and successfully operating a small business. It also helps individuals in understanding how to be innovative in a larger organization and how creativity and agility can help teams and departments in organizations.
- *Finance*  
The in-depth Finance courses will enable the student to appropriately integrate financial theory with challenging problems in the finance field. Specializing in finance will help students become attractive candidates for employment in the areas of investment banking, commercial banking, risk management, and derivatives.
- *International Business*  
This concentration helps students to learn to manage in a global business setting such as a multinational company. It is important for today's managers to understand the nuances of working in a global and cross-cultural setting. Students will gain expertise in the management and marketing aspects of a global business.
- *Human Resources Management*  
The HRM concentration prepares students to be human resources generalists in smaller businesses or to be specialists that can work in appraisal, labor relations, and related human resource functions.
- *Marketing*  
Marketing concentration entails courses that provide MBA students with an in-depth knowledge in specific functional areas of marketing, which would enable them to make strategic and tactical decisions pertaining to the marketing-related activities of their firms. The courses have been developed to provide the MBA students with the tools and the theories to deal with all three key areas of marketing: External Marketing—to make realistic promises of product and service offerings to B2B and/or B2C customers; Internal Marketing—to interact with the customers efficiently and effectively to deliver them the promised product and service offerings, thereby converting them to profitable, long-term customers.
- *Professional Accountancy*  
The Professional Accountancy Concentration is designed for non-accounting majors who do not have an undergraduate degree in accounting but want to further their understanding of accounting concepts and principles. Completion of the program will help to prepare students for entry into the accounting profession and in most U.S. states satisfy the educational requirements to sit for the CPA licensing exam. (Since educational requirements may differ between states, the student should check with the regulatory agencies in the state in which he or she plans to sit for the exam to verify that state's requirements.)
- *Supply Chain Management*  
Managing supply chains has become increasingly important in today's business environment, in which customers, manufacturers, service providers, and suppliers are spread around the world. This concentration prepares students to manage operations with good understanding of supply chains and logistics, enterprise resource planning (ERP), balanced scorecard, quality management, project management, inventory management, capacity management, strategic alliances, outsourcing, facility location/layout, and related topics.

Students seeking to specialize in a specific area of business can take an additional nine credits of prescribed coursework as described below and receive a concentration in that area only in conjunction with the MBA degree. All concentrations may not be available for the MBA,

Executive Track students. The MBA program director will advise the Executive Track students about the available concentrations during the time of admission.

## 7 Minor Program Revision: Deletion of catalog footnote 4

**Department:** Department of Art

**Title of the Program:** Master of Arts in Studio

## Catalog start term: Fall 2014

### Summary:

The Department of Art is seeking to delete the catalog footnote "4. Educators choosing to use their free electives to fulfill Inclusive Classrooms and/or Standards Aligned Systems (SAS) requirements for Level II Certification should seek advisement from the College of Education for appropriate courses."

### Rationale:

Pennsylvania Department of Education no longer requires Standard Aligned System and/or Inclusive Classrooms coursework for Level II Certification.

### Side by Side Comparison:

Current		
Master of Arts (M.A.)		
The 30 credit M.A. conveys the precepts of contemporary fine art aesthetics and professional practices directed toward the creation of works of art, the application of creative ideas, and the transmission of knowledge about works of art and their interrelationships. The M.A. is a practice-oriented degree leading to personal creative development and achievement. The program's summer residency and blended online offerings are designed to accommodate the practicing art educator who desires a studio-focused degree. The program is also appropriate for educators seeking to fulfill PDE Level II Certificate requirements.		

Current		
Master of Arts (M.A.)		
The 30 credit M.A. conveys the precepts of contemporary fine art aesthetics and professional practices directed toward the creation of works of art, the application of creative ideas, and the transmission of knowledge about works of art and their interrelationships. The M.A. is a practice-oriented degree leading to personal creative development and achievement. The program's summer residency and blended online offerings are designed to accommodate the practicing art educator who desires a studio-focused degree. The program is also appropriate for educators seeking to fulfill PDE Level II Certificate requirements.		

Proposed		
I. Core Courses (12 cr.)		
ART 610	Creative Inquiry: Visual Concepts	3 cr.
ART 611	Creative Inquiry: Inter-Media Contexts	3 cr.
ART 612	Expanded Drawing	3 cr.
Select one course from the following:		
ART 680	Graduate Studio Critique	3 cr.
ART 630	Critical Practice	3 cr.
II. Studies in Visual Culture (3 cr.)		
ART 620	Art and Visual Culture	3 cr.
III. Graduate-Level Elective Courses (6 cr.) <sup>4</sup>		
		6 cr.
IV. Synthesis (9 cr.)		
M.A. Studio Concentration <sup>1,2,3</sup>		
ART 740	M.A. Exhibition	3 cr.
Total		30 cr.
1. Courses that can count toward the concentration are:		
ART 557	Graduate Studio in Print Media	
ART 559	Graduate Studio in Fibers	
ART 560	Graduate Studio in Jewelry and Metal Work	
ART 572	Graduate Studio in Ceramics	
ART 573	Graduate Studio in Sculpture	
ART 574	Graduate Studio in Oil Painting	
ART 575	Graduate Studio in Drawing	
ART 576	Graduate Studio in Woodworking	
2. Select two Graduate Studio Courses in concert with M.A. Project goals as approved by the student's M.A. Project Committee.		
3. Student will submit a M.A. Project Proposal and undergo a candidacy review by the Art Graduate Committee upon the completion of 12-15 cr.		
4. Educators choosing to use their free electives to fulfill Inclusive Classrooms and/or Standards Aligned Systems (SAS) requirements for Level II Certification should seek advisement from the College of Education for appropriate courses.		

Proposed		
I. Core Courses (12 cr.)		
ART 610	Creative Inquiry: Visual Concepts	3 cr.
ART 611	Creative Inquiry: Inter-Media Contexts	3 cr.
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Select one course from the following:		
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ART 620	Art and Visual Culture	3 cr.
III. Graduate-Level Elective Courses (6 cr.)		
		6 cr.
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M.A. Studio Concentration <sup>1,2,3</sup>		
ART 740	M.A. Exhibition	3 cr.
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ART 572	Graduate Studio in Ceramics	
ART 573	Graduate Studio in Sculpture	
ART 574	Graduate Studio in Oil Painting	
ART 575	Graduate Studio in Drawing	
ART 576	Graduate Studio in Woodworking	
2. Select two Graduate Studio Courses in concert with M.A. Project goals as approved by the student's M.A. Project Committee.		
3. Student will submit a M.A. Project Proposal and undergo a candidacy review by the Art Graduate Committee upon the completion of 12-15 cr.		

## 8 Major Course Revision:

**Department:** Music

**Course:** MUSC 635: Psychology of Music

**Catalog start term:** Spring 2015

### Summary & Rationale:

This course has not been updated in many years, so we are taking the opportunity to update it to reflect current music education philosophy and scholarship.

We are also revising it for distance education as part of our online M.A. in Music Education, which is designed for practicing teachers. The shift to online delivery will better serve practicing K-12 music teachers, who have unique needs related to: 1) geographic proximity and 2) musical expertise appropriate to K-12 settings.

- 1 Most music teachers do not live within close geographic proximity to IUP, making attendance of graduate courses difficult. In addition, music teachers have many more curricularly related evening responsibilities in comparison to other teachers in K-12 settings. Furthermore, music teachers are often curricularly isolated and may be the only teacher within the building with this content specialty. The development of a distance education course addressing pedagogical concerns specific to music education would address both the geographic/time difficulties of participating in master level course work, and the isolation of content specialty by creating a learning community specific to music education.
- 2 The study of psychology and particularly the mastery of learning theory is paramount for music teachers. Understanding how children learn, and specifically how children learn in music is important to successful music teaching. If the goal of music instruction is to empower musicianship, then the theories, which compose the domain of psychology, are key components of every music teacher's knowledge base.

### Proposed Catalog Description

MUSC 635 PSYCHOLOGY OF MUSIC EDUCATION

2 credits

Explores psychology and learning theory for music teachers. The inductive strategies that comprise the constructivist model and experiential learning will be emphasized in the teaching of this course

Prerequisites: Graduate status in music.

## 9 Dual Level Course

**Department:** Kinesiology, Health and Sport Science

**Course:** HPED 514: Exercise Electrocardiography

**Catalog start term:** Spring 2015

**Rationale:** The Commission on Accreditation of Allied Health Education Programs (CAAHEP) grants accreditation to graduate exercise science programs. Course content is comprised of competencies designed to meet CAAHP's new Job Task Analysis guidelines. These guidelines provide a template for content integral to one of two clinical exercise certifications offered by the American College of Sports Medicine. These certifications are essential if graduate students chose a career in clinical Exercise Physiology, for which approximately 50% of our graduate students to employment. The graduate program has also

proposed seeking CAAHEP accreditation as a clinical exercise program by 2015. This course would be a necessary part of that curriculum.

**Catalog Description:**

HPED 514 Exercise Electrocardiography

2 credits

Provides an introduction to the basic concepts of electrocardiography, including an understanding of electrophysiology, electrode lead placement, both rhythm strips and 12lead interpretation. Utilizing electrocardiograms students will also be able to recognize normal and abnormal rhythms including those ECG abnormalities brought about by exercise. ECG changes resulting from Graded Exercise Testing will also be evaluated.

Prerequisite: Graduate Standing

**10 Dual Level Course**

**Department:** Kinesiology, Health and Sport Science

**Course:** HPED 516- Functional Training for Strength and Conditioning

**Catalog Start Term:** Spring 2015

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) grants accreditation to exercise science programs. Course content is comprised of competencies to meet CAAHP's new Job Task Analysis guidelines defining that undergraduates sit for one of five national certification exams. Attaining a professional certification is recommended for graduate students who currently do not possess such certification. The NSCA-CSCS (National Strength and Conditioning Certified Strength and Conditioning Specialist) is one of the recommended national certifications. The exercise technique and program design domains specifically address the ability to describe, evaluate, and teach proper resistance training exercise technique, as well as the ability to develop a program. These two sections are approximately 26% of the national exam.

**Catalog Description:**

HPED 516 Functional Training for Strength and Conditioning

3 credits

Focuses on comparing and contrasting the scientific principles associated with traditional strength training and functional strength training techniques. Examines a variety of new techniques found in the fitness and sport performance industry and provides practical experience for the students in both traditional and functional strength training techniques.

**Prerequisites:** Graduate Standing

**11 Minor Course Revision:** Change catalog description

**Department:** Food and Nutrition

**Course:** FDNT 564: Food and Nutrition Research methods

**Catalog start term:** Summer 2015

**Rationale:** The catalog description is updated to more accurately reflect the course content using meaningful language for students. This new description will improve efforts to market this course. Removal of the existing prerequisites with a change to Department Permission permits greater flexibility to accommodate the diverse backgrounds of students admitted to the graduate program in Food and Nutrition and their readiness for this course.

**Current Catalog Description:**

Introduction to research methodology in food and nutrition. Includes theory and techniques of physical, chemical, and instrumental analysis. Applications of these methods of food and animal models with statistical analysis of data.

**Prerequisites:** FDNT 362, FDNT 458, CHEM 351, and MATH 217.

**Proposed Catalog Description:**

Focuses on research methodology with application to food and nutrition. Critical analysis and evaluation of food and nutrition research, including quantitative and qualitative research design and statistical methods. The importance of utilizing nutrition research in disease prevention and health promotion, and as a basis for setting professional practice standards and health policy will be emphasized.

**Prerequisites:** FDNT 212 or equivalent, or permission of the instructor.

**FOR INFORMATION:**

**The following were approved by the UWGC to be offered as distance education courses: (Provost provides final approval)**

- **EDUC 781:** Creativity and Creative Problem-Solving
- **MKTG 540:** Direct Marketing
- **CHEM 581:** Advanced Chemical Measurements
- **MUSC 635:** Psychology of Music
- **ELMA 559:** Computer Related Topics in the Elementary and Middle School
- **FDNT 564:** Food and Nutrition Research methods

**FOR ACTION:**

*The complete SCAT proposal can be found in a separate attachment with this agenda.*

**JOINT AGENDA ITEM FROM UWUGCC AND UWGC**

Dr. Gail Sechrist – UWUCC  
Dr. John Lewis - UWUCC  
Dr. David Piper – UWGCC  
Dr. Matt Baumer - UWGCC

A Streamlined Curriculum Approval Process  
A Joint Revision of the Curriculum Approval Process

From

University-Wide Undergraduate Curriculum Committee  
And  
University-Wide Graduate Curriculum Committee

**Appendix C**  
**Noncredit Committee**  
**Chair O'Neil**

**FOR INFORMATION:**

The non-credit committee members met with Chef Wutsch for an annual review of the Culinary program.

The Academy's Culinary and Baking & Pastry Arts Programs have achieved exemplary status through American Chef Federation (ACF) Accreditation. Their next accreditation is in 2018.

Changes from last year:

1. There are two new recruiters: Katie Shoemaker and Ian McIssac hired.
2. Current enrollment is 171 students.
3. A Capital Campaign is underway to support a new facility for the Academy. Renovations have been approved.
4. Curriculum changes:

Spring Semester Course Titles Currently used:

Poultry, Game, and Fowl Preparation and Cookery 75 Hours CKRY 2000

The Student will fabricate, prepare and present the various types of poultry, game and fowl using classical, international, and contemporary recipes. Emphasis will be placed on dry, moist, and combination cooking methods. Identification, inspection, and grading will be reviewed. The preparation of sauces, vegetables, and farinaceous products will be reviewed.

Pork and Lamb Preparation and Spa Cuisine 75 Hours CKRY 2200

The Student will fabricate, prepare, and present various types of pork and lamb using classical, international, and contemporary recipes. Emphasis will be placed on dry, moist, and combination cooking methods. Identification, inspection, and grading will be reviewed. The preparation of sauces, vegetables, and farinaceous products will be reviewed. This course also includes the application of new methods and techniques used to prepare nutritionally balanced, tasteful, eye appealing, and practical recipes.

**Proposed Changes to Course Titles and content:**

**Nutritional Cuisine and Poultry Preparation and Cookery 75 Hours CKRY 2001**



The Student will fabricate, prepare and present the various types of poultry and fowl using classical, international, and contemporary recipes. Emphasis will be placed on dry, moist, and combination cooking methods. Identification, inspection, and grading will be reviewed. This course includes the application of new methods and techniques used to prepare nutritionally balanced, tasteful, eye appealing, and practical recipes. The preparation of sauces, vegetables, and farinaceous products will be reviewed.

**Pork, Lamb, and Game Preparation and Cookery**

75 Hours **CKRY 2201**

The Student will fabricate, prepare, and present various types of pork, lamb, and game using classical, international, and contemporary recipes. Emphasis will be placed on dry, moist, and combination cooking methods. Identification, inspection, and grading will be reviewed. The preparation of sauces, vegetable, and farinaceous products will be reviewed.

5. Externships statistics: Baking & Pastry has 100% placement in eleven sites and six states. Eighty-six percent are on the Dean's List, 71% with excellent/perfect attendance. The Culinary also has 100% placement, in 18 sites in seven states with 65% on the Dean's list and 70% excellent/perfect attendance.
6. They are working on putting in safety sidewalks for student travel between buildings.
7. Activities included:
  - Sponsor Fair
  - New York trip
  - ProStart in-service
  - Chefs judging state and national competitions
  - Open houses (four)
  - Catered the Governors Awards/Jimmy Stewart Museum
  - Buffets every 15 days Fall and Spring, Summer Dining
  - They bring 3,000 to 4,000 guests per year to Punxsutawney
8. Collaboration: F&N Com Media Culinary/Indiana Cooking/1000,000 pounds food generated. FCSE Masters Cooking Course

**Committee recommendations:** The Fairman building is lacking signage to identify their location. We recommend putting up signs to better recognize the location of the Culinary.

**Appendix D**  
**Research Committee**  
**Chair Bonach**

The meeting was devoted to reviewing the University Senate Research Committee proposals. Overall there were 13 USRC Small Grant proposals and the decision was made to fund 9 proposals totaling \$7,350.00. The next meeting will be held on November 11, 2014 at 3:30 p.m. in Stright 301.

- Dr. Jill Louise Brady
- Dr. F. Robert Buchanan
- Dr. Nick Deardorff
- Dr. Waleed Farag
- Dr. Sally Lipsky
- Dr. Lori Lombard
- Dr. Kelli R. Paquette
- Dr. Christina L. Ruby
- Dr. Devki N. Talwar

## Appendix E Student Affairs Committee Chair Stocker

### **FOR ACTION**

**RATIONALE:** PA Act 46 requires Pennsylvania colleges and universities to adopt a course scheduling preference for veterans policy by November 10, 2014. The draft policy below complies with PA Act 46.

#### POLICY STATEMENT

<b>Subject: IUP Course Scheduling Preference for Veterans</b>		
Date: Revision Date:	Distribution Code: A	Reference Number:
Addition _____ Deletion _____ New Item <u>  X  </u>	Originating Office: Office of the Provost	President's Approval

#### **1. POLICY:**

Act 46 of 2014 requires public institutions of higher education in Pennsylvania to provide veteran students, as defined in the Act, with preference in course scheduling. Non-compliance may be reported to the Pennsylvania Department of Education by submitting the Higher Education Student Complaint Form found at [www.education.state.pa.us](http://www.education.state.pa.us). This policy complies with PA Act 46 and defines the requirements for veteran students and others to receive course scheduling preference under Act 46.

#### **2. DEFINITIONS:**

Course scheduling preference means that veteran students receive an earlier registration time appointment than students with the same class standing during the registration period for credit based courses.

Veteran students, for this policy, meet the following criteria defined in Act 46:

- The student has served in the United States Armed Forces, including a reserve component or the National Guard;
- The student was discharged or released from such service under conditions other than dishonorable;
- The student has been admitted to the public institution of higher education; and
- The student resides in Pennsylvania while enrolled in the public institution of higher education.

Veteran students, as defined in the above criteria, may or may not be using veterans' educational benefits at IUP.

Other students for whom this policy is applicable are: individuals using educational benefits under the GI bill.

#### **PROCEDURES AND RESPONSIBILITIES:**

To verify eligibility for course scheduling preference for the next registration period, a veteran student must provide one of the following documents to the Director of IUP's Military Resource Center by the end of the second week of classes in the fall or spring semester:

- DD-214
- Copy of their Certificate of Eligibility for education benefits
- Copy of Discharge papers from National Guard or reserves

Veteran students only need to provide this information one time to the Military Resource Center for it to be verified. Once verified, veteran students will continue to receive course scheduling preference each semester. The Director of the Military Resource Center will provide the Office of the Registrar a list of veteran students who are eligible for course scheduling preference. The Office of the Registrar will assign these veteran students a priority registration time appointment.

The Office of Financial Aid will identify individuals using educational benefits under the GI Bill and will notify the Office of the Registrar so that these students also receive course scheduling preference.

Students will be notified of this policy through publication in the Undergraduate and Graduate Catalogs. This policy will also be posted on IUP's website and in the Military Resource Center.

#### **3. RECISION:**

This Policy will not be rescinded or modified except by action of the IUP President, following consultation with the University Senate, and in accordance with University Senate By-Laws and Constitution.

#### **4. DISTRIBUTION:**

**Distribution Code**  
A

**Description:**  
All Employees; All Students

**Appendix F**  
**University Planning Council**  
**Senator Reilly**

The UPC met on October 13<sup>th</sup>. The council continued to provide feedback on initial drafts of the Strategic Plan. The next UPC meeting is scheduled for Nov 10<sup>th</sup>.

**Appendix G**  
**University Budget Advisory Committee**  
**Senator Radell**

Discussions continue in the UBAC on ways to eliminate budget shortfalls without IUP retreating from its mission. The Administration, stable enrollment allowing, plans to mitigate the impact of the previously announced budget shortfall by a one-time capture of inert funds normally carried over every year. These carryover funds, related primarily to personnel replacements, will be used to fill the projected shortfall. This is a one-time move. When the Good Witch gave Dorothy the Golden Cap, she could use it three times. We only get to use it once.



10-15-14 UBAC  
Agenda.pdf



REVISED -  
Attachment II - FY20.



Attachment I - UBAC  
Minutes 9-25-14.pdf

