

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

April 4, 2017
3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes from the March 7, 2017 Senate Meeting.
- B. Approval of current agenda items and order.

Reports and Announcements

Appendix

Page(s)

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

Standing Committee Reports

Chairperson

A. Rules Committee	Korns		
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Clewell	A	2-17
C. University-Wide Graduate Committee	Moore/Frenzel	B	18-27
D. Student Affairs Committee	Stocker	C	28-34
E. University Development and Finance Committee	Wick		
F. Academic Affairs Committee	Dugan/ Witthöft	D	35-42
G. Awards Committee	Lipinski		
H. Noncredit Committee	O'Neil	E	43-45
I. Library and Education Services Committee	McLaughlin		
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Senate Representative Reports

Representative

A. University Planning Council	Stocker
B. Presidential Athletic Advisory Council	Castle
C. Academic Computing Policy Advisory Committee	Schaney
D. University Budget Advisory Committee	Soni

New Business

Adjournment

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

FOR INFORMATION:

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

- **ELR 480 Introduction to Negotiations and Conflict Resolution**
- **COMM 315 Persuasive Media Writing**
- **SPAN 244 Modern Mexico**

FOR ACTION:

1. Department of Communications Media—New Course

COMM 315 Persuasive Media Writing **3c-0l-3cr**

Prerequisite: COMM 101 or JRNL 105; ENGL 101 and 202 (grades of C or better)

Introduces concepts of writing persuasive announcements, such as commercials and promotional messages, and other content for digital media. Analyzes persuasive media announcements, and incorporates writing with the use of evidence, emotion and reasoning to reach audiences. Aids in understanding how to create media messages that influence audience attitudes and behaviors.

Rationale: This course is proposed to augment our writing intensive options in Communications Media, particularly for students in our new Media Marketing track. At present, we do not have an approved W course that works effectively in this track.

2. Department of Foreign Languages—Course Revision, Catalog Description Change,

Current Catalog Description:

SPAN 244 Modern Mexico **3c-0l-3cr**

Prerequisites: SPAN 201 or equivalent and participation in the Mexico Summer Study Abroad Program

Taught in Mexico as part of the study abroad program; introduces the contemporary culture of the largest Spanish-speaking country in the world. A historical perspective is provided within which to understand current phenomena. Textbook readings are supplemented with readings from literary works and current periodicals. Students gain firsthand experience both through field trips and by living with a Mexican family. Taught in Spanish.

Proposed Catalog Description:

SPAN 244 Modern Mexico **3c-0l-3cr**

Prerequisites: SPAN 201 or equivalent and participation in the Mexico Summer Study Abroad Program

Taught in Mexico as part of the IUP Mexico study abroad program; introduces students to the contemporary culture of Mexico. Provides a cultural perspective within which to understand current phenomena. Exposes students to readings on cultural and historical topics, current events, and folkloric narratives. Complements firsthand experience gained through field trips and through living with a Mexican family. Course is taught in Spanish on-site in Mexico and online.

Rationale: SPAN 244 is associated with the summer study abroad program in Mexico. The course has not been officially revised since 1995, though the course has evolved under various instructors. The proposed program model is a hybrid model - the course is taught 2 weeks face to face and 4 additional weeks online. The course needs to be revised to fit that model.

3. Colleges of Education and Educational Technology, Humanities and Social Sciences, Natural Sciences and Mathematics, Fine Arts, and Health and Human Services— Program Revisions

Most of the programs have the requirement listed like this:

Current Program:	Proposed Program:
College: Preprofessional Education Sequence: COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr	College: Preprofessional Education Sequence: ACE 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr

It is also listed like this in the ECSP programs:

Current Program:	Proposed Program:
College: Preprofessional Education Sequence: COMM 103 <i>or</i> Digital Instructional Technology <i>or</i> 3cr EDEX 103 Special Education Technology 3cr EDSP 102 Educational Psychology 3cr	College: Preprofessional Education Sequence: ACE 103 <i>or</i> Digital Instructional Technology <i>or</i> 3cr EDEX 103 Special Education Technology 3cr EDSP 102 Educational Psychology 3cr

In the Vocational-Technical Education program it is listed:

Current Program:	Proposed Program:
College: Professional Education Sequence: COMM 103 Digital Instructional Technology 3cr EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr EDEX 323 Instruction of English Language Learners with Special Needs 2cr EDEX 458 Transition for Youth with Disabilities 3cr EDSP 102 Educational Psychology 3cr EDUC 442 School Law 1cr	College: Preprofessional Education Sequence: ACE 103 Digital Instructional Technology 3cr EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr EDEX 323 Instruction of English Language Learners with Special Needs 2cr EDEX 458 Transition for Youth with Disabilities 3cr EDSP 102 Educational Psychology 3cr EDUC 442 School Law 1cr

Rationale: The current COMM 103 Digital Instructional Technology course is going to be shifting from the Communications Media Department to the Department of Adult and

Community Education. This proposal is to change the course prefix from COMM 103 to ACE 103 in the following programs:

From the College of Education and Educational Technology: B.S.Ed.–Vocational-Technical Education, Certificate--Vocational-Technical Education, B.S.Ed.–Early Childhood Education/Special Education, B.S.Ed.–Early Childhood Education/Special Education Urban Track, B.S.Ed.–Middle-Level Program/English/Language Arts Specialization, B.S.Ed.–Middle-Level Education 4-8/Mathematics Specialization, B.S.Ed.–Middle-Level Education Grades 4-8/Science Specialization, B.S.Ed.–Middle-Level Education Grades 4-8/Social Studies Specialization. **From the College of Fine Arts:** B.S.Ed.–Art Education **From the College of Health and Human Services:** B.S.Ed.–K-12 Family and Consumer Sciences Education, B.S.Ed.–Health and Physical Education/K-12 Teacher Education **From the College of Humanities and Social Sciences:** B.S.Ed.–Social Science Education/Anthropology Track, B.S.Ed.–Social Studies Education/Economics Track, B.S.Ed.–English Education, B.S.Ed.–Spanish Education K-12, B.S.Ed.–Social Studies Education/Geography Track, B.S.Ed.–Social Studies Education/History Track, B.S.Ed.–Social Science Education/Sociology Track **From the College of Natural Sciences and Mathematics:** B.S.Ed.–Biology, B.S.Ed.–Chemistry, B.S.Ed.–Earth and Space Science, B.S.Ed.–Mathematics Education

4. Department of History—Program Revision

Current Catalog Description:

History Honors Program

The honors program is open by departmental permission to history, history/pre-law, and social studies education/history majors with a minimum 3.25 cumulative GPA and a 3.5 GPA in history courses. Students complete at least one semester of HIST 487 (a variable-topic course open also to students in the Cook Honors College) and two semesters of honors thesis research and writing. Honors theses are completed individually under the direction of a department professor who specializes in the student's area of interest and are approved by a thesis committee comprising the director and two other readers, one of whom may come from outside the History Department. Honors history courses count toward the major; completion of an honors thesis may be substituted for HIST 480.

Students interested in the History Honors program should discuss this opportunity as early as possible with their advisors. Students may file a declaration of intent during the sophomore year; a formal application for admission must be made, normally early in the junior year. The program is particularly encouraged for students intending to seek admission to graduate or professional schools. Honors course work is designated on university transcripts; students completing the departmental honors program are recognized at departmental commencement ceremonies.

Proposed Catalog Description:

History Honors Track

The honors track is open by departmental permission to history, history/pre-law, and social studies education/history majors with a minimum 3.25 cumulative GPA and a 3.5 GPA in history courses. All students write an honors thesis, which is completed over two semesters under the direction of a department professor who specializes in the student's area of interest. The thesis is approved by a thesis committee comprising the director and two other readers, one of whom may come from outside the History Department.

Honors students also take HIST 487 (History colloquium). With approval of the Honors Director students may substitute a graduate-level Readings or Seminar (HIST 600 or 601) class or an honors (H) designated 300+ history class for HIST 487. All Honors history courses count toward the major.

Students interested in the History Honors Track should discuss this opportunity as early as possible with their advisors. Students may file a declaration of intent during the sophomore year; a formal application for admission must be made, normally early in the junior year. The program is particularly encouraged for students intending to seek admission to graduate or professional schools. Honors course work is designated on university transcripts; students completing the departmental honors program are recognized at departmental commencement ceremonies.

Rationale: At present all Honors Track students are required to take HIST 487 History Colloquium. As we are not able to offer that class on a regular basis students have to substitute something else. This regularizes that process. We are also making the catalog consistent by referring to it as a Track rather than a Program. We have also removed the references to HIST 480, which is no longer being taught.

5. Departments of History and Political Science—New Course

HIST 348 Top Secret America: The Rise and Reach of the National Security State **3c-0l-3cr**
Focuses on the historical development of the concept of national security in the U.S. and on the intersection of national and broader international security concerns in the Cold War context. Identifies, for the Cold War era and beyond, diplomatic, military, and intelligence capabilities of governments and explores how individuals and groups conceptualized themselves, and their security. Explores one powerful motivator: fear and how it translated into political actions and citizen involvement in Cold War concepts.

PLSC 348 Top Secret America: The Rise and Reach of the National Security State **3c-0l-3cr**
Focuses on the historical development of the concept of national security in the U.S. and on the intersection of national and broader international security concerns in the Cold War context. Identifies, for the Cold War era and beyond, diplomatic, military, and intelligence capabilities of governments and explores how individuals and groups conceptualized themselves, and their security. Explores one powerful motivator: fear and how it translated into political actions and citizen involvement in Cold War concepts.

Rationale: This course fills a gap in the History, Political Science, and Homeland Security Minor course offerings relating to the emergence, nature, and role of the government in national

security. While the role of the U.S. government is being discussed in current course offerings in Political Science and Cold War events and paradigms are covered in Recent U.S. History courses, this course offers a comprehensive and in-depth analysis of the rights and historic practices of the U.S. government in the name of national security. As the term "national security" has permeated virtually all aspects of the U.S. government, its emergence, use, and (over-)reach deserves an in-depth treatment. This course fills this gap.

6. Department of Geosciences—Modify Prerequisites

a. Current Course Title and Prerequisites:

GEOS 311 Geochemistry **3c-3l-4cr**
Prerequisites: CHEM 111, grade of "C" or better in GEOS 201 and 202

Proposed Course Title and Prerequisites:

GEOS 311 Geochemistry **3c-3l-4cr**
Prerequisites: CHEM 111, MATH 121, grade of "C" or better in GEOS 201

Rationale: MATH 121 Calculus I for Natural and Social Sciences, already required of Geoscience majors, will be added as a prerequisite for GEOS 311 Geochemistry, where methods of calculus are commonly used. GEOS 202 Quantitative Methods in Geoscience will be removed as a prerequisite from GEOS 311 Geochemistry for which it is no longer necessary. This will simplify sequencing of upper-level geoscience courses for majors and minors. It will also open GEOS 311 to students from majors that take GEOS 201 but not GEOS 202.

b. Current Course Title and Prerequisites:

GEOS 470 Research Methods in the Geosciences **2c-01-2cr**
Prerequisite: 75cr or instructor permission

Proposed Course Title and Prerequisites:

GEOS 470 Research Methods in the Geosciences **2c-01-2cr**
Prerequisites: GEOS 202; 75cr or instructor permission

Rationale: GEOS 202 Quantitative Methods in the Geosciences is a required course for all Geoscience majors but is an elective for Geoscience minors. GEOS 202 has recently been removed as a prerequisite from several sophomore and junior level content courses for which it is not needed in an effort to make our departmental minor track more diverse, interesting and accessible to students across the IUP campus. This includes those pursuing new Energy programs in the College of Business as well as those who may soon be enrolling in Environmental Engineering courses in the College of Natural Sciences and Mathematics.

7. Department of Developmental Studies—Program Revision, Degree Designation Change, and Program Catalog Description Change

a. Program Revision

Current Program:		Proposed Program:	
Bachelor of Science—General Studies		Bachelor of Arts—General Studies	
Liberal Studies: As outlined in Liberal Studies section	49	Liberal Studies: As outlined in Liberal Studies section:	43
General Area of Study: (1, 2) Choose at least 6cr from three of the four areas listed below. At least 12cr must be 300-level or above. Courses should relate to theme developed in special interest area. <i>Arts, Letters, and Culture Area:</i> Art, Communications Media, English, French, German, Journalism, Music, Philosophy, Religious Studies, Spanish, Theater <i>Human Behavior and Development Area:</i> Anthropology, Education, Health, Family and Consumer Sciences, Psychology, Sociology <i>Science, Mathematics, and Technology Area:</i> Biology, Chemistry, Computer Science, Geoscience, Mathematics, Physics, and relevant courses in education <i>Social and Political Systems Area:</i> Economics, Education, Employment and Labor Relations, Geography and Regional Planning, History, Political Science	24	College Concentration (“Theme”): Complete all requirements for a recognized minor or a concentration approved by an adviser, plus additional courses offered within the same academic college (1). No less than 15 of these credits should be 300-level or above.	30
Special Interest Area: (3) With approval of advisor, student may select, from any department listed above, courses that focus on a particular need or interest. At least 12cr must be 300-level or above. The program must include either one research course that provides opportunities for extensive writing or an independent study project. Some courses will not be available to general studies majors.	21	Special Interest Area (“Cognate Area”): With the approval of an adviser, the student will select additional courses that focus on a particular need, interest, or specialty that complements the college concentration.	12
Electives: At least 6cr must be 300-level or above	26	Free Electives:	35
Total Degree Requirements:	120	Total Degree Requirements: (2), (3)	120
(1) Individually planned themes may not duplicate any existing degree programs that are otherwise available at IUP, nor may they be used to circumvent specific requirements within an existing major. (2) No more than 30cr taken in any one department will count toward graduation. (3) In the application of university policies, the special interest area is considered as the major. Specifically, to graduate, students must be in academic good standing and attain a 2.0 GPA in the special interest.		(1) An adviser may provide pre-approval for coursework outside of the college if it's closely related to the concentration. An example may be an HOSP course in an ECB concentration or an MIS course in a NSM college concentration. (2) A minimum of 42 credits of advanced coursework in required for graduation in the program. (3) Individually planned themes may not duplicate any existing degree programs that are otherwise available at IUP, nor may they be used to circumvent specific requirements within an existing major.	

b. Program Catalog Description Change:

Current Catalog Description:

Bachelor of Science—General Studies

The bachelor of science degree program in general studies is designed for the mature adult student, who under faculty advisement can explore and develop an individualized plan of study that does not approach any existing IUP major. This individually designed plan of study must be based on a specific theme that incorporates basic and applied course work within a theoretical framework culminating in a senior-year independent research project. At the time of application for degree candidacy or transfer from another major, the student must submit a plan of study that contains the proposed theme, rationale, and courses needed to satisfy the special interest area. A faculty member will be assigned to assist with the plan of study before acceptance to degree candidacy.

The student's plan of study, which is designed to fulfil the special interest area, must be approved by the associate dean for Academic Affairs.

Proposed Catalog Description:

Bachelor of Arts—General Studies

The **bachelor of arts** degree program in general studies is designed for adult learners with prior college experience but lack a four-year degree. Under faculty advisement, the student will develop an individualized plan of study that does not duplicate any existing IUP major. The student's plan of study must be based on a specific theme that incorporates basic, applied, and professional coursework within a theoretical framework. At the time of application for degree candidacy or transfer from another institution, a faculty member will be assigned to assist with the plan of study before acceptance.

Rationale: The current BS in General Studies degree curriculum has several weaknesses that these revisions will correct. 1) The current program is cumbersome and difficult to complete within a 120 credit curriculum, particularly if upper-class students transfer into the GS program from an existing major. 2) Requiring 30 credits in a concentration allows the graduate to better meet career expectations. 3) Twelve credits within a cognate area allows students to enhance their area of concentration, thus strengthening their overall marketability.

IUP's enrollment has been declining for several years, while the population of adult learners has increased in Pennsylvania over the same time frame. There are now more adult learners in the state than 18 to 23 year-olds. These adult learners typically have jobs and cannot enroll in a full-time or face-to-face degree program and need to have a fully online option.

We are faced with three trends: declining undergraduate enrollment, an increasing population of adult learners, and more than 1,000,000 individuals who have started but not completed a degree. The best prospect IUP has in maintaining or growing enrollment is with the adult learner population. Other institutions, including Cal U (PASSHE), have developed and implemented online adult degree completion programs.

To address these issues, Developmental Studies would like to revise the current General Studies Bachelor's degree program and use it as a vehicle for engaging adult learners and helping Pennsylvania's citizens achieve degree completion. Our intention is to transform the bachelor's degree program in General Studies into a 100% online bachelor's degree completion program, in addition to the traditional program.

We are emphasizing flexibility because the adult learners enrolling may have completed coursework in any major. This degree has to be offered online because anything other than this could hamper future enrollments and cripple this program. Revising this program will benefit the University by increasing enrollment and revenue, and generating more degree-holding alumni.

8. Biochemistry Program—Program Revisions and Program Catalog Description Change

a. Program Revisions

i. Current Program:

Bachelor of Science—Biochemistry

Liberal Studies:

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

Mathematics: MATH 125

Natural Science: PHYS 131-141 and 132-142

Liberal Studies Electives: 3cr, MATH 126, no courses with BIOC prefix

Major:

Required Courses:

BIOC 301	Foundations of Biochemistry	3cr
BIOC 302	Advanced Biochemistry	3cr
BIOC 311	Biochemistry Laboratory I	1cr
BIOC 312	Biochemistry Laboratory II	1cr
BIOC 401	Laboratory Methods in Biology and Biotechnology	3cr
BIOC 480	Biochemistry Seminar I (1)	1cr
BIOC 481	Special Topics in Biochemistry	3cr
BIOC 482	Independent Research in Biochemistry	2cr
BIOC 490	Biochemistry Seminar II (1)	1cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 250	Principles of Microbiology	4cr
BIOL 263	Genetics	3cr
CHEM 113	Advanced General Chemistry I	4cr
CHEM 114	Advanced General Chemistry II	4cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 323	Analytical Methods	4cr
CHEM 341	Physical Chemistry I	4cr

Controlled Electives:

Two courses chosen from any 300- or 400-level BIOC/BIOL/CHEM courses or MATH 216 or COSC 110

Free Electives:

16-18

Total Degree Requirements:

120

(1) 1cr each semester of senior year.

*Note: this is incorrect and should be 53

Proposed Program:

Bachelor of Science—Biochemistry

Liberal Studies:

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

Mathematics: MATH 125

Natural Science: PHYS 131-141 and 132-142

Liberal Studies Electives: 3cr, MATH 126, no courses with BIOC prefix

Major:

Required Courses:

BIOC 301	Foundations of Biochemistry	3cr
BIOC 302	Advanced Biochemistry	3cr
BIOC 311	Biochemistry Laboratory I	1cr
BIOC 312	Biochemistry Laboratory II	1cr
BIOC 401	Laboratory Methods in Biology and Biotechnology	3cr
BIOC 480	Biochemistry Seminar I (1)	1cr
BIOC 481	Special Topics in Biochemistry	3cr
BIOC 482	Independent Research in Biochemistry	2cr
BIOC 490	Biochemistry Seminar II (1)	1cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 250	Principles of Microbiology	4cr
BIOL 203	Principles of Genetics and Development	4cr
CHEM 111	General Chemistry I	4cr
or 113	Advanced General Chemistry I	4cr
CHEM 112	General Chemistry I	4cr
or 114	Advanced General Chemistry II	4cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 323	Analytical Methods	4cr
CHEM 341	Physical Chemistry I	4cr

Controlled Electives:

Two courses chosen from any 300- or 400-level BIOC/BIOL/CHEM courses or CHEM 214 (2), MATH 216 or 225 or COSC 110

Free Electives:

16-18

Total Degree Requirements:

120

(1) 1cr each semester of senior year.

(2) CHEM 214 must be chosen to qualify for an ACS certified degree.

Rationale: The program is being revised to reflect previously approved changes in BIOL and CHEM courses included in the program and to make clear the option for a degree certified by the American Chemical Society (ACS). This option is made possible by the recent approval of the bachelors in biochemistry program by the ACS.

ii. Current Program Description:

Minor—Biochemistry

17-20

Total credits will depend on the controlled electives used (9cr minimum required to 12cr for three 4cr electives).

Required Courses:

BIOC 301	Foundations of Biochemistry (1a)	3cr
BIOC 302	Advanced Biochemistry	3cr
BIOC 311	Biochemistry Laboratory I (1a)	1cr
BIOC 312	Biochemistry Laboratory II	1cr

Other Requirements:

At least three controlled electives from following: (1)

BIOC 480	Biochemistry Seminar I	1cr
BIOC 481	Special Topics in Biochemistry	1-3cr
BIOC 490	Biochemistry Seminar II	1cr
BIOL 250	Principles of Microbiology (1b, d)	4cr
BIOL 263	Genetics (1b)	3cr
BIOL 350	Cellular Physiology	3cr
BIOL 352	Comparative Animal Physiology (1d)	3cr
BIOL 364	Immunology (1d)	3cr
BIOL 401	Laboratory Methods in Biology and Biotechnology (1d)	3cr
BIOL 453	Plant Physiology (1d)	3cr
CHEM 232	Organic Chemistry II (1c)	4cr
CHEM 322	Instrumental Analysis (1c, d)	4cr
CHEM 323	Analytical Methods	4cr

- (1) Or other 200-level or higher biology or chemistry courses with permission of chairperson of offering department. A minimum of 9cr is required.
- BIOL 202 and CHEM 232 are prerequisites.
 - Required for biology major
 - Required for chemistry major
 - These courses have prerequisites not needed for the required courses.

Proposed Program Description:

Minor—Biochemistry

18-20

Total credits will depend on the controlled electives used (**10cr** minimum required to 12cr for three 4cr electives)

Required Courses:

BIOC 301	Foundations of Biochemistry (1a)	3cr
BIOC 302	Advanced Biochemistry	3cr
BIOC 311	Biochemistry Laboratory I (1a)	1cr
BIOC 312	Biochemistry Laboratory II	1cr

Other Requirements:

At least three controlled electives from following: (1)

BIOC 480	Biochemistry Seminar I	1cr
BIOC 481	Special Topics in Biochemistry	1-3cr
BIOC 490	Biochemistry Seminar II	1cr
BIOL 203	Principles of Genetics and Development (1b)	4cr
BIOL 250	Principles of Microbiology (1b, d)	4cr
BIOL 352	Comparative Animal Physiology (1d)	3cr
BIOL 364	Immunology (1d)	3cr
BIOL/BIOL 401	Laboratory Methods in Biology and Biotechnology (1d)	3cr
CHEM 232	Organic Chemistry II (1c)	4cr
CHEM 322	Instrumental Analysis (1c, d)	4cr
CHEM 325	Analytical Chemistry I	4cr

- (1) Or other 200-level or higher biology or chemistry courses with permission of chairperson of offering department. A minimum of 9cr is required.
- BIOL 202 and CHEM 232 are prerequisites.
 - Required for biology major
 - Required for chemistry major
 - These courses have prerequisites not needed for the required courses.

Rationale: The program is being revised to reflect previously approved changes in BIOL and CHEM courses suitable for inclusion as Other Requirements for the minor in biochemistry.

b. Program Catalog Description Change:

Current Program Catalog Description:

The BS degree program in biochemistry is a four-year degree curriculum offered as a cooperative program by the Biology and Chemistry departments. This program also offers the Biochemistry minor.

The curriculum leading to a BS degree with a major in biochemistry begins with foundation courses in biology, chemistry, mathematics, and physics in the first two years. Specialization in biochemistry commences in the third year with courses in Biochemistry, Genetics, Physical Chemistry, Special Topics in Biochemistry, and Biochemistry Seminar and an American Chemical Society certified degree.

A unique feature of this undergraduate program is that biochemistry research is a requirement. After consultation with faculty, the students will define a problem and devise an experimental plan through library research. Laboratory research will be done under the direct supervision of a faculty member. Finally, the student will report on the results of the research in both written and oral forms.

This program is intended for students whose interests lie in a most exciting field of modern science. Graduates can expect to be qualified to enter graduate programs in biochemistry, biology, chemistry, and molecular biology; professional schools in the health sciences; and positions in industrial and government research laboratories and in industrial production facilities.

Proposed Catalog Description:

The BS degree program in biochemistry is a four-year degree curriculum offered as a cooperative program by the Biology and Chemistry departments. This program also offers the Biochemistry minor.

The curriculum leading to a BS degree with a major in biochemistry begins with foundation courses in biology, chemistry, mathematics, and physics in the first two years. Specialization in biochemistry commences in the third year with courses in Biochemistry, Genetics, Physical Chemistry, Special Topics in Biochemistry, and Biochemistry Seminar. **Completion of one chemistry course as a controlled elective allows students the option to receive a biochemistry degree certified by the American Chemical Society.**

A unique feature of this undergraduate program is that biochemistry research is a requirement. After consultation with faculty, the students will define a problem and devise an experimental plan through library research. Laboratory research will be done under the direct supervision of a faculty member. Finally, the student will report on the results of the research in both written and oral forms.

This program is intended for students whose interests lie in a most exciting field of modern science. Graduates can expect to be qualified to enter graduate programs in biochemistry, biology, chemistry, and molecular biology; professional schools in the health sciences; and positions in industrial and government research laboratories and in industrial production facilities.

9. Department of Theater and Dance—New Course

THTR 161 Introduction to Theater: Interpersonal Practices

3c-01-3cr

Explores the theater arts, examines its major conceptual and aesthetic underpinnings, major periods of Theater history, selected works of dramatic literature, and the primary theater arts of acting, directing, design, and technical theater. Class experience includes the analysis of at least two major works of drama, attending two live productions, and viewing of selected televised plays and musicals. Analyzes examples of interpersonal relations of teams using dramatic literature, and implement primary acting and directing tools in discovering solutions to challenges in interpersonal relations. Designed for those seeking a minor in Effective Teamwork and Communication. Meets Fine Arts for Liberal Studies. THTR 101 and 161 may be substituted interchangeably for D/F repeats, but THTR 161 is required for

the Effective Teamwork and Communication Minor. THTR 101 and THTR 161 may not be used for duplicate credit.

Rationale: This course is being proposed to facilitate the creation of a minor in Effective Teamwork and Communication. It is designed to assist students in developing interpersonal, team and communication skills within the framework of fine arts and theater theories and applications. There will be an emphasis on developing a conceptual and empirical understanding of major concepts, increased awareness of self and others, and a practical transferrable skill set to enhance interpersonal group/team interactions.

10. Academic Affairs--Teamwork Studies—New Course, New Course Designations, and New Minor

a. New Course

TMWK 461 Teamwork and Communication Capstone

1c-0l-1cr

Prerequisite: Any independent study, undergraduate research, or honors thesis (may be taken concurrently)

Capstone course for those minoring in Effective Teamwork and Communication. Reflective nature of the course builds on core foundational material and in-major teamwork experiences. Emphasizes development of students' philosophies of teamwork and communication through reflection and practice. Coupling of in-major independent study, undergraduate research, or honors thesis, by means of an interdisciplinary, semester long project enhances real-world team experiences valued by future employers and graduate programs. Promotes the importance of showcasing team and communication skills to future employers through resume, cover letter, and portfolio.

Rationale: The course has been designed to be the capstone course in the Effective Teamwork and Communication minor.

b. New Course Designation—Teamwork or T Courses

Rationale: American employers struggle to find qualified workers with well-developed interpersonal, teamwork, leadership, communication, critical thinking, technical, and computer skills. The interprofessional skills – interpersonal, teamwork, and communication skills gap are particularly problematic, with 90% of employers reporting these skills as equally, or more important than, technical skills. Current educational practices assume, incorrectly, that these interprofessional skills can be learned through traditional lab and group work. Often these exercises are too discipline-specific, and students are not exposed to the foundational concepts and theories required for successful interdisciplinary team-based collaboration and communication. A university-wide minor has been developed to provide comprehensive training, practice and evaluation of these lifelong interprofessional skills with the aim of producing better-prepared professionals.

New hires are most valued when their educational experiences mirror their employment. In true interdisciplinary teamwork, individual team members only have a subset of the knowledge,

skills, and abilities required to solve a problem and must depend on each other to achieve the desired outcome. Teamwork requires effective communication, knowledge transfer, and reliable/effective performance of assigned tasks. Thus, students will practice all their interpersonal, teamwork, and communication skills by solving interdisciplinary problems in courses within their major. These teamwork-intensive courses, from across the university, will all include interdisciplinary team-based projects involving students with different sets of discipline-specific knowledge, skills and abilities.

The teamwork environments will be set up in one of two problem-based modes: one, the teaming of students in separate courses from different disciplines; two, the teaming of students of different majors in the same course. These two modes provide options to instructors to integrate interdisciplinary teams into existing in-major coursework. The key expectation is to have genuine team building through the different expertise each team member brings from his/her discipline. For the first five years the T courses will be approved by the Effective Teamwork and Communication Minor Committee who will report to the Liberal Studies Committee, which reports to UWUCC. After the first five years, the Liberal Studies Committee will review the T course proposals and report to UWUCC.

c. New Program Catalog Description:

Minor in Effective Teamwork and Communication

The Effective Teamwork and Communication minor is an interdisciplinary program that aims to better prepare students for a competitive job market by instilling interpersonal, teamwork, and communication skills for use in their field. Employers of today seek job candidates who possess a strong set of technical skills, but strongly prefer someone who can also work in a team environment. Ninety percent of employers believe that team skills are equally or even more important than technical skills when hiring. This minor provides students with ways to stand out from the crowd.

The addition of the minor is practical for all majors, particularly those programs with few free electives. The minor draws expertise from appropriate faculty across the university to introduce and relate in-demand teamwork attributes to core foundation theories of communication, leadership, sociology, and theater. Students further develop their teamwork and communication skills as they solve current, real-world problems in in-major projects within their required classes. The direct connections of the liberal courses and in-major coursework minimizes the course load for students who wish to enhance their education and future job prospects and emphasizes the application of a liberal studies education.

The course work of the minor will expose students to understanding how their beliefs, attitudes, and actions affect the team as well as how the diversity of the team adds strength and additional perspective to solve complex problems facing society. Students will learn how to engage audiences with nontechnical and technically rich content, frame and present arguments, and develop the ability to speak about their work and its significance. Traits of good team members and leaders will be examined. Capstone projects, coupled with required in-major courses, provide a direct opportunity for students to develop their skills within their chosen field. Students

will reflect on the personal qualities and attributes they bring to a team and prepare materials that best illustrate these skills to future employers.

Minor—Effective Teamwork and Communication **18-20**

Required Courses: **12**

COMM 261	Teamwork and Communication Skills for College and Career (1)	3cr
LDSP 361	Introduction to Leadership	3cr
SOC 161	Foundations of Sociology: Social Relations in Groups and Organizations (2, 3)	3cr
THTR 161	Introduction to Theater: Interpersonal Practices (4)	3cr

Interdisciplinary Teamwork Course (5) **3-4**

One course approved as a Teamwork-Intensive section (T-Course) course.	3-4cr
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Capstone Courses (6) **2-3**

TMWK 461	Teamwork and Communication in Research (7)	1cr
And one to two credits of independent study, honors thesis, or undergraduate research (8)		1-2cr

- (1) COMM 261 counts as a liberal studies elective in oral communication and information literacy requirements.
- (2) SOC 161 counts toward the liberal studies social science requirement.
- (3) SOC 161 and SOC 151 are interchangeable for pass/repeat. SOC 161 is required for the Effective Teamwork and Communication minor.
- (4) THTR 161 counts toward the liberal studies fine arts requirement. THTR 161 and THTR 101 are interchangeable for pass/repeat. THTR 161 is required for the Effective Teamwork and Communication minor.
- (5) Any teamwork-intensive course can count towards a student's minor. Students are encouraged to take a teamwork-intensive course that is a required course or elective in their major.
- (6) Students need a minimum 6cr of 300- and 400-level coursework. This requirement is completed using one of the two following approaches: 1) LDSP 361 and a 3cr 300- or 400-level teamwork-intensive course or 2) LDSP 361, TMWK 461, and 2cr of a 300- or 400-level independent studies/honors thesis/undergraduate research.
- (7) TMWK 461 is a required course for the minor. The independent studies/honors thesis/undergraduate research course is a co-requirement (or may be taken as a prerequisite) for TMWK 461.
- (8) Students who take a 3cr teamwork-intensive course need 2cr of independent study, honors thesis, or undergraduate research. Students who take a 4cr teamwork-intensive course need only 1cr of independent study, honors thesis, or undergraduate research.

Rationale: A university-wide minor in Effective Teamwork and Communication has been designed to address employer's concerns with the lack of teamwork skills in new college graduates. The minor draws on core coursework from across the university and integrates the foundation material through in-major teamwork projects contained in interdisciplinary Teamwork-Intensive Courses. A capstone course will further prepare students to highlight their skills during and after the hiring process.

We wish to address employer's concerns about lack of teamwork skills in new graduates by teaching these skills in four ways: 1) through new or special sections of liberal studies knowledge area courses in COMM, SOC and THTR, for their theoretical background and applications to teamwork; 2) by incorporating interdisciplinary teamwork into the curriculum of existing in-major courses; 3) by engaging students in interdisciplinary research in their senior independent study/research course; and 4) through new or special sections of liberal studies knowledge area courses in COMM, SOC and THTR, for their theoretical background and applications to teamwork. This minor is to be listed at the beginning of all six of the College sections.

11. Department of Biology—Program Revision

Minor—Biology	18	Minor—Biology	18
Required Courses: BIOL 103-104 Life on Earth/Human Biology: How the Human Body Works 8cr Additional BIOL courses (1, 2) 12cr Other Requirements: Student must have at least a 2.0 GPA in all BIOL courses for the minor. Student must take at least 6cr of biology courses at IUP. Must have permission of Biology Department chairperson. (1) With approval of department chairperson. (2) At least 8 of the 12 required additional BIOL cr must come from 200-level or higher courses.		Required Courses: (1, 2) BIOL 103 Life on Earth 4cr BIOL 104 Human Biology: How the Human Body Works 4cr BIOL 106 Human Genetics and Health 4cr Additional BIOL courses (3, 4) 10cr Other Requirements: Student must have at least a 2.0 GPA in all BIOL courses for the minor. Student must take at least 6cr of biology courses at IUP. Must have permission of Biology Department chairperson. (1) Student must take two of the three required courses. (2) Two of the following course may be substituted for the required courses: BIOL 201, 202 or 203. (3) With approval of department chairperson. (4) At least 6 of the 10 required additional BIOL cr must come from 300-level or higher courses.	

Rationale: The program is being changed to include BIOL 106, a liberal studies laboratory science course, as one of the possible 8 credits of required coursework for students wishing to minor in Biology. The current requirements restrict students to taking BIOL 103 and BIOL 104, both of which are liberal studies laboratory science courses. Some students are being advised to complete BIOL 104 and BIOL 106. These students would be able to more easily add a Biology minor to their degree if they wished to pursue this minor. In addition, we are including the PASSHE requirements 6 credits at the 300-level or higher for a minor in our catalog description.

12. Departments of Sociology and Anthropology—New Course

ANTH 450 Health Disparities

3c-0l-3cr

Prerequisite: SOC 151 or ANTH 211 or with permission of instructor

Explores health status and health care disparities across groups based on race/ethnicity, gender, socioeconomic status/social class, nativity, refugee and citizen status, and other cultural and demographic characteristics. Uses a social determinants of health perspective to consider how social, cultural, environmental, political, and economic conditions produce unequal and inequitable health outcomes, with special focus on disadvantaged populations. Addresses agency and empowerment of populations seeking and accessing health and health care. Includes different levels of public health interventions that can improve health outcomes, better calibrate access to health care, and improve health equity within populations.

SOC 450 Health Disparities

3c-0l-3cr

Prerequisite: SOC 151 or ANTH 211 or with permission of instructor

Explores health status and health care disparities across groups based on race/ethnicity, gender, socioeconomic status/social class, nativity, refugee and citizen status, and other cultural and demographic characteristics. Uses a social determinants of health perspective to consider how social, cultural, environmental, political, and economic conditions produce

unequal and inequitable health outcomes, with special focus on disadvantaged populations. Addresses agency and empowerment of populations seeking and accessing health and health care. Includes different levels of public health interventions that can improve health outcomes, better calibrate access to health care, and improve health equity within populations.

Rationale: The proposed course on health disparities will contribute to the public health major and global health minor. It will expose students to the current discourses of health disparities and provide them with a foundational understanding of this salient topic. Currently, there are no courses on health disparities in the public health major and global health minor curricula.

13. Department of Geography and Regional Planning—Program Revision and Program Catalog Description Change

a. Program Catalog Description Change:

Current Catalog Description:

Geography Minor

A minor in geography is appropriate for majors in all other fields of the natural and social sciences. Students in marketing and information systems will find a minor in this field relevant. A minor consists of 18 credits in courses taken only with the GEOG prefix; at least two courses must be at the 200 level and at least two courses must be at the 300 level. The department suggests students take major core courses if graduate study is anticipated.

Proposed Catalog Description:

Geography Minor

A minor in geography is appropriate for majors in all other fields of the natural and social sciences. Students in marketing and information systems will find a minor in this field relevant. A minor consists of 18 credits in courses taken only with the GEOG prefix; at least two courses must be at the 200 level and at least two courses must be at the 300 level **or above**. The department suggests students take major core courses if graduate study is anticipated.

b. Program Revision:

Current Program:	Proposed Program:
Minor—Geography 18 Controlled Electives: At least two courses at the 200 level At least two courses at the 300 level (1) Only courses taken as GEOG may be counted toward the minor.	Minor—Geography 18 Controlled Electives: At least two courses at the 200 level At least two courses at the 300 level or above (1) Only courses taken as GEOG may be counted toward the minor.

Rationale: It was realized that the minor requirement "at least two courses must be at the 300 level" should have been stated as "at least two courses must be at the 300 level or above."

14. UWUCC and Liberal Studies Approved the following:

- **SPAN 244 Modern Mexico** reapproved as a **Liberal Studies Elective, Global Citizenship** course and approved as a **Global and Multicultural Awareness Course**
- **THTR 161 Introduction to Theater: Interpersonal Practices** was approved as a **Fine Arts** class

Appendix B
University-Wide Graduate Committee
Chairs: Moore and Frenzel

FOR ACTION:

1. REMOVE GOAL STATEMENT FOR SPECIAL STATUS

Rationale: Graduate Admissions would like to update items received for the non-degree seeking category, "Special Status". The current description is online at

<http://www.iup.edu/admissions/graduate/programs/nondegree-programs/>

We would like to remove the requirement of a goal statement; this is an excessive requirement (and a barrier) for those pursuing this non-degree seeking graduate admission.

Current: Special Status

Awarded to an applicant who does not intend to pursue a graduate degree but only to enroll in graduate classes for which he or she is qualified. You may take an unlimited number of courses under this admission category. However, students granted Special Status admissions who wish at a later time to pursue a graduate degree must apply to the degree program before completing twelve credits.

To learn more about transferring credits if you are ready to pursue a graduate degree, please visit our [Transfer Credit Policy in the IUP Graduate Catalog](#). Along with the [application](#), applicants must also submit a nonrefundable \$50 application fee, official transcripts from all colleges/universities attended, and a goal statement. As you proceed, please ensure that you select "Graduate Special Status" in the application.

After submitting an application and documents related to the categories above, students (if admitted to IUP) will receive information from Graduate Admissions about how to register for coursework.

<http://www.iup.edu/admissions/graduate/programs/nondegree-programs/>

Proposed: Special Status

Designed for applicants who would like to enroll in graduate course work, who do not intend to pursue a graduate degree. Students are permitted to take an unlimited number of graduate courses as a Special Status (non-degree seeking) student. If at a later time, students plan to pursue a graduate degree, they must apply to the degree program.

Visit IUP's Transfer Credit Policy in the Graduate Catalog to learn more about transferring credits to a graduate degree program.

Special Status applicants must submit an online application, nonrefundable \$50 application fee, and official transcripts from all colleges/universities attended. After submitting the application and supporting documents, applicants will receive notification about admission and registration from Admissions.

2. GRADUATE FRESH START POLICY

A graduate student, who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the University for a Minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

Conditions for a Graduate Fresh Start Application

A graduate student may apply for a Graduate Fresh Start only if he/she meets all of the following conditions:

- he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
- he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);
- he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and Research that the student be readmitted to the University and admitted to the program. The Dean's decision is final and is not subject to appeal.

Conditions for a Graduate Fresh Start Record

All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University through the provisions of this policy only once.

Prior Record

The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving

the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards

A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of rematriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

Purpose

To allow graduate students who were not successful the first time an opportunity to return to graduate school and start over in a new program. This policy aligns with the Fresh Start Policy available to undergraduates; however, with conditions most appropriate at the graduate level to give the student a second chance, post academic dismissal, after a two-year sitting-out period.

Scope This policy applies to all graduate studies university-wide.

Effective Date Fall 2017

3. DEPARTMENT OF CHEMISTRY

A. COURSE REVISION

COURSE REVISION (Add graduate dual-level)

Course: CHEM (411)/511: Advanced Inorganic Chemistry

Rationale:

The experience of a graduate student will differ from that of an undergraduate students in both quantitative and qualitative ways. The major difference between 411 and 511 will be in the type of project a student selects in the second half of the semester. Graduate students will be expected to select projects that are more challenging in terms of synthesis, purification and properties of the molecules they wish to study. Graduate students will be expected to design and implement their advance projects more independently and include a more extensive literature review, written proposal and discussion of their outcomes. Graduate students will be held to a higher standard of performance than undergraduates. Graduate students will be expected to produce better organized and more detailed report at the end of their project than undergraduate students. Graduate students will be expected to demonstrate superior skills in the understanding of scientific concepts than undergraduate students. The instructor will have separate grading scales for graduate and undergraduates. Students will be evaluated based on exams, quizzes and laboratory work. In addition, graduate students will also be evaluated based on their research proposal, research project in lab and research summary.

	Current Course Information	Proposed Course Information
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Title	CHEM 411: Advanced Inorganic Chemistry	CHEM (411)/511: Advanced Inorganic Chemistry
Prereq	CHEM 214, 341	CHEM 214, 341 or graduate standing
Description	Discussion of advanced theories of atomic structure, chemical bonding, acids and bases, coordination compounds, and selected topics. In the laboratory portion of the course, techniques used in the synthesis and characterization of inorganic compounds are explored.	Discussion of advanced theories of atomic structure, chemical bonding, acids and bases, coordination compounds, and selected topics. In the laboratory portion of the course, techniques used in the synthesis and characterization of inorganic compounds are explored.

4. DEPARTMENT OF SPEECH LANGUAGE PATHOLOGY

A. COURSE REVISION

COURSE REVISION (Title, description)

Course: SPLP 610: Articulation Disorders

Rationale:

This course has not been updated in decades. The proposed change modifies the title to reflection current terminology. Course objectives and course description more accurately reflect updated content.

	Current Course Information	Proposed Course Information
Title	SPLP 610: Articulation Disorders	SPLP 610: Sound System Disorders
Description	Linguistic approach to articulatory process and analysis of misarticulation as symptoms of language dysfunction; variables related to articulatory mastery; programmed, traditional, and sensory-motor methods of modifying articulatory behavior.	Examines the processes related to perception, organization, and production specific to articulation and phonology. Theoretical and etiological foundations will be explored. Specific methods of assessment and remediation of articulation and phonology will be addressed in depth, including formal and independent analysis and remediation of persistent motor and phonological processes. Relationships between and among phonology, oral language, and literacy as well as current topics related to speech sound disorders will also be discussed.

5. DEPARTMENT OF HISTORY

A. PROGRAM REVISION

Degree: Master of Arts in Public History

Rationale:

Need to add admissions requirements to catalog description.

Current Program Information	Proposed Changes
<p>MA in Public History</p> <p>The Department of History offers a 36 credit MA degree in Public History</p> <p>In today's society the number of careers for historians outside of the field of teaching is rapidly growing. Historians are seeking employment in fields including careers in museum, archival, library work, public policy, tourism, cultural resource management, and travel. Historical societies provide editorial and administrative openings, and publishing companies hire historians for both sales and editorial services. The history graduate program is designed to provide students with training appropriate to a wide range of professional goals in the field of public history.</p> <p>Students are required to take HIST 614: Research Methods, HIST 605: Introduction to Public History, one section of HIST 601: History Seminar, six credits from public history courses (HIST 606, 770, 771, 772), and HIST 790: Seminar in Public History. Students are also required to take six credits of HIST 698: History internship. This internship may be taken as two three-credit courses or one six-credit course. Remaining courses are to be subject specific electives, with no more than six credits coming from outside the discipline (and with advisor approval), and no more than nine credits from 500-level courses.</p> <p>Program Requirements</p> <p>A. Core Courses (18 cr.)</p> <p>HIST 614 Research Methods 3 cr.</p> <p>HIST 605 Introduction to Public History 3 cr.</p> <p>HIST 601 History Seminar 3 cr.</p> <p>HIST 790 Seminar in Public History 3 cr.</p> <p>HIST 698 Internship 6 cr.</p> <p>HIST 790: Seminar in Public History is the degree's capstone course.</p> <p>B. Controlled Electives (6 cr.)</p> <p>Select (6 cr. From the following list): HIST 606 Topics in Public History 3 cr.; HIST 770 Archival</p>	<p>MA in Public History</p> <p>The Department of History offers a 36 credit MA degree in Public History</p> <p>In today's society the number of careers for historians outside of the field of teaching is rapidly growing. Historians are seeking employment in fields including careers in museum, archival, library work, public policy, tourism, cultural resource management, and travel. Historical societies provide editorial and administrative openings, and publishing companies hire historians for both sales and editorial services. The history graduate program is designed to provide students with training appropriate to a wide range of professional goals in the field of public history.</p> <p>Admission Criteria</p> <p>Students seeking admission to the IUP Master of Arts degree in Public History program must meet the following minimum criteria:</p> <p>Cumulative GPA of 3.0</p> <p>Minimum of 12 undergraduate credits in history, with at least two history classes beyond the 200 level</p> <p>Minimum grade of 3.0 in undergraduate history courses</p> <p>Writing sample: minimum of five to 10 pages, focused on history or public history</p> <p>In addition, applicants will need to provide a goal statement, official transcripts from all previous undergraduate and graduate institutions, and two letters of recommendations, in accordance with the IUP application requirements for the School of Graduate Studies and Research.</p> <p>Program Requirements</p>

<p>Principles and Practice 3 cr.; HIST 771 Museum Studies 3 cr.; HIST 772 Oral History Theory and Method 3 cr.</p> <p>If their schedule permits and the appropriate offerings exist, students may take more than six credits from the above selections.</p> <p>The twelve remaining credits are filled as electives. No more than nine credits may be 500-level History courses. No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the History Department graduate advisor/program coordinator.</p>	<p>Students are required to take HIST 614: Research Methods, HIST 605: Introduction to Public History, one section of HIST 601: History Seminar, six credits from public history courses (HIST 606, 770, 771, 772), and HIST 790: Seminar in Public History. Students are also required to take six credits of HIST 698: History internship. This internship may be taken as two three-credit courses or one six-credit course. Remaining courses are to be subject specific electives, with no more than six credits coming from outside the discipline (and with advisor approval), and no more than nine credits from 500-level courses.</p> <p>A. Core Courses (18 cr.)</p> <p>HIST 614 Research Methods 3 cr. HIST 605 Introduction to Public History 3 cr. HIST 601 History Seminar 3 cr. HIST 790 Seminar in Public History 3 cr. HIST 698 Internship 6 cr. HIST 790: Seminar in Public History is the degree's capstone course.</p> <p>B. Controlled Electives (6 cr.)</p> <p>Select (6 cr. from the following list): HIST 606 Topics in Public History 3 cr., HIST 770 Archival Principles and Practice 3 cr., HIST 771 Museum Studies 3 cr., HIST 772 Oral History Theory and Method 3 cr.</p> <p>If their schedule permits and the appropriate offerings exist, students may take more than six credits from the above selections.</p> <p>The twelve remaining credits are filled as electives. No more than nine credits may be 500-level History courses. No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the</p>
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	discretion of the History Department graduate advisor/program coordinator.
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6. DEPARTMENT OF KINESIOLOGY, HEALTH, AND SPORT SCIENCE

A. PROGRAM REVISION

Degree: M.Ed in Health and Physical Education

Rationale:

The M.Ed Health and Physical Education (HPE) program proposes increasing KHSS798 Thesis from 3 credits to 6 credits. The increase of thesis credits from 3cr to 6cr is being proposed to better reflect the workload requirements for students choosing this option. Thesis projects are new for the M.Ed HPED program. The M.Ed HPED degree went through revisions recently and we just graduated our first thesis-track students this past summer (2016). After assessing this experience, it was reported by both the students and the faculty involved that the required work warrants the additional credits. This will result in M.Ed HPE students choosing the thesis track to complete 33 total credits requirements (instead of the 30 credits currently). Furthermore, this proposal includes the expansion of special education options as a required course for students enrolled in the Teacher Certification track. This expansion of language to now include any special education course will increase flexibility to students while still meeting program requirements.

	Current Program Information	Proposed Changes
Catalog Description	<p>Grad Course Catalog: http://www.iup.edu/graduatestudies/catalog/</p> <p>The Master of Education in Health and Physical Education offers both a 30-credit thesis program and a 36-credit non-thesis program. This degree includes emphasis tracks tailored towards specific career goals. Within this program, students can focus on (1) K-12 Teacher Certification, (2) Community Health Education, (3) Adapted Physical Activity, or (4) Athletic Coaching.</p>	<p>The Master of Education in Health and Physical Education offers both a 33-credit thesis program and a 36-credit non-thesis program. This degree includes emphasis tracks tailored towards specific career goals. Within this program, students can focus on (1) K-12 Teacher Certification, (2) Community Health Education, (3) Adapted Physical Activity, or (4) Athletic Coaching.</p>
Current Program Requirements		Proposed Program Requirements (in red)

<p>I. Core Courses (12 cr.) KHSS 517 Contemporary Issues in School and Community Health 3 cr. KHSS 634 Current Literature in Health, Fitness, and Sport 3 cr. KHSS 640 Research Methods for Health, Sport, and Physical Activity 3 cr. KHSS 680 Seminar 3 cr.</p> <p>II. Tracks (choose one)</p> <p>A. Teacher Certification* (24 cr.) KHSS 526 Health Science Instruction 3 cr. KHSS 615 Program Design and Assessment in Health and Physical Education 3 cr. KHSS 631 Motor Learning 3 cr. KHSS 645 Advanced Teaching Techniques in Physical Education 3 cr. KHSS 655 Health and Fitness for Elementary Children 3 cr. KHSS 670 Advanced Seminar in Adapted Health Physical Education 3 cr. KHSS 675 Fitness Technology for Health and Physical Educators 3 cr. EDEX 560 Family Perspective on Disability 3 cr. OR EDEX 650 Exceptional Children and Youth 3 cr.</p> <p>B. Community Health Education (12 cr.) KHSS 520 Health Education and Promotion at the Workplace 3 cr. NURS 610 Health Promotion and Social Issues 3 cr. HSAD 605 Epidemiology in Health Service Administration 3 cr. OR KHSS 672 Epidemiology of Physical Activity 3 cr. KHSS 698 Internship 3 cr.</p> <p>C. Adapted Physical Activity (12 cr.) EDEX 650 Exceptional Children and Youth 3 cr. KHSS 537 Coaching Disability Sport 3 cr. KHSS 670 Advanced Seminar in Adapted and Physical Education 3 cr. KHSS 698 Internship 3 cr.</p> <p>D. Athletic Coaching Education (12 cr.) KHSS 602 Sport Psychology 3 cr. KHSS 603 Physiological Basis of Sport 3 cr.</p>	<p>I. Core Courses (12 cr.) KHSS 517 Contemporary Issues in School and Community Health 3 cr. KHSS 634 Current Literature in Health, Fitness, and Sport 3 cr. KHSS 640 Research Methods for Health, Sport, and Physical Activity 3 cr. KHSS 680 Seminar 3 cr.</p> <p>II. Tracks (choose one)</p> <p>A. Teacher Certification* (24 cr.) KHSS 526 Health Science Instruction 3 cr. KHSS 615 Program Design and Assessment in Health and Physical Education 3 cr. KHSS 631 Motor Learning 3 cr. KHSS 645 Advanced Teaching Techniques in Physical Education 3 cr. KHSS 655 Health and Fitness for Elementary Children 3 cr. KHSS 670 Advanced Seminar in Adapted Health Physical Education 3 cr. KHSS 675 Fitness Technology for Health and Physical Educators 3 cr. EDEX 650 Exceptional Children and Youth 3 cr. OR An approved course in Special Education</p> <p>B. Community Health Education (12 cr.) KHSS 520 Health Education and Promotion at the Workplace 3 cr. NURS 610 Health Promotion and Social Issues 3 cr. HSAD 605 Epidemiology in Health Service Administration 3 cr. OR KHSS 672 Epidemiology of Physical Activity 3 cr. KHSS 698 Internship 3 cr.</p> <p>C. Adapted Physical Activity (12 cr.) EDEX 650 Exceptional Children and Youth 3 cr. KHSS 537 Coaching Disability Sport 3 cr. KHSS 670 Advanced Seminar in Adapted and Physical Education 3 cr. KHSS 698 Internship 3 cr.</p> <p>D. Athletic Coaching Education (12 cr.) KHSS 602 Sport Psychology 3 cr. KHSS 603 Physiological Basis of Sport 3 cr. KHSS 610 Coaching Management 3 cr.</p>
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<p>KHSS 610 Coaching Management 3 cr. KHSS 698 Internship 3 cr.</p> <p>III. Electives and/or Thesis (Choose one) 6-12 cr. A. Thesis Option (6 cr.) KHSS 795 Thesis 3 cr. Electives in KHSS or related fields. 3 cr.</p> <p>OR</p> <p>B. Non-Thesis Option (12 cr.) Electives in KHSS or related fields. 12 cr.</p>	<p>KHSS 698 Internship 3 cr.</p> <p>III. Electives and/or Thesis (Choose one) 9-12 cr. A. Thesis Option (9 cr.) KHSS 795 Thesis 6 cr. Electives in KHSS or related fields. 3 cr.</p> <p>OR</p> <p>B. Non-Thesis Option (12 cr.) Electives in KHSS or related fields. 12 cr</p>
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Appendix C
Student Affairs Committee
Chair Stocker

FOR ACTION:

POLICY REVISION: Missing Residential Student Notification Policy

Rationale: As a result of an audit of IUP's practices in compliance with the Clery Act, revision to the Missing Residential Student Notification Policy is needed. The substantive change is to insure the security of a residential student's confidential contact information. In addition, rather than having University Police provide notification to residential students of this policy, the Student Affairs division will have this responsibility. Other changes to the existing policy reflect the responsibilities of all university members, clarification of responsibilities, editorial organization of the information, and reference to IUP's contemporary student information utilities (MyIUP versus URSA).

CURRENT POLICY

Subject: **Missing Residential Student Notification Policy**

Date: **September 1, 2010**

Distribution Code: **A-I**

Reference Number:

Revised: **February 22, 2011**

Originating Office:

President's Approval

Office of Vice President for Student Affairs

1. PURPOSE:

~~The purpose of this policy is to respond to missing residential student alerts in a timely manner.~~

**THIS LANGUAGE WAS REVISED FOR CLARITY – SEE THE PROPOSED
POLICY REVISION**

2. SCOPE:

While the scope of policy and procedures is directed primarily to the Student Affairs Division and IUP Police Department, all members of the university community, students, faculty, staff, and administrators, are encouraged to report to University Police when they believe that a student is missing.

3. OBJECTIVE:

The objectives of the Missing Residential Student Notification Policy include the following:

- ~~• Clearly define the reporting protocol when a residential student is presumed missing;~~
- ~~• Announce reporting requirements; and~~
- ~~• Establish procedures for implementing the policy.~~

THIS LANGUAGE WAS REVISED FOR CLARITY – SEE THE PROPOSED POLICY

REVISION

4. POLICY:

As required by the Higher Education Opportunity Act, and consistent with IUP's commitment to student safety, this policy establishes notification procedures in the event that a residential student is presumed missing. **ADDITIONAL LANGUAGE ADDED – SEE THE PROPOSED POLICY REVISION**

5. DEFINITIONS:

- A. Residential Student: a person who resides in on-campus housing, has assigned housing contract, and is currently enrolled at the university.
- B. Missing: a residential student is presumed missing if s/he is unaccounted for more than 24 hours.
- C. University Members: all IUP faculty, staff, clerical personnel, administrators, and students.
- ~~D. Authorized Campus Officials: President, all Vice Presidents, and/or their designees.~~

6. RESPONSIBILITIES:

- A. The IUP Police Department will:
 - ~~• Provide notification of this policy in the Annual Safety and Security Brochure;~~
 - ~~• Inform through e-mail residential students at the start of every academic semester of the option of registering through URSA, a confidential contact person, to be notified if a student is presumed missing;~~
 - ~~• Publish this policy university-wide through the Annual Safety and Security Brochure;~~
 - Investigate when a residential student is reported missing, including coordinating with Student Affairs Division personnel; and
 - Initiate emergency contact procedures, including notifying designated confidential contact persons, custodial parents, legal guardians, university officials, and appropriate law enforcement agencies.
- B. The Office of Housing and Residence Life will assist in the communication about and investigation of a student presumed missing by notifying University Police of a missing student and taking action to locate the student.
- C. Residential students are responsible for ensuring that their contact information is current and accurate.

7. PROCEDURES:

- A. University Police will:
 - ~~• Inform residential students at the start of each academic semester via e-mail of the option of registering a confidential contact person, through URSA, to be contacted by the university 24 hours after the time the student is determined to be missing.~~

THESE SECTIONS
7A AND 7B

HAVE BEEN
REWORDED IN
PROPOSED
POLICY
REVISIONS
SECTIONS 7D
AND 7E TO BE
MORE SUCCINCT
AND BE
ACCURATE IN

B.

- Inform residential students under the age of 18 and not emancipated that University Police is required to notify custodial parents or legal guardians within 24 hours after the time a student is determined to be missing.
 - Inform appropriate law enforcement agencies within 24 hours after the time that the student is determined missing.
 - Inform university employees, who receive a report that a student is missing, or has independent information that a student is missing, that they should immediately report the information or evidence to the IUP Police Department.
 - Upon receipt of a report of a presumed missing person, notify the Office of Housing and Residence Life, whose staff will determine whether the missing person is a Residential Student.
 - If the student is determined to be missing, contact the relevant outside law enforcement authorities and provide the relevant information.
 - Notify and request assistance of all pertinent law enforcement agencies, including, if known, those operating in the student's normal routes of travel or hometown.
 - Notify all law enforcement agencies involved of status reports during the course of the investigation.
 - Encourage the person making the report to report the missing person to local police.
 - Follow General Order governing investigating missing/endangered persons.
- B. UP Office of Housing and Residence Life staff will:
- Conduct a preliminary investigation in order to verify the situation and to determine the circumstances which exist relating to the reported missing residential student, including:
 - attempting to contact the student via phone, text message, e-mail;
 - visiting the residential student's room to verify whereabouts and/or wellness, and, in some cases, delivering a message to contact a parent or family member who is searching for them;
 - conducting a health and safety check of the room, if no one answers at the student's residence;
 - gathering information from roommates, suitemates, hallmates, friends, neighbors, etc.;
 - checking card access system logs;
 - checking dining usage records;
 - coordinating with the Crisis Assessment and Response Team to determine:
 - class attendance
 - participation in university activities, organizations, services (health, counseling, disabled student services)
 - Report findings to University Police for appropriate continued follow-up, as specified in VII.A.

8. RECISION:

This policy shall 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.

9. PUBLICATIONS STATEMENT:

~~The IUP Office of University Safety will publish and transmit this policy to all members of the university community through the Annual Safety and Security Brochure.~~

REVISED IN PROPOSED POLICY REVISION

10. DISTRIBUTION:

<u>Code</u>	<u>Description</u>
A	All Employees All Students

PROPOSED:

Subject: Missing Residential Student Notification Policy

Date: September 1, 2010 Distribution Code: A-I Reference Number:

Revised: February 22, 2011

Proposed Revision: May 2017

Originating Office:	President's Approval
Office of Vice President for Student Affairs	

1. PURPOSE:

The purpose of this policy is to define University notification and procedural response to a report of a presumed missing residential student.

2. SCOPE:

While the scope of policy and procedures is directed primarily to the Student Affairs Division and IUP Police Department, all members of the university community, students, faculty, staff, and administrators, are required to report to University Police when they believe that a residential student is missing.

3. OBJECTIVE:

The objectives of the Missing Residential Student Notification Policy include the following:

- Define notification protocols upon receipt of a presumed missing residential student report; and,
- Define procedural response to a report of a presumed missing residential student.

4. POLICY:

As required by the Higher Education Opportunity Act, and consistent with IUP's commitment to student safety, IUP directs residential students to provide emergency notification contacts in the event that a residential student is presumed missing. The

missing residential student contact information is confidential and will only be accessed by authorized University officials when a residential student is presumed missing.

5. DEFINITIONS:

- A. Residential student: a person who resides in on-campus housing, has a signed housing contract, and is currently enrolled at the university.
- B. Missing: a residential student is presumed missing if s/he is unaccounted for more than 24 hours.
- C. University members: all IUP faculty, staff, clerical personnel, administrators, students, and volunteers.

6. RESPONSIBILITIES:

- A. The IUP Police Department will:
 - Investigate when a residential student is reported missing, including coordinating with Student Affairs Division personnel; and,
 - Initiate emergency contact procedures, including notifying missing residential student emergency notification contacts, custodial parents, legal guardians, university officials, and appropriate local law enforcement agencies.
- B. The Student Affairs Division will:
 - Inform residential students at the start of every academic semester through e-mail, mobile app and MyIUP announcements of the option of registering, through the MyIUP portal, a confidential contact person, to be notified if a residential student is presumed missing.
- C. The Office of Housing, Residential Living, and Dining will:
 - Assist in the communication about and investigation of a residential student presumed missing by notifying University Police of a presumed missing residential student and taking action to locate the student.
- D. Residential students are responsible for ensuring that their confidential contact information if presumed missing is current and accurate.

7. PROCEDURES:

- A. A student living in on-campus housing may register confidential contact information for missing residential student purposes at any time by using the “Personal Information” tab at the MyIUP portal: <https://my.iup.edu/web/home-community/personal-information>.

By federal law the missing residential student emergency notification contact information is distinct from the general emergency contact provided by all students and is held to a higher standard of confidentiality than the general emergency contact information.

- B. Confidential contact information for missing residential student purposes will only be accessed by authorized University officials and disclosed to local law enforcement agencies in furtherance of an investigation.
- C. Reporting a Missing Residential Student
 - All University members are required to immediately report presumed missing residential student information to the IUP Police Department at (724) 357.2141. University Members may also contact the Office of Housing, Residential Living, and Dining at (724) 357.2696 or the Office of the Vice President for Student Affairs at (724) 357.2220 to initially report a missing

residential student. Both of these offices are required, in turn, to notify the IUP Police Department.

- If a University member has reason to believe that a residential student is missing, all possible efforts will be made to locate the student to determine their state of health and well-being through a collaborative effort of the IUP Police Department, the Division of Student Affairs and the Office of Housing, Residential Living, and Dining and local law enforcement agencies, as needed.

D. University Police

Upon notification of a missing residential student, the IUP Police Department will initiate a formal investigation according to Department Policy or contact the appropriate local law enforcement agency. In all cases, IUP Police Department personnel will:

- Notify the student's missing residential student emergency notification contact, if registered, within 24 hours.
- Notify the local law enforcement agency with jurisdiction, if other than IUP PD, within 24 hours
- If the residential student is under the age of 18 and is not an emancipated individual, IUP PD will notify the student's custodial parent or guardian within 24 hours.
- Utilize University resources, specifically the Office of Housing, Residential Living and Dining, to support the information-gathering and investigative process to the extent practical.
- Utilize local, regional or federal law enforcement resources to assist or facilitate the information-gathering or investigative process to the extent practical, especially if the circumstances are considered to be high-risk.

E. Office of Housing, Residential Living, and Dining

Upon notification of a missing residential student, the Office of Housing, Residential Living, and Dining will notify the IUP Police Department for investigative purposes and will:

- Assist the IUP Police Department in gathering relevant personal or technical information (facility video, system access logs, participation in academic or University organizations, social media etc.) in support of the missing residential student investigation; and,
- Conduct a health and safety check of the missing residential student's room, if no person answers at the student's on-campus address.

8. RECISION:

This policy shall 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.

9. PUBLICATIONS STATEMENT:

The Student Affairs division will provide e-mail notification to all members of the university community.

The IUP Clery Committee will publish this policy through the Annual Security and Fire Safety Report.

10. DISTRIBUTION:

<u>Code</u>	<u>Description</u>
-------------	--------------------

A

All Employees
All Students

Appendix D
Academic Affairs Committee
Chair Dugan

FOR ACTION:

1. Verification of Participation in Academically Related Activities

The following, new policy is brought forth jointly by the Academic Affairs Committee and the University-Wide Graduate Committee.

BACKGROUND

This policy formalizes how IUP will determine the earned and unearned portions of federal Title IV student aid funds, and ensure the integrity of these, as required under Title IV of the Higher Education Act of 1965 (HEA), as amended.

Title IV aid is significant to higher education, in general, and to IUP, in particular. These aid programs include grants, loans and work-study. (*Retrieved, 3/24/2017, <https://studentaid.ed.gov/sa/types>*). At least 80% of IUP students receive financial aid in the form of loans. (IPEDS, 2016).

RATIONALE

The Higher Education Act of 1965 (HEA; P.L. 89-329) authorizes numerous federal aid programs that provide support to both individuals pursuing a postsecondary education and institutions of higher education (IHEs). Title IV of the HEA authorizes the federal government's major student aid programs, which are the primary source of direct federal support to students pursuing postsecondary education. The HEA was first enacted in 1965 and has since been amended and extended numerous times, and it has been comprehensively reauthorized eight times. The most recent comprehensive reauthorization of the HEA occurred in 2008 under the Higher Education Opportunity Act (HEOA; P.L. 110-315), which authorized most HEA programs through FY2014. Following the passage of the HEAO, the SAFRA Act, as part of the Health Care and Education Reconciliation Act of 2010 (P.L. 111-152), made several notable changes to the HEA. Current HEA authorization is set to expire at the end of FY2014. However, the General Education Provisions Act (GEPA) authorizes the appropriation of funds for HEA programs for an additional year—through FY2015. (*retrieved 3/24/2017, <https://www.hsdl.org/?view&did=749333>*).

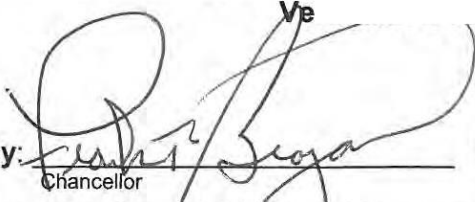
The General Education Provisions Act (GEPA) outlines enforcement and ramifications of failure to meet the tenets of the HEA. Among the enforcement options are the withholding of future funds, until repayment). (*retrieved, 3/24/2017, https://www.everycrsreport.com/reports/R411119.html#_Toc256753039*)

This policy comes forth because of an Office of the Chancellor policy on HEA. The IUP policy retains the Chancellors policy components and adds a procedure for IUP.

State System Policy

Office of the Chancellor
Pennsylvania's State System of Higher Education
Procedures and Standards for University Operations

Procedure/Standard Number 2016-27
Verification of Attendance

Approved by:  Date: 8/31/16
Chancellor

History: The administration of federal student aid under Title IV of the Higher Education Act of 1965, as amended, requires universities to determine whether or not financial aid must be returned for Title IV recipients who withdrew during the term. Proper calculation for the return of Title IV funds (R2T4) is dependent upon verifying attendance in academically related activities.

Additional History:

Related Policies, Procedures or Standards: N/A

Key Words/Categories: Academic, Faculty, Finance, Scholarships and Waivers, Students

Additional References: United States (U.S.) [Federal Student Aid Handbook, Volume 5: Withdrawals and the Return of Title IV Funds; R2T4 At A Glance Worksheet Definitions \(Withdrawal Date\)](#). *Note: The Background and Definitions sections below are based on language taken from the Federal Student Aid Handbook (FSA).*

I. Background: Federal Requirements for Verification of Attendance

Federal student aid, under Title IV of the Higher Education Act of 1965, as amended, is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. If a recipient of Title IV grant or loan funds withdraws from a school after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined based on the student's withdrawal date. (FSA 5-4)

A university is required to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the amount of time the student spent in attendance or, in the case of a clock-hour program, was scheduled to be in attendance. Up through the 60 percent point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60 percent point in the payment period or period of enrollment, a student has earned 100 percent of the Title IV funds he/she was scheduled to receive during the period. (FSA 5-3)

A university must develop a mechanism for determining whether a Title IV recipient who began attendance unofficially withdrew (ceased attending academically related activities). If a student who began attendance and did not officially withdraw fails to earn a passing grade in at least one course, the institution must assume the student has unofficially withdrawn, unless the institution can document otherwise. (FSA 5-56)

II. Definitions

A. **Withdrawal-To** cease attendance in all Title IV eligible classes in a payment period or period of attendance, as applicable. A student is considered to have withdrawn from a payment period or period of enrollment if, in the case of a program that is measured in credit hours, the student does not complete all the days in the payment period or period of enrollment that the student was scheduled to complete. (FSA A-75)

1. **Official Withdrawal Date-If** a student provides written or oral notification of withdrawal to the university's designated office stating intent to withdraw, the withdrawal date is the date the university receives the notification. (FSA 5-52)
2. **Unofficial Withdrawal Date-In** general, if a student leaves the university without the provision of official notification, the withdrawal date is the midpoint of the payment period or period of enrollment, as applicable, or the last date of an academically related activity in which the student participated. (FSA 5-53)

B. **Academically Related Activity** (FSA 5-59)

1. Academically related activities include, but are not limited to:
 - a. Physically attending a class where there is an opportunity for direct interaction between the instructor and students.
 - b. Submitting an academic assignment.
 - c. Taking an exam, an interactive tutorial, or computer-assisted instruction.
 - d. Attending a study group that is assigned by the university.
 - e. Participating in an online discussion about academic matters.
 - f. Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

2. Academically related activities do **not** include activities where a student may be present but not academically engaged, such as:
 - a. Living in institutional housing.
 - b. Participating in the university's meal plan.
 - c. Logging into an online class without active participation.
 - d. Participating in academic counseling or advisement.

C. **Academically Related Activity for Distance Education Courses** (FSA 5-60)- In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity. Academically related activities in a distance education course include, but are not limited to:

1. Student submission of an academic assignment.
2. Student submission of an exam
3. Documented student participation in an interactive tutorial or computer-assisted instruction.
4. A posting by the student showing the student's participation in an online study group that is assigned by the institution.
5. A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
6. An email from the student or other documentation showing the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

D. **Failing Grade, Earned-Grade** awarded to students who generally completed the course period but failed to achieve the course objectives. It is used when, in the opinion of the instructor, completed assignments or course activities or both were sufficient to make normal evaluation of academic performance possible. (FSA 5-57)

E. **Failing Grade, Unearned-Grade** awarded to students who did not officially withdraw from the course, but who failed to participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. (FSA 5-57)

III. Procedure for Verification of Attendance

Each State System university shall develop a policy that ensures verification of class attendance or participation in other academically related activities for purposes of the return of Title IV funds. Each university policy must meet the following minimum requirements.

- A. The instructor of record must verify course rosters for census purposes at the end of the add/drop period. Verification of course rosters affirms that the students listed have been involved in academically related activities associated with the course. For online courses, the faculty member shall advise students to log into the course and begin course activity during the add/drop period.
- B. The university must utilize in its grading system an earned failing grade and an unearned failing grade. For failing grades, the instructor of record must determine if the failure was based on performance or nonperformance, and submit the appropriate grade.
- C. Require a second verification of the course roster for census purposes at the course midpoint or 60 percent point, and/or require the faculty member to provide the last known date of academically related participation if the student receives an unearned failing grade.

IUP NEW POLICY – FOR ACTION

POLICY STATEMENT

Subject: Verification of Participation in Academically Related Activities Policy		
Date: XXX 2017	Distribution Code:	Reference No:
Addition Deletion X New Item Revision	Originating Offices: X Registrar – primary point of contact X Financial Aid X Bursar	

Purpose

This policy formalizes how IUP will determine the earned and unearned portions of federal Title IV student aid funds, which is required under Title IV of the Higher Education Act of 1965, as amended. Up through the 60 percent point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of earned Title IV aid. After the 60 percent point, a student has earned 100 percent of the Title IV aid funds he/she was scheduled to receive during the period. If a student unofficially withdraws (ceases to participate in academically related activities), the university must determine that date.

Scope

All students shall engage in academically related activities in order to be eligible for federal (Title IV) student aid. All instructors of record shall verify their course rosters at designated times during each semester for such activity. This information will assist IUP personnel in Financial Aid and Bursar with the calculations of aid that may be awarded and/or returned.

Definitions

- A. **Withdrawal** – To cease attendance in all Title IV eligible classes in a payment period or period of attendance, as applicable. A student is considered to have withdrawn from a payment period or period of enrollment if, in the case of a program that is measured in credit hours, the student does not complete all the days in the payment period or period of enrollment that the student was scheduled to complete.
1. **Official Withdrawal Date** – If a student provides written or oral notification of withdrawal to the university's designated office stating intent to withdraw, the withdrawal date is the date the university receives the notification.
 2. **Unofficial Withdrawal Date** – In general, if a student leaves the university without the provision of official notification, the withdrawal date is the midpoint of the payment period or period of enrollment, as applicable, or the last known date of an academically related activity in which the student participated.
- B. **Academically Related Activity**
1. Academically related activities include, but are not limited to:
 - a. Physically attending a class where there is an opportunity for direct interaction between the instructor and students.
 - b. Submitting an academic assignment.
 - c. Taking an exam, an interactive tutorial, or computer-assisted instruction.
 - d. Attending a study group that is assigned by the university.
 - e. Participating in an online discussion about academic matters.
 - f. Initiating contact with a faculty member to ask a question about the academic subject studied in the course.
 2. Academically related activities do **not** include activities where a student may be present but not academically engaged, such as:
 - a. Living in institutional housing.
 - b. Participating in the university's meal plan.
 - c. Logging into an online class without active participation.
 - d. Participating in academic counseling or advisement.
- C. **Academically Related Activity for Distance Education Courses** – In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity. Academically related activities in a distance education course include, but are not limited to:
1. Student submission of an academic assignment.
 2. Student submission of an exam.
 3. Documented student participation in an interactive tutorial or computer-assisted instruction.
 4. A posting by the student showing the student's participation in an online study group that is assigned by the institution.
 5. A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.

6. An email from the student or other documentation showing the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.
- D. **Failing Grade, Earned** – Grade awarded to students who generally completed the course period but failed to achieve the course objectives. It is used when, in the opinion of the instructor, completed assignments or course activities or both were sufficient to make normal evaluation of academic performance possible (instructor will record a grade of “F”).
- E. **Failing Grade, Unearned** – Grade awarded to students who did not officially withdraw from the course, but who failed to participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible (instructor will record a grade of “N”, along with the last known date of participation in academically related activities.)

Procedure

All instructors of record must verify in the student system that students on their course rosters have participated in academically related activities immediately after the drop/add period, when mid-term grades are recorded, and when final grades are submitted.

Immediately after drop/add, verification of course rosters affirms that the students listed have been involved in academically related activities associated with the course. For online courses, the faculty member shall advise students to log into the course and begin course activity during the add/drop period.

Mid-term and final grades must be recorded in the student system for all students with earned and unearned failing grades. Instructors must determine if the failure was based on performance (“F”) or non-participation (“N”), respectively, and must also record the last known date of participation in academically related activities if the student receives an unearned failing grade (“N”).

Roles and Responsibilities

Students will be responsible for engaging in academically related activities in their courses. Instructors will record participation at the end of the drop/add period. For students failing the course at mid-term and/or finals, instructors will record whether or not the failing grade was due to performance or non-performance (earned or unearned). If the failure was due to nonparticipation, the last known date of the student’s participation in academically related activities will be reported. IUP personnel in Financial Aid and the Bursar will use the recorded information to determine the amount of Title IV student aid may be awarded and/or returned.

Guidelines

For more information about specific guidelines, consult the University Catalogs (undergraduate and graduate) at <https://www.iup.edu/registrar/> or <https://www.iup.edu/graduatestudies/catalog/>.

Rescission

Not applicable.

Publication and Distribution Statement

This policy will be distributed directly to all IUP students, faculty and applicable administrative offices at least once per academic year. It will also be included in the mid-term and final grade instructions distributed by the Registrar's Office as well as incorporated in the University Catalogs.

Distribution

Code Description

- A All Faculty
- All Students
- All Applicable Administrative Offices

2. Conflict of Interest Policy

In order to fulfill the university's educational mission and uphold standards of academic integrity, faculty members are expected to avoid apparent or actual conflicts of interest, favoritism, or bias. Ideally, instructors shall refrain from teaching any person to whom they are related, including their own children, other close relatives (including but not limited to immediate family members), or romantic partners. Instructors with any conflicts of interest have a duty to report, in a timely fashion, the existence of the conflict to their Dean. As part of the disclosure, the instructor shall submit to the Dean a strategy or plan that would mitigate the conflict.

Rationale:

The committee was asked to develop this policy and found, on review, that many institutions make such recommendations, for the protection of academic integrity, and faculty and students. The policy provides general guidance and guidelines for ensuring academic integrity, should such a potential conflict occur.

Appendix E
Noncredit Committee
Chair O’Neil

Interview: The Office of Communication and Marketing

Interviewee: Michelle Fryling, Executive Director of Communications and Media Relations and Emily Smith, Assistant Director

Committee members present: Tess O’Neil, Melanie Duncan, Marcy Rearick and Tim Mack.

Excused: Jeff Santicola and Sudipta Majumdar

IUP’s Communications and Marketing Office assists members of the campus community in meeting their communications needs. The staff uses its expertise in various communications specialties to assist with delivering messages to audiences using best practices and strategies. Most importantly, this office is responsible for the university’s image.

Office Personnel, in addition to Michelle and Emily:

Susan Kirchner, Office Secretary
Michael Powers, Directory of Electronic Communications
Matt Burglund, University Editor

IUP Design Studio:

Ronald Mabon, Director of Studio Design
David Raymond, Assistant Director of Visual Communications
Meghan McMeans, University Designer

Video Services:

William Hamilton, Director of Video Services
Kenneth Ciroli, A/V Media Specialist

Photo Services:

Keith Boyer

Web Team

Bruce Dries
Jessica Groll
Marilyn Kukula
Eric Barker

Office functions include:

Advertising

Size, cost, and creation of a display ad, plus information on position advertising. This office distributes all press releases (not sports). In addition, they handle admissions marketing for undergraduates.

Emily Smith is the monitor of social media: Approximate followers:

Facebook, 50,000, including alumni

Twitter, 12,000

Instagram, 5,500

SnapChat

Media Relations

All internal and external media placements and relations for the IUP community.

Photography

The university photographer's expertise is utilized in all facets of communications and marketing.

Publications

What we do, how long it takes, and how to schedule your job for printing.

University Editor

All print publications for off-campus audiences must receive editorial approval.

Videography

The Office of Video Services produces high-end video productions for IUP.

Web Team

The Web Team manages the main IUP website, MyIUP, and the IUP mobile smartphone application. (How-To's are available for web maintainers.)

The office also assists the university in:**Graphic Identity Standards**

These standards establish a consistent framework for presenting the university's visual identity in printed publications, advertisements, websites, and other media.

IUP PowerPoint Templates

Downloadable IUP-themed PowerPoint templates for use in college and departmental presentations.

Resources

Take advantage of our stock materials, including fact sheets you might need to impress VIPs and templates you can use to create your own promotional printed pieces or PowerPoint presentations.

When asked, what would make the office more efficient, Michelle stated that a ‘communication specialist’ for each college would assist in marketing to each respective college.

Recommendations by the committee:

Contacting each college to secure a graduate student with an assistantship to act as a liaison between the Office of Communication and Marketing and their own college. This would assure proper publication of events not always known to the office of communications and marketing and assist in recruitment.

Appendix F
Research Committee
Chair Sciulli

FOR INFORMATION:

The University Senate Research Committee met on March 21, 2017. The meeting was devoted to the review of small grant proposals. There were 12 USRC small grant proposals. The decision was made to fund 8 proposals totaling \$11,309.00.

The USRC funded projects by:

- Ms. BA Harrington
- Dr. Kevin Eisensmith
- Dr. Melanie Holm
- Dr. Joseph Mannard
- Dr. R. Scott Moore
- Dr. Marveta Ryan-Sams
- Dr. David Wachob
- Dr. Jonathan Warnock

The next meeting is Tuesday, April 11, 2017, at 3:30pm, 101 Stright Hall.