

University Senate

Tuesday, November 5, 2019

3:30pm – 5:00pm, Eberly Auditorium

Approval of Order

- A. Approval of minutes from October 1, 2019 meeting
- B. Approval of current agenda items and order

Reports and Announcements

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

Appendix Page(s)

Standing Committee Reports

- A. Rules Committee
- B. University-Wide Undergraduate Curriculum Committee
- C. University-Wide Graduate Committee
- D. Library and Education Services Committee Research Committee
- E. Research
- F. Student Affairs Committee
- G. University Development and Finance Committee
- H. Academic Affairs Committee
- I. Awards Committee
- J. Noncredit Committee

Chairperson

- Smith-Sherwood
- Sechrist/Greenawalt
- Moore/Frenzel
- Drummond
- Marin
- Erwin
- Mount
- Dugan/Wachter
- Paul
- O'Neil/Rearick

- A 2
- B 3-15
- C 16-31
- D 32-35
- E 36-37
- F 38
- G 39-44
- H 45

Senate Representative Reports

- A. University Planning Council
- B. Presidential Athletic Advisory Committee
- C. Academic Computing Policy Advisory Committee
- D. University Budget Advisory Committee

Representative

- Stocker
- Castle
- Chadwick
- Soni

- I 46-49

New Business

Adjournment



**Appendix A
Rules Committee
Chair Smith-Sherwood**

FOR ACTION:

The Rules Committee recommends that the President of the University appoint a representative from the Senate to the newly-formed UPC.

Rationale: The Rules Committee acknowledges that “Senate Representative Reports” may only be provided by Senate representatives appointed “to other organizations” (By-laws III. E.) and understands that there is currently no Senate representative to the newly-formed UPC. However, given the unique nature of the University Senate, by which every constituency of the university community is represented, the Rules Committee, recommends that there be an appointed representative from the Senate to the UPC.

As a ‘formal action’ of the Rules Committee, this motion “shall be voted on by the University Senate” (By-laws IV. E.)

Since the 10/8/19 Rules Committee meeting, additional information has been gathered. There are at least three members of the newly-formed UPC that are also Senators. The President and the UPC welcome the opportunity for there to be a report to the Senate from the UPC by way of a Senator/member of UPC, however, that individual would not be a Senate representative. As such, the Senate might receive a UPC report at a different point in the agenda. For example, as is currently the case with reports from the President, Provost, Chair, and Vice Chair, a report from UPC may be included under Reports and Announcements, prior to Standing Committee Reports.

FOR INFORMATION:

As of 10/28/19, the following committees have vacancies:

| | Faculty | Admin/Staff | Student |
|---|--------------------------------------|--|-------------------------------|
| UWUCC | ----- | ----- | 3 Undergraduate |
| UWGC | 1 (some restrictions) | ----- | 3 Graduate |
| Rules | 1 | 1 Staff | 2 Undergraduate 1 Graduate |
| Academic Affairs | ----- | 1 Dean appointed | 1 Undergraduate 1 Graduate |
| Awards | 1 CHSS 1 USVC | 1 Dean 1 Admin appointed 1 Admin elected | 1 Undergraduate 1 Graduate |
| Development & Finance | 2 | 1 Staff | 1 Graduate |
| Library & Ed Services (LESC) | ----- | 1 Staff | 1 Undergraduate 1 Graduate |
| Non-Credit Instruction | 1 | 1 Staff | ----- |
| Research | 1 CHSS 1 USVC | ----- | 3 Undergraduate 1 Graduate |
| Student Affairs (SCOSA) | 2 1 At Large (may be Admin/Staff) | ----- | 7 Undergraduate 2 Graduate |

If you are a Senator currently without a committee assignment, please consider how you may serve. Please contact Rules Chair Smith-Sherwood smithshe@iup.edu regarding filling a vacancy.



Appendix B
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Greenawalt

FOR INFORMATION:

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

- ANTH 213 World Prehistory
- ANTH 240 Introduction to Global Health
- ANTH 315 North American Archaeology
- IFMG 471 Data Center and Cloud Computing Fundamentals
- ENGL 225 Introduction to Literature by Women

FOR ACTION:

1. Department of Criminology and Criminal Justice—Course Revision and Catalog Description Change

Current Catalog Description:

CRIM 101 Crime and Justice Systems

3c-0l-3cr

Prerequisite: none

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

Proposed Catalog Description:

CRIM 101 Crime and Justice Systems

3c-0l-3cr

Prerequisite: none

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

Rationale: Course revised to align student learning outcomes to the Liberal Studies EUSLO and to include assessment. The catalog description is being updated to match the current catalog style.



2. Department of Marketing—Course Revision, Catalog Description Change, Course Title Change, and Modification of Prerequisites

Current Catalog Description:

MKTG 434 Marketing Logistics

3c-0l-3cr

Prerequisites: Junior/senior standing, MKTG 320, MGMT 330

Focuses on planning, organizing, and controlling the marketing logistics function. In addition to the acquisition and application of management science methods, students integrate and apply previously gained knowledge to analyze and solve complex marketing logistics problems. Areas of major concentration include facility location, transportation, inventory management, and customer service.

Proposed Catalog Description:

MKTG 434 Business Logistics: Technical Analysis and Applications

3c-0l-3cr

Prerequisites: Senior standing, MKTG 320, MGMT 330

Implements a technical and analytical approach for designing and executing the logistics functions within business supply chains. Analyzes and evaluates the key logistical domains of order processing, inventory functions, warehousing, transportation, distribution, and customer service elements using quantitative methods and management science techniques. Applies a systems perspective for optimization of logistical parameters toward industrial marketing and operations efficiencies in the varied dynamics of transactional fulfillment.

Rationale: The course revision, catalog description change, course title change, and modification of prerequisites attempts to optimize content coverage with the extensive applications-based activities which demonstrate the technical and analytical nature of the logistics field. It increases our value delivery to students through their continuous involvement in the applied pedagogy tools like exercises and cases wherein much of the technical and analytical rigor is imparted via learning through application.

3. Department of Educational and School Psychology—Course Revision and Catalog Description Change

Current Catalog Description:

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures

3c-0l-3cr

Prerequisites: PSYC 101 or permission; admission to teacher certification

Acquaints students with major methods and techniques of evaluation used to assess and report growth, development, and academic achievement of learners in elementary and secondary schools, including interpretation of standardized test information.



Proposed Catalog Description:**EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures** **3c-01-3cr****Prerequisites:** PSYC 101 or EDSP 102 or permission; admission to teacher certification

Describes major methods and techniques of evaluation used to assess and report the growth, development, and academic achievement of learners in preschool, elementary, and secondary schools, including interpretation of standardized test information.

Rationale: EDSP 477 is being revised to reflect up to date content in the field, as well as place more of an emphasis on how to interpret a variety of assessments. The current approved curriculum proposal for this course includes a broad array of course objectives related to measurement and assessment, primary creating assessments, in the field of education. Based on current policies and guidelines in the field of education, i.e., Pennsylvania's Every Student Succeeds Act Consolidated State Plan (2018), more focus is being placed on creating and/or selecting assessments that yield useful information to inform instructional decisions as well as interpreting an array of assessments. Therefore, this course is being revised to create a more streamlined focus that aligns with current educational practices.

4. Department of Geosciences—New Course, Course Revisions, Modification of Prerequisites, Course Title Change, and Revision of Minor**a. New Course:****GEOS 475 Data Interpretation** **2c-01-2cr****Prerequisites:** GEOS 470, senior standing

Explores methods to analyze, interpret and graphically present original data using spreadsheets, statistical packages and other software tools. Working with individual faculty advisors, students collect data and make scientific observations for a capstone research project.

Rationale: In the mid-2000's, the Geoscience Department identified a gap in our undergraduate student learning outcomes related to quantitative skills and critical thinking. An attempt was made to improve student learning outcomes by adding a 2-credit course to our introductory freshman experience for all majors in the B.S. Geology tracks. GEOS 202 Quantitative Methods in the Geosciences, was designed to teach students how to solve analytical problems related to the topics covered by the co-requisite course GEOS 201 Foundations of Geology.

After a subsequent decade of continual student learning outcomes assessment, the Department's Student Learning Outcomes Committee recently recommended that GEOS 202 Quantitative Methods in the Geosciences be eliminated from the core curriculum and to replace these credits with a new senior-level course, GEOS 475 Data Interpretation, to be taught as a 'bridging course' in our junior-senior capstone research experience instead. The purpose of this course proposal is two-fold: 1) to improve student learning outcomes by embedding mastery of critical thinking and quantitative skills into the more meaningful



context of a student's own original capstone research; 2) to increase the impact and value of the student's capstone research project by changing it from an intermittent experience in the spring of the junior and the senior year to a continuous 3-semester capstone experience which will keep students more deeply engaged and better prepare them for both graduate study and work projects.

b. Modification of Prerequisites:

i. Current Course Title and Prerequisites:

GEOS 302 Structural Geology **3c-3l-4cr**

Prerequisites: Grade of "C" or better in GEOS 201 and 202

Proposed Course Title and Prerequisites:

GEOS 302 Structural Geology **3c-3l-4cr**

Prerequisite: Grade of "C" or better in GEOS 201

ii. Current Course Title and Prerequisites:

GEOS 312 Hydrogeology **3c-3l-4cr**

Prerequisites: Grades of "C" or better in GEOS 201 and 202; MATH 121 or 125 or instructor permission.

Proposed Course Title and Prerequisites:

GEOS 312 Hydrogeology **3c-3l-4cr**

Prerequisites: Grade of "C" or better in GEOS 201; MATH 121 or 125 or instructor permission.

iii. Current Course Title and Prerequisites

GEOS 405 American Southwest Seminar **1c-0l-1cr**

Prerequisites: Grades of "C" or better in GEOS 201 and 202; instructor permission required

Proposed Course Title and Prerequisites:

GEOS 405 American Southwest Seminar **1c-0l-1cr**

Prerequisites: Grade of "C" or better in GEOS 201; instructor permission required

iv. Current Course Title and Prerequisites:

GEOS 407 Carbonate Geology Seminar **1c-0l-1cr**

Prerequisites: Grades of "C" or better in GEOS 201 and 202; instructor permission required



Proposed Course Title and Prerequisites:**GEOS 407 Carbonate Geology Seminar****1c-01-1cr****Prerequisites:** Grade of "C" or better in GEOS 201; instructor permission required**Rationale:** We have recently revised our introductory course sequence and no longer require GEOS 202 Quantitative Methods in the Geosciences as a prerequisite course.**c. Course Title Changes, Catalog Description Changes, and Modifications of Prerequisites****i. Current Course Title, Catalog Description, and Prerequisites:****GEOS 470 Research Methods in Geoscience****2c-01-2cr****Prerequisites:** GEOS 202, 75cr or instructor permission

For students enrolled in all majors within the Geoscience Department. Students learn the methods of research in the geosciences by working on a project of their choosing. Students define a problem, propose several hypotheses, collect data, and perform a quantitative analysis to test their hypotheses, and propose a solution. Final results are submitted in professional manuscript form. As preparation, students examine various geoscience problems and data sets through the semester. Cannot be taken subsequent to GEOS 480.

Proposed Course Title, Catalog Description, and Prerequisites:**GEOS 470 Research Planning****2c-01-2cr****Prerequisites:** 75cr or instructor permission

Exposes students to the methods of research in the geosciences by working on a project of their choosing. Students begin their capstone research by planning and initiating a project of their choosing. Working with a faculty advisor, students define a problem, do the background research to discover what is already known about it, propose several working hypotheses to solve it, and then present their capstone research proposal along with a review of the relevant scientific literature.

ii. Current Course Title, Catalog Description, and Prerequisites:**GEOS 480 Geoscience Seminar****2c-01-2cr****Prerequisites:** GEOS 470, senior standing

For seniors majoring in some aspect of geoscience. The seminar (1) provides an opportunity to prepare, formally present, and defend a scientific paper based either on his/her own research or on a topic chosen with the approval of instructor and (2) provides opportunity to discuss topics presented by other students, faculty, or guests.

Proposed Course Title, Catalog Description, and Prerequisites:

GEOS 480 Senior Research

2c-01-2cr

Prerequisites: GEOS 475, senior standing

Working closely with a research advisor, seniors complete their capstone research project and prepare a professional poster and oral presentation to effectively communicate their findings to an audience of faculty, alumni, and peers. Designed for seniors enrolled in all majors within the Geoscience Department.

Rationale: Six years of student learning outcome assessment data have shown that our current required freshman-level course, GEOS 202 Numerical Methods in the Geosciences, has been less successful than we had hoped at giving our students long-lasting data interpretation skills. By substantially revising this course into a senior-level course with similar learning goals and embedding it as a 'bridging course' between our current capstone courses of GEOS 470 and 480, we believe students will learn critical thinking and data interpretation skills in the more meaningful context of the their own original capstone research project, thus giving them a deeper and more permanent mastery of these outcomes.

d. Revision of Minor

| Current Program: | Proposed Program: |
|---|---|
| <p>Minor--Geology 18</p> <p>Required Courses: GEOS 201 Foundations of Geology 4cr GEOS 202 Quantitative Methods in Geoscience 2cr</p> <p>12 credits from the following: 12cr GEOS 203 Surficial Processes Any 300-level GEOS course Any 400-level GEOS course, except GEOS 470 and 480 (1)</p> <p>(1) Only one Geoscience Field Workshop (including prerequisite Seminar) can be counted toward the minor.</p> | <p>Minor--Geology 18</p> <p>Required Introductory Course: GEOS 201 Foundations of Geology 4cr</p> <p>Controlled Elective Courses: (1)(2) 14cr Any GEOS course 200-level or above, except GEOS 470, 475 and 480.</p> <p>(1) At least 6cr must be 300-level or higher. (2) Only one Geoscience Field Workshop (including prerequisite Seminar) can be counted toward the minor.</p> |

Rationale: Geosciences recently proposed revisions and updates to the BS Geology degree program and course offerings. In this revision, GEOS 202 Quantitative Geology will no longer be required and is no longer listed as a prerequisite for our upper-division courses. We wish to also revise our Minor in Geology to no longer require the GEOS 202 course as well. In addition, we have revised the description to include the PASSHE requirement that at least 6 credits in the minor program must be 300-level or higher coursework.

5. Department of Management—Course Revisions, Course Title Changes, and Catalog Description Changes

a. Current Course Title and Catalog Description:

MGMT 434 Quality Management

3c-01-3cr

Prerequisite: MATH 214



Emphasizes the philosophy that quality is an organization-wide phenomenon that influences every aspect of its operations. An overview of current quality management philosophies and tools and techniques for managing quality in any organization.

Proposed Course Title and Catalog Description:

MGMT 434 Industrial Quality: Statistical Tools and Management 3c-0l-3cr

Prerequisite: MATH 214

Industrial Quality course emphasizes statistical, technological and managerial tools, techniques and concepts that pervade the entire supply chain in today's industrial environment as well as the factory of the future (FoF). FoF will be powered by "Industry 4.0," which will rely on Industrial Internet of Things (IIoT), smart sensors, robotics, and artificial intelligence among other advances.

b. Current Course Title and Catalog Description:

MGMT 437 Supply Chain Management 3c-0l-3cr

Prerequisite: MGMT 330 or equivalent

This course deals with the design and evaluation of supply chain systems with a focus on strategic and technological issues. These concepts will be developed through exploration of contemporary practices, case studies, and research as analytical frameworks of Supply Chain Management. Theoretical and practical understanding of manufacturing and service planning and control, including systems modeling, purchasing and sourcing, logistics, strategic alliances, inventory management, scheduling, etc. Manufacturing and service technologies and trends are also emphasized. Computer applications are used for understanding the interrelationships between various components of Operations System.

Proposed Course Title and Catalog Description:

MGMT 437 Supply Chain Modeling and Analysis 3c-0l-3cr

Prerequisite: MGMT 330 or equivalent

Builds on the core concepts of operations management and industrial engineering to design, evaluate, and deploy supply chains with a focus on quantitative tools and technological issues. Deals with supply chain functioning based on deterministic and stochastic modeling, mathematical optimization, computer simulation, and heuristics. Focuses on technological trends in optimizing supply chains. Introduces supply chain related computer applications such as ERP and CRM.

Rationale: The field has evolved in 15 years since the course was perhaps last revised. The course is being aligned with current practices as well as future needs.

6. Department of Finance and Legal Studies—Program Revision and Name Change, New Track, and Program Catalog Description Change



a. Program Catalog Description Change:

Current Program Catalog Description:

Finance Major

The Finance program, leading to a degree of bachelor of science, is designed to educate students who are interested in pursuing one of the many career opportunities within the areas of corporate and personal financial management, banking, insurance, other financial institutions, and investments.

The objective of the Finance program is to provide students with a broad base of knowledge, both theoretical and practical, as well as the analytical and technical skills necessary to build a successful career in an exciting and rapidly changing field.

Legal Studies

Legal Studies offers law and law-related courses with special emphasis on business applications. Legal Studies provides the student with a broad legal and ethical foundation necessary to a career in business or as preparation for pursuit of a law or law-related career.

Pre-law Interdisciplinary Minor

This minor may be taken with any major in the ECOBIT. Please refer to the Academic Affairs section for a complete list of requirements.

Proposed Program Catalog Description:

The Finance program, leading to a degree of bachelor of science, is designed to educate students who are interested in pursuing one of the many career opportunities **in finance, financial management and financial planning.**

The objective of the Finance program is to provide students with a broad base of knowledge, both theoretical and practical, as well as the analytical and technical skills necessary to build a successful career in an exciting and rapidly changing field.

Corporate Finance Track

The corporate finance track provides a foundation in financial concepts, analytics, and decision-making skills essential for success in a wide variety of careers in financial management, banking, insurance, other financial institutions, and investments.

Financial Planning Track

The financial planning track addresses a full range of topics within financial planning, including wealth management, estate planning and retirement planning. The financial planning track will help prepare students seeking careers in financial planning by emphasizing the topics necessary for obtaining the Certified Financial Planner designation.

Legal Studies

Legal Studies offers law and law-related courses with special emphasis on business applications. Legal Studies provides the student with a broad legal and ethical foundation necessary to a career in business or as preparation for pursuit of a law or law-related career.

Pre-law Interdisciplinary Minor

This minor may be taken with any major in the ECOBIT. Please refer to the Academic Affairs section for a complete list of requirements.



b. Program Revision and Name Change:**Current Program:****Bachelor of Science—Finance**

Liberal Studies: As outlined in Liberal Studies section 46-48 with the following specifications:

Mathematics: MATH 107 and 108

Natural Science: Option II

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: 6cr, ECON 122, MATH 214 (1)

College: Business Administration Core 36

Required Courses:

| | | |
|-----------------|---|-----|
| ACCT 201 | Accounting Principles I | 3cr |
| ACCT 202 | Accounting Principles II | 3cr |
| BCOM 321 | Business and Interpersonal Communications | 3cr |
| BLAW 235 | Legal Environment of Business | 3cr |
| COSC/IFMG 101 | Computer Literacy | 3cr |
| or IFMG 110 (2) | Business Spreadsheet Computing | 3cr |
| FIN 310 | Fundamentals of Finance | |
| IFMG 300 | Information Systems: Theory and Practice | 3cr |
| MGMT 310 | Principles of Management | 3cr |
| MGMT 330 | Production and Operations Management | 3cr |
| MGMT 495 | Business Policy | 3cr |
| MKTG 320 | Principles of Marketing | 3cr |
| QBUS 215 | Business Statistics | 3cr |

Major: Finance 24

Required Courses:

| | | |
|---------|--|-----|
| FIN 315 | Financial Analysis Using Electronic Spreadsheets | 3cr |
| FIN 320 | Corporate Finance | 3cr |
| FIN 324 | Principles of Investments | 3cr |
| FIN 360 | Insurance and Risk Management | 3cr |
| FIN 410 | Financial Institutions and Markets | 3cr |
| FIN 422 | Seminar in Finance | 3cr |
| FIN 425 | Financial Derivatives | 3cr |

Controlled Electives:

One course from the following: ACCT 305, 421, BLAW 336, ECON 325, 334, 345, 356, FIN 365 and 366 (3), 420, 424, 481, 493, REAL 382

Free Electives: 12-13

Total Degree Requirements: 120

- (1) MATH 214 or 216 or 217.
- (2) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.
- (3) In order for FIN 365 and 366 to count as a controlled elective, you must complete both FIN 365 (1.5cr) and 366 (1.5cr).

Proposed Program:**Bachelor of Science—Corporate Finance Track**

Liberal Studies: As outlined in Liberal Studies section 47-48 with the following specifications:

Mathematics: MATH 107 and 108

Natural Science: Option II

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: 6cr, ECON 122, MATH 214 (1)

College: Business Administration Core 36

Required Courses:

| | | |
|-----------------|---|-----|
| ACCT 201 | Accounting Principles I | 3cr |
| ACCT 202 | Accounting Principles II | 3cr |
| BCOM 321 | Business and Interpersonal Communications | 3cr |
| BLAW 235 | Legal Environment of Business | 3cr |
| COSC/IFMG 101 | Computer Literacy | 3cr |
| or IFMG 110 (2) | Business Spreadsheet Computing | 3cr |
| FIN 310 | Fundamentals of Finance | |
| IFMG 300 | Information Systems: Theory and Practice | 3cr |
| MGMT 310 | Principles of Management | 3cr |
| MGMT 330 | Production and Operations Management | 3cr |
| MGMT 495 | Business Policy | 3cr |
| MKTG 320 | Principles of Marketing | 3cr |
| QBUS 215 | Business Statistics | 3cr |

Major: Corporate Finance Track 24

Required Courses:

| | | |
|---------|--|-----|
| FIN 315 | Financial Analysis Using Electronic Spreadsheets | 3cr |
| FIN 320 | Corporate Finance | 3cr |
| FIN 324 | Principles of Investments | 3cr |
| FIN 360 | Insurance and Risk Management | 3cr |
| FIN 410 | Financial Institutions and Markets | 3cr |
| FIN 422 | Seminar in Finance | 3cr |
| FIN 425 | Financial Derivatives | 3cr |

Controlled Electives:

One course from the following: ACCT 305, 421, BLAW 336, ECON 325, 334, 345, 356, **FIN 300**, 365 and 366 (3), 420, 424, 481, 493, REAL 382

Free Electives: 12-13

Total Degree Requirements: 120

- (1) MATH 214 or 216 or 217.
- (2) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.
- (3) In order for FIN 365 and 366 to count as a controlled elective, you must complete both FIN 365 (1.5cr) and 366 (1.5cr).

Rationale: The current finance program is being renamed the Corporate Finance Track to distinguish it from the newly proposed Financial Planning Track. Also, the number of hours for Liberal Studies is incorrect in the current catalog, showing 46-48. The total of Liberal Studies and Free Electives should be 60 hours. Therefore, with Free Elective hours at 12-13, the total for Liberal Studies should be 47-48.



c. New Track:**Bachelor of Science—Financial Planning Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 47-48

Mathematics: MATH 107 and 108

Natural Science: Option II

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: 6cr, ECON 122, MATH 214 (1)

College: Business Administration Core 36

Required Courses:

| | | |
|-----------------|---|-----|
| ACCT 201 | Accounting Principles I | 3cr |
| ACCT 202 | Accounting Principles II | 3cr |
| BCOM 321 | Business and Interpersonal Communications | 3cr |
| BLAW 235 | Legal Environment of Business | 3cr |
| COSC/IFMG 101 | Computer Literacy | |
| or IFMG 110 (2) | Business Spreadsheet Computing | 3cr |
| FIN 310 | Fundamentals of Finance | 3cr |
| IFMG 300 | Information Systems: Theory and Practice | 3cr |
| MGMT 310 | Principles of Management | 3cr |
| MGMT 330 | Production and Operations Management | 3cr |
| MGMT 495 | Business Policy | 3cr |
| MKTG 320 | Principles of Marketing | 3cr |
| QBUS 215 | Business Statistics | 3cr |

Major: Financial Planning Track 24

Required Courses:

| | | |
|----------|--|-----|
| ACCT 421 | Federal Tax I | 3cr |
| FIN 300 | Personal Finance | 3cr |
| FIN 315 | Financial Analysis Using Electronic Spreadsheets | 3cr |
| FIN 323 | Retirement Planning | 3cr |
| FIN 324 | Principles of Investments | 3cr |
| FIN 360 | Insurance and Risk Management | 3cr |
| FIN 400 | Estate Planning | 3cr |
| FIN 426 | Seminar in Financial Planning | 3cr |

12-13

Free Electives:

120

Total Degree Requirements:

(1) MATH 214 or 216 or 217.

(2) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.

Rationale: The field of financial planning is growing rapidly, and this growth is expected to continue for many years. Professional financial planners are increasingly acquiring the Certified Financial Planner designation. The financial planning track will help prepare students seeking careers in financial planning by emphasizing the topics necessary for obtaining the Certified Financial Planner designation. Additionally, the current finance program is being renamed the Corporate Finance Track to distinguish it from the newly proposed Financial Planning Track.



7. Department of Anthropology—Program Course Number Correction and New Course

a. Program Course Number Correction:

Current Pathway Listing:

Minor—Global Health (2, 5)

Select one Global Health Pathway

Gender, Sexuality, and Reproductive Health (10 courses, choose 4) (3, 4)

The courses in this pathway will offer the students an interdisciplinary perspective that will provide students with the analytical tools to examine gender, sexuality, and related health issues as well as reproductive health knowledge and services in the world.

ANTH 250, BIOL 117, ENGL 336, KHSS 143 (1), LGBT 200, PLSC 405, PSYC 379, SOC 251, 363, 410

Proposed Pathway Listing:

Gender, Sexuality, and Reproductive Health (10 courses, choose 4) (3, 4)

The courses in this pathway will offer the students an interdisciplinary perspective that will provide students with the analytical tools to examine gender, sexuality, and related health issues as well as reproductive health knowledge and services in the world.

ANTH **350**, BIOL 117, ENGL 336, KHSS 143 (1), LGBT 200, PLSC 405, PSYC 379, SOC 251, 363, 410

Rationale: When the Global Health Minor (listed in the Interdisciplinary section of the current catalog) was approved on May 2, 2017, there was an error in the course number for Anthropology of Gender in the Gender, Sexuality, and Reproductive Health pathway. It should have been listed as ANTH 350 instead of ANTH 250.

b. New Course:

ANTH 413 Archaeology of Coasts

3c-0l-3cr

Prerequisite: none

Explores the interaction between coastal environments and humans through examination of the archaeological record. Identifies coastal modifications by humans based on the archaeological record. Explores the processes that lead to the destruction or preservation of archaeological resources related to changing sea level. Provides the student the ability to examine the archeological record to understand the interactions between coastal environments, humans, and changing sea levels over the past 15,000 years.

Rationale: This course will be a departmental undergraduate elective primarily and a Teamwork and Leadership Studies Program—Teamwork-Intensive Course secondarily. The course explores a part of the archaeological record that is typically neglected by traditional archaeology. The methodologies used are unique in the field of archaeology and the resulting interpretations inform our understanding of how humans have used coastlines and how changes in sea level in the past have affected the movement of people through an examination of the archaeological record. With continuing sea level rise, understanding the impact of changing sea levels on past cultures is key to understanding the impact of sea level rise on present cultures. Secondarily, the course will examine the preservation potential of archaeological sites as sea level continues to



rise and its implication for resource management and societies effort to preserve the archaeological record. When this course is taught as a Teamwork-Intensive Course, this course is expected to be paired with GEOS 356 Coastal Processes and Geology. When taught as a Teamwork-Intensive Course, the course will be modified in cooperation with the geoscience instructor to utilize the knowledge of students from each class to complete the combined capstone project.

8. Departments of Information Systems and Decision Sciences and Anthropology—Dual List Approvals

The following courses were approved by the UWUCC to be offered as dual list courses:

- IFMG 468 plus IFMG 568 Information Technology Security
- IFMG 475 plus IFMG 575 Project Management and Implementation
- ANTH 413 plus ANTH 513 Archaeology of Coasts

9. Department of Geography and Regional Planning—Course Revisions, Course Title Changes, and Catalog Description Change

a. Current Course Title and Catalog Description:

GEOG 101 Geography of Human Environment Interaction **3c-0l-3cr**

Prerequisite: None

The physical environment is modified by human activities, largely as a consequence of the ways in which societies value and use earth's natural resources, but human activities and distributions are, in turn, influenced by earth's physical features and processes. These themes are addressed by examining the geography of environmental impacts such as tropical deforestation, global climate change, energy development, urban growth, and agricultural land use. Also considered are natural hazards such as hurricanes, earthquakes, volcanic eruptions, and flooding.

Proposed Course Title and Catalog Description:

GEOG 101 Environment and Society **3c-0l-3cr**

Prerequisite: None

The physical environment is modified by human activities, largely as a consequence of the ways in which societies value and use earth's natural resources, but human activities and distributions are, in turn, influenced by earth's physical features and processes. These themes are addressed by examining the geography of environmental impacts such as tropical deforestation, global climate change, energy development, urban growth, and agricultural land use. Also considered are natural hazards such as hurricanes, earthquakes, volcanic eruptions, and flooding.

Rationale: The course name is changing to better articulate the content of this course to students. Student learning outcomes are being mapped to the EUSLOS and assessments are included.



b. Current Course Title and Catalog Description:**GEOG 102 Geography of United States and Canada****3c-01-3cr****Prerequisite:** None

A conceptually based introductory-level geography course that focuses on the American landscape. Includes mapping culture regions; tracing settlement patterns; resource use; environmental perceptions; the interplay of urbanization, industrialization, postindustrialization, and spatial mobility; the occurrence of economically disadvantaged landscapes; and the role individuals and society have in the creation of the graphic landscape.

Proposed Course Title and Catalog Description:**GEOG 102 Geography of the United States and Canada****3c-01-3cr****Prerequisite:** None

A conceptually based introductory-level geography course that focuses on the American landscape. Includes mapping culture regions; tracing settlement patterns; resource use; environmental perceptions; the interplay of urbanization, industrialization, postindustrialization, and spatial mobility; the occurrence of economically disadvantaged landscapes; and the role individuals and society have in the creation of the geographic landscape.

Rationale: The course is being revised to include the Liberal Studies assessments. Additionally, a typo in the catalog description is being corrected: graphic should have been geographic. Lastly it was decided that the title should include the before the name of the countries.

10. Liberal Studies and UWUCC Reapproved the following with their assessment plans:

- **CRIM 101 Crime and Justice Systems as a Liberal Studies Social Science knowledge area class**
- **GEOG 101 Environment and Society as a Liberal Studies Social Science knowledge area class**
- **GEOG 102 Geography of the United States and Canada as a Liberal Studies Social Science knowledge area class**
- **HNRC 281 Wellness and Resilience for College and Beyond—will be a special topics course offered to honors college students in Fall 2020 and will be used to fulfill their Dimension of Wellness Liberal Studies requirement.**



Appendix C
University-Wide Graduate Curriculum Committee
Co-Chairs Moore and Frenzel

FOR INFORMATION:

1. **The M.Ed. In Business Workforce Development and Training Track has been approved to be placed into Moratorium (effective date: 10.10.19)**

FOR ACTION:

1. **DEPARTMENT: ACCT**
NEW PROGRAM
Program: M.S. in Accounting and Finance

Rationale: Given the comprehensiveness of the AACSB review process, which includes all undergraduate and graduate programs in the business college, including the M.S. program, this process serves to support the Eberly College academic program review requirements. The Eberly College of Business and Information Technology Plan 2015-2020, Competitive Environment Section Goal A – Continue to expand and Enhance Program Options Aggressively includes seeking approval for a Master Program in Accounting and Finance. This goal links to the Eberly College Mission to provide students with a broad range of high-value undergraduate and graduate programs. The goals of this program are to provide our candidates with a timely and fiscally reasonable option for achieving the academic requirements for certification in their respective disciplines.

This new Masters program will help accounting and finance students meet the requirements to earn 150 credits to be eligible to sit for the CPA exam. This program will add and augment our current programs. The program will help better prepare our accounting and finance students with more advanced accounting classes to prepare for various certification examinations.

Summary:

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| Proposed Program Title | Master of Science in Accounting and Finance |
| Catalog Description | The purpose of this program is to provide the students with advanced education in the areas of accounting and finance to help them earn the academic credits necessary for certifications in their respective disciplines and to better prepare them for successful completion of their respective comprehensive exams. |
| Program Requirements | <u>Curriculum overview and Degree requirements</u> The purpose of this program is to provide the students with advanced education in the areas of accounting and finance to help them earn the academic credits necessary for certifications (Certified Public Accountant, Chartered Financial Analyst and Certified Internal Auditor) in their respective disciplines and to better prepare them for successful completion of their respective comprehensive exams. No more than 15 credits can be 500 level courses and no courses can be repeated from their undergraduate studies. |



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| | <p>Core Courses: 18 credits Student may choose six courses from the following list: ACCT 512 Advanced Cost ACCT 522 Federal Taxes II ACCT 531 Auditing ACCT 532 Forensic and Internal Auditing ACCT 541 Accounting for Government and Nonprofits ACCT 561 Accounting Systems</p> <p>ACCT 607 Management Accounting ACCT 698 Internships</p> <p>FIN 510 Financial Institutions and Markets FIN 520 Investment Analyses FIN 524 International Financial Management FIN 525 Financial Derivatives</p> <p>FIN 630 Financial Management FIN 632 Seminar in Finance FIN 635 Principles of Investments in Securities FIN 698 Internships</p> <p>SELECT ONE TRACK:</p> <p>Accounting CPA (Comprehensive Review) Track 12 Credits ACCT 610 Auditing and Attestation ACCT 611 Financial Accounting and Reporting ACCT 612 Regulation ACCT 613 Business Environment and Concepts</p> <p>Financial Certification Track 12 Credits FIN 524 – International Financial Management FIN 525 – Financial Derivatives FIN 632 – Seminar in Finance FIN 635 – Principles of Investments in Securities</p> <p>TOTAL 30 Credits</p> |
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2. DEPARTMENT: BIOL
COURSE REVISION:
Course: 509

Rationale: The prerequisites listed in the catalog (BIOL 106, 202, or 240) were intended for undergraduates registering for BIOL 409 (the undergraduate listing for the course). The undergraduate requirements were not intended for graduate students. However, for reasons unknown to me, the proposer, undergraduate prerequisites were included in the graduate course description.

Summary:

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| Current Prerequisite(s): BIOL 106 or 202 or 240 | Proposed Prerequisite(s): Prerequisite is being changed to none |
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**3. DEPARTMENT: ENGL
PROGRAM REVISIONS
Course: ENGL 761/861**

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar’s office. As per the Graduate Dean and Provost, these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.

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| <p>Current Course Title: Topics in American Literature before 1870</p> <p>Current Catalog Description: Studies major figures, movements, or topics in American literature from the Colonial Period through 1870. The content of the course will be determined by the individual instructor and announced in advance.</p> | <p>Proposed Course Title: <i>American Literature before 1870: xx</i></p> <p>Proposed Catalog Description: Studies major figures, movements, or topics in American literature from the Colonial Period through 1870. The content of the course will be determined by the individual instructor and announced in advance. <i>May be repeated for a maximum of 12 credits under a different topic area.</i></p> |
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Course: ENGL 762/862

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar’s office. As per the Graduate Dean and Provost, these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.

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| <p>Current Course Title: Topics in American Literature since 1870</p> <p>Current Catalog Description:</p> | <p>Proposed Course Title: <i>American Literature since 1870: XX</i></p> <p>Proposed Catalog Description:</p> |
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| Studies major topics, authors, and movements in American literature from 1870 to the present. Specific course content is chosen by the instructor and announced in advance. | Studies major topics, authors, and movements in American literature from 1870 to the present. Specific course content is chosen by the instructor and announced in advance. May be repeated for a maximum of 12 credits under a different topic area. |
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Course: ENGL 763/863

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar's office. As per the Graduate Dean and Provost, these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.

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| <p>Current Course Title: Topics in British Literature before 1660</p> <p>Current Catalog Description: Studies major figures, movements, or topics within the period. The specific content of the course is determined by the instructor and announced in advance.</p> | <p>Proposed Course Title: British Literature before 1660: XX</p> <p>Proposed Catalog Description: Studies major figures, movements, or topics within the period. The specific content of the course is determined by the instructor and announced in advance. May be repeated for a maximum of 12 credits under a different topic area.</p> |
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Course: ENGL 764/864

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar's office. As per the Graduate Dean and Provost, these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.



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| <p>Current Course Title: Topics in British Literature before 1660</p> <p>Current Catalog Description: Studies major figures, movements, and topics in British literature within the period 1660 to the present. Content of the course will be determined by the instructor and announced in advance.</p> | <p>Proposed Course Title: British Literature before 1660: XX</p> <p>Proposed Catalog Description: Studies major figures, movements, and topics in British literature within the period 1660 to the present. Content of the course will be determined by the instructor and announced in advance. May be repeated for a maximum of 12 credits under a different topic area.</p> |
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Course: ENGL 765/865

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar's office. As per the Graduate Dean and Provost, these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.

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| <p>Current Course Title: Topics in Literature as Genre</p> <p>Current Catalog Description: Examines one literary genre (such as novel, drama, or film), its development, and its current practice and theories. The course also surveys the major recent critical approaches to the genre.</p> | <p>Proposed Course Title: Literature as Genre: XX</p> <p>Proposed Catalog Description: Examines one literary genre (such as novel, drama, or film), its development, and its current practice and theories. The course also surveys the major recent critical approaches to the genre. May be repeated for a maximum of 12 credits under a different topic area.</p> |
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Course: ENGL 766/866

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar's office. As per the Graduate Dean and Provost,



these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.

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| <p>Current Course Title: Topics in Comparative Literature</p> <p>Current Catalog Description: Introduces the theory and methods of comparative literary analysis. Topics include the relationships between literatures of different countries, between literary genres, and between literature and other related fields. The specific course content is chosen by the instructor and announced in advance.</p> | <p>Proposed Course Title: Comparative Literature: XX</p> <p>Proposed Catalog Description: Introduces the theory and methods of comparative literary analysis. Topics include the relationships between literatures of different countries, between literary genres, and between literature and other related fields. The specific course content is chosen by the instructor and announced in advance. May be repeated for a maximum of 12 credits under a different topic area.</p> |
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Course: ENGL 771/871

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar's office. As per the Graduate Dean and Provost, these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.

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| <p>Current Course Title: Topics in Postmodern Literature</p> <p>Current Catalog Description: Investigates the postmodern reaction to the modern literary tradition and the experimentation it engendered. Focuses on how postmodern critics and writers have responded to modernist manifestations of character, narrative, and theme and explores the critical, pedagogical, and philosophical implications and assumptions of postmodern literature, assessing its role in contemporary culture and thought.</p> | <p>Proposed Course Title: Postmodern Literature: XX</p> <p>Proposed Catalog Description: Investigates the postmodern reaction to the modern literary tradition and the experimentation it engendered. Focuses on how postmodern critics and writers have responded to modernist manifestations of character, narrative, and theme and explores the critical, pedagogical, and philosophical implications and assumptions of postmodern literature, assessing its role in contemporary culture and thought. May be repeated for a maximum of 12 credits under a different topic area.</p> |
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Course: ENGL 772/872

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar's office. As per the Graduate Dean and Provost, these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.

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| <p>Current Course Title: Topics in Women's Literature</p> <p>Current Catalog Description: Reexamines nineteenth-century works by women in light of feminist perspectives. Studies twentieth-century works within and outside feminine and feminist traditions. Also considers works by black, Chicano, Native American, and Asian-American women.</p> | <p>Proposed Course Title: Women's Literature: XX</p> <p>Proposed Catalog Description: Reexamines nineteenth-century works by women in light of feminist perspectives. Studies twentieth-century works within and outside feminine and feminist traditions. Also considers works by Black, Latino, Native American, and Asian-American women. May be repeated for a maximum of 12 credits under a different topic area.</p> |
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Course: ENGL 773/873

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar's office. As per the Graduate Dean and Provost, these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.

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| <p>Current Course Title: Topics in American or British Minority Literature</p> <p>Current Catalog Description: Examines the literature of one or more American or British minorities (for example,</p> | <p>Proposed Course Title: American or British Minority Literature: XX</p> <p>Proposed Catalog Description: Examines the literature of one or more American or British minorities (for example,</p> |
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| Native Americans, immigrants, blacks, Chicanos). The focus and subject matter of the course will be chosen by the faculty member and announced in advance. | Native Americans, immigrants, African Americans, Latinos). The focus and subject matter of the course will be chosen by the faculty member and announced in advance. May be repeated for a maximum of 12 credits under a different topic area. |
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Course: ENGL 983

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar's office. As per the Graduate Dean and Provost, these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.

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| <p>Current Course Title: Literary Theory Applied to a Major American Author or Theme</p> <p>Current Catalog Description: Advanced, independent work in a seminar format. Emphasizes the production of a research paper of publishable quality. Specific content for the course—a major author or specific theme in American literature—will be chosen by the instructor.</p> | <p>Proposed Course Title: Literary Theory & American Authors: XX</p> <p>Proposed Catalog Description: Advanced, independent work in a seminar format. Emphasizes the production of a research paper of publishable quality. Specific content for the course—a major author or specific theme in American literature—will be chosen by the instructor. May be repeated for a maximum of 12 credits under a different topic area.</p> |
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Course: ENGL 984

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar's office. As per the Graduate Dean and Provost, these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.



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| <p>Current Course Title: Literary Theory Applied to a British Author or Theme</p> <p>Current Catalog Description: Draws on knowledge and critical skills from core courses and traditional and special literature courses for advanced, independent work. Focus is on a single major author or well-defined theme in British literature chosen by the instructor. Each student conducts practice teaching and produces a research essay suitable for submission for publication or presentation at a conference.</p> | <p>Proposed Course Title: Literary Theory & British Authors: XX</p> <p>Proposed Catalog Description: Draws on knowledge and critical skills from core courses and traditional and special literature courses for advanced, independent work. Focus is on a single major author or well-defined theme in British literature chosen by the instructor. Each student conducts practice teaching and produces a research essay suitable for submission for publication or presentation at a conference. May be repeated for a maximum of 12 credits under a different topic area.</p> |
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DEPARTMENT: ENGL
PROGRAM REVISIONS
Course: ENGL 985

Rationale: Changing name at request of Graduate Dean and Provost to revise how course appears on student transcript. The title is Literary Theory Applied to Traditional and Special Literatures. The proposed name change, which has been vetted by the Graduate Dean, will signal specific content of course when it appears in Banner and on transcript. The title will now have a colon, after which a shortened title will appear that specifies the content being offered in a particular semester. The <colon/shortened title> naming convention will make it clear that a student is not repeating the same course for credit, enabling students to take courses multiple times at the doctoral level.

As part of title change we are also specifying the number of times the course can be repeated, which was previously unspecified at Registrar’s office. As per the Graduate Dean and Provost, these two changes will satisfy questions that might otherwise arise during a graduate and/or Middle States audit.

Summary:

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| <p>Current Course Title: Comparative Literary Theory Applied to Traditional and Special Literatures</p> <p>Current Catalog Description: Explores and applies literary theory, criticism, and the theories and methods of comparative literature to traditional and special literatures. Students may expect to investigate from various critical perspectives to conflicting social and literary values. The specific course content is chosen by the instructor and announced in advance.</p> | <p>Proposed Course Title: Comparative Literary Theory: XX</p> <p>Proposed Catalog Description: Explores and applies literary theory, criticism, and the theories and methods of comparative literature to traditional and special literatures. Students may expect to investigate approaches from various critical perspectives and conflicting social and literary perspectives. The specific course content is chosen by the instructor and announced in advance. May be repeated for a maximum of 12 credits under a different topic area.</p> |
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**4. DEPARTMENT: ERL
NEW COURSE**

Course: ERL 645: Ethics for Human Resource Practitioners

Rationale: This course provides graduate students with an introduction to the fundamentals of normative and applied ethics in relation to the human resource field of study. It provides a framework to address the underlying concepts, tactics and challenges of an ethical workplace, communications, organizational structure, and organizational cultures. In addition to serving as an elective course for Employment and Labor Relations major, this course will be offered as an elective to students in other degree programs whose interest includes ethics as a practitioner. It will also be available for early admission students within the Employment and Labor Relations program.

Summary:

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| Course Prefix | ERL |
| Course Title | Ethics for Human Resource Practitioners |
| Number of Credits | Class Hours per Week: 3 Lab Hours: Credits: 3 |
| Prerequisites | none |
| Catalog Description | Analyze philosophical and practical investigation of the main concepts and theories of ethics, with applications to fundamental moral questions as they arise in different areas of Human Resources. Use of normative elements associated with ethical decision making, as well as the emerging interest in descriptive ethics, to address important problems human resource managers confront. |

**5. DEPARTEMNT: GEOG
COURSE REVISIONS**

Course: 554

Rationale: Added precursory course Planning Design I (GEOG 553) to curriculum, updated course LOs to more advanced material building off of GEOG 553.



Summary:

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| <p>Current Course Title: Planning Design</p> <p>Prerequisite(s): GEOG 550</p> <p>Current Catalog Description: Presents concepts of city, subdivision, and transportation design in relation to topography, natural resources, and other physical elements. Prerequisite: GEOG 550</p> | <p>Proposed Course Title: Planning Design II</p> <p>Prerequisite(s): GEOG 550, GEOG 553</p> <p>Proposed Catalog Description: Presents concepts of city, subdivision, and transportation design in relation to topography, natural resources, and other physical elements. This course focuses specifically on the development of site planning; site analysis and site design as well as the translation of design program elements into physical form. Prerequisite: GEOG 550, GEOG 553</p> |
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Course: GEOG 795

Rationale: To accommodate new graduate school policy of continuing enrollment for graduation.

To simplify phrasing of permissions. This prerequisite exists to prevent students from registering for thesis credits without a completed RTAF and without their advisor knowing.

Summary:

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| <p>Prerequisite(s): Registration for thesis must be approved by the department's graduate coordinator and chairperson ahead of time.</p> <p>Current Catalog Description: Registration for thesis must be approved by the department's graduate coordinator and chairperson ahead of time.</p> <p>Number of Credits: Class Hours per week: variable Lab Hours: Credits: 3-6</p> | <p>Proposed Prerequisite(s): Prerequisite: Permission of the graduate coordinator and department chairperson.</p> <p>Proposed Catalog Description: Involves a supervised research project approved by a committee composed of the student's thesis advisor and two additional faculty members.</p> <p>Proposed Number of Credits Class Hours: variable Lab Hours: Credits: 1-6</p> |
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**6. DEPARTMENT: MGMT
COURSE REVISION
Course: 537**

Rationale: The field has evolved in 15 years since the course was perhaps last revised. The course is being aligned with current practices as well as future needs.



Summary:

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| <p>Current Course Title: Supply Chain Management</p> <p>Current Catalog Description: This course deals with the design and evaluation of supply chain systems with a focus on strategic and technological issues. These concepts will be developed through exploration of contemporary practices, case studies, and research as analytical frameworks of Supply Chain Management. Theoretical and practical understanding of manufacturing and service planning and control, including systems modeling, purchasing and sourcing, logistics, strategic alliances, inventory management, scheduling, etc. Manufacturing and service technologies and trends are also emphasized. Computer applications are used for understanding the interrelationships between various components of Operations System. Prerequisite: MGMT 330 or equivalent.</p> | <p>Proposed Course Title: Supply Chain Modeling and Analysis</p> <p>Proposed Catalog Description: Builds on the core concepts of operations management and industrial engineering to design, evaluate, and deploy supply chains with a focus on quantitative tools and technological issues. Deals with supply chain functioning based on deterministic and stochastic modeling, mathematical optimization, computer simulation, and heuristics. Focuses on technological trends in optimizing supply chains. Introduces supply chain-related computer applications such as ERP and CRM.</p> |
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Course: MGMT 613

Rationale: The field has evolved in 22 years since the course was last reviewed. The course is being aligned with current practices as well as future needs.

Summary:

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| <p>Current Course Title: Organizational Analysis</p> <p>Current Catalog Description: An integrative course oriented toward an empirical analysis of the phenomena and theories of large, complex, formal organizations. Intergroup phenomena are also treated as they pertain to the larger organization. Special study is made of the organization as an economic, decision-making, bureaucratic, and political system. The analysis and design of organizations are viewed from a number of perspectives, including classical theory and case analysis, to illustrate and extend the major topics of the course. Prerequisite: MGMT 310.</p> | <p>Proposed Course Title: <i>Advances in Organizational Behavior and Human Resource Management</i></p> <p>Proposed Catalog Description: <i>Focus on the advances in the science of Organizational Behavior, the practice of Human Resource Management, and the advanced technologies enabling new management techniques and how these come together to create long term value for the organization. First students will develop an understanding of the latest theories of organizational behavior and the evolving role of Human Resource Management. With this foundation, students will learn how organizations have developed the capacity to collect and analyze employee data and how managers are able to apply tools developed by industrial psychologists, computer scientists, and statisticians to optimize performance by individual employees, teams, and the entire organization.</i></p> |
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Course: MGMT 637

Rationale: The course was last revised almost 15 years ago. Given the technological advances as well as the changes in managerial practices in the field, it is essential to update all three MGMT courses in the field of SCM (MGMT637, MGMT 437/537, and MGMT 434/534). All the course titles and catalog descriptions are being updated to reflect what other universities are doing.

Summary:

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| <p>Current Course Title: Operations Management</p> <p>Current Catalog Description: Acquaints the student with a broad range of strategic, tactical, design, and operating (day-to-day) decisions within the operations function in both service-providing and goods-producing businesses. Emphasis will be on the new paradigm of operations management with focus on current technologies, concepts, philosophies, and managerial practices. Students will obtain a comprehensive insight on a wide variety of topics, including management of quality, productivity, technology, and inventory, product and process design, facility location and layout, project management, service, and manufacturing management.</p> | <p>Proposed Course Title: Operations and Supply Chain Management</p> <p>Proposed Catalog Description: Emphasize the new paradigm of operations management with focus on current technologies and managerial practices that help optimize the operations function in an industrial setup. Students will obtain a comprehensive insight on a wide variety of topics, including quality control, productivity enhancement, technology deployment, inventory control, product and process design, facility location and layout, project planning and control, lean manufacturing, forecasting time-series models, and other relevant quantitative modeling tools in operations and supply chain management.</p> |
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Course: MGMT 695

Rationale: The field has evolved in 25 years since the course was perhaps last revised. The course is being aligned with current practices as well as future needs.



Summary:

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| <p>Current Course Title: Business Policy</p> <p>Current Catalog Description: Provides the graduate student an opportunity to utilize, integrate, and apply the theories, concepts, principles, and tools acquired during his/her business education (accounting, finance, marketing, management, management information systems, statistics, etc.) to real-world business problems and situations. Utilizes lectures, case studies, library research, field research, simulations, role playing, group decision making, and other strategic planning exercises. Prerequisite: 15 hours of graduate business courses.</p> | <p>Proposed Course Title: Strategic Management</p> <p>Proposed Catalog Description: Introduction to the concepts of strategic management through lectures and case analyses while considering the basic direction and goals of an organization and its environment (social, political, technological, economic, and global factors), industry and market structure, and organizational strengths and weaknesses. The emphasis is on the development and successful implementation of strategy in different types of firms across industries.</p> |
|--|--|

7. Course: MKTG 603

Rationale: The course revision attempts to optimize content coverage with applications-based activities to increase its value delivery. The training imparted through the various tools of pedagogy like exercises, cases, articles, simulations, gaming, and the kind will demonstrate students' involvement and applications in the course.

| | |
|---|---|
| <p>Current Course Title: Marketing Management</p> <p>Current Catalog Description: An analytical and quantitative approach to decision making and the planning, development, implementation, and control of a marketing program.</p> | <p>Proposed Course Title: Marketing Analysis and Decision Making</p> <p>Proposed Catalog Description: Applies an analytical approach to problem-solving and decision-making activities within the contemporary marketing environment. Provides strategic and tactical evaluations of marketing actions and performance analyses for the planning, development, implementation, and control of the firm's marketing program.</p> |
|---|---|

**8. DEPARTMENT: NURS
NEW COURSE**

Course: 554

Rationale: The course will be required for students admitted to the MS in Nursing program who do not hold a baccalaureate nursing degree. This is needed to meet CCNE accreditation guidelines.



Summary:

| | |
|---------------------|---|
| Course | NURS 554: Transitions to Advances Professional Nursing |
| Credits | Class Hours per Week: 3 Lab Hours: 0 Credits: 3 |
| Prerequisite | None |
| Description | Designed for graduate nursing students with a bachelor's degree in a field other than nursing. Provides foundational knowledge related to leadership, quality and safety, evidence-based practice, health care policy, inter-professional collaboration, and health promotion and disease prevention. |

**9. DEPARTMENT: NURS
COURSE REVISION**

Course: 721

Rationale: The catalog description was altered for NURS 721 to reflect the inclusion of a clinical component to meet accreditation requirements.

Summary:

| | |
|--|--|
| <p>Current Catalog Description:</p> <p>This course will prepare the nurse educator in advanced pharmacology, pathophysiology, and physical assessment. Students will have the opportunity to demonstrate safe quality care based on evidenced based practice. Use of case studies and clinical activities will provide the student with opportunities to apply course content using an inter-professional approach. Students will develop a teaching module as a final project of the course.</p> | <p>Proposed Catalog Description:</p> <p>Prepares the nurse educator in advanced physical assessment, pathophysiology, and pharmacology. Clinical experiences will provide opportunities in both the clinical setting and classroom for students to demonstrate advanced clinical practice essential to the nurse educator role. Use of simulated, mentored clinical experiences, and case studies will provide students with an opportunity to apply course content using an inter-professional approach to collaborative practice.</p> |
|--|--|

**10. DEPARTMENT: SPLP
NEW COURSE**

Course: 643

Rationale: This Counseling for Communication Disorders course has been offered for many years under SPLP 635 - Seminars in Communication as a variable topic. Because the course title is listed as a general seminar, content is not reflected clearly on student transcripts. Creating an independent course will allow student transcripts to be interpreted easier by certification and employer personnel.



Summary:

| | |
|---------------------|--|
| Course | SPLP 643: Counseling for Communication Disorders |
| Credits | Class Hours per Week: 1 Lab Hours: Credits: 1 |
| Prerequisite | none |
| Description | Examines counseling domains within the speech-language pathology scope of practice. Methods of counseling by providing education, guidance, and support to individuals, families and caregivers associated with communication and swallowing disorders are presented. Counseling on topics of acceptance, adaptation, and decision-making about communication and swallowing disorders are discussed. Cultural considerations, ethical conduct, accountability and referrals to other professionals are addressed. |

11. DEPARTMENT: SPLP**NEW COURSE****Course: 664**

Rationale: In 2016, The American Speech-Language Hearing Association (ASHA) changed the certification standards for speech-language pathology clinical training that now allows for 75 out of 400 clinical contact hours to be acquired using simulation techniques. In 2018, the speech-language pathology program built a simulation lab with a manikin for task training in swallowing evaluations and tracheostomy care and assessment. This clinical practicum course will allow students to gain acute care training in swallowing disorders prior to their hospital internships and count the clinical hours toward their certification. The course hours and credits are consistent with the other clinical practicum courses in the program.

Summary:

| | |
|---------------------|---|
| Course | SPLP 664: Stimulation Clinic |
| Credits | Class Hours per Week: 2.5 Lab Hours: Credits: 1 |
| Prerequisite | MS Degree Candidacy in Speech-Language Pathology |
| Description | Provides simulated experiences in the evaluation and treatment of swallowing disorders. Computer-based and live simulation scenarios in a hospital simulation lab are paired to provide scaffolded task training and healthcare experiences that include case history review, standard precautions, instrumental evaluation, clinical decision-making, patient/caregiver counseling, electronic medical record documentation, multiskilling, and interprofessional practice. Simulation scenarios are embedded with contemporary issues in religious, cultural, and linguistic diversity, psychosocial considerations, and ethical dilemmas. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist. |



Appendix D
University Senate Research Committee
September 17, 2019 meeting report
Chair Marin

Members Present: Hilliary Creely, Robert Gretta, Lorraine Guth, Luz Marin, Laurie Roehrich, Lisa Sciulli

Dr. Creely convened the meeting at 3:36 pm. The first part of the meeting was devoted to committee business and the election of officers.

- Introduction of members, overview of the role of the committee, and discussion of the USRC’s budget this fiscal year.
- Election of officers
 - Chair: Dr. Marin was unanimously elected committee chair, on a motion by Dr. Roehrich and seconded by Dr. Guth.
 - Secretary: Dr. Roehrich was unanimously elected committee secretary, on a motion by Dr. Guth and seconded by Dr. Sciulli.
- The committee will reach out to Dawn Smith-Sherwood, Rules Committee Chair, regarding filling committee vacancy from Humanities and Social Sciences.

The remainder of the meeting was devoted to reviewing the University Research Committee proposals. There were 21 USRC Small Grant proposals for review and the decision was made to fund 11 proposals totaling \$9,778.

Section One: Research & Scholarship (Categories A-E):

- Vida Irani was awarded \$1,949 for her project “Immunological Responses of Healthy and Injured Lung Airway Cells During Mycobacterium avium Biofilm Infection Process.”

Section Two: Travel to Present Papers/Scholarly Work (Categories A & B):

- Christopher Chandler was awarded \$892 for domestic travel to present “An Analysis of the Memoirs of Ōishi Junkyō” at the American Academy of Religion’s Annual Conference to be held November 23-26, 2019 in San Diego, CA.
- John Mueller was awarded \$1000, pending receipt of a conference acceptance letter, for domestic travel to present “Multicultural Interventions and Theory to Practice” at the American College Personnel Association Conference to be held March 2-5, 2020 in Nashville, TN.
- Timothy Runge was awarded \$855, pending receipt of a conference acceptance letter, for domestic travel to present “The Impact of Youth Mental Health First Aid Training with Pre-Service Educators” at the Association of Positive Behavior Support Conference to be held March 11-14, 2020 in Miami, FL.



- Jason Worzbyt was awarded \$755 for domestic travel to present “Bassoon Pedagogy” at the Midwest Band and Orchestra Clinic to be held December 18-21, 2019 in Chicago, IL.
- Erin Conlin was awarded \$591 for domestic travel to present “Oral History as Career Development in the College Classroom” at the Oral History Association Annual Meeting to be held October 16-19, 2020 in Salt Lake City, UT.
- Maryanne Benjamin was awarded \$1000, pending receipt of conference acceptance, for domestic travel to present “Ethics in Practice and Teamwork” at the ACPA-College Student Educators International annual convention to be held March 2-5, 2020 in Nashville, TN.
- Alison Downie was awarded \$924 for domestic travel to present “The Shame That Binds: Theology and Mental Illness” at the 2019 Annual Meeting of the American Academy of Religion to be held November 23-26, 2019 in San Diego, CA.
- Mary Stewart was awarded \$735 for domestic travel for a hybrid learning panel presentation and workshop at the 2020 Conference on College Composition and Communication to be held March 25-28, 2020 in Milwaukee, WI.
- Marissa Sweeny was awarded \$622 for domestic travel to present “Special Populations: Building An Emphasis in Pre-Service Art Educator Preparation” at the 2nd Annual International Conference on Disability Studies, Arts, and Education to be held October 3-5, 2019 in Philadelphia, PA.
- Daniel Widzowski was awarded \$455 for domestic travel to present “Effects of a modified ketogenic diet on behavior and cellular markers in a mouse model of multiple sclerosis” at the Society for Neuroscience Annual Meeting to be held October 19-21, 2019 in Chicago, IL.

The meeting adjourned at 5:18 p.m.



**University Senate Research Committee
Meeting Minutes – October 9, 2019**

Members Present: Hilliary Creely, Robert Gretta, Lorraine Guth, Luz Marin, Laurie Roehrich, Lisa Sciulli

Dr. Marin convened the meeting at 3:40 pm. The meeting was devoted to reviewing the University Research Committee proposals. There were 16 USRC Small Grant proposals for review and the decision was made to fund 11 proposals totaling \$8,114.

Section One: Research & Scholarship (Categories A-E):

- Sarah Emel was awarded \$2000 for her project “Analysis of DNA quality from non-invasive sampling of cottontail rabbits: a pilot study.”

Section Two: Travel to Present Papers/Scholarly Work (Categories A & B):

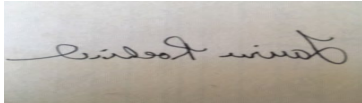
- Jenna Hennessey was awarded \$711 for domestic travel to present “The Cogmed Working Memory Training Evaluation ROCs” at the National Association of School Psychologists 2020 Convention to be held February 18-21, 2020 in Baltimore, MD.
- Robert Scott Moore was awarded \$1000 for international travel to present “A Reevaluation of Late Roman Kitchen Wares in Northwest Cyprus” at the 7th International Conference on Late Roman Coarse Wares, Cooking Wares, and Amphorae in the Mediterranean Conference, to be held October 15-19 in Valencia, Spain.
- Benjamin Ford was awarded \$769 for domestic travel to present " Provenience versus Richness in Collection Analysis, An Example from Historic Hanna’s Town " at the Annual Conference on Historical and underwater Archaeology to be held January 8-11, 2020 in Boston, MA.
- Andrea Palmiotto was awarded \$710 for domestic travel to present “Bone Debitage Associated with Tool Production: A Preliminary Assessment of the Late Archaic Pockoy Shell Ring 1 (38CH2533)” at the Southeastern Archaeological Conference to be held November 6-9, 2019 in Jackson, MS.
- Meigan Robb was awarded \$1000 for domestic travel to present “Mindfulness Based Educational Strategy to Increase Data Analysis Self-Efficacy of DNP Students” at the Nursing Education Research Conference to be held March 26-28, 2020 in Washington, DC.
- Todd Thompson was awarded \$1000 for domestic travel to present “‘At this they laughed exceedingly’: Contact, Comedy, and Resistance in the Imperial Pacific” at the American Studies Association Annual Meeting to be held November 7-10, 2019 in Honolulu, HI.
- Pao Ying Hsiao was awarded \$665 for domestic travel to present “Move over Millennials: What Generation Z Expects from Dietetics Education” at the Food and Nutrition Conference to be held October 26-29, 2019 in Philadelphia, PA.
- Framarz Byramjee was awarded \$1000 for international travel to present “Explicating the Interaction Dynamics among User Factors in M-Commerce” at the International Conference on Business and Economic Issues to be held December 22-23, 2019 in Surat, India.
- Lydia Rodriguez was awarded \$866 for domestic travel to present “The Naïve Challenge to the Masculine Norms in the 17th Century: Catalina de Erauso Strength and Dignity” at the Texas Medieval Association Conference to be held October 18-20, 2020 in San Marcos, TX.



- Vicente Gomis Izquierdo was awarded \$393 for domestic travel to present “The Colonial Gaze in *Viaje a China* by Enrique Gaspar” at the 100 Years of Hispanism in Kansas and Beyond conference to be held in on October 16-19, 2019 in Lawrence, KS.

The meeting adjourned at 4:30 p.m.

Prepared by Bethany Jackson, Administrative Assistant, School of Graduate Studies and Research
Submitted by

A rectangular image showing a handwritten signature in black ink on a light-colored background. The signature is written in a cursive style and appears to read "Laurie Roehrich".

Laurie Roehrich, Ph.D.
Secretary, University Senate Research Committee

Appendix E
Student Affairs Committee
Chair Erwin

FOR ACTION:

Proposed Policy:

- (1) The use of electronic cigarettes, e-cigarettes, and/or vaping products is immediately banned in all indoor areas on the IUP campus;
- (2) Sanctions for violations of the above vaping ban shall be identical to the sanctions for violations of IUP’s existing policy banning smoking tobacco in all indoor areas on the IUP campus, and IUP’s Division of Student Affairs shall promptly enforce those sanctions against students who are found in violation of the above vaping ban; and
- (3) The above vaping ban and the associated sanctions shall be promptly advertised and promoted on the IUP campus and through IUP’s official social media and other media channels in order to make the IUP community and the public aware of this ban and the associated sanctions as quickly as possible.

Rationale:

Pursuant to the Final Order issued by the Pennsylvania Labor Relations Board on June 1, 2009, in the case *Association of Pennsylvania State College and University Faculties (“APSCUF”) v. Pennsylvania State System of Higher Education (“PASSHE”)*, Case No. PERA-C-08-373-E, smoking tobacco is banned in all indoor areas of all PASSHE universities, including Indiana University of Pennsylvania (“IUP”). That order was entered prior to the widespread use of electronic cigarettes or e-cigarettes, the use of which is commonly referred to as “vaping.”

Vaping poses serious risks to human health according to the United States Center for Disease Control, which has reported that as of September 2019, 530 cases of lung injury associated with vaping have been reported from 38 states and one territory, and seven confirmed deaths have been caused by vaping (see https://www.cdc.gov/tobacco/basic_information/e-cigarettes/severe-lung-disease.html).

The Pennsylvania Department of Health has, as of October 2019, has confirmed one death and at least nine instances of lung injury associated with vaping in Pennsylvania (see <https://www.media.pa.gov/Pages/Health-Details.aspx?newsid=671>).

Vaping in indoor areas on the IUP campus clearly poses serious health risks to all human beings present in those indoor areas, including without limitation to IUP students and employees.

Additionally, vaping in indoor areas on the IUP campus can also be a distraction from instruction and learning, and has been the subject of multiple IUP student and employee complaints.



Memo

To: Dr. Meghan Erwin, Chair, Senate Committee on Student Affairs
Dr. Gregory Mount, Chair, Senate Committee on University Development and Finance Committee

From: Dr. Thomas Segar, Vice President for Student Affairs

cc: Dr. Malaika Turner, Assistant Vice President for Student Affairs

Date: October 21, 2019

Re: Support of Proposed Resolution to Vaping Indoors

The Division of Student Affairs supports the proposed Senate resolution banning vaping in all indoor areas of the IUP campus by your respective senate committees and will be prepared to notify and educate students about the ban on indoor vaping after the policy has been approved.

The Office of Student Conduct, a unit within Student Affairs, will be prepared to adjudicate alleged violations of the policy and issue the appropriate sanctions for students found to be in violation of the policy.



**Appendix F
Student Affairs Committee
Chair Mount**

Memo

To: Dr. David Piper, Chair, IUP Faculty Senate

From: Dr. G.J. Mount, Chair, Senate Development and Finance Committee

cc: Dr. Amber Racchini, Secretary, IUP Faculty Senate; Dr. Henry Webb; Dr. Russell Stocker

Date: 18 October 2019

Re: Letter of Support for Senate Resolution for ‘Vaping’ Ban

On Behalf of the Senate Development and Finance Committee I would like to provide this letter of support for a IUP Faculty Senate Resolution for the inclusion of ‘vaping’ products as part of the campus smoking tobacco policy.

Current research suggests that exposure to these chemicals has caused significant harm to those directly using the products, and the impact these chemicals may have on people in the vicinity of those using it is poorly understood.

Therefore, the Committee has voted to support the resolution and asks that ‘vaping’ is treated as smoking tobacco and subjected to the same policy and sanctions.



Appendix G
Academic Affairs Committee
Co-Chairs Dugan / Wachter

FOR ACTION:

Current Policy

Canceled Semester Policy

The Canceled Semester Policy provides for cancellation from the cumulative record of the effects of **one semester below a GPA of 2.00** for the purpose of helping a student improve academic standing. The student must have been separated from the university for two calendar years (24 consecutive months).

Semester to be canceled refers to any semester of enrollment, whether full- or part-time. Students may elect to use an enrolled summer as their “semester” to be canceled. The entire summer of any given year will be treated as a semester for the purpose of cancellation of grades. Cancellation removes the mathematic effect of all grades (passing, failing, withdrawals) from the semester, but there is no abridgement of the transcript. All courses and original grades remain visible on the official transcript; credit toward graduation remains for those credits associated with passing grades.

A student readmitted under this policy must meet current degree requirements and will be reviewed under current academic standards requirements applicable at the time of readmission.

This policy may be invoked only once in a student’s undergraduate enrollment in the university. While readmission may be based on the application of the canceled semester, the transcript record will reflect this only after the student is enrolled and attending IUP. It is not a tool to qualify for transfer to another institution.

The student must apply to the college of which he/she was a member at the time of last enrollment. If a student wishes to enter a major in a college other than the one from which he/she was separated, he/she will apply to the original college, which will forward the application and related records to the new college for action. The college will inform the Office of the Registrar if the application is approved. Authorization for registration will come from that office.

Proposed Policy

Canceled Semester Policy

Purpose. The Canceled Semester Policy provides for cancellation from the cumulative record of the effects of **one semester below a GPA of 2.00** for the purpose of helping a student improve academic standing.

Conditions. A student who has been separated from the university for a minimum of one calendar year (12 consecutive months) and has reenrolled at the University may apply for/request a Canceled Semester from the appropriate college dean or designee. The college dean or designee and/or the student’s advisor may also recommend that the student pursue this Canceled Semester option. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the college dean or designee may grant the canceled semester on a case-by-case basis.

Academic Standards and Application. A student reenrolled under this policy must meet current degree requirements and will be reviewed under current academic standards requirements applicable at the time of reenrollment. A student must apply to the college of which the student was a member at the time of last enrollment. If a student wishes to enter a major in a college other than the one from which they were separated, they will apply to the original college, which will forward the application and related records to



the new college for action. The college will inform the Office of the Registrar if the application is approved. Authorization for registration will come from that office.

Transcript Effects. Cancellation removes the mathematic effect of all grades (passing, failing, withdrawals) from the semester. However, all courses and original grades remain visible on the official transcript; credit toward graduation remains for those credits associated with passing grades.

Financial Aid Effects: Students reenrolled under the Canceled Semester Policy must still meet the financial aid qualitative and quantitative SAP requirements (using all previously enrolled semester data). Federal regulations do not permit the financial aid office staff to remove or ignore any academic statistics.

Constraints. This policy may be invoked only once in a student's undergraduate enrollment in the university. While reenrollment may be based on the application of the canceled semester, the transcript record will reflect this only after the student is enrolled and attending IUP. It is not a tool to qualify for transfer to another institution.

Definition of a Semester. A "Canceled Semester" refers to any semester of enrollment, whether full- or part-time. Students may elect to use an enrolled summer as their "semester" to be canceled. The entire summer of any given year will be treated as a semester for the purpose of cancellation of grades. The definition of a "Canceled Semester" does not include the winter term.

Rationale

As part of an annual review the policy was reformatted to parallel a similar policy, terms were updated to reflect those in other policies. And the time of separation was modified to provide more timely return to IUP for students ready to effect change and desirous of progress.



FOR ACTION:

CURRENT

Fresh Start Policy

A student who has been separated from the university for a minimum of two calendar years (24 consecutive months) and has been readmitted may apply for a Fresh Start from the appropriate college dean or designee. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the college dean or designee may implement this policy.

This policy may be applied only once. For a first bachelor's degree, a minimum of 30 credits must be completed at IUP after a student returns to IUP under this policy. For a first associate degree, a minimum of 15 credits must be completed at IUP after a student returns to IUP under this policy.

A student who wishes to enter a major in a college other than the one from which he/she was dismissed will apply to the original college, which will forward the application and related records to the new college for action.

Conditions for a Fresh Start Record: All credits and grades for IUP course work taken before readmission under this 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.

Prior Record: Previously accepted transfer credits and IUP courses in which grades of "C" or better were earned before readmission will be reviewed in terms of appropriateness (applicability, timeliness) to the new degree. Those courses, approved by the college dean or designee, will be counted as credits earned and applied toward graduation in the manner of transfer credits.

Academic Standards: A student who is readmitted under the provisions of this 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 readmission. A student readmitted under this policy waives the right to exercise the Canceled Semester Policy.

Fresh Start Program/Canceled Semester: Students readmitted under the Fresh Start Program, or who have had a canceled semester, must still meet the financial aid qualitative and quantitative SAP requirements (using all previously enrolled semester data). Federal regulations do not permit the financial aid office staff to remove or ignore any academic statistics.

PROPOSED

Fresh Start Policy

Purpose. A student who has been separated from the university for a minimum of two calendar years (24 consecutive months) and has reenrolled may apply for a Fresh Start from the appropriate college dean or designee. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the college dean or designee may implement this policy.

Academic Standards: A student reenrolled under this policy must meet current degree requirements and will be reviewed under current academic standards requirements applicable at the time of reenrollment. A student reenrolled under this policy waives the right to exercise the Canceled Semester Policy.

Transcript Effects: All credits and grades for IUP course work taken before reenrollment under this policy shall remain on the transcript. Upon reenrollment, a new cumulative (GPA) is established based on credits and grades earned from the date of reenrollment.



Previously accepted transfer credits and IUP courses in which grades of “C” or better were earned before reenrollment will be reviewed in terms of appropriateness (applicability, timeliness) to the new degree. Those courses, approved by the college dean or designee, will be counted as credits earned and applied toward graduation in the manner of transfer credits.

Financial Aid Effects: Students reenrolled under the Fresh Start Program must still meet the financial aid qualitative and quantitative SAP requirements (using all previously enrolled semester data). Federal regulations do not permit the financial aid office staff to remove or ignore any academic statistics.

Constraints. This policy may be applied only once. For a first bachelor’s degree, a minimum of 30 credits must be completed at IUP after a student returns to IUP under this policy. For a first associate degree, a minimum of 15 credits must be completed at IUP after a student returns to IUP under this policy. A student who wishes to enter a major in a college other than the one from which they were dismissed will apply to the original college, which will forward the application and related records to the new college for action.

Rationale

As part of a regular policy review, the policy was reviewed and revised to better describe the Fresh Start policy and to format it and use language consistent with other related policies.



FOR ACTION:**Current Policy****I (Incomplete) Policy**

The designation of “I” is used to record work, which so far as covered, is of passing grade but is incomplete because of personal illness or other unavoidable reason. Changes of grade to convert designations of “I” must be received in the Office of the Registrar no later than the final day of classes in the next regular (fall/spring) semester after the designation was assigned.

If the faculty member does not change the “I” designation using a Change of Grade Form, it will be converted to an F.

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

Procedure

A faculty member assigning the “I” designation must complete an Incomplete Grade form with the dean’s office indicating the work to be completed, deadlines for completion (it is not necessary to permit the maximum allowable time), and guidelines to establish a final grade.

Copies of the completed form will be sent to the department chair, the dean of the college in which the course was taught, and the student receiving the “I” designation. Upon completion of the course work, or notification by the student that the course work will not be completed, the faculty member must submit a Change of Grade form to indicate the final course grade.

Receiving an “I” designation in a course means that the course DOES NOT satisfy prerequisites.

Proposed Policy**I (Incomplete) Policy**

The “I” (incomplete) designation is used to record work, which so far as covered, is of passing grade (e.g., student has completed passing work throughout most of the semester) but is incomplete because of a late in the semester emergency (e.g., personal illness, bereavement absence, or other unavoidable reason). The “I” designation may be requested by the student or offered by the instructor; however, the instructor will have final say as to whether an “I” designation is a viable option.

Step 1. Before assigning the “I” designation when entering grades online, the instructor must confirm with the student the details of the work to be completed and the deadline for completion. The faculty member must complete a hardcopy Incomplete Grade Form, indicating/documenting the reason for the incomplete grade, the work to be completed, deadlines for completion (it is not necessary to permit the maximum allowable time), and a default grade if the work is not successfully submitted by the established deadline. While the time needed to complete the work will vary based on amount and type of work, instructor time frame, and student situation, incomplete coursework must be submitted to the instructor by the end of the next regular (fall/spring) semester (i.e., last day of classes). For the department files, both the instructor and student will sign a hardcopy Incomplete Grade Form; the instructor signature signifying agreement and the student signature signifying understanding of the required work and time frame. Students are encouraged to stay in touch with the instructor to discuss progress on completing the work during the semester.



Step 2. To officially record the incomplete, the following information must be entered into the IUP Grade Management System: the “I” grade, the default grade (incomplete final grade), and date when deliverable(s) are due (extension date). The system then electronically notifies 1) the instructor, 2) the student, 3) the student’s advisor, 4) the chairperson of the department that delivered the course, and 5) the dean of the college of the course that delivered the course.

Step 3. Upon submission of the incomplete coursework, or notification by the student that the course work will not be completed, the instructor will calculate the final course grade and submit the change of grade in the IUP Grade Management System no later than the last day of classes for the next regular (fall/spring) semester.

If the student fails to submit the designated coursework by the last day of classes for the next regular (fall/spring) semester, the “I” designation automatically converts to an F or the default grade at the end of the grading period of the next regular (fall/spring) semester after the designation was assigned. Likewise, if the instructor fails to submit the appropriate grade change by the end of the grading period of the next regular (fall/spring) semester after the designation was assigned, the “I” designation converts to an F or the default grade. To monitor designations, the registrar will provide semester reports of outstanding “I” designations to department chairs.

Under extreme circumstances, with instructor agreement, an “I” designation may be extended through the end of an additional regular semester following the initially designated semester for completion. For this to occur, an instructor must complete another hardcopy Incomplete Grade Form, forward the form to the dean of the college that delivered the course, obtain the dean’s approval, and inform the Registrar’s Office (registrars-office@iup.edu) of the approved extension.

Note: Students have the right to use the University’s Grade Appeal Policy to resolve any differences between a student and instructor related to the granting and resolving of an “I” designation.

Receiving an “I” designation in a course means that the course DOES NOT satisfy prerequisites.

Rationale

The policy was updated to reflect current procedures and to clarify the procedures in detail.



Appendix H
Non-credit Committee
Co-Chairs O’Neil / Rearick

FOR INFORMATION:

KIPP GALLERY, SPROWLS HALL

Date of Interview: October 25, 2019

Committee member attendees: Carrie Bishop, Chef Andrew Nutter, Marcy Rearick
Excused: Mike Husenits, Therese O’Neil, Chair

Interviewee: Nate Heuer

Summary

Kipp Gallery and the Kipp Gallery Annex, located in Sprowls Hall, offer a variety of art exhibits each ranging from two to four weeks throughout the year including touring exhibits, invitationals, and works by advanced students in the Department of Art and Design. The gallery is named after Orville Kipp and was founded in the 1970’s when Sprowls Hall was built.

The gallery is funded by the Student Cooperative Association’s Student Fund and welcomes Ashley Jones as the new director. Preparation of the facilities for each event, including set-up, tear-down, and monitoring of the exhibits is primarily handled by undergraduate student assistants and those with graduate assistantships.

The gallery hosts exhibitions in a wide range of media that are open to the University and public, featuring accomplished, IUP student, or high school student artists and includes an opening or closing reception.

Annually, the gallery hosts a variety of professional exhibits from around the region and from the Associated Artists of Pittsburgh (AAP).

Spring exhibits showcase works of IUP’s graduating Bachelor of Arts and Bachelor of Fine Arts students majoring in art and the Master of Fine Arts graduate Theses, supporting the University’s curricula and accreditation in art and design and its inclusion in the university’s strategic plan.

The Annex hosts an annual exhibit featuring twenty high school artists from around the region promoting up and coming artists and recruitment for the University.

Each year, over 100 eleventh and twelfth grade student artists from around the regions are invited to participate in a ‘pop-up young artists exhibit’ held in the Kipp Gallery Annex. The department’s faculty open their studios for two, 2-hour interactive classes each focused on using different artistic media. The students are encouraged to bring a personal artistic piece which is included as part of a larger exhibit in the Kipp gallery.

Non-Credit Committee Recommendations

To sustain the contributions that the Kipp Gallery and Annex provide to the University and community, the committee recommends that IUP lends support to renovating the Kipp Gallery and Annex in Sprowls Hall. The continuous set-up and tear-down of the gallery and annex presents unique challenges to an aging building of nearly 50 years.



Appendix I
President's Athletic Advisory Committee
Chair Castle

President's Athletic Advisory Committee

Thursday, October 10, 2019

9:00 a.m. – 10:15 a.m.

Sutton Hall, Room 202

Welcome and Remarks – Dr. Joshua Castle, Chair

-Started the meeting with introductions and welcoming Todd Garzarelli and Dr. Segar to their first PAAC meeting.

-Updated the Committee on the Athletic Gender Equity Committee-Focus this fall will be on locker rooms. Will also be reviewing the Athletic Interest Survey in Nov.

Remarks from Dr. Michael Driscoll

-Thanked the Foundation for their continued support regarding balancing athletic scholarships

-The committee discussed the new law California that will impact Student-Athletes. The new law will take affect in 2023 and will allow student athletes to be paid for their image and likeness. This opens the door for student athletes to obtain individual sponsor deals in California. The NCAA is considering responses.

Remarks from Dr. Thomas Segar

-Thanked Todd Garzarelli for the new athletic initiatives.

-Noted that attendance was up at sporting events and credited that to efforts by colleagues across campus

Report from Athletic Administration – Todd Garzarelli

-Provided the committee with an athletic performance update for each of the fall sports.

-Discussed the gameday atmosphere initiatives that took place so far this fall.

-Informed the committee about the development of a student athlete fueling station. Noted that this took place with the help of the FDNT Department. The fueling station is open from 10-2 and helps about 350 Student-athletes per week.

-Discussed the NIKE deal that was signed over the summer and it benefits. Also discussed how that deal was being utilized in the Student Bookstore.

-Informed the committee that the Auxiliary Gym in the Field house has been turfed and they are working toward turfing the Softball and Baseball fields. The hope is that will



increase the student athlete experience, decrease field rental costs and may serve as a new revenue source for athletics.

-Talked about working with MARCOM regarding the rebranding of the Fieldhouse.

Report from University Advancement – Khatmeh Osseiran Hanna

-Provided the committee with an update on the overall comprehensive campaign. Discussed phone-a-thon and the regional ambassadors' programs

-Wally Stapleton informed the committee that there were \$1.8 million in donations during the 18-19 academic year. The goal for Athletics during the Comprehensive Campaign is \$5 million and they are currently at 98% of that goal.

-Noted that the Athletic Advancement Council met during Homecoming weekend.

Report from Faculty Athletics' Representative – Jim Racchini

-Provided the committee with a handout regarding the Academic Support Initiative. Thanked Sam Traver, Dan Braun, Michele Norwood, Chartice Wyatt and Amber Racchini for all of their work on the new study table hours and setting up tutoring assistance. (Attached)

-Also provided the committee with Team GPA update. (Attached)

-Provided the committee an update on the link courses.

-Noted that Mental Health Committee is still active and trying to overcome the stigma that student athletes have over seeking help. Survey responses are going directly to the Athletic Trainers. The committee will resend the survey in the spring.

Report from Student Athletic Advisory Committee – Sam Traver

-Noted that the Counseling services are meeting with SAAC

-SAAC will once again be doing the Holiday Cards for people in assisted living.

-Will go over NCAA proposed legislation at the next meeting.

-Mrs. Traver noted how Dylan Ruefle has done a great job serving as the SAAC President. This was echoed by other committee members.

Next Meeting

- Tuesday, November 19, 2019, 2:00 p.m.-3:15 p.m., Sutton Hall, Room 202



IUP ATHLETICS

ACADEMIC SUPPORT INITIATIVE

ACADEMIC COORDINATOR FOR ATHLETICS

DAN BRAUN
DBRAUN@IUP.EDU

STUDENT SUCCESS SPECIALIST

CHARTICE WYATT
C.WYATT@IUP.EDU

GRADUATE STUDENT FOR ACADEMIC SUPPORT

GREG MYERS
VDZY@IUP.EDU

PURPOSE

Academic standards and requirements for student-athletes at Indiana University of Pennsylvania are no less stringent than for the general student body population. Both the University and IUP Athletics are aware that participation in varsity athletics makes exceptional demands upon a student-athlete's (SA) time and energy. Therefore, IUP Athletics, in concert with The University College has established the academic support initiative as listed below to help student-athletes achieve their full academic potential while participating in intercollegiate athletics.

MISSION

The mission of The IUP Athletics Academic Support Initiative is to provide a structured foundation for student-athletes to succeed in the classroom and in competition.

REQUIRED STUDY TABLE HOURS

INCOMING FRESHMAN

Two semesters of 8 hours per week required

*SA's who achieve Deans List (3.25 CGPA or higher) in their first semester will reduce their second semester to 6 hours per week of required study table hours.

INCOMING TRANSFERS

Two semesters are required based on the SA's CGPA at their previous institution.

- 0.00 - 1.99 | 8 hours per week
- 2.00 - 2.49 | 6 hours per week
- 2.50 - 2.99 | 4 hours per week
- 3.00 - 4.00 | 0 hours per week

*SA's who are considered graduate transfers will be exempt

RETURNING STUDENT-ATHLETES

SA's who enroll in their consecutive third semester at IUP are considered returning student-athletes and should abide by the schedule listed below.

- 0.00 - 1.99 | 8 hours per week
- 2.00 - 2.49 | 6 hours per week
- 2.50 - 4.00 | 0 hours per week

Attendance at study hall is mandatory, coaches will be expected to work with the the Athletic Academic Coordinator and Student Success Specialist to ensure their SA's are attending required study table hours.

STUDY TABLE STRUCTURE

Study table sessions will begin before the second week of each semester and run through finals week, excluding official vacation periods per the academic calendar.

HOURS OF OPERATION

Sunday | 5:00 p.m. - 7:00 p.m.

Monday - Thursday | 7:00 p.m. - 9:00 p.m.

*Dates/times will vary consistent with the academic calendar/official vacation periods.

LOCATION

Humanities and Social Science Building | Room XXX

*SA's are required to bring their ICard for attendance purposes

PROGRESS REPORTS

At minimum, there will be two progress reports conducted each semester to capture a student-athlete's progress academically. Each progress report will be shared with a student-athlete's designated coach to ensure a comprehensive approach to academic success.

TIMEFRAME

Mid-Term Grade Reports | Week six of semester

Faculty Progress Reports | Week nine of semester

*Minimal variance may occur based on academic calendar

PSAC Team Quality Point Average Form

The Team QPA Award will be announced following each academic year. The award is presented to a team in each PSAC sponsored sport that has the highest cumulative QPA.

CRITERIA:

- *QPA is based on end of the academic year (May) grades OR mid-year (December) if it is the student-athlete's final undergraduate semester at the institution (graduates, leaves school)*
- *If the student-athlete remains at your institution after undergraduate graduation and remains in graduate school, the combined GPA of all Quality Points obtained at your institution should be calculated.*
- *If the student-athlete only attends your institution for graduate school (transfers after finishing undergrad elsewhere), count only the QPA obtained at your institution.*
- *Include only those student-athletes that would be considered "counters" on the institution's EADA annual report.*

Please complete the following form and email or fax back to the conference office by **June 12**.

Please show each Team Cumulative QPA to the nearest thousandth (exp: 3.094). **No Ties will be broken.**

| Institution: Indiana University of Pennsylvania | | | |
|---|----------|------------------------|----------|
| SPORT | TEAM QPA | SPORT | TEAM QPA |
| BASEBALL | 3.027 | WOMEN'S SOCCER | 3.294 |
| MEN'S BASKETBALL | 3.049 | SOFTBALL | 3.416 |
| WOMEN'S BASKETBALL | 3.642 | MEN'S SWIMMING | 3.110 |
| MEN'S CROSS COUNTRY | 3.113 | WOMEN'S SWIMMING | 3.369 |
| WOMEN'S CROSS COUNTRY | 3.540 | MEN'S TENNIS | --- |
| FIELD HOCKEY | 3.480 | WOMEN'S TENNIS | 3.437 |
| FOOTBALL | 2.732 | MEN'S TRACK & FIELD* | 3.203 |
| MEN'S GOLF | 3.249 | WOMEN'S TRACK & FIELD* | 3.418 |
| WOMEN'S GOLF | --- | VOLLEYBALL | 3.574 |
| MEN'S SOCCER | --- | WRESTLING | --- |
| WOMEN'S LACROSSE | 3.333 | | |
| Submitted by: Samantha Traver | | | |
| <div style="font-size: 2em; font-family: cursive;"> CBPA 3.207 </div> | | | |

Note: *Track & Field will include Indoor and Outdoor participants together