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		Appendix	Page(s)
A. President Driscoll			
B. Provost Moerland			
C. Chairperson Piper			
D. Vice Chairperson Laughead			
Standing Committee Reports	**Chairperson**		
A. Rules Committee	Smith-Sherwood	**A**	**2**
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Greenawalt	**B**	**3-26**
C. University-Wide Graduate Committee	Moore/Frenzel	**C**	**27-46**
D. Noncredit Committee	O'Neil/Rearick	**D**	**47**
E. Library and Education Services Committee Research Committee	Chadwick		
F. Research	Marin	**E**	**48-49**
G. Student Affairs Committee	Erwin		
H. University Development and Finance Committee	Mount	**F**	**50-62**
I. Academic Affairs Committee	Dugan/Wachter	**G**	**63**
J. Awards Committee	Paul		
Senate Representative Reports	**Representative**		
A. University Planning Council	?		
B. Presidential Athletic Advisory Committee	Castle	**H**	**64-65**
C. Academic Computing Policy Advisory Committee	Ford	**I**	**66**
D. University Budget Advisory Committee	Soni		

New Business

Adjournment

Appendix A
Rules Committee
Chair Smith-Sherwood

FOR INFORMATION:

I. "Substantive change" clauses
The Rules Committee reminds Senators of the "substantive change" clauses located in the Senate By-Laws under sections pertaining to the University-Wide Undergraduate Curriculum Committee (V. Standing Committees C. 1. d.) and University-Wide Graduate Committee (V. Standing Committees D. 1. d.) respectively. In each case, the Senate By-Laws read:

> d. Any senator may request the chair of the University Senate, in consultation with the attending chair(s) of the committee and/or representatives of the originating department, to rule whether a suggested change is substantive. If substantive changes to curricular proposals are made on the University Senate floor, the proposal shall return to the originator for possible resubmission.

This is an instance of the Senate By-Laws overriding Robert's Rules of Order.

II. Standing Committee assignment update

As of 11/25/19, the following Standing 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	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 USVC	-----	3 Undergraduate 1 Graduate
Student Affairs (SCOSA)	1 At Large (may be Admin/Staff)	-----	5 Undergraduate

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:

- **BIOL 477 Neurobiology**
- **FDNT 465 Nutrition Counseling and Education**
- **CHEM 431 Organic Molecular Structure Determination**

FOR ACTION:

1. Department of Biology—Course Revisions, Course Number Changes, and Modification of Prerequisites, and Catalog Description Changes

a. Course Revisions:

i. Current Course Number, Catalog Description, and Prerequisite:

BIOL 242 Comparative Vertebrate Anatomy **2c-3l-3cr**
Prerequisite: BIOL 220
An investigation of the comparative structure and function of the vertebrate body emphasizing the diverse solutions to the problem of design for survival and the evolutionary mechanisms that provide those solutions. Meets twice per week for 2.5 hours. Each meeting includes both lecture and laboratory experiences.

Proposed Course Number, Catalog Description, and Prerequisite:

BIOL 342 Comparative Vertebrate Anatomy **2c-3l-3cr**
Prerequisite: BIOL 201
An investigation of the comparative structure and function of the vertebrate body emphasizing the diverse solutions to the problem of design for survival and the evolutionary mechanisms that provide those solutions. Meets twice per week for 2.5 hours. Each meeting includes both lecture and laboratory experiences.

Rationale: The course number increase (from 200 to 300 level) reflects the appropriate workload in terms of volume and complexity for the course. The course prerequisite change from BIOL 220 to 201 is to make it easier for students to enroll in Comparative Vertebrate Anatomy. Currently, BIOL 220 Zoology is acting as a bottle-neck across several Biology tracks. This prerequisite change should make it easier for Biology Pre-veterinary students (the only students who require Comparative Vertebrate Anatomy) to complete their required courses and graduate in a timely fashion. Also, based on my experience teaching the previous cohort, students in Comparative

Vertebrate Anatomy do not require the content from Zoology to successfully pass this course. The student learning outcomes are added to this course for the first time. This course will be dual-listed so that graduate students can register for it. This adds to the diversity of organismal biology courses available for graduate students.

ii. Current Catalog Description:

BIOL 477 Neurobiology **3c-0l-3cr**

Prerequisite: BIOL 105 or 202 or 240 or PSYC or instructor permission
Presents the underlying mechanisms through which the nervous system mediates behavior, from the molecular to the organismal level. Emphasizes two major themes: (1) the roles of synapses and neuronal excitability in shaping the input/output functions of neurons and neuronal networks and (2) the role of neuronal development and neuronal experience upon resultant neuronal organization.

Proposed Catalog Description:

BIOL 477 Neurobiology **3c-0l-3cr**

Prerequisite: BIOL 202 or 240 or any 300-level PSYC course
Presents the underlying mechanisms through which the nervous system mediates behavior, from the molecular to the organismal level. Emphasizes two major themes: (1) the roles of synapses and neuronal excitability in shaping the input/output functions of neurons and neuronal networks and (2) the role of neuronal development and neuronal experience upon resultant neuronal organization.

Rationale: This revision is being submitted to address three concerns: 1) The original BIOL 477/577 course objectives that are on file are almost twenty years old (from 2001). Neuroscience has progressed immensely in this time, and much has been learned of the mechanisms underlying neural function as well as many of the specific causes of neural dysregulation and disease. The new course objectives better match current emphases. 2) In the original formulation of this course, no separate course objectives were created for the upper (500) level course. This shortcoming is now addressed. 3) A DE option is being added to enhance course offering flexibility. 4) The current prerequisite list is both historical and inaccurate. BIOL 111 no longer exists, and "PSYC" itself provides no course identification. Modification of the BIOL prerequisites will continue to make BIOL 477 available to the BIOL and NATSCI students interested in organismal and physiological topics, while specification of the PSYC prerequisites will continue to make the course available to PSYC students interested in the neural basis of behavior.

b. Catalog Description Changes, Modification of Prerequisites and One Title Change

i. Current Course Title and Catalog Description:

BIOL 331 Animal Developmental Biology **2c-3l-3cr**
Prerequisite: BIOL 112 or 203; or instructor permission
Considers comparative and molecular development of vertebrate animals. General principles of development are illustrated using vertebrate, invertebrate, and plant materials.

Proposed Course Title and Catalog Description:

BIOL 331 Developmental Biology **2c-3l-3cr**
Prerequisite: BIOL 203
Studies cellular, molecular, and genetic control of embryonic and post-embryonic development. Introduces the principles of cell differentiation, stem cell behavior, and how cell fate decisions are coupled to the morphogenesis of tissues/organs. Emphasizes how the loss of developmental signaling pathways lead to the onset of human disease.

Rationale: BIOL 112 is no longer in the course catalog and must be removed. Removing "by instructor permission" is necessary to avoid override requests by the department chair and the Dean's Associate. The name and course title are being changed to better match the material emphasized and to highlight a more modern approach to the study of developmental biology.

ii. Current Catalog Description:

BIOL 475 Mammalogy **2c-3l-3cr**
Prerequisite: BIOL 220
A general discussion of mammals emphasizing systematics, distribution, and structural and functional modifications related to evolution of this group. Lab work samples numerous techniques that can be applied to mammalian biology.

Proposed Catalog Description:

BIOL 475 Mammalogy **2c-3l-3cr**
Prerequisite: BIOL 201 and a minimum of 30 credits
Reviews mammalian biology including systematics, evolution, distribution, anatomical and physiological adaptations, behaviors, habitats, and ecology. Discusses mammalian biology using taxonomic orders from around the world. Focuses on identification, natural history, and methods of study for mammals native to Pennsylvania. Participation in off-campus field activities required.

Rationale: To update prerequisites and course description. BIOL 201 covers introductory ecology and evolution and is sufficient background for the course.

c. Modifications of Prerequisites:

i. Current Course Title and Prerequisite:

BIOL 103 Life on Earth **3c-2l-4cr**
Prerequisite: Non-Biology Department majors/minors only

Proposed Course Title and Prerequisite:

BIOL 103 Life on Earth **3c-2l-4cr**
Prerequisite: none

ii. Current Course Title and Prerequisite:

BIOL 104 Human Biology: How the Human Body Works **3c-2l-4cr**
Prerequisite: Non-Biology Department majors/minors only

Proposed Course Title and Prerequisite:

BIOL 104 Human Biology: How the Human Body Works **3c-2l-4cr**
Prerequisite: none

Rationale: Since BIOL 103 and 104 are required courses for Minor-Biology and controlled electives for Minor-Forensic Biosciences, we cannot have this current prerequisite. To avoid overrides by department chair or dean's associate, we are removing these prerequisites. Additionally, with current Biology program revision, addressing this prerequisite will allow majors to use one 100-level BIOL course as a controlled elective.

iii. Current Course Title and Prerequisite:

BIOL 105 Cell Biology **3c-0l-3cr**
Prerequisite: For Biology majors only. Restricted to students who have completed fewer than 24cr.

Proposed Course Title and Prerequisite:

BIOL 105 Cell Biology **3c-0l-3cr**
Prerequisite: none

Rationale: Since BIOL 105 is a controlled elective for Minor-Forensic Biosciences, it does not make sense to place a restriction on the # of credits especially when it is offered only once a year; or state it is for Biology majors only.

iv. Current Course Title and Prerequisite:

BIOL 106 Human Genetics and Health **3c-2l-4cr**
Prerequisite: Non-Biology Department majors/minors only

Proposed Course Title and Prerequisite:

BIOL 106 Human Genetics and Health **3c-2l-4cr**
Prerequisite: None
Rationale: Since BIOL 106 is a required course for Minor-Biology and controlled elective for Minor-Forensic Biosciences, we cannot have this current prerequisite. To avoid overrides by department chair or dean's associate, we are removing this prerequisite. Additionally, with current Biology program revision, addressing this prerequisite will allow majors to use one 100-level BIOL course as a controlled elective.

v. Current Course Title and Prerequisite:

BIOL 107 Introduction to Forensic Biology **3c-0l-3cr**
Prerequisite: Non-Biology Department majors/minors only

Proposed Course Title and Prerequisite:

BIOL 107 Introduction to Forensic Biology **3c-0l-3cr**
Prerequisite: none

Rationale: Since BIOL 107 is a required course for Minor-Forensic Biosciences, we cannot have this current prerequisite. To avoid overrides by department chair or dean's associate, we are removing this prerequisite. Additionally, with current Biology program revision, addressing this prerequisite will allow majors to use one 100-level BIOL course as a controlled elective.

vi. Current Course Title and Prerequisite:

BIOL 115 Biotic Diversity of North America **3c-0l-3cr**
Prerequisite: Non-Biology Department majors/minors only

Proposed Course Title and Prerequisite:

BIOL 115 Biotic Diversity of North America **3c-0l-3cr**
Prerequisite: none

Rationale: Since BIOL 115 is a controlled elective for Minor-Forensic Biosciences, we cannot have this current prerequisite. To avoid overrides by department chair or dean's associate, we are removing this prerequisite. Additionally, with current Biology program revision, addressing this prerequisite will allow majors to use one 100-level BIOL course as a controlled elective.

vii. Current Course Title and Prerequisite:

BIOL 123 Perspectives in Cell and Molecular Biology **1c-0l-1cr**
Prerequisite: BIOL 202

Proposed Course Title and Prerequisite:

BIOL 123 Perspectives in Cell and Molecular Biology **1c-0l-1cr**
Prerequisite: none

Rationale: We are removing this BIOL 202 prerequisite as the prerequisite course is of a higher level than BIOL 123. Students should be able to register for this course in their first semester as this course would aid students in clarifying their career goals in the Cell and Molecular Biology Track.

viii. Current Course Title and Prerequisite:

BIOL 150 Human Anatomy **3c-3l-4cr**
Prerequisite: Non-Biology Department majors only

Proposed Course Title and Prerequisite:

BIOL 150 Human Anatomy **3c-3l-4cr**
Prerequisite: none

Rationale: Since BIOL 150 is a required course for Minor-Biomedical Science, we cannot have this current prerequisite. To avoid overrides by department chair or dean's associate, we are removing this prerequisite. Additionally, with current Biology program revision, addressing this prerequisite will allow majors to use one 100-level BIOL course as a controlled elective.

ix. Current Course Title and Prerequisite:

BIOL 202 Principles of Cell and Molecular Biology **3c-3l-4cr**
Prerequisite: CHEM 111 or 113

Proposed Course Title and Prerequisite:

BIOL 202 Principles of Cell and Molecular Biology **3c-3l-4cr**
Prerequisite: none

Rationale: The current prerequisites create a bottleneck in this introductory core course. By removing the current prerequisites, it will increase student flexibility. BIOL 202 includes an introduction to basic biological chemistry.

x. **Current Course Title and Prerequisite:**

BIOL 203 Principles of Genetics and Development **3c-3l-4cr**
Prerequisite: BIOL 202 or instructor permission

Proposed Course Title and Prerequisite:

BIOL 203 Principles of Genetics and Development **3c-3l-4cr**
Prerequisite: BIOL 202

xi. **Current Course Title and Prerequisite:**

BIOL 211 Investigative Biological Forensics **3c-0l-3cr**
Prerequisite: BIOL 107 or equivalent or instructor permission

Proposed Course Title and Prerequisite:

BIOL 211 Investigative Biological Forensics **3c-0l-3cr**
Prerequisite: BIOL 107 or equivalent

xii. **Current Course Title and Prerequisite:**

BIOL 220 General Zoology **2c-3l-3cr**
Prerequisite: BIOL 201 or instructor permission

Proposed Course Title and Prerequisite:

BIOL 220 General Zoology **2c-3l-3cr**
Prerequisite: BIOL 201

xiii. **Current Course Title and Prerequisites:**

BIOL 221 Environmental Health and Protection **3c-3l-4cr**
Prerequisites: BIOL 201; CHEM 102, 112 or 114; or instructor permission

Proposed Course Title and Prerequisites:

BIOL 221 Environmental Health and Protection **3c-3l-4cr**
Prerequisites: BIOL 201; CHEM 101 or 111 or 113; CHEM 102 or 112 or 114

xiv. **Current Course Title and Prerequisites:**

BIOL 240 Human Physiology **3c-2l-4cr**
Prerequisites: BIOL 150 and CHEM 101; or BIOL 203; or KHSS 221; or instructor permission

Proposed Course Title and Prerequisites:

BIOL 240 Human Physiology **3c-2l-4cr**
Prerequisites: BIOL 150 and CHEM 101; or BIOL 203; or KHSS 221

Rationale: We are removing the "instructor permission" prerequisite to avoid override requests by the department chair and Dean's Associate in the above courses.

xv. **Current Course Title and Prerequisites:**

BIOL 241 Introductory Medical Microbiology **3c-3l-4cr**
Prerequisites: Non-Biology Department majors in Health and Human Services and Natural Sciences and Mathematics only, BIOL 240; or instructor permission

Proposed Course Title and Prerequisites:

BIOL 241 Introductory Medical Microbiology **3c-3l-4cr**
Prerequisites: BIOL 203 or 240; CHEM 101 or 111 or 113; CHEM 102 or 112 or 114

Rationale: Since BIOL 241 will replace our BIOL majors BIOL 250 Microbiology course, all BIOL, BIOC, NSM, HHS majors will be taking BIOL 241 to fulfill their Microbiology content requirement. With addition of basic CHEM courses fulfilled as part of the Natural Science Liberal Studies requirement, students will have the chemistry foundation required for BIOL 241. To avoid overrides, we are eliminating "instructor permission" from our prerequisite.

xvi. **Current Course Title and Prerequisites:**

BIOL 301 Fundamentals of Epidemiology **3c-0l-3cr**
Prerequisites: BIOL 104 and 119; or 203; and MATH 216 or 217; or instructor permission

Proposed Course Title and Prerequisites:

BIOL 301 Fundamentals of Epidemiology **3c-0l-3cr**
Prerequisites: BIOL 104 and 119; or 203; and MATH 216 or 217

xvii. **Current Course Title and Prerequisites:**

BIOL 310 Applied Entomology and Zoonoses **2c-3l-3cr**
Prerequisites: BIOL 201, BIOL 220; or instructor permission

Proposed Course Title and Prerequisites:

BIOL 310 Applied Entomology and Zoonoses **2c-3l-3cr**
Prerequisites: BIOL 201 and 220

Rationale: To decrease overrides by department chair or dean's associate, we are removing "instructor permission" from the above two courses.

xviii. Current Course Title and Prerequisite:

BIOL 313 Forensic Analysis of DNA **3c-0l-3cr**
Prerequisite: BIOL 211 or equivalent or instructor permission
Proposed Course Title and Prerequisite:

BIOL 313 Forensic Analysis of DNA **3c-0l-3cr**
Prerequisite: BIOL 203 or 211

Rationale: To decrease overrides by department chair or dean's associate, we are removing "instructor permission." We are adding BIOL 203, Biology core course as a prerequisite so that our Biology Majors can take this course, if interested in Forensics.

xix. Current Course Title and Prerequisites:

BIOL 323 Introduction to Toxicology and Risk Assessment **3c-0l-3cr**
Prerequisites: BIOL 104 or 203; CHEM 102 or 112 or 114; or instructor permission

Proposed Course Title and Prerequisites:

BIOL 323 Introduction to Toxicology and Risk Assessment **3c-0l-3cr**
Prerequisites: BIOL 104 or 203; CHEM 101 or 111 or 113; CHEM 102 or 112 or 114

Rationale: To decrease overrides by department chair or dean's associate, we are removing "instructor permission" from prerequisites. We are also clarifying the two CHEM courses that should be taken.

xx. Current Course Title and Prerequisites:

BIOL 362 Ecology **2c-3l-3cr**
Prerequisites: BIOL 201, BIOL 210 or 220, or instructor permission

Proposed Course Title and Prerequisite:

BIOL 362 Ecology **2c-3l-3cr**
Prerequisite: BIOL 201

Rationale: Updating BIOL 362 prerequisites based on current course offerings and removing prerequisites that are not necessary for being successful in the class.

xxi. Current Course Title and Prerequisites:

BIOL 364 Immunology **2c-3l-3cr**
Prerequisites: BIOL 241 or 250; CHEM 102 or 332 or 351; or instructor permission

Proposed Course Title and Prerequisites:

BIOL 364 Immunology **2c-3l-3cr**
Prerequisites: BIOL 241; CHEM 111 or 113; CHEM 112 or 114

Rationale: To make sure that every student is provided the same footing to be successful in BIOL 364, it would be best to change the original prerequisites to the proposed prerequisites. This change may also be attractive to other BIOL and CNSM majors earlier on in their coursework.

xxii. Current Course Title and Prerequisites:

BIOL 402 Advanced Human Anatomy **3c-3l-4cr**
Prerequisites: BIOL 202 or instructor permission; not open to students who have successfully completed BIOL 150; not open to students who have fewer than 60cr

Proposed Course Title and Prerequisites:

BIOL 402 Advanced Human Anatomy **3c-3l-4cr**
Prerequisites: BIOL 202; not open to students who have successfully completed BIOL 150; not open to students who have fewer than 60cr

Rationale: To decrease overrides by department chair or dean's associate, we are removing "instructor permission."

xxiii. Current Course Title and Prerequisites:

BIOL 405 Biology of the Cell **2c-3l-3cr**
Prerequisites: BIOL 111 or 203; CHEM 231, or instructor permission

Proposed Course Title and Prerequisites:

BIOL 405 Biology of the Cell **2c-3l-3cr**
Prerequisites: BIOL 203; CHEM 231

Rationale: To decrease overrides by department chair or dean's associate, we are removing "instructor permission." Also, BIOL 111 is an inactive course and not listed in the catalog, so it is being removed as a prerequisite.

xxiv. Current Course Title and Prerequisite:

BIOL 411 Forensic Biology Laboratory Operations **2c-2l-4cr**
Prerequisite: BIOL 313 or equivalent or instructor permission

Proposed Course Title and Prerequisite:

BIOL 411 Forensic Biology Laboratory Operations **2c-2l-4cr**
Prerequisite: BIOL 203 or 313

Rationale: To decrease overrides by department chair or dean's associate, we are removing "instructor permission." We have added BIOL 203, our Biology program core course as a prerequisite so that our Cell and Molecular Biology track students can take this course instead of their required BIOL 401 which may not be offered on a regular basis.

xxv. Current Course Title and Prerequisite:

BIOL 431 Ichthyology **3c-3l-3cr**
Prerequisite: BIOL 220 or instructor permission

Proposed Course Title and Prerequisite:

BIOL 431 Ichthyology **3c-3l-3cr**
Prerequisite: BIOL 103 or 201 and sophomore status

Rationale: Remove prerequisites that are not necessary for being successful in BIOL 431. The change will also make the course more likely to be taken by non-biology majors (who have taken BIOL 103).

xxvi. Current Course Title and Prerequisite:

BIOL 455 Animal Behavior **3c-0l-3cr**
Prerequisite: BIOL 220 or permission

Proposed Course Title and Prerequisite:

BIOL 455 Animal Behavior **3c-0l-3cr**
Prerequisite: BIOL 201; not open to students who have fewer than 60cr

Rationale: BIOL 201 introduces general ecological theory, which provides a basis for the behavioral topics of BIOL 455. BIOL 455 is being restricted to upper-level students because of the theoretical content of the course.

xxvii. Current Course Title and Prerequisites:

BIOL 456 Ecological Toxicology **2c-3l-3cr**
Prerequisites: BIOL 112 or 202, CHEM 112

Proposed Course Title and Prerequisites:

BIOL 456 Ecological Toxicology **2c-3l-3cr**
Prerequisites: BIOL 202; CHEM 112

Rationale: BIOL 112 is an inactive course and not listed in the catalog, so it is being removed as a prerequisite.

xxviii. Current Course Title and Prerequisite:

BIOL 462 Vertebrate Endocrinology **3c-0l-3cr**
Prerequisites: BIOL 203 or CHEM 351 or instructor permission

Proposed Course Title and Prerequisite:

BIOL 462 Vertebrate Endocrinology **3c-0l-3cr**
Prerequisite: BIOL 203 or CHEM 351

xxix. Current Course Title and Prerequisite:

BIOL 466 Principles of Virology **3c-0l-3cr**
Prerequisite: BIOL 203 or CHEM 351 or instructor permission

Proposed Course Title and Prerequisite:

BIOL 466 Principles of Virology **3c-0l-3cr**
Prerequisite: BIOL 203 or CHEM 351

xxx. Current Course Title and Prerequisite:

BIOL 469 Circadian Rhythms and Sleep **3c-0l-3cr**
Prerequisite: BIOL 104 or 203 or 240 or instructor permission

Proposed Course Title and Prerequisite:

BIOL 469 Circadian Rhythms and Sleep **3c-0l-3cr**
Prerequisite: BIOL 104 or 203 or 240

Rationale: To decrease overrides by department chair or dean's associate, we are removing "instructor permission" as our prerequisite for the above courses.

xxxi. Current Course Title and Prerequisite:

BIOL 471 Dendrology of the Eastern US **2c-3l-3cr**
Prerequisite: BIOL 210 or instructor permission

Proposed Course Title and Prerequisite:

BIOL 471 Dendrology of the Eastern US **2c-3l-3cr**
Prerequisite: none

xxxii. Current Course Title and Prerequisite:

BIOL 474 Spring Flora of the North Eastern US **2c-3l-3cr**
Prerequisite: BIOL 210 or instructor permission

Proposed Course Title and Prerequisite:

BIOL 474 Spring Flora of the North Eastern US **2c-3l-3cr**
Prerequisite: none

Rationale: To avoid overrides by department chair or dean's associate, we are removing "instructor permission." Also remove BIOL 210 as the above two courses are taught so that any student can take the course and do well.

xxxiii. Current Course Title and Prerequisite:

BIOL 479 Neurobiology of Addiction **3c-0l-3cr**
Prerequisite: BIOL 104 or 203 or 240 or instructor permission

Proposed Course Title and Prerequisite:

BIOL 479 Neurobiology of Addiction **3c-0l-3cr**
Prerequisite: BIOL 104 or 203 or 240

Rationale: To decrease overrides by department chair or dean's associate, we are removing "instructor permission" as a prerequisite.

2. Department of Geosciences—Program Revision and Program Catalog Description Change

a. Program Revision

Current Programs:

Bachelor of Science--Geology with tracks in a) Geology, b) Environmental Geoscience, and c) Energy Resources

Liberal Studies: As outlined in Liberal Studies section with the following specifications:		46
Mathematics: MATH 121		
Natural Science: CHEM 111-112 or CHEM 113-114		
Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix		
Major:		58
Required Courses:		
GEOS 201	Foundations of Geology	4cr
~~GEOS 202~~	~~Quantitative Methods in the Geosciences~~	~~2cr~~
GEOS 203	Surficial Processes	4cr
GEOS 204	Historical Geology	4cr
GEOS 301	Mineralogy	4cr
GEOS 470	Research Methods in the Geosciences	2cr
GEOS 480	Geoscience Seminar	2cr
One course from the following: GEOS 303, 401-402, 403-404, 405-406, 407-408 (1)		4cr
Geology Track:		
Select two courses from the following: GEOS 302, 345, 362		8cr
Select two courses from the following: GEOS 352, 353, 354, 355		8cr
Environmental Track:		
Select two courses from the following: GEOS 345, 352, 356		8cr
Select two courses from the following: GEOS 310, 311, 312, 323		8cr
Energy Resources Track:		
Select two courses from the following: GEOS 302, 323, 324		8cr
Select two courses from the following: GEOS 352, 353, 355, 362		8cr
Ancillary Sciences:		6cr
Select two courses from the following: PHYS 111 or 131, PHYS 112 or 132, MATH 216		
Controlled Electives: Select 10cr from the following: (2)		10cr
One 100-level GEOS course (3)		
Any 300-level GEOS course		
Any 400-level GEOS course		
Foreign Language Intermediate Level		
BIOL 201, 202		
CHEM 231, 332, 325, 326, 341		
GEOG ~~314, 335,~~ 341, 343, 415, 419		
MATH 216 or 217(4), 341		
PHYS 121 or 141,122 or 142, 342		
COSC 110, 210, ~~250~~, 310, 362		
Free Electives:		16
Total Degree Requirements:		120

Proposed Program:

Bachelor of Science--Geology

Liberal Studies: As outlined in Liberal Studies section with the following specifications:		44-46
Mathematics: MATH 121 or MATH 125		
Natural Science: CHEM 111-112 or CHEM 113-114		
Liberal Studies Electives: 3-4cr, MATH 122 or MATH 126		
Major:		58
Required Courses:		
GEOS 201	Foundations of Geology	4cr
GEOS 203	Surficial Processes	4cr
GEOS 204	Historical Geology	4cr
GEOS 301	Mineralogy	4cr
GEOS 302	Structural Geology	4cr
GEOS 470	Research Planning	2cr
GEOS 475	Data Interpretation	2cr
GEOS 480	Senior Research	2cr
One course from the following: GEOS 303, 401-402, 403-404, 405-406, 407-408, 490 (1)		4cr
Ancillary Sciences:		6cr
Select two courses from the following: PHYS 111 or 131, PHYS 112 or 132, MATH 216		
Controlled Electives: Select 10cr from the following: (2)		22cr
One 100-level GEOS course (3)		
Any 300-level GEOS course(s)		
Any 400-level GEOS course(s)		
Students interested in pursuing a more generalized career in **Geology** or considering graduate school are encouraged to take three from the following: GEOS 323, 345, 352, 353, 355, 362, 481 (with departmental approval)		
Students interested in **Environmental Geosciences** are encouraged to take three from the following: GEOS 310, 311, 312, 323, 352, 356, 481 (with departmental approval)		
Students interested in careers in **Energy** are encouraged to take three from the following: GEOS 323, 324, 352, 353, 355, 481 (with departmental approval)		
Foreign Language Intermediate Level		
BIOL 201, 202, 221		
CHEM 231, 325, 326, 332, 341		
COSC 110, 210, 310, 362		
COSC/MATH 343		
ENVE 101		
GEOG 341, 343, 415, 419, 435		
IFMG 390		
MATH 216 or 217(4), 341		
PHYS 121 or 141,122 or 142, 342		
Free Electives:		16-18
Total Degree Requirements:		120

(1) Up to 4cr of a summer field camp, internship, field research study, or independent study, all of which must be approved by the department, may substitute for GEOS 303 Field Geology or a Geoscience Field Workshop.
(2) ~~Any course not applied to the _____ Track may count as a controlled elective if taken in addition to track requirements.~~ Only one Geoscience Field Workshop (including prerequisite 1cr Seminar) may be applied toward controlled electives. Six credits of foreign language may count toward controlled electives provided intermediate level is successfully obtained.
(3) When taken before declaring the major or when specifically recommended during freshmen orientation/transfer advising for students who must take preparatory math courses before enrolling in GEOS 201~~ and 202~~.
(4) Cannot be counted as a controlled elective if MATH 216 is applied toward ancillary science requirements.

(1) Up to 4cr of a summer field camp, internship, field research study, or independent study, all of which must be approved by the department, may substitute for GEOS 303 Field Geology or a Geoscience Field Workshop.
(2) No more than 12cr of Controlled Electives may be fulfilled by non-GEOS classes. Only one Geoscience Field Workshop (including prerequisite 1cr Seminar) may be applied toward controlled electives. Six credits of foreign language may count toward controlled electives provided intermediate level is successfully obtained.
(3) When taken before declaring the major or when specifically recommended during freshmen orientation/ transfer advising for students who must take preparatory math courses before enrolling in GEOS 201.
(4) Cannot be counted as a controlled elective if MATH 216 is applied toward ancillary science requirements.

b. Program Catalog Description Change:

Current Program Catalog Description:

Geology is the broad science that encompasses all aspects of the Earth system. In addition to the solid Earth, this system includes the oceans and atmosphere, climate change, and most aspects of our immediate environment. Professional geologists are thus engaged in a wide range of activities, depending on their interests. Scientific questions addressed by geologists include the evolution of life, the origin of volcanic activity, the assessment of volcanic and earthquake hazards, the evolution of our planetary neighbors, climate change, mineral and energy resources, and the human impact on the environment.

The Geoscience Department offers a BS degree with a major in geology that is divided into three tracks: Geology, Environmental, and Energy Resources. All tracks give students the necessary foundation to pursue a wide variety of career goals. In addition, the department offers a BSEd degree with a major in Earth and space science education for students who are interested in teaching. The degrees and courses in the program emphasize hands-on learning, including outdoor instruction, student-oriented research, and professional experiential learning opportunities. In addition to on-campus instruction and class-related field trips, the department also offers several regional geology field workshops, which take place in Newfoundland, the northern Rockies region, Florida and the Bahamas, and the American Southwest.

~~**BS – Geology/Geology Track**~~

~~This track is designed for students who are interested in pursuing many of the various subdisciplines in geology, including oceanography/marine geology, climate change, volcanology, paleontology, and geophysics. There is also considerable overlap between geology and astronomy, as geologists study the evolution of other planetary bodies, such as the Moon, Mars and Venus; the curriculum reflects this link and provides the groundwork for planetary studies. The Geology Track thus provides students with the foundation needed to pursue a wide variety of careers, including research and graduate studies, or working as professional geologists for energy resource companies, environmental consulting firms, or federal and state regulatory agencies.~~

~~**BS – Geology/Environmental Track**~~

~~This track is designed for students who wish to pursue careers in the environmental field. In addition to air and water quality issues, pollution often affects the subsurface in ways that are difficult to detect and remediate. Geologists therefore play a key role in dealing with complex environmental issues; the Environmental Track prepares students to solve a variety of environmental problems. Graduates from this~~

~~track will be prepared for direct entry into jobs with federal or state agencies and private environmental consulting firms, as well as graduate studies.~~

~~**BS – Geology/Energy Resources Track**~~

~~This track is designed for students who wish to pursue careers in the energy sector. As the world's energy demands continue to grow, nations face the challenge of maintaining reliable energy supplies. Conventional oil, coal, and natural gas continue as mainstays of the energy industry, but renewable and/or carbon-neutral energy sources are gaining attention in response to growing concerns about climate change and finite reserves of fossil fuels. western Pennsylvania is a historic coal and natural gas producing region with the potential for significant growth in the natural gas industry due to development of the Marcellus shale. The Energy Resources Track will prepare students for direct entry into the energy industry with a focus on the discovery and development of energy resources and geophysical exploration techniques.~~

Proposed Program Catalog Description:

Geology is the broad science that encompasses all aspects of the Earth system. In addition to the solid Earth, this system includes the oceans and atmosphere, climate change, and most aspects of our immediate environment. Professional geologists are thus engaged in a wide range of activities, depending on their interests. Scientific questions addressed by geologists include the evolution of life, the origin of volcanic activity, the assessment of volcanic and earthquake hazards, the evolution of our planetary neighbors, climate change, mineral and energy resources, and the human impact on the environment. The Geoscience Department offers a BS degree that gives students the necessary foundation to pursue a wide variety of career goals. In addition, the department offers a BSEd degree with a major in Earth and Space Science Education (ESPE) for students who are interested in teaching. The degrees and courses in the program emphasize hands-on learning, including outdoor instruction, student-oriented research, and professional experiential learning opportunities. In addition to on-campus instruction and class-related field trips, the department also offers several regional geology field workshops, which take place in Newfoundland, Colorado, Florida, and the American Southwest.

Students complete a set of core foundational geoscience coursework that provides a basis for understanding concepts used for a variety of subdisciplines including oceanography/marine geology, climate change, volcanology, paleontology, astronomy and geophysics. Working closely with academic advisors, students also select a series of coursework tailored specifically to meet individual career goals that include professional teaching certification, research and graduate studies, or working as professional geologists for energy resource companies, environmental consulting firms, or federal and state regulatory agencies.

Rationale: The Geoscience Department regularly reviews student learning, curriculum offering, and professional academic/workforce trends to make sure that we offer a relevant, high-quality education. We collect and assess quantitative and qualitative data on specific student learning outcomes, enrollment data, and national trends in higher education/workforce development. Based on these data, we periodically adjust individual courses and program offerings. The proposed changes to the B.S. Geology program reflect an accumulation of minor changes in course offering and course numbering necessary to update our current program.

The primary change proposed here is to streamline our current "three-tracks" into a single set of core course requirements for the degree program. These track-sequences (Geology, Environmental Geoscience, and Energy Resources) were originally designed to focus student course selections toward a particular career pathway allowing them to select from a subset of "core courses" that provided them with general skills needed for employment. But recent

enrollment trends and loss of faculty expertise due to faculty retirements has reduced the breadth of upper-division courses offered by the Department making it difficult for students to meet the track-requirements and requiring multiple course-substitutions. For instance, EVERY student in the Energy Resources track that has graduated in the last two years has been granted substitute course replacements due to cancellation of courses. In addition, recent changes to state requirements made by the Association of State Boards of Geology (ASBOG) now require Structural Geology and Field Methods coursework to qualify for admittance to the certification exams required to be licensed as a Professional Geologist" in the state of Pennsylvania. Thus we have simplified our main "core requirements" to a single set of courses and now advise students to take a sequence of additional coursework to fulfill "controlled electives" that we think will help them prepare for particular career pathways. This change will also provide wider flexibility to fulfill graduation requirements in a timely manner, especially for those students who transfer into the major after their first year of studies.

Second, the Geoscience Department has found through continuous assessment of student learning outcomes that our current program requirement of GEOS 202 Quantitative Methods in the Geosciences, a 2-credit course that focuses on scientific data analysis very early in a student's program, has not produced the long-lasting improvements in outcomes that were our goals when we created this class in 2009. We propose to substantially revise this freshman-level course into a new senior-level required course focusing on data analysis and interpretation, which will become the central 'bridge class' in our existing junior-senior capstone research sequence.

The current capstone research sequence consists of GEOS 470 Research Methods in the Geosciences (2 credits, spring of the junior year), followed a year later by this course, GEOS 480 Seminar (2 credits, spring of the senior year.) We plan to keep both of those courses in place, but make slight modifications to their titles, descriptions and prerequisites so that the revised 2-credit 'bridge class' can be added in between them, in the fall of the senior year. GEOS 470 will be renamed to Research Planning and GEOS 480 renamed to Senior Research, titles that better reflect their content and purpose. The new course, GEOS 475 Data Interpretation, will emphasize the collection, manipulation, analysis and interpretation of data, like the old GEOS 202 course but in a more meaningful context because the data being interpreted are related to the student's own capstone research. We believe this change will substantially improve our student learning outcomes for critical thinking, data analysis and interpretation, and project management.

Finally, minor adjustments have also been made to update courses that fulfill Calculus requirements, to expand Controlled Elective coursework options to include appropriate new courses in other programs and to correct course listings or name changes recently made and approved by the UWUCC.

3. Department of Political Science—Course Revision for Liberal Studies

Current and Proposed Catalog Description:

PLSC 111 American Government **3c-0l-3cr**
Investigates the way American government works (and why sometimes it doesn't). Examines who gets what, why, and how in America and who pays for it, with an emphasis on

understanding the origin, structure, and functions of US government. Looks beyond the divisions between "liberals" and "conservatives" to understand and evaluate contemporary political events and practices. Founding principles and their modern application are a core focus.

Rationale: This course is being revised to map the student learning outcomes to the EUSLOs and to include assessments.

4. Department of Kinesiology, Health, and Sport Science—Modification of Prerequisite

Current Course Number, Title and Prerequisite:

KHSS 175 Prevention and Care of Injuries to the Physically Active 2c-0l-2cr
Prerequisite: Health and physical education, physical education and sport, athletic coaching certificate students

Proposed Course Number, Title and Prerequisite:

KHSS 175 Prevention and Care of Injuries to the Physically Active 2c-0l-2cr
Prerequisite: None

Rationale: The existing prerequisites were put into place in an effort to limit enrollment to KHSS majors only. At that time, it was common for the course to have large waiting lists. However, as enrollment has dropped, this restriction is no longer needed.

5. Department of Management—Program Revision

Current Approved Program: **B.S.—Management/Supply Chain Management Track**			**Proposed Program:** **B.S.—Management/Supply Chain Management Track**		
Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 107 and 108 **Natural Science:** Option II **Social Science:** ECON 121, PSYC 101, and a Global and Multicultural Awareness course (recommended) **Liberal Studies Electives:** 6cr, ECON 122, MATH 214 (1)		47-48	**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 107 and 108 **Natural Science:** Option II **Social Science:** ECON 121, PSYC 101, and a Global and Multicultural Awareness course (recommended) **Liberal Studies Electives:** 6cr, ECON 122, MATH 214 (1)		47-48
College: Business Administration Core		36	**College: Business Administration Core**		36
Required Courses:			**Required Courses:**		
ACCT 201	Accounting Principles I	3cr	ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr	ACCT 202	Accounting Principles II	3cr
BCOM 321	Business and Interpersonal Communications	3cr	BCOM 321	Business and Interpersonal Communications	3cr
BLAW 235	Legal Environment of Business	3cr	BLAW 235	Legal Environment of Business	3cr
COSC/IFMG 101 or IFMG 110 (2)	Computer Literacy Business Spreadsheet Computing	3cr	COSC/IFMG 101 or IFMG 110 (2)	Computer Literacy Business Spreadsheet Computing	3cr
FIN 310	Fundamentals of Finance	3cr	FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	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:** 24 **Required Courses:** ~~ACCT 300 Managerial Accounting 3cr~~ ~~MGMT 300 Human Resource Management 3cr~~ MGMT 434 Quality Management 3cr MGMT 437 Supply Chain Management 3cr MGMT 438 Seminar in Operations Management 3cr **Controlled Electives:** One course from the following: ECON 330, 334 3cr Two courses from the following: ~~ACCT 311~~, BCOM 342, ~~IFMG 250, 251,~~ MGMT 311, ~~400, 401,~~ 481, 493, ~~MGMT/MKTG 350, MGMT/MKTG 432, MKTG 420, 434,~~ QBUS 380, ~~401~~, SAFE 101 6cr **Free Electives:** ~~(4)~~ 12-13	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:** 24 **Required Courses:** MGMT 434 Industrial Quality: Statistical Tools and Management 3cr MGMT 437 Supply Chain Modeling and Analysis 3cr MGMT 438 Seminar in Operations Management ***or*** 3cr ***or*** 428 Seminar in Management MKTG 434 Marketing Logistics 3cr **Controlled Electives:** One course from the following: ECON 330, 334 3cr Three courses from the following: BCOM 342, IFMG 475, MGMT 300, 311, 401, 461 or 462, 481, 493, QBUS 380, 450, SAFE 101, or other courses as approved by the advisor 9cr
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.	**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.

Rationale: The Supply Chain Management Track is currently on a growth trajectory. It is important to evaluate and improve the curriculum requirements. Some of the elective courses no longer exist (e.g., ACCT 300, IFMG 251, QBUS 401) and hence they consistently require substitution for students to graduate. Also, many new courses have been added that are useful for the major (e.g., QBUS 450 and IFMG 475). The proposed curriculum will be more resources efficient; for example, MGMT 438 cannot be offered frequently due to the departmental resource constraints and therefore, MGMT 428 has been added as an option).

6. Department of Food and Nutrition—New Courses

a. FDNT 465 Nutrition Counseling and Education 3c-0l-3cr

Prerequisites: FDNT 213, 355, PSYC 101
Corequisite: FDNT 466
Focuses on nutrition counseling and education methods to support health-promoting dietary knowledge, attitudes, and behaviors for individuals and groups in community and clinical settings.

b. FDNT 466 Nutrition Counseling and Education Lab 0c-2.75l-1cr
Prerequisites: FDNT 213, 355, and PSYC 101
Corequisite: FDNT 465
Development and experience applying nutrition counseling and nutrition education methods to support health-promoting dietary knowledge, attitudes, and behaviors for individuals and groups.

Rationale: These courses combine essential competencies of FDNT 463 Nutrition Counseling and FDNT 364 Methods of Teaching Food and Nutrition (FDNT 465 and 466, will replace these two courses). The combination and development of the new courses will feature the unique content and activities, allow for expansion or addition of content and competency-based methods identified by ACEND (accreditation), and eliminate overlap across these two courses identified by faculty. The focal topics in these courses will better align with the distribution of topics in the registration exam for dietitians, thereby enhancing student preparation to become a credentialed practitioner. FDNT 465 Nutrition Counseling and Education will provide the didactic content and FDNT 466 Nutrition Counseling and Education Lab will provide students with the opportunity apply didactic principles and demonstrate competence in supervised laboratory and real-world settings.

7. Department of Communications Media—Course Revision, Catalog Description Change, and Deletion of Minor

a. Course Revision and Catalog Description Change:

Current Catalog Description:

COMM 271 Beginning Photography 3c-0l-3cr
Prerequisites: COMM 101 or JRNL 105, communications media major or minor, interior design major, photography and digital imaging certificate or digital history certificate enrollment or permission.
Introduces beginning photography students to photography as a tool for communications and as a lifelong leisure activity. Covers basic camera operation and other means of image acquisition, image processing and manipulation, printing, and photo finishing. Student is required to have a camera, preferable a single-lens reflex, with fully manual focusing and exposure capability.

Proposed Catalog Description:

COMM 271 Beginning Photography 3c-0l-3cr
Prerequisites: COMM 101 or JRNL 105, communications media major or minor, interior design major, photography and digital imaging certificate or digital history certificate enrollment or permission.
Develops students' abilities in the practice and application of photography as a tool for communications and as a creative pursuit. Emphasizes proper technical skills and creative application of the medium. Covers topics such as camera operation, image editing, and image analysis.

Rationale: The course is being revised because the current description, objectives and outcomes no longer fit with the goals of the course. The language is outdated and refers to processes and techniques that were used when the course used film and a darkroom. The course is now fully digital and no longer covers topics such as photo finishing or printing. It is now a more technically focused course that serves as the foundation for the rest of our photography courses and it is being revised to address these changes.

b. Deletion of Minor:

Minor in Educational Technology

c. Program Catalog Description Change:

Current Program Catalog Description:

The department offers a Bachelor of Science degree program in Communications Media, with three tracks as well as a minor in Communications Media and a minor in Educational Technology. The Communications Media minor is an 18-credit program designed to complement any major. ~~The Educational Technology minor is a 24-credit program designed for students who are completing a teaching degree.~~

Students majoring in Communications Media may select one of three tracks: **Media Marketing**, **Media Production**, or **Media Studies**.

Proposed Program Catalog Description:

The department offers a Bachelor of Science degree program in Communications Media, with three tracks as well as a minor in Communications Media. The Communications Media minor is an 18-credit program designed to complement any major.

Students majoring in Communications Media may select one of three tracks: **Media Marketing**, **Media Production**, or **Media Studies**.

Rationale: The Minor in Educational Technology is being deleted from the Communications Media program. The minor is under revision by the Department of Professional Studies in Education. This proposal deletes the minor from Communications Media so the program can be revised and added to PSE.

8. Department of Chemistry—Course Revision, Credit Hour Change and Catalog Description Change

Current Catalog Description:

CHEM 431 Organic Molecular Structure Determination **4c-var-3cr**
Prerequisites: CHEM 231-332 (332 may be taken concurrently)
Gives the student experience in systematic identification of various classes of organic compounds by both chemical and physical methods.

Proposed Catalog Description:

CHEM 431 Organic Molecular Structure Determination 3c-0l-3cr
Prerequisites: CHEM 231-332 (332 may be taken concurrently)
Examines modern and advanced methods of elucidation of the structures of organic molecules, including NMR, MS, and IR. Discusses the fundamental physical and chemical principles of each method. Focuses on structure determination by interpretation of data (spectra), either individually or combined. Emphasizes structure determination as currently applied in the chemical industry.

Rationale: The main reason this course is being revised is to add the DE to it. The revision was suggested since the course has not been updated in some time so we are adding a focus to emphasize how the material is currently used in the chemical industry. We are also updating class hours to be in line with the number of credits available (lab has not been apart of this course for over a decade).

9. Department of Journalism and Public Relations—Program Catalog Description Change

Current Program Catalog Description:

A bachelor of arts degree with a major in journalism and public relations at IUP prepares students to thrive in a wide variety of career fields, such as news media, public relations, entertainment, magazines, advertising, visual journalism, online journalism, web design, marketing, and social media.

In addition to these traditional, journalistic career fields, department graduates combine their outstanding communication skills with other fields about which they are passionate and land jobs in hospitals, hotels, politics, advocacy, sports, and planning, just to name a few, where strategic communication is essential.

This major's curriculum is flexible enough to allow students to pick up a second major, or a minor, and still graduate within four years. This is how journalism and public relations majors differentiate themselves in the workforce.

With seven required courses (21 credits), students are empowered to individualize their degrees specifically in line with their interests and passions. Students choose six more major electives (18 additional credits), out of the 24 (72 credits) the department offers, to complete the major requirements.

~~All journalism and public relations students are required to pass a basic writing skills test before completing the degree. Students may make as many scheduled attempts as needed to pass the test with a grade of 70 percent or better.~~

Students in the College of Humanities and Social Sciences are also required to reach the intermediate level of a foreign language, which typically translates to three semesters (12 credits) of the student's choice of a foreign language. These requirements make journalism and public relations graduates more marketable.

For students who choose to major in another program at IUP, the department offers an 18-credit minor that complements any major.

Successful alumni of this program represent a network of professionals throughout communications industries. This network assists students who seek internships, which are plentiful and strongly encouraged. These practical experiences often lead to job opportunities after graduation. Employers know if students can communicate professionally, they can succeed. Students who choose to study journalism and public relations at IUP graduate as accomplished communicators.

Proposed Program Catalog Description:

A bachelor of arts degree with a major in journalism and public relations at IUP prepares students to thrive in a wide variety of career fields, such as news media, public relations, entertainment, magazines, advertising, visual journalism, online journalism, web design, marketing, and social media.

In addition to these traditional, journalistic career fields, department graduates combine their outstanding communication skills with other fields about which they are passionate and land jobs in hospitals, hotels, politics, advocacy, sports, and planning, just to name a few, where strategic communication is essential.

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Successful alumni of this program represent a network of professionals throughout communications industries. This network assists students who seek internships, which are plentiful and strongly encouraged. These practical experiences often lead to job opportunities after graduation. Employers know if students can communicate professionally, they can succeed. Stu- dents who choose to study journalism and public relations at IUP graduate as accomplished communicators.

Rationale: The Journalism and Public Relations Department has discovered the requirement for students to take and pass (70% or higher) a basic skills grammar and Associated Press Style test, which was implemented in Fall 2017, is proving to be cumbersome process that yields few benefits to students and serves no significant curricular or assessment purpose.

The department has determined the critical material is being taught and assessed in a required course, JRNL 102 Basic Journalism Skills. It agrees this is a sufficient, appropriate indicator of a student's ability in this area and has decided to eliminate the requirement for the additional grammar skills test. The requirement for the test is only listed in the program description and is not documented in any other areas of the curriculum.

10. Department of Mathematical and Computer Sciences—Course Deletion

MATH 117 Principles of Mathematics 3c-0l-3cr

Rationale: MATH 117 has not been offered in at least 15 years. It is no longer a part of the Secondary Mathematics Education program. We plan on using the course number for a new course in the future.

11. Department of Geography and Regional Planning—Course Revision for Liberal Studies, Catalog Description Change, and Course Title Change

Current Catalog Description:

RGPL 103 Global Cities: Issues in Planning and Development 3c-0l-3cr
An introduction to the developmental and regional planning issues facing contemporary Western and non-Western cities. A theoretical framework sets up detailed case studies of developmental issues that are affecting urban populations in Africa, Asia, and Central and South America. Issues include such traditional topics as migration, population, poverty, and indigenous and colonial legacies, but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation are also analyzed and discussed. (Also offered as GEOG 103; may not be taken for duplicate credit.)

Proposed Catalog Description:

RGPL 103 Global Cities: Planning and Development 3c-0l-3cr
An introduction to the concepts of cities, world cities, mega-cities, and global cities, and how forces of globalization are shaping contemporary cities in the developed and developing world. Discusses various theories and case studies of global city formation, the urbanization processes and patterns, the growth and development of mega and global cities, and their consequences on physical, economic, social, cultural, and environmental changes and sustainability. Examines critical challenges and issues, such as immigration, poverty, slums, mobility, infrastructure, and climate risks that are relevant for planning are analyzed, and emerging and innovative planning policies and solutions to address these challenges.

Rationale: The course is being revised to add the Liberal Studies assessments. The course is also being revised to update the description, outline and Student Learning Outcomes. The course name is being changed to hopefully make the content of the course more understandable. The last line is being removed because the GEOG 103 version of the course has dropped out of the catalog.

12. Liberal Studies and UWUCC approved the following:

- PLSC 111 American Government was approved with a new assessment plan.
- RGPL 103 Global Cities: Planning and Development was approved with a new assessment plan.
- ENVE 498 Environmental Engineering Design was approved as a departmental writing intensive course.

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

FOR INFORMATION:

1. **The following course was approved by the UWGC to be offered as a distance education course:**
   - **BIOL 577 Neurobiology**

2. **Graduate Admissions Requirement Change**

Graduate Admissions and the School of Graduate Studies and Research have collaborated on procedural changes for graduate admission consideration, effective summer 2020, to reflect national and regional best practices; these changes also clarify and streamline procedures for prospective graduate students. These procedural changes have been reviewed and endorsed by UWGC. The main change that relates to the Graduate Catalog is for first-time graduate degree seeking applicants. The change is to shift from a *cumulative* (all undergraduate credits taken from any institution) undergraduate GPA calculation minimum requirement to a review of the transcripted undergraduate Bachelor's GPA earned. This shift from a cumulative GPA review versus a degree conferred GPA review changes the minimum GPA *recommendation* to a 2.75 from a *required* 2.4/2.6, which is currently dependent upon degree conferral year. This change will require all impacted programs minimum GPA to be increased to 2.75 and these changes will be reflected in the next graduate catalog for Summer 2020. By our assessment this impacts 9 programs.

Current Procedure	Revised Procedure
Bachelor's Degree Only	**Bachelor's Degree**
Minimum cumulative undergraduate grade-point average (GPA) of 2.6 (on a 4.0 scale) if their bachelor's degree was earned five or fewer years ago.	2.75 undergraduate GPA (Bachelor's Degree transcript)
Applicants who do not meet the above minimum GPA requirement will undergo a second calculation of their last 60 undergraduate credits earned. An application can be considered for admission if the final 60 credits are at or above a 3.0 (on a 4.0 scale).	
Applicants who do not meet minimum undergraduate GPA criteria outlined above must submit an official Miller Analogies Test (MAT) score of at least 395 to be considered for program admission.	Applicants who do not meet the preferred undergraduate GPA can submit GRE scores or additional transcripts for consideration. The application will undergo a holistic review by Graduate Admissions.
Bachelor's Degree and some graduate credits	
If an applicant earned 12 or more graduate credits from a regionally accredited institution and the cumulative graduate GPA is at or above 3.5, the completed file can be considered for admission.	
Earned Master's or Doctoral Degree	**Earned Master's or Doctoral Degree**
Advance application for admission consideration	Advance application for admission consideration

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:

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. Of the eighteen credits from the business core; Accounting majors must select at least three courses with the finance prefix and no more than a total fifteen credits at the 500 level. Of the eighteen credits from the business core; Finance majors must select at least three courses with the accounting prefix and no more than a total fifteen credits at the 500 level. Students Entering the Finance Track must have completed Intermediate Accounting I and II.
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. **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 ACCT 607 Management Accounting ACCT 698 Internships FIN 510 Financial Institutions and Markets FIN 520 Investment Analyses FIN 524 International Financial Management FIN 525 Financial Derivatives FIN 630 Financial Management FIN 632 Seminar in Finance FIN 635 Principles of Investments in Securities FIN 698 Internships **SELECT ONE TRACK:** **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 **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 **TOTAL 30 credits**

2. **DEPARTMENT: ALS**
   Course Revision
   Course: 852
   Course Title: School Evaluation

   Rationale: The course content needs broadened to cover topics related to evaluation that go beyond formative and summative evaluation and to go beyond P-12 school districts to include higher education organizations. The objectives need to be updated to align with the recently published National Educational Leadership Preparation (NELP) (2018) Standards, which replaced the former ELCC Standards used in the program.

Summary:

Current Catalog Description:	**Proposed Catalog Description:**
Current models for both formative and summative evaluations are presented with emphasis on their application to school programs and other educational projects. Prior knowledge of curriculum development and/or project proposals is helpful but not required	Engages students with the concepts, methods, and applications of evaluation. Describes formative and summative evaluation as a means for promoting organizational progress toward identified goals and objectives. Presents instruments, models, and approaches that support the construction of effective and meaningful evaluation practices. Examines a broad range of procedures that could be applied to objectively and comprehensively evaluate district/organizational policies and programs.

3. **DEPARTMENT: BIOL**
NEW COURSE
Course: 542
Course Title: Comparative Vertebrate Anatomy

Rationale: Comparative Vertebrate Anatomy is a foundational course for much work in animal systematics, physiology, as well as conservation and wildlife management. At this time there are few graduate courses in the biology department with a focus on animal physiology and anatomy. It provides a useful background for any student whose research program involves vertebrate model organisms (such as mice). In addition, this course could be of interest to graduate students with a focus on the ecology of vertebrates who had not taken comparative vertebrate anatomy during their undergraduate coursework. This course will also support students in the Biology Honors Program are also required to take a 500 or 600-level BIOL course and could take this course as part of that requirement.

Summary:

Course Title	Comparative Vertebrate Anatomy
Number of Credits	Class Hour per Week: 2 Lab Hours: 3 Credits: 3
Prerequisites	none
Catalog Description	Investigates the comparative structure and function of the vertebrate body emphasizing the diverse solutions to the problem of design for survival and the evolutionary mechanisms that provide those solutions.

4. **DEPARTMENT: BIOL**
Course Revision
Course: 577
Course Title: Neurobiology

Rationale: This revision is being submitted to address three concerns: The original BIOL 477/577 course objectives that are on file are almost twenty years old (from 2001). Neuroscience has

progressed immensely in this time, and much has been learned of the mechanisms underlying neural function as well as many of the specific causes of neural dysregulation and disease. The new course objectives better match current emphases. In the original formulation of this course, no separate course objectives were created for the upper (500) level course. This shortcoming is now addressed. A DE option is being added to enhance course offering flexibility.

Summary:

Current Course Student Learning Outcomes (SLOs):

1. Understand the fundamental properties of neuronal membranes, their ionic channels and the molecular mechanisms underlying these properties.
2. Understand the basic mechanisms of synaptic organization, including the roles of neurotransmitters and neuromodulators.
3. Apply basic neuronal network concepts to the understanding of motor control, vision, somatic sensations, audition, consciousness, autonomic functions, language, emotions, attention, and learning and memory.
4. Utilize basic mechanisms of neuronal development and experience to understand the role that each plays in central nervous system function.

Proposed Course Student Learning Outcomes (SLOs):

SLO #	Outcome	How outcome is assessed
1	Understand the organization/structure of the major neural systems of the mammalian central nervous system (CNS).	End of chapter quizzes
2	Develop mechanistic explanation of neural function (for select components of the nervous system).	Periodic short-essay format exam questions
3	Apply knowledge of nervous system structure/function to human disease conditions.	Discussion of supplemental reading assignments
4	Interpret and synthesize primary scientific literature.	Primary literature research and/or review articles
5	Evaluate and critique neuroscience experimental reports.	Additional exam questions based upon primary literature experimental studies. Summary of goals, methods, and a critique for validity and the utility of the findings

5. **DEPARTMENT: COMM**
NEW COURSE
Course: 831

Rationale: This new course proposal will integrate multiple media production tools and techniques to provide students with a broader understanding of media convergence. This proposal responds to recommendations from our five-year program review and external reviewer.

Summary:

Course Title	Multiplatform Media Production
Number of Credits	Class Hours per Week: 3 Lab Hours: Credits: 3
Prerequisites	COMM 830 Media Preproduction
Catalog Description	Introduces students to the ways in which various narrative forms are conceptualized and produced across multiple media platforms. Using theory, research, writing and production concepts from previous coursework, students will be engaged in the purposeful creation of media content. Students will assess the significant cultural, social, and political changes resulting from media convergence. This project-driven course provides opportunities for students to conceptualize, create, and produce a multimedia project.

6. **DEPARTMENT: COMM**
   NEW COURSE
   Course: 834

Rationale: Any organization seeking to support or inform their customers or clients must consider informational video as a tool and social media as a distribution method. Subsequently, the development and production of informational video is most impacted by an organization's goals and the method of distribution. Media and communication scholars must not only understand the practice of such media production but also the theory that drives it as they develop new systems for communicating non-advertisement-oriented content to target audiences.

Summary:

Course Title	Organizational Video Production
Number of Credits	Class Hours per Week: 3 Lab Hours: 0 Credits: 3
Prerequisites	COMM 830 Media Preproduction
Catalog Description	Focuses on the development and production of non-advertisement video content supporting employees and customers within the context of an organization's goals. Emphasis is placed on analyzing organizational goals, developing an action plan, writing a communication strategy, developing a pre-production plan, and producing video content. Students will produce informational videos for distribution via online video services.

7. **DEPARTMENT: COMM**
   NEW COURSE
   Course: 837

Rationale: From music recording, to films and video, to podcasting, the quality of audio is an essential component of the audience's experience and of effective messaging. Digital audio introduces many new tools and techniques into the audio realm but also adds a new level of

complexity. Understanding and effectively utilizing sound capture, placement and movement and the use of processing effects and automation techniques are critical to translating the theories of audio into finished productions. In addition to providing a solid foundation in audio, this course provides an advanced skill level that will support our other doctoral production courses.

Summary:

Course Title	Audio Production
Number of Credits	Class Hours per Week: 3 Lab Hours: 0 Credits: 3
Prerequisites	COMM 830 Media Preproduction
Catalog Description	Provides students with a solid foundation in audio recording theory, techniques and practice, and prepares them to teach audio production courses at the collegiate level. Students are introduced to the theoretical concepts and develop the technical skills that form the basis of modern recording. Topics covered include three-dimensional mixing and placement, fundamentals of sound, recording techniques and effects processing. Students will work with professional grade recording equipment and digital audio software to produce voiceovers, music pieces and audio storytelling.

8. **DEPARTMENT: COMM**
NEW COURSE
Course: 838

Rationale: Digital Photography and Imaging will create a standalone course to replace COMM 832 (which is a repeatable course with rotating topics). This course combines elements of research and production, allowing students to explore a conceptual idea while mastering the fundamentals of photography.

Summary:

Course Title	Digital Photography and Imaging
Number of Credits	Class Hours per Week: 3 Lab Hours: 0 Credits: 3
Prerequisites	COMM 830 Media Preproduction
Catalog Description	Introduces digital photography and imaging as a tool for communications and media production. Explores methods of expressing ideas in images through the visual language of photography. Emphasizes proper technical skills and the creative application of the photographic medium. Utilizes photographic theory to support the development of an aesthetic and creative vision.

9. **DEPARTMENT: DVST**
Course Revision
Course: 731

Rationale: Courses offered through distance education cannot be named "practicum." Therefore, the revision is to eliminate any language referring to practicum.

Summary:

Current Course Title:	**Proposed Course Title:**
Practicum in Developmental Education	Capstone in Developmental Education

10. **DEPARTMENT: FIN**
Course Revision
Course: 630

Rationale: The course content has changed significantly to reflect current modifications required in the MBA curriculum. The MBA landscape is changing rapidly and, as a result, we have gone through many discussions on revising the MBA curriculum. These changes are the result of these discussions.

Summary:

Current Course Title:	**Proposed Course Title:**
Financial Management	Corporate Finance and Valuation
Current Catalog Description:	**Proposed Catalog Description:**
An extension of basic managerial finance, dealing with theory and practice of analyzing companies, financial planning, capital budgeting, management of working capital, and obtaining funds for the corporation.	Apply financial models to assess the fundamental value of corporations and various financial securities by incorporating concepts from interest rates and bond valuation, cost of capital, capital structure decisions, cash flow estimation and risk analysis of capital budgeting projects and stock valuation.

11. **DEPARTMENT: Developmental Studies**
PROGRAM REVISION
Program: Graduate Certificate in Academic Advising

Rationale: Course name change within the certificate: DVST 731 -- name change from "practicum" to "capstone"

Summary:

A total of 12 credits from the following courses is required for the graduate certificate.	A total of 12 credits from the following courses is required for the graduate certificate.
DVST 605: Foundations of Academic Advising, 3 credits	DVST 605: Foundations of Academic Advising, 3 credits

DVST 731: Practicum in Developmental Education, 3 credits or SAHE 731: Practicum in Student Affairs, 3 credits SAHE 625: Student Development in Higher Education I, 3 credits SAHE 631: Student Development in Higher Education II, 3 credits	DVST 731: Capstone in Developmental Education, 3 credits or SAHE 731: Practicum in Student Affairs, 3 credits SAHE 625: Student Development in Higher Education I, 3 credits SAHE 631: Student Development in Higher Education II, 3 credits

12. DEPARTMENT: IFMG
NEW COURSE
Course: 575

Rationale: The course will be offered as dual listed course with IFMG 475 to accommodate graduate students who may want to gain expertise in the area of Project Management. Dual listing will ensure viability of the course based on enrollment numbers. It will also be a elective that students in the STEM MBA in IS can choose to pursue to fulfill their requirements.

Summary:

Course Title	Project Management and Implementation
Number of Credits	Class Hours per Week: 3 Lab Hours: 0 Credits: 3
Prerequisites	none
Catalog Description	Introduces the demands made on the project manager and the nature of the manager's interaction with the rest of the parent organization in development of a business information system. Studies the difficult problems associated with conducting a project using people and organizations that represent different cultures and politics and that may be separated by considerable distances. Also covers how to implement and carry out the development of the project using several information systems development methodologies.

13. DEPARTMENT: IFMG
COURSE REVISION
Course: 640

Rationale: The course revision is part of the ISDS Department's periodic revisit and revision of coursework to make them more relevant to the market place and the industry.
The course is being revised to keep up with the demands of the market and industry. The IT industry is constantly evolving and new technologies and associated frameworks and paradigms are constantly gaining ground. The course name is being updated to better reflect the contents of the course. The course content is being updated to focus more on the new technologies, framework and paradigms of which a manager of a modern business needs to be aware. The revisions being made will also make the course a more STEM-focused course which will also increase the marketability of our MBA students.

Summary:

Current Course Title: Management Information Systems **Current Prerequisite(s):** IFMG 300 **Current Catalog Description:** Introduces MIS concepts and theories to the graduate student. Deals with information processing and communication as they relate to the development and design of effective business applications. Computer system hardware, software, and database management concepts are discussed in terms of the integration of specific business subsystems into a comprehensible organizational management information system. Managerial involvement in the planning, utilization, and control of information systems is emphasized.	**Proposed Course Title:** Information Systems Management **Proposed Prerequisite(s):** None **Proposed Catalog Description:** Introduces current and emerging information technologies, and associated frameworks and paradigms, and their application to the current and future organizational setting, to gain competitive advantage, and/or to sustain competitive advantage. Details current Information Systems and technologies that support the operational, administrative, and strategic needs of the organization, its business units, individual employees. Discusses evolution of these systems and the incoming new IS-based paradigms that apply to these. Discusses predominant individual, social, and political issues related to the use of omni-use Information Systems on a global scale.

14. DEPARTMENT: LTCY
COURSE REVISION
Course: 607

Rationale: We underwent a full program revision last spring, in response to new standards that were published by the International Literacy Association (our SPA). This course must be revised to meet the new standards and the requirement in the revised M.Ed. in Literacy program

Summary:

Current Course Title: Instruction and Learning with Literature **Current Prerequisite(s):** LTCY 600 **Current Catalog Description:**	**Proposed Course Title:** Diverse Texts for Literacy Instruction **Proposed Prerequisite(s):** None **Proposed Catalog Description:**

Acquaints students with examining literature, developing instructional materials using the literature, and analyzing literature in its many forms, including electronic technology. Diversity in literature and diversity in student needs will be emphasized. Students will utilize electronic technology to access children's literature from national and international libraries.	Acquaints students with various print and digital texts to use for evidence-based literacy instruction. Candidates will analyze texts, as well as develop instructional materials using informational and narrative texts. Diversity in literature and diversity in student needs will be emphasized. Candidates will utilize technology to access information related to text sources.

15. DEPARTMENT: LTCY
Course Revision
Course: 698
Course Title: Analysis of Research in Literacy

Rationale: This course revision proposal has been submitted to align the course with new standards published by our SPA in May 2018. Due to the new standards, revised objectives and assessments must be drafted. As a result, a revised course description is also needed. Revisions were also made to align the course to the CAEP Standards for Advanced Programs.

Summary:

Current Catalog Description:	**Proposed Catalog Description:**
Examines quantitative and qualitative research in reading, writing, and other literacy and language issues. Designed to ensure that students will be able to read, interpret, and evaluate statistical and ethnographic research in literacy. The use of the Internet for access to research is required.	Examines quantitative and qualitative research in reading, writing, and other literacy and language issues. Designed to ensure that candidates will be able to read, interpret, evaluate, statistical and ethnographic research in literacy. In addition, candidates will be able to apply research to instructional practices, and support teachers in the application of research in practice.

16. DEPARTMENT: LTCY
COURSE REVISION
Course: 701
Course Title: Assessment and Acceleration

Rationale: The course is being revised in response to the program revision that was approved last spring. The M.Ed. Literacy program was revised to align it to the new standards published by the International Literacy Association.

Summary:

Current Catalog Description:	**Proposed Catalog Description:**
Examines traditional and current teaching strategies, formal and informal assessments, reading theory and research of literacy difficulties. Emphasis is placed on intervention. Knowledge of basic computer technology is required. Electronic technology may include: databases, spreadsheets, and Internet websites.	Examines the role of formal and informal assessments in screening, diagnosing, and measuring student achievement. Emphasis is placed on the use of assessments to inform instruction and select appropriate interventions for diverse learners.

17. DEPARTMENT: Music
PROGRAM REVISIONS
Program: M.A. in Music (Performance Track)

Rationale: We are eliminating the MUSC 795 Thesis option from the culminating activity; all students must now complete the recital, which is APMU 740. Previously, students could choose MUSC 795 and complete a "Recital Thesis," which would include a recital and a written thesis instead of just a recital. However the presence of "Thesis" made it appear that students could write a thesis without performing a recital. This was confusing to students and also to our accrediting agency, the National Association of Schools of Music (NASM), who requested that we make this change.

We are also adding two music history courses to the list that students may take, MUHI 520 (Music After 1900) and MUHI 525 (Nineteenth-Century Music). These course are already in the catalog but were not in the list of approved course for the Music History portion of the core courses.

The Program SLOs are updated to add MUHI 520 and 525, and the term "recital thesis" is changed to "recital program." This is because the thesis is no longer part of the culminating activity.

Summary:

Side-by-side comparison of MA in Music Performance for Program Revision, October 2019 (text added, ~~deleted~~)

Current Program	Revised Program
MASTER OF ARTS IN MUSIC PERFORMANCE (31 CR.)	MASTER OF ARTS IN MUSIC PERFORMANCE (31 CR.)
I. Core Courses (9 cr.)	**I. Core Courses (9 cr.)**
MUSC 516 Analytical Techniques 3 cr.	MUSC 516 Analytical Techniques 3 cr.
LIBR 600 Bibliography of Music 3 cr.	LIBR 600 Bibliography of Music 3 cr.
And one of the following Graduate Music History Courses:	And one of the following Graduate Music History Courses:
MUHI 503, 504, 505, 507, or 521 3 cr.	**MUHI 503, 504, 505, 507, 520, 521, or 525 3 cr.**
II. Applied Music Courses (12 cr.)	**II. Applied Music Courses (12 cr.)**
APMU 601-771	APMU 601-771
4 cr. each 12 cr.	4 cr. each 12 cr.
III. Electives* (6 cr.)	**III. Electives* (6 cr.)**
APMU, MUSC or MUHI prefix, 500 or above 6 cr.	APMU, MUSC or MUHI prefix, 500 or above 6 cr.
IV. Culminating project (4 cr.)**.**	**IV. Culminating project** (4 cr.)**.**
MUSC 795 Thesis 4 cr.	~~MUSC 795 Thesis 4 cr.~~
OR	~~**OR**~~
APMU 740 Graduate Recital 4 cr.	**APMU 740 Graduate Recital 4 cr.**
Total: 31 credits	Total: 31 credits
*MUSC 575 may only be taken for a maximum of 4 elective credits.	*MUSC 575 may only be taken for a maximum of 4 elective credits.
** Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is chosen, Thesis could be selected as an elective subject with advisor approval.	~~** Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is chosen, Thesis could be selected as an elective subject with~~

18. DEPARTMENT: MKTG
PROGRAM REVISIONS
Course: 534

Rationale: Logistics operations constitute the technical facets of supply chains' delivery. The course revision attempts to optimize content coverage of the field with the extensive applications-based activities which demonstrate the technical and analytical nature of Logistics. Students remain continually involved in the applied pedagogy tools like exercises and cases wherein much of the technical and analytical rigor is imparted via learning through application. The ERP systems integration processes and elements that students will gain exposure to will serve as further value-add

Summary:

Current Course Title: Marketing Logistics **Current Catalog Description:** 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 Course Title:** Business Logistics: Technical Analyses and Applications **Proposed Catalog Description:** 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. Provides exposure to technology-based enterprise-wide systems for business process integration.

19. DEPARTMENT: Professional Studies in Education
PROGRAM REVISIONS
Program: M.A. in Education, Training, and Instructional Technology

Rationale: In Spring 2019, the MA in Adult and Community Education was renamed to Instructional Design and Technology (formerly the name of its sole remaining track), in an initial effort to show students the more technological focus of the program. Although this was approved as a program revision by the UWGC and the University Senate, the Academic and Student Affairs Office at PASSHE did not accept our Program Revision notification. They are willing to accept a new name for the former Adult and Community Education program provided that IDT remains a track under a larger program umbrella. The current proposal is being made in order to align with PASSHE's requirements.

The program is being revised to update the name to reflect its technological focus with Instructional Design and Technology now the only track under the Adult and Community Education program. The name is being updated to reflect the STEM focus and the scope of the program offerings.

Summary:

Current Program Title: M.A. Adult and Community Education	**Proposed Program Title:** M.A. Education, Training, and Instructional Technology
Current Narrative Catalog Description: The Master of Arts in Adult and Community Education (ACE) prepares leaders who develop education and training programs in a variety of settings. ACE graduates work in education, business and industry, health care, community agencies, government, the military, religious organizations, voluntary associations, and many other settings. Students are encouraged to relate theory to practice in their specific areas of professional interest. The ACE program offers a balance of academic preparation, practical field experience, and individual research. Professional preparation for students in adult and community education is realized through helping them develop: A specialized knowledge of the literature, research, and theories in adult and community education A broad knowledge of the literature, research, and theories in supporting disciplines Specific skills to enhance performance as an adult and community educator The ability to reflect critically on and learn from one's professional and personal practices as an adult and community educator The ability to guide practice based on theory and to modify theories based on practical experience	**Proposed Narrative Catalog Description:** The Master of Arts in Education, Training, and Instructional Technology (ETIT) prepares leaders who develop education and training programs in a variety of settings. ETIT graduates work in education, business and industry, health care, community agencies, government, the military, religious organizations, voluntary associations, and many other settings. Students are encouraged to relate theory to practice in their specific areas of professional interest. The ETIT program offers a balance of academic preparation, practical field experience, and individual research. Professional preparation for students in education, training, and instructional technology is realized through helping them develop: A specialized knowledge of the literature, research, and theories in education, training, and instructional technology A broad knowledge of the literature, research, and theories in supporting disciplines Specific skills to enhance performance as an educator The ability to reflect critically on and learn from one's professional and personal practices The ability to guide practice based on theory and to modify theories based on practical experience

The ability to communicate effectively both in writing and orally The ability to understand, conceptualize, and conduct research in adult and community education A commitment to support the growth of adult and community education as a field of inquiry and practice A commitment to continued professional development in adult and community education A commitment to use the knowledge and skills learned in the program to improve the quality of life at work, in the community, and in society In addition to the regular School of Graduate Studies and Research requirements, applicants for the MA in Adult and Community Education are required to submit a resume. The program can be completed online.	The ability to communicate effectively in writing, in digital media, and orally The ability to understand, conceptualize, and conduct research in education, training, and instructional technology A commitment to support the growth of education, training, and instructional technology as a field of inquiry and practice A commitment to continued professional development in education, training, and instructional technology A commitment to use the knowledge and skills learned in the program to improve the quality of life at work, in the community, and in society In addition to the regular School of Graduate Studies and Research requirements, applicants for the MA in education, training, and instructional technology are required to submit a resume. The program can be completed at the Indiana campus or from a distance using video conference technology.

M.A. ACE --Current Curriculum 36 credits	M.A. ETIT --Proposed 36 credits- **NO CHANGE**
ACE 620 Introduction to Adult and Community Education	ACE 620 Introduction to Adult and Community Education
ACE 621 The Adult Learner	ACE 621 The Adult Learner
ACE 622 Program Planning & Evaluation	ACE 622 Program Planning & Evaluation
ACE 623 Organizational Leadership	ACE 623 Organizational Leadership
ACE 625 Adult Teaching Methods	ACE 625 Adult Teaching Methods
ACE 735 Seminar In ACE	ACE 735 Seminar In ACE
ACE 640 Intro to Community Education	ACE 640 Intro to Community Education
ACE 745 Current Research and Trends in Instructional Design and Education Technology	ACE 745 Current Research and Trends in Instructional Design and Education Technology
ACE 635 Issues in Distance Education	ACE 635 Issues in Distance Education
GSR 615 Elements of Research	GSR 615 Elements of Research
Elective/Internship/Thesis 3 cr	Elective/Internship/Thesis 3 cr
Elective/Internship/Thesis 3 cr	Elective/Internship/Thesis 3 cr

M.A. ETIT Track in IDT--Current Curriculum 30 credits	M.A. ETIT --Proposed 30 credits- **NO CHANGE**
ACE 600 Introduction to Instructional Design	ACE 600 Introduction to Instructional Design
ACE 610 Learning Management Systems	ACE 610 Learning Management Systems
ACE 617 Education Technologies	ACE 617 Education Technologies
ACE 622 Program Planning & Evaluation	ACE 622 Program Planning & Evaluation
ACE 624 Designing Accessible & Inclusive Instruction	ACE 624 Designing Accessible & Inclusive Instruction
ACE 630 Digital Pedagogy	ACE 630 Digital Pedagogy
ACE 700 Advanced Instructional Design	ACE 700 Advanced Instructional Design
ACE 745 Current Research and Trends in Instructional Design and Education Technology	ACE 745 Current Research and Trends in Instructional Design and Education Technology
Elective/Internship/Thesis 3 cr	Elective/Internship/Thesis 3 cr
Elective/Internship/Thesis 3 cr	Elective/Internship/Thesis 3 cr

20. DEPARTMENT: PSE
NEW TRACK
Track: M.Ed. in Education/Business with Initial Certification

Rationale: Technology is everywhere. Long gone are the days of teachers working with paper and pencil or teaching by lecturing. A K-12 certification, the reality of teaching in today's market is one which requires business education teachers to be flexible and competent in a myriad of technologies, as well as more traditional classroom instruction in business theories and applications. A large majority of teacher educators are at the pinnacle of careers, and research suggests that many business education teachers will be retiring in the next five to eight years; however, there is more need than ever to have competent technology and business application teachers in the classroom to support learning with today's technology.

Additionally, evidence shows most teachers pursing masters and advanced certification degrees in education want to do so online or in a hybrid classroom environment. In response, the Department of Professional Studies has revised the program to offer the Business Education Program to be conducted online or in hybrid classroom settings. This meets the consumer need for flexibility and maintenance of requirements to further educational credentials.

Having an MEDU in addition to a specialization in a specific curricular area is attractive to individuals seeking employment utilizing their business background.

Summary:

Track Title	Business Education with Initial Certification
Degree Designation	MED
Number of Credits	30
Catalog Description	This 30-credit program is structured to address the educational needs of several types of graduate students who enter and proceed through the program. The program's integrated curriculum is designed to prepare educators to be more effective and innovative in the classroom, in the school systems, and in their own communities. This program is designed to teach in a hybrid and online format, allowing for flexibility for professionals seeking a masters degree. This program is designed for individuals who seek to become K-12 certified in Business Education. The program requires a culminating event of student teaching for 14 weeks in a K-12 school system, completion of all PDE required tests, and successful completion of all classes with a 3.0 GPA. Pre-requisites for entering this program: Include 6cr. Math classes, 6cr. English classes (current pre-requisite) at the undergraduate level. Additionally, 12 credit hours completed in undergraduate or graduate business-related curriculum in the following manner: 3 cr hours business math/finance/accounting/business statistics; 3 cr hours marketing/management; an additional 6 cr from curriculum covered by topics of: economics/ technology/ programming/information sciences.

21. DEPARTMENT: Safety Sciences
PROGRAM REVISIONS
Program: M.S. in Safety Sciences

Rationale: Currently approximately half of the MS in Safety Sciences students are admitted to the program without an undergraduate degree in Occupational, Safety and Health (OSH). These students are required to take up to seven deficiency courses and/or certificates in addition to the requirements of the MS program. Students typically fulfill these deficiencies by taking them at community colleges, by attending on-line training, in-person seminars and through on-line courses at other universities. Students are permitted to fulfill these deficiencies while enrolled in the program.

Program inquiries and recent enrollment trends indicate that potential students are choosing other OSH programs that do not require the seven additional courses/certificates. After reviewing the program requirements of many 'other-like' non-ABET accredited programs, department faculty discussed and voted to reduce the number of deficiency

courses/certificates to four. In addition, the proposed catalog description change provides clarity on what is required for students without an OSH background.

In addition, the course SAFE 602 was listed as 3 credits and it should be 2 credits. Also, the course SAFE 701 is a core requirement for the MS student. However, currently it listed as both a core requirement and controlled elective. To clarify, this course is only a controlled elective for PhD students, which is dual listed with 801.

Summary:

Current Catalog Language from website: http://www.iup.edu/graduatestudies/catalog/	**Proposed change for AY 20-21**
MS in Safety Sciences The Department of Safety Sciences offers a 36 credit-hour program of study leading to a Master of Science degree in Safety Sciences. A capstone project is required. Students are required to complete a core set of courses and select elective courses, with the approval of their advisor, in fields directly related to safety sciences. A thesis option is available. The program is designed for individuals with relevant experience in safety sciences and those with appropriate undergraduate preparation who are interested in pursuing careers in the profession. **Program Objectives** After completing the MS program in Safety Sciences, students will have: 1. Expanded their technical and managerial knowledge and skills of the safety, health, and environmental field. 2. Acquired advanced research and communication skills. 3. Enhanced their leadership skills. 4. Developed an understanding of their professional and ethical responsibilities within the safety, health, and environmental field. **Admission Criteria** Admission to the MS in Safety Sciences program requires the same admission procedures established for admission to the School of Graduate Studies and Research, that is, a baccalaureate degree with a minimum 2.6 CGPA. In addition to meeting the requirements for admission to the School of Graduate Studies and Research, a student intending to work toward a Master of Science in Safety Sciences will be required to have the following prerequisite professional preparation: entry-level competency in safety management, occupational safety, industrial hygiene, and fire protection. Demonstration of these competency areas can be met through relevant education, work experience, certifications, additional coursework, or other means acceptable to the Safety Sciences Graduate Review Committee. When the Safety Sciences Graduate Review Committee determines that a deficiency in work experience or relevant education exists, a student will be required to complete additional studies to eliminate the deficiency. At a	**MS in Safety Sciences** The Department of Safety Sciences offers a 36 credit-hour program of study leading to a Master of Science degree in Safety Sciences. A capstone project is required. Students are required to complete a core set of courses and select elective courses, with the approval of their advisor, in fields directly related to safety sciences. A thesis option is available. The program is designed for individuals with relevant experience in safety sciences and those with appropriate undergraduate preparation who are interested in pursuing careers in the profession. **Program Objectives** After completing the MS program in Safety Sciences, students will have: 1. Expanded their technical and managerial knowledge and skills of the safety, health, and environmental field. 2. Acquired advanced research and communication skills. 3. Enhanced their leadership skills. 4. Developed an understanding of their professional and ethical responsibilities within the safety, health, and environmental field. **Admission Criteria** Admission to the MS in Safety Sciences program requires the same admission procedures established for admission to the School of Graduate Studies and Research, that is, a baccalaureate degree with a minimum 2.6 CGPA. In addition, admission to the MS in Safety Sciences program requires a baccalaureate degree in safety sciences or other closely related field from a regionally accredited academic institution and/or a professional certification (e.g. CSP, CIH, PE, or ASP designation). If the applicant does not hold a baccalaureate degree in safety sciences or other closely related field and/or does not hold a professional certification the student will be required to eliminate the following deficiencies: college algebra, college chemistry with lab, college physics with lab and a 30-hr OSHA card in either general industry or construction. The deficiencies can be completed while enrolled in the program.

minimum this will include college algebra, college chemistry with lab and college physics with lab. More information on admissions requirements is available from the Safety Sciences Department.	More information on admissions requirements is available from the Safety Sciences Department.
Program Requirements	**Program Requirements**
Required Core Courses (24 cr.)	**Required Core Courses (24 cr.)**
SAFE 602 Research Methods in Safety Management 3 cr.	SAFE 602 Research Methods in Safety Management 3 cr.
SAFE 605 Application of Safety Engineering Principles 3 cr.	SAFE 605 Application of Safety Engineering Principles 3 cr.
SAFE 610 Environmental Safety and Health Administration 3 cr.	SAFE 610 Environmental Safety and Health Administration 3 cr.
SAFE 644 Preventing Unsafe Acts 3 cr.	SAFE 644 Preventing Unsafe Acts 3 cr.
SAFE 647 Applied Ergonomics 3 cr.	SAFE 647 Applied Ergonomics 3 cr.
SAFE 660 Applied Industrial Hygiene 3 cr.	SAFE 660 Applied Industrial Hygiene 3 cr.
SAFE 774 Fire Safety in Building Design 3 cr.	SAFE 774 Fire Safety in Building Design 3 cr.
SAFE 701 Environmental Impact Assessment and Documentation 3 cr.	SAFE 701 Environmental Impact Assessment and Documentation 3 cr.
SAFE 791 Capstone Project in Safety Sciences 1 cr.	SAFE 791 Capstone Project in Safety Sciences 1 cr.
Controlled Electives (12 cr.)	**Controlled Electives (12 cr.)**
Choose a minimum of 12 credit hours	Choose a minimum of 12 credit hours
SAFE 520 Law and Ethics in the Safety Profession 3 cr.	SAFE 520 Law and Ethics in the Safety Profession 3 cr.
SAFE 541 Accident Investigation 3 cr.	SAFE 541 Accident Investigation 3 cr.
SAFE 542 Current Issues in Safety 3 cr.	SAFE 542 Current Issues in Safety 3 cr.
SAFE 543 Construction Safety 3 cr.	SAFE 543 Construction Safety 3 cr.
SAFE 561 Air Pollution 3 cr.	SAFE 561 Air Pollution 3 cr.
SAFE 562 Radiological Health 3 cr.	SAFE 562 Radiological Health 3 cr.
SAFE 565 Right-to-Know Legislation 3 cr.	SAFE 565 Right-to-Know Legislation 3 cr.
SAFE 581 Special Topics 3 cr.	SAFE 581 Special Topics 3 cr.
SAFE 603 Human Relations in Safety Management 3 cr.	SAFE 603 Human Relations in Safety Management 3 cr.
SAFE 604 Industrial Toxicology 3 cr.	SAFE 604 Industrial Toxicology 3 cr.
SAFE 606 Hazardous Materials Management 3 cr.	SAFE 606 Hazardous Materials Management 3 cr.
SAFE 620 Safety Data Management 3 cr.	SAFE 620 Safety Data Management 3 cr.
SAFE 621 Programming Safe Behavior 3 cr.	SAFE 621 Programming Safe Behavior 3 cr.
SAFE 623 Advanced Safety Administration 3 cr.	SAFE 623 Advanced Safety Administration 3 cr.
SAFE 624 Solving Safety Problems 3 cr.	SAFE 624 Solving Safety Problems 3 cr.
SAFE 625 Risk Strategies for the SH&E Professional 3 cr.	SAFE 625 Risk Strategies for the SH&E Professional 3 cr.
SAFE 630 Pollution Control 3 cr.	SAFE 630 Pollution Control 3 cr.
SAFE 663 Industrial Hygiene Laboratory Methods 3 cr.	SAFE 663 Industrial Hygiene Laboratory Methods 3 cr.
SAFE 664 Industrial Noise Control 3 cr.	SAFE 664 Industrial Noise Control 3 cr.
SAFE 672 Process Safety in the Chemical Industries 3 cr.	SAFE 672 Process Safety in the Chemical Industries 3 cr.
SAFE 701 Environmental Impact Assessment and Documentation 3 cr.	SAFE 701 Environmental Impact Assessment and Documentation 3 cr.
SAFE 773 Disaster Preparedness 3 cr.	SAFE 773 Disaster Preparedness 3 cr.
SAFE 681 Special Topics 3 cr.	SAFE 681 Special Topics 3 cr.
SAFE 699 Independent Study 3 cr.	SAFE 699 Independent Study 3 cr.
SAFE 795 Thesis 1 6 cr.	SAFE 795 Thesis 1 6 cr.
Other courses outside the department may be applied as controlled electives with the approval of the advisor. Electives will be offered on a rotating basis, but all will not be available during a two-year cycle.	Other courses outside the department may be applied as controlled electives with the approval of the advisor. Electives will be offered on a rotating basis, but all will not be available during a two-year cycle.

Appendix D
Non-credit Committee
Co-Chairs O'Neil / Rearick

FOR INFORMATION:

THE PLANETARIUM, WEYANDT HALL
IUP Geoscience Department and the
IUP Kopchick College of Natural Science and Mathematics

Date of Interview: November 12, 2019
Committee member attendees: Carrie Bishop, Chef Andrew Nutter, Tess O'Neil, Chair, Marcy Rearick
Excused: Mike Husenits

Interviewee: Ken Coles

Summary
The planetarium opened several months after Weyandt Hall was dedicated on October 15, 1966. The grand unveiling to the public was on February 6, 1967. The inaugural show drew rave reviews. The planetarium instrument clearly reflects images of approximately 2,000 stars. A xenon arc light source reproduces a very fine and true 'sky' which is sharp and bright. Also depicted in the overhead dome by the use of synchronized motors are the five planets visible to the naked eye in the actual sky—Mercury, Venus, Mars, Jupiter and Saturn—as well as the moon and their natural movement over the course of a full day.

Ken Coles took over the planetarium in 2004 and has presented programs to Scout troops, Lions Club, Rotary club, people from senior citizen centers, school children, church groups and many more.

Program topics through the years have included lunar eclipses; the Star of Bethlehem, in which the Spitz A3P projected on the dome what the Magi would have seen in the night sky more than 2,000 years ago; various comets, most notably Halley and Kohoutek, that were visible as they made close approaches to Earth; a tongue-in-cheek look at Santa Claus and how he might navigate by the stars while delivering Christmas gifts.

Hosting high schools is a wonderful recruitment tool that brings students onto our campus and we commend Ken on all of the programs presented in the planetarium and look forward to seeing the new planetarium in the new science building.

The upcoming shows are as follows:

- **Astronomy Short Stories (Student Showcase)** on Wednesday, December 4, 2019 at 7:00 pm.
- **Astronomy and Calendars**, Friday, February 28, 2020, 7:00 pm
- **How to Photograph a Black Hole**, Wednesday, April 1, 2020, at 7:00 pm.

Appendix E
University Senate Research Committee
Chair Marin

FOR INFORMATION:
Meeting Minutes – November 12, 2019

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

Dr. Marin convened the meeting at 3:30 pm. The meeting was devoted to reviewing the University Research Committee proposals. There were 15 USRC Small Grant proposals for review and the decision was made to fund 11 proposals totaling $9,193.

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

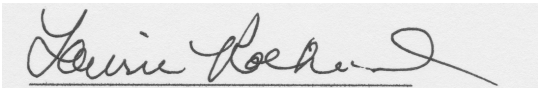
- Susan Boser was awarded $1,995 for her project "Assessment of High-Impact Practice with Underrepresented Students through the Frederick Douglass Institute Statewide Collaborative," pending IRB approval.

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

- Julie Ankrum was awarded $1,000 for domestic travel to present "Selecting Texts for Literacy Instruction: Complex Texts or Leveled Readers" at the Hawaii International Conference on Education to be held January 4-7, 2020 in Honolulu, HI.
- Parimal Bhagat was awarded $1,000 for international travel to present "Empathically-Responsible Consumption: The Role of Ethical Integrity" at the European Research Conference on Global Business, Economics, Finance, and Management Science to be held January 10-12, 2020 in Zurich, Switzerland.
- John Lowery was awarded $1,000 for domestic travel to present "Understanding Our Past and Current Challenges" at the 2020 NASPA Conference to be held March 28-April 1, 2020 in Austin, TX.
- Lingyan Yang was awarded $887 for domestic travel to present "Asian American Magical Realism in the Americas in Karen Tei Yamashita's _Through the Arc of the Rain Forest_" at the Modern Language Association National Conference to be held January 9-12, 2020 in Seattle WA.
- Jill Brady was awarded $727 for domestic travel to present "Do You Get It? Teaching Humor to Speakers of English as a Second Language" at the American Speech-Language Hearing Association conference to be held November 21-23, 2019 in Orlando, FL.
- Kimberly Desmond was awarded $1,000 for domestic travel to present "Postvention Planning: Guidelines for Response and Healing After Client Suicide" at the American Counseling Association Annual Conference to be held April 16-19, 2020 in San Diego, CA.
- Emily Wender was awarded $600, pending IRB determination, for domestic travel to present at the National Council of Teacher of English Annual Convention to be held November 12-23, 2019 in Baltimore, MD.
- Gregory Mount was awarded $979 for domestic travel to present "Near Surface Geophysics" at the American Geophysical Union Fall Meeting to be held December 8-13, 2019 in San Francisco, CA.
- Dana Driscoll was awarded $1,000, pending submission of the call for proposals, for international travel to present "The Person-Context-Time Model: Using Writing Development as a Framework for Teaching, Program Building, and Research" at the Writing Research Across Borders Conference to be held March 11-14, 2020 in Xi'an, China.
- Soundararajan Ezekiel was awarded $1,000 for international travel to present "Multivariate Analysis based Anomaly Detection of IoT" at the International Conference on Interdisciplinary

Research on Computer Science, Psychology, and Education, to be held December 17-19, 202 in Phu Quoc, Vietnam.

The meeting adjourned at 4:25 p.m.
Prepared by Bethany Jackson, Administrative Assistant, School of Graduate Studies and Research
Submitted by



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

Appendix F
University Development and Finance Committee
Chair Mount

FOR ACTION:

POLICY STATEMENT

Subject: Policy on Panic or Duress Alarms		
Date: November 13, 2019	Distribution Code:	Reference Number:
Addition ___	Originating Office:	President's Approval:
Deletion ___	Department of Public Safety	_____
New Item ___		

Purpose

This policy will establish guidelines and process that are to be applied when a functional component of the Indiana University of Pennsylvania (the "University") requests installation and use of a panic or duress alarm.

Scope

This policy applies to functional components of the University to include, but not be limited to, Colleges, Departments, Offices, Institutes, Centers or similar entities situated on property owned or controlled by the University.

Objective

The objective of this policy is to ensure a productive, safe and secure environment for all members of the University community. The University utilizes panic or duress alarms in threat areas meeting a defined criterion to allow community members a means to directly contact University Police via silent alarm.

Definitions

Panic / Duress Alarm: A concealed device installed at an authorized location that notifies University Police dispatchers of an actual or imminent threat occurring that requires a law enforcement response.

Threat Areas: Threat areas may include locations at the University where:

- Cash is present
- Drugs are dispensed
- High Stress Areas
- High profile offices or areas where isolated, after hours operations may take place

- Sensitive property or University assets are present
- Areas where historical incidents or acts of violence have occurred

Policy

It is the policy of the University to allow for the use of panic or duress alarms in authorized areas where a heightened potential for situations of a threatening nature may occur or sensitive and/or secure operations take place. Panic or duress alarms allow persons working in these identified areas a means to notify University Police of an emergency or threatening situation when the use of a telephone is not possible or prudent.

Request Procedure / System Testing

A request for installation of a panic / duress alarm may be submitted to the Director of Public Safety utilizing this form: (add link to form here-require divisional VP approval on request form) Please note that the divisional Vice President must approve this initial request.

The request will be reviewed by the Department of Public Safety (DPS) and, if approved, forwarded to Information and Technology Services (IT) for purchase and installation cost analysis. Costs associated with the installation of an approved panic / duress alarm are assigned to the requesting department or entity. The final version of the request form including the total cost estimate must receive final approval from the divisional Vice President.

If the requesting department wishes to proceed with installation, a work order for IT Services installation must be submitted. Once the installation is complete, IUP PD Dispatch will work with IT Services to test the system to confirm viability. All panic / duress alarms will ring directly into the IUP PD Communications Center for immediate dispatching of officers.

Once the panic / duress alarm is confirmed to be operational, persons working in the immediate area with a need-to-know will be advised of the alarm location and system activation requirements. DPS will schedule testing of each panic / duress alarm at least once a year.

Activation / False Activation

A University community member in immediate need of police assistance that is unable to call 724-357-2141 due to threat of imminent physical harm or other compromising circumstance, will activate the panic / duress alarm to summons University Police. Once activated, and only if the situation changes and it is safe to do so, a University community member may call a University Police Dispatcher to update the police with key information. The calling party should remain on the line with University Police until police arrive and confirmation of a secure situation is made.

In the event of an accidental activation, the community member should notify University Police at 724-357-2141 immediately. Activation of a panic / duress alarm (unscheduled testing) to test Officer response or for any other reason not aligned with authorized testing or use is prohibited.

Distribution Code: A
Description: __ All employees __ All Students
Originating Office: Department of Public Safety
Revised: November 13, 2019

FOR ACTION:

POLICY STATEMENT

Subject:	Policy on Helicopter Landings		
Date: November 13, 2019		Distribution Code:	Reference Number:
Addition ___ Deletion ___ New Item ___		Originating Office: Department of Public Safety	President's Approval: _____

Purpose

This policy will establish guidelines and process that are to be applied when requests to land a helicopter on Indiana University of Pennsylvania (the "University") property are made, or when an emergency or an otherwise authorized need exists.

Scope

This policy applies to all property owned or controlled by the University including regional campuses. This policy **does not** apply to Unmanned Aerial Systems, as defined in University Policy of the same reference.

Objective

The objective of this policy is to ensure the safest and most secure environment for all members of the University community with minimal disruption of regularly scheduled campus activities by authorized helicopter landings.

Definitions

- ***Emergency:*** An emergency will be described as the threat or actual occurrence of a disaster that is of sufficient severity and magnitude to warrant coordinated local government action to prevent or alleviate the damage, loss, hardship or suffering threatened or caused thereby. – IUP Emergency Operations Plan
- ***Helicopter:*** A type of rotorcraft normally supported in the air by airfoils (rotors) mechanically rotated about an approximately vertical axis.
- ***Helipad:*** A helicopter landing and/or parking area at an airport or other facility. Also, a commonly used generic term for any helicopter landing area.
- ***Rotorcraft:*** A power-driven aircraft, heavier than air, which is supported in flight by one or more rotors.
- ***Rotor-wash:*** The local air circulation (wind) caused by a helicopter's spinning rotors.

Policy

It is the policy of the University to allow for helicopter landings on property owned or controlled by the University when the landing is 1) used to support the academic mission; to 2) support the response to and/or recovery from an emergency; and, 3) when deemed necessary to facilitate construction, repairs or maintenance of structures on University property. If special circumstances exist outside of these guidelines, the Vice President of the Administration and Finance (VPAF) Division may grant an exception to the general policy.

Request Procedure

Any request for a scheduled helicopter landing must be submitted to the Division Vice President responsible for the proposed helipad (landing area) at least ten (10) business days prior to the requested landing date. Short-notice requests (under 10 business days) will be considered but a timely review cannot be guaranteed. Helicopter landing request forms will be available on the University's Department of Public Safety (DPS) webpage and may be submitted electronically. The DPS will maintain a list of preferred helipads for each University campus to assist with request form completion.

Helicopter landing request forms will be initially reviewed by the indicated Division Vice President for purposes of deconfliction of activity at the requested helipad and preliminary approval. If the Division Vice President approves use of the requested helipad, the request will then be forwarded to the DPS for review.

DPS will be responsible for soliciting any additional input from Facilities and Grounds Maintenance; Athletics; Academic Affairs; Student Affairs; or, any other functional work group that may be impacted by a helicopter landing. DPS will also ensure the required description of a landing and take-off plan; the establishment and maintenance of a landing perimeter (including mitigation of rotor-wash material); schedules for landing, engine shut-down, engine warm-up and take-off; and, proof of liability insurance is sufficient and appropriate. Final approval for scheduled helicopter landings will be determined by the VPAF with input from DPS.

Helicopter operations in support of construction, repairs or maintenance of structures at the University will be handled as a scheduled landing with the following additional considerations:

- Contractor must submit a Job Hazard Assessment/Emergency Action Plan (JHA/EAP) to be reviewed with DPS, Facilities Maintenance, local first responders (Fire/EMS) and any other functional work group that may be impacted by helicopter operations of this nature
- Contractor must agree to a safety meeting with above listed representatives **prior to** initiation of operations. Any rules/regulations set forth by the helicopter pilot-in-command must be established during the safety meeting, as well
- Contractor is responsible for rigging inspections, position assignments and any/all roles required to complete helicopter picks

- Contractor and helicopter pilot-in-command is responsible for 1) radio communications with ground personnel and 2) deconfliction of flight operations into Indiana Regional Medical Center (Indiana main campus) or any other established flight path(s) in the area of operation

Helicopter landings in support of emergency response or recovery operations will be coordinated and authorized by the Director of DPS or designee with notification to the Incident Response Team Policy Group (IRT-PG) as defined in the University Emergency Operations Plan. Indiana County Emergency Management Agency (ICEMA) and IUP Marketing and Communications will also be notified for purposes of situational awareness, requests for air space restrictions, coordination of resources, and internal/external messaging.

Distribution Code: A
Description: __ All employees __ All Students
Originating Office: Department of Public Safety
Revised: November 13, 2019

FOR ACTION:

Inclement Weather Policy and Procedures

Inclement Weather Policy

Date
March 6, 1995
Revised October 16, 2000
Revised September 4, 2007
Revised March 10, 2008
Revised January 10, 2011
Revised September 10, 2019

Purpose
The purpose of this document is to establish an inclement weather policy for Indiana University of Pennsylvania (IUP).

Scope
This policy applies to all IUP employees and is consistent with PASSHE policies and procedures. (See Management Directive 530.17 Amended, May 25, 2010)

Objective
The objective of this policy is to establish guidelines by which decisions will be made to cancel classes, to close the University, and/or to cancel or postpone IUP-sponsored or hosted activities or events during inclement weather conditions.

Policy
Indiana University of Pennsylvania is committed to the safety and security of its students, faculty, staff, and visitors. The decision to cancel classes, close the University, and/or cancel or postpone IUP-sponsored programs or activities is based on the overall concern for the safety and security of the University community. In general, however, IUP's practice is to remain open and to conduct business as usual during periods of inclement weather, except as noted in this policy statement. Unless otherwise directed, all employees are expected to report to work at their regular time and to remain at work throughout the course of their regularly scheduled workday. If an employee believes she/he cannot commute safely between his/her home and place of work during periods of inclement weather, the employee is required to notify his/her supervisor and use either annual, personal, or documented compensatory leave time. Appropriate notifications will be made about the status of cancellations or closures.

Cancellation of Classes
Should inclement weather conditions arise or be anticipated that would make class attendance unsafe, the President may elect to cancel classes for a defined period of time. If so, students and faculty with on-campus instructional assignments are not required to report to campus and they may leave the University at the designated time. Faculty members with teaching responsibilities are expected to make up time for canceled classes. IUP students engaged in internships, clinicals, student teaching, etc., at off-campus locations should follow local site guidance from the organization, agency, or school district. Specific exemptions may be made for regional campuses and off-campus sites. **Staff, managers, administrators, and non-instructional faculty are expected to report to, or stay at, work for the duration of their regular shift in this situation.**

Closure (and reopening) of the University
Should inclement weather conditions arise or be anticipated that would make it unsafe to continue the essential operations of the University, the President may elect to close the University (i.e., cancel all classes and suspend all non-essential operations). For a declaration of University closure, all employees who have not been specifically designated as "essential" are released from their duties. The declaration of University closure will include the date and time the University schedule is altered and the date and time it resumes normal hours. When the University reopens, employees are to report at the beginning of their next regularly scheduled shifts.

Cancellation or Postponement of IUP-Sponsored or Hosted Activities or Events
Should adverse weather conditions arise or be anticipated that would make it unsafe to conduct an IUP-sponsored or hosted activity or event, the President may cancel or postpone the activity or event.

Definitions

Essential Function	A function that has been designated as essential to the continued and safe operation of the campus. (Essential functions may vary depending upon the circumstances of the emergency.)
Essential Employee	An employee whose Vice President has designated her/him essential to report to work during University closing.
Liberal Leave	The time period during which employees are unable to safely commute to their places of work. Employees must use approved annual, personal or documented compensatory leave time. The intent to use such leave must be reported to the supervisor in accordance with department call-in procedures. Under conditions of liberal leave, all supervisors will approve submitted leaves, assuming leave is available.
Inclement Weather Advisory Team (IWAT)	A group whose membership is representative of the University operations structure and reports to the Vice President for Administration and Finance.

Responsibilities
1. The IWAT will assess the nature, the severity, and the anticipated recovery of the University due to the potential inclement weather and advise the Vice President for Administration and Finance of its findings.
2. The Vice President for Administration and Finance will convene the Executive Team to discuss the potential inclement weather and prepare advice for the President.
3. The President (or his/her designee) will make the decision to cancel classes, close the University, and/or cancel or postpone IUP-sponsored or hosted activities or events.

4. The IWAT will implement the decision of the President.

Publications Statement
This policy should be included in the following publications:
- The *Source* Student Handbook
- *Undergraduate Catalog*
- *Graduate Catalog*
- IUP Human Resources Policies website
- IUP Emergency Management webpage

Distribution
All employees

Inclement Weather Procedures
Approved at Cabinet: September 4, 2007
Revised and Approved at Cabinet: March 10, 2008
Revised (unapproved) November 13, 2010
Revised (unapproved) December 6, 2010
Revised (unapproved) January 10, 2011
Revision (approved) February 2, 2011
Revision (approved) June 23, 2011
Revision (approved) November 15, 2011
Revisions January 25, 2013 (addition of the web emergency information button and status page)
Revisions (unapproved) September 10, 2019

General Process
In the event of potential inclement weather, natural disasters such as earthquakes, tornados, floods, or threats to the University's physical plant (fires, building collapse, chemical contamination), the Director of Public Safety and University Police will convene the Inclement Weather Advisory Team (IWAT) to discuss the potential impact to the University community and to planned activities or events. The IWAT will quickly prepare a recommendation for action based on the best information available regarding the potential inclement weather or other factors as noted above. The IWAT will be charged with bringing information about the threat of inclement weather or other environmental factors as noted above, along with their recommendation, to the attention of the Vice President for Administration and Finance, who then is responsible for calling and informing the President's Executive Team. The President will make the final decision regarding the action to be taken. The IWAT is responsible for implementing the decision of the President.

Natural Disasters-Environmental Conditions
In the event of natural disasters or environmental conditions that occur without warning, the IWAT will meet as soon as possible following the occurrence to make recommendations for action, as outlined above in the General Process section. Recommendations will be based on the overall concern for safety and security of the University's students, faculty, staff, visitors, and its facilities.

For Class Cancellation
The President of the University has the authority to cancel classes due to inclement weather conditions or other environmental factors that may jeopardize the safety of the students traveling to or from the University. **Staff, managers, administrators, and non-instructional faculty are expected to report to, or stay at, work for the duration of their regular shift in this situation**. For personal safety reasons, employees may choose not to report to work or to depart early from work but must use available leave and follow departmental practices for reporting.

- Cancellation of classes does not necessarily mean that the University is closed. Any class cancellations will apply to all University locations unless otherwise specified. Faculty members with teaching responsibilities will be expected to make up time for canceled classes.

- Class cancellation does not imply that there is no class assignment for that day. Students are instructed to check their University email for readings or assignments that can be completed through electronic means. While faculty may make up lost class time as they choose, they are encouraged to provide alternate online assignments.

For University Closing
The President has the authority to close the University due to inclement weather conditions or other environmental factors that may jeopardize the safety of the persons traveling to or from the University. Only employees designated by their Vice President as Essential Employees, will be required to report to work. Employees so designated are notified in writing from the Office of Human Resources prior to the winter season of each year. Essential Employees who do not report to work when the University is declared closed will be charged annual or personal leave and are required to submit leave documents.

For Canceling or Postponing IUP-Sponsored or Hosted Activities or Events
The President has the authority to cancel or postpone IUP-sponsored or hosted activities or events due to inclement weather conditions or other environmental factors that may jeopardize the safety of patrons traveling to or from the event. If a decision is made to cancel or postpone the activity or event, the Vice President of the sponsoring division will assume responsibility for notifying activity or event participants of the cancellation or postponement in an appropriate and timely manner.

Process and Responsibilities (in general order of occurrence)
Beginning with each October, and every month thereafter through March, the Office of Human Resources will issue an Inclement Weather/Environmental Factors Reminder to all employees via e-mail. The office will also post the reminder at the Human Resources website. The Inclement Weather Policy and Procedures will be provided to new employees during the new employee orientation.

The Director of Public Safety and University Police is charged with recognizing inclement weather or other environmental factors that have the potential of disrupting the normal course of business at the University. She/he will convene the IWAT.

The IWAT will meet as soon as possible to discuss the potential threat to the University community's safety. The IWAT will gather information sufficient to form a recommendation for action. The IWAT will deliver its recommendation to the Vice President for Administration and Finance.

The Vice President for Administration and Finance will consult with the President's Executive Team and, together, will make a recommendation to the President.

The President will decide which course of action to take with regard to canceling classes or closing the University, and/or canceling or postponing IUP-sponsored or hosted activities or events in the event of inclement weather or other environmental factors.

The Vice President for Administration and Finance will advise the IWAT of the President's decision and instruct the IWAT to implement the President's order using the Inclement Weather/Environmental Factors Communication Plan (below) and other appropriate means.

The Executive Director of Media Relations will provide leadership for consistent information for the IUP website.

If a decision is made to cancel or postpone an activity or event, the Vice President of the sponsoring division will assume responsibility for notifying activity or event participants and the Division of Marketing and Communications at 724-357-3062 or e-mail web-team@iup.edu of the cancellation or postponement in an appropriate and timely manner.

Inclement Weather/Environmental Factors Communication Plan
Once the Vice President for Administration and Finance advises the IWAT of the President's decision, the following communication plan will be activated.

The Division of Marketing and Communications will:

- Send a message via email to all employees. When classes are canceled, the message will remind employees that they are required to work during that period of cancellation. The message will encourage all employees to use their best judgment in traveling.

- Send a message via email to all students informing them of the status of the University, which will include information about the status at all regional campuses and off-campus sites along with the status of University-sponsored or hosted events and activities. This message will encourage all students to use their best judgment in traveling. This message may contain special messages such as temporary parking restrictions.

- Send a text message to all subscribers of the IUP Emergency Notification System about the cancellation of classes, University closure, or cancellation or postponement of IUP-sponsored or hosted activities or events, including the status at regional campuses. This message may contain special messages, such as temporary parking restrictions. This information will also be recorded on the IUP Information Line at 724-357-7538. The Marketing and Communications Division staff will be responsible for submitting and posting correct and accurate information about class and event cancellations or closures to the following sources:
  - IUP.edu
  - IUP Information Line 724-357-7538
  - *IUP Daily/The Beak*
  - My IUP
  - IUP text message subscribers
  - Social media

  - For clarity, the following statements may be provided, e.g.:

    - "Classes are canceled. Students should check their University email for information about alternate assignments. All offices are open. Staff are expected to report as scheduled."

    - "The University is closed. Students should check their University email for information about alternate assignments. All offices are closed except for essential services. Essential employees should report as scheduled."

Essential Information
In order to be as clear and consistent as possible, the following uniform statements will be used in case of inclement weather messages:

1. Status declared:
- University closed
- Classes canceled
- IUP-sponsored or hosted activities or events canceled or postponed

2. When?
- Immediately; or, for what hour:
- Evening classes for date:
- Day classes for date:
- Single day for date:
- Specific, multiple days:
- Resume date/time (i.e., when do things open back up?)

3. Where?
- All Campuses
- Indiana campus only
- Punxsutawney campus
  - Fairman Centre
  - Academy of Culinary Arts
- Northpointe campus
- Pittsburgh East Center
- Off-campus sites
- Online courses?

4. Why?
- Snow
- Ice
- Tornado
- Hurricane
- High wind
- Flood
- Storm
- Fire
- Lightning
- Other

5. Parking/Access Restrictions?
- Yes; details:
  - Student parking
  - Remove vehicles from campus?
  - Employee parking
  - Handicapped parking
  - On-street parking, if applicable
  - Shuttle service, if applicable
  - Violations/towing
  - Parking enforcement

        - Start date/time of parking lot closures
        - Resume date/time of parking lot openings
    - None; no restrictions

6. Who is to Report?

- All employees
- All non-instructional employees
- Essential Employees only
- No one
- Other
- Exercise caution/use best judgment when traveling

7. Liberal Leave Invoked?

Appendix G
Academic Affairs Committee
Co-Chairs Dugan / Wachter

FOR ACTION:

Faculty Emeritus 2019

Name	Department
Dr. Gail Berlin	English
Dr. Christine Black	Kinesiology, Health, and Sport Science
Dr. Kathryn Bonach	Sociology
Ms. Karen Brown	IUP Libraries
Dr. David Downing	English
Dr. Eileen Glisan	Foreign Languages
Dr. Beverly Goodwin	Psychology
Dr. Jo-Anne Kerr	English
Dr. Robert Kostelnik	Kinesiology, Health, and Sport Science
Dr. Dasen Luo	Psychology
Dr. Laura E. Marshak	Counseling
Dr. Brenda Mitchell	Art
Dr. Robert J. Mutchnick	Criminology and Criminal Justice
Dr. Linda Norris	English
Dr. Willard Radell	Economics
Dr. Shari Robertson	Communication Disorders, Special Education, and Disability Services
Dr. Devki Talwar	Physics

Dean Emeritus 2019

Mr. Michael Hood	Fine Arts, Dean Emeritus

Appendix H
President's Athletic Advisory Committee
Chair Castle

FOR INFORMATION:

President's Athletic Advisory Committee
Monday, November 19, 2019

Welcome and Remarks – Dr. Joshua Castle, Chair

- Castle provided PAAC with a report from the Athletic Gender Equity Committee. This included a status update on gender participation percentages and percentages of Gant-in-Aids separated by gender. It was mentioned that these allocation percentages have improved dramatically over the past three years. President Driscoll highlighted the Foundation for their willingness to continue to provide scholarship dollars to women's athletics. Castle also highlighted the results from the Survey of Athletic Interests. It was noted that data indicated that IUP was meeting the athletic abilities and interests of the student body.
- Additionally, Todd Garzarelli provided the committee with an update on improvements to the women's locker rooms in the Field House and access around the building. He indicated that there was still room for improvement, but they would come with some significant costs and renovations

Remarks from Dr. Michael Driscoll

- Dr. Driscoll commented on the Post-Season Action Plan and how it smoothly the process was implemented this year for football.
- Dr. Driscoll also discussed his meeting with SAAC as part of his listening tour. He mentioned that most of the conversation centered around parking and dining concerns for athletes.

Report from Athletic Administration – Todd Garzarelli

- Todd Garzarelli provided an update on the Fall sports. He specifically highlighted Sam Lenze and his selection to compete the NCAA Cross Country Championships.
- It was also mentioned the number of athletic contests that would take place over the next few weekends
- A Football Playoff Update was provided to the committee
- Most of the meeting was dedicated to NCAA Legislation Proposals which was presented by Samantha Traver. The Associate Athletic Director provided the committee with information on 13 proposals that would be voted on in January. Each proposal was explained and discussed regarding the impact on Student Athletes, Coaches, IUP and the Conference.

Report from Sports Information – Ryan Rebholz

- During the prior PAAC meeting the President indicated that he would like to have Ryan Rebholz discuss Sport Information and the duties associated with it. Mr. Rebholz provided this information, as well as challenges that IUP faces compared to other

universities' Sport Information Departments. It was noted that he does an excellent job with the resources at hand.

Report from Faculty Athletics' Representative – Jim Racchini

- Updated the committee on the Athletic Academic Report. It was noted that the first fall that this initiative was implemented there were 650+ responses. This fall there were roughly 920 responses. There was a change regarding when the report was requested. Due to Mid-term grades being submitted earlier the Athletic Academic Report was requested during week 9. This provided the athletic department with additional feedback before the individual course withdraw deadline.

Report from Student Athletic Advisory Committee – Dylan Ruefle

- Provided the committee with an update on SAAC activities. Mr. Ruefle indicated that his goal was to expand the engagement PAAC of members. He noted that formation of several sub-committees (Mental Health, Student Athlete Welfare and Community Service). It was mentioned that Dylan has done a great job serving as SAAC President and he will be missed since he Graduates in December.

Appendix I
Academic Computing Policy Advisory Committee (ACPAC)
Chair Ford

FOR INFORMATION:

ACPAC has been charged by the Provost to make recommendations on three procedures pertaining to the Technology Fee:

1. Revising the faculty PC replacement procedure
2. Revising the public computer laboratory PC replacement procedure
3. Reviewing the software supported by the Technology Fee fund to identify cost savings or efficiencies.
4.

The Provost has also charged ACPAC with recommending software and hardware configurations for the next generation of classroom teaching technology.