University Senate

April 7, 2020
3:30pm – 5:00pm, ZOOM

Approval of Order

A. Approval of minutes from March3, 2020 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		
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Greenawalt	**A**	**2-45**
C. University-Wide Graduate Committee	Moore/Knickelbein	**B**	**46-59**
D. Library and Education Services Committee Research Committee	Chadwick		
E. Research	Marin		
F. Student Affairs Committee	Erwin		
G. University Development and Finance Committee	Mount		
H. Academic Affairs Committee	Dugan/Wachter	**C**	**60-63**
I. Awards Committee	Paul		
J. Noncredit Committee	O'Neil		
Senate Representative Reports	**Representative**		
A. University Planning Council	Moore		
B. Presidential Athletic Advisory Committee	Castle		
C. Academic Computing Policy Advisory Committee	Ford		
D. University Budget Advisory Committee	Soni		

New Business

Adjournment

Appendix A
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:

- **HOSP 324 Hotel Sales**
- **MATH 107 Business Mathematics**
- **PLCS 481 The Art of Grantwriting**

FOR ACTION:

1. **Department of Biology—New Course, Course Revisions, Course Title Change, Modification of Prerequisites, Catalog Description Changes, Dual List, New Minor, Program Revision, Program Title Change, Program Catalog Description Change, and Program Moratorium**

   a. **New Course:**

   BIOL 430 Gene Editing Tools in Medicine and Biotechnology **3c-01-3cr**
   Prerequisite: BIOL 203
   Explains concepts and techniques involved in modern biotechnology as it relates to genome engineering. Understands the principles and techniques governing the gene editing tools such as CRISPR in microbiology, agriculture, animal sciences, and human health. Emphasizes acquisition of the knowledge and skills necessary to undertake gene editing using CRISPR. Addresses issues concerning their ethical, legal, and social implications in the United States and the world.

   Rationale: The course is being proposed because of the recent advances in genome engineering that allow genetic editing on unprecedented scale at a very low cost. The course is proposed as a controlled elective for all undergraduate Biology majors and selective Minors; and as a required course for Certificate in Cell and Molecular Biology.

   b. **Course Revisions, Catalog Description Changes, and Some with Prerequisite Modifications:**

   i. Current Catalog Description:

   BIOL 103 Life on Earth **3c-2l-4cr**
   Prerequisite: none
   A basic introduction to the concepts of ecology, biological diversity, and evolutionary biology. Students will learn fundamental ecological concepts about how living things interact with each other and the physical environment and apply these to understanding the origin of the tree of life and environmental problems facing populations,

communities, and ecosystems. Students will also learn about mechanisms and consequences of evolution. (Does not count toward Biology electives, Controlled electives, or Ancillary Sciences for Biology department majors and minors.)

Proposed Catalog Description:

BIOL 103 Life on Earth **3c-2l-4cr**
Prerequisite: none
Introduces ecology, conservation, and evolutionary biology, emphasizing how ecological change caused by human activities impacts plant and animal populations, communities, and ecosystems and how living things interact with each other and the physical environment. Applies scientific method to learn fundamental concepts and explore problems in ecology and conservation.

Rationale: BIOL 103 Life on Earth is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program. The proposal also describes the methods by which the SLOs are assessed. Catalog description is updated. Changes to the course outline are primarily organizational; course content will remain largely the same.

ii. Current Catalog Description:

BIOL 104 Human Biology: How the Human Body Works **3c-2l-4cr**
Prerequisite: none
A basic introduction to the human body using disease as a mechanism for examining how the human body functions. Students explore the internal milieu of the body and how the different body systems affect this balance. Students gain an appreciation for the human body and its interactions with the environment. (Does not count toward BIOL electives, controlled electives, or ancillary sciences for Biology Department majors and minors.)

Proposed Catalog Description:

BIOL 104 Human Biology: How the Human Body Works **3c-2l-4cr**
Prerequisite: none
Introduces functions of the human body using disease as a mechanism. Explores the internal milieu of the body and how the different body systems affect this balance. Gain an appreciation for the human body and its interactions with the environment.

Rationale: BIOL 104 is being revised to update the student learning outcomes (SLOs) and align them the Expected Undergraduate Student Learning Outcomes (EUSLOs) associated with the Liberal Studies Program. This proposal lists methods by which SLOs may be assessed in lecture and lab components of the course. Changes in the course outlines for lecture and lab reflect organizational changes and updates incorporated into the course.

iii. Current Catalog Description:

BIOL 107 Introduction to Forensic Biology **3c-0l-3cr**
Prerequisite: Non-Biology Department majors and minors only
A broad overview of basic principles underlying modern applications of biology in forensic science. The course explores the science of forensic biology, traditionally known as serology, and the broad scope of laboratory tests used to investigate crimes involving DNA, blood, and other body fluids. Focuses on the issues related to DNA fingerprinting as they apply to public or legal proceedings in the law enforcement arena. (Does not count toward Biology Electives, Controlled Electives, or Ancillary Sciences for Biology majors and minors).

Proposed Catalog Description:

BIOL 107 Introduction to Forensic Biology **3c-0l-3cr**
Prerequisite: none
Overviews the basic principles underlying modern applications of biology in forensic science. Explores the science of forensic biology, traditionally known as serology, and the broad scope of laboratory tests used to investigate crimes involving DNA, blood, and other body fluids. Focuses on the issues related to DNA fingerprinting as they apply to public or legal proceedings in the law enforcement arena.

Rationale: BIOL 107 Introduction to Forensic Biology is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program. The proposal also describes the methods by which the SLOs are assessed. Prerequisites are being changed to none to facilitate flexibility in scheduling.

iv. Current Catalog Description:

BIOL 115 Biotic Diversity of North America **3c-0l-3cr**
Prerequisite: none
An introduction to the biological diversity of North America from Barrow, Alaska, to Tehuantepec, Mexico. All major aquatic and terrestrial biomes occurring in North America are examined with regard to plant forms, animal composition, and environmental conditions.

Proposed Catalog Description:

BIOL 115 Biotic Diversity of North America **3c-0l-3cr**
Prerequisite: none
Introduces students to the plants, animals, interactions, and functions of major North American aquatic and terrestrial biomes, and explores the impact of changes in climate, biodiversity, energy demands, and human population growth on these ecosystems.

Rationale: BIOL 115 Biotic Diversity of North America is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program. The proposal also describes the methods by which the SLOs are assessed. Changes to the course outline are strictly organizational; course content will remain the same.

v. Current Catalog Description:

BIOL 117 Understanding HIV Biology and AIDS **3c-0l-3cr**
Prerequisite: Non-Biology Department majors/minors only
An introduction to the mode of infection and prevention of AIDS virus which are used as an illustration of biological principles. Profiles biological indicators for HIV disease and its progression to AIDS. Therapeutic and non-therapeutic approaches to treat HIV infections are emphasized. (Does not count toward Biology Electives, Controlled Electives, or Ancillary Sciences for Biology majors and minors.)

Proposed Catalog Description:

BIOL 117 Understanding HIV Biology and AIDS **3c-0l-3cr**
Prerequisite: none
Introduces the mode of infection and prevention of AIDS virus which are used as an illustration of biological principles. Profiles biological indicators for HIV disease and its progression to AIDS. Emphasizes therapeutic and non-therapeutic approaches to treat HIV infections.

Rationale: BIOL 117 Understanding HIV Biology and AIDS is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program. The proposal also describes the methods by which the SLOs are assessed. Prerequisites are being changed to none to facilitate flexibility in scheduling.

vi. Current Catalog Description:

BIOL 118 The History of Pain **3c-0l-3cr**
Prerequisite: Non-Biology Department majors/minors only
Despite its many individual, social, and cultural characteristics, pain is based on an anatomical and physiological foundation. The course will look at the history of scientific theories and hypotheses about understanding the pain mechanism. Through this type of study, students will learn about the status of pain in various societies throughout the ages. (Does not count toward Biology Electives, Controlled Electives, or Ancillary Sciences for Biology majors and minors.)

Proposed Catalog Description:

BIOL 118 The History of Pain **3c-0l-3cr**
Prerequisite: none

Describes the anatomical and physiological foundation of pain based on contemporary science. Examines the history of scientific theories and hypotheses about understanding the pain mechanism. Introduces students to the status of pain in various societies throughout the ages.

Rationale: This course is being revised to update the EUSLOs and add assessment categories for Liberal Studies. Prerequisites are removed to allow flexibility in registering for this course. The catalog description is also being revised according to current guidelines.

vii. Current Catalog Description:

BIOL 119 Emerging Diseases **3c-0l-3cr**
Prerequisite: Non-Biology Department majors/ minors only
The course is intended primarily to provide the student with an understanding of the biological basis of infectious diseases and the social, historical and ethical consequences of these types of afflictions. The course covers background material such as the germ theory of disease and the cell theory at an introductory level. The course includes specific cases of emerging or re emerging infectious diseases with emphasis on current events relating to disease outbreaks.

Proposed Catalog Description:

BIOL 119 Emerging Diseases **3c-0l-3cr**
Prerequisite: none
Provides an understanding of the biological basis of infectious diseases and the social, historical and ethical consequences of these types of afflictions. Covers background material such as the germ theory of disease and the cell theory at an introductory level. Includes specific cases of emerging or re emerging infectious diseases with emphasis on current events relating to disease outbreaks.

Rationale: BIOL 119 Emerging Diseases is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program. The proposal also describes the methods by which the SLOs are assessed. Prerequisites are being changed to none to facilitate flexibility in scheduling.

c. Course Title Change and Course Revision:

BIOL 210 Principles of Plant Biology **2c-31-3cr**
Prerequisites: BIOL 201, 202
Explores the diversity, form, and function of vascular and nonvascular plants. Focuses on the evolutionary innovations that distinguish different taxonomic groups of plants. Topics include plant anatomy and physiology, growth and development, plant classification, plant ecology, and genetically modified foods. Discusses ways that plants are important to humans, ranging from food and lumber to sequestering carbon dioxide. An in-depth

exploration of crop plants, including the science of biotechnology.

Proposed Catalog Description:

BIOL 210 Plant Biology **3c-0l-3cr**
Prerequisites: BIOL 201
Explores the diversity, form, and function of vascular and nonvascular plants. Focuses on the evolutionary innovations that distinguish different taxonomic groups of plants. Topics include plant anatomy and physiology, growth and development, plant classification, plant ecology, and genetically modified foods. Discusses ways that plants are important to humans, ranging from food and lumber to sequestering carbon dioxide. An in-depth exploration of crop plants, including the science of biotechnology.

Rationale: The 3-hour lab is being replaced with an additional 50-minute lecture. Much of the material covered in lab can be taught using an additional 50-minute lecture or incorporated into other required courses such as BIOL 201 or 272 labs. This is an attempt to streamline our curriculum by reducing the number of labs students have to schedule.

d. Dual List:

BIOL 342/542 Comparative Vertebrate Anatomy **2c-3l-3cr**
Prerequisite: none
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.

Rationale: The graduate and undergraduate courses share the same goal of introducing the students to the anatomy of vertebrates in a dissection-based format. For the graduate students, in addition to learning the basic structure of vertebrates, they are expected to reach the point where they can synthesize how structural changes in organ systems in different groups of vertebrates are related to a combination of the functional needs of those vertebrates and the limitations on structure inherited from their ancestors. Based on current graduate student enrollments, however, this course would not run without the undergraduate component.

e. Modification of Prerequisites:

i. Current Course Title and Prerequisites:

BIOL 301 Fundamentals of Epidemiology
Prerequisite: BIOL 104 and 119, or 203; and MATH 216 or 217

Proposed Course Title and Prerequisites:

BIOL 301 Fundamentals of Epidemiology
Prerequisite: MATH 216 or 217

Rationale: To make enrollment in BIOL 301 less restrictive for students across the campus (e.g., Mathematical and Computer Sciences majors) who may be interested in the field of epidemiology but have not taken the BIOL prerequisites. The course does not need BIOL prerequisites since fundamentals of epidemiology are not limited to biology-related morbidity and mortality (e.g., accidents). A background in statistics continues to be helpful.

ii. 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: 4cr BIOL lab course and 4cr CHEM lab course

Rationale: To make enrollment in BIOL 221 less restrictive to majors other than in the Department of Biology, while ensuring that all enrolled students have at least one course each, preferably with laboratory experience, in biology and chemistry to be prepared for the biological and chemical aspects of environmental health covered in lecture and laboratory.

f. Program Revision and Program Catalog Description Change:

Current Approved Program:

Bachelor of Science—Biology/Ecology, Conservation, and ~~Environmental~~ Biology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 121 **Natural Science:** CHEM 111-112 or 113-114 **Liberal Studies Electives:** 3cr, MATH 216 or 217		45
Major:		~~39-40~~
Required Core Courses:		
BIOL 201	Principles of Ecology and Evolution	4cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 203	Principles of Genetics and Development	4cr
Required Biology Courses:		
BIOL 205	Ecological Methods	3cr
BIOL 210	~~Principles of Plant Biology~~	3cr
BIOL 220	General Zoology	3cr
BIOL 272	Conservation of Plant and Animal Resources	3cr
BIOL 362	Ecology	3cr
BIOL 451	Evolutionary Biology	3cr

Proposed Program:

Bachelor of Science—Biology/Ecology, Conservation, and Evolutionary Biology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 121 **Natural Science:** CHEM 111-112 or 113-114 **Liberal Studies Electives:** 3cr, MATH 216 or 217		45
Major:		42-43
Required Core Courses:		
BIOL 201	Principles of Ecology and Evolution	4cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 203	Principles of Genetics and Development	4cr
Required Biology Courses:		
BIOL 205	Ecological Methods	3cr
BIOL 210	Plant Biology	3cr
BIOL 220	General Zoology	3cr
BIOL 272	Conservation of Plant and Animal Resources	3cr
BIOL 362	Ecology	3cr
BIOL 451	Evolutionary Biology	3cr

BIOL 490 Field Studies in Biology ***or***		3-4cr
or 450 Field Biology at Pymatuning Laboratory of Ecology		
Controlled Biology Elective:	~~6cr~~	
Biology major courses (1)		
Other Science Requirements:	~~20~~	
GEOS 201 Foundations of Geology	4cr	
~~PHYS 111 Physics I Lecture~~	~~3cr~~	
~~PHYS 121 Physics I Lab~~	~~1cr~~	
Controlled Electives: (2)	~~12cr~~	
Select ~~12cr~~ from the following (cannot include Liberal Studies Elective, or courses counting toward Other Requirements): ~~ANTH 222, 250, 420; BIOC 301, 402, 311, 412; BIOL (Majors Courses Only); CHEM 231, 232, 325, 326, 351; COSC 105, 110, 210, 310, 420; CRIM 374; ECON 122, 361; GEOG 331, 419, 425, 435; GEOG/RGPL 213, 231, 313, 314, 316, 341, 342, 343, 345, 415, 424, 440, 464; GEOS 202, 203, 302, 303, 310, 311, 312, 324, 352, 353, 370, 371; MATH 122, 171, 309, 341, 342, 363, 411, 412; PHIL 270, 330; PHYS 112, 122, 231; PSYC 330, 331; RGPL 350, 426; SAFE 310; SUST 201.~~		
~~**Other Requirements:**~~	~~0-6~~	
~~Course sequence in one of the following areas (may not be counted toward Ancillary Courses):~~		
~~1) Foreign Language: one course at Intermediate Level or two semesters beyond placement.~~		
~~2) Computer Science: Select two from the following: COSC 105, 110, 210.~~		
~~3) Geography/Regional Planning: Select two from the following: GEOG/RGPL 213, 314, 316, 415, 424.~~		
Free Electives:	~~9-16~~	
Total Degree Requirements:	**120**	

(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.

(2) Other appropriate BIOL courses at 200-level and above (excluding Liberal Studies courses) in the above departments may be substituted with permission of the advisor and the Biology Department chair in advance of taking the course.

BIOL 490 Field Studies in Biology or		3-4cr
or 450 Field Biology at Pymatuning Laboratory of Ecology		
Controlled Biology Elective:		9cr
Biology major courses (1)		
Other Science Requirements:		**17**
GEOS 201 Foundations of Geology		4cr
GEOG 316 Introduction to Geographic Information Systems		3cr
Controlled Electives: (2)		10cr
Select 10cr from the following (cannot include Liberal Studies Elective, or courses counting toward Other Requirements): A course at the 200-level or higher in addition to specified courses from the following majors: ANTH; BIOC; BIOL; CHEM; COSC 110; ECON 121, 122; ENVE 101; GEOG; GEOS; MATH 121, 122, 171; PHYS 111, 121; PSYC; PUBH 122; RGPL; SUST. Additional courses: CRIM 374; FDNT 470; PHIL 270, 330; SAFE 310.		
Free Electives: (3, 4)		**15-16**
Total Degree Requirements:		**120**

(1) No more than 6cr total from Independent Study, Special Topics, Honors Thesis, or Internship applies to major; excess applied as free electives.

(2) Other appropriate BIOL courses at 200-level and above (excluding Liberal Studies courses) in the above departments may be substituted with permission of the advisor and the Biology Department chair in advance of taking the course.

(3) Free electives may be used towards a minor or certificate in Geography/Regional Planning, Sustainability, Applied Statistics, Chemistry, Forensic Biosciences, Environmental Microbiology, Foreign Language, or other areas of interest.

(4) Excluding prerequisite, cognate, liberal studies, college core courses, no more than 2 Majors

courses can be shared between a major and minor.

Current Program Catalog Description:

The Ecology, Conservation, and ~~Environmental~~ Biology (ECEB) Track includes all core biology courses and a selection of related courses that focus on ecological and environmental sciences. To achieve an environmental focus, the student must complete broad training in the sciences and mathematics. The track is designed to provide flexibility to allow pursuit of specialized interests within ECEB, including minors in other environmental disciplines (Applied Statistics, Geology, Geography, Regional Planning, and Sustainability). Course requirements for professional certification by the Ecological Society of America (Certified Associate Ecologist) and/or the Wildlife Society (Certified Wildlife Biologist) can be met within this track. This track prepares students for pursuing advanced degrees or employment in areas related to ecology and environmental sciences at universities, government, and private companies.

Proposed Program Catalog Description:

The Ecology, Conservation, and Evolutionary Biology (ECEB) Track includes all core biology courses and a selection of related courses that focus on ecological and environmental sciences. To achieve an environmental focus, the student must complete broad training in the sciences and mathematics. The track is designed to provide flexibility to allow pursuit of specialized interests within ECEB, including minors in other environmental disciplines (Applied Statistics, Geology, Geography, Regional Planning, and Sustainability). Course requirements for professional certification by the Ecological Society of America (Certified Associate Ecologist) and/or the Wildlife Society (Certified Wildlife Biologist) can be met within this track. This track prepares students for pursuing advanced degrees or employment in areas related to ecology and environmental sciences at universities, government, and private companies.

Rationale: This program and its description is being revised to improve clarity of program requirements as well as increase flexibility to students. In this revision we are changing the program name from “Ecology, Conservation, and Environmental Biology” to “Ecology, Conservation, and Evolutionary Biology”. This change better reflects courses offered and the expertise of faculty that contribute to the program. Second, we cleaned up our Controlled Science Electives to remove hidden prerequisites and courses no longer offered. Additionally, this program revision removes the Foreign Language requirements and places those credits directly into the free electives to maximize scheduling flexibility and promote the many minors that already exist. PHYS 111 and 121 were removed as a requirement and replaced by GEOG 316 Introduction to Geographic Information Systems, however, Physics will remain as a controlled elective option. Finally, we updated the program’s student learning outcomes and assessments.

g. New Minor—Neurobiology

Minor-Neurobiology		**19**
Required Courses:		
BIOL 104 ***or*** 240 BIOL 477	Human Biology: How the Human Body Works ***or*** Human Physiology Neurobiology	4cr 3cr
Controlled Electives: (1) BIOL 409, 462, 469, 479, 481(2), PHIL 360, 390, PSYC 225, 372		12cr
(1) At least 6cr should be from BIOL courses. (2) Needs approval of department chair.		

h. Program Catalog Description Change:

Cooperative Programs
The department cooperates in programs with Jefferson Medical College, Lake Erie College of Osteopathic Medicine, and Pymatuning Laboratory of Ecology.
Jefferson Medical College, Physician Shortage Area Program (PSAP): IUP is a participating affiliate of the PSAP, established by Jefferson Medical College of Thomas Jefferson University in Philadelphia for the purpose of increasing the distribution of physicians practicing in underserved areas of Pennsylvania. To be eligible for this special program, students must be from, or have spent a significant amount of time living in, a non-urban area. Students interested in this program should enroll as biology/pre-medical majors.
This program will admit approximately four graduates of IUP and 20 graduates of other colleges each year. Students from IUP will be admitted only if properly qualified according to the admission standards and policies of Jefferson Medical College. Applications are reviewed by the Joint IUP-Jefferson Subcommittee, and recommendations are made to the Jefferson Committee on Admissions. Preference will be given to Pennsylvania residents who are interested in this program, with highest priority given to those who actually live, at the time of application, in the underserved area in which they hope to practice.

~~**Osteopathic Medicine:** IUP has "Early Acceptance" agreements with both Philadelphia College of Osteopathic Medicine and Lake Erie College of Osteopathic Medicine. These programs allow qualifying students to gain provisional acceptance into the medical college as long as they maintain a GPA of 3.4 or better in the Biology/Pre-medical curriculum at IUP and score 25 or higher on the MCAT with no score lower than 7 on any section. These programs are also known as "3+4" programs, since students may elect to enter the medical school after just three years at IUP. Students are awarded a bachelor of science degree with a major in biology from IUP upon successful completion of their three years of undergraduate requirements at IUP and the first year curriculum at LECOM or PCOM.~~

~~To be considered for either of the "Early Acceptance" programs, students must be in the top 25 percent of their graduating class, have a minimum SAT score (Math + Verbal) of 1170 or a minimum ACT score of 26, and have additional evidence of scholarly/professional potential, leadership, and community involvement.~~
Pymatuning Laboratory of Ecology: Biology majors can expand their selection of course offerings by participating in a cooperative program with

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This program will admit approximately four graduates of IUP and 20 graduates of other colleges each year. Students from IUP will be admitted only if properly qualified according to the admission standards and policies of Jefferson Medical College. Applications are reviewed by the Joint IUP-Jefferson Subcommittee, and recommendations are made to the Jefferson Committee on Admissions. Preference will be given to Pennsylvania residents who are interested in this program, with highest priority given to those who actually live, at the time of application, in the underserved area in which they hope to practice.

Osteopathic Medicine: IUP Biology has "Early Acceptance" agreement with Lake Erie College of Osteopathic Medicine (LECOM), and an affiliation agreement with Philadelphia College of Osteopathic Medicine (PCOM). The admission requirements for both are listed below. For further information, please contact Pre-Med Program Coordinator, Dr. N. Bharathan at bharathn@iup.edu

LECOM Early Admission Program (EAP) (3+4) or (4+4):
The EAP allows qualifying students to gain admission into the medical college as long as they have a minimum GPA of 3.5 or better in the BS Biology/Pre-Medical curriculum at IUP. No MCAT is required. To submit an EAP application, student should consult with Dr. N. Bharathan, Pre-Med Program Coordinator.

Requirements:
1. High school GPA of 3.5 or Higher on a 4.0 scale.
2. ACT score of at least 26 or SAT Composite of at least 1240. LECOM does not super score.
3. Students admitted to the Biology Pre-Med program at IUP.

the University of Pittsburgh's Field Station at the Pymatuning Laboratory of Ecology located in northwestern Pennsylvania. These elective courses center on ecological and environmental topics and vary annually. Application and registration for both summer sessions must be completed by April.
1. Students usually register for credit and pay fees at IUP. Books, lab fee, and room and board are paid to the Pymatuning Laboratory of Ecology. The faculty advisor for this program assists students in program planning, application, and registration.

Philadelphia College of Osteopathic Medicine (PCOM) affiliation:

Requirements:
1. Students should be enrolled in the Biology Pre-Med program at IUP.
2. GPA requirement of a minimum of 3.25 for BOTH cumulative and Science GPA.
3. Students in the DO program must be US citizens or Permanent Resident status applicants.
4. MCAT is required with a composite of 504 with 126 on each section.

Pymatuning Laboratory of Ecology: Biology majors can expand their selection of course offerings by participating in a cooperative program with the University of Pittsburgh's Field Station at the Pymatuning Laboratory of Ecology located in northwestern Pennsylvania. These elective courses center on ecological and environmental topics and vary annually. Application and registration for both summer sessions must be completed by April.
1. Students usually register for credit and pay fees at IUP. Books, lab fee, and room and board are paid to the Pymatuning Laboratory of Ecology. The faculty advisor for this program assists students in program planning, application, and registration.

Rationale: This is an update to the articulation agreement between IUP Biology and the two Colleges of Osteopathic Medicine.

i. **Program Moratorium:**

B.S. Biology/Environmental Health Track

Rationale: This is an INSPIRE response and the anticipation is total program closure.

2. **Department of Psychology—Program Revisions, Program Catalog Description Changes, New Course, Course Revision, Catalog Description Changes, and Course Number Changes, Program Catalog Description Change**

a. **New Course:**

PSYC 102 Identity and Interactions in a Diverse World **2c-01-2cr**
Prerequisite: None
Emphasizes reflection on one's own identity and cultural heritage, and respect for others' intersectional identities and heritage. Experiences and interactions of individuals with dominant and marginalized identities are examined from multiple frameworks.

Rationale: As part of the reconceptualization of the psychology major, greater emphasis will be placed on fostering an appreciation for diversity. This emphasis on diversity empowers students as they enter a rapidly diversifying workforce and world. It is also consistent with the recommendations of the American Psychological Association. This 2-credit course will be taken by psychology majors during their first semester in the program to lay the foundation for a greater understanding of diversity that will be further developed throughout the program. Letters of support from Sociology and Anthropology are now attached in the iwiki.

b. Course Revision:

Current Catalog Description:

PSYC 310 Developmental Psychology **3c-0l-3cr**
Prerequisite: PSYC 101
A comprehensive study of all factors that contribute to human development from conception through death, particularly as they relate to psychological development of the individual. May receive credit toward the psychology major or minor for only one of PSYC 310, 311, or 315

Proposed Catalog Description:

PSYC 215 Developmental Psychology **3c-0l-3cr**
Prerequisite: PSYC 101
Examines the physical, cognitive, emotional, and social factors that contribute to human development from conception through old age. Provides an overview of theory and research in Developmental Psychology. This course is eligible for course repeat of PSYC 310.

Rationale: The psychology major has been reconceptualized to include greater sequencing of material. As part of the reconceptualization, this course will move from the 300-level to the 200-level. Corresponding to the number change, the course is revised to focus on foundational concepts, on which a more advanced course in the sequence will build, and student learning outcomes reflect this shift in focus. The Nursing program has withdrawn its objection to this number change.

c. Program Revisions and a Program Catalog Description Change:

i. Current Program:

Bachelor of Arts—Psychology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 **Social Science:** PSYC 101 **Liberal Studies Electives:** 3cr, no courses with PSYC prefix	43-44
Major:	~~34-39~~
Required Courses:	
~~PSYC 290 Research Design and Analysis I~~	~~4cr~~
~~PSYC 291 Research Design and Analysis II~~	~~4cr~~
~~**Controlled Electives:** A minimum of one course from each of the following six core areas: (1)~~	
~~*A. Developmental Psychology:* PSYC 310, 311, 312, 315 (2)~~	~~3-4cr~~
~~*B. Individual Differences:* PSYC 320, 321, 325~~	~~3-4cr~~
~~*C. Social/Environmental:* PSYC 330, 331, 335 (3)~~	~~3-4cr~~
~~*D. Cognition/Learning:* PSYC 341, 342, 345 (4)~~	~~3-4cr~~
~~*E. Biological Bases of Behavior:* PSYC 350,~~	

Proposed Program:

Bachelor of Arts—Psychology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 **Natural Science:** BIOL 104 and 106 recommended **Social Science:** PSYC 101 **Liberal Studies Electives:** 3cr, no courses with PSYC prefix (1)		43-44
Major:		42
Required Courses:		
PSYC 100	The Psychology Major: Curriculum and Careers	1cr
PSYC 102	Identity and Interactions in a Diverse World	2cr
PSYC 200	Psychological Research I	3cr
PSYC 215	Developmental Psychology	3cr
PSYC 225	Abnormal Psychology	3cr
PSYC 235	Social Psychology	3cr
PSYC 245	Learning and Cognition	3cr
PSYC 255	Biopsychology	3cr

~~— 352, 355, 356, 359 (5)~~	~~3-4cr~~
~~*F. Metatheoretical Perspectives in Psychology:*~~	
~~— PSYC 410, 411~~	~~3cr~~
~~Other PSYC electives beyond PSYC 101~~	~~6-8cr~~
Other Requirements:	~~15-21~~
Foreign Language Intermediate Level ~~(6)~~	
Minor/concentration	
Free Electives:	~~16-28~~
Total Degree Requirements:	120

~~(1) At least two must be content-based laboratory courses.~~
~~(2) Credit toward the major is given for only one of PSYC 310, 311, or 315.~~
~~(3) Credit toward the major is given for only one of PSYC 330 or 335.~~
~~(4) Credit toward the major is given for only one of PSYC 342 or 345.~~
~~(5) Credit toward the major is given for only one of PSYC 350 or 356 and for only one of PSYC 359 or 360.~~
(~~6~~) Intermediate-level foreign language may be included in Liberal Studies electives.

PSYC 300	Psychological Research II: Quantitative Research Methods ***or***	
or 301	Psychological Research II: Qualitative Research Methods	3cr
PSYC 460	Senior Seminar in Psychology	3cr
One specialization required: (2)		
Psychological Science Specialization		15cr
Controlled Electives:		
Two courses with different course numbers from the following: PSYC 415, 435, 445, 450, 455		6cr
Three additional PSYC electives		9cr
Applied Psychology Specialization		15cr
PSYC 150	Introduction to Applied Psychology	3cr
PSYC 390	Industrial-Organizational Psychology ***or***	
or 450	Counseling Skills	3cr
PSYC 493	Psychological Practicum	3cr
Controlled Electives:		
Two courses from the following: PSYC 322, 325, 331, 332, 372, 374, 377, 378, 388		6cr
Other Requirements:		18-24
Foreign Language Intermediate Level		0-6cr
Minor/concentration (3)		18cr
Free Electives:		10-17
Total Degree Requirements:		120

(1) Intermediate-level foreign language may be included in Liberal Studies electives.
(2) Specialization selected in consultation with advisor.
(3) Concentration plan developed in consultation with advisor.

Current Program Catalog Description:
The program in psychology leads to a bachelor of arts degree and is designed to give ~~the~~ student an understanding of the methods and major findings in the science of behavior and mental processes. The major offers the background required for graduate work in psychology and also preparation for such related fields as social work, ~~personnel work~~, medicine, ~~advertising~~, law, and ~~theology~~. The department also offers psychology minor~~s~~.

An honors program ~~has been developed to enrich the education of qualified psychology majors and to assist~~ students in gaining entrance to graduate school. The core for the program is the same as for the psychology major; special seminar classes and independent research experiences culminating in an honors thesis are required.

All psychology majors are required to take a minor or a concentration in another discipline.

Proposed Program Catalog Description:
The program in psychology leads to a bachelor of arts degree and is designed to give students an understanding of the methods and major findings in the science of behavior and mental processes. The major offers the background required for graduate work in psychology and also preparation for such related fields as social work, business, medicine, marketing, law, criminal justice, and education. Psychology majors select one of two specializations, which allows them

to tailor their educational experience to their own goals and interests. The department also offers a psychology minor.

Qualified psychology majors are invited to apply for admission to an honors program that offers enriching educational experiences and assists students in gaining entrance to graduate school. The core for the program is the same as for the psychology major; special seminar classes and independent research experiences culminating in an honors thesis are required.
All psychology majors are required to take a minor or a concentration in another discipline.

Rationale: The psychology program is being revised to move from a "breadth" model to a "breadth and depth" model. An important strength of our previous program was the breadth of knowledge that it provided about the major content areas in psychology. Students were required to take one course in each of five major areas (developmental, abnormal, social, learning and cognition, and biopsychology). Our new program retains the strength of the breadth model, and it adds an important new strength: greater depth. Students will still be required to take a foundational course in each of the five major content areas (this requirement retains our emphasis on breadth). They will also be required to take advanced courses that build on the material presented in the foundational courses (this new requirement puts into practice our emphasis on depth). We believe that this new breadth and depth model will strengthen students' education, making them more prepared for a variety of career paths, as well as graduate study.
A central component of the new psychology program involves greater sequencing of material to enhance student learning. This scaffolding begins in PSYC 101 General Psychology and the scaffolding continues in the five major content areas. The scaffolding also appears in our research methodology sequence. After PSYC 200, students will further develop their research skills with an emphasis on quantitative approaches (PSYC 300) or qualitative approaches (PSYC 301). The new program offers two concentrations, so that students can select the educational path that best fits their interests and goals. The Psychological Science concentration offers a generalist path while the Applied Psychology concentration focuses on preparing students for careers in human services fields.

ii. Current Program:

Bachelor of Arts—Psychology/Honors Program in Psychology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 **Social Science:** PSYC 101 **Liberal Studies Electives:** 3cr, no courses with PSYC prefix		43-44
Major:		~~40-43~~
Required Courses:		
~~PSYC 290~~	~~Research Design and Analysis I~~	~~4cr~~
~~PSYC 291~~	~~Research Design and Analysis II~~	~~4cr~~
PSYC 480	Honors Seminar in Psychology ~~(1)~~	6cr
PSYC 483	Honors Thesis (~~2~~)	6cr
~~**Controlled Electives:** A minimum of one course from each of the following six core areas: (3)~~		

Proposed Program:

Bachelor of Arts—Psychology /Honors Program in Psychology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 **Natural Science:** BIOL 104 and 106 recommended **Social Science:** PSYC 101 **Liberal Studies Electives:** 3cr, no courses with PSYC prefix (1)		43-44
Major:		42
Required Courses:		
PSYC 100	The Psychology Major: Curriculum and Careers	1cr
PSYC 102	Identity and Interactions in a Diverse World	2cr
PSYC 200	Psychological Research I	3cr
PSYC 215	Developmental Psychology	3cr

~~*A. Developmental Psychology:* PSYC 310, 311, 312, 315 (4)~~	~~3-4cr~~
~~*B. Individual Differences:* PSYC 320, 321, 325~~	~~3-4cr~~
~~*C. Social/Environmental:* PSYC 330, 331, 335~~	~~3-4cr~~
~~*D. Cognition/Learning:* PSYC 341, 342, 345 (6)~~	~~3-4cr~~
~~*E. Biological Bases of Behavior:* PSYC 350, 352, 355, 356, 359 (7)~~	~~3-4cr~~
~~*F. Metatheoretical Perspectives in Psychology:* PSYC 410, 411~~	~~3cr~~
Other Requirements:	~~15-21~~
Foreign Language Intermediate Level ~~(8)~~	0-6cr
Minor/concentration	~~15cr~~
Free Electives:	~~12-22~~
Total Degree Requirements:	120

PSYC 225	Abnormal Psychology	3cr
PSYC 235	Social Psychology	3cr
PSYC 245	Learning and Cognition	3cr
PSYC 255	Biopsychology	3cr
PSYC 300	Psychological Research II: Quantitative Research Methods ***or***	
or 301	Psychological Research II: Qualitative Research Methods	3cr
PSYC 480	Honors Seminar in Psychology (2)	6cr
PSYC 483	Honors Thesis (3)	6cr
Controlled Electives: Two courses with different course numbers from the following: PSYC 415, 435, 445, 450, 455		6cr
Other Requirements:		18-24
Foreign Language Intermediate Level		0-6cr
Minor/concentration (4)		18cr
Free Electives:		17
Total Degree Requirements:		120

(~~1~~) Students will enroll in PSYC 480 for 3cr in each of two semesters.
(~~2~~) Students will enroll in PSYC 483 for 3cr in each of two semesters.
~~(3) At least two must be content-based laboratory courses.~~
~~(4) Credit toward the major is given for only one of PSYC 310, 311, or 315.~~
~~(5) Credit toward the major is given for only one of PSYC 342 or 345.~~
~~(6) Credit toward the major is given for only one of PSYC 350 or 356 and for only one of PSYC 359 or 360.~~
~~(7) Intermediate-level foreign language may be included in Liberal Studies electives.~~

(1) Intermediate-level foreign language may be included in Liberal Studies electives.
(2) Students will enroll in PSYC 480 for 3cr in each of two semesters.
(3) Students will enroll in PSYC 483 for 3cr in each of two semesters.
(4) Concentration plan developed in consultation with advisor.

Rationale: The BA Psychology/Honors Program in Psychology is being revised to build on existing strengths and to develop new ones. One strength of the existing program is its emphasis on breadth of learning about the major content areas in psychology. This strength will be retained, as students will continue to take a course in each of five major content areas in psychology. Whereas students previously could choose from a variety of courses to meet this requirement, the new curriculum streamlines the offerings to conserve resources and simplify scheduling. There are five required breadth courses. Another strength of the BA Psychology/ Honors Program in Psychology is its emphasis on depth of learning. It features a two-semester research project under the supervision of a faculty mentor and two graduate-style seminar courses that provide opportunities for advanced learning and synthesis of diverse areas of psychology - and these important features of the program will remain in the new curriculum. The revisions to the BA Psychology Honors program will build on this strength by adding two additional depth courses that build on the material presented in the breadth courses.
Additional changes are being made to the BA Psychology Honors program in accordance with the changes to the BA Psychology program. PSYC 100 The Psychology Major: Curriculum and Careers and PSYC 102 Identity and Interactions in a Diverse World are new courses that will be required. In addition, the research design and analysis courses are being replaced with a new sequence. Students will take PSYC 200 Psychological Research I, followed by their choice of Quantitative Research Methods or Qualitative Research Methods.

iii. Current Program:

Minor—Psychology **18-19**

Required Courses:
PSYC 101 General Psychology (1) 3cr
~~PSYC 280 Psychological Inquiry *or* 3cr~~
~~*or* 290 Research Design and Analysis I (2) 4cr~~
Four other PSYC electives beyond PSYC 101 (3, 4) 12cr

(1) Meets Liberal Studies requirement.
(2) Prerequisite: MATH 217.
(3) Selected in consultation with the minor advisor.
(4) ~~Credit toward minor is given for only one of PSYC 310, 311, or 315.~~

Proposed Program:

Minor—Psychology **18**

Required Courses:
PSYC 101 General Psychology (1) 3cr
PSYC 200 Psychological Research I (2) ***or***
or 280 Psychological Inquiry 3cr
Four other PSYC electives beyond PSYC 101 (3, 4) 12cr

(1) Meets Liberal Studies requirement.
(2) Prerequisite: Grade of C or better in MATH 217.
(3) Selected in consultation with the minor advisor.
(4) At least six credits must be at the 300-level or higher.

Rationale: The psychology major has undergone a reconceptualization that involved renumbering many courses. These new course numbers necessitate two important changes to the psychology minor. The psychology minor requires a course on research in psychology. The psychology department offers a research course that is targeted toward psychology minors PSYC 280 and this course remains with its number unchanged. We also accept the initial course in the research sequence our majors take to fulfill this requirement. Traditionally, this has been PSYC 290. However, in the new curriculum, the initial research course for majors will be PSYC 200. This revision to our minor indicates that students may take PSYC 200 or PSYC 280 to fulfill this requirement. Beyond PSYC 101 General Psychology and the research course, psychology minors must take 12 additional credits of psychology courses. Because some of the courses our minors have traditionally taken to earn these additional 12 credits have been renumbered from the 300-level to the 200-level, this revision to our minor also makes a point of noting to students that they must make sure to take at least six credits at the 300-level or above, consistent with PASSHE requirements.

d. Program Moratorium and Program Catalog Description Change:
Minor—Psychological Science
Rationale: Plan is for total program closure and the information about the Minor should be removed from the catalog.

3. Department of Nursing and Allied Health—Program Revisions

i. Current Program:

Bachelor of Science—Medical Imaging/ Nuclear Medicine Technology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 47
Mathematics: MATH 105
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151 or 161
Liberal Studies Electives: 6cr, COSC/IFMG 101, PHYS 111, ~~no courses with NMDT prefix~~

Major: 32
Required Courses: (1)
Articulated courses in track transferred from affiliation agreement (1)

Proposed Program:

Bachelor of Science—Medical Imaging/ Nuclear Medicine Technology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 47
Mathematics: MATH 105
Philosophy/Religious Studies: PHIL 130
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151 or 161
Liberal Studies Electives: 6cr, COSC/IFMG 101, PHYS 111

Major: 35
Required Courses: (1)
IMAG 101 Careers in Medical Imaging 1cr
IMAG 480 Medical Imaging Seminar 2cr

Other Requirements: (2) 20

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
ENGL 310	Public Speaking ***or***	
or BCOM 321	Business and Communications	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: (3) 21

Total Degree Requirements: 120

(1) These courses are offered at the University of Findlay/ Nuclear Medicine Institute, Findlay, Ohio, in one of the three tracks—Nuclear Medicine Technology, Diagnostic Medical Sonography or Echocardiography. These areas of study are consistent with requirements of the JRCNMT. All eight of these areas of study are completed during the final 12 months of the degree program.
(2) Students are also required to complete a medical terminology course/program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.
(3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or Free Electives.

Articulated courses in track transferred from affiliation agreement (1)

Other Requirements: (2) 23

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
ENGL 310	Public Speaking ***or***	
or BCOM 321	Business and Interpersonal Communications	3cr
NURS 314	Health Policy and Law	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: (3) 15

Total Degree Requirements: 120

(1) These courses are offered at the University of Findlay/ Nuclear Medicine Institute, Findlay, Ohio; and/or Community College of Allegheny County nuclear medicine technology program, Pittsburgh. These areas of study are consistent with requirements of the JRCNMT. All eight of these areas of study are completed during the final 12 months of the degree program.
(2) Students are also required to complete a medical terminology course/program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.
(3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or Free Electives.

Rationale: This track is being revised so IMAG 101 and 480 can be added to the curriculum. In addition, NURS 314 is being added to provide Medical Imaging students with an understanding of Health Policy and Law. PHIL 130 Introduction to Biomedical Ethics is required by the Joint Review Committee on Education in Diagnostic Medical Sonography, therefore, it is being added to all of the tracks in Medical Imaging. While not required for the nuclear medicine track, this addition will allow the students to change tracks without needing to take additional courses and be in compliance with the regulatory bodies. Even though the major requirements are being increased, the original program had enough free electives that there still remain a sufficient amount for students to minor, earn other certificates, or pursue other interests.
The Community College of Allegheny County is being added as a clinical site option for students. This addition provides the students with another alternative for the clinical phase of the program. The students will earn a certificate at either clinical affiliate and the credits earned will be transferred to the student's IUP transcript. Having these two options for students makes it more appealing and potentially will enhance recruitment efforts for the track.

ii. Current Catalog Description:

Bachelor of Science—Medical Imaging/ Diagnostic Medical Sonography (Ultrasound)

Liberal Studies: As outlined in Liberal Studies section 47
with the following specifications:
Mathematics: MATH 105
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151 or 161
Liberal Studies Electives: 6cr, COSC/IFMG 101, PHYS 111, ~~no courses with NMDT prefix~~

Major: 32
Required Courses: (1)
Articulated courses in track transferred from affiliation agreement (1)
Other Requirements: (2) 20

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
ENGL 310	Public Speaking ***or*** ***or*** BCOM 321 Business and Interpersonal Communications	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: (3) 21

Total Degree Requirements: 120

(1) These courses are offered at the University of Findlay/ Nuclear Medicine Institute, Findlay, Ohio, and are consistent with requirements of the Joint Review committee on Education in Diagnostic Medical Sonography. The courses are completed during the final 12 months of the degree program.
(2) Students are also required to complete a medical terminology course/program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.
(3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or free electives.

Proposed Catalog Description:

Bachelor of Science—Medical Imaging/ Diagnostic Medical Sonography (Ultrasound)

Liberal Studies: As outlined in Liberal Studies section 47
with the following specifications:
Mathematics: MATH 105
Philosophy/Religious Studies: PHIL 130
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151 or 161
Liberal Studies Electives: 6cr, COSC/IFMG 101, PHYS 111

Major: 35
Required Courses: (1)

IMAG 101	Careers in Medical Imaging	1cr
IMAG 480	Medical Imaging Seminar	2cr

Articulated courses in track transferred from affiliation agreement (1)
Other Requirements: (2) 23

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
ENGL 310	Public Speaking ***or*** ***or*** BCOM 321 Business and Interpersonal Communications	3cr
NURS 314	Health Policy and Law	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: (3) 15

Total Degree Requirements: 120

(1) These courses are offered at the University of Findlay/ Nuclear Medicine Institute, Findlay, Ohio, and are consistent with requirements of the Joint Review committee on Education in Diagnostic Medical Sonography. The courses are completed during the final 12 months of the degree program.
(2) Students are also required to complete a medical terminology course/program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.
(3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or free electives.

Rationale: This track is being revised so IMAG 101 and 480 can be added to the curriculum. In addition, NURS 314 is being added to provide Medical Imaging students with an understanding of Health Policy and Law. PHIL 130 Introduction to Biomedical Ethics is required by the Joint Review Committee on Education in Diagnostic Medical Sonography (Ultrasound), therefore, it is being added. Even though the major requirements are being increased, the original program had enough free electives that there still remain a sufficient amount for students to minor, earn other certificates, or pursue other interests.

iii. Current Catalog Description:

Bachelor of Science—Medical Imaging/ Echocardiography

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 47
Mathematics: MATH 105
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151 or 161
Liberal Studies Electives: 6cr, COSC/IFMG 101, PHYS 111

Major: 32
Required Courses: (1)
Articulated courses in track transferred from affiliation agreement (1)

Other Requirements: (2) 20

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
ENGL 310	Public Speaking ***or***	
or BCOM 321	Business and Interpersonal Communications	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: (3) 21

Total Degree Requirements: 120

(1) These courses are offered at the University of Findlay and are consistent with requirement of the Joint Review Committee on Education in Diagnostic Medical Sonography. The courses are completed during the final 12 months of the degree program.
(2) Students are also required to complete a medical terminology course/program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.
(3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or free electives.

Proposed Catalog Description:

Bachelor of Science—Medical Imaging/ Echocardiography

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 47
Mathematics: MATH 105
Philosophy/Religious Studies: PHIL 130
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151 or 161
Liberal Studies Electives: 6cr, COSC/IFMG 101, PHYS 111

Major: 35
Required Courses: (1)

IMAG 101	Careers in Medical Imaging	1cr
IMAG 480	Medical Imaging Seminar	2cr

Articulated courses in track transferred from affiliation agreement (1)

Other Requirements: (2) 23

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
ENGL 310	Public Speaking ***or***	
or BCOM 321	Business and Interpersonal Communications	3cr
NURS 314	Health Policy and Law	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: (3) 15

Total Degree Requirements: 120

(1) These courses are offered at the University of Findlay and are consistent with requirement of the Joint Review Committee on Education in Diagnostic Medical Sonography. The courses are completed during the final 12 months of the degree program.
(2) Students are also required to complete a medical terminology course/program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.
(3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or free electives.

Rationale: This track is being revised so IMAG 101 and IMAG 480 can be added to the curriculum. In addition, NURS 314 is being added to provide the Medical Imaging students with an understanding of Health Policy and Law. PHIL 130 Introduction to Biomedical Ethics is required by the Joint Review Committee on Education in Diagnostic Medical Sonography, therefore, it is being added. Even though the major requirements are being increased, the original program had enough free electives that there still remain a sufficient amount for students to minor, earn other certificates, or pursue other interests.

4. Department of Kinesiology, Health, and Sport Science—New Course, Course Revision, Track Deletions, Program Revisions, Credit Hour Change, and Course Title Change

a. New Course:

KHSS 270 Sport Communication **3c-01-3cr**
Prerequisite: ENGL 101
Provides an overview of sport communication, focusing on different communicative contexts including interpersonal, organizational, and public communication. Emphasizes media relations and skills essential for sport communication professionals, including handling media interactions, crises, and integration of positive public relation strategies. (Also offered as COMM 270; may not be taken for duplicate credit.)

Rationale: The Sport Administration Program is better aligning its curriculum with the Commission on Sport Management Accreditation (COSMA). It is the hope of the program to become fully accredited. COSMA guidelines include a Sport Communication course as one of the "Common Professional Components." This course will be cross-listed with COMM 270.

b. Course Title Change:

Current Course Title:

KHSS 341 Evaluation in Health and Physical Education

Proposed Course Title:

KHSS 341 Evaluations and Analytics in Kinesiology

Rationale: The course name is being revised to utilize more contemporary terminology. It is the hope that this might improve new student recruitment.

c. Course Revision and Credit Hour Change:

Current Catalog Description:

KHSS 493 Internship **var-3-12cr**
Prerequisites: Physical education and sport/exercise science, physical education and sport/sport administration, and athletic training majors, senior status or permission. Integrates classroom experience with practical experience in community service agencies or industrial, business, or governmental organizations. Senior standing required.

Proposed Catalog Description:

KHSS 493 Internship **var-1-12cr**
Prerequisites: Physical education and sport/exercise science, physical education and sport/sport administration, and athletic training majors, senior status or permission. Integrates classroom experience with practical experience in community service agencies or industrial, business, or governmental organizations. Senior standing required.

Rationale: Because of the addition of free electives since our last curriculum revision, students in their senior year are more frequently needing one credit to graduate. Being able to offer a 1 credit internship is a cost-effective solution for the student, provides the student with more practical experience and could enable students to take advantage of the numerous short-term experiential learning opportunities common within the sport industry.

d. Track Deletions:

B.S. Health and Physical Education/Recreation and Leisure Studies Track
B.S. Physical Education and Sport/General Track

Rationale: The B.S. Health and Physical Education Track is being combined as an emphasis area with a similar track (Community Health) in the same program as part of the INSPIRE process. The B.S. Physical Education and Sport/General Track was recommended for moratorium by INSPIRE Committee due to small enrollment.

e. Program Revisions and a Program Catalog Description Change:

i. Current Program:

Bachelor of Science—Physical Education and Sport/Pre-Athletic Training

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 **Natural Science:** BIOL 104 and 106 **Social Science:** PSYC 101 **Liberal Studies Elective:** 3cr, FDNT 145		44
Major:		21
Core Requirements:		
KHSS 135	Careers in Kinesiology, Health, and Sports Science	1cr
KHSS 175	Prevention and Care of Injuries to the Physically Active	2cr
KHSS 209	Motor Behavior	3cr
KHSS 221	Human Structure and Function	3cr
KHSS 341	Evaluations in Health and Physical Education	3cr
KHSS 343	Physiology of Exercise	3cr
KHSS 344	Adapted Physical Activity and Sport	3cr
KHSS 441	Psychosocial Implications for Health and Physical Education	3cr
Pre-Athletic Training Requirements:		28
BIOL 150	Human Anatomy	4cr
BIOL 200	Medical Terminology	2cr
BIOL 240	Human Physiology	4cr
CHEM 101	College Chemistry I	4cr
KHSS 286	Strength/Personal Training Practicum	3cr
KHSS 315	Biomechanics	3cr
KHSS 347	Physiology of Exercise Laboratory	1cr

Proposed Program:

Bachelor of Science—Physical Education and Sport/Pre-Athletic Training

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 **Natural Science:** BIOL 104, 106, and 116 **Social Science:** PSYC 101 **Liberal Studies Elective:** 3cr, FDNT 145		44
Major:		21
Core Requirements:		
KHSS 135	Careers in Kinesiology, Health, and Sports Science	1cr
KHSS 175	Prevention and Care of Injuries to the Physically Active	2cr
KHSS 209	Motor Behavior	3cr
KHSS 221	Human Structure and Function	3cr
KHSS 341	Evaluations in Health and Physical Education	3cr
KHSS 343	Physiology of Exercise	3cr
KHSS 344	Adapted Physical Activity and Sport	3cr
KHSS 441	Psychosocial Implications for Health and Physical Education	3cr
Pre-Athletic Training Requirements:		28
BIOL 150	Human Anatomy	4cr
BIOL 200	Medical Terminology	2cr
BIOL 240	Human Physiology	4cr
CHEM 101	College Chemistry I	4cr
KHSS 286	Strength/Personal Training Practicum	3cr
KHSS 315	Biomechanics	3cr
KHSS 347	Physiology of Exercise Laboratory	1cr

KHSS 375	Physiological Basis of Strength Training and Conditioning	3cr
PHYS 111	Physics I Lecture ***or***	
or 151	Medical Physics Lecture	3cr
PHYS 121	Physics I Lab ***or***	
or 161	Medical Physics Lab	1cr

Free Electives: (1) 27

Total Degree Requirements: 120

(1) Some elective credits can be used towards the MS degree program in Athletic Training if eligible for early admission.

KHSS 375	Physiological Basis of Strength Training and Conditioning	3cr
PHYS 111	Physics I Lecture ***or***	
or 151	Medical Physics Lecture	3cr
PHYS 121	Physics I Lab ***or***	
or 161	Medical Physics Lab	1cr

Free Electives: (1) 27

Total Degree Requirements: 120

(1) Some elective credits can be used towards the MS degree program in Athletic Training if eligible for early admission.

Rationale: With the recent separation of the lab component to BIOL 106, the Natural Science requirement is being changed to require BIOL 106 and 116.

ii. Current Program:

Bachelor of Science in Education—Health and Physical Education/ Community Health Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Mathematics: MATH 101 or higher (must be approved as Liberal Studies Mathematics courses)
Natural Science: BIOL 104 ~~and 106 or CHEM 101 and 102~~
Social Science: PSYC 101
Liberal Studies Elective: 3cr, MATH 217

Major: 18
Required Courses:

KHSS 135	Careers in Kinesiology, Health, and Sport	1cr
KHSS 175	Prevention and Care of Injuries to the Physically Active	2cr
KHSS 209	Motor Behavior	3cr
KHSS 256	Applied Human Structure and Conditioning	3cr
KHSS 341	Evaluation in Health and Physical Education	3cr
KHSS 441	Psychosocial Implications for Health and Physical Education	3cr
KHSS 442	Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr

Professional Requirements: 24
Community Health Education Requirements:

EDSP 102	Educational Psychology	3cr
KHSS 316	Instruction of Child Health Concepts	3cr
KHSS 318	Preprofessional Experience I	3cr
KHSS 325	School and Community Health	3cr
KHSS 370	Adapted Health and Physical Education	3cr
KHSS 417	Contemporary Issues in School and Community Health	3cr
KHSS 420	Health Ed. and Promotion at the Workplace	3cr

Proposed Program:

Bachelor of Science in Education—Health and Physical Education/ Community Health Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 43
Mathematics: MATH 101 or higher (must be approved as Liberal Studies Mathematics courses)
Natural Science: Option 2: BIOL 104 and a three credit non-laboratory course
Social Science: PSYC 101
Liberal Studies Elective: 3cr, MATH 217

Major: 18
Required Courses:

KHSS 135	Careers in Kinesiology, Health, and Sport	1cr
KHSS 175	Prevention and Care of Injuries to the Physically Active	2cr
KHSS 209	Motor Behavior	3cr
KHSS 256	Applied Human Structure and Conditioning	3cr
KHSS 341	Evaluation in Health and Physical Education	3cr
KHSS 441	Psychosocial Implications for Health and Physical Education	3cr
KHSS 442	Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr

Professional Requirements: 24
Community Health Education Requirements:

EDSP 102	Educational Psychology	3cr
KHSS 316	Instruction of Child Health Concepts	3cr
KHSS 318	Preprofessional Experience I	3cr
KHSS 325	School and Community Health	3cr
KHSS 370	Adapted Health and Physical Education	3cr
KHSS 417	Contemporary Issues in School and Community Health	3cr
KHSS 420	Health Ed. and Promotion at the Workplace	3cr

KHSS 426	Health Science Instruction	3cr
KHSS 493	Internship	6cr
Controlled Electives:		9-12
(Must choose one emphasis area from A-G)		
A. Communications (9cr)		
COMM 101	Communications Media in American Society	3cr
COMM 205	Making Presentations with Media	3cr
COMM 230	Global Media and Communication	3cr
B. Nutrition (12cr)		
FDNT 212	Nutrition	3cr
FDNT 213	Life Cycle Nutrition	3cr
FDNT 245	Sports Nutrition	3cr
FDNT 402	Community Nutrition	3cr
C. Physical Activity (12cr)		
FDNT 245	Sports Nutrition	3cr
~~KHSS 285~~	~~Group/Individual Exercise Leadership~~	3cr
KHSS 350	Health Aspects of Aging	3cr
KHSS 413	Physical Activity and Aging	3cr
D. Aging Populations (12cr)		
KHSS 350	Health Aspects of Aging	3cr
KHSS 413	Physical Activity and Aging	3cr
PSYC 312	Adult Development and Aging	3cr
SOC 357	Sociology of Aging and the Life-course	3cr
E. Human Service (12cr)		
PSYC 330	Social Psychology	3cr
SOC 320	Sociological Theory	3cr
SOC 336	Sociology of the Family	3cr
SOC 391	Foundations of Sociological Practice	3cr
F. Women's Studies (12cr)		
PSYC 379	Psychology of Human Sexuality	3cr
SOC 251	Sociology of Human Sexuality	3cr
SOC 427	Social Perspectives on Intimate Partner Violence	3cr
WGS 200	Introduction to Women's and Gender Studies	3cr
G. Child Studies (9cr)		
SOC 231	Contemporary Social Problems	3cr
SOC 333	Delinquency and Youth	3cr
SOC 428	Child Abuse	3cr
Free Electives:		~~16-19~~
Total Degree Requirements:		120

KHSS 426	Health Science Instruction	3cr
KHSS 493	Internship	6cr
Controlled Electives:		9-12
(Must choose one emphasis area from A-G)		
A. Communications (9cr)		
COMM 101	Communications Media in American Society	3cr
COMM 205	Making Presentations with Media	3cr
COMM 230	Global Media and Communication	3cr
B. Nutrition (12cr)		
FDNT 212	Nutrition	3cr
FDNT 213	Life Cycle Nutrition	3cr
FDNT 245	Sports Nutrition	3cr
FDNT 402	Community Nutrition	3cr
C. Lifetime Physical Activity (12cr)		
FDNT 245	Sports Nutrition	3cr
KHSS 213	Recreational Sports and Lifetime Activities	3cr
KHSS 350	Health Aspects of Aging	3cr
KHSS 413	Physical Activity and Aging	3cr
D. Aging Populations (12cr)		
KHSS 350	Health Aspects of Aging	3cr
KHSS 413	Physical Activity and Aging	3cr
PSYC 312	Adult Development and Aging	3cr
SOC 357	Sociology of Aging and the Life-course	3cr
E. Human Service (12cr)		
PSYC 330	Social Psychology	3cr
SOC 320	Sociological Theory	3cr
SOC 336	Sociology of the Family	3cr
SOC 391	Foundations of Sociological Practice	3cr
F. Women's Studies (12cr)		
PSYC 379	Psychology of Human Sexuality	3cr
SOC 251	Sociology of Human Sexuality	3cr
SOC 427	Social Perspectives on Intimate Partner Violence	3cr
WGS 200	Introduction to Women's and Gender Studies	3cr
G. Child Studies (9cr)		
SOC 231	Contemporary Social Problems	3cr
SOC 333	Delinquency and Youth	3cr
SOC 428	Child Abuse	3cr
Free Electives:		17-20
Total Degree Requirements:		120

Current Program Catalog Description:

Health and Physical Education

The Bachelor of Science in Education–Health and Physical Education provides emphasis on pedagogical content and application. This program prepares students with the knowledge and experience to instruct in various learning environments. ~~Three~~ specialty programs of study have been developed for this degree program, including the K-12 Teacher Education Certification Track and two non-teacher certification tracks, Community Health Education and Recreation and Leisure Studies.

These programs provide students with the theory, strategy, and application necessary to work with individuals in various instructional settings. Each program provides an

interdisciplinary experience that prepares career paths as well as multiple credentialing options.

Community Health Track
This program of study focuses on health promotion and disease prevention through community educational services. This track prepares individuals to develop trainings and implement curriculum focused on better health and educational outcomes. Graduates of this program can seek employment with health and education agencies involved in community-based training and prevention related to HIV/STI/AIDS, obesity, dating violence and bullying, communicable diseases, tobacco, drugs and alcohol, sexual health and/or pregnancy prevention. Students can specialize in several emphasis areas, including Communications, Aging Populations, Nutrition, Physical Activity, Human Service, Child Studies, and Women's and Gender Studies. Graduates will be eligible to sit for the NCHEC's Certified Health Education Specialist (CHES) exam. Requirements for the Community Health Education Track include the university's Liberal Studies requirements, the departmental core courses, and the Community Health Education required courses. Students must also maintain a cumulative GPA of 2.7 and a "C" or better in all of the required core courses within this track.

Proposed Program Catalog Description:

Health and Physical Education
The Bachelor of Science in Education–Health and Physical Education provides emphasis on pedagogical content and application. This program prepares students with the knowledge and experience to instruct in various learning environments. Two specialty programs of study have been developed for this degree program, including the K-12 Teacher Education Certification and Community Health Education tracks. These programs provide students with the theory, strategy, and application necessary to work with individuals in various instructional settings. Each program provides an interdisciplinary experience that prepares career paths as well as multiple credentialing options.

Community Health Track
This program of study focuses on health promotion and disease prevention through community educational services. This track prepares individuals to develop trainings and implement curriculum focused on better health and educational outcomes. Graduates of this program can seek employment with health and education agencies involved in community-based training and prevention related to HIV/STI/AIDS, obesity, dating violence and bullying, communicable diseases, tobacco, drugs and alcohol, sexual health and/or pregnancy prevention. Students can specialize in several emphasis areas, including Communications, Aging Populations, Nutrition, Lifetime Physical Activity, Human Service, Child Studies, and Women's and Gender Studies. Graduates will be eligible to sit for the NCHEC's Certified Health Education Specialist (CHES) exam. Requirements for the Community Health Education Track include the university's Liberal Studies requirements, the departmental core courses, and the Community Health Education required courses. Students must also maintain a cumulative GPA of 2.7 and a "C" or better in all of the required core courses within this track.

Rationale: This proposed change is to update an existing emphasis area to include content that was previous offered in the Recreation and Leisure Studies Track that is being closed. The changes in this proposal are required by the INSPIRE program recommendations. Also, an update to the Liberal Studies Natural Science requirement is being proposed due to the recent changes from the BIOL department that impacted this program's requirements.

iii. Minor—Sport Management

Minor—Sport Management	**18**	**Minor—Sport Management**	**18**
Required Courses:	12	**Required Courses:**	12
KHSS 292 Introduction to Sport Management	3cr	KHSS 292 Introduction to Sport Management	3cr
KHSS 320 Managing Facilities and Events in Sports	3cr	KHSS 320 Managing Facilities and Events in Sports	3cr
KHSS 445 Business Practices in Sport	3cr	KHSS 445 Business Practices in Sport	3cr
KHSS 460 Law and Issues in Managing Sport	3cr	KHSS 460 Law and Issues in Managing Sport	3cr
Controlled Electives:	6	**Controlled Electives:**	6
Two courses from the following: ECON 239, KHSS 335, 351, 493		Two courses from the following: ECON 239, KHSS 270, 280, 335, 351, 493	

Rationale: The Minor in Sport Management is adding two courses to its controlled electives (270 and 280) in order to increase the course options for students. It is the hope that this will improve on a student's ability to acquire the minor. KHSS 270 Sport Communication is a new course.

5. Department of Physics—Course Number Change

Current Course Number and Title:

ENVE 201 Fluid Mechanics

Proposed Course Number and Title:

ENVE 200 Fluid Mechanics

Rationale: The course number needs to be changed from 201 to 200 for cross-listing. No course content or objectives will change. This revision is to satisfy the ABET accreditation requirements for the Environmental Engineering program by cross-listing a GEOS course with the ENVE prefix.

6. Department of Art and Design—New Course

ART 221 Principles of Illustration **0c-6l-3cr**
Prerequisite: ART 218
Introduces essential processes and techniques used in illustration. Emphasizes the artist's role in critically interpreting and enhancing textual information.

Rationale: ART 221 Principles of Illustration is a new course that serves a growing area of interest within the student body of the Department of Art and Design, particularly students who are also interested in studying our largest area, Graphic Design. The course is designed to expose students to the major commercial applications of illustration, and to prepare them for critical assessment of the text which they are illustrating.

7. Department of Chemistry--New Course, Course Title Change, Catalog Description Changes, Credit Hour Changes, Course Revisions, and Program Moratorium

a. New Course:

CHEM 401 Advanced Chemistry Lab **2c-6l-4cr**
Prerequisite: CHEM 332 or instructor permission
Application and analysis of advanced laboratory techniques for chemistry majors. Topics will be taken from across chemistry, and students will use techniques such as synthesis, physical characterization, computation, spectroscopy and electrochemistry to gain experience with a wide spectrum of chemical techniques. An in-depth project is included in this course.

Rationale: As a part of the revision of the Chemistry BS degree, we are eliminating CHEM 326, 411 and 444. This change will make the degree program more flexible, cost-effective and better able to respond to trends in our discipline. However, this change does create a problem, since each of the above courses had a lab, and we need a specified number of laboratory hours for American Chemical Society certification. To fill this gap, we are developing CHEM 401 to meet our certification requirements, and so that students have the necessary lab preparation to go on to graduate school or the chemical industry.

b. Course Revisions, one Course Hour Changes, and one Prerequisite Modification:

i. Current Catalog Description:

CHEM 314 Intermediate Inorganic Chemistry **2c-3l-3cr**
Prerequisite: CHEM 112 or 114
An in-depth study of inorganic compounds beyond what is presented in general chemistry. Topics include Lewis structures and Lewis acid-base chemistry, an introduction to inorganic solids, coordination compounds and bioinorganic chemistry. Provides a foundational understanding of inorganic chemistry to allow students to begin research and prepare for upper-level courses.

Proposed Catalog Description:

CHEM 314 Inorganic Chemistry **3c-3l-4cr**
Prerequisite: CHEM 112 or 114
Surveys chemical compounds and conceptual models. Includes symmetry and bonding theory, acid-base models, solids, coordination and organometallic complexes and

bioinorganic chemistry. The laboratory portion builds on experimental skills and provides hands-on examples of lecture concepts.

Rationale: At present, there are two inorganic courses required for the chemistry BS, CHEM 314 and 411; each course is 2 hours lecture, 3 hours lab, 3cr. A part of the revision of the chemistry BS degree is the replacement of upper-level sub-discipline courses (like CHEM 411) with topical courses that cross the sub-disciplines of chemistry. However, the chemistry faculty feels that the 2 hours of lecture presently in CHEM 314 is insufficient, so we are expanding 314 to 3 hours lecture, 3 hours lab, 4cr.

ii. Current Catalog Description:

CHEM 390 Chemistry Seminar II **1c-0l-1cr**
Prerequisite: CHEM 290 or 332
Seminar course intended to provide knowledge to students regarding effective oral and written scientific communication and the ethics of scientific practice. Students will learn how to read and evaluate a research paper from the literature, how to formulate and write a research proposal, and how to present a research poster. Attendance of seminars outside class time is required.

Proposed Catalog Description:

CHEM 390 Chemistry Seminar II **1c-0l-1cr**
Prerequisite: CHEM 290 or 332 or instructor permission
Presents the skills necessary to design research proposals, to search for and apply to pre- and post-degree external academic research experiences and workplace opportunities, and to understand their roles and expectations for ethical research and publications.

Rationale: A part of the Chemistry Department curriculum revision is elimination of CHEM 490 Chemistry Seminar III and the revision of CHEM 390. The revised CHEM 390 includes the most successful parts of the existing 390, and also includes practical job skills. The Chemistry Department has been in consultation with local chemical companies, and from those conversations, we concluded that some of the skills mentioned in these discussions should be a part of the BS degree program.

c. Modification of Prerequisite

Current Course Prerequisite:

CHEM 290 Chemistry Seminar I
Prerequisite: CHEM 100 or 111 or 113

Proposed Course Prerequisite:

CHEM 290 Chemistry Seminar I
Prerequisite: Chemistry major or instructor permission

Rationale: We intend to move CHEM 290 to fall of the freshman year, so the prerequisite needs to be changed to a major restriction for all majors in our department.

d. Program Moratorium:

B.S. Chemistry/Interdisciplinary Chemistry Track

Rationale: This is an INSPIRE response and the anticipation is total program closure.

8. Department of Communications Media—New Course

COMM 270 Sport Communication **3c-01-3cr**
Prerequisite: ENGL 101
Provides an overview of sport communication, focusing on different communicative contexts including interpersonal, organizational, and public communication. Emphasizes media relations and the skills essential for sport communication professionals, including handling media interactions, crises, and integration of positive public relation strategies. (Also offered as KHSS 270; may not be taken for duplicate credit.)

Rationale: The course KHSS 270 is proposed for the Sport Management program and will be cross-listed with COMM 270 Sport Communication. COMM 270 is proposed to offer the content, as appropriate, for Communications Media students. The course content includes key communications and media concepts appropriate as a COMM elective for our students. Sport Administration Majors and Minors will be required to take this course as KHSS 270.

9. Department of Management—Course Revision, Catalog Description Change, Course Title and Number Change

Current Catalog Description:

MGMT 105 Introduction to Business **3c-0l-3cr**
Prerequisite: none
An introduction to business, emphasizing critical issues affecting the business world, such as globalization, technology, ethics, and diversity. An overview of the various functional areas of business, it provides an understanding of the need for integration of those functional areas for success in business. Stresses experiential learning, develops team building skills, strengthens oral and written communication skills, and provides for personal interaction with university faculty. An introduction to career opportunities and curriculum choices in business.

Proposed Catalog Description:

MGMT 101 Business Success Seminar **3c-0l-3cr**
Prerequisite: none

Provides a seminar level introduction to the interdependent functional and support areas of business, such as marketing, management, finance, accounting, and information systems; which are critically important for building a solid foundation for academic and career success in business fields. Focuses on the development of decision-making, communication, and teamwork skills through experiential learning. Emphasizes strategies for academic success including time-management, utilization of university resources, and career and professional development opportunities in business.

Rationale: This course is being revised in response to the changing needs of incoming students to the college of business. Specifically, the revisions are intended to provide students with more active learning, peer interaction, campus engagement, career exploration and professional development opportunities. Additionally, the revised course provides students with the opportunity to engage earlier with the EBCOBIT community and prepare for core and major related courses by providing an early introduction to the functional areas of business and their interdependence within organizations.

10. Professional Studies in Education—Program Revision, Course Revision, Catalog Description Changes, and Modification of Prerequisites

a. Catalog Description Change and Modification of Prerequisite:

Current Catalog Description:

MIDL 321 21st-Century Literacies for Diverse Learners 3c-0l-3cr
Prerequisite: MIDL 222
Teaches the impact of technology in the field of literacy. Addresses issues and trends related to the use of technology. Includes technology integration in the curriculum and the incorporation of appropriate technologies to support diverse learners.

Proposed Catalog Description:

MIDL 321 21st-Century Literacies for Diverse Learners 3c-0l-3cr
Prerequisite: none
Teaches the impact of technology in the field of literacy of all subjects. Addresses issues and trends related to the use of technology. Includes technology integration in the curriculum and the incorporation of appropriate technologies to support diverse learners.

Rationale: The prerequisite is being deleted so that students who wish to gain a minor in Educational Technology can take this class without, first, taking the prerequisite. In the past, students who took this class were all education majors, so the prerequisite was part of their core in literacy. As the dynamic of technology expands into all curricula, so too does the need for literacy applications to be taught to a broader spectrum of students, including those who do not seek an education degree.

b. Course Revision, Catalog Description Change, and Modification of Prerequisites:

Current Catalog Description:

ACE 103 Digital Instructional Technology **3c-0l-3cr**
Prerequisite: Education major
Introduces freshman preservice teachers to the ever-changing world of digital instructional technology. Learners are exposed to computer-based tools of the trade used by teachers in the delivery and management of instruction. Does not count toward credits needed for communications media major.

Proposed Catalog Description:

ACE 103 Digital Instructional Technology **3c-0l-3cr**
Prerequisite: none
Introduces the ever-changing world of instructional technology. Exposes learners to technologies used by educators in delivery, management, instruction, and assessment. Emphasizes the use of technology tools to engage and support learners. Introduces a cloud-based information repository, which is a subscription for purchase required by the College of Education and Communications of IUP education majors.

Rationale: Our teacher preparation programs must comply with certain accreditation body requirements as well as state and professional organization standards. In the case of this course, International Society of Technology Education (ISTE) standards are used. ISTE standards have been updated so we must update our course syllabus to reflect these updated standards. Using current standards is important to our Teacher Preparation programs because of state certification requirements as well as requirements of our program accreditation. All education majors take this course so all education programs are impacted and must meet the guidelines reflected in these new standards.

c. Program Revision and Program Catalog Description Change:

Current Program:

Bachelor of Science in Education—Business Education (*) (1)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: ~~46~~ 47
Mathematics: MATH ~~115~~
Natural Science: Option I recommended
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: ~~6cr~~, ECON 122, ~~MATH 214, no courses with BTED prefix~~

College: Professional Education Sequence: ~~31~~

BTED 411	Methods in Business and Information Technology I	3cr
BTED 412	Methods in Business and Information Technology II	3cr

Proposed Program:

Bachelor of Science in Education—Business Education (*) (1)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Dimensions of Wellness: FIN 143
Mathematics: MATH 151
Natural Science: Option I recommended
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 3cr, ECON 122

College: 33
Preprofessional Education Sequence:

ACE 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr

Professional Education Sequence:

EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDSP 102	Educational Psychology	3cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 441	Student Teaching	12cr
EDUC 442	School Law	1cr
Major:		42
Required Courses:		
Business Administration Core:		27cr
ACCT 201	Accounting Principles I	3cr
~~ACCT 202~~	~~Accounting Principles II~~	~~3cr~~
BCOM 321	Business and Interpersonal Communications	3cr
BLAW 235	Legal Environment of Business	3cr
FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MKTG 320	Principles of Marketing	3cr
~~QBUS 215~~	~~Business Statistics~~	~~3cr~~
Business, Computer, and Information Technology Certification:		15cr
~~BTED/COSC/IFMG 101~~	~~Computer Literacy~~	~~3cr~~
~~BTED 401~~	~~Web Design~~	~~3cr~~
~~BTED 470~~	~~Technology Applications for Education~~	~~3cr~~
~~BTST 383~~	~~Microcomputer Software Solutions~~	~~3cr~~
MGMT 105	Introduction to Business	3cr
Free Electives:		~~0-1~~
(#) Total Degree Requirements:		120

(*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Communications section of this catalog.
(1) Students can transfer credit from another regionally accredited institution.
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 441	Student Teaching	12cr
EDUC 442	School Law	1cr
EDUC 499	Multicultural/Multiethnic Education	2cr
MIDL 321	21st-Century Literacies for Diverse Learners	3cr
Major:		42
Required Courses:		
Business Administration Core:		27cr
ACCT 201	Accounting Principles I	3cr
BCOM 321	Business and Interpersonal Communications	3cr
BLAW 235	Legal Environment of Business	3cr
COMM 101	Introduction to Communications, Media, and Culture	3cr
COSC 110	Problem Solving and Structured Programming	3cr
FIN 310	Fundamentals of Finance	3cr
MGMT 310	Principles of Management	3cr
MKTG 320	Principles of Marketing	3cr
Business, Computer, and Information Technology Certification:		15cr
BTED 411	Methods in Business and Information Technology I	3cr
BTED 412	Methods in Business and Information Technology II	3cr
COMM 440	Multimedia Production	3cr
IDT 330	Technology in the Classroom	3cr
MGMT 101	Business Success Seminar	3cr
Free Electives:		1
(#) Total Degree Requirements:		

(*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Communications section of this catalog.
(1) Students can transfer credit from another regionally accredited institution.
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

Current Program Catalog Description:

~~The bachelor of arts degree program in general studies is designed for adult learners with prior college experience but who lack a four-year degree. Under faculty advisement, the student will develop an individualized plan of study that does not duplicate any existing IUP major. The student's plan of IUP's Business Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE).~~ The program leads to the degree of bachelor of science in education and Pennsylvania teacher certification in business, computer, and information technology for grades K-12. The Business Education

program is dedicated to preparing teachers who will be qualified and certified to instruct students to live and work in a business environment.

The program is intended for those interested in teaching in public elementary, junior/middle, and senior high schools, vocational-technical schools, private business schools, or industry. Students have a choice of the following certification areas: business, computer, and information technology, or marketing education.

Admission to this program requires entering students to meet the guidelines for admission to the College of Education and Communications. Additionally, students must achieve a 3.0 GPA to apply for Step 1 of the Teacher Education process to enroll in major courses, to student teach, and to be recommended for certification. Students must meet the requirements leading to teacher certification as outlined in this catalog. Before graduation, each business education student must document completion of 500 hours of business work-related experience. This experience can be acquired during summer vacations and in offices on the campus during the regular school term. Previous documented experience may also be counted.

Proposed Program Catalog Description:

The program leads to the degree of Bachelor of Science in education and Pennsylvania teacher certification in business, computer, and information technology for grades PK-12. The Business Education program is dedicated to preparing teachers who will be qualified and certified to instruct students to live and work in a business environment. The program is intended for those interested in teaching in public elementary, junior/middle, and senior high schools, vocational-technical schools, private business schools, or industry.

Admission to this program requires entering students to meet the guidelines for admission to the College of Education and Communications. Additionally, students must achieve a 3.0 GPA to apply for Step 1 of the Teacher Education process to enroll in major courses, to student teach, and to be recommended for certification. Students must meet the requirements leading to teacher certification as outlined in this catalog.

Before graduation, each business education student must document completion of 500 hours of business work-related experience. This experience can be acquired during summer vacations and vacations and in offices on the campus during the regular school term. Previous documented experience may also be counted.

Rationale: The program is being revised to update the courses needed to keep our students current; its last revision was in 2012. Additionally, since the last revision, the program moved to the College of Education and Communications. It was previously housed in the College of Business. From 2014 to 2018, the program was in various stages of change, and was housed in an all graduate program department, Adult and Community Education. In the following years, the department was reassigned to various chairs, and in 2018, was moved to Professional Studies in Education, where the real work of curriculum redevelopment began. It is now a program that is reflective of the current trends taught in a Business, Computers and Information Technology Program (PK-12 certification) and aligns more consistently in the pedagogy and development of this wide range of cognitive learning.

11. Department of Music—Course Revisions, Catalog Description Changes, and Modification of Prerequisites

a. Current Catalog Description:

MUHI 301 Music History I **3c-0l-3cr**
Prerequisites: MUHI 102, ENGL 101, 202, and HIST 196 or 197 or 198
Survey of the musicians, cultural settings, aesthetics, musical styles and repertoires of Western Europe from Antiquity to the late 18th century. Introduces research methods in music history.

Proposed Catalog Description:

MUHI 301 Music History I **3c-0l-3cr**
Prerequisites: MUHI 102, ENGL 202, and HIST 196 or 197 or 198
Surveys the musicians, cultural settings, aesthetics, musical styles and repertoires of Western Europe from Antiquity to the late 18th century, as well as musical traditions from Asia, Africa, and South America with influence on Western music. Introduces research methods in music history.

Rationale: We wish to better recognize the cultural diversity that has influenced the European art music tradition, something that our accreditation with the National Association of Schools of Music also requires. Therefore, we are adding several units within the course that focus on non-Western cultures that had significant influence on European and American art music, such as Islamic and Ethiopian liturgical music, the Indian Classical tradition, and Native American music.

b. Current Catalog Description:

MUHI 302 Music History II **3c-0l-3cr**
Prerequisites: MUHI 102, ENGL 101, 202, and HIST 196 or 197 or 198
Survey of the musicians, cultural settings, aesthetics, musical styles and repertoires of Europe and the United States from the late 18th century to the present. Also focuses on developing research writing skills in music history.

Proposed Catalog Description:

MUHI 302 Music History II **3c-0l-3cr**
Prerequisites: MUHI 102, ENGL 202, and HIST 196 or 197 or 198
Surveys the musicians, cultural settings, aesthetics, musical styles and repertoires of Europe and the United States from the late 18th century to the present, as well as influential musical traditions from Asia and Africa. Develops research writing skills in music history.

Rationale: We wish to better recognize the cultural diversity that has influenced the European and US art music tradition, something that our accreditation with the National

Association of Schools of Music also requires. Therefore, we are adding several units within the course that focus on non-Western cultures that had significant influence on European and American art music.

12. Department of Anthropology—New Courses

a. ANTH 496 Human Osteology **3c-0l-3cr**
Prerequisite: none
Intensive study of skeletal anatomy to facilitate identification of bones and bone fragments for archaeological and forensic purposes. Identify all bones in the human body and apply methods to determine sex, age, ancestry, and stature from skeletal remains.

Rationale: This course fulfills a need within the Anthropology Department for students interested in forensic anthropology, bioarchaeology, and zooarchaeology, and prepares students to enter related graduate programs. Additionally, this course will be included as an elective in the Forensic Science minor offered through the IUP Biology Department.

b. ANTH 497 Forensic Anthropology **3c-0l-3cr**
Prerequisite: none
Critical examination and discussion of foundational and current methodological and theoretical approaches used in Forensic Anthropology.

Rationale: This course fulfills a need within the Anthropology Department for students interested in forensic anthropology and prepares students to enter related graduate programs. Additionally, this course will be included as an elective in the Forensic Science minor offered through the IUP Biology Department. Students have the opportunity to take courses to identify human bones, but currently, there are no courses to bridge the gap between identification and analysis/interpretation. By taking this course, students will be up-to-date on foundational and relevant literature and understand how to conduct and critique analysis.

13. Department of Political Science—Modification of Prerequisite

Current Course Title and Prerequisite:

PLSC 360 Classical Political Thought **3c-0l-3cr**
Restriction: Not for credit after PHIL 323

Proposed Course Title and Prerequisite:

PLSC 360 Classical Political Thought **3c-0l-3cr**
Prerequisite: none

Rationale: Although a bit of overlap exists between the two courses, the material and approach of the courses is substantially different and students seeking a deeper understanding of political phenomenon would be well served to by taking both courses.

14. Department of Mathematics—Course Title Changes, Modification of Prerequisites, and Catalog Description Changes

a. Current Catalog Description:

MATH 317 Probability and Statistics for Elementary/Middle Level Teaching 3c-0l-3cr
Prerequisite: MATH 152
Introduces concepts of probability and statistics by exploring and discovering key ideas related to data analysis and making predictions. Appropriate technology is incorporated. Explores curricular materials, resources, and activities relevant to teaching diverse groups at the elementary/middle level.

Proposed Catalog Description:

MATH 317 Probability and Statistics for Mathematics Instruction 3c-0l-3cr
Prerequisite: Mathematics education major or MATH 152, sophomore standing
Introduces concepts of probability and statistics by exploring and discovering key ideas related to data analysis and making predictions. Appropriate technology is incorporated. Explores curricular materials, resources, and activities relevant to teaching diverse groups at the middle and secondary levels.

b. Current Catalog Description:

MATH 413 Methods of Teaching Mathematics at the Middle Level 3c-0l-3cr
Prerequisites: MATH 152, MIDL 315
Examines the current curricula and methods of instruction used in middle- level classrooms. Follows an investigative approach to middle-level mathematics instruction through hands-on activities that are standards based. Explores methods of teaching in diverse classrooms and teaching students with special needs.

Proposed Catalog Description:

MATH 413 Methods for Teaching Mathematics 3c-0l-3cr
Prerequisites: Mathematics education major or MATH 152, senior standing.
Examines the current curricula and methods of instruction used in middle and secondary level mathematics classrooms. Follows an investigative approach to middle-level and secondary mathematics instruction through hands-on activities that are standards based. Explores methods of teaching in diverse classrooms and teaching students with special needs.

c. Current Catalog Description:

MATH 456 Geometry for Elementary/Middle Level Teachers 3c-0l-3cr
Prerequisite: MATH 152
Students become acquainted with an informal, intuitive approach to geometry. Activities and materials for teaching geometrical concepts to children are an integral part of the course.

Proposed Catalog Description:

MATH 456 Geometry for Mathematics Instruction **3c-0l-3cr**
Prerequisite: Enrolled in mathematics education, sophomore standing
Students become acquainted with an informal, intuitive approach to geometry. Activities and materials for teaching geometrical concepts to students are an integral part of the course.

d. Current Catalog Description:

MATH 457 Number Theory for Elementary/Middle Level Teachers **3c-0l-3cr**
Prerequisite: MATH 152
An introduction to topics of elementary number theory including divisibility, prime numbers, factorization, binary numbers, modular arithmetic, identification codes, cryptography, Diophantine equations, Euclidean algorithm, and alternative algorithms. Explores curricular materials, resources, and activities relevant to teaching number theory at the elementary/middle level.

Proposed Catalog Description:

MATH 457 Number Theory for Mathematics Instruction **3c-0l-3cr**
Prerequisites: Enrolled in mathematics education, sophomore standing
An introduction to topics of elementary number theory including divisibility, prime numbers, factorization, binary numbers, modular arithmetic, identification codes, cryptography, Diophantine equations, Euclidean algorithm, and alternative algorithms. Explores curricular materials, resources, and activities relevant to teaching number theory at the middle and secondary levels.

Rationale: These courses are being revised to modify the prerequisites, to change the titles, and update the catalog descriptions. These changes are needed to allow secondary mathematics education majors to take these courses.

e. Current Catalog Description:

MATH 460 Technology in Mathematics Instruction **3c-0l-3cr**
Prerequisite: COSC 110 or 108, junior status, mathematics education major or instructor permission, and completion of EDUC 242 with grade of "C" or better
Laboratory based and designed to provide preservice mathematics teachers with expertise in instructional technology for teaching mathematics at the secondary level. A strong emphasis is placed on the integration of pedagogy and subject matter knowledge. Must be taken within two semesters before student teaching.

Proposed Catalog Description:

MATH 460 Technology in Mathematics Instruction **3c-0l-3cr**
Prerequisite: Enrolled in mathematics education, sophomore standing

Provides preservice mathematics teachers with expertise in instructional technology for teaching mathematics. Emphasizes the integration of pedagogy and subject matter knowledge.

Rationale: The course is being revised to modify the pre-requisite and update the catalog description. These changes are needed to allow middle level mathematics education majors to take this course.

f. Current Catalog Description:

MATH 461 Discrete Mathematics for Elementary/Middle Level Teachers 3c-0l-3cr
Prerequisite: MATH 152
Topics in discrete mathematics, including systematic counting, graph coloring, networks, and their applications, as well as the historical background and the role of discrete mathematics in today's world. Uses a problem-solving, hands-on approach to content. Explores curricular materials, resources, and activities relevant to teaching discrete mathematics at the elementary/ middle level.

Proposed Catalog Description:

MATH 461 Discrete Mathematics for Mathematics Instruction 3c-0l-3cr
Prerequisite: Enrolled in mathematics education, sophomore standing
Topics in discrete mathematics, including systematic counting, graph coloring, networks, and their applications, as well as the historical background and the role of discrete mathematics in today's world. Uses a problem-solving, hands-on approach to content. Explores curricular materials, resources, and activities relevant to teaching discrete mathematics at the middle and secondary levels.

g. Current Catalog Description:

MATH 471 Algebra for Elementary/Middle Level Teachers 3c-0l-3cr
Prerequisite: MATH 152
Topics include multiple representations of sequences, integers, expressions, equations, systems of equations, inequalities, and matrices. Representations of expressions and equations are explored through the use of hands-on and visual aids and with appropriate technology. Connections are made with the teaching and learning of algebraic concepts at the elementary/middle level.

MATH 471 Algebra for Mathematics Instruction 3c-0l-3cr
Prerequisite: Enrolled in mathematics education, sophomore standing.
Topics include multiple representations of sequences, integers, expressions, equations, systems of equations, inequalities, and matrices. Representations of expressions and equations are explored through the use of hands-on and visual aids and with appropriate technology. Connections are made with the teaching and learning of algebraic concepts.

Rationale: These courses are being revised to modify the prerequisites, to change the titles, and update the catalog descriptions. These changes are needed to allow secondary mathematics education majors to take these courses.

15. Teamwork and Leadership Studies Program—Course Deletion

LDSP 361 Foundations of Leadership **3cr-0l-3cr**

Rationale: LSDP 361, Foundations of Leadership, is being replaced with MGMT 461 Organizational Leadership Theory. This change is coming from our INSPIRE plan to combine resources.

16. Department of Developmental Studies—Catalog Description Changes

a. Current Catalog Description:

DVST 070 Reading Skills for College Study **3c-0l-3cr**
Prerequisite: none
Note: Students who score 77 and below on the COMPASS post-test (administered at the end of this course) are required to enroll in DVST 110 the following semester.
Assists in the development of college-level reading skills with an emphasis textbook reading. Includes literal and critical comprehension skills, vocabulary development, and reading efficiency. Carries institutional, nondegree credit, and attendance is required.

Proposed Catalog Description:

DVST 070 Reading Skills for College Study **3c-0l-3cr**
Prerequisite: none
Note: Students who score 250 and below on the ACCUPLACER post-test (administered at the end of this course) are required to enroll in DVST 110 the following semester.
Assists in the development of college-level reading skills with an emphasis on textbook reading. Includes literal and critical comprehension skills, vocabulary development, and reading efficiency. Carries institutional, nondegree credit. It counts toward financial aid and full-time status, but not toward graduation or GPA.

Rationale: In the past, the COMPASS reading test was used for placement of students into this course. The COMPASS test is no longer available. We are using the ACCUPLACER reading test to replace it. In addition, we propose to add language to clarify the implication of non-degree, institutional credit.

b. Current Catalog Description:

DVST 110 Introduction to Critical Reading and Thinking **2c-0l-2cr**
Prerequisite: none
Focuses on the development and mastery of skills related to the processes of understanding, analyzing, and assessing college-level texts and other academic readings.

Synthesizes written information from a variety of sources and content areas. Note: For sections paired with specific content-area course sections, students are required to register for both courses.

Proposed Catalog Description:

DVST 110 Introduction to Critical Reading and Thinking **2c-0l-2cr**
Prerequisite: none
Note: Students enrolled in DVST 070 who score 250 and below on the ACCUPLACER post-test (administered at the end of DVST 070) are required to enroll in DVST 110 the following semester. Open for enrollment for any student.
Focuses on the development and mastery of skills related to the processes of understanding, analyzing, and assessing college-level texts and other academic readings. Synthesizes written information from a variety of sources and content areas. Note: For sections paired with specific content-area course sections, students are required to register for both courses.

Rationale: We are proposing to add language to this course's catalog description to reflect how this course is typically taken as a sequence to our other reading course, DVST 070, but that it is also available as an elective to any students.

17. Department of History—New Course

HIST 221 The Historian's Craft **1c-0l-1cr**
Prerequisite: BA History majors
Explores the various careers of historians and history-related fields.

Rationale: While BA students begin taking history classes in their first semester of their freshmen year, they have little exposure to the various professions that employ history majors. The guidance students receive with regards to career planning is only provided briefly in two courses (HIST 295 and HIST 395) and through advising sessions. This course would provide history BA students with the opportunity to learn about the career opportunities available to them ensuring better academic and career planning.

18. Department of Geography and Regional Planning—Program Revision, Program Catalog Description Change, Program Title Change, and Program Deletions

Current Programs:		**Proposed Program:**	
Bachelor of Arts—Geography/Environment/ Energy Track; Human Geography Track; Geospatial Information Science and Technology Track		**Bachelor of Arts—Geography and Geographic Information Science (GIS)**	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 (1) **Natural Science:** GEOS 101-102 and GEOS 103-104 recommended	46-47	**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 (1) **Natural Science:** GEOS 101-102 and GEOS 103-104 recommended **Liberal Studies Electives:** 6cr, no courses with GEOG	46-47

~~**Social Science:** GEOG 102 (Human Geography Track)~~
Liberal Studies Electives: 6cr, no courses with GEOG prefix

College: 0-8
Foreign Language Intermediate Level (2)

Major: 42
Required Courses:

GEOG 213	Cartography and Map Design	3cr
GEOG 230	Cultural Geography	3cr
GEOG 231	Economic Geography	3cr
GEOG 316	Introduction to Geographic Information Systems	3cr
GEOG 341	Climatology	3cr
GEOG 342	Physiography	3cr
GEOG 411	History of Geography	3cr
GEOG 498	Research Seminar	3cr
RGPL 350	Introduction to Community Planning	3cr

Controlled Electives:
One course from GEOG 251-257 3cr
Environment/Energy ~~Track Courses~~:
Four courses from the following:

GEOG 222	Geography of National Parks	3cr
GEOG 343	Fresh Water Resources	3cr
GEOG 345	Biogeography for Environmental Managers	3cr
GEOG 415	Introduction to Remote Sensing	3cr
GEOG 425	GPS Concepts and Techniques	3cr
GEOG 435	Geography of Energy	3cr
GEOG 440	Conservation: Environmental Analysis	3cr
GEOG 444	Energy Development and Compliance	3cr
GEOG 455	Advanced Remote Sensing	3cr
RGPL 426	Environmental Land Use Planning	3cr

Free Electives: 23-32
Strongly Recommended: GEOG 493
Recommended: BIOL 210, 362, GEOG/RGPL 462, GEOS 201, 202
Geospatial Information and Technology ~~Track Courses:~~
Four courses from the following:

GEOG 415	Introduction to Remote Sensing	3cr
GEOG 421	Enterprise GIS Management	3cr
GEOG 424	Technical Issues in Geographic Information Systems	3cr
GEOG 425	GPS Concepts and Techniques	3cr
GEOG 455	Advanced Remote Sensing	3cr
GEOG 460	Foundations of Unmanned Aerial System Science and Applications	3cr
GEOG 475	Spatial Analysis Techniques	3cr

Free Electives: 23-32
Strongly Recommended: GEOG 493
Recommended: RGPL 453, 454
Human Geography ~~Track Courses~~:
Four courses from the following:

GEOG 232	Urban Landscapes	
GEOG 261	Geography of Wine	3cr
GEOG 331	Population Geography	3cr
GEOG 333	Trade and Transportation	3cr
GEOG 334	Political Geography	3cr
GEOG 336	Social Geography	3cr
GEOG 337	Historical Geography	3cr
GEOG 404	Transportation Planning	3cr

prefix

College: 0-8
Foreign Language Intermediate Level (2)

Major: 42
Required Courses:

GEOG 213	Cartography and Map Design	3cr
GEOG 230	Cultural Geography	3cr
GEOG 231	Economic Geography	3cr
GEOG 316	Introduction to Geographic Information Systems	3cr
GEOG 341	Climatology	3cr
GEOG 342	Physiography	3cr
GEOG 411	History of Geography	3cr
GEOG 498	Research Seminar	3cr
RGPL 350	Introduction to Community Planning	3cr

Controlled Electives:
One course from GEOG 251-257 3cr
Select one of the following Specializations:
Environment/Energy Specialization:
Four courses from the following:

GEOG 222	Geography of National Parks	3cr
GEOG 343	Fresh Water Resources	3cr
GEOG 345	Biogeography for Environmental Managers	3cr
GEOG 415	Introduction to Remote Sensing	3cr
GEOG 425	Global Positioning Systems (GPS) Concepts and Techniques	3cr
GEOG 435	Geography of Energy	3cr
GEOG 440	Conservation: Environmental Analysis	3cr
GEOG 444	Energy Development and Compliance	3cr
GEOG 455	Advanced Remote Sensing	3cr
RGPL 426	Environmental Land Use Planning	3cr

Geospatial Information and Technology Specialization:
Four courses from the following:

GEOG 415	Introduction to Remote Sensing	3cr
GEOG 421	Enterprise GIS Management	3cr
GEOG 424	Technical Issues in Geographic Information Systems	3cr
GEOG 425	GPS Concepts and Techniques	3cr
GEOG 455	Advanced Remote Sensing	3cr
GEOG 460	Foundations of Unmanned Aerial System Science and Applications	3cr
GEOG 475	Spatial Analysis Techniques	3cr

Human Geography Specialization:
Four courses from the following:

GEOG 232	Urban Landscapes	3cr
GEOG 261	Geography of Wine	3cr
GEOG 331	Population Geography	3cr
GEOG 333	Trade and Transportation	3cr
GEOG 334	Political Geography	3cr
GEOG 336	Social Geography	3cr
GEOG 337	Historical Geography	3cr
GEOG 404	Transportation Planning	3cr

Free Electives: 23-32
Strongly Recommended for all majors: GEOG 493
Recommended for Environment/Energy Specialization: BIOL 210, 362, GEOG/RGPL 462, GEOS 201, 202

	3cr	Recommended for Geospatial Information Technology Specialization: RGPL 453, 454	
Free Electives:			
Strongly Recommended: GEOG 493	23-32	**Total Degree Requirements:**	120

(1) An alternative to MATH 217 is 6cr of MATH courses. Only one must be a Liberal Studies MATH course.
(2) Intermediate-level foreign language may be included in Liberal Studies electives.

(1) An alternative to MATH 217 is 6cr of MATH courses. Only one must be a Liberal Studies MATH course.
(2) Intermediate-level foreign language may be included in Liberal Studies electives.

Current Program Catalog Description:

The Department of Geography and Regional Planning offers ~~three~~ separate degree programs for the geographer, planner~~, and teacher~~: bachelor of arts degree with a major in geography, bachelor of science degree with a major in regional planning~~, and bachelor of science in education degree with a major in social studies education geography track~~. Specific core requirements in Geography and Regional Planning offer a structured approach for majors. Appropriate ~~tracks~~ are available in both programs to prepare students for graduate work and to support different career options for majors. There are three ~~tracks~~ for the geography major (Environment/Energy, Geospatial Information Science and Technology, Human Geography,) and two for the regional planning major (Environmental Planning, Community Planning and Development).

Department resources, which include the James Payne/Ruth Shirey Geographic Information Science Laboratory, the Robert Begg/Charles Weber Planning Design Laboratory/Studio, and the Dey Whit Watts Planning Studio offer access to spatial analysis and planning design equipment and applications. These well-equipped laboratories and studios house and leverage 50 workstations, large-format plotters, global positioning systems (GPS) units and a base station, small unmanned aerial systems (sUAS) aircraft, a weather station, and hydrologic and atmospheric monitoring devices. Geographic Information Systems (GIS), image processing, geovisualization, planning design, and computer-aided drafting (CAD) software includes the ArcGIS suite, the Adobe Creative Suite, AutoCAD, DroneDeploy UAS, ERDAS Imagine, Google SketchUp, MapInfo, and Trimble GPS PathFinder Office and TerraSync.

A strong internship program directed by department faculty offers numerous public, private, and nonprofit placements in industry, engineering, conservation, land management, and planning agencies at the local, state, and federal levels. Because of employment demand for students from department rograms, approximately 80 percent of internship placements are paid positions.

Geography

Geography has several traditions of study. Three of the most significant are the study of relationships between humans and environment (human-environment interaction), the study of places (their characteristics and structure), and the study of spatial organization (the way people use and organize space on earth, and the distribution of natural phenomena on the earth's surface). All three traditions focus on understanding distributions of human and natural phenomena at global, regional and local scales, by building knowledge regarding the phenomena under investigation (for examples, cities, watersheds, business/industry location, habitats, cultural patterns, transportation, land use, resource management, the built environment, and energy production and use) and applying relevant methods and technologies (including geographic information systems (GIS), small unmanned aerial systems (sUAS), remote sensing, global positioning systems (GPS) and geovisualization) to analyze them. The Geography program is organized into three ~~tracks~~ to allow students to build knowledge and skills to pursue their interests and gain employment: Environment/Energy, Geospatial Information Science & Technology, and Human Geography.

Geography-Environment/Energy ~~Track~~

The Environment/Energy ~~Track~~ prepares students for careers in environmental fields, energy industries, or graduate study. Students who elect this ~~track~~ acquire knowledge of the physical and human processes that shape the environment, strategies/techniques for analyzing the environment, regulatory and compliance regimes for energy industries at the federal and state levels, mitigation strategies for environmental problems, and conceptual and technical aspects of geospatial techniques implemented in environmental and energy resource analyses and

applications. The knowledge and skills acquired in this ~~track~~ prepare students to analyze, manage, and understand land resources, water resources, energy resources and habitats using industry-standard methods and technology. Students mastering the environmental knowledge and spatial techniques in this ~~track~~ will be well prepared to obtain employment as environmental analysts/scientists, energy industry spatial analysts/environmental compliance specialists, environmental managers, or environmental engineering specialists.

Geography Geospatial Information Science and Technology ~~Track~~

The Geospatial Information Science and Technology ~~Track~~ provides preparation for employment as geographic information systems (GIS) analysts and specialists, remote-sensing specialists, geospatial techniques specialists (including GPS and sUAS), cartographers, and geospatial intelligence analysts. Students are exposed to core geospatial information science concepts (GISc) that underlie emerging and fast-changing geospatial hardware, software, and infrastructure in our society such as geographic information systems (GIS), global-positioning systems (GPS), remote sensing, small unmanned aerial systems (sUAS or drones), and mobile spatial technologies, as well as opportunities to apply these concepts. The curriculum for this ~~track~~ is referenced to competencies identified in the U.S. Department of Labor Geospatial Competency Model, as well as the University Consortium for Geographic Information Science (UCGIS) Geographic Information Science and Technology Body of Knowledge. Students completing the Geospatial Information Science and Technology ~~Track~~ will be well prepared to be employed in the rapidly-growing geospatial fields as GIS, remote ensing, and geointelligence professionals.

Geography Human Geography ~~Track~~

The Human Geography ~~Track~~ provides a broad framework of ideas and theories regarding the spatial organization of human phenomena (for example cities, business/industry location, cultural patterns, transportation, economic patterns, land use, the built environment) in addition to coursework in industry standard location analysis techniques. The common thread through the course offerings in this ~~track~~ is the focus on understanding human-created geographic patterns on the earth's surface, and the methods which can be used to document and analyze these patterns. The knowledge base acquired in this ~~track~~ prepares students to understand and analyze urban development, business/industry location, cultural patterns, transportation accessibility, and economic development patterns. Students mastering the human geographic nowledge and analysis techniques in this ~~track~~ will be well prepared to obtain employment as location analysts, economic development professionals, demographic analysts, research analysts, or to gain admission to graduate programs.

Proposed Catalog Description:

The Department of Geography and Regional Planning offers two separate degree programs for the geographer and planner: bachelor of arts degree with a major in geography and bachelor of science degree with a major in regional planning. Specific core requirements in Geography and Regional Planning offer a structured approach for majors. Appropriate specializations are available in both programs to prepare students for graduate work and to support different career options for majors. There are three specializations for the geography major (Environment/ Energy, Geospatial Information Science and Technology, Human Geography,) and two for the regional planning major (Environmental Planning, Community Planning and Development).

Department resources, which include the James Payne/Ruth Shirey Geographic Information Science Laboratory, the Robert Begg/Charles Weber Planning Design Laboratory/Studio, and the Dey Whit Watts Planning Studio offer access to spatial analysis and planning design equipment and applications. These well-equipped laboratories and studios house and leverage 50 workstations, large-format plotters, global positioning systems (GPS) units and a base station, small unmanned aerial systems (sUAS) aircraft, a weather station, and hydrologic and atmospheric monitoring devices. Geographic Information Systems (GIS), image processing, geovisualization, planning design, and computer-aided drafting (CAD) software includes the ArcGIS suite, the Adobe Creative Suite, AutoCAD, DroneDeploy UAS, ERDAS Imagine, Google SketchUp, MapInfo, and Trimble GPS PathFinder Office and TerraSync.

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federal levels. Because of employment demand for students from department programs, approximately 80 percent of internship placements are paid positions.

Geography and Geographic Information Science (GIS)

Geography has several traditions of study. Three of the most significant are the study of relationships between humans and environment (human-environment interaction), the study of places (their characteristics and structure), and the study of spatial organization (the way people use and organize space on earth, and the distribution of natural phenomena on the earth's surface). All three traditions focus on understanding distributions of human and natural phenomena at global, regional and local scales, by building knowledge regarding the phenomena under investigation (for examples, cities, watersheds, business/industry location, habitats, cultural patterns, transportation, land use, resource management, the built environment, and energy production and use) and applying relevant methods and technologies (including geographic information systems (GIS), small unmanned aerial systems (sUAS), remote sensing, global positioning systems (GPS) and geovisualization) to analyze them. The Geography program is organized into three specializations to allow students to build knowledge and skills to pursue their interests and gain employment: Environment/Energy, Geospatial Information Science & Technology, and Human Geography.

Geography-Environment/Energy Specialization

The Environment/Energy Specialization prepares students for careers in environmental fields, energy industries, or graduate study. Students who elect this specialization acquire knowledge of the physical and human processes that shape the environment, strategies/techniques for analyzing the environment, regulatory and compliance regimes for energy industries at the federal and state levels, mitigation strategies for environmental problems, and conceptual and technical aspects of geospatial techniques implemented in environmental and energy resource analyses and applications. The knowledge and skills acquired in this specialization prepare students to analyze, manage, and understand land resources, water resources, energy resources and habitats using industry-standard methods and technology. Students mastering the environmental knowledge and spatial techniques in this specialization will be well prepared to obtain employment as environmental analysts/scientists, energy industry spatial analysts/ environmental compliance specialists, environmental managers, or environmental engineering specialists.

Geography Geospatial Information Science and Technology Specialization

The Geospatial Information Science and Technology Specialization provides preparation for employment as geographic information systems (GIS) analysts and specialists, remote-sensing specialists, geospatial techniques specialists (including GPS and sUAS), cartographers, and geospatial intelligence analysts. Students are exposed to core geospatial information science concepts (GISc) that underlie emerging and fast-changing geospatial hardware, software, and infrastructure in our society such as geographic information systems (GIS), global-positioning systems (GPS), remote sensing, small unmanned aerial systems (sUAS or drones), and mobile spatial technologies, as well as opportunities to apply these concepts. The curriculum for this specialization is referenced to competencies identified in the U.S. Department of Labor Geospatial Competency Model, as well as the University Consortium for Geographic Information Science (UCGIS) Geographic Information Science and Technology Body of Knowledge. Students completing the Geospatial Information Science and Technology Specialization will be well prepared to be employed in the rapidly-growing geospatial fields as GIS, remote sensing, and geointelligence professionals.

Geography Human Geography Specialization

The Human Geography Specialization provides a broad framework of ideas and theories regarding the spatial organization of human phenomena (for example cities, business/industry location, cultural patterns, transportation, economic patterns, land use, the built environment) in addition to coursework in industry standard location analysis techniques. The common thread through the course offerings in this specialization is the focus on understanding human-created geographic patterns on the earth's surface, and the methods which can be used to document and analyze these patterns. The knowledge base acquired in this specialization prepares students to understand and analyze urban development, business/industry location, cultural patterns, transportation accessibility, and economic development patterns. Students mastering the human geographic knowledge and analysis techniques in this specialization will be well prepared to obtain employment as location analysts, economic development professionals, demographic analysts, research analysts, or to gain admission to graduate programs.

Rationale: The department is merging the current three tracks into one B.A. program because our current measures under the INSPIRE review were below targets. According to our calculations the numbers will be significantly over the targets when the three tracks are aggregated into a single program with three specializations, which will not be transcripted individually. The new name of the major is adding a focus on the geospatial techniques because this is the current track that has the most majors (32 in Fall 2019) and we want to make sure that Geographic Information Sciences (GIS) is visible for students that might be searching for this specialization. There will be no designated Social Science class in the revised program (currently there was one only for the Human Geography Track). GEOG 425 had an incomplete title in the tracks when approved last spring. The complete course title is listed on the new side. The current tracks (Human Geography, Environment/Energy, and Geospatial Information Science and Technology) are to be deleted after the current students registered in them have completed their programs.

19. The Liberal Studies Committee and UWUCC approved the following:

- **BIOL 103 Life on Earth was approved with a new assessment plan**
- **BIOL 104 Human Biology: How the Human Body Works was approved with a new assessment plan**
- **BIOL 107 Human Genetics and Health was approved with a new assessment plan**
- **BIOL 115 Biotic Diversity of North America was approved with a new assessment plan**
- **BIOL 117 Understanding HIV Biology and AIDS was approved with a new assessment plan**
- **BIOL 118 The History of Pain was approved with a new assessment plan**
- **BIOL 119 Emerging Diseases was approved with a new assessment plan**
- **PSYC 215 Developmental Psychology was approved with a new assessment plan.**

Appendix B
University-Wide Graduate Curriculum Committee
Co-Chairs Moore and Knickelbein

FOR INFORMATION:

1. The following courses have been approved to be place into Moratorium:
    - ELMA 652: Diagnosis and Remedial Teaching
    - ELMA 698: Supervised Internship
    - COMM 720 plus COMM 820: Political Communication

2. The following programs have been approved to be placed into Moratorium:
    - Med in Mathematics Education – Elementary and Middle Level Mathematics Education
    - MED / HPE Athletic Coaching Track
    - History, M.A.

3. The following courses were approved by the UWGC to be offered as a distance education course:
    - COMM 830: Media Preproduction
    - SAFE 603: Human Relations in Safety Management
    - SAFE 647: Applied Ergonomics

FOR ACTION:

1. **POLICY CHANGE**
   SCHOOL OF GRADUATE STUDIES AND RESEARCH
   Policy: Comprehensive/Qualifying Examination Policy

   Summary:

Comprehensive/Candidacy Examinations

This examination is given, usually upon the candidate's completion of course work, to determine the student's progress in the degree field and fields related to it and the student's likelihood of success in his/her research-dissertation phase. The examination may be written, oral, or both and is not necessarily limited to areas in which the candidate has taken course work. In addition to having written procedures for taking the comprehensive exam, departments must also have written procedures regarding providing feedback for comprehensive exams. ~~**Note: See Program Level Exams Appeal Policy.**~~

Program Level Examination Appeals ~~Policy~~
Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations are made to the Dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or

procedural violations, and not simply on the outcome of the examination. Procedural violations would be cases in which the program /department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the Dean of the SGSR. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within 30 days of receipt of the outcome of the examination.

Upon receipt of the written appeal to the Dean of the School of SGSR, the Dean will conduct an investigation of the allegation, review the documentation and render a final decision which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy ~~(Candidacy Examination: Comprehensive Examination)~~
No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the Dean of the SGSR (or designee). A full justification for the exception, along with supporting documentation, must be provided with the request. Exceptions to this policy for programs can be made only with the approval of the SGSR.

ADD THE FOLLOWING AS THE LAST PARAGRAPH TO THE RE-EXAMINATION POLICY
In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the SGSR of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

2. **POLICY CHANGE**
   SCHOOL OF GRADUATE STUDIES AND RESEARCH
   Policy: Medical/Family Leave of Absence

Summary:

Medical and Family Leave of Absence Policy
(Proposal)

The School of Graduate Studies and Research has developed a policy to allow graduate students to request time off from their academic studies for necessary medical care for a physical or emotional/psychological illness, to care for a family member, or bereavement for a spouse or child.

Policy language

Students who find it necessary to take a temporary break in their academic studies for a documented medical reason or need to provide care for a family member can request a Medical Leave of Absence (MLOA) or Family Leave of Absence (FLOA) through their Program Coordinator. The student must provide appropriate documentation in either case. Once a student receives approval for the leave of absence from the School of Graduate Studies and Research (SGSR), their time-to-degree will be suspended until they return to their program. Leaves of absence can be granted for up to one year at a time. If additional time is needed, it must be requested prior to the end of the approved leave.

Graduate students are not required to register for courses or extended thesis or dissertation credits during the established period of the leave of absence. All current university policies will be enforced regarding university total withdrawal as it concerns tuition and fee billing, financial aid, etc. Retroactive leave requests are not allowed and will not be considered.

Medical Leave of Absence

A Medical Leave of Absence (MLOA) allows a graduate student to request time off or withdraw from all courses in which they are currently enrolled in order to receive necessary medical care for a physical or emotional/psychological illness. Supporting medical documentation is required from a medical or mental health provider, indicating the anticipated amount of time off and date of return. This information should be provided to the Assistant/Associate Dean for Administration in the SGSR.

Family Leave of Absence

Family Leave of Absence (FLOA) allows a graduate student to request time off or withdraw from all courses in which they are currently enrolled in order to provide care and support for a family member. Supporting documentation is required from the family member's care provider, indicating the anticipated amount of time off and date of return. In the case of the bereavement time for a spouse or child, documentation that verifies the death (e.g., a funeral program, death notice, obituary, etc.) and the nature of the student's relationship to the deceased will be required. This information should be provided to the Assistant/Associate Dean for Administration in the SGSR.

Process to request a leave of absence

Graduate students needing to request a medical or family leave of absence must do so through their Program Coordinator. The student must communicate with the Program Coordinator the anticipated amount of time off and return. The Program Coordinator must notify the Assistant/Associate Dean for Administration in the School of Graduate Studies and Research in writing that the student is requesting a leave of absence, including the anticipated period of time away from their studies

3. **DEPARTMENT: ACCOUNTING**
COURSE REVISIONS
Course: ACCT 607
Rationale: The MBA curriculum is being completely redesigned to give it a STEM designation with a concentration in several areas. Every core course is being evaluated for inclusion in the new curriculum. Additionally, this course is being updated based on the new resurgence of decision making and analytics.

Summary:

Current Course Title:	**Proposed Course Title:**
Managerial Accounting	Accounting for Decision Making
Current Catalog Description:	**Proposed Catalog Description:**
Designed for management personnel who are not accountants but who need to understand the accounting process and the use of accounting information by management in making decisions and in performance evaluation. Prerequisite: ACCT 202. Not open for credit for students with constructive credit for ACCT 311.	Designed for management personnel who are not accountants but who need to understand the accounting process. Quantitative data analysis of accounting information used by management in formulating decisions and in performance evaluation. Prerequisite: ACCT 202 or compatible. Not open for credit for ACCT 311.

4. **DEPARTEMNT: ART & DESIGN**
PROGRAM REVISION
Program: M.A. Art – Studio Track
Rationale: The following revisions are proposed as a result of the recently concluded Phase 1 INSPIRE Initiative, and serve the purpose of achieving more cost-efficiency in course offerings while maintaining the program's overall effectiveness and student outcomes.

1. **Eliminate of ART 740 MA Exhibition, and replace with controlled elective options**. The MA–Studio Track curriculum largely overlaps the offerings of both the MA-Art Education Track and Master of Fine Arts (MFA). Each degree therefore contributes to the critical mass for the course offerings. Only one course, ART 740 MA Thesis Exhibition, is exclusive to the degree. This course will be eliminated and credits replaced in the curriculum through controlled elective options. The controlled electives will comprise of existing courses that are regular offerings for either the MA-Art Education Track or MFA degrees. The controlled electives will include ART 680 Graduate Studio Critique (repeatable course), ART 615 Art Seminar, ART 730 Teaching Studio Art, ARED 730 Teaching Studio Art , ART 620 Arts and Visual Culture, and ARHI 683 Graduate Seminar in Theory and Criticism. This revision will provide students a variety of relevant choices that align with individual student interests and desired career path.

2. **Require completion of culminating MA exhibition in order to graduate**. ART 740 MA Exhibition was designed to formalize the student's culminating exhibition. A culminating experience, typically in the form of an exhibit, is required by NASAD (National Association of Schools of Art and Design) for accreditation. Although the course will be eliminated, the requirement to successfully mount an exhibition in order to graduate will remain. Students will select two art faculty members to serve on their MA Exhibition Committee and submit a proposal for their exhibition at the student's midyear candidacy review. Students will be required to complete their MA Exhibition at the culmination of their program and successfully defend their exhibit before their MA Exhibition Committee. Although no credits will be attached to the exhibit as part of a course, the student must successfully complete this program requirement to graduate. This requirement will be clearly articulated in the catalog as part of the curricular requirements.

3. **ART 620 Arts and Visual Culture is changed from a required course to a controlled elective.** ART 620 Arts and Visual culture will be changed to an elective, and offered on an every-other-year rotation, as opposed to its current schedule of every year. This rotation will enable more efficient use of faculty resources and facilitate the necessity to adapt to shrinking faculty complement.

4. Another small revision includes a **minor language change**, from "MA Project" to "MA Exhibition," to more accurately describe the requirement.

5. It should be noted that an earlier minor program revision for this degree program was approved by senate in the Fall 2019. This earlier revision was submitted prior to the Phase 1 INSPIRE This new revision will supersede the earlier revision.

Summary:

Current Catalog Description: **Master of Arts in Art**	**Proposed Catalog Description:** **Master of Arts in Art**
The 30 credit M.A. in Art conveys the precepts of contemporary fine art aesthetics and professional practices directed toward the creation of works of art, the application of creative ideas, and the transmission of knowledge about works of art and their interrelationships. Students must choose between two tracks, a practice-oriented studio track or a research-based pedagogy track. The Studio Track requires on-campus attendance in mostly face-to-face courses. The Art Education Track delivers a hybrid of online study and face-to-face courses, and is designed to accommodate the schedules of working	The 30 credit M.A. in Art conveys the precepts of contemporary fine art aesthetics and professional practices directed toward the creation of works of art, the application of creative ideas, and the transmission of knowledge about works of art and their interrelationships. Students must choose between two tracks, a practice-oriented studio track or a research-based pedagogy track. The Studio Track requires on-campus attendance in mostly face-to-face courses. The Art Education Track delivers a hybrid of online study and face-to-face courses, and is designed to accommodate the schedules of working art educators. Both tracks are

art educators. Both tracks are appropriate for educators seeking to fulfill PDE Level II Certification requirements. Individuals seeking admission to graduate study within the Department of Art must meet the general admission standards and adhere to academic policies established by the School of Graduate Studies and Research at IUP. These specific policies are described in the Graduate Catalog.	appropriate for educators seeking to fulfill PDE Level II Certification requirements. Individuals seeking admission to graduate study within the Department of Art must meet the general admission standards and adhere to academic policies established by the School of Graduate Studies and Research at IUP. These specific policies are described in the Graduate Catalog.
Master of Arts in Art/Studio Track The MA in Art/Studio Track is a practice oriented program leading to the creation of works of art, contributing to a body of knowledge and practice in the discipline. Emphasis will be placed on the student's capacity to engage artistically and intellectually beyond the major specialization and connect art to other fields and issues, developing different types of inquiry, formal research and practice. The program of study will lead to the production of a body of work and culminate in a M.A. Exhibition. The Studio Track is offered through mostly face-to-face courses on campus and can be completed in four semesters, including two consecutive summer terms. Applicants must be a graduate of an accredited B.F.A., B.A., or B.S.E.D. in Art Education or be judged to possess the necessary prerequisite studio proficiency. Admission into the Master of Arts in Art/Studio Track program of the Department of Art is based on the nature, extent, and quality of the preparation in studio, art history, criticism,andother academic subjects. If an applicant is deemed to be deficient in any of these particular areas, the graduate committee may require satisfactory completion of certain undergraduate courses. Applicants must submit items required by graduate admissions including two letters of recommendation, official transcripts,	**Master of Arts in Art/Studio Track** The MA in Art/Studio Track is a practice oriented program leading to the creation of works of art, contributing to a body of knowledge and practice in the discipline. Emphasis will be placed on the student's capacity to engage artistically and intellectually beyond the major specialization and connect art to other fields and issues, developing different types of inquiry, formal research and practice. The program of study will lead to the production of a body of work and culminate in a M.A. Exhibition. The Studio Track is offered through mostly face-to-face courses on campus and can be completed in four semesters, including two consecutive summer terms. Applicants must be a graduate of an accredited B.F.A., B.A., or B.S.E.D. in Art Education or be judged to possess the necessary prerequisite studio proficiency. Admission into the Master of Arts in Art/Studio Track program of the Department of Art is based on the nature, extent, and quality of the preparation in studio, art history, criticism,andother academic subjects. If an applicant is deemed to be deficient in any of these particular areas, the graduate committee may require satisfactory completion of certain undergraduate courses. Applicants must submit items required by graduate admissions including two letters of recommendation, official transcripts,

and professional goal statement. The Studio Track requires the submission of a portfolio (PDF format) of twenty images representing the applicant's professional artistic work and identified by medium, size, and date of completion. Summer Admission only First Admission consideration and application for assistantship: Feb. 15 Final Admission consideration: May 1.	and professional goal statement. The Studio Track requires the submission of a portfolio (PDF format) of twenty images representing the applicant's professional artistic work and identified by medium, size, and date of completion. Summer Admission only First Admission consideration and application for assistantship: Feb. 15 Final Admission consideration: May 1.

Current Program Requirements

I. Major Concentration		**24 cr.**
ART 610	Creative Inquiry: Visual Concepts	3 cr.
ART 611	Creative Inquiry: Inter-Media Contexts	3 cr.
Graduate-level studio courses [2, 3] (At least 6 credits must be in the same studio area)		12 cr.
ART 620	Art and Visual Culture	3 cr.
ART 680	Graduate Studio Critique	3 cr.
II. Graduate Level Elective		**3 cr.**
III. Synthesis		**3 cr.**
ART 740	M.A. Exhibition	3 cr.
Total		**30 cr.**

[1.] Students will submit a MA Project Proposal and undergo a candidacy review upon the completion of 12-15 credits

[2.] Graduate level Studio Courses include:

ART 560	Graduate Studio in Jewelry and Metals
ART 572	Graduate Studio in Ceramics
ART 573	Graduate Studio in Sculpture
ART 574	Graduate Studio in Oil Painting
ART 575	Graduate Studio in Drawing
ART 576	Graduate Studio in Woodworking

[3.] Select graduate studio courses in concert with your MA Project goals as approved by the student's MA Project Committee.

Proposed Program Requirements

I. Major Concentration [1, 2]		**27 cr.**
ART 610	Creative Inquiry: Visual Concepts	3 cr.
ART 611	Creative Inquiry: Inter-Media Contexts	3 cr.
Graduate-level studio courses [3, 4] (At least 6 credits must be in the same studio area)		12 cr.
Select three from the following courses:		
ART 615	Art Seminar	3 cr.
ART 620	Art and Visual Culture	3 cr.
ART 680	Graduate Studio Critique	3-6 cr.
ARHI 683	Graduate Seminar in Theory and Criticism	3 cr.
ARED 730	Teaching Studio Art	3 cr.
II. Graduate-level Elective		**3 cr.**
Total		**30 cr.**

[1.] Students will submit a MA Exhibition Proposal and undergo a candidacy review upon the completion of 12-15 credits

[2.] Student must complete a M.A. Exhibition at the conclusion of the student's program and successfully defend the work before the student's advisory committee to graduate.

[3.] Graduate level Studio Courses include:

ART 560	Graduate Studio in Jewelry and Metals
ART 572	Graduate Studio in Ceramics
ART 573	Graduate Studio in Sculpture
ART 574	Graduate Studio in Oil Painting
ART 575	Graduate Studio in Drawing
ART 576	Graduate Studio in Woodworking

		4. Select graduate studio courses in concert with your MA Exhibition goals as approved by the student's MA Exhibition Committee.

5. **DEPARTMENT: BIOLOGY**
COURSE REVISIONS
Course: BIOL 531
Rationale: All specified undergraduate course prerequisites are being removed from graduate courses to reduce the number of course overrides.
Summary:

Current Course Title: Ichthyology **Current Prerequisite(s):** BIOL 220 or instructor permission	**Proposed Course Title:** Ichthyology **Proposed Prerequisite(s):** none

6. **DEPARTMENT: COMMUNICATIONS MEDIA**
COURSE REVISION
Course: COMM 830
Rationale: The course outcomes, assessments, and brief course outline are revised to more accurately reflect the evolving field of media writing and preproduction.

Summary:

Current Course Title: Media Preproduction **Current Catalog Description:** Focuses on preproduction activities such as script treatments, storyboarding, scriptwriting, editing, and production management. Students analyze case studies and real-world situations to better understand the planning of media development. Students also develop a preproduction plan for a substantial media production in the areas of audio, video, film, photography, animation, games, simulation, and educational media.	**Proposed Course Title:** Media Preproduction **Proposed Catalog Description:** Focuses on preproduction activities such as script treatments, storyboarding, scriptwriting, editing, and production management. Case studies and real-world situations are used to better understand the planning of media development. A preproduction plan is developed for a substantial media production in one or more production areas including audio, video, film, photography, animation, games, or simulations.

7. **DEPARTMENT**: **GEOGRAPHY**
NEW COURSE
Course: GEOG 553
Rationale: Changes in the undergraduate regional planning curriculum required changes in the dual listed courses at the graduate level.

Summary:

Course Title	Planning Design I
Number of Credits	Class Hours per Week:3 Lab Hours:0 Credits:3
Prerequisites	None
Catalog Description	Introduces the basics of design problem solving, visual communications and site planning in the context of human settlement and urban geography. Emphasizes graphic communication, program development and the translation of design programs into physical form. Introduces a broad range of contemporary community planning and development issues best resolved through creative design. Applies planning and design skills in the context of history, culture, site, environment, diversity, social equity, legal conventions, regulatory policies, accessibility, technology, materiality and sustainability.

8. **DEPARTMENT: Professional Studies in Education**
PROGRAM REVISION
Program: M.Ed. in Education VOD
Rationale: The Masters of Education (MEDU) Program will transition from offering coursework in a face-to-face format to a fully online format. The rationale for this decision is based on evidence showing most teachers pursing masters and advanced certification degrees in education want to do so online (Christensen, Rossi, Tinning, 2018). In response, the Department of Professional Studies has revised the program to offer a new MEDU Core Program entirely online to meet consumer demand for flexibility.

The proposed online MEDU core will include 15 credits (five, three-credit courses). This is a change from the 36-credit (six, six credit courses) in the previous MEDU program. While the previous MEDU program was a stand-alone program, the new MEDU core will allow students to select from a selection of special emphasis tracks, leading to specialization and/or certification paths. This new MEDU program requires students to complete both the new, online MEDU core coursework (15 credits) as well as coursework in a selected area of emphasis (15-18 credits). The following areas of emphasis will be available:

M.Ed/Business, Computers, and Information Technology (MEDU-BCIT)
M.Ed/Developmental Education (MEDU-DVST)
M.Ed/Career and Technical Administration (MEDU-VOED)
M.Ed/Administration and Leadership Pre-K-12 Principal (MEDU-ALPR)

Summary:

Course Schedule:

Course Number	**Current Program 36 credits (or six, six-credit courses)**		**Proposed MEDU CORE (15 credits or five three-credit courses) with Administration and Leadership Pre-K-12 Principal Certification special emphasis option, MEDU-ALPR (15 credits, one three-credit and two, six-credit courses)**	
MEDU 761	Community and Culture	6	Connecting Community and School	3
MEDU 762	Instruction and the Leader	6	Teaching Academically-Diverse Learners	3
MEDU 763	Teacher as Researcher	6	Educational Research and Practical Application	3
MEDU 764	Educational Change and Technology	6	Educational Technology for Today and Tomorrow	3
MEDU 765	Curriculum and Instruction	6	Curriculum, Assessment, and Reflection	3
MEDU 766	Teacher as Leader	6	**Administration and Leadership Pre-K-12 Principal Certification special emphasis option MEDU-ALPR**	
	Total credits	36	EDAD 756 School Administration	3
			EDAD 798 Principal Internship	6
			EDAD 798 Principal Internship This course is repeated as students are required to complete two, 180-hour internships, one being an elementary internship and the other being a secondary internship.	6
			Total Credits	30

Course Number	Current Program 36 credits (or six, six-credit courses)		Proposed MEDU CORE (15 credits or five three-credit courses) with Career and Technical Administration Option (18 credits)	
MEDU 761	Community and Culture	6	Connecting Community and School	3
MEDU 762	Instruction and the Leader	6	Teaching Academically-Diverse Learners	3
MEDU 763	Teacher as Researcher	6	Educational Research and Practical Application	3
MEDU 764	Educational Change and Technology	6	Educational Technology for Today and Tomorrow	3
MEDU 765	Curriculum and Instruction	6	Curriculum, Assessment, and Reflection	3
MEDU 766	Teacher as Leader	6	**Career and Technical Administration special emphasis option**	
	Total credits	36	VOED 610 Personnel Supervision & Student Management in CTE	3
			VOED 611 School Code and Policy in CTE	3
			VOED 612 Fiscal Responsibility & Financial Oversight in CTE	3
			VOED 613 School Law and Legal Responsibilities in CTE	3
			VOED 614 Curriculum Development and Analysis in CTE	3
			VOED 615 Administrative Leadership in CTE	3
			Total Credits	33

Course Number	Current Program 36 credits (or six, six-credit courses)		Proposed MEDU CORE (15 credits or five three-credit courses) with Developmental Education special emphasis option (15 credits)	
MEDU 761	Community and Culture	6	Connecting Community and School	3
MEDU 762	Instruction and the Leader	6	Teaching Academically-Diverse Learners	3
MEDU 763	Teacher as Researcher	6	Educational Research and Practical Application	3
MEDU 764	Educational Change and Technology	6	Educational Technology for Today and Tomorrow	3
MEDU 765	Curriculum and Instruction	6	Curriculum, Assessment, and Reflection	3
MEDU 766	Teacher as Leader	6	**Developmental Education Special Emphasis Option**	
	Total credits	36	DVST 600 Principles of Developmental Education	3
			DVST 605 Foundations of Academic Advising	3
			DVST 700 Curriculum Design in Developmental Education	3
			DVST 710 Strategies for Teaching Developmental Students	3
			DVST 720 Critical Issues in Developmental Education	3
			Total Credits	30

Course Number	Current Program 36 credits (or six, six-credit courses)		Proposed MEDU CORE (15 credits or five three-credit courses) with Business Education Special Emphasis Option (Initial Certification, 15 credits)	
MEDU 761	Community and Culture	6	Connecting Community and School	3
MEDU 762	Instruction and the Leader	6	Teaching Academically-Diverse Learners	3
MEDU 763	Teacher as Researcher	6	Educational Research and Practical Application	3
MEDU 764	Educational Change and Technology	6	Educational Technology for Today and Tomorrow	3
MEDU 765	Curriculum and Instruction	6	Curriculum, Assessment, and Reflection	3
MEDU 766	Teacher as Leader	6	**Business Education Special Emphasis Option (Initial Certification)**	
	Total credits	36	EDSP 747 Advanced Educational Psychology	3
			BTED 511 Methods in Business and Information Technology I = observation component	3
			BTED 512 Methods in Business and Information Technology II + observation component	3
			BTED 695 Professional Seminar	6
			Total Credits	30

9. COURSE REVISIONS

Course: LTCY 770

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 Course Title: Practicum and Seminar for Reading Specialists I	**Proposed Course Title:** Practicum and Seminar for Reading Specialists
Current Prerequisite(s): LTCY 600, 607, 635, 644, 698, 701, 702, 705	**Proposed Prerequisite(s):** LTCY 600, 607, 635, 644, 698, 701
Current Catalog Description: Supervised experience working with K-12, students who experience difficulty with reading/writing. Assessment techniques such as observation, surveys, interviews, conferences with families, formal and informal testing are used to determine student's instructional needs. An intervention plan for improving student's reading/writing is developed and implemented. Meeting the needs of students in inclusive classrooms is stressed. Candidates maintain records of student's progress and develop a case report for professionals. A teacher work sample is developed. Candidates display leadership skills, engage in reflective practice, and demonstrate dispositions characteristic of professional literacy educators. Supervision is provided by faculty with Reading Specialist certification.	**Proposed Catalog Description:** Supervised experience teaching PK-12 students who experience difficulty with reading/writing. Assessment techniques such as observation, surveys, interviews, conferences with families, formal and informal testing are used to determine student's instructional needs. An intervention plan for improving reading/writing is developed and implemented. Meeting the needs of diverse students in inclusive classrooms is stressed. Candidates maintain records of student progress. Candidates review research-based interventions, display leadership skills, engage in reflective practice, and demonstrate dispositions characteristic of professional literacy educators. Supervision is provided by faculty with experience as a Reading/Literacy Specialist.

Appendix C
Academic Affairs Committee
Co-Chairs Dugan and Wachter

FOR ACTION:

TEMPORARY MODIFICATION TO GRADING AND RELATED POLICIES (SPRING 2020 SEMESTER)

In response to the extraordinary circumstances of this semester and following consultations with Student Government Association and the IUP leadership teams, the Senate Academic Committee proposes the following temporary modification to grading and other policies for the Spring 2020 term:

Pass-Fail Grading Option

Effective immediately, undergraduate and graduate students will have the option to convert Spring 2020 courses to pass-fail grading for this semester.

The decision to allow grading flexibility is a direct acknowledgement of this unprecedented situation. IUP expects our remote courses to maintain the highest quality instruction possible and expects students to continue to seek the most from their courses. Advisors are ready to assist students in determining what is in their best interest in the short- and long-term.

For the Spring 2020 term, this policy modification supersedes the following restrictions or exclusions in the existing Pass-Fail Policy: (1) the number of credits that can be taken on a pass-fail basis through the student's university career, (2) the number of pass-fail credits that can be earned in a given semester, (3) the exclusion of freshman-level students, and (4) the exclusion of courses that count as part of a student's Liberal Studies requirements and/or major and minor program requirements. All other elements of the existing Pass-Fail Policy remain in effect.

Specifics of this temporary policy modification are as follows:

- Courses will not automatically be moved to a pass-fail grading. This is something that students must individually decide to request.
- All courses for which passing (P) grades have been assigned will count toward degree requirements.
- The deadline for faculty to submit Spring 2020 semester grades is May 13, 2020. Students will have until **May 20, 2020** to submit requests for Spring 2020 semester courses they want to convert to pass-fail grading. Specifics on the mechanism as to how students are to do this will be posted on the Registrar's website and widely communicated to students, faculty and staff.
- Once the request has been submitted, this pass-fail option may not be reversed.
- There is no limit on the number of the student's Spring 2020 courses for which pass-fail grades may be awarded. The student can make the decision on a course-by-course basis.
- At the undergraduate level, all grades of D or better in courses that have been elected by the student for pass-fail grading will convert to P. However, this would not apply to courses in certain IUP programs (to be identified by the dean of their college) that require

their students to earn a C or better to progress in the program. In these cases, C or better grades will convert to P, and D and F grades will remain on the transcript.

- At the graduate level, all grades of C or better in courses that have been elected by the student for pass-fail grading will convert to a P.
- If a student fails a pass-fail course, the student will receive an F or N (non-participation failure) grade which will then be used in calculating the student's grade point average.
- **Important note:** Students need to be aware that the conversion of courses to pass-fail may affect their eligibility for financial aid (PHEAA, for example, has specific requirements related to the student's demonstration of significant academic progress in its review of the student's letter grades); scholarships; compliance with accreditation standards, their ability to transfer credits to another academic institution, their chances of being accepted into a post-graduate institution, or their ability to repeat the course. **It is strongly recommended that students talk to their advisors and/or department chairpersons about the potential ramifications of pass-fail grading**.

Extension of Individual Course and Total Semester Withdrawal Deadlines

- Deadline for individual course withdrawal has been extended by two weeks to **April 20, 2020**.
- Deadline for total semester withdrawal has been extended by two weeks to **April 27, 2020**.

Extension of Converting Incomplete (I) Designations to Letter Grades

- Deadline for faculty to convert incomplete (I) designations that were due for conversion in the Spring 2020 term has been moved to **August 2020**.
- This extension permits students extra time to complete work associated with an incomplete designation that was due for letter grade conversion at the end of the Spring 2020 semester.
- Given the current extraordinary situation, it is recommended that faculty be flexible in the use of incomplete designation policy for this term.

Probation

- Given the current extraordinary situation, deans and their designees will apply a liberal policy for managing students on academic probation (e.g., providing students an additional semester to increase their GPA).

FOR ACTION:

CURRENT POLICY

Night Exam Policy

All tests, examinations, and quizzes should normally be administered during the prescribed course hours. Deviations to allow night exams for valid educational reasons, within the guidelines listed below, must be approved by the department and the dean. This policy does not include final exams. For more information on final exams, refer to the final exam policy.

Guidelines

1. Night exams can only be scheduled on Monday through Thursday evenings within the 6:00-10:00 p.m. time period.
2. Appropriate physical facilities must be arranged in advance without encroachment upon other authorized university functions.
3. If night exams are to be given, the day of the week on which they will be given must be listed in the course schedule on MyIUP before registration.
4. No night exam can take precedence over a regularly scheduled class.
5. Arrangements for nonpunitive makeup exams at a mutually agreeable time must be available for students who cannot attend the night exam.
6. For each hour of night exams, an hour of regularly scheduled class time will be canceled. Such cancellations are prohibited for two class days immediately preceding or immediately following holiday and/or vacation periods and/or semester terminations, as published in the academic calendar.

REVISED POLICY

Policy for Holding Exams Outside the Prescribed Course Times

Tests, examinations, and quizzes (assessments) should normally be administered during the prescribed course times.

However, for instructors who choose to administer assessments outside the prescribed course times, the following apply:

1. For on-line tests, examinations, and quizzes (assessments):
    a. The instructor shall inform students in the course syllabus that on-line assessments are required outside the prescribed course times. The instructor shall provide students with as much information as possible regarding window of access to and time to complete these assessments. If an assessment format or timing change occurs at some point in the semester, students shall be provided ample notice.
    b. Reasonable windows for accessing (e.g., at least 24 hours) and completing on-line assessments shall be provided to students. For instance, instructors should avoid providing access to the assessments only late at night and only on weekends.
    c. Arrangements for non-punitive makeup assessments must be available for students with valid reasons (e.g., medical, work schedule) for not being able to complete the on-line assessments during the prescribed time window.

2. For tests, examinations, and quizzes (assessments) scheduled outside prescribed course times where the physical presence of the student is required (on-campus or at another location):
    a. Instructors shall obtain their dean's approval for including the requirement that students need to be physically present for assessments outside the designated course times.
    b. The requirement shall be listed in the course schedule on MyIUP before registration begins.
    c. The requirement shall also be included in the course syllabus. The instructor shall provide students with as much information as possible regarding dates and times. If an assessment format or timing change occurs at some point in the semester, students shall be provided ample notice.
    d. Assessments can only be scheduled on Monday through Thursday from 8 a.m. to 10 p.m. and Friday from 8 a.m. to 4 p.m.
    e. Appropriate physical facilities must be arranged in advance without encroachment upon other authorized university functions.
    f. Assessments cannot take precedence over another regularly scheduled class for the student.
    g. Arrangements for non-punitive makeup assessments must be available for students with valid reasons (e.g., medical, work schedule) for not being able to physically attend the assessment during the prescribed time window.
    h. For each hour of assessment conducted outside of regularly scheduled class time, an hour of regularly scheduled class time will be cancelled.

RATIONALE

This policy was reviewed at the request of associate deans who had been made aware of some failures to follow the policy and who also noted the absence of any information about distance education courses, and some concerns about the enactment of DE exam/assessment policies that violated the spirit and intent of the night exam policy. The committee spent considerable time in review, discussion and collecting information and decided ultimately that the Policy should be renamed and split into two components, reflecting both situations and employing components of the notification required by the original night exam policy in both policies.