

# University Senate

Tuesday, November 3, 2020

3:30pm – 5:00pm, Zoom

## Approval of Order

- A. Approval of minutes from October 6, 2020 meeting
- B. Approval of current agenda items and order

## Reports and Announcements

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

**Appendix Page(s)**

## Standing Committee Reports

## Chairperson

- |   |                |   |       |
|---|----------------|---|-------|
| A. Rules Committee                                    | Smith-Sherwood |   |       |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Fair  | A | 2-41  |
| C. University-Wide Graduate Committee                 | Moore/Gossett  | B | 42-46 |
| D. University Development and Finance Committee       | Mount          |   |       |
| E. Academic Affairs Committee                         | Dugan/Wachter  | C | 47-51 |
| F. Awards Committee                                   | Paul           |   |       |
| G. Noncredit Committee                                | O'Neil         | D | 52    |
| H. Library and Education Services Committee           | Chadwick       |   |       |
| I. Research Committee                                 | Marin          |   |       |
| J. Student Affairs Committee                          | Erwin          |   |       |

## Senate Representative Reports

## Representative

- |   |        |   |       |
|---|--------|---|-------|
| A. University Planning Council                  | Moore  |   |       |
| B. Presidential Athletic Advisory Council       | Castle | E | 53-54 |
| C. Academic Computing Policy Advisory Committee | Ford   | F | 55    |
| D. University Budget Advisory Committee         | Soni   |   |       |

## New Business

- |                             |  |   |       |
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| A. Letter to the Chancellor |  | G | 56-59 |
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## Adjournment



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

**FOR INFORMATION:**

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

- **BIOL 425 Herpetology**
- **CHEM 450 Industrial Chemistry**
- **COMM 206 History and Theory of Making Games**
- **EDEX 369 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury**
- **EDEX 378 Education of Persons with Intellectual Disabilities/Developmental Disabilities and Physical/Multiple Disabilities**
- **ENGL 314 Speech and Communication in the Secondary English Classroom**
- **FDNT 355 Medical Nutrition Therapy I**
- **FDNT 481 - Advanced Human Metabolism: Macronutrients is now FDNT 459**
- **IFMG 352 Lan Design and Illustration**
- **LDSP 461 Leadership Capstone**
- **MATH 412 Multivariate Data Analysis**
- **PSYC 314 Child and Adolescent Psychopathology**
- **PSYC 331 Environmental Psychology**
- **PSYC 378 Psychology of Death and Dying**
- **SCI 102 Fundamentals of Chemistry**

**FOR ACTION:**

**1. Department of English—Course Revisions, Catalog Description Changes, and Modification of Prerequisites**

**i. Current Catalog Description:**

**ENGL 225 – Introduction to Literature by Women**

**Class Hours: 3**

**Lab/Discussion: 0**

**Credits: 3**

**Prerequisites: ENGL 121 or ENGL 122 and ENGL 202**

Major trends and motifs across genres (fiction, nonfiction, poetry, autobiography) that reflect themes and subjects of continuing interest to women writers. The intersection of genre with race, ethnicity, and social class is of particular significance.



**Proposed Catalog Description:**  
**ENGL 225 – Introduction to Literature by Women**

**Class Hours:** 3  
**Lab/Discussion:** 0  
**Credits:** 3

**Prerequisites:** ENGL 101

Major trends and motifs across genres (fiction, nonfiction, poetry, memoir) that reflect themes and subjects of continuing interest to women writers. The intersection of gender and genre with race, ethnicity, and social class is of particular significance.

**Rationale:** This course is being revised to meet Liberal Studies EUSLOs for a Knowledge Area: Literature course.

**ii. Current Catalog Description:**

**ENGL 314 – Speech and Communication in the Secondary English Classroom**

**Class Hours:** 3  
**Lab/Discussion:** 0  
**Credits:** 3

**Prerequisites:** ENGL 122, ENGL 202

Offers practical and theoretical approaches to relationships between oral and written communication. Performance based (involving a variety of communication activities) and knowledge based (involving study of research on language arts relationships). Emphasizes integration of the four language arts for improving teachers' own communication skills as well as those of their students.

**Proposed Catalog Description:**

**ENGL 314 – Speech and Communication in the Secondary English Classroom**

**Class Hours:** 3  
**Lab/Discussion:** 0  
**Credits:** 3

**Prerequisites:** ENGL 122

Offers practical and theoretical approaches to relationships between oral and written communication. Performance based (involving a variety of communication activities) and knowledge based (involving study of research on language arts relationships). Emphasizes integration of the four language arts as well as technology for improving teachers' own communication skills as well as those of their students.

**Rationale:** The English Education program would like to add DE options to this course, specifically multi-modal and Zoom. Although the original rationale for this course remains the same, we would also like to update it to better reflect current issues related to speech and communication in the English language arts classroom. We are also removing the ENGL 202 prerequisite, as this course is often taken by second semester sophomores.



## 2. Department of Geoscience—Course Revisions, Course Prefix Changes, Course Number Change, Modification of Prerequisites, Program Catalog Description Change, and Program Revision

### a. Course Revision, Course Prefix and Number Change, and Modification of Prerequisites

#### Current Catalog Description:

#### GEOS 201 – Foundations of Geology

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** Geoscience majors/minors, social studies education majors/minors, anthropology, geography, and regional planning majors, or instructor permission.

An introduction to the geological sciences, including the study of the Earth's interior; plate tectonics; minerals and crystallography; igneous, sedimentary, and metamorphic rocks and their cycling; geologic time; crustal deformation and earthquakes. Laboratory exercises will emphasize hand-on learning of basic geology skills including mineral and rock identification, understanding the geometry of subsurface geologic structures, and topographic and geologic map reading.

#### Proposed Catalog Description:

#### GEOS 200 - Foundations of Geology

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** Geoscience majors/minors, environmental engineering, energy management, anthropology, geography, and regional planning majors, biology majors (all tracks), or instructor permission.

Introduces the geological sciences, including the study of the Earth's interior; plate tectonics; minerals and crystallography; igneous, sedimentary, and metamorphic rocks and their cycling; geologic time; crustal deformation and. Laboratory exercises will emphasize hand-on learning of basic geology skills including mineral and rock identification, understanding the geometry of subsurface geologic structures, and topographic and geologic map reading. (Also offered as ENVE 200. These courses may be substituted for each other and be used interchangeably for D/F repeats but may not be counted for duplicate credit.)

**Rationale:** GEOS 200 Foundations of Geology will be cross-listed with ENVE 200 (GEOS/ENVE 200). GEOS 200 contains content relevant for ENVE majors and is currently a required course for both Environment Engineering and Geoscience degrees. Because GEOS 200 contains content required for accreditation of the ENVE program, we are requesting a course numbering change to allow cross-listing this course for both programs. Listing the course as ENVE is required for accreditation purposes. No course content will change and the course will continue to be taught by Geoscience faculty. The prerequisites for GEOS 200 are being revised to remove typographic errors and add Environmental Engineering majors and Management majors, who



currently are given overrides to take the course. GEOS 200 is also 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.

## **b. Course Revision, Course Prefix Change, and Modification of Prerequisites**

### **Catalog Description:**

#### **GEOS 312 – Hydrogeology**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

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

An overview of groundwater geology, including flow equations, aquifer flow equation, aquifer parameter testing, groundwater sampling techniques, and remediation of groundwater pollution. Labs emphasize graphical and analytical solutions as well as computer modeling of groundwater flow systems.

### **Proposed Catalog Descriptions:**

#### **GEOS 312 – Hydrogeology**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisite:** Grade of "C" or better in **GEOS 200**

An overview of groundwater geology, including flow equations, aquifer flow equation, aquifer parameter testing, groundwater sampling techniques, and remediation of groundwater pollution. Labs emphasize graphical and analytical solutions as well as computer modeling of groundwater flow systems. (Also offered as ENVE 312. These courses may be substituted for each other and be used interchangeably for D/F repeats but may not be counted for duplicate credit.)

#### **ENVE 312 – Hydrogeology**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisite:** Grade of "C" or better in **GEOS 200**

An overview of groundwater geology, including flow equations, aquifer flow equation, aquifer parameter testing, groundwater sampling techniques, and remediation of groundwater pollution. Labs emphasize graphical and analytical solutions as well as computer modeling of groundwater flow systems. (Also offered as GEOS 312. These courses may be substituted for each other and be used interchangeably for D/F repeats but may not be counted for duplicate credit.)

**Rationale:** Experience in teaching GEOS 312 indicates that calculus is not a necessary for this



particular course, so MATH 121 or 125 are removed are prerequisites. This change does not alter the MATH courses required for Geoscience programs. GEOS 202 has been eliminated from the Department's courses, so it does not need to be listed as a prerequisite. GEOS 201 has been renumbered to be 200. GEOS 312 will be cross-listed as GEOS/ENVE 312. GEOS 312 contains content relevant for ENVE and accreditation of the ENVE program. Therefore, we are requesting a course prefix change to allow cross-listing this course for both programs. No course content will change and the course will continue to be taught by Geoscience faculty.

### c. Program Catalog Description Change:

#### Current Program Catalog Description:

##### Geology, BS

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

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

#### Proposed Catalog Description:

##### Geology, BS

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



offers several regional geology field workshops, which take place in Newfoundland, Colorado, Florida, and the American Southwest.

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

Completion of the Certificate in Secondary Science Teaching in addition to the BS in Geology prepares students to become certified middle- and high-school teachers in Pennsylvania and other states. Earth and space science teachers in grades 7 to 12 teach subjects that require a broad and solid foundation in the geosciences and astronomy, as well as the cognate sciences and mathematics. Courses in the foundations of education and pedagogy complement the subject matter studies. Students create and present lessons, first in their courses and then in school classrooms, culminating in the student teaching experience in the final semester.

#### d. Program Revision:

##### Current Program:

##### Geology, BS

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 44-46  
**Natural Science:** CHEM 111-112 or CHEM 113-114  
**Mathematics:** MATH 121 or MATH 125  
**Liberal Studies Electives:** MATH 122 or MATH 126 (3-4cr)

##### Major:

##### Required Courses:

GEOS 201 - Foundations of Geology **Credits: 4**  
 GEOS 203 - Surficial Processes **Credits: 4**  
 GEOS 204 - Historical Geology **Credits: 4**  
 GEOS 301 - Mineralogy **Credits: 4**  
 GEOS 302 - Structural Geology **Credits: 4**  
 1 Field Workshop: GEOS 303, GEOS 401-402, 403-404, 405-406, 407-408, 490 (1) **Credits: 4**  
 GEOS 470 - Research Planning **Credits: 2**  
 GEOS 475 - Data Interpretation **Credits: 2**  
 GEOS 480 - Senior Research **Credits: 2**

##### Ancillary Sciences:

Two of the following:  
 PHYS 111 or PHYS 131 **Credits: 3**  
 PHYS 112 or PHYS 132 **Credits: 3**  
 MATH 216 or MATH 217 **Credits: 3**

##### Controlled Electives (2) **Credits: 22**

One 100-level GEOS course (3)  
 Any 300-level GEOS course(s)  
 Any 400-level GEOS course(s)  
 Students interested in pursuing a more generalized career in Geology or considering graduate school are encouraged to take three from the following:  
 GEOS 323 - Geophysics  
 GEOS 345 - Igneous and Metamorphic Petrology  
 GEOS 352 - Stratigraphy  
 GEOS 353 - Paleontology  
 GEOS 355 - Sedimentology  
 GEOS 362 - Plate Tectonics  
 GEOS 481 - Special Topics (with departmental approval)

##### Proposed Program:

##### Geology, BS

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: (1) 44-46  
**Natural Science:** CHEM 111-112 or CHEM 113-114  
**Mathematics:** MATH 121 or MATH 125  
**Liberal Studies Electives:** MATH 122 or MATH 126 (3-4cr) (1)

##### Major:

##### Required Courses:

GEOS 200 - Foundations of Geology **Credits: 4**  
 GEOS 203 - Surficial Processes **Credits: 4**  
 GEOS 204 - Historical Geology **Credits: 4**  
 GEOS 301 - Mineralogy **Credits: 4**  
 GEOS 302 - Structural Geology (1) **Credits: 4**  
 1 Field Workshop: GEOS 303, GEOS 401-402, 403-404, 405-406, 407-408, 490 (1) **Credits: 4**  
 GEOS 470 - Research Planning **Credits: 2**  
 GEOS 475 - Data Interpretation **Credits: 2**  
 GEOS 480 - Senior Research **Credits: 2**

##### Ancillary Sciences

Two of the following:  
 PHYS 111 or PHYS 131 **Credits: 3**  
 PHYS 112 or PHYS 132 **Credits: 3**  
 MATH 216 or MATH 217 **Credits: 3**

##### Controlled Electives (1, 3) **Credits: 22**

One 100-level GEOS course (4)  
 Any 300-level GEOS course(s)  
 Any 400-level GEOS course(s)  
 Students interested in pursuing a more generalized career in Geology or considering graduate school are encouraged to take three from the following:  
 GEOS 323 - Geophysics  
 GEOS 345 - Igneous and Metamorphic Petrology  
 GEOS 352 - Stratigraphy  
 GEOS 353 - Paleontology  
 GEOS 355 - Sedimentology  
 GEOS 362 - Plate Tectonics  
 GEOS 481 - Special Topics (with departmental approval)





Students interested in Environmental Geosciences are encouraged to take three from the following:  
 GEOS 310 - Environmental Geology  
 GEOS 311 - Geochemistry  
 GEOS 312 - Hydrogeology  
 GEOS 323 - Geophysics  
 GEOS 352 - Stratigraphy  
 GEOS 356 - Coastal Processes and Geology  
 GEOS 481 - Special Topics (with departmental approval)

Students interested in careers in Energy are encouraged to take three from the following:  
 GEOS 323 - Geophysics  
 GEOS 324 - Geology of Oil and Gas  
 GEOS 352 - Stratigraphy  
 GEOS 353 - Paleontology  
 GEOS 355 - Sedimentology  
 GEOS 481 - Special Topics (with departmental approval)

Foreign Language Intermediate Level  
 BIOL 201, 202, 221  
 CHEM 231, 232, 325, 326, 341  
 ENVE 101  
 GEOG 314, 316, 335, 341, 343, 415, 419  
 IFMG 390  
 MATH 216 or 217 (4), 341  
 PHYS 121 or 141, 122 or 142, 342  
 COSC 110, 210, 310, 341, 362  
 COSC/MATH 343

**Free Electives:** Credits: 16-18

**Total Degree Requirements:** 120

- (1) Up to 4cr of a summer field camp, internship, field research study, or independent study, all of which must be approved by the department, may substitute for GEOS 303 Field Geology or a Geoscience Field Workshop.
- (2) No more than 12cr of Controlled Electives may be fulfilled by non-GEOS classes. Only one Geoscience Field Workshop (including prerequisite 1cr Seminar) may be applied toward controlled electives. Six credits of foreign language may count toward controlled electives provided intermediate level is successfully obtained.
- (3) When taken before declaring the major or when specifically recommended during freshmen orientation/transfer advising for students who must take preparatory math courses before enrolling in GEOS 201 and 202.
- (4) Cannot be counted as a controlled elective if MATH 216 is applied toward ancillary science requirements.

Students interested in Environmental Geosciences are encouraged to take three from the following:  
 GEOS 310 - Environmental Geology  
 GEOS 311 - Geochemistry  
 GEOS 312 - Hydrogeology  
 GEOS 323 - Geophysics  
 GEOS 352 - Stratigraphy  
 GEOS 356 - Coastal Processes and Geology  
 GEOS 481 - Special Topics (with departmental approval)

Students interested in careers in Energy are encouraged to take three from the following:  
 GEOS 323 - Geophysics  
 GEOS 324 - Geology of Oil and Gas  
 GEOS 352 - Stratigraphy  
 GEOS 353 - Paleontology  
 GEOS 355 - Sedimentology  
 GEOS 481 - Special Topics (with departmental approval)

Students interested in becoming certified classroom teachers (Earth and Space science grades 7-12) are encouraged to take three from the following:  
 GEOS 203 - Surficial Processes (1)  
 GEOS 341 - Planetary Geology  
 GEOS 342 - Stellar Astronomy  
 GEOS 353 - Paleontology  
 GEOS 370 - Oceanography  
 GEOS 371 - Meteorology  
 BIOL 201 - Principles of Ecology and Evolution

Foreign Language Intermediate Level  
 BIOL 201, 202, 221  
 CHEM 231, 232, 325, 326, 341  
 ENVE 101  
 GEOG 314, 316, 335, 341, 343, 415, 419  
 IFMG 390  
 MATH 216 or 217 (5), 341  
 PHYS 121 or 141, 122 or 142, 342  
 COSC 110, 210, 310, 341, 362  
 COSC/MATH 343

**Free Electives:** Credits: 16-18

**Total Degree Requirements:** 120

- (1) Students in Teacher Education use the above program, but with the following specifications: a) Liberal Studies social science: PSYC 101; b) EDSP 102 for Liberal Studies elective instead of MATH 122 or 126; c) EDUC 451 (Teaching Science in the Secondary School) instead of GEOS 302; d) EDUC 441 (Student Teaching) may be counted for 9cr of Controlled Electives; e) completion of Certificate in Secondary Science Education.
- (2) Up to 4cr of a summer field camp, internship, field research study, or independent study, all of which must be approved by the department, may substitute for GEOS 303 Field Geology or a Geoscience Field Workshop.
- (3) No more than 12cr of Controlled Electives may be fulfilled by non-GEOS classes. Only one Geoscience Field Workshop (including prerequisite 1cr Seminar) may be applied toward controlled electives. Six credits of foreign language may count toward controlled electives provided intermediate level is successfully obtained.
- (4) When taken before declaring the major or when specifically recommended during freshmen orientation/transfer advising for students who must take preparatory math courses before enrolling in GEOS 200.
- (5) Cannot be counted as a controlled elective if MATH 216 is applied toward ancillary science requirements.

**Rationale:** B.S. in Geology program is being revised to incorporate the Earth and space science education program. Declining enrollments in science education programs, including Earth and space science, require more efficient use of faculty time and university resources to continue to offer grade 7-12 certification as an Earth and Space Science teacher. Under the proposed revision, students desiring certification will complete coursework for the B.S. in Geology with specified course





substitutions. The existing B.S.Ed. in Earth and space science will be placed in moratorium until current students complete their degrees and then deleted.

The proposed degree program reorganization also involves the creation of a Certificate in Secondary Science Education, which would include all of the education courses necessary for Pennsylvania certification in the respective secondary (grades 7-12) science discipline. This certificate will be shared among all four secondary science education programs at IUP (biology, chemistry, Earth and space science, and physics). The certificate will cover both the upper level education courses required for certification (like EDUC 451 and EDUC 441) that will be counted as substitutes for upper level content courses in the BS as well as the lower level education courses that will be taken by students as free electives. Grouping all of these courses together into this certificate will make it clear which courses students need to take if they want to pursue certification, helping with advising and course enrollment. In addition, since the main degree program is losing the word “Education”, the certificate provides a marketable replacement involving “Education” to help attract applicants interested in science education. Creation of the Certificate in Secondary Science Education for all four science education programs is the focus of a separate proposal.

While specified content courses now in the B.S.Ed. degree program are reduced, the geology preparation is even stronger than before, including the field workshop that has long been a recommended elective. Future teachers will also gain the experience of doing a research project and presenting it in GEOS 470-475-480. This new program will be more flexible, allowing students that want strong science background to also prepare to teach.

### **3. Department of Physics—Course Revisions, Course Title Change, and Modification of Prerequisites**

#### **i. Course Revision and Catalog Description Change**

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

##### **PHYS 101 – Energy and Our Environment**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** None

An overview of the areas of energy, transportation, and pollution. These topics are approached via the relevant concepts of physical science and physics. This is a non-laboratory course for Liberal Studies requirements.

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

##### **PHYS 101 – Energy and Our Environment**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** None



Examines the areas of energy, transportation, and pollution using the relevant concepts of physical science and physics. This is a non-laboratory course for Liberal Studies requirements.

**Rationale:** The course learning objectives are being mapped to the Undergraduate Student Learning Objectives. We are also removing one of the Student Learning Objectives. However, the content is not changing.

**ii. Course Revision:**

**Current Catalog Description:**

**PHYS 105 – The Physics of Light and Sound**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** None

The study of light and sound as applied in the production of objects of art and the production of music. Includes the study of vision, light in nature, photography, and artistic media and the study of hearing, musical sound, musical instruments, and room acoustics. A non-laboratory course for Liberal Studies requirements.

**Proposed Catalog Description:**

**PHYS 105 – The Physics of Light and Sound**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** None

The study of light and sound as applied in the production of objects of art and the production of music. Includes the study of vision, light in nature, photography, and artistic media and the study of hearing, musical sound, musical instruments, and room acoustics. A non-laboratory course for Liberal Studies requirements.

**Rationale:** We are revising this course to map the course objectives to the EUSLOs and including an assessment for data collection. In this process, we will combine some of the SLO's to reduce the number from eight to four.

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

**Current Catalog Description:**

**PHYS 111 – Physics I Lecture**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3



**Prerequisites:** Elementary algebra and trigonometry  
General college physics; mechanics, wave motion, and sound.

**Proposed Catalog Description:**

**PHYS 111 – Physics I Lecture**

**Class Hours:** 3  
**Lab/Discussion:** 0  
**Credits:** 3

**Prerequisites:** MATH 105 or appropriate mathematics placement test score  
Explores matter and energy. Uses algebra and trigonometry to examine the foundational principles of physics. Examines linear and rotational motion, energy, work, and momentum. Application of Newton's laws of motion is a critical component of this course. Investigates oscillations, waves, fluids, and heat.

**Rationale:** This course is being revised to update the EUSLOs and add assessment categories for Liberal Studies. The prerequisite of MATH 105 or better is being added. This is not a true new prerequisite; the current prerequisite says, " algebra and trigonometry". However, this is not enforceable. We will state that MATH 105 is a prerequisite since that course contains those topics. This course is required of all programs that require PHYS 111, so it will not increase the credit count for those programs.

**iv. Course Revision:**

**Current Catalog Description:**

**PHYS 112 – Physics II Lecture**

**Class Hours:** 3  
**Lab/Discussion:** 0  
**Credits:** 3

**Prerequisites:** PHYS 111  
Electricity and magnetism, heat, light, atomic and nuclear physics, and an elementary introduction to relativity and quantum theory.

**Proposed Catalog Description:**

**PHYS 112 – Physics II Lecture**

**Class Hours:** 3  
**Lab/Discussion:** 0  
**Credits:** 3

**Prerequisites:** PHYS 111  
Electricity and magnetism, heat, light, atomic and nuclear physics, and an elementary introduction to relativity and quantum theory.



**Rationale:** This course is being revised to update the EUSLOs and add assessment categories for Liberal Studies.

**v. Course Revision:**

**Current and Proposed Catalog Description:**

**PHYS 121 – Physics I Laboratory**

**Class Hours:** 0

**Lab/Discussion:** 3

**Credits:** 1

**Prerequisite or Corequisite:** PHYS 111

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

**Rationale:** This course is being revised to update the EUSLOs and add assessment categories for Liberal Studies. The course content is unchanged.

**vi. Course Revision:**

**Current and Proposed Catalog Description:**

**PHYS 122 – Physics II Laboratory**

**Class Hours:** 0

**Lab/Discussion:** 3

**Credits:** 1

**Prerequisite or Corequisite:** PHYS 112

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

**Rationale:** This course is being revised to update the EUSLOs and add assessment categories for Liberal Studies. The course content is unchanged.

**vii. Course Revision:**

**Current and Proposed Catalog Description:**

**PHYS 151 – Medical Physics Lecture**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** None

Development of concepts and principles of physics with a strong emphasis as to their use and application in medical and other biophysical areas.

**Rationale:** This course is being revised to update the EUSLOs and add assessment categories for



Liberal Studies. We are also combining the Student learning objectives from eight to five.

**viii. Course Revision:**

**Current and Proposed Catalog Description:**

**PHYS 161 – Medical Physics Lab**

**Class Hours:** 0

**Lab/Discussion:** 3

**Credits:** 1

**Corequisite: PHYS 151**

Experiments dealing with applications of physical principles to the field of medicine. Practical experience with use of electronic equipment, chart recorders, etc., of type found in modern-day medicine are introduced.

**Rationale:** This course is being revised to update the EUSLOs and add assessment categories for Liberal Studies. The course content is unchanged.

**ix. Course Revision and Modification of Prerequisites:**

**Current Catalog Description:**

**SCI 101 – Fundamentals of Physics**

**Class Hours:** 2

**Lab/Discussion:** 2

**Credits:** 2.5

**Prerequisites:** Early Childhood Education or Early Childhood Education or Early childhood education/special education major or instructor permission

A conceptual course in physics for the non-science major. High school physics is not a prerequisite. Class and lab presentations concentrate upon dispelling naive concepts and developing a better understanding and appreciation of the physical world. The topics of motion, heat, light, sound, electricity, magnetism, and the atom are presented in context with our everyday experiences. Does not fulfill the Liberal Studies requirement except for majors in early childhood education or special education or early childhood education/special education major.

**Proposed Catalog Description**

**SCI 101 – Fundamentals of Physics**

**Class Hours:** 2

**Lab/Discussion:** 2

**Credits:** 2.5

**Prerequisites:** Early Childhood Education or Special Education or Early Childhood Education/Special Education major or instructor permission

A conceptual course in physics for the non-science major. High school physics is not a prerequisite. Class and lab presentations concentrate upon dispelling naive concepts and developing a better



understanding and appreciation of the physical world. The topics of motion, heat, light, sound, electricity, magnetism, and the atom are presented in context with our everyday experiences. Does not fulfill the Liberal Studies requirement except for majors in early childhood education or special education or early childhood education/special education major.

**Rationale:** This course is being revised in order to align the course student learning outcomes (SLO's) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the liberal studies program. The proposal also describes the methods by which the SLO's are assessed. Lastly, the prerequisites are written incorrectly in the catalog; Early Childhood Education is in there twice.

#### x. Course Revision and Course Title Change

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

##### **SCI 105 – Physical Science I**

**Class Hours:** 3

**Lab/Discussion:** 2

**Credits:** 4

**Prerequisite:** None

A descriptive and conceptual course in physics for the non-science major. High school physics is not a Prerequisite. Content is designed to develop an understanding and appreciation of the physical world around us, to produce changes in attitude and background essential for our modern society, and to clarify the following topics: motion, heat, sound, light, electricity, magnetism, and the structure of matter.

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

##### **SCI 105 – Physical Science**

**Class Hours:** 3

**Lab/Discussion:** 2

**Credits:** 4

**Prerequisite:** None

A descriptive and conceptual course in physics for the non-science major. High school physics is not a prerequisite. Content is designed to develop an understanding and appreciation of the physical world around us, to produce changes in attitude and background essential for our modern society, and to clarify the following topics: motion, heat, sound, light, electricity, magnetism, and the structure of matter.

**Rationale:** We are revising this course to map the course objectives to the EUSLOs and including an assessment for data collection. We are also dropping the 1 after the name. There is no more "Physical Science II."

#### **4. Department of Communications Media—Course Revision, Catalog Description Change, Course Title Change, and Dual Listing**



## a. Course Revision, Catalog Description Change, and Course Title Change

### Current Catalog Description

#### COMM 249 – Basic Audio Recording Techniques

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisite:** COMM 101 or JRNL 105, communications media major or minor, popular music studies certificate, audio production certificate, or digital history certificate enrollment or permission.

Theory and practice of recording sound, developing an understanding of the language of sound recording as well as the ability to make sound recordings. Offers exposure to recording for various media including radio, music, motion pictures, television, and multimedia production. Material also appropriate for teachers who wish to make use of audio recording in the classroom. Provides hands-on experience through labs and projects to be completed outside of class.

### Proposed Catalog Description:

#### COMM 249 – Basic Audio Production

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisite:** COMM 101 or JRNL 105, communications media major or minor, popular music studies certificate, audio production certificate, or digital history certificate enrollment or permission.

Theory and practice of audio production, developing an understanding of the techniques of audio recording as well as the ability to make sound recordings. Addresses recording and mixing techniques and the use of audio software. Offers exposure to recording for various media. Provides hands-on experience through labs and projects to be completed outside of class.

**Rationale:** With the shift to digital, the post-production phase of mixing and editing has become a much more important and time-intensive part of the project. The recording phase is still critical but post-production is now a much bigger piece – in many cases, the largest piece – of the process.

## b. Dual List

#### COMM 477 plus 577 – Freelancing and Entrepreneurship in Media

**Rationale:** The graduate and undergraduate courses will share the same goal of learning how to become freelance media professionals. In addition to learning about the field and the necessary marketing and official documents, graduate students will be completing research regarding the field. In a class such as this, putting students with different backgrounds, interests, and experiences together adds to the richness of the learning experience. They can share their thoughts and their ideas and their experiences. This sharing can only work to help students become well-rounded entrepreneurs. The media freelancing field is broad, and students often have some experience.





Some students may have already started doing freelancing work and have experiences to share. Our graduate students may currently already be working in the field and can offer a different perspective to undergraduate students who are still finishing their first degree. In addition to a variety of experiences, students can also have varied experiences with different media. So, some photographers, videographers, etc. The main reason for dual-listing this class, like any other, is because students learn from each other and this gives us the opportunity to offer students, both graduate and undergraduate, a rich learning experience.

**5. Department of Professional Studies in Education—Program Revision and Program Catalog Description Change**

**a. Program Catalog Description Change**

**Current Catalog Description**

**Urban Education Certificate**

The 15-18 credit certificate in urban education prepares education majors for teaching in urban school districts, especially in low-income communities with high minority enrollments, where the need for high-quality teachers is great. Course work and field experiences emphasize the historical, economic, political, and socioeconomic contexts of urban schools and seek to develop within future teachers the skills, knowledge base, and dispositions for working with students whose backgrounds and life experiences may differ from their own.

**Proposed Catalog Description:**

**Urban Education Certificate**

The 16-18 credit certificate in urban education prepares education majors for teaching in urban school districts, where the need for high-quality teachers is great. Course work and field experiences emphasize the historical, economic, political, and socioeconomic contexts of urban schools and seek to develop within future teachers the skills, knowledge base, and dispositions for working with students whose backgrounds and life experiences may differ from their own.

**b. Program Revision**

**Current Program:**

**Urban Education Certificate**

**Required Courses: (1, 2, 3)**  
 EDUC 342 - Pre-Student Teaching Clinical II (1) Credits: 1  
 EDUC 441 OR EDUC 421 and EDUC 441 Credits: 9-12  
 FDED 440 - Orientation to Teaching in Urban Centers Credits: 2  
 FDED 441 - Field Experience in Urban Education (2) Credits: 3

(1) Field experience portion of this course must be completed in an urban setting.  
 (2) This course may replace EDUC 242 Pre-Student Teaching Clinical I in some education programs. Others may substitute this for the field experience portion of EDUC 242.

**Proposed Program:**

**Urban Education Certificate**

**Required Courses: (1, 2, 3)**  
 EDUC 342 - Pre-Student Teaching Clinical II (1) Credits: 1  
 EDUC 441 OR EDUC 421 and EDUC 441 OR **EDUC 461 and EDUC 471 (2)** Credits: 10-12  
 FDED 440 - Orientation to Teaching in Urban Centers Credits: 2  
 FDED 441 - Field Experience in Urban Education (3) Credits: 3

(1) Field experience portion of this course must be completed in an urban setting.  
 (2) **Student teaching must be completed in an urban setting. The number of student teaching credits and the course numbers vary in accordance to the requirements of the major.**



(3) Student teaching must be completed in an urban setting. The number of student teaching credits and the course numbers vary in accordance to the requirements of the major.

(3) This course may replace EDUC 242 Pre-Student Teaching Clinical I in some education programs. Others may substitute this for the field experience portion of EDUC 242.

**Rationale:** Two changes are made to the certificate program: i) Addition of EDUC 461 and EDUC 471 – the two student teaching courses required of ECSP majors – to the list of courses that meet the requirements of the certificate program. Because the ECSP-Urban Track has been put in moratorium, ECSP majors who would like to have added specialization in urban education can now choose to complete the Certificate in Urban Education. ii) A change to the number of required hours. All undergraduate student teaching programs require 10-12 credits of student teaching. The 9-2 hours in the original proposal may have been a mistake. This change simply rectifies an error. There is also a slight revision to the catalog description to reflect the proposed change in the number of required hours and to remove what could be perceived as "deficit thinking."

## 6. Department of Theatre, Dance, and Performance—New Courses, Course Deletion, Catalog Description Change, Course Title Change, New Certificate, and Program Revision

### a. New Courses:

#### i. DANC 210 Dance and Somatics

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** none

Investigates movement, emphasizing internal perception including traditional and contemporary techniques based in Conditioning, Psychotherapy, and Spiritual Movement as they apply to dance and health. Pilates Based Exercise, Yoga, Contact Improvisation, Alexander Technique, and Body Work methods will be embodied and analyzed with emphasis placed on safe practices. Open to dancers, actors, athletes and non-dancers of all levels.

**Rationale:** This course is a new core course for Dance Majors and Minors as part of the Dance Program Revision which addresses the progressive area of Dance and Somatics. It is an introduction to Somatics and serves as a starting point for continued investigation in the optional Certificate in Pre-Dance Therapy and Dance Wellness leading to post baccalaureate studies in Dance Therapy and added credentials in the job market.

#### ii. DANC 220 Women and Dance

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** none

Explores gender roles through experiential movement and the embodiment of popular key genres and dances including current trends. An interdisciplinary, multi-perspective, survey of the roles of women and dance from a historical, cultural, and spiritual vantage point followed by reflective writing and discussion. Requires a final performance project.



**Rationale:** This course serves as an introductory course for all Dance Majors, Minors and is open to all university students, and is one of the core courses for the Certificate in Leadership and Women's and Gender Studies as part of the newly revised Dance Program in the Department of Theatre, Dance, and Performance.

**iii. DANC 354 Pedagogy of Ballet I**

**Class Hours:** 3  
**Lab/Discussion:** 0  
**Credits:** 3

**Prerequisites:** DANC 380 or permission by the instructor  
Studies the methods of teaching ballet from a multi-perspective approach from pre-ballet to beginning levels for children and adults. Researches age appropriate ballet exercises, historical ballet perspectives, pedagogical philosophies of ballet, critical analysis of ballet, ballet terminology, five methods of teaching ballet, safe teaching practices, kinesiology, gender, adaptive and current developments.

**Rationale:** This course addresses teaching of ballet in private, educational and professional settings. It fulfills a requirement for the Dance Pedagogy and Research Certificate. This course is a unique offering within the PASSHE system and will give our students a competitive edge in the dance job market.

**b. Course Deletion:**

**THTR 211 – Theatre History and Literature: Classical**

**Rationale:** The Theatre, Dance, and Performance Department seek to revise its history and literature sequence from a 3-course offering (where majors were required to take two of the course offerings) to a 2-course sequence. The three existing courses will be deleted and replaced by the two new courses THTR 214 and THTR 215. This revision will accommodate changing course schedules as well as offer majors and students across the curriculum to fulfill their Liberal Studies Global and Multicultural Awareness requirement.

**c. Catalog Description Change and Course Title Change:**

**Current Catalog Description**

**THTR 486 – Practicum in Performance**

**Class Hours:** Variable  
**Lab/Discussion:** 0  
**Credits:** 0-3

**Prerequisites:** Theatre major standing or instructor permission  
An opportunity with academic credit to make significant contributions to campus productions augmenting theatre course work in the areas of directing, acting, stage management, technical direction, design (sound, set, lights, costumes, makeup), properties, scenic construction and scenic art painting, costume technology, dance, and running crews. Repeatable course required of all theatre majors for a minimum of six semesters.



**Proposed Catalog Description:****THTR 486 – Practicum: Performance, Production, Dramaturgy, or Applied Theatre****Class Hours:** Variable**Lab/Discussion:** 0**Credits:** 0-3**Prerequisites:** none

Develop skills through artistic practice of performance, production, dramaturgy and applied theatre. Engage with faculty led, professionally modeled productions of plays, musicals and dance. Increase competency in acting, directing, stage management, design/technology, dramaturgical research and applied theatre techniques including simulation practices.

**Rationale:** Variable titles through use of subtitles provides clarity and accuracy. Clarity for student expectations, and accurate tracking of attained competencies for accreditation and assessment needs. Removal of prerequisites reduces barriers for cross-disciplinary student engagement and experiential learning in the performing arts. Removal of major graduation requirements appropriately restricts that information to the program requirements portion of the catalog.

**d. New Certificate:****Applied Theatre and Performance Certificate**

The Applied Theatre and Performance Certificate introduces methodology and practice for creating and applying performance within a range of settings and contexts. The certificate program is designed to complement any field of study through the development of four core skills: Creativity, Collaboration, Communication, and Community-building. Students will receive training in Standardized/Simulated Patient simulation performance, Equity/Diversity/Inclusion (EDI) facilitation, Theatre of the Oppressed (TO) practice, and Theatre-in-Education (TIE) methodology.

**Applied Theatre and Performance Certificate**

THTR 261 - Simulation Performance

**Credits:** 3

THTR 361 - Performance of Caring

**Credits:** 3

THTR 362 - Performance for Social Change

**Credits:** 3

THTR 486-081 - Practicum (1)

**Credits:** 3

or

THTR 493 Internship

**Total Certificate Requirements: 12**

(1) Only 1 credit of practicum can be applied in a given semester. A total of 3 semesters of practicum are required unless otherwise approved.

**Rationale:** For today's job market, there is an increased need for skills in interpersonal communication, cultural competency, creativity, and adaptability. This certificate builds on existing initiatives in the Applied Theatre area in the Department of Theatre, Dance, and Performance to meet those needs. The skills embedded in the certificate are applicable to students both within the major and in other disciplines. For students in the major, the certificate offers skills and training in a specific area of theatrical practice that will enhance their major course of study. Students in the



major will be more marketable for a range of jobs having completed this certificate such as employment as a Standardized Patient for a healthcare system. For students in other disciplines, this certificate offers an interactive and hands-on approach for skill building in areas central to most job fields. By adding this certificate to their major program of study, students in other disciplines will be more marketable for a range of jobs that include tasks such as project management, creative thinking, or client interpersonal communication.

## e. Program Revision

### Current Program:

#### Theatre, BA

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

**Fine Arts:** Any except THTR 101

**Mathematics:** 3cr

**Liberal Studies Electives:** 3cr, ~~no courses with THTR prefix~~

#### Major:

##### Foundation Courses:

THTR 111 - Foundations of Theatre

THTR 116 - Fundamentals of Theatrical Design

~~THTR 211 - History and Literature: Classical~~

~~or THTR 212 - History and Literature: Renaissance~~

~~THTR 213 - History and Literature: Modern and Contemporary~~

##### Core Skills Courses:

THTR 120 - Stagecraft

THTR 122 - Costume Workshop

THTR 140 - Foundations of Performance

THTR 226 - Stage Management

#### Theatre Electives in Concentration Areas:

Choose One Area:

##### Design/Tech/Management Area

THTR 225 - Theatre Graphics

THTR 489 - Design/Technology/Management Studio

Electives: Two courses from the following

DANC 355 - Dance Production: Administration to Production

THTR 221 - Basic Stage Lighting

THTR 223 - Makeup for the Stage

THTR 320 - Scene Design

THTR 321 - Stage Lighting Design

THTR 322 - Costume Design

THTR 323 - Sound Design

THTR 324 - Advanced Stagecraft

##### Performance Area:

THTR 130 - Stage Voice

OR

THTR 131 - Stage Movement

THTR 240 - Acting I

THTR 340 - Acting II

Electives: One course from the following DANC 485, THTR 231, 341, 342, 350, 487

##### Theory and Criticism Area:

THTR 310 - Theatre Criticism

THTR 311 - Dramaturgy

Electives: Two courses from the following

THTR 350 - Directing

ENGL 308 - Critical Theory

ENGL 343 - Drama

43-44

Credits: 42

Credits: 3

Credits: 3

~~Credits: 3~~

~~Credits: 3~~

Credits: 12

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 12

Credits: 3

Credits: 3

Credits: 6

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

### Proposed Program:

#### Theatre, BA

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

**Fine Arts:** Any without THTR prefix

**Liberal Studies Electives:** 3cr

#### Major:

##### Foundation Courses:

THTR 111 - Foundations of Theatre

THTR 116 - Fundamentals of Theatrical Design

~~THTR 214 - History and Literature: Tragedy~~

~~THTR 215 - History and Literature: Comedy~~

##### Core Skills Courses:

THTR 140 - Foundations of Performance

THTR 226 - Stage Management

##### Choose Two of:

THTR 120 - Stagecraft (2)

~~THTR 122 - Costume Technology (2)~~

~~THTR 221 - Performance Lighting (2)~~

#### Theatre Electives in Concentration Areas:

Choose One Area:

##### Design/Tech/Management Area

THTR 225 - Theatre Graphics

THTR 489 - Design/Technology/Management Studio

Electives: Two courses from the following

DANC 355 - Dance Production: Administration to Production

THTR 221 - Basic Stage Lighting

THTR 223 - Makeup for the Stage

THTR 320 - Scene Design

THTR 321 - Stage Lighting Design

THTR 322 - Costume Design

THTR 323 - Sound Design

THTR 324 - Advanced Stagecraft

##### Performance Area:

THTR 130 - Stage Voice

OR

THTR 131 - Stage Movement

THTR 240 - Acting I

THTR 340 - Acting II

Electives: One course from the following DANC 485, THTR 231, 341, 342, 350, 487

##### Theory and Criticism Area:

THTR 310 - Theatre Criticism

THTR 311 - Dramaturgy

Electives: Two courses from the following

ENGL 308 - Critical Theory

ENGL 343 - Drama

ENGL 350 - Gender and Sexual Orientation in Literature Theory and Film

43-44

Credits: 42

Credits: 3

Credits: 3

~~Credits: 3~~

~~Credits: 3~~

Credits: 3

Credits: 3

Credits: 3

~~Credits: 3~~

~~Credits: 3~~

Credits: 12

Credits: 3

Credits: 3

Credits: 6

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3

Credits: 3



ENGL 350 - Gender and Sexual Orientation in Literature Theory and Film	<b>Credits:</b> 3	ENGL 434 - Shakespeare	<b>Credits:</b> 3
ENGL 434 - Shakespeare	<b>Credits:</b> 3	ENGL 450 - Film Theory	<b>Credits:</b> 3
ENGL 450 - Film Theory	<b>Credits:</b> 3	ENGL 460 - Topics in Film	<b>Credits:</b> 3
ENGL 460 - Topics in Film	<b>Credits:</b> 3	ENGL 463 - Topics in Global Literature and Film	<b>Credits:</b> 3
ENGL 463 - Topics in Global Literature and Film	<b>Credits:</b> 3	ENGL 466 - Topics in Theory	<b>Credits:</b> 3
ENGL 466 - Topics in Theory	<b>Credits:</b> 3	THTR 350 - Directing	<b>Credits:</b> 3
<b>General Studies Area:</b>		<b>General Studies Area:</b>	
THTR and /or DANC prefix courses as advised	<b>Credits:</b> 12	THTR and /or DANC prefix courses as advised	<b>Credits:</b> 12
<b>Production Practicum: (2)</b>		<b>Experiential Learning: (2)</b>	<b>Credits:</b> 4
THTR 486 Practicum in Production	<b>Credits:</b> 5	THTR 486 Practicum: Production (2)	<b>Credits:</b> var (0-3cr)
<b>Capstone:</b>		THTR 486 Practicum: (any subtitle) (3)	<b>Credits:</b> var (0-3cr)
THTR 480 Theatre Seminar	<b>Credits:</b> 1	OR	
<b>Free Electives:</b>	<b>Credits:</b> 34-35	THTR 493 Internship	<b>Credits:</b> var (0-3cr)
<b>Total Degree Requirements:</b>	120	<b>Capstone:</b>	<b>Credits:</b> 2
		THTR 480 - Theatre Seminar	<b>Credits:</b> 1
		THTR 495 - Senior Thesis	<b>Credits:</b> 1
		<b>Free Electives:</b>	<b>Credits:</b> 34-35
		<b>Total Degree Requirements:</b>	120

(1) Students must achieve a “C” or better in all major courses to graduate.

(2) ~~Students are required to be enrolled in THTR 486 while a theatre major. Students must complete five different practicum assignments, with at least one assignment in design, technical, or management areas. With prior approval of the department chair, THTR 493 may be substituted.~~

(1) Must achieve a “C” or better in all major courses.

(2) Technical core courses require co-requisite THTR 486 for 0.5cr each course.

(3) Must repeat THTR 486 Practicum 5 times.

**Rationale:** Changes in core requirements add flexibility in gaining technical skills competencies and reflect proposed course title changes. Changes in experiential learning requirements streamline program operation, provide better means for assessing student learning, and provide students with a clearer pathway to degree completion.

## 7. Department of Mathematical and Computer Sciences—Program Revisions, Program Title Change

### i. Current Program:

#### Cyber Security Track, Computer Science, BS

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 43-44

**Mathematics:** 3cr, MATH 125 (1)

**Social Studies:** CRIM 101 (2)

**Liberal Studies Electives:** 3cr, MATH 216, ~~no courses with COSC prefix.~~

**Major:**

**Core Courses:**

COSC 105 - Fundamentals of Computer Science

COSC 110 - Problem Solving and Structured Programming

COSC 210 - Object-Oriented and GUI Programming

~~COSC 220—Applied Computer Programming~~

COSC 300 - Computer Organization and Assembly Language

COSC 310 - Data Structures and Algorithms

COSC 319 - Software Engineering Concepts

COSC 341 - Introduction to Database Management Systems

COSC 380 - Seminar on the Computer Profession and Ethics

COSC 480 - Seminar on Technical Topics

**Cyber Security Required Courses:**

COSC 216 - Introduction to Cyber Security

COSC 345 - Computer Networks

COSC 356 - Network Security

COSC 473 - Software Engineering Practice

~~or COSC 493—Internship in Computer Science (3)~~

**Controlled Electives:** 6cr from the following (4, 5, 6)

**Credits:-49**

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 4

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 2

**Credits:** 1

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 3

### Proposed Program:

#### Cyber Security Track, Computer Science, BS

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 43-44

**Mathematics:** 3cr, MATH 125 (1)

**Social Studies:** CRIM 101 (2)

**Liberal Studies Electives:** 3cr, MATH 216

**Major:**

**Core Courses:**

COSC 105 - Fundamentals of Computer Science

COSC 110 - Problem Solving and Structured Programming

COSC 210 - Object-Oriented and GUI Programming

COSC 300 - Computer Organization and Assembly

Language

COSC 310 - Data Structures and Algorithms

COSC 319 - Software Engineering Concepts

COSC 341 - Introduction to Database Management Systems

COSC 380 - Seminar on the Computer Profession and Ethics

COSC 480 - Seminar on Technical Topics

**Cyber Security Required Courses:**

COSC 216 - Introduction to Cyber Security

COSC 345 - Computer Networks

COSC 356 - Network Security

~~COSC 432—Introduction to Operating Systems~~

COSC 473 - Software Engineering Practice

**Controlled Electives:** 6cr from the following (4, 5, 6)

**Credits:** 48

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 2

**Credits:** 1

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 3

**Credits:** 3





COSC 362 - Unix Systems	Credits: 3	COSC 220 - Enterprise Computing	Credits: 3
COSC 365 - Web Program Development	Credits: 3	COSC 362 - Unix Systems	Credits: 3
IFMG 468 - Information Technology Security	Credits: 3	COSC 365 - Web Application Development	Credits: 3
		IFMG 468 - Information Technology (IT) Security	Credits: 3
<b>Upper-level Electives:</b> 3cr from the following: (5, 6)		<b>Upper-level Electives:</b> 3cr from the following: (5)	
COSC 410 - Computer Architecture	Credits: 3	COSC 410 - Computer Architecture	Credits: 3
COSC 427 - Introduction to Cryptography	Credits: 3	COSC 427 - Introduction to Cryptography	Credits: 3
COSC 429 - Digital Forensics	Credits: 3	COSC 429 - Digital Forensics	Credits: 3
COSC 430 - Introduction to Systems Programming	Credits: 3	COSC 430 - Introduction to Systems Programming	Credits: 3
<del>COSC 432 - Introduction to Operating Systems</del>	<del>Credits: 3</del>	COSC 454 - Information Assurance Administration	Credits: 3
COSC 454 - Information Assurance Administration	Credits: 3	COSC 465 - Distributed Processing and Web Services	Credits: 3
COSC 465 - Distributed Processing and Web Services	Credits: 3	<del>COSC 482 - Independent Study</del>	<del>Credits: 3</del>
<b>Minor in Criminology (2)</b>	<b>Credits: 15</b>	<b>Minor in Criminology (2)</b>	<b>Credits: 15</b>
<b>Other Requirements</b>	<b>Credits: 3</b>	<b>Other Requirements</b>	<b>Credits: 3</b>
<b>Additional Mathematics:</b>		<b>Additional Mathematics:</b>	
MATH 309 - Discrete Mathematics	Credits: 3	MATH 309 - Discrete Mathematics	Credits: 3
<b>Free Electives:</b>	<b>Credits: 9-10</b>	<b>Free Electives:</b>	<b>Credits: 10-11</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>120</b>
(1) MATH 125 can be substituted by MATH 121.		(1) MATH 125 can be substituted by MATH 121.	
(2) CRIM 101 (taken as part of the social science requirement) is counted as part of the 18cr Criminology minor. Fifteen (15) additional credits of CRIM are required.		(2) CRIM 101 (taken as part of the social science requirement) is counted as part of the 18cr Criminology minor. Fifteen (15) additional credits of CRIM are required.	
<del>(3) COSC 493 may be selected after completion of sophomore year. Note: If a 6cr COSC 493 is taken, 3cr are applied toward COSC Required Courses and COSC 473 is required. If a 12cr COSC 493 is taken, 3cr are applied toward COSC Required Courses and 3cr toward COSC Upper-level Electives.</del>		(3) Students with 6 or more credits in COSC 493 may petition the department to substitute COSC 493 for COSC 473. This petition must be completed prior to commencement of the internship to ensure approval of the substitution. Note: If a 6cr COSC 493 is taken and not substituted for COSC 473, 3cr are applied toward COSC Upper-level Electives. If a 12cr COSC 493 is taken and substituted for COSC 473, 3cr are applied toward the Required Courses and 3cr toward COSC Upper-level Electives.	
(4) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.		(4) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.	
(5) Controlled and upper level electives may not be applied toward more than one track in Computer Science.		(5) Controlled and upper level electives may not be applied toward more than one track in Computer Science.	
<del>(6) No more than 6 credits of overlap can be used for Computer Science majors and Cyber Security minors.</del>			

**Rationale:** Required courses are being adjusted to satisfy National Security Agency requirements to retain designation as a Center of Academic Excellence in cyber security. The explicit statement of COSC 473 or 493 is replaced by a footnote requiring students to petition the department for the substitution. The oversight guarantees that an internship used to substitute for COSC 473 provides sufficient experience in software engineering.

## ii. Current Program:

### Software Engineering Track, Computer Science, BS

<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:	43-44
<b>Mathematics:</b> 3cr, MATH 125 (1)	
<b>Liberal Studies Electives:</b> 3cr, MATH 216, <del>no courses with COSC prefix.</del>	
<b>Major:</b>	<b>Credits: 46</b>
<b>Core Courses:</b>	
COSC 105 - Fundamentals of Computer Science	Credits: 3
COSC 110 - Problem Solving and Structured Programming	Credits: 3
COSC 210 - Object-Oriented and GUI Programming	Credits: 3
<del>COSC 220 - Applied Computer Programming</del>	<del>Credits: 4</del>
COSC 300 - Computer Organization and Assembly Language	Credits: 3
COSC 310 - Data Structures and Algorithms	Credits: 3
COSC 319 - Software Engineering Concepts	Credits: 3
COSC 341 - Introduction to Database Management Systems	Credits: 3
<del>COSC 365 - Web Application Development</del>	<del>Credits: 3</del>
COSC 380 - Seminar on the Computer Profession and Ethics	Credits: 2
COSC 480 - Seminar on Technical Topics	Credits: 1
<del>COSC 473 - Software Engineering Practice</del>	<del>Credits: 3</del>
-OR-	
<del>COSC 493 - Internship in Computer Science (2)</del>	

## Proposed Program:

### Software Engineering Track, Computer Science, BS

<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:	43-44
<b>Mathematics:</b> 3cr, MATH 125 (1)	
<b>Liberal Studies Electives:</b> 3cr, MATH 216	
<b>Major:</b>	<b>Credits: 45</b>
<b>Core Courses:</b>	
COSC 105 - Fundamentals of Computer Science	Credits: 3
COSC 110 - Problem Solving and Structured Programming	Credits: 3
COSC 210 - Object-Oriented and GUI Programming	Credits: 3
COSC 300 - Computer Organization and Assembly Language	Credits: 3
COSC 310 - Data Structures and Algorithms	Credits: 3
COSC 319 - Software Engineering Concepts	Credits: 3
COSC 341 - Introduction to Database Management Systems	Credits: 3
COSC 380 - Seminar on the Computer Profession and Ethics	Credits: 2
COSC 480 - Seminar on Technical Topics	Credits: 1
<b>Software Engineering Required Courses:</b>	
<del>COSC 365 - Web Application Development</del>	<del>Credits: 3</del>
<del>COSC 473 - Software Engineering Practice (2)</del>	<del>Credits: 3</del>
<b>Controlled Electives:</b> 12cr from the following (3, 4, 5, 6)	
COSC/MATH 343 - Introduction to Numerical Methods	Credits: 3





**Controlled Electives:** 9cr from the following (3, 4, 5)

COSC/MATH 343 - Introduction to Numerical Methods

COSC 216 - Introduction to Cyber Security (3)

or 356 Network Security

COSC 345 - Computer Networks

COSC 355 - Computer Graphics

COSC 362 - Unix Systems

IFMG 455 - Business Data Mining

**Upper-level Electives:** 3cr from the following: (5)

COSC 405 - Artificial Intelligence

COSC 410 - Computer Architecture

COSC 420 - Modern Programming Languages

COSC 424 - Compiler Construction

COSC 430 - Introduction to Systems Programming

COSC 460 - Theory of Computation

COSC 465 - Distributed Processing and Web Services

**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Other Requirements****Additional Mathematics: (6)**

MATH 309 - Discrete Mathematics

**Credits:** 3**Minor:** Complete a minor from one of the following areas:

Cyber Security

Any department in the KCNSM (6)

Business

Economics

Communications Media

Geography or Regional Planning

other minors or concentrations approved by the department chair

**Credits:** 9-20**Credits:** 12-18**Credits:** 9-20**Credits:** 18**Credits:** 12-15**Credits:** 18**Credits:** 15-18**Free Electives:****Credits:** 7-19**Total Degree Requirements:**

120

(1) MATH 125 can be substituted by MATH 121.

(2) COSC 493 may be selected after completion of sophomore year. Note: If a 6cr COSC 493 is taken, 3cr are applied toward COSC Upper-level Electives and COSC 473 is required. If a 12cr COSC 493 is taken, 3cr are applied toward COSC Required Courses and 3cr toward COSC Upper-level Electives.

(3) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.

(4) COSC 216 cannot be counted for major credit if a student does a Cyber Security minor.

(5) Controlled and upper level electives may not be applied toward more than one track in Computer Science.

(6) No more than 6 credits of overlap can be used for Computer Science majors and Cyber Security minors.

COSC 216 - Introduction to Cyber Security (3)

**COSC 220 - Enterprise Computing**

COSC 345 - Computer Networks

COSC 355 - Computer Graphics

COSC 356 - Network Security

COSC 362 - Unix Systems

IFMG 455 - Business Data Mining

**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Upper-level Electives:** 3cr from the following: (5, 6)

COSC 405 - Artificial Intelligence

COSC 410 - Computer Architecture

COSC 420 - Modern Programming Languages

COSC 424 - Compiler Construction

COSC 430 - Introduction to Systems Programming

COSC 460 - Theory of Computation

COSC 465 - Distributed Processing and Web Services

**COSC 493 - Internship in Computer Science (2)****Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Credits:** 3**Other Requirements****Additional Mathematics:**

MATH 309 - Discrete Mathematics

**Credits:** 3**Credits:** 3**Minor:** Complete a minor from one of the following areas:

Cyber Security

Any department in the KCNSM (6)

Business

Economics

Communications Media

Geography or Regional Planning

other minors or concentrations approved by the department chair

chair

**Credits:** 9-20**Credits:** 12-18**Credits:** 9-20**Credits:** 18**Credits:** 12-15**Credits:** 18**Credits:** 15-18**Free Electives:****Credits:** 7-19**Total Degree Requirements:**

120

**Free Electives:****Credits:** 8-20**Total Degree Requirements:**

120

(1) MATH 125 can be substituted by MATH 121.

(2) Students with 6 or more credits in COSC 493 may petition the department to substitute COSC 493 for COSC 473. This petition must be completed prior to commencement of the internship to ensure approval of the substitution. Note: If a 6cr COSC 493 is taken and not substituted for COSC 473, 3cr are applied toward COSC Upper-level Electives. If a 12cr COSC 493 is taken and substituted for COSC 473, 3cr are applied toward the Required Courses and 3cr toward COSC Upper-level Electives.

(3) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.

(4) COSC 216 cannot be counted for major credit if a student does a Cyber Security minor.

(5) Controlled and upper level electives may not be applied toward more than one track in Computer Science.

(6) No more than 6 credits of overlap can be used for Computer Science majors and Cyber Security minors.

**Rationale:** A new category Software Engineering Required Courses has been added and COSC 365 and 473 have been move to it. Movement of these courses to the new category allows all COSC degrees to have the same set of Core Courses. COSC 220 is moved from a required course to a controlled elective due to the decreasing use of COBOL in new systems development. The explicit statement of COSC 473 or 493 is replaced by a footnote requiring students to petition the department for the substitution. This provides a level of oversight to prevent students from bypassing COSC 473 with unrelated internship experience. The oversight guarantees that an internship used to substitute for COSC 473 provides experience in software engineering. The acceptance of a minimum of six credits allows students who gain substantial experience in an internship to request the substitution. This is consistent with our peer institutions, who require 3-6 credits of internship.



**iii. Current Program:****Computer Science, BA**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 43-44

**Mathematics:** 3cr, MATH 125 (1)

**Liberal Studies Electives:** 3cr, MATH 216, no courses with COSC prefix.

**Major:****Core Courses:**

COSC 105 - Fundamentals of Computer Science **Credits: 3**  
 COSC 110 - Problem Solving and Structured Programming **Credits: 3**  
 COSC 210 - Object-Oriented and GUI Programming **Credits: 3**  
~~COSC 220 - Applied Computer Programming **Credits: 4**~~  
 COSC 300 - Computer Organization and Assembly Language **Credits: 3**  
 COSC 310 - Data Structures and Algorithms **Credits: 3**  
 COSC 341 - Introduction to Database Management Systems **Credits: 3**  
 COSC 380 - Seminar on the Computer Profession and Ethics **Credits: 2**  
 COSC 480 - Seminar on Technical Topics **Credits: 1**

**Controlled Electives:** 8cr from the following (2)

COSC/MATH 343, COSC 216 (3), ~~319, 345, 355, 356, 362, 365, 473 (4), 481 (only sections approved for majors), 482, 493 (4),~~ **Credits: 8**  
~~COSC/IFMG 354, IFMG 455~~

**Upper-level Electives:** 6cr from the following: (5)

COSC 405 - Artificial Intelligence **Credits: 3**  
 COSC 410 - Computer Architecture **Credits: 3**  
 COSC 420 - Modern Programming Languages **Credits: 3**  
 COSC 424 - Compiler Construction **Credits: 3**  
 COSC 427 - Introduction to Cryptography **Credits: 3**  
 COSC 430 - Introduction to Systems Programming **Credits: 3**  
 COSC 432 - Introduction to Operating Systems **Credits: 3**  
~~COSC 444 - Database Management **Credits: 3**~~  
 COSC 460 - Theory of Computation **Credits: 3**  
 COSC 465 - Distributed Processing and Web Services **Credits: 3**

**Other Requirements****Additional Mathematics:**

MATH 309 - Discrete Mathematics **Credits: 3**

**Free Electives:** **Credits: 34-35**

**Total Degree Requirements:** 120

- (1) MATH 125 can be substituted by MATH 121.
- (2) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.
- (3) COSC 216 cannot be counted for major credit if a student does a Cyber Security minor.
- (4) Credit for both COSC 473 and 493 may be counted toward the degree, but only one will be counted toward the major requirements. **Note:** Only 3cr of first 6cr of COSC 493 or 6cr of a total 12cr of COSC 493 can be counted toward major. ~~COSC 493 may be selected after completion of sophomore year.~~
- (5) ~~Select at least two additional courses, from at least two different categories, from the list of upper-level electives.~~

**Proposed Program:****Computer Science, BA**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 43-44

**Mathematics:** 3cr, MATH 125 (1)

**Liberal Studies Electives:** 3cr, MATH 216, no courses with COSC prefix.

**Major:****Core Courses:**

COSC 105 - Fundamentals of Computer Science **Credits: 3**  
 COSC 110 - Problem Solving and Structured Programming **Credits: 3**  
 COSC 210 - Object-Oriented and GUI Programming **Credits: 3**  
 COSC 300 - Computer Organization and Assembly Language **Credits: 3**  
 COSC 310 - Data Structures and Algorithms **Credits: 3**  
~~COSC 319 - Software Engineering Concepts **Credits: 3**~~  
 COSC 341 - Introduction to Database Management Systems **Credits: 3**  
 COSC 380 - Seminar on the Computer Profession and Ethics **Credits: 2**  
 COSC 480 - Seminar on Technical Topics **Credits: 1**

**Controlled Electives:** 9cr from the following (2)

COSC/MATH 343 - Introduction to Numerical Methods **Credits: 3**  
 COSC 216 - Introduction to Cyber Security (3) **Credits: 3**  
~~COSC 220 - Enterprise Computing **Credits: 3**~~  
 COSC 345 - Computer Networks **Credits: 3**  
 COSC 355 - Computer Graphics **Credits: 3**  
 COSC 356 - Network Security **Credits: 3**  
 COSC 362 - Unix Systems **Credits: 3**  
 COSC 365 Web Application Development **Credits: 3**  
 COSC 473 Software Engineering Practice (4) **Credits: 3**  
 COSC 493 Internship in Computer Science (4) **Credits: 3**  
 IFMG 455 - Business Data Mining **Credits: 3**

**Upper-level Electives:** 6cr from the following:

COSC 405 - Artificial Intelligence **Credits: 3**  
 COSC 410 - Computer Architecture **Credits: 3**  
 COSC 420 - Modern Programming Languages **Credits: 3**  
 COSC 424 - Compiler Construction **Credits: 3**  
 COSC 427 - Introduction to Cryptography **Credits: 3**  
 COSC 430 - Introduction to Systems Programming **Credits: 3**  
 COSC 432 - Introduction to Operating Systems **Credits: 3**  
 COSC 460 - Theory of Computation **Credits: 3**  
 COSC 465 - Distributed Processing and Web Services **Credits: 3**

**Other Requirements****Additional Mathematics:**

MATH 309 - Discrete Mathematics **Credits: 3**

**Free Electives:** **Credits: 34-35**

**Total Degree Requirements:** 120

- (1) MATH 125 can be substituted by MATH 121.
- (2) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.
- (3) COSC 216 cannot be counted for major credit if a student does a Cyber Security minor.
- (4) Credit for both COSC 473 and 493 may be counted toward the degree, but only one will be counted toward the major requirements. **Note:** Only 3cr of first 6cr of COSC 493 or 6cr of a total 12cr of COSC 493 can be counted toward major.

**Rationale:** COSC 319 is being added to the list of Core Courses to address needs of graduates going into industry and so that all Computer Science degrees share a common set of Core Courses. COSC 220 is moved from a required course to a controlled elective due to the decreasing use of COBOL in new systems development but is retained as a controlled elective.



**iv. Current Program:****Actuarial Track, Mathematics, BS (1, 2)**

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

**Mathematics:** MATH 125

**Social Studies:** ECON 121

**Liberal Studies Electives:** 6cr, no courses with MATH prefix, intermediate-level foreign language and ECON 122 are required

**Major:** Credits: 49  
**Required Courses:**

MATH 111 - First-year Seminar	Credits: 1
MATH 126 - Calculus II/Physics, Chemistry, Mathematics	Credits: 3
MATH 171 - Introduction to Linear Algebra	Credits: 3
MATH 216 - Probability and Statistics for Natural Science	Credits: 3
MATH 225 - Calculus III/Physics, Chemistry, Mathematics	Credits: 3
MATH 271 - Introduction to Mathematical Proofs I	Credits: 3
MATH 272 - Introduction to Mathematical Proofs II	Credits: 3
MATH 341 - Differential Equations	Credits: 3
MATH 363 - Mathematical Statistics I	Credits: 3
MATH 364 - Mathematical Statistics II	Credits: 3
MATH 448 - Introduction to Financial Mathematics	Credits: 3
MATH 450 - Topics in Applied Computational Mathematics	Credits: 3

**Controlled Electives:**  
COSC/MATH 343 - Introduction to Numerical Methods Credits: 3  
MATH 416 - Time Series Analysis Credits: 3

~~One course from the following:~~  
~~MATH 342, 364, 445, 446~~ ~~Credits: 3~~

One course from the following:  
MATH 371, 421, 423 Credits: 3

One course from the following:  
MATH 445 or 446 Credits: 3

One course from the following:  
MATH 480 or 493 (3) Credits: 3

**Other Requirements:**  
ECON 356 - Econometrics (4) Credits: 3  
FIN 320 - Corporate Finance (4) Credits: 3

**Free Electives:** Credits: 17-18

**Total Degree Requirements:** 120

- (1) ~~Must~~ pass SOA Exam P or Exam FM.
- (2) “B” or higher grades in course work that carries. Validation by Educational Experience (VEE) from the Society of Actuaries (required for SOA credential).
- (3) Three credits of internship will be applied to the major. Additional credits may count as free electives.
- (4) FIN 320 and ECON 356 must be passed with a grade of “B” or higher.

**Proposed Program:****Actuarial Science and Statistics Track, Mathematics, BS (1, 2)**

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

**Mathematics:** MATH 125

**Social Studies:** ECON 121

**Liberal Studies Electives:** 6cr, no courses with MATH prefix, intermediate-level foreign language and ECON 122 are required

**Major:** Credits: 49  
**Required Courses:**

MATH 111 - First-year Seminar	Credits: 1
MATH 126 - Calculus II/Physics, Chemistry, Mathematics	Credits: 3
MATH 171 - Introduction to Linear Algebra	Credits: 3
MATH 216 - Probability and Statistics for Natural Science	Credits: 3
MATH 225 - Calculus III/Physics, Chemistry, Mathematics	Credits: 3
MATH 271 - Introduction to Mathematical Proofs I	Credits: 3
MATH 272 - Introduction to Mathematical Proofs II	Credits: 3
MATH 341 - Differential Equations	Credits: 3
MATH 363 - Mathematical Statistics I	Credits: 3
MATH 364 - Mathematical Statistics II	Credits: 3
MATH 448 - Introduction to Financial Mathematics	Credits: 3
MATH 450 - Topics in Applied Computational Mathematics	Credits: 3

**Controlled Electives:**  
COSC/MATH 343 - Introduction to Numerical Methods Credits: 3  
MATH 416 - Time Series Analysis Credits: 3

One course from the following:  
MATH 371, 421, 423 Credits: 3

One course from the following:  
MATH 445 or 446 Credits: 3

One course from the following:  
MATH 480 or 493 (3) Credits: 3

**Other Requirements:**  
ECON 356 - Econometrics (4) Credits: 3  
FIN 320 - Corporate Finance (4) Credits: 3

**Free Electives:** Credits: 17-18

**Total Degree Requirements:** 120

- (1) **Should** pass SOA Exam P or Exam FM.
- (2) “B” or higher grades in course work that carries. Validation by Educational Experience (VEE) from the Society of Actuaries (required for SOA credential).
- (3) Three credits of internship will be applied to the major. Additional credits may count as free electives.
- (4) FIN 320 and ECON 356 must be passed with a grade of “B” or higher.

**Rationale:** To aid recruitment efforts, we will change the name of the degree to “Actuarial Science and Statistics” to accurately reflect the expertise that students gain through the breadth of courses required in the program. This will emphasize to prospective students that IUP provides a degree specifically focused on statistics for those seeking this high demand, high growth career field.

To improve retention, the MACS Department will change the degree requirements from “Students must pass SOA Exam P or FM” to “Students should pass SOA Exam P or FM”. While our courses prepare students for these SOA exams, the course loads that our students carry, especially during their senior year, do not allow adequate time to prepare for these difficult professional exams before May graduation. By removing the exam requirement, students can wait until after graduation to focus their attention on these exams. Furthermore, this will allow more students to graduate with the degree title they worked so hard to complete—allowing them to begin work in the actuarial field after passing one SOA exam.



## 8. Department of Chemistry—New Course, Course Prefix Changes, Course Title Changes, Modification of Prerequisites, and Cross-Listing

### a. New Course

#### **CHEM 450 – Industrial Chemistry**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisite:** CHEM 112 or CHEM 114 or instructor approval

Introduces industrial chemistry. Explores unit operations, unit processes, equipment in the chemical industry, diagrams for understanding chemical processes, fundamentals of material and thermal/heat balance, principles of process design, and separation processes design. Examines organic and inorganic manufacturing processes.

**Rationale:** This course is being proposed to broaden the range of courses proposed by the Madia Department of Chemistry. The content of the course will allow students to gain a better understanding of industrial chemistry, preparing them for graduate education in chemical engineering, for industrial internships, and for employment in the industrial sector. I believe that this course will add value to our programs.

### b. Course Prefix Change, Course Title Changes, Modification of Prerequisites, and Cross-Listing

#### **Current Catalog Descriptions:**

#### **BIOC 490 – Biochemistry Seminar II**

**Class Hours:** 1

**Lab/Discussion:** 0

**Credits:** 1

**Prerequisites:** BIOC 302, BIOC 412, and BIOC 480

A discussion of recent trends in biochemical thought. Oral and written reports on assigned readings, and library or laboratory research. Guest lecturers. The combination BIOC 480-490 counts as one writing-intensive course.

#### **CHEM 490 – Chemistry Seminar III**

**Class Hours:** 1

**Lab/Discussion:** 0

**Credits:** 1

**Prerequisites:** CHEM 390

A discussion of recent trends in chemical thought. Oral and written reports on assigned readings, library, or laboratory research. Guest lecturers. A seminar course to provide knowledge to students regarding effective oral and written scientific communication. Students refine their skills in reading



and evaluating research papers from the literature, write a formal research paper, and present a research seminar. The combination of CHEM 390 and 490 counts as one writing-intensive course.

**Proposed Catalog Descriptions:**

**BIOC 490 – Biochemistry Senior Seminar**

**Class Hours:** 1

**Lab/Discussion:** 0

**Credits:** 1

**Prerequisites: BIOC 480**

A discussion of recent trends in biochemical thought. Oral and written reports on assigned readings, and library or laboratory research. Guest lecturers. The combination BIOC 480-490 counts as one writing-intensive course. (Also offered as CHEM 490. These courses may be substituted for each other and be used interchangeably for D/F repeats but may not be counted for duplicate credit.)

**CHEM 490 – Chemistry Senior Seminar**

**Class Hours:** 1

**Lab/Discussion:** 0

**Credits:** 1

**Prerequisites: CHEM 390**

A discussion of recent trends in chemical thought. Oral and written reports on assigned readings, library, or laboratory research. Guest lecturers. A seminar course to provide knowledge to students regarding effective oral and written scientific communication. Students refine their skills in reading and evaluating research papers from the literature, write a formal research paper, and present a research seminar. The combination of CHEM 390 and 490 counts as one writing-intensive course. (Also offered as BIOC 490. These courses may be substituted for each other and be used interchangeably for D/F repeats but may not be counted for duplicate credit.)

**Rationale:** BIOC 490 Biochemistry Seminar II is being renamed (Biochemistry Senior Seminar) and cross-listed with CHEM 490 Chemistry Seminar III (renamed Chemistry Senior Seminar). Both courses serve the purpose of surveying current literature and developing students' presentation skills. Since BIOC is now housed in the Chemistry department, it makes academic and fiscal sense to combine the two courses into one. The prerequisites are being streamlined such that BIOC 490 will only require BIOC 480, Biochemistry Seminar I.

**9. Team Work and Leadership Studies—Course Revision and Modification of Prerequisites**

**Current Catalog Description:**

**LDSP 461 – Leadership Capstone**

**Class Hours:** 1

**Lab/Discussion:** 0

**Credits:** 1



**Prerequisites:** LDSP 361, 60 or more credits

Explores leadership through reflection and analysis of learning experiences within leadership minor. Emphasized development of students' philosophies of leadership through self-reflection, peer-to peer dialogue, and development of a life-long learning individual development plan with specific attention on: interpersonal dynamics; communication; analyzes leadership styles; ethics; task vs. relationship behaviors; overcoming obstacles; diversity strengths; conflict management; leadership for change; individual strengths and weaknesses; establishing a constructive climate and reflective development of personal leadership and team member skills.

**Proposed Catalog Description:**

**LDSP 461 – Leadership Capstone**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisite:** Junior Standing

Explores leadership through reflection and analysis of learning experiences within leadership minor. Emphasizes development of philosophies of leadership through self-reflection, peer-to peer dialogue, and development of a life-long learning individual development plan with specific attention on: interpersonal dynamics; communication; analyzes leadership styles; ethics; task vs. relationship behaviors; overcoming obstacles; diversity strengths; conflict management; leadership for change; individual strengths and weaknesses; establishing a constructive climate and reflective development of personal leadership and team member skills.

**Rationale:** Prerequisites for the course have changed. Due to the COVID pandemic this course will have to be available for distance education.

**10. Department of Biology—Course Revision, Catalog Description Change, and Modification of Prerequisites**

**Current Catalog Description:**

**BIOL 425 - Herpetology**

**Class Hours:** 2

**Lab/Discussion:** 3

**Credits:** 3

**Prerequisites:** BIOL 220

A comprehensive survey of the classes of Amphibia and Reptilia, including their classification, structure, origin, evolution, phylogenetic relationships, distribution, and natural history. Special emphasis is placed on the herpetofauna of Pennsylvania.

**Proposed Catalog Description:**

**BIOL 425 - Herpetology**

**Class Hours:** 2



**Lab/Discussion:** 3

**Credits:** 3

**Prerequisites:** BIOL 103 or BIOL 201

Introduces the scientific study of amphibians, reptiles, turtles, and crocodylians, including the taxonomy, phylogenetic relationships, evolutionary history and fossil record, structure and development, natural history, and conservation of each group. Provides field-based exercises and/or field trips as part of the laboratory, which may also include specimen examination and identification, guest speakers, and discussions of both classic and recent scientific literature in herpetology.

**Rationale:** This revision is being submitted to address three principal concerns: 1) this course has no Senate-approved Syllabus of Record located in the I-WIKI or UWUCC syllabus and proposal archives, and could not be located in the Biology Department files as a hard copy; this revision is being submitted to establish an up-to-date catalog description and set of stated learning objectives that reflect a modern approach to the field; 2) to remove prerequisites that are not necessary for student success in BIOL 425, a change that will increase the likelihood of the course being taken by non-biology majors who meet the prerequisite requirements; and 3) to add a DE option to the course to enhance course offering flexibility.

## 11. Department of Sociology—Modification of Prerequisites

**Current Catalog Description:**

**SOC 320 – Sociological Theory**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** SOC 151 or SOC 161; second-semester sophomore standing

A detailed survey of the historical development of sociological theory from the mid-19th century to the present. Treats the classical theorists Marx, Durkheim, and Weber and such contemporary theoretical schools as functionalism, Marxian, and Weberian conflict theory, cultural materialism, social evolutionism, rational choice theory, symbolic interaction, ethnomethodology, sociobiology, structuralism, and postmodernism. Students are encouraged to take this course in the second semester of their sophomore year or during their junior year.

**Proposed Catalog Description:**

**SOC 320 – Sociological Theory**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** SOC 151 or SOC 161; at least 9 credits in SOC, or permission of the instructor

A detailed survey of the historical development of sociological theory from the mid-19th century to the present. Treats the classical theorists Marx, Durkheim, and Weber and such contemporary theoretical schools as functionalism, Marxian, and Weberian conflict theory, cultural materialism, social evolutionism, rational choice theory, symbolic interaction, ethnomethodology, sociobiology,





structuralism, and postmodernism. Students are encouraged to take this course in the second semester of their sophomore year or during their junior year.

**Rationale:** The only change being proposed for this course is a modification of the prerequisite to add at least 9 credits in SOC or permission of the instructor. Given the nature of the course content, students with more exposure to Sociological content are better prepared to understand, process, and apply the material in the course. Recently we have seen an increase in students without this preparation enrolling in the course and therefore we are seeking to update the prerequisites.

## 12. Department of Human Development, Fashion, and Interior Design—Modification of Prerequisites

### i. Current Catalog Description:

#### **CDFR 426 – Techniques of Parent Education**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** Grade of “C” or better in **CDFR 218, CDFR 224, CDFR 310, CDFR 315, CDFR 321, CDFR 322**

An examination of the nature, extent, and significance of parent education and parent involvement. Students become knowledgeable of the diverse and complex characteristics and needs of families. Enables students to identify the interrelationships of home, school, and community agencies to enhance collaboration and cooperation. Students identify methods, programs, and curricula to increase communication with parents and families.

### **Proposed Catalog Description:**

#### **CDFR 426 – Techniques of Parent Education**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** **CDFR 323** or Instructor permission

An examination of the nature, extent, and significance of parent education and parent involvement. Students become knowledgeable of the diverse and complex characteristics and needs of families. Enables students to identify the interrelationships of home, school, and community agencies to enhance collaboration and cooperation. Students identify methods, programs, and curricula to increase communication with parents and families.

**Rationale:** One of our proposed changes in the INSPIRE report included updating prerequisites for our courses. The number of prerequisite courses listed for this course may discourage students from registering. There is some redundancy in the listed prerequisite courses. For instance, the 200 level courses required for the 300 level courses are all listed. Only the required 300 level course(s) need to be listed. The current prerequisites also do not accurately reflect the content knowledge needed to be successful in the course. The proposed changes address both concerns.



**ii. Current Catalog Description:**

**CDFR 427 – Administration of Human Service Programs**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** Child development and family relations major or minor or instructor permission  
Facilitates the acquisition of special knowledge and competencies needed by successful administrators of human service programs, including proposal writing, budgeting and management, staff selection and training, and program evaluation.

**Proposed Catalog Description:**

**CDFR 427 – Administration of Human Service Programs**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** CDFR 310 or instructor permission  
Facilitates the acquisition of special knowledge and competencies needed by successful administrators of human service programs, including proposal writing, budgeting and management, staff selection and training, and program evaluation.

**Rationale:** One of our proposed changes in the INSPIRE report included updating prerequisites for our courses. The major name has changed to Human Development and Family Science. Students enrolled in the major are required to take the course but are not able to register. The current prerequisites also do not accurately reflect the content knowledge needed to be successful in the course. The proposed changes address both concerns.

**13. Department of Kinesiology, Health, and Sport Science—Dual-Listing**

**KHSS 436 plus 536 – Corrective Exercise for the Health and Fitness Practitioner**

**Rationale:** The graduate and undergraduate courses will share similar goals of critiquing human movement, assessing muscular imbalances, and prescribing corrective exercise techniques. In addition to the in-class hands-on component of this analysis, graduate students will be expected to apply theory-based principles to real life clients from various backgrounds. Not only will graduate students be expected to implement these skills out of the classroom, but they will also be expected to conduct extensive research into biomechanical principles that lead to common imbalances, along with the corrective patterns to fix them.

**14. Departments of Safety Sciences, Geosciences, and Geography and Regional Planning—Program Moratorium**

**Shale, Gas, and Energy Certificate**



**Rationale:** Based on INSPIRE recommendations this certificate is being placed in moratorium for one year with eventual closure.

**15. Department of Physics—Program Moratorium**

**Nanomanufacturing Track, Physics, BS**

**Rationale:** Based on INSPIRE recommendations this track is being placed in moratorium for one year with eventual closure.

**16. Department of Professional Studies in Education—Program Moratoriums**

**English-Language Arts Track, Middle Level Education, BSEd**

**Social Studies Track, Middle Level Education, BSEd**

**Rationale:** Based on INSPIRE recommendations these tracks are being placed in moratorium for one year with eventual closure.

**17. Department of Philosophy—Program Moratorium**

**Pre-law Track, Philosophy, BA**

**Rationale:** Based on INSPIRE recommendations this track is being placed in moratorium for one year with eventual closure.

**18. Department of Anthropology—Course Revision and Credit Hour Change**

**Current Catalog Description:**

**ANTH 460 – Ethnographic Field School**

**Class Hours:** 6

**Lab/Discussion:** 0

**Credits:** 6

**Prerequisites:** ANTH 456 or instructor permission

Ethnographic research training in the field. Emphasizes the application of qualitative research methods, the recording of data in research journals and the maintaining of field diaries, the categorizing and organizing of data, and the writing of research reports.

**Proposed Catalog Description:**

**ANTH 460 – Ethnographic Field School**

**Class Hours:** 3-6

**Lab/Discussion:** 0

**Credits:** 3-6

**Prerequisites:** ANTH 456 or instructor permission



Ethnographic research training in the field. Emphasizes the application of qualitative research methods, the recording of data in research journals and the maintaining of field diaries, the categorizing and organizing of data, and the writing of research reports.

**Rationale:** The credit hours are being changed from a fixed 6 credit hour to a variable 3-6 credit hours. This change is being made to provide more flexibility in the length of the field schools offered.

## 19. Department of Food and Nutrition—New Courses, Modification of Prerequisites, Catalog Description Change, Program Revision, and Program Catalog Description Change

### a. New Courses:

#### i. FDNT 363 Experimental Foods Laboratory

**Class Hours:** 0

**Lab/Discussion:** 3

**Credits:** 1

**Prerequisites:** FDNT 150, FDNT 151, FDNT 355 or concurrently, and MATH 217

Examines the experimental study of foods, relating chemical and physical properties to reactions and processes occurring in food systems. Applies development, conversion, and manipulation of ingredients and recipes to meet dietary needs or preferences. Evaluation of foods using equipment and sensory methods.

**Rationale:** FDNT 363 is proposed as a new course to separate the lecture and laboratory components of FDNT 362. This change will more accurately reflect the research and skill development by documenting competency-based education and laboratory engagement in response to new accreditation standards. Offering the laboratory as its own course will increase scheduling flexibility, including an option for FDNT362 (non-lab course) to be offered via distance education.

#### ii. FDNT 459 Advanced Human Metabolism: Macronutrients

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** BIOL 150, BIOL 240, CHEM 255, FDNT 355, and MATH 217 with Grades of "C" or better

Examines the macronutrients and their functions within the human body. Incorporates the principles of physiology and biochemistry in the study of nutrition. Emphasizes current research and evaluation of research methodology.

#### iii. FDNT 460 Advanced Human Metabolism: Micronutrients and Water

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3



**Prerequisites:** BIOL 150, BIOL 240, CHEM 255, FDNT 355, and MATH 217 with Grades of "C" or better

Examines the **micronutrients and water**, and their functions within the human body. Incorporates the principles of physiology and biochemistry in the study of nutrition. Emphasizes current research and evaluation of research methodology.

**Rationale:** FDNT 459 and 460 are being proposed as two new courses to replace FDNT 458 Advanced Human Nutrition (4cr). Faculty and students agree that there is not sufficient time to cover nutrients and metabolism in one semester. Dividing macronutrients and micronutrients into two 3-credit courses will improve student comprehension of material at greater depth, better meet expectations based on accreditation standards, and enhance graduate competitiveness for post-baccalaureate dietetic internships and graduate school admission.

**b. Catalog Description Change and Modification of Prerequisites:**

**Current Catalog Description:**

**FDNT 355 Medical Nutrition Therapy I**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** FDNT 212 with a grade of "C" or better and BIOL 155 or BIOL 150/151

Explores an interpretation of anthropometric, laboratory, clinical, and dietary data in nutrition assessment. Covers pathophysiology of and evidence-based medical nutrition therapy for caloric imbalance, diabetes, and cardiovascular diseases. Uses food exchange systems in diet prescription and menu planning.

**Proposed Catalog Description:**

**FDNT 355 Medical Nutrition Therapy I**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisites:** FDNT 212 and FDNT 255 with grades of "C" or better and BIOL 150 and BIOL 240 with a grade of "C" or better.

Explores pathophysiology of and evidence-based medical nutrition therapy for caloric imbalance, diabetes, and cardiovascular diseases. Uses of food exchange systems in diet prescription and menu planning.

**Rationale:** To update FDNT 355 prerequisites to align with current Biology course offerings and Biology department curriculum updates.

**c. Program Catalog Description Change:**

**Current Catalog Description:**



The Department of Food and Nutrition offers a bachelor of science degree program in nutrition with three tracks: Dietetics, Culinary Dietetics, and General Nutrition. Within the degree program, students select a Natural Science option determined by their academic preparation and career goals. This curriculum prepares students as professionals for a diversity of career opportunities in dietetics, food service, the food industry, food and nutrition research, and health care.

In addition, the department provides Liberal Studies courses that are available to all university students. These include FDNT 143, Current Issues in Nutrition and Wellness, a course that meets the Dimensions of Wellness requirement, and FDNT 145, Personal Nutrition, a Liberal Studies elective.

#### Dietetics Track

Dietetics Track Students who complete the Dietetics Track (Didactic Program in Dietetics) meet the academic requirements as accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. This track prepares individuals to translate food and nutrition science information for members of the larger community with respect to healthful food preparation, healthy eating behaviors, medical nutrition therapy, management of nutrition delivery and food service systems, and advocacy for the profession of dietetics. The individual who completes this program will exhibit an in-depth knowledge of food, nutrition, behavioral sciences, and management theory and be able to apply this knowledge to solve problems. Graduates qualify for admission to ACEND-accredited dietetic internships in pursuit of dietetic registration.

#### Culinary Dietetics Track

Culinary Dietetics Track Students who complete the Culinary Dietetics Track meet the academic requirements as accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. The Culinary Dietetics Track allows students to combine academic preparation in nutrition with extensive hand-on learning experiences in culinary arts by one of two routes: 1. Students who have completed a minimum of 28 credits toward the baccalaureate degree have the opportunity to enroll in the Culinary Arts program at the Punxsutawney Regional Campus, where the three-semester program (fall, spring, summer) will transfer into the Department of Food and Nutrition 32 credits, which apply to the bachelor of science degree. Students complete the culinary arts externship in the summer between the junior and senior years. 2. Students who earn a culinary certificate before admission to the Dietetics program will receive 32 credits toward the degree. This track uniquely prepares graduates to incorporate healthy nutrition into classical cuisine, manage food service operations focused on nutrition needs, and integrate culinary arts into hospital, extended care, and school food service operations. Graduates qualify for admission to ACEND-accredited dietetic internships in pursuit of dietetic registration.

### **Proposed Catalog Description:**

The Department of Food and Nutrition offers a bachelor of science degree program in nutrition with two tracks: Dietetics and Food and Health. Within the degree program, students select a Natural Science option determined by their academic preparation and career goals. This curriculum prepares students as professionals for a diversity of career opportunities in dietetics, food service, the food industry, food and nutrition research, and health care.

In addition, the department provides Liberal Studies courses that are available to all university students. These include FDNT 143, Current Issues in Nutrition and Wellness, a course that meets the Dimensions of Wellness requirement, and FDNT 145, Personal Nutrition, a Liberal Studies elective.

#### Dietetics Track

Dietetics Track Students who complete the Dietetics Track (Didactic Program in Dietetics) meet the academic requirements as accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. This track prepares individuals to translate food and nutrition science information for members of the larger community with respect to healthful food preparation, healthy eating behaviors, medical nutrition therapy, management of nutrition delivery and



food service systems, and advocacy for the profession of dietetics. The individual who completes this program will exhibit an in-depth knowledge of food, nutrition, behavioral sciences, and management theory and be able to apply this knowledge to solve problems.

The Dietetics Track offers a choice of two Concentrations: Culinary Nutrition or Food and Health Promotion.

Students interested in combining academic preparation and extensive hands-on learning experiences in culinary arts may: (1) enroll in the Culinary Arts program at the Punxsutawney Regional Campus, where the three-semester program (fall, spring, summer) will transfer into the Department of Food and Nutrition 32 credits, which apply to earning an Associate of Arts degree as well as the Bachelor of Science in Nutrition degree; or (2) earn a culinary certificate from another institution before admission to the Dietetics track program will receive 32 credits toward the degree. Dietetics track graduates who include culinary certification as a component of their academic program are uniquely prepared to incorporate healthy nutrition into classical cuisine, manage food service operations focused on nutrition needs, and integrate culinary arts into hospital, extended care, and school food service operations.

Students who meet GPA requirements upon completion of 90 credits may qualify for early admission to the Master of Science in Food and Nutrition program offered by the department. Graduate assistantships are available. More information may be obtained from the department's Graduate Coordinator and the School of Graduate Studies and Research.

Graduates are qualified to take the Commission on Dietetic Registration (CDR) credentialing examination to become certified as a Dietetic Technician Registered (DTR). In addition, program graduates are eligible to apply for admission to ACEND-accredited dietetic supervised practice programs in pursuit of dietetic registration (i.e., Registered Dietitian Nutritionist (RDN).

IUP Department of Food and Nutrition has demonstrated leadership in education by being selected as a demonstration program for Future Education Model Graduate Programs. It is anticipated that the first class of students will be accepted for fall 2021. Graduates of the FEM program will earn a master's degree and be eligible to take the Commission on Dietetic Registration (CDR) credentialing exam to become an RDN.

**d. Program Revision:**

**Current Program:**

**Dietetics Track, Nutrition, BS**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 44  
~~Dimensions of Wellness: KHSS 143~~  
**Mathematics:** MATH 217  
**Natural Science:** ~~CHEM 101 102 or 111 112~~(1)  
**Social Science:** ~~ECON 101 or 121~~, PSYC 101, SOC 151 or 161  
**Liberal Studies Elective:** 3cr, ~~no courses with FDNT prefix~~

**Major:** 25  
**Required Courses: (1)**  
 FDNT 110 - Careers in Food and Nutrition **Credits: 1**  
 FDNT 150 - Foods **Credits: 3**  
 FDNT 151 - Foods Laboratory **Credits: 1**  
 FDNT 212 - Nutrition **Credits: 3**  
 FDNT 213 - Life Cycle Nutrition **Credits: 3**  
 FDNT 355 - Medical Nutrition Therapy I **Credits: 3**  
 FDNT 362 - Experimental Foods **Credits: 3**  
~~FDNT 458 - Advanced Human Nutrition~~ **Credits: 4**  
 FDNT 470 - Human Food Consumption Patterns **Credits: 3**  
 FDNT 484 - Senior Seminar **Credits: 1**

**Proposed Program:**

**Dietetics Track, Nutrition, BS**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 43  
**Mathematics:** MATH 217  
**Natural Science:** CHEM 103 and CHEM 255 (1)  
**Social Science:** PSYC 101, SOC 151 or 161 (2)  
**Liberal Studies Elective:** 3cr

**Major:** 37  
**Required Courses:**  
 FDNT 212 - Nutrition **Credits: 3**  
 FDNT 213 - Life Cycle Nutrition **Credits: 3**  
~~FDNT 255 - Nutrition Assessment and Medical Terminology~~ **Credits: 3**  
 FDNT 355 - Medical Nutrition Therapy I **Credits: 3**  
 FDNT 362 - Experimental Foods **Credits: 2**  
~~FDNT 363 - Experimental Foods Lab~~ **Credits: 1**  
 FDNT 402 - Community Nutrition **Credits: 3**  
 FDNT 430 - Professional Topics in Food and Nutrition **Credits: 3**  
 FDNT 455 - Medical Nutrition Therapy II **Credits: 3**  
~~FDNT 459 - Advanced Human Metabolism I: Macronutrients~~ **Credits: 3**





<del>Controlled Electives: Dietetics Track:</del>	28	FDNT 460 - Advanced Human Metabolism II: Micronutrients and Water	Credits: 3
<del>FDNT 364—Methods of Teaching Food and Nutrition</del>	<del>Credits: 3</del>	FDNT 465 - Nutrition Counseling and Education	Credits: 3
FDNT 402 - Community Nutrition	Credits: 3	FDNT 466 - Nutrition Counseling and Education Lab	Credits: 1
FDNT 430 - Professional Topics in Food and Nutrition	Credits: 3	FDNT 471 - Integrative Nutrition in Complementary and Alternative Healthcare	Credits: 3
FDNT 455 - Medical Nutrition Therapy II	Credits: 3	<b>Other Natural Science Sequence Requirements:</b>	12
<del>FDNT 463—Nutrition Counseling</del>	<del>Credits: 3</del>	BIOL 150, BIOL 240, BIOL 241	Credits: 12
<del>HOSP 256—Human Resources in the Hospitality Industry</del>	<del>Credits: 3</del>	<b>Select One of Two Concentrations:</b>	17
HOSP 259 - Hospitality Purchasing	Credits: 3	<b>1. Culinary Nutrition (3,4)</b>	Credits: 17
<del>HOSP 220—Food Service Operations</del>	<del>Credits: 3</del>	Certificate in Culinary Arts (3,4)	
<del>MGMT 310—Principles of Management</del>	<del>Credits: 3</del>	<b>2. Food and Health Promotion</b>	Credits: 17
<b>Other Requirements:</b>	13	<b>Required:</b>	
<b>Natural Science Sequence:</b>		FDNT 150 - Foods	Credits: 3
BIOL <del>105, 155</del> , 241, CHEM 255	Credits: 13	FDNT 151 - Foods Laboratory	Credits: 1
<b>Free Electives:</b>		FDNT 370 - Human Food Consumption Patterns	Credits: 3
<b>Total Degree Requirements:</b>	120	FDNT 415 - Sustainable Nutrition	Credits: 3
<del>(+)CHEM 231 is also required if CHEM 111-112 is taken and is added to major credits</del>		HOSP 259 - Hospitality Purchasing	Credits: 3
		HOSP 330 - Applications of Food Production and Service	Credits: 4
<b>Bachelor of Science—Nutrition/Culinary Dietetics Track</b>		<b>Controlled Electives:</b>	Credits: 8-11
<b>Liberal Studies:</b> As outlined in Liberal Studies Section with the following specifications:	44	ANTH 430 – Anthropology of Food	Credits: 3
<del>Dimensions of Wellness: KHSS, NURS, or FDNT 143</del>		Certificate in Culinary Arts (3,4)	Credits: 15
Mathematics: MATH 217		FDNT 110 - Careers in Food and Nutrition	Credits: 1
Natural Science: CHEM 101-102		FDNT 245 - Sports Nutrition	Credits: 3
Social Science: ANTH 470 or PLSC 401 or IH, PSYC 101, SOC 151 or 161		FDNT 410 - Food, Nutrition, and Aging	Credits: 3
Liberal Studies Elective: 3cr, <del>no courses with FDNT prefix (+)</del>		FDNT 422 - Public Health Nutrition and Epidemiology	Credits: 3
<b>Major:</b>	Credits: 30	FDNT 431 - Career Advancement in Dietetics	Credits: 1
<b>Required Courses: (2)</b>		FDNT 445 - Advanced Sport Nutrition	Credits: 3
FDNT 110 - Careers in Food and Nutrition	Credits: 1	FDNT 458 - Advanced Human Nutrition	Credits: 4
FDNT 213 - Life Cycle Nutrition	Credits: 3	FDNT 484 - Senior Seminar	Credits: 2
FDNT 355 - Medical Nutrition Therapy I	Credits: 3	FDNT 493 - Internship	Credits: 1-12
FDNT 362 - Experimental Foods	Credits: 3	HOSP 130 - Food Service Sanitation	Credits: 1
<del>FDNT 364—Methods of Teaching Food and Nutrition</del>	<del>Credits: 3</del>	HOSP 256 - Human Resources in Hospitality Industry	Credits: 3
FDNT 402 - Community Nutrition	Credits: 3	THTR 316 - The Performance of Caring	Credits: 3
FDNT 430 - Professional Topics	Credits: 3	<b>Free Electives:</b>	Credits: 0-3
FDNT 455 - Medical Nutrition Therapy II	Credits: 3	<b>Total Degree Requirements:</b>	120
FDNT 458 - Advanced Human Nutrition	Credits: 4	(1) CHEM 101 and 102 may substitute for CHEM103. For Students who elect to pursue more advanced Chemistry sequence, CHEM 231 is also required if CHEM 111-112 are taken and is added to major credits.	
<del>FDNT 463—Nutrition Counseling</del>	<del>Credits: 3</del>	(2) An additional 3-credit course is needed to fulfill social science requirements. For students pursuing a Professional Teamwork and Leadership Minor, SOC 161 should be selected instead of SOC 151.	
FDNT 484 - Senior Seminar	Credits: 1	(3) Completion of a an IUP culinary certificate is required to select this concentration. To transfer a culinary certificate from an outside institution, it must be earned from an accredited (ACF), post-secondary program to be considered for this this concentration.	
<b>Other Requirements:</b>	Credits: 45		
Certificate in Culinary Arts (1, 3)	Credits: 32		
Natural Science Sequence: BIOL 241 or 270, 105, 155, CHEM 255	Credits: 13		
<b>Free Electives: (4)</b>	Credits: 40		
<b>Total Degree Requirements:</b>	120		
<del>(+)The culinary certificate includes a course in computer science (previously transferred as COSC 101), which is considered an additional 3cr toward Liberal Studies requirements, resulting in a total of 44cr in Liberal Studies.</del>			



~~(2) Students who complete their culinary certificate before completing CHEM 101 and 102 are also required to take PDNT 212.~~

~~(3) Completion of a culinary certificate is required for this degree.~~

~~(4) Because the culinary certificate includes considerable additional preparation in foods, the 32cr include numerous hours of work that can be considered free electives.~~

(4) Because the culinary certificate includes considerable additional preparation in foods, the 32cr include hours of work can be considered in fulfillment of both concentration requirements and controlled/free electives.

**Rationale:** 1. To follow INSPIRE Phase 1 plan and recommendations to combine the NUTR-DIET track and the CULN-DIET tracks. 2. To update the program, including the courses offered, to meet the most recent accreditation standards and to best prepare our students for future practice as Registered Dietitian Nutritionists and/or Dietetic Technicians Registered. For Liberal Studies categories, Natural Science and Social Science, the courses designated by the Department of Food and Nutrition to meet accrediting agency competency requirements are changed. Specification of the Dimension of Wellness course to be taken has been omitted.

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

### a. Program Catalog Description Revision

#### Current Catalog Description:

~~The mission of the Regional Planning program is to provide opportunities for students, planning professionals, citizens of a diverse regional community to master fundamental and innovative planning principles. The program trains students to become professional planners through a process that emphasizes conceptual knowledge, experiential learning, innovative planning skills, and civic engagement. Students work with colleagues and planners to guide change in a way that will make communities better places to live for present and future generations.~~

~~Employment opportunities for planners are excellent. This program has prepared students to work in planning agencies at the federal, state, regional, county, and local levels as well as in the private sector with planning consulting and engineering firms. As planners, they have been trained to work with the public to guide growth and change in metropolitan regions across the country. The two tracks—Environmental Planning and Community Planning and Development—are designed to focus on the knowledge, techniques and strengths of the faculty members, as well as provide students maximum opportunity to be competitive in the planning job market. As part of their course of study, students address and solve real world problems through class projects and intern with practicing planners who deal with these issues in a professional environment. Planners work with communities to improve the quality of life for people who live there. They take a comprehensive view of issues, listen to all citizen perspectives, endeavor to reconcile controversy, and propose alternatives that can guide community decision making in allocating finite resources to create better places to live.~~

~~The Community Planning and Development Track prepares students for employment as professional planners adept at identifying and assessing community development challenges, and applying advanced techniques to the development of livable communities. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Course work also equips students with a conceptual grounding on community development and housing markets theories, spatial data analysis in planning, and site location analysis. Course work includes methods for identifying, modeling, and analyzing the spatial organization of community systems from both practical and theoretical perspectives. Students in regional planning graduate with a working knowledge of land use regulations, and housing need assessment analysis techniques. They are familiar with strategies of economic development and housing markets. They understand both the theory and ethics of planning. Students completing this track should be able to assist diverse~~



~~communities and organizations in identifying and finding solutions to a wide variety of community development challenges and how transportation planning impacts land use issues.~~

### **Proposed Catalog Description:**

~~The Department of Geography and Regional Planning offers two separate degree programs for the geographer and regional 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 specializations 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 programs, approximately 80 percent of internship placements are paid positions.~~

### **Regional Planning**

~~The Regional Planning program strives to prepare students for leadership positions as professional planners. The program trains students to become professional planners through a process that emphasizes conceptual knowledge, experiential learning, innovative planning skills, and civic engagement. Program graduates acquire ethical and conceptual knowledge, as well as a broad range of technical skills, land use, environmental training to articulate community problems and plan for sustainable communities.~~

~~Employment opportunities for urban and regional planners are excellent. This program has prepared students to work in planning agencies at the federal, state, regional, county, and local levels as well as in the private sector with planning consulting and engineering firms. As planners, they have been trained to work with the public to guide growth and change in both rural and urban municipalities across the country. The Regional Planning degree offers two specializations to allow students to develop knowledge and skills to pursue their interests and gain employment in Environmental Planning, Community Planning and Development. As part of their course of study, students address and solve real-world problems through class projects and intern with practicing planners who deal with these issues in a professional environment. Urban and Regional planners work with communities to improve the quality of life for people who live there. They take a comprehensive view of issues, listen to all citizen perspectives, endeavor to reconcile controversy, and propose alternatives that can guide community decision making in allocating finite resources to create better places to live.~~

### **Community Planning and Development Specialization.**

~~The Community Planning and Development specialization prepares students for employment as professional planners, adept at identifying and assessing community development challenges and applying advanced techniques to the development of livable communities or further graduate studies. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Course work also equips students with a conceptual grounding on community development and housing policy issues, spatial data analysis in planning, and site location analysis. Course work includes methods for identifying, modeling~~



and analyzing the spatial organization of community systems from both practical and theoretical perspectives. They are familiar with strategies of economic development and housing provision. They understand both the theory and ethics of planning. Students completing this specialization should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of community development challenges and how transportation impacts land use issues.

**Environmental Planning Specialization**

The Environmental Planning specialization prepares students for employment as environmental planners or further graduate studies. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Students who select this specialization learn about aspects of the natural environment, methods to preserve and conserve resources, and how to plan communities where humans both benefit from the natural environment and have minimal impact on it. They are knowledgeable about environmental regulation and policy. They understand community strategies for ameliorating environmental problems. They are familiar with the regulation and management of flood plains and wetlands, the management of waste and stormwater, environmental impact assessment. They understand both the theory and ethics of planning. Students completing this specialization should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of environmental issues such as wastewater treatment, water pollution, acid mine drainage, watershed planning, carbon footprints, deforestation, and natural resource extraction.

**b. Program Revision:**

**Current Programs:**

**Bachelor of Science—Regional Planning/  
Environmental Planning Track; Community  
Planning and Development Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 46-47  
**Mathematics:** MATH 217 recommended  
**Social Science:** RGPL 103 required  
**Liberal Studies Electives:** 6cr, ~~no courses with RGPL prefix~~  
**College:** Foreign Language Intermediate Level (1) 0-8  
**Major:** 51  
**Required Courses:**  
 RGPL 213 - Cartography and Map Design **Credits:** 3  
 RGPL 232 - Urban Landscapes (missing Env. Track) **Credits:** 3  
 RGPL 316 - Introduction to Geographic Information Systems **Credits:** 3  
 RGPL 350 - Introduction to Community Planning **Credits:** 3  
 RGPL 352 - Planning Methods **Credits:** 3  
 RGPL 358 - Planning History and Theory **Credits:** 3  
 RGPL 453 - Planning Design Studio I **Credits:** 3  
 RGPL 454 - Planning Design Studio II **Credits:** 3  
 RGPL 458 - Planning Law **Credits:** 3  
 RGPL 462 - Planning Policy, Implementation, and Administration **Credits:** 3  
 RGPL 493 - Internship **Credits:** 3  
 RGPL 498 - Community Planning Practicum **Credits:** 3  
**Environmental Planning Track**  
**Track Courses: Two Required Courses:**  
 RGPL 343 - Fresh Water Resources **Credits:** 3  
 RGPL 426 - Environmental Land Use Planning (±) **Credits:** 3  
**Select Three Courses from the following:**  
 GEOG 425 - Global Positioning Systems

**Proposed Program:**

**Bachelor of Science—Regional Planning**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 46-47  
**Mathematics:** MATH 217 recommended  
**Social Science:** RGPL 103 required  
**Liberal Studies Electives:** 6cr  
**College:** Foreign Language Intermediate Level (1) 0-8  
**Major:** 51  
**Required Courses:**  
 RGPL 213 - Cartography and Map Design **Credits:** 3  
 RGPL 232 - Urban Landscapes **Credits:** 3  
 RGPL 316 - Introduction to Geographic Information Systems **Credits:** 3  
 RGPL 350 - Introduction to Community Planning **Credits:** 3  
 RGPL 352 - Planning Methods **Credits:** 3  
 RGPL 358 - Planning History and Theory **Credits:** 3  
 RGPL 453 - Planning Design Studio I **Credits:** 3  
 RGPL 454 - Planning Design Studio II **Credits:** 3  
 RGPL 458 - Land Use Law **Credits:** 3  
 RGPL 462 - Planning Policy, Implementation, and Administration **Credits:** 3  
 RGPL 493 - Internship **Credits:** 3  
 RGPL 498 - Community Planning Practicum **Credits:** 3  
**Environmental Planning Specialization:**  
**Two Required Courses:**  
 RGPL 343 - Fresh Water Resources **Credits:** 3  
 RGPL 426 - Environmental Land Use Planning **Credits:** 3  
**Select Three Courses from the following:**  
 GEOG 425 - Global Positioning Systems Concepts



Concepts and Techniques	<b>Credits: 3</b>	and Techniques	<b>Credits: 3</b>
GEOG 435 - Geography of Energy	<b>Credits: 3</b>	GEOG 435 - Geography of Energy	<b>Credits: 3</b>
GEOG 444 - Energy Development and Compliance	<b>Credits: 3</b>	GEOG 444 - Energy Development and Compliance	<b>Credits: 3</b>
RGPL 345 - Biogeography for Environmental Managers	<b>Credits: 3</b>	RGPL 345 - Biogeography for Environmental Managers	<b>Credits: 3</b>
RGPL 415 - Introduction to Remote Sensing	<b>Credits: 3</b>	RGPL 415 - Introduction to Remote Sensing	<b>Credits: 3</b>
RGPL 424 - Technical Issues in Geographic Information Systems	<b>Credits: 3</b>	RGPL 424 - Technical Issues in Geographic Information Systems	<b>Credits: 3</b>
RGPL 440 - Conservation: Environmental Analysis	<b>Credits: 3</b>	RGPL 440 - Conservation: Environmental Analysis	<b>Credits: 3</b>
<b>Community Planning and Development Track Courses: Two Required Courses:</b>		<b>Community Planning and Development Specialization: Track Courses: Two Required Courses:</b>	
RGPL 404 - Transportation Planning	<b>Credits: 3</b>	RGPL 404 - Transportation Planning	<b>Credits: 3</b>
RGPL 470 - Housing and Community Development	<b>Credits: 3</b>	RGPL 470 - Housing and Community Development	<b>Credits: 3</b>
<b>Select Three Courses from the following:</b>		<b>Select Three Courses from the following:</b>	
GEOG 334 - Political Geography	<b>Credits: 3</b>	GEOG 334 - Political Geography	<b>Credits: 3</b>
PLSC 354 - Metropolitan Problems	<b>Credits: 3</b>	PLSC 354 - Metropolitan Problems	<b>Credits: 3</b>
RGPL 415 - Introduction to Remote Sensing	<b>Credits: 3</b>	RGPL 415 - Introduction to Remote Sensing	<b>Credits: 3</b>
RGPL 424 - Technical Issues in Geographic Information Systems	<b>Credits: 3</b>	RGPL 424 - Technical Issues in Geographic Information Systems	<b>Credits: 3</b>
RGPL 426 - Environmental Land Use Planning	<b>Credits: 3</b>	RGPL 426 - Environmental Land Use Planning	<b>Credits: 3</b>
		RGPL 427 - GeoDesign	<b>Credits: 3</b>
<b>Free Electives:</b>	<b>Credits: 14-23</b>	<b>Free Electives:</b>	<b>Credits: 14-23</b>
<b>Total Degree Requirements: (2)</b>	<b>120</b>	<b>Total Degree Requirements: (2)</b>	<b>120</b>
(1) Intermediate-level foreign language may be included in Liberal Studies electives.		(1) Intermediate-level foreign language may be included in Liberal Studies electives.	
(2) As they pass through the program, students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.		(2) As they pass through the program, students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.	

**Rationale:** The department is merging the current two tracks into one B.S. program because our current measures under the INSPIRE review were below targets. According to our calculations the numbers will be over the targets when the two tracks are aggregated into a single program with two specializations, which will not be transcribed individually. This action will also align with PAB Accreditation standards which require annual data on student enrollments, degree completion, and Student FTEs, to be reported by degree program not tracks or areas of specialization since IUP only offers one Bachelor of Science in Regional Planning degree.

## 21. Liberal Studies and UWUCC Approved the following courses:

- ENGL 225 Introduction to Literature by Women was approved as a Literature course.
- GEOS 200 Foundations of Geology was approved as a Natural Science Laboratory course.
- PHYS 101 Energy and Our Environment was approved as a Natural Science Non-Laboratory course.
- PHYS 105 The Physics of Light and Sound was approved as a Natural Science Non-Laboratory course.
- PHYS 111 Physics I Lecture was approved as a Natural Science Non-Laboratory course.
- PHYS 112 Physics II Lecture was approved as a Natural Science Non-Laboratory course.
- PHYS 121 Physics I Lab was approved as a Natural Science Laboratory course.
- PHYS 122 Physics II Lab was approved as a Natural Science Laboratory course.
- PHYS 151 Medical Physics Lecture was approved as a Natural Science Non-Laboratory course.
- PHYS 161 Medical Physics Lab was approved as a Natural Science Laboratory course.
- SCI 101 Fundamentals of Physics was approved as a Natural Science Laboratory course.



**Appendix B**  
**University-Wide Graduate Curriculum Committee**  
**Chair Moore**

**FOR INFORMATION:**

1. The following courses were approved by the UWGC to be offered as a distance education course:
  - BIOL 564: Immunology
  - COMM 631: Interactive Multimedia
  - COMM 737: Audio Production
  - CURR 982: Quantitative Data Analysis in Education

**FOR ACTION:**

1. **DEPARTMENT: COMM**  
**DUAL-LIST**  
**Course: COMM 577 plus COMM 477**

**Rationale:** The graduate and undergraduate courses will share the same goal of learning how to become freelance media professionals. In addition to learning about the field and the necessary marketing and official documents, graduate students will be completing research regarding the field. In a class such as this, putting students with different backgrounds, interests, and experiences together adds to the richness of the learning experience. They can share their thoughts and their ideas and their experiences. This sharing can only work to help students become well-rounded entrepreneurs. The media freelancing field is broad and students often have some experience. Some students may have already started doing freelancing work and have experiences to share. Our graduate students may currently already be working in the field and can offer a different perspective to undergraduate students who are still finishing their first degree. In addition to a variety of experiences, students can also have varied experiences with different media. So, some photographers, videographers, etc. The main reason for dual-listing this class, like any other, is because students learn from each other and this gives us the opportunity to offer students, both graduate and undergraduate, a rich learning experience.

2. **DEPARTMENT: KHSS**  
**NEW COURSE**  
**Course: KHSS 536**

**Rationale:** The Exercise Science Program is aligning the curriculum to meet the needs of future Fitness Practitioners. This course will prepare students with necessary background knowledge to attain various clinical and practical certification and/or licensure within the field. Various scientific organizations (ACSM, NSCA, NASM) are creating



certification programs to address corrective exercise technique and programming, and this course specifically addresses current job task analyses from within these organizations.

**Summary:**

<b>Course Title</b>	Corrective Exercise for the Health and Fitness Practitioner
<b>Number of Credits</b>	Class Hours per Week: 3 Lab Hours: 0 Credits: 3
<b>Prerequisites</b>	None
<b>Catalog Description</b>	Enhances understanding of the foundation of movement patterns as they apply to efficient human motion. Addresses the analysis of human motion in order to teach, modify, and enhance human motion in clinical and performance settings.

**3. DEPARTMENT: KHSS**

**DUAL-LIST**

**Course: KHSS 436 plus KHSS 536**

**Rationale:** The graduate and undergraduate courses will share similar goals of critiquing human movement, assessing muscular imbalances, and prescribing corrective exercise techniques. In addition to the in-class hands-on component of this analysis, graduate students will be expected to apply theory-based principles to real life clients from various backgrounds. Not only will graduate students be expected to implement these skills out of the classroom, but they will also be expected to conduct extensive research into biomechanical principles that lead to common imbalances, along with the corrective patterns to fix them.

**4. DEPARTMENT: COMM**

**COURSE REVISION**

**Course: COMM 631**

**Rationale:** The curricular shift from the now dissolved AECT MS to the SCOM MS requires a reexamination of existing masters-level courses. COMM 631 will be retained as it has relevance directly related to the SCOM curriculum. However, its prerequisite of COMM 614 is tailored to the dissolved AECT program, necessitating this modification of prerequisites. A deletion of COMM 614 will follow separately. In addition, we have revised the catalog description and course outcomes to include more current terminology and to reflect our current curricular focus. We are also seeking DE approval for greater flexibility in delivering this course.





**Summary:**

**Current Course Title:**  
Interactive Multimedia

**Proposed Course Title:**  
Interactive Multimedia

**Current Prerequisite(s):**  
COMM 614 or instructor permission

**Proposed Prerequisite(s):**  
None

**Current Catalog Description:**  
Introduction to designing and producing computer generated multimedia presentations and courseware for industry and education.

**Proposed Prerequisite(s):**  
Introduces students to methods of presentation design and production, engaging multiple media platforms in a variety of professional and industrial contexts.

**5. DEPARTMENT: MACS  
COURSE REVISION  
Course: MAED 795**

**Rationale:** The course is being revised to change the prefix so that all courses in the program have the same prefix.

**Summary:**

**Current Prefix:**  
ELMA

**Proposed Prefix:**  
MAED

**6. DEPARTMENT: MACS  
COURSE REVISION  
Course: MAED 681**

**Rationale:** The prefix is being revised so that all courses in the program have the same prefix.

**Summary:**

**Current Prefix:**  
ELMA

**Proposed Prefix:**  
MAED

**7. DEPARTMENT: BIOL  
COURSE REVISION  
Course: BIOL 564**

**Rationale:** This course has not been revised since its inception 30 plus years ago. Immunology is an ever-changing field and the catalog, course content and outcomes should reflect what is now known of the various immune cell types, the intricate



relationship and interaction between the molecular and cellular mechanisms; clinical implications of immunology in allergies, autoimmunity, transplantation, graft rejection, vaccination, infectious diseases, cancer. We are adding outcomes and assessments. Prerequisite change to “One Microbiology Course” also reflects the relevance of course content and minimize bottlenecks for student success.

**Summary:**

**Current Course Title:**  
Immunology

**Proposed Course Title:**  
Immunology

**Current Prerequisite(s):**  
Biochemistry and Microbiology

**Proposed Prerequisite(s):**  
One Microbiology course

**Catalog Description:**  
The nature of immunity; physical and chemical properties of antigens and antibodies; nature of antigen-antibody interactions; tissues and cells of the immune system; immune responsiveness; immunity and disease. Laboratory employs serological and cellular techniques.

**Proposed Catalog Description:**  
Studies the principles, functions, cellular and molecular interactions of innate and adaptive immune mechanisms. Emphasizes the relationship between basic immunology and clinical immunologic diseases. Applies major modern techniques used in immunology.

**8. DEPARTMENT: MBA - Management  
PROGRAM REVISIONS  
Program: Master of Business Administration**

**Rationale:** Admission criteria are being updated to be in line with Graduate School's Holistic Review Process and to streamline application process.

**Summary:**

**Current Admission Criteria:**  
In addition to meeting admission requirements of the School of Graduate Studies and Research, students seeking enrollment in the MBA program must achieve a satisfactory score on the Graduate Management Admission Test (GMAT) before admission to the degree program. The GMAT exam will be waived for applicants with a 3.25 GPA from an AACSB accredited business school. Admission decisions are based on a holistic view of the academic track record of the applicant, GMAT scores (if not waived), prior work experience,

**Proposed Admission Criteria:**  
In addition to meeting the admission requirements of the School of Graduate Studies and Research, students seeking admission to the MBA program must have achieved a minimum 2.75 GPA. Students with a 2.75 GPA or above, are asked to submit their transcript and resume. Students who have not earned this standard may be considered based with a holistic evaluation. These students will be assessed based on their academic track record, prior work experience, letters of recommendation and/or GMAT scores, if asked to submit these.



strength of recommendation letters, and clarity of goal statement presented by the candidate. International applicants are required to submit a Test of English as Foreign Language (TOEFL) score report as part of the MBA application.

International applicants are required to submit a Test of English as Foreign Language (TOEFL) score report as part of the MBA application unless they are from a country where English is the dominant language, or they earned a degree from an accredited US institution of higher education.

**9. DEPARTMENT: COMM**  
**NEW COURSE**  
**Course: COMM 737**

**Rationale:**

**Summary:**

**Course Title** Audio Production

**Number of Credits** Credits: 3

**Prerequisites** None

**Catalog Description** Provides students with a solid foundation in audio recording theory, techniques and practice. Students are introduced to the theoretical concepts and develop the technical skills that form the basis of modern recording. Topics covered include three-dimensional mixing and placement, fundamentals of sound, recording techniques and effects processing. Students will work with professional grade recording equipment and digital audio software to produce voiceovers, music pieces and audio storytelling.

**10. DEPARTMENT: BIOL**

**DUAL-LIST**

**Course: BIOL 451 plus 551**

**Rationale:** The graduate and undergraduate courses share the same goal of introducing the students to the theoretical background, applications, and analytical methods associated with evolutionary biology. Graduate students are expected to develop a working knowledge of evolutionary applications and analysis, to the extent that graduate students working on related thesis and/or research projects will gain the analytical base needed to incorporate into their work. Graduate students will also be expected to lead classroom discussions of recent literature, and to act as project coordinators for groups of undergraduates working together on a group research project and presentation, providing multiple opportunities for graduate students to further develop the leadership, organizational, and interpersonal skills needed for success in their field of study.



**Appendix C**  
**Academic Affairs Committee**  
**Chair Dugan**

**FOR ACTION:**

**CURRENT**

**Academic Advising**

All students are assigned academic advisors. In some curricula the advisors continue with the same group of advisees from year to year. In other curricula the freshman advisors remain with their advisee groups only for the students' first year. The student is then assigned an academic advisor for the remaining years to his/her degree in a chosen field. Faculty members advise students on academic achievement, dropping courses, changing curriculum, student activities, study schedules, and career options. Students may identify advisors by signing into MyIUP ([my.iup.edu](http://my.iup.edu)), selecting the "Academics" page and then under the "Advising" section, selecting "Advisor contact information." Having identified their advisors, students should contact the advisor. Should a student fail to identify an advisor, he/she may contact the chairperson of the student's major for an advisor assignment.

While a faculty member serves to advise the students as they progress to graduation, students are ultimately responsible for knowing and fulfilling the requirements for graduation in their degree program.

**PROPOSED**

**Academic Advising**

All students are assigned a faculty member who serves as their academic advisor when they start at IUP. Students may have the same advisor from year to year or their advisor may change based on their class standing, specialty areas, or career goals.

Faculty members advise students on a variety of areas, such as degree progress and curriculum, academic success, course registration, add/drop, changing majors, student activities, study skills, and career options. Faculty should maintain regular contact with their advisees.

Students may find out who their advisor is by signing in to MyIUP ([my.iup.edu](http://my.iup.edu)), selecting the "Academics" page, and then scrolling down to the "My Advisor" section. Students should initiate contact with their advisor. Questions about advisor assignments should be directed to the chairperson of the department.

While faculty advise students on a variety of areas, students are ultimately responsible for knowing and fulfilling their major, college, and university requirements for graduation.

**RATIONALE:** This policy was reviewed as part of our five-year review plan. The proposed policy more clearly defines the how advisers are assigned, how to determine one's adviser, and the role of each party's role in the relationship.



**FOR ACTION:****CURRENT****Dual Baccalaureate Degrees**

A student who has earned a minimum of 28 undergraduate credits from IUP and is in good academic standing may apply to pursue a second baccalaureate degree concurrently with the first. This application must be submitted to the dean of the college in which the major program of study for the second baccalaureate degree is housed. If admitted to a second baccalaureate degree program, the student must designate one of the two degree programs to be primary. To receive both degrees at graduation, the student must earn at least 30 credits beyond the requirements of the designated primary program of study. The student must earn a minimum of 150 credits to receive both degrees concurrently. Furthermore:

- a. The student may not be graduated until both the degrees are completed.
- b. All requirements for the curriculum of each degree must be satisfied.
- c. A course required in both degree programs does not have to be repeated for the second degree, but exceptions might apply at the departmental level.
- d. All university requirements, such as a minimum GPA and number of residency credit taken at IUP in the major, must be met for each degree separately.
- e. Should a student elect to discontinue the pursuit of receiving two baccalaureate degrees simultaneously and decide to apply for graduation with one degree, the student will be bound to the Postbaccalaureate Studies requirements if a later return to IUP is desired.

**PROPOSED****Dual Baccalaureate Degrees**

A student who has earned a minimum of 30 undergraduate credits from IUP and who is in academic good standing may apply to pursue a second baccalaureate degree concurrently with the first. This application must be submitted to the dean of the college in which the major program of study for the second baccalaureate degree is housed. If admitted to a second baccalaureate degree program, the student may request through their academic standards officer that the second baccalaureate degree be designated as the primary degree. To receive both degrees at graduation, the student must earn at least 30 credits beyond the requirements of the designated primary program of study. The student must earn a minimum of 150 credits to receive both degrees concurrently.

Furthermore:

1. All requirements for each degree must be satisfied for the student to graduate.
2. A course required in both degree programs does not have to be repeated for the second degree, but substitutions may be required at the departmental level.
3. All university requirements, such as a minimum GPA and number of residency credits taken at IUP in the major, must be met for each degree separately.
4. If a student decides not to pursue a dual baccalaureate degree, they should complete the *Request to Remove Minor, Certificate, Double Major, or Dual Baccalaureate* form, and then they may apply for graduation for the remaining degree if the degree requirements have been met. If upon graduation the student returns to pursue a second bachelor's degree or certification, they will be bound to the requirements for Post-baccalaureate Studies (for a second degree or certification).



**RATIONALE:** This policy was reviewed initially because of the discovery of inaccurate terminology. The review commenced to correct inaccuracies and better ensure accuracy and clarity.

**FOR ACTION:**

CURRENT

**Re-enrollment/Readmission Policy**

**1. For Students in Academic Good Standing**

- a. Previously matriculated undergraduate students who have registered for classes in at least one of the two previous regular academic semesters can re-enroll for courses by contacting their department for advising and an alternate PIN number.
- b. Undergraduate students who have withdrawn from the university voluntarily or who have not been enrolled in the previous two or more regular academic semesters must submit an online application for re-enrollment. Applications may be submitted up to one week prior to the start of the semester for which the student wishes to return. After processing the application, the student will be sent information regarding registration.

**2. For Students Not in Academic Good Standing**

Students not in academic good standing (regardless of whether the student was dismissed by the university or voluntarily withdrew) must submit an online application for re-enrollment consideration. Applications may be submitted up to two weeks prior to the start of the semester for which the student wishes to return. An Academic Standards Officer will review the application and make a decision on the student's eligibility to return. If approved, the student will be sent information regarding registration.

If the student is seeking admission to a new college, the Academic Standards Officer of the new college will consult the Academic Standards Officer of the former college before making a decision.

**3. For Students Who Have Been Involuntarily Withdrawn from the University**

Please see IUP's Involuntary Withdrawal Policy and its readmission process for information.

**4. Procedures**

- a. To return to the university, log into MyIUP and select "Academics." You will find "Apply for Re-enrollment to IUP" in the "Academic Record" portlet. Complete and submit the form. If you don't have a MyIUP account, claim your account to get MyIUP access. (Note: If you last attended prior to fall 2000, complete a paper Application for Re-enrollment: [www.iup.edu/registrar/forms](http://www.iup.edu/registrar/forms).) For more information on IUP's re-enrollment/readmission procedures, please access the Registrar's website at: [www.iup.edu/registrar/policies/readmission-procedures/](http://www.iup.edu/registrar/policies/readmission-procedures/)
- b. Separate from the re-enrollment/readmission process, a returning student may be required to address outstanding holds of any kind before being allowed to register for classes.
- c. Some programs may have enrollment restrictions that affect re-entry. Check with the dean's office of the college housing the major.
- d. Applications for students seeking to change their major will be forwarded to the Academic Standards Officer of the college of the requested major. A change of major request will be



initiated on the student's behalf. If approved, the Office of the Registrar will officially change the major while reactivating the student account for registration.

- e. Students who want to be considered for financial aid must complete the Free Application for Federal Student Aid (FAFSA) to determine their financial aid eligibility. Eligibility will be based on financial need, as determined by the FAFSA, and on prior academic record.
- f. Returning students who have not been enrolled for two years or more may petition their college dean for application of the Cancelled Semester Policy, which provides for cancellation from the cumulative record of the effects of one semester below a GPA of 2.0. Students who have been separated from the university for two consecutive calendar years may petition their college dean to return under the Fresh Start Policy. Students must pay fees and attend classes before a designated semester will be cancelled or the Fresh Start Policy will take effect. Details regarding these policies can also be found in the Academic Policies section in the Undergraduate Catalog.

## PROPOSED

### RE-ENROLLMENT POLICY

Graduate students wishing to return to the university must contact the School of Graduate Studies and Research for specific instructions.

An application for re-enrollment is *not* required for previously enrolled undergraduate students (in academic good standing) who have registered for classes in at least one of the two previous regular academic semesters. Under these circumstances, simply contact your department for advising and an alternate PIN number. If you do not meet these criteria, then you *must* submit an application for reenrollment.

#### 1. Re-Enrollment Application Process

- a. Re-Enrollment Option 1: Academic Good Standing (Cumulative GPA above 2.0)  
Undergraduate students who have withdrawn from the university voluntarily or who have not been enrolled in the previous two or more consecutive regular academic semesters and who are in academic good standing must submit an online application for re-enrollment. Applications may be submitted up to one week prior to the start of the semester for which the student wishes to return. After processing the application, the student will be sent information regarding registration.
- b. Re-Enrollment Option 2: Not in Academic Good Standing (Cumulative GPA below 2.0)  
Undergraduate students not in academic good standing (regardless of whether the student was academically dismissed by the university or voluntarily withdrew on their own) must submit an online application for re-enrollment consideration. Applications may be submitted up to two weeks prior to the start of the semester for which the student wishes to return. An Academic Standards Officer will review the application and make a decision on the student's eligibility to return. If approved, the student will be sent information regarding registration.
- c. Re-Enrollment Option 3: Involuntarily Withdrawn from the University Unrelated to Cumulative GPA or Academic Issues  
Undergraduate students who have been involuntarily withdrawn from the university for non-academic reasons, as outlined in the Involuntary Withdrawal Policy





(<https://www.iup.edu/supportingstudents/involuntary-withdrawal-policy/>), must submit a request for re-enrollment to the Office of Vice President for Student Affairs (mail to: [universitystudentaffairs-vpsa@iup.edu](mailto:universitystudentaffairs-vpsa@iup.edu)) prior to completing the Application for Re-Enrollment.

## 2. Procedure for Completing an Application for Re-Enrollment

Log into MyIUP and click on Academics. You will find “Apply for Re-Enrollment to IUP” in the Academic Record section. Complete and submit the form. If you don’t have a MyIUP account, claim your account to get MyIUP access. (Note: If you last attended prior to fall 2000, complete a paper “Application for Re-Enrollment”: [www.iup.edu/registrar/forms](http://www.iup.edu/registrar/forms).) For more information on IUP's re-enrollment-readmission procedures, please access the Registrar's website at: [www.iup.edu/registrar/policies/readmission-procedures/](http://www.iup.edu/registrar/policies/readmission-procedures/)

## 3. Additional Information

- a. Separate from the re-enrollment process, a returning student may be required to address outstanding holds of any kind before being allowed to register for classes.
- b. Some programs may have enrollment restrictions that affect re-entry. Check with the dean’s office of the college housing the major.
- c. Applications for students seeking to change their major will be forwarded to the Academic Standards Officer of the college of the requested major. A change of major request will be initiated on the student’s behalf. If approved, the Office of the Registrar will officially change the major while reactivating the student account for registration.
- d. Students who want to be considered for financial aid must complete the Free Application for Federal Student Aid (FAFSA) to determine their financial aid eligibility. Eligibility will be based on financial need, as determined by the FAFSA, and on prior academic record.
- e. Returning students may consult with their college dean regarding the applicability of the Cancelled Semester Policy or the Fresh Start Policy to their circumstances.

**RATIONALE:** Review of this policy began at the request of the Vice President for Student Affairs, pursuant to a website unclarity. As we reviewed the policy, we determined that the policy needed to be clarified and better define the categories of re-enrollment, the process and other considerations.



**Appendix D**  
**Non-Credit Committee**  
**Chair O'Neil**

**FOR INFORMATION:**

From the College of Health and Human Services—As of Fall 2020, the Clinical Medical Assistant clock hour certificate program has been placed into moratorium.



**Appendix E**  
**President's Athletic Advisory Committee**  
**Monday, October 5, 2020**  
**Chair Castle**

**Welcome and Remarks – Dr. Joshua Castle, Chair**

- After welcoming the committee, Dr. Castle provided an update from the Intercollegiate Athletic Compliance Committee (IACC). This included the work that was completed on the Scholarship and Demographic Report submitted at the end of July. Dr. Castle also mentioned the group met that day and discussed the NCAA COVID -19 compliance issues. He mentioned that Sam Traver will have more later on in the meeting.

**Remarks from Dr. Michael Driscoll**

- Dr. Driscoll thanked Todd Garzarelli, Sam Traver and the coaches for keeping student-athletes engaged during this semester.
- Talked about a meeting among the Presidents of the PSAC that will occur later this week regarding restarting winter and spring sports.
- President Driscoll mentioned he was encouraged by the increased level of engagement, in terms of community out-reach and academic performance by student-athletes and coaches.
- Dr. Driscoll also noted that this is an opportunity to enhance philanthropically efforts to help student-athletes and other students.
- Lastly, President Driscoll stated we need to be focused on the mental health of student-athletes.

**Remarks from Dr. Tom Segar**

- Dr. Segar echoed the President's remarks and thanked coaches and trainers for their efforts during this time. He stated, even though there isn't competition, work is still being done to move athletics forward.
- Mentioned the benefits of the speaker series continuing virtually- the up-coming speaker will focus on mental health and wellbeing, as well as, managing through a pandemic.

**Report from Athletic Administration – Todd Garzarelli**

- Talked about how everyone in athletics has continued to adapt as new information comes and is continuously changing.
- Informed the committee that work-outs are being conducted in groups of 8-10. Increases coaching time because of the small groups. Over the summer a COVID-19 task force was developed to make recommendations specific to athletics.
- Mentioned that the conference meeting on Wed. regarding restarting winter and spring sports will answer a lot of questions. With a restart there will be challenges to facilities/scheduling practices and competition across the PSAC. Another issue is testing athletes for COVID-19, which includes testing viability-timing, access, cost, etc.
- Complimented the University College and tutoring services during this time in a virtual era.
- Highlighted the hiring of the new strength and conditioning coach. Stated that coaches all would agree that winning begins with well-conditioned athletes and everyone seems to be happy with the new hire.

**Compliance Questions-Samantha Traver**

- Discussed the NCAA eligibility changes due to COVID-19. The NCAA has been broad in their acceptance of waivers and hardships. A discussion followed and it was mentioned that the IACC will be looking at how to manage these new guidelines both from a policy and procedural perspective. It



was also stated that the IACC will prioritize what is in the best interest of the student-athlete and be committed to IUP values.

**Report from University Advancement – Khatmeh Osseiran Hanna**

- Provided an update to the Comprehensive Campaign which is 98% to goal. Athletics is at \$4.925 million out of goal of \$5 million. Advancement and Athletics are working plans/donors to go above goal. We will have to wait and see.
- Stated that through Alumni and Friends the community is missing IUP athletics and asking about schedules and athletes.
- Currently working with athletics on updating needs assessment for moving athletics forward and future plans.

**Report from Faculty Athletics' Representative – Jim Racchini**

- Commended the Athletic Training for dealing with transitioning from an injury management team to a disease prevention staff with COVID-19 testing and protocols.
- Stated that 13 teams had a 3.25+ team GPA for the spring. Lacrosse had the top Team GPA in the conference 3.65, 208 students had 3.25+ GPA which is 58% of athletes at IUP.
- Discussed how the first-year experience was going this semester. There were a record 110 freshmen student-athletes on campus this semester and taking part in the linked courses of DVST 150 and KHSS 143 in a learning community.

**Report from Student Athletic Advisory Committee – Madison Burns**

- Thanked coaches and the committee for helping students navigate the current landscape.
- Provided a report from SAAC-PSAC is focusing on Diversity and Inclusion this year for trainings and educational focus. At the last SAAC meeting they discussed some new NCAA legislation.
- Stated that student-athletes are eager to get back to competition.
- Shared that athletics sent out a module regarding mental health.



**Appendix F**  
**Academic Computing Policy Advisory Committee**  
**Representative Ford**

**FOR INFORMATION:**

**Changes to availability of centrally funded software:**

- DropBox reduced to 650 licenses and to be discontinued as of June 29, 2021. To be replaced by OneDrive
- Kaltura discontinued and replaced by MS Streams
- Respondus discontinued
- Respondus StudyMate discontinued
- Systat discontinued

**Changes to funding of centrally funded software:**

- ChemDoodle cost transferred to Kopchick College of Natural Science and Mathematics
- College Alcohol eCheckup cost transferred to Student Affairs
- College Marijuana eCheckup cost transferred to Student Affairs
- Eviews cost transferred to College of Humanities and Social Sciences
- Filemaker cost transferred to College of Education and Educational Technology
- IRB Manger cost transferred to School of Graduate Studies and Research
- Iwiki cost transferred to Academic Affairs
- MatLab cost transferred to Kopchick College of Natural Science and Mathematics
- Mathematica phased cost transferred to Kopchick College of Natural Science and Mathematics. 2020/21: 50% to KCNSM. 2021/22: 100% KCNSM
- Nvivo cost transferred to School of Graduate Studies and Research

**Rationale:**

Centrally funded software is supported through the student Technology Fee. With lower enrollments the Tech Fee fund is diminished and required a reevaluation of the software supported from the fund. All changes were recommended by ACPAC based on available use statistics.



**Appendix G**  
**Letter to the Chancellor**  
**Chair Piper**

**FOR ACTION:**

**WHEREAS**, It is the request of IUP University Senate to the PASSHE system that the student to faculty ratio be calculated differently for per-credit tuition universities.

**RESOLVED**, That the Indiana University of Pennsylvania University Senate send the following letter to Chancellor Daniel Greenstein, Pennsylvania State System of Higher Education:

Daniel Greenstein, Chancellor  
Pennsylvania State System of Higher Education  
2986 N 2<sup>nd</sup> Street  
Harrisburg, PA 17110-1201

Chancellor Greenstein:

Greetings from Indiana University of Pennsylvania (IUP). I am writing this letter as the Chairperson of IUP's University Senate, but I am also a faculty member with 18 years devoted to this institution in addition to being a proud alumnus (4 degrees) and proud IUP Dad. In the spirit of shared governance, I am asking that PASSHE reconsider the faculty-to-student ratios established under PASSHE's System Redesign for those institutions that have moved away from "semester-based tuition" to a "per-credit" tuition model.

Currently, three Universities charge per-credit tuition: IUP, Millersville, and Shippensburg. My request would extend to all three of these institutions, and I believe that this request will further serve all students who attend PASSHE Schools. Applying a uniform metric to both per-credit and semester-based universities makes neither financial nor strategic sense, exacting an unfair and damaging cost on the university I treasure.

*Let me explain:*

PASSHE has adopted the high enrollment year for IUP to be 2011-2012. In one sense, this is understandable: it shows us at our peak, what we were able to briefly sustain. In truth, you only provide maximum efficiency once in your lifetime; but any time you are just "below" your best does not mean you are inefficient. During this peak time, all systems charged the per-semester tuition model; in other words, every student paid for 12 credits, but could take up to 18 credits during that term. The norm for all college students is to take 15 credits each academic semester, which accounts for basically 1 free course per



semester. Using this enrollment data, PASSHE concluded that IUP's average student to faculty ratio should be 19.2:1.

My favorite class during my undergraduate degree at IUP was cost accounting. I loved this class and it has served me well. It made me look at things differently. In looking at this ratio of 19.2:1, I understand this is PASSHE's attempt to establish a monetary amount needed to justify each faculty resource, which would then include other ancillary services such as staff, supervision, etc. However, this framing puts those institutions that now charge the per-credit model at a competitive disadvantage from all other PASSHE institutions.

When faced with declining enrollments and lower state support, the Administration at IUP (and I am sure the other two) took the bold move of changing their tuition model to a per-credit model. While I can't speak to the mindset of those decisions, one can assume that this was done to expand our revenue base so we could continue to provide smaller class sizes, expanded services, improved facilities and prevent the possibility of layoffs once we fell from our "peak enrollment" days. In other words, now my institution is charging students more for their 15 credits than other institutions who only receive compensation for 12 credits (while offering those students the opportunity to take up to 18 credits).

It is my request that the system review the student to faculty ratio a little differently, in a way that assures all institutions are collecting the same monetary amounts per faculty resource.

*Here is how:*

When factoring the 19.2:1 ratio in IUP's case, the per semester tuition model would have generated far less revenue than our current "per credit" tuition model is now generating. For instance, if IUP currently charged students per semester, PASSHE's model is suggesting that IUP produce 19.2 students for each faculty resource. Under the current tuition schedule, IUP would then charge \$3,828 per semester for students taking 12 credits or more. Having 19.2 students multiplied by \$3,828 means that PASSHE's model should produce \$73,497.60 per semester in tuition dollars for each faculty resource ( $\$3,828 \times 19.2$ ). In other words, our University needs to earn \$73,497.50 in tuition each semester to justify the employment levels that support 1 faculty member. It is this amount, \$73,497.50, that should be used in the equation, divided by the tuition amount we receive for a full-time student at our current tuition rates, and not just the 19.2:1 student to faculty ratio that was generated in 2011-2012.

Because IUP (and others) charge the per-credit tuition, our student to faculty ratio goal should be lower. To generate \$73,497.50 per faculty member resource, our denominator in the equation should be the tuition we charge for 15 credits and 18 credits per term, not the per-semester rate. For 15 credits per term, IUP charges a student \$4785 per semester and





for 18 credits a term IUP charges \$5742. If we just use the 15 credit per term model, to reach the \$73,497.50 per faculty resource amount, IUP student to faculty ratio should be 15.36:1, not 19.2:1. This model should then also be applied to the student to staff ratio. As the table below shows, the student to faculty ratio (S/F) to achieve the \$73,498 per faculty resource declines for each additional tuition credit paid by students to the Universities that have adopted the per-credit tuition model.

Avg. # of credits taken by students/term	Flat Fee Tuition		Per Credit Tuition	
	S/F ratio	Tuition generated by each faculty	Identical tuition generated by each faculty	S/F needed to generate the same Revenue
12	19.2	\$73,498	\$73,498	19.20
12.5	19.2	\$73,498	\$73,498	18.43
13	19.2	\$73,498	\$73,498	17.72
13.5	19.2	\$73,498	\$73,498	17.07
14	19.2	\$73,498	\$73,498	16.46
<b>14.2</b>	<b>19.2</b>	<b>\$73,498</b>	<b>\$73,498</b>	<b>16.23</b>
14.5	19.2	\$73,498	\$73,498	15.89
15	19.2	\$73,498	\$73,498	15.36
16	19.2	\$73,498	\$73,498	14.40
17	19.2	\$73,498	\$73,498	13.55
18	19.2	\$73,498	\$73,498	12.80

Clearly, setting differential targets is a bit of a messaging challenge for PASSHE. It is easier to establish a ratio and use it across the system, but it is not consistent with the PASSHE decision to allow campuses to determine their most advantageous pricing model. Further, if I can apply my researcher hat to the equation, adopting two different ratio-based systems would allow us to finally answer a question that has been on the minds of many, does it “taste great” or is it “less filling”; sorry for the adult beverage commercial pun.

*Let me explain:*

Maybe both models will serve our students well. The per-semester model serves our students who are looking for the least expensive option to get their degree: Pay for 12 credits; take up to 18 credits; get the most bang for your tuition dollar. But as a result, the student to faculty ratio in these institutions will be higher, since the same amount of tuition for a full-time student being collected is less. But the tuition-per-credit model should also be allowed to provide students extra services and smaller class sizes for the additional tuition dollars that they will spend. If PASSHE continues with the student to faculty ratio based on the per-semester tuition model for all Institutions, this option may not be available.

So instead of making a one-size-fits-all faculty to student ratio, I urge you to allow for the two models to use their competitive advantages and let the future students decide which is best for them:



- *If you want to maximize your tuition dollars, here are our per semester schools of choice.*
- *If you want more personalized services, here are the institutions that provide smaller classes and more services at a per-credit fee.*

As we make the hard choices to ensure PASSHE schools can provide expanded and affordable educational opportunities for decades to come, it is crucial that restructuring and retrenchment are grounded in solid data and equitable metrics. Otherwise, those institutions that went to a per-credit tuition model are facing a “taste great” versus “more expensive” recruiting path. As Chairperson of IUP’s University Senate, and proud alumnus of IUP, I am asking you to allow the per-credit tuition Universities to be the “less filling” or “more services” option to the students of the PASSHE system as long as our University meets its other budget requirements.

Sincerely

David M. Piper  
Chairperson  
Indiana University of Pennsylvania University Senate

