University Senate

Tuesday, October 6, 2020
3:30pm – 5:00pm, Zoom

Approval of Order

  A. Approval of minutes from September 8, 2020 meeting
  B. Approval of current agenda items and order

Reports and Announcements   Appendix   Page(s)

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

Standing Committee Reports   Chairperson

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A.	Rules Committee	Smith-Sherwood		
B.	University-Wide Undergraduate Curriculum Committee	Sechrist/Fair	A	2-36
C.	University-Wide Graduate Committee	Moore/Gossett	B	37-47
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Senate Representative Reports   Representative

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B.	Presidential Athletic Advisory Council	Castle		
C.	Academic Computing Policy Advisory Committee	Ford		
D.	University Budget Advisory Committee	Soni		

New Business
Adjournment

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

FOR INFORMATION:

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

- **ARED 215 - Issues in Art Education**
- **BIOL 455 - Animal Behavior**
- **EDUC 452 - Teaching of English and Communication**
- **ENGL 220 - Advanced Composition**
- **ENGL 323 - The Teaching of Reading and Literature in Middle and Secondary School**
- **ENGL 398 - Global Genres**
- **FDNT 110 - Careers in Food and Nutrition**
- **FDNT 362 - Experimental Foods**
- **FDNT 410 - Food, Nutrition, and Aging**
- **FDNT 431 - Career Advancement in Dietetics**
- **FDNT 481 - Advanced Human Metabolism I: Macronutrients**
- **MATH 411 - Univariate Data Analysis**
- **MIDL 222 - Reading Instruction and Assessment in Grades 4-8**
- **MKTG 435 - Professional Selling and Sales Management**
- **PHYS 231 - Electronics**
- **PLSC 348 -Top Secret America: The Rise and Reach of the National Security State**
- **RLST 100 - Introduction to Religion**

FOR ACTION:

1. **Department of Food and Nutrition–New Courses, Course Revision, and Catalog Description Change**

    a. **New Courses:**

       i. **FDNT 255 – Nutrition Assessment and Medical Terminology**

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

          Prerequisite: BIOL 150 with grade of "C" or better
          Selects and uses appropriate dietary, anthropometric, biochemical, clinical, functional, and socioeconomic assessment techniques to identify and prioritize nutritional needs of individuals. Applies critical thinking in determination of nutritional status. Communicates using professional standardized language, documentation, and medical terminology.

Rationale: FDNT 255 is proposed to address gaps in the current curriculum for dietetics and specifically to meet new expectations based on accreditation standards and enhance graduate competitiveness for post-baccalaureate dietetic internships and graduate school admission.

ii. **FDNT 431 - Career Advancement in Dietetics**

Class Hours: 1
Lab/Discussion: 0
Credits: 1

Prerequisite: Senior status, Nutrition - Dietetics Track majors only
Preparation to become a credentialed dietetics professional. Includes pathways to become a registered dietitian, specialized credentials and certifications, and establishing a professional network. Navigates the complex application process to secure acceptance to a dietetic supervised practice program.

Rationale: Professional credentialing pathways and the highly competitive application process for admission to dietetic supervised practice programs are complex and daunting for students. Creating a new course only for students who intend to apply will promote student success in securing dietetic supervised practice appointments, while providing them with essential theoretical, procedural, and strategic guidance relevant to this step toward their career as a registered dietitian.

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

Current Catalog Description:

FDNT 355 - Medical Nutrition Therapy I

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

Prerequisite: FDNT 212 with a grade of "C" or better and **BIOL 155** or **BIOL 150/151**
An interpretation of anthropometric, laboratory, clinical, and dietary data in nutrition assessment. Pathophysiology of and evidence-based medical nutrition therapy for caloric imbalance, diabetes, and cardiovascular diseases. Use of 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

Prerequisite: 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 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.

Rationale: To update FDNT 355 prerequisites to align with current Biology course offerings and Biology department curriculum updates. To update the FDNT 355 course description to remove the first line that references nutrition assessment. To better meet new accreditation requirements and student preparation for FDNT 355, a new course: FDNT 255 Nutrition Assessment and Medical Terminology is proposed as the replacement for this content area.

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

Current Catalog Description:

FDNT 362 – Experimental Foods

Class Hours: 2
Lab/Discussion: 3
Credits: 3

Prerequisite: FDNT 150, **FDNT 355**, or concurrently **MATH 217**
The experimental study of foods, relating chemical and physical properties to reactions and processes occurring in food systems.

Proposed Catalog Description:

FDNT 362 – Experimental Foods

Class Hours: 2
Lab/Discussion: 0
Credits: 2

Prerequisite: Grade of "C" or better in **FDNT 150**, **FDNT 151**, **FDNT 355** or concurrently, and **MATH 217**
In-depth study of foods, relating chemical and physical properties to reactions and processes. Focuses on the importance of research and evaluation techniques as they apply to product development and consumer acceptability. Examines factors impacting the quality, safety, preservation, additives, and nutritional composition.

Rationale: FDNT 362 is being revised to separate the lecture and laboratory into two courses. This change will better meet accreditation standards and clearly document laboratory engagement on the student's transcript. Separating lecture and laboratory will increase scheduling flexibility, including an option for FDNT 362 (non-lab course) to be offered via distance education.

2. Department of Philosophy–New Track

Philosophy, Politics, and Economics (PPE) Track, Philosophy, BA

The Philosophy, Politics, and Economics (PPE) track is designed to help students understand the social institutions and structures that shape our world by looking at them through the lenses of three disciplines. To understand how the social world actually is, could be, and should be, the track combines the expertise and perspectives of philosophy, political science, and economics: economics to explain how economic systems operate and predict the effects of potential policy changes; political science to explain how political systems operate and how those systems might be changed; and, philosophy to analyze the moral costs and benefits of different economic and political systems. This track will be of interest to students concerned about the impact of law, policy, business, and government on individuals, social groups, and the broader world. It also prepares students for careers in law, government, public policy, public administration, the non-profit sector, advocacy, or consulting.

Philosophy, Politics, and Economics (PPE) Track, Philosophy, BA

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **46-47**
Mathematics:
- **MATH 217 - Probability and Statistics   Credits:** 3
Humanities:
- **PHIL 122 - Contemporary Moral Issues   Credits:** 3
Social Science:
- **PLSC 111 – American Government   Credits:** 3
- **ECON 121 - Principles of Macroeconomics   Credits:** 3
Liberal Studies Electives: 6
- **ECON 122 - Principles of Microeconomics   Credits:** 3

College:
Foreign Language Intermediate Level (1)   **0-8**

Major/Track: **30**
Required Core Courses: **Credits: 6**
- **PLSC 359 - Constitutional Law and Civil Liberties   Credits:** 3
- **PHIL 323 - Political Philosophy   Credits:** 3

Controlled Electives   **Credits: 6**
ECON: Must take two of the following:
- **ECON 223 - Economics of Crime   Credits:** 3
- **ECON 330 - Labor Economics   Credits:** 3
- **ECON 343 - Economic History of US   Credits:** 3
- **ECON 360 - Health Economics   Credits:** 3
- **ECON 361 - Environmental Economics   Credits:** 3

PLSC: Must take two of the following: **Credits: 6**
- **PLSC 250 - Public Policy**
- **PLSC 360 - Classical Political Thought**
- **PLSC 361 - Modern Political Thought**
- **PLSC 370 - The Practice of Public Administration**

PHIL: Must take four of the following: (2)   **Credits: 12**
- **PHIL 130 - Introduction to Biomedical Ethics**
- **PHIL 221 - Symbolic Logic**
- **PHIL 270 - Ethics and the Environment**
- **PHIL 320 - Ethical Theory**

- **PHIL 324 - Ancient Greek Philosophy**
- **PHIL 325 - Early Modern European Philosophy**
- **PHIL 450 - Philosophy of Law**

Free Electives: **35-44**

Total Degree Requirements: **120**
(1) Intermediate-level foreign language may be included in Liberal Studies electives.
(2) At least two PHIL elective courses must be 300 level or above.

Rationale: The objective of this proposed PPE track is to help students achieve a better understanding of the social institutions and structures that shape our world by looking at them through the lenses of philosophy, political science, and economics. To understand how the social world actually is, could be, and should be, the program combines the expertise and perspectives of philosophy, political science, and economics: economics to explain how economic systems operate and predict the effects of potential policy changes; political science to explain how political systems operate and how those systems might be changed; and, philosophy to analyze the moral costs and benefits of different economic and political systems. By combining these disciplines, this proposed PPE track will offer challenge, rigor, social relevance and career preparation.

The proposed PPE program is designed to prepare students for careers in law, government, public policy, public administration, the non-profit sector, advocacy, or consulting. The program should also focus the energies of students who are concerned about the impact of law, policy, business, and government on individuals, social groups, and the broader world. This track will serve as replacement for the PHIL/Pre-Law Track we expect to withdraw from the curriculum, and, we believe, provide a stronger program for students. No university in the State System offers a BA in Philosophy, Politics, and Economics.

3. **Department of Theatre, Dance, and Performance–New Courses, Course Revisions, Catalog Description Changes, Course Title Changes, Modification of Prerequisites, Teamwork Approvals, and Program Revisions**

   a. **New Courses:**

   i. **THTR 214 Theatre History and Literature: Tragedy**

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

   Prerequisite: none
   Surveys various eras of theatre grouped into major topics including but not limited to: Tragedy and Women, Gender, and Identity. Examines and analyzes how the plays reflect the social and historical contexts of these topics, especially how perceptions of tragedy have changed, and how issues regarding women, gender, and identity have evolved throughout the centuries. Includes how playwrights, designers, directors, and other theatre-makers have presented and staged these issues, and how audiences have received them.

ii. **THTR 215 Theatre History and Literature: Comedy**

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

Prerequisite: none
Surveys various eras of theatre grouped into major topics including but not limited to: Comedy and the Business of War and Peace. Examines and analyzes how perceptions and performances of comedy have changed, as well as which aspects have stayed largely the same. Analyzes war as a historical reality and how playwrights, directors, designers, and other theatre-makers have found ways to stage war and its collateral damage.

Rationale: The Theatre, Dance, and Performance Department seeks 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. 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.

iii. **THTR 261 Simulation Performance**

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

Prerequisite: none
Trains in Standardized Patient/Simulation Participants (SP) methodology using Applied Theatre techniques. Applies skills in character development, scenario creation, improvisation, and debriefing to interdisciplinary simulations ranging from healthcare to psychology to political science. Portrays complex characters within simulations to enhance communication skills, verbal and nonverbal. Investigates nuanced provider-patient or professional-client interactions within a team-created original scenario.

Rationale: With the emergence of simulation as an educational tool in healthcare and its expansion to other disciplines, there is a need for actor training specific to simulation. This course meets this need by training students to perform as Standardized Patients/Simulated Participants. The skills embedded in the course are applicable to students both within the major and in other disciplines. The interdisciplinary teamwork projects embedded in this course meet the requirements of designation as a Teamwork Intensive course for the minor in Effective Teamwork and Communication. Additionally, the content of the course fulfills the requirements of a Liberal Studies elective in Oral Communication.

iv. **THTR 362 Performance for Social Change**

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

Prerequisite: none
Explores how performance can be a tool for social transformation within a global context from social media campaigns to organized protests. Engages in deep inquiry on diverse cross-cultural

performance and learn tools to create social change through interdisciplinary collaboration. Uses the performance methods of Augusto Boal's Theatre of the Oppressed, address issues of power, privilege, social identity, and systems of oppression. Covers the political, cultural, and historical contexts of contemporary global movements for social change and key theoretical frameworks with which to analyze and create performance. Applies performance tools for creative and non-violent action for social change through dialogue, interactive exercises, community-based performance, and identity awareness projects. Includes Equity/Diversity/ Inclusion (EDI) pedagogy through the lens of multicultural performance awareness and facilitator training for engaging in community dialogue.

Rationale: This course meets the need of teaching students' skills in cultural competency and interpersonal communication through theatrical practice. This course builds on existing initiatives in the Applied Theatre area in the Department of Theatre, Dance, and Performance. The skills embedded in the course are applicable to students both within the major and in other disciplines. The course content and assignments build cross-cultural awareness, competency and strengthen students' understanding of the diverse perspectives and systems that inform our global community. Discussions, exercises, and performance assignments aid students in connecting their personal experience and identity to global issues thereby empowering students to take non-violent action to impact their communities. The interdisciplinary teamwork projects embedded in this course meet the requirements of designation as a Teamwork Intensive course for the Effective Teamwork and Communications minor. Additionally, the content of the course focusing on non-dominant cultures and identities within a global context, more specifically an emphasis on women and racial minorities, as a sustained study fulfills the requirements of a Liberal Studies Global and Multicultural Awareness course and Liberal Studies electives in Global Citizenship and Oral Communication.

b. **Course Revisions and/or Catalog Description Changes, Course Title Changes, and Modification of Prerequisites:**

   i. **Catalog Description Change and Modification of Prerequisite:**

   Current Catalog Description:

   THTR 120 - Stagecraft

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

   Prerequisite: none
   An exploration of the material, methods, and procedures utilized in creating a scenic environment. Through instruction and practical applications, students learn the basis of scenic construction and develop competency with the basic materials and equipment used in a theatrical scenery shop.

   Proposed Catalog Description:

   THTR 120 - Stagecraft
   Class Hours: 3

Lab/Discussion: 0
Credits: 3

Prerequisite: none
Corequisite: THTR 486
Explores the material, methods, and procedures utilized in creating scenery for live performance and sound stage production. Covers the basics of scenery construction through instruction and practical applications. Develops competencies with the basic materials, equipment and creative methods used in a scenery studio and as a stage hand, running performances. **Requires practice of competencies through co-requisite enrollment in THTR 486 Practicum (.5 cr).**

Rationale: The revision appropriately accounts for contact hours of experiential learning necessary for attaining student learning outcomes in stagecraft. Co-requisite THTR 486 Practicum provides supervised studio time to learn the practices of stagecraft taught in the lecture course THTR 120 Stagecraft.

ii. Catalog Description Change, Course Title Change, and Modification of Prerequisite:

Current Catalog Description:

THTR 122 - Costume Workshop

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

Prerequisite: none
Instruction and practical experience in the process of building costumes for the stage. Activities include fitting, cutting, sewing, dyeing, and painting. Also gives instruction in the maintenance of wardrobe, costume stock, materials, and properties.

Proposed Catalog Description:

THTR 122 - Costume Technology

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

Prerequisite: none
Corequisite: THTR 486
Provides instruction and practical experience in the process of building costumes for live and recorded performance, and operating wardrobe support. Includes competencies of cutting, sewing, and fabric modification. Develops capability in wardrobe operation, costume stock, and material identification and selection. **Requires practice of competencies by co-requisite enrollment in THTR 486 Practicum (.5 cr).**

Rationale: The revision appropriately accounts for contact hours of experiential learning necessary for attaining student learning outcomes in costume technology. Corequisite THTR 486 Practicum provides supervised studio time to learn the practices of costume technology

taught in the lecture course THTR 122 Costume Technology. The course name change more accurately describes the content of the course.

iii. Course Revision, Catalog Description Change, and Course Title Change:

Current Catalog Description and Course Title:

THTR 161 - Introduction to Theater: Interpersonal Practices

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

Prerequisite: none
Explores the theater arts, examines its major conceptual and aesthetic underpinnings, major periods of theater history, selected works of dramatic literature, and the primary theater arts of acting, directing, design, and technical theater. Class experience includes the analysis of at least two major works of drama, attending two live productions, and viewing of selected televised plays and musicals. Analyzes examples of interpersonal relations of teams using dramatic literature and implement primary acting and directing tools in discovering solutions to challenges in interpersonal relations. Designed for those seeking a minor in Effective Teamwork and Communication. Meets Fine Arts for Liberal Studies. THTR 101 and 161 may be substituted interchangeably for D/F repeats, but THTR 161 is required for the Effective Teamwork and Communication minor. THTR 101 and THTR 161 may not be used for duplicate credit.

Proposed Catalog Description and Course Title:

THTR 161 Introduction to Theatre: Teamwork

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

Prerequisite: none
Explores major conceptual, philosophical, and aesthetic underpinnings of theatre arts. Includes the analysis of major historical and contemporary works of drama through dramatic literature and live and mediated performance. Introduces key elements of theatre through examining the roles and functions of acting, playwriting, directing, and design. Builds skills in teamwork through implementation of theatrical practice, analysis of interpersonal communication, and development of collaboration within a team project. Designed for those seeking a minor in Effective Teamwork and Communication. Meets Fine Arts requirement for Liberal Studies. THTR 101 and 161 may be substituted interchangeably for D/F repeats. THTR 101 and THTR 161 may not be used for duplicate credit. THTR 161 is required for the Effective Teamwork and Communication minor.

Rationale: This course is being revised to fix title spelling to parallel department title change; to map the SLOs to the EUSLOs; and to include an assessment tool.

iv. Course Revision, Catalog Description Change, and Course Title Change:

Current Catalog Description and Course Title:

THTR 361 The Performance of Caring

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

Prerequisite: Priority enrollment for Nursing and Allied Health majors, or by instructor permission
Using acting skills to engender healing relationships. A creative, empathetic, and practical approach to preparing future healthcare professionals with enhanced skills in the art of establishing and building patient and colleague relationships. Content is delivered, and student learning is facilitated, through the use of apprtoaches common to the training of performing artists.

Current Catalog Description and Course Title:

THTR 361 Performance of Caring

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

Prerequisite: none
Enhances interpersonal communication with patients, clients, and colleagues using an interactive and hands-on approach based on Performance Studies. Builds skills in empathetic response, verbal and nonverbal communication, and active listening applied directly to scenarios from a range of disciplines. Engages in performative role-playing to explore collaborative problem-solving, practice de-escalation techniques, and navigate challenging situations in the workplace. Applies performance tools and Applied Theatre methods for enhanced interpersonal communication skills in simulations tailored to specific disciplines.

Rationale: To broaden course content to serve students from all disciplines. Updated mapping of SLOs to the EUSLOs. Inclusion of the course as a Liberal Studies elective for Global and Multicultural Awareness, and Oral Communication. Inclusion as a Teamwork Intensive course for the Effective Teamwork and Communications minor.

c. **Teamwork (T Course) Approvals:**

The following courses were approved by UWUCC to be T Courses:

- **THTR 261 Simulation Performance** plus **FDNT 355 Medical Nutrition Therapy I**
- **THTR 361 Performance of Caring**
- **THTR 362 Performance for Social Change**

d. **New Program:**

Applied Theatre and Performance Certificate   12

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   Credits: 3

(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, project students in other disciplines will be more marketable for a range of jobs that include tasks such as management, creative thinking, or client interpersonal communication.

e. Program Revision:

Current Program:			Proposed Program: **Musical Theatre Track, Theatre, BA**		
Musical Theatre Track, Theatre, BA					
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	46-47		**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:	46-47	
Fine Arts: MUHI 101 or **DANC 102**			**Fine Arts: MUHI 101** or **DANC 102**		
Mathematics: 3cr			**Mathematics:** 3cr		
Liberal Studies Elective: 6cr, No courses with THTR prefix			**Liberal Studies Elective:** 6cr		
Major:	42		**Major:**	42	
Foundation Studies Courses: (1)	**Credits:** 14		**Foundation Studies Courses:**	**Credits:** 11	
MUSC 111 - Theory Skills	**Credits:** 2		MUSC 111 - Theory Skills I	**Credits:** 2	
MUSC 115 - Theory I	**Credits:** 3		MUSC 115 - Theory I	**Credits:** 3	
THTR 111 - Foundations of Theater	**Credits:** 3		THTR 111 - Foundations of Theater	**Credits:** 3	
THTR 212 - History and Literature: Classical	Credits: 3		THTR 371 - Musical Theater History	**Credits:** 3	
or					
THTR 212 - History and Literature: Renaissance	Credits: 3		**Core Skill Courses:**	**Credits:** 19	
THTR 371 - Musical Theater History	**Credits:** 3		APMU 105 - Voice I	**Credits:** 1	
			APMU 155 - Voice II	**Credits:** 1	
Core Skill Courses:	**Credits:** 19		APMU 205 - Voice III	**Credits:** 1	
APMU 105 - Voice I	**Credits:** 1		APMU 255 - Voice IV	**Credits:** 1	
APMU 155 - Voice II	**Credits:** 1				
APMU 205 - Voice III	**Credits:** 1		DANC 260 - Beginning Jazz Dance	**Credits:** 3	
APMU 255 - Voice IV	**Credits:** 1		or		
			DANC 485 - Dance Studio (Jazz) (2)	**Credits:** 3	
DANC 260 - Beginning Jazz Dance	**Credits:** 3				
or			DANC 280 - Beginning Ballet	**Credits:** 3	
DANC 485 - Dance Studio (Jazz) (2)	**Credits:** 3		or		
			DANC 485 - Dance Studio (Ballet) (2)	**Credits:** 3	
DANC 280 - Beginning Ballet	**Credits:** 3				
or			THTR 240 - Acting I (3)	**Credits:** 3	
DANC 485 - Dance Studio (Ballet) (2)	**Credits:** 3		THTR 372 - Musical Theater Auditioning	**Credits:** 3	
THTR 240 - Acting I (3)	**Credits:** 3		THTR 373 - Musical Theater Scene Study	**Credits:** 3	

THTR 372 - Musical Theater Auditioning	**Credits:** 3

~~**One of the following:**~~
~~THTR 116 - Fundamentals of Theatrical Design~~ ~~**Credits:** 3~~
~~THTR 120 - Stagecraft~~ ~~**Credits:** 3~~
~~THTR 122 - Costume Workshop~~ ~~**Credits:** 3~~
~~THTR 221 - Basic Stage Lighting~~ ~~**Credits:** 3~~
~~THTR 226 - Stage Management~~ ~~**Credits:** 3~~

Experiential Learning: (4)	**Credits:** 5
MUSC 126 - Music Theater (5)	**Credits:** 0/1
MUSC 128 - Opera/Musical in Production Ensemble (5)	**Credits:** 0/1
THTR 486 - Practicum in Production (6)	**Credits:** 0-3
THTR 493 - Internship	**Credits:** 3-12

Electives:		3
Select 3 credits from the following:		
DANC 270 - Beginning Ballroom and Tap Dance	Credits: 3	
DANC 485 - Dance Studio	Credits: 3	
MUSC 153 - Class Piano I	Credits: 1	
THTR 340 - Acting II	Credits: 3	
THTR 350 - Directing	Credits: 3	
THTR 373 - Musical Theater Scene Study	Credits: 3	
THTR 471 - Musical Theater Performance	Credits: 3	

Capstone:		1
THTR 480 - Theater Seminar	Credits: 1	
Free Electives:		~~28~~ 29
Total Degree Requirements:		120

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

(2) Level of dance studio competence will determine placement by faculty.

~~(3)~~ Proficiency in acting studio fundamentals is prerequisite. Students who do not demonstrate proficiency at audition will be required to take THTR 140.

~~(4)~~ Completion of eight different production experiences required.

(5) Proficiency in music theory is prerequisite. Students who do not demonstrate proficiency at audition will be required to take MUSC 110.

(6) Repeated for credit.

Experiential Learning: (4)	**Credits:** 8
MUSC 126 - Music Theater (5)	**Credits:** 0-1
MUSC 128 - Opera/Musical in Production Ensemble (5)	**Credits:** 0-1
THTR 486 - Practicum in Production (4)(6)	**Credits:** 0-3
THTR 471 - Musical Theatre Performance (6)	**Credits:** 3

Controlled **Electives:**		3
Select 3 credits from the following:		
DANC 270 - Beginning Ballroom and Tap Dance	Credits: 3	
DANC 485 - Dance Studio (Ballroom and Tap)	Credits: 3	
MUSC 153 - Class Piano I	Credits: 1	
THTR 340 - Acting II	Credits: 3	
THTR 350 - Directing	Credits: 3	

Capstone:		1
THTR 480 - Theater Seminar	Credits: 1	

Free Electives:		31-32

Total Degree Requirements:		120

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

(2) Level of dance studio competence will determine placement by faculty.

(3) Proficiency at audition is required. If not proficient, students need to take THTR 140 Foundations of Performance.

(4) ONE repeat needs to have the title THTR 486 Practicum in Production, others should have subtitles--production, performance, or applied theatre.

(5) Proficiency in music theory is prerequisite. Students who do not demonstrate proficiency at audition will be required to take MUSC 110.

(6) Repeated for credit.

Rationale: Two Musical Theatre courses (THTR 373 and THTR 471) need to be designated as Required courses; currently, they are listed as Electives. In addition, the free elective of THTR 493 Internship is removed from electives (renamed "controlled electives"). This may be allowed as a substitution by special request, but it was interpreted as a requirement and promoted confusion to advisors and students.

4.   **Department of Safety Sciences–Course Revision and Catalog Description Change**

   Current Catalog Description:

   SAFE 215 – Safety, Health, and Environmental Communications

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

Prerequisite: Sophomore standing; safety, health, and environmental applied sciences majors/ minors only or instructor permission
Provides students with the ability to apply the theories of learning and communication to aid them in becoming effective oral and written safety, health, and environmental communicators and trainers. Students design and deliver training programs using modern technology and charismatic engagement tools. Students learn, both in writing and orally, how to use communication skills to convince management and employees to embrace and implement safety initiatives and to communicate with regulators and the public regarding safety, environmental, and health issues. Students develop a range of written documents, such as safety, health, and environmental policies, procedures and/or programs, inspection and audit reports, and program and risk assessment and exposure reports, and then communicate summaries of these documents orally. (writing-intensive course)

Proposed Catalog Description:

SAFE 215 - Safety, Health, and Environmental Communications

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

Prerequisite: Sophomore standing; safety, health, and environmental applied sciences majors/ minors only or instructor permission
Provides the ability to apply the theories of learning and communication to aid in becoming effective oral and written safety, health, and environmental communicators and trainers. Designs and delivers training programs using modern technology and charismatic engagement tools. Develops communication skills to convince management and employees to embrace and implement safety initiatives and to communicate with regulators and the public regarding safety, environmental, and health issues. Develops a range of written documents, such as safety, health, and environmental policies, procedures and/or programs, inspection and audit reports, and program and risk assessment and exposure reports and then communicates summaries of these documents orally.

Rationale: We are removing the writing-intensive requirement for this class since our   Departmental Writing Across the Curriculum Plan has been approved. Learning outcomes have been updated to meet curriculum requirements.

5. **Department of Art and Design–New Course and New Program**

   a. **New Course:**

   ART 478 - Career Practices for Designers and Illustrators

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

Prerequisites: ART 218 and Senior Standing
Examines career practices for graphic designers and illustrators. Includes resume development, biography writing, self-promotional strategies, and financial literacy for commercial artists are explored. Provides individualized designs for the completion of their professional portfolio.

Rationale: ART 478 Career Practices for Designers and Illustrators is a new course that serves a growing area of interest within the student body of the Department of Art and Design, particularly students who are interested in studying in our largest area, graphic design. The course is designed to familiarize students with professional skills such as resume and contract development, tax law for visual artists, and traditional and digital self-promotion. Students are also asked to finalize their professional portfolios.

b. New Program:

Bachelor of Fine Arts – Graphic Design and Illustration

Liberal Studies: As outlined in Liberal Studies section   43-44
with the following specifications:
Fine Arts: ARHI 205
Mathematics: 3cr
Liberal Studies Elective: 3cr, **ARHI 207**

Major:
Foundation Required: 12
ART 111 - Figure Drawing   **Credits:** 3
ART 112 - Fundamentals of Drawing   **Credits:** 3
ART 113 - Three-Dimensional Design   **Credits:** 3
ART 114 - Color and Two-Dimensional Design   **Credits:** 3

Beginning Studio Required: 9
ART 218 - Introduction to Graphic Design   **Credits:** 3
ART 221 - Principles of Illustration   **Credits:** 3
ART 226 - Typography   **Credits:** 3

Beginning Studio Elective: One of the following courses: 3
ART 211, ART 213, ART 214, ART 215, ART 216,
ART 217, ART 281 (ART 281 may be used only once)

Art History Required: 6
ARHI 100 - Arts of the 20th Century   **Credits:** 3
ARHI 301 - Design History   **Credits:** 3

Intermediate/Advanced Studio Required: 30
ART 355 - Intermediate Graphic Design and Illustration   **Credits:** 3
ART 356 - Intermediate Layout and Composition for
          Print and Interactive Media   **Credits:** 3
ART 423 - Drawing: Materials and Process   **Credits:** 3
ART 424 - Drawing: Ideation and Concept   **Credits:** 3
ART 448 - Brand Design   **Credits:** 3
ART 455 - Modeling and Animation   **Credits:** 3
ART 456 - Advanced Web and Interactive Design   **Credits:** 3
ART 465 - Advanced Illustration   **Credits:** 3
ART 466 - Digital Image Synthesis for the Designer and
          Illustrator   **Credits:** 3

ART 478 - Career Practices for Designers and Illustrators   **Credits:** 3

Controlled Electives: Three of the following courses: 9
ART 211, ART 213, ART 214, ART 215, ART 216, ART 217,
ART 451, ART 452, ART 453, ART 454, ART 460, ART 493 (1)
COMM 271, COMM 371, IFMG 230, IFMG 300, MKTG 320,
MKTG 321

Free Electives: 5-6

Total Degree Requirements: (2,3)   120

(1) Inclusion of internship credits toward any portion of fulfillment of degree
requirements must be approved by the departmental chair and student's major
advisor. Approval must be obtained in writing before enrollment.
(2) Student must achieve a cumulative 2.5 GPA and earn a "C" or better in all
ART and ARHI courses to graduate.
(3) See advisory paragraph "Timely Completion of Degree Requirements" in
the section on Requirements for Graduation.

6.   Department of Marketing–Modification of Prerequisites and Program Revision

a.   Modification of Prerequisites:

Current Title and Prerequisites:

MKTG 320 – Principles of Marketing

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

Prerequisites: ECON 122

Proposed Title and Prerequisites:

MKTG 320 – Principles of Marketing

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

Prerequisites: None

Rationale: We are deleting the prerequisite ECON 122 Microeconomics. ECON 122 continues to
remain an essential course for all Business Majors in Eberly and continues to be required for all
Majors in Eberly Business and IT as part of the Junior Standing requirement. Most Business
students would have taken ECON 122 in their Freshman or Sophomore years. We have many of
Minors outside Eberly who would not need to take ECON 122 specifically.

b. Program Revision:

Minor – Marketing (1)	**Credits:** 18	**Minor – Marketing** (1)	**Credits:** 18
~~(for business majors and students majoring in fashion merchandising, sports administration, art, journalism, and public relations, or hospitality management)~~		(available to all majors)	

Required Courses:	**Credits:** 18	**Required Courses:**	**Credits:** 18
MKTG 320 – Principles of Marketing	**Credits:** 3	ECON 101 or 121 or 122	**Credits:** 3
~~MKTG 321 – Consumer Behavior~~	**Credits:** 3	MKTG 320 – Principles of Marketing	**Credits:** 3
4 additional MKTG courses	**Credits:** 12	Any 4 MKTG courses	**Credits:** 12

(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.

(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.

Rationale: This already popular Marketing Minor will now be opened up to ALL majors in the university. Thus, it will provide all interested students with the opportunity to avail of this offering, to advance curricular & professional training in the Business Marketing field. Several students with other Majors land up in Marketing-related jobs; so, would benefit tremendously in their career with a Marketing Minor. The MKTG 320 Core Course (3 credits) serves as introduction to the overall business functional area of Marketing; hence it is necessary to be done. Thereupon, students do 12 credits by picking any 4 Marketing courses (from our variety of core and electives' offerings) as per their interest within the Marketing domains and suited applicability to their respective majors. Additionally, students will take one of the following Economics courses (3 credits) to complete the 18 credit Minor: ECON 101 or ECON 121 or ECON 122.

7. Department of Biology–Modification of Prerequisites, Course Revisions, and Program Revision

a. Modification of Prerequisites

Current Title and Prerequisites:

BIOL 300 - Genetics in Medicine and Nutrition

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

Prerequisites: BIOL 203 or **BIOL 241** or **CHEM 255**

Proposed Title and Prerequisites:

BIOL 300 - Genetics in Medicine and Nutrition

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

Prerequisites: BIOL 203 or **BIOL 241**

Rationale: For a 300 level BIOL majors course, to get enough of a Biology perspective and foundation whether in Genetics or Disease, it would benefit the students to have a pertinent BIOL course for a prerequisite.

b. Course Revisions and/or Catalog Description Changes, and Modification of Prerequisites:

i.   Course Revision and Modification of Prerequisites:

Current Catalog Description:

BIOL 241 – Introductory to Medical Microbiology

Class Hours: 3
Lab/Discussion: 3
Credits: 4

Prerequisites: BIOL 203 or **BIOL 240**; **CHEM 102** or **CHEM 112** or **CHEM 114**
An introduction to medical microbiology that focuses on the structure, biology, and genetics of microbes in relation to human disease and to bacteriology as well as bacterial, viral, fungal pathogens and the mechanisms of disease. Prepares student for advance study in microbiology and the health sciences. Standard methods and techniques are emphasized in laboratory.

Proposed Catalog Description:

BIOL 241 – Introductory to Medical Microbiology

Class Hours: 3
Lab/ Discussion: 3
Credits: 4

Prerequisites: BIOL 203 or **BIOL 240**
An introduction to medical microbiology that focuses on the structure, biology, and genetics of microbes in relation to human disease and to bacteriology as well as bacterial, viral, fungal pathogens and the mechanisms of disease. Prepares student for advance study in microbiology and the health sciences. Standard methods and techniques are emphasized in laboratory.

Rationale: With this prerequisite change, we are confident that our students to be able to meet the appropriate rigor of BIOL 241 course. Also, BIOL 241 includes an introduction to basic biological chemistry. We intend to decrease course bottlenecks and increase student flexibility by modifying the current prerequisites.

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

Current Catalog Description:

BIOL 364 – Immunology

Class Hours: 2
Lab/Discussion: 3
Credits: 3

Prerequisites: BIOL 241; **CHEM 111-112** or **CHEM 113-114**
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:

BIOL 364 – Immunology

Class Hours: 2
Lab/Discussion: 3
Credits: 3

Prerequisites: BIOL 241
Studies the principles, 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.

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. Prerequisite change to BIOL 241 also reflects the relevance of course content and to minimize bottlenecks for student success.

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

Current Catalog Description:

BIOL 455 – Animal Behavior

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

Prerequisites: BIOL 201; not open to students who have completed fewer than 60 credits
The biological study of animal behavior. Topics include the mechanisms, development, ecology, and evolution of behavior.

Proposed Catalog Description:

BIOL 455 – Animal Behavior

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

Prerequisites: Not open to students who have completed fewer than 60 credits
Offers a comparative and integrative overview of how and why animals as diverse as insects and humans behave the way that they do, linking behaviors to the brain, genes, and hormones, as well as to the surrounding ecological and social environments. Demonstrates how researchers use scientific logic to study the underlying mechanisms and evolutionary bases of behavior, with emphasis on how evolutionary theory unifies the various subdisciplines within animal behavior.

Rationale: This revision is being submitted to address these concerns: 1) The original BIOL 455/555 course objectives that are on file are almost twenty years old (from 2002). Animal behavior has evolved considerably as an integrative and experimental science since then, the catalog description, new outcomes and assessments better match current emphases. 2) A DE option is being added to enhance course offering flexibility. 3) Remove BIOL 201 as a prerequisite to make the course more accessible to other majors, such as Psychology.

c. Program Revision:

Minor - Biomedical Science	Credits: 18	Minor - Biomedical Science	Credits: 18
Required Courses:	**Credits: 12**	**Required Courses:**	**Credits: 12**
BIOL 150 - Human Anatomy	**Credits: 4**	BIOL 150 - Human Anatomy	**Credits: 4**
BIOL 240 - Human Physiology	**Credits: 4**	BIOL 240 - Human Physiology	**Credits: 4**
BIOL 241 - Introductory Medical Microbiology	**Credits: 4**	BIOL 241 - Introductory Medical Microbiology	**Credits: 4**
Controlled Electives (1):		**Controlled Electives (1):**	**Credits: 6**
Select 6 credits from the following:	**Credits: 6**	Select 6 credits from the following:	
BIOL 310, 323, 364, 405, 410, 460, 466 or 477		BIOL 300, 364, 409, 430, 462, 469, 477 or 479	
(1) Other BIOL content courses with the approval of the minor advisor.		(1) Other BIOL content courses with the approval of the minor advisor.	

Rationale: This past AY, Biology has undergone significant curriculum revision including changes to our course prerequisites. To aid in enrollment of all students interested in our Biomedical Science Minor, we are making changes to eliminate hidden course prerequisites. These changes require a slight modification to our assessment. Revising this Minor to remove any bottlenecks could also result in enrollment increases.

8. Department of Human Development, Fashion, and Interior Design--New Certificates and a Course Revision

a. Preschool Education Certificate

Those interested in working with preschool age children (3 to 6 years) will receive specialized training specifically focused on best practices for supporting preschoolers and their families. Current early childhood educators without a degree may be interested in completing this certificate. The certificate will prepare students (e.g., test preparation, training hours) for the Child Development Associate (CDA) credential awarded by the Council for Professional Recognition.

IUP

Preschool Education Certificate   **Credits: 18**

Required Courses:
ECED 112 - Child Development: Birth to Age 5   **Credits: 3**
    OR
ECSP 112 - Growth and Development: Typical and Atypical   **Credits:**3
    OR
EDEX 114 - Atypical Development in Infants, Child, and Adolescents   **Credits: 3**
    OR
CDFR 218 - Child Development   **Credits: 3**
CDFR 310 - Observation and Assessment   **Credits: 3**
    OR
ECSP 340 - Introduction to Classroom and Behavior Management   **Credits: 3**
CDFR 321 - Preschool Education: Play and Developmentally Appropriate Practice   **Credits: 3**
CDFR 322 - Early Care and Education   **Credits: 3**
    OR
CDFR 315 - Intro to Early Intervention   **Credits: 3**
    OR
EDEX 415 - Preschool Education for Children with Disabilities   **Credits: 3**

Elective Courses: **Credits: 6**
ECED 200 - Introduction to Early Childhood Education   **Credits: 3**
    AND/OR
Any course with the CDFR prefix   **Credits:** 3-6

Rationale: Indiana University of Pennsylvania received a grant from the Pennsylvania Department of Education (PDE) and the Office of Child Development and Learning (OCDEL) to create certificate options for early care providers. Research demonstrates that when early care providers have higher levels of education, the quality of care is improved. Unfortunately, many providers do not have higher education training. This certificate will allow early care providers to complete credit bearing training without committing to a 2-year or 4-year degree. The certificate will also allow them to utilize financial aid to assist with the cost of post-secondary education. The courses selected for the certificate will prepare students for a national credential available for early care providers, the Child Development Associate (CDA) credential.

b. **Infant-Toddler Development Certificate**
Students interested in working with very young children (birth to 3) will receive specialized training specifically focused on best practices for supporting young children and their families. Current early childhood educators may be interested in completing this certificate. Human service professionals in general (e.g., nurses, social workers, public health professionals) may be interested in receiving additional training focused on very young children. *This certificate is not for HDFS majors.*

Infant-Toddler Development Certificate   **Credits: 18**

Required Courses: **Credits**: 12
CDFR 218 - Child Development   **Credits: 3**
  OR
ECED 112 - Child Development: Birth to Age 5   **Credits: 3**
  OR
ECSP 112 - Growth and Development   **Credits: 3**

CDFR 310 - Observation and Assessment   **Credits: 3**

CDFR 410 - Infant-Toddler Development	**Credits:** 3
CDFR 420 - Infant-Toddler Mental Health	**Credits:** 3
Elective Courses:	**Credits: 6**
CDFR Elective	**Credits:** 3
CDFR Elective	**Credits:** 3

Rationale: Current early childhood professionals are encouraged and often required to complete credit bearing training related to their field. This certificate will allow them to receive credit bearing training and receive financial aid to assistance with the cost. Additionally, non-HDFS majors interested in working with very young children (birth to 3) will receive specialized training specifically focused on best practices for supporting young children and their families. Human service professionals in general (e.g., nurses, social workers, public health professionals, administrators) may be interested in receiving additional training focused on very young children.

c. Course Revision:

Current and Proposed Catalog Description:

CDFR 411 Family and Community

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

Prerequisite: Grade of "C" or better in **CDFR 218**, **CDFR 224**, **CDFR 310**, **CDFR 315**, **CDFR 323**; compliance with current agency regulation and enrolled in major/minor or instructor permission
A study of community agencies and their service to families. Covers advocating for children and families, identifying community agencies that aid families in need, examining the professional code of ethics and ethical decision making, and recognizing signs of trouble within families and referring them appropriately. Community service and agency speakers are integrated into course work. Participation in a community service project is a mandatory part of the course. Completion of this course with a grade of "C" or better is required for graduation.

Rationale: When this course was approved as a distance education course this summer a new syllabus of record was established for the course as well.

9. Journalism and Public Relations--Course Revision, Catalog Description Changes, and Course Title Change

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

Current Catalog Description:

JRNL 102 – Basic Journalistic Skills

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

Prerequisite: None
Required for journalism and public relations majors and minors. Emphasizes grammar, punctuation, spelling, AP Stylebook, copyediting, headlines, and accuracy.

Proposed Catalog Description:

JRNL 102 – Skills for Media Writing

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

Prerequisite: None
Introduces the fundamental skills and styles used by professional writers in the digital media and communications industries. Applies industry-standard style guidelines to editing writing. Covers the ways of viewing media writing as critical consumers of information and for converting that understanding into content that reaches mass audiences in various print and digital platforms.

Rationale: Course is being updated to more accurately represent the course content and to remove outdated language.

b. **Catalog Description Change:**

Current Catalog Description:

JRNL 105 – Journalism and the Mass Media

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

Prerequisite: None
The course is a critical examination of the roles-goals of the mass media (newspapers, magazines, radio and television, Internet and other on-line services) as they affect the American society socially, politically, culturally and economically.

Proposed Catalog Description:

JRNL 105 – Journalism and the Mass Media

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

Prerequisite: None
Critically examines the roles, goals and technologies of the mass media as they affect American society socially, politically, culturally and economically. Explores the development of theories and research which explain the impact media has on society and people.

Rationale: This course is being revised to update the SLOs and map them to the EUSLOs. We are updating the SLOs to make them more succinct, relevant and aligned with the ever-changing field. We are also updating them to better fit with the Liberal Studies EUSLOs.

10. **Eberly College of Business and Information Technology–Course Prefix Change**

Current Course Title and Prefix:

MGMT 101 – Business Success Seminar

Proposed Course Title and Prefix:

BUS 101 – Business Success Seminar

Rationale: This course has been housed in the Department of Management. However, more recently, there have been faculty members in every department of the college who have demonstrated interest in teaching this cross-functional course. The course is a 101-level course and any qualified faculty in the college can potentially teach the course. Since the intention of the course is to provide an introduction to all the disciplines of the college and to assure that students bond with the college, it makes sense to have faculty members from different departments in the college to teach this course. Since it is not possible to cross-list the course in five different departments, we are requesting the course prefix to be changed to BUS 101.

11. **Department of Accounting–Program Revision**

    a. **Program Revision**

Minor – Accounting (1)
(For Business Majors and students majoring in: Criminology, Hospitality Management, Employment and Labor Relations, Sports Administration, Fashion Merchandising, Economics, and Computer Science.)

Credits: 18

Minor – Accounting (1)   **Credits:** 18
(For ALL majors)

Prescribed Liberal Studies:
Mathematics: MATH 214 or 217 — **Credits:** 3
Social Science: ECON 121 — **Credits:** 3
Liberal Studies Electives: COSC/IFMG 101 — **Credits:** 3

Required Courses: — **Credits:** 12
ACCT 201 - Accounting Principles I — **Credits:** 3
ACCT 202 - Accounting Principles II — **Credits:** 3
ACCT 304 - Intermediate Accounting I — **Credits:** 3
ACCT 305 - Intermediate Accounting II — **Credits:** 3

Any two courses from the following: — **Credits:** 6
ACCT 303 - Financial Systems Analysis — **Credits:** 3
ACCT 311 - Cost Accounting — **Credits:** 3
ACCT 401 - Advanced Accounting — **Credits:** 3
ACCT 421 - Federal Tax I — **Credits:** 3
ACCT 422 - Federal Tax II — **Credits:** 3
ACCT 431 - Auditing — **Credits:** 3
ACCT 432 - Forensic and Internal Auditing — **Credits:** 3

(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.

Required Courses: — **Credits:** 9
ACCT 201 - Accounting Principles I — **Credits:** 3
ACCT 202 - Accounting Principles II — **Credits:** 3
ACCT 304 - Intermediate Accounting I — **Credits:** 3

Any three courses from the following: — **Credits:** 9
(at least two courses with ACCT prefix): — **Credits:** 3
ACCT 305 - Intermediate Accounting II — **Credits:** 3
ACCT 311 - Cost Accounting — **Credits:** 3
ACCT 401 - Advanced Accounting — **Credits:** 3
ACCT 412 - Advanced Cost Accounting — **Credits:** 3
ACCT 421 - Federal Tax I — **Credits:** 3
ACCT 422 - Federal Tax II — **Credits:** 3
ACCT 431 - Auditing — **Credits:** 3
ACCT 432 - Forensic and Internal Auditing — **Credits:** 3
ACCT 441 - Accounting for Government and Not for Profit Organizations — **Credits:** 3
ACCT 461 - Accounting Systems — **Credits:** 3
CRIM 101 - Crime and Justice Systems — **Credits:** 3
ECON 121 - Principles of Macroeconomics — **Credits:** 3
ECON 122 - Principles of Microeconomics — **Credits:** 3
COSC 101 - Computer Literacy — **Credits:** 3
    OR
IFMG 101 - Computer Literacy — **Credits:** 3

OR
IFMG 110 - Business Spreadsheet Computing   **Credits:** 3

(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.

Rationale: The program is being revised to allow any and all majors at IUP to obtain a Minor in Accounting and provide them with greater flexibility in their selection of the elective courses. This will expand the student base and make the minor more accessible to other majors.

12. Department of English--Course Revisions, Catalog Description Changes, and Modification of Prerequisites

i.   Current Catalog Description:

ENGL 323 - The Teaching of Reading and Literature in the Middle and Secondary School

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

Prerequisite: ENGL 122, **ENGL 202**
Introduces the theory and research on teaching literature and reading in the secondary school. Reviews reader-response literary theory and classroom-based research on teaching literature. Also reviews socio-psycholinguistic reading theory and classroom-based research on teaching reading.

Proposed Catalog Description:

ENGL 323 - The Teaching of Reading and Literature in the Middle and Secondary School

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

Prerequisite: ENGL 121 or **ENGL 122**, **ENGL 202**
Introduces the theory and research on teaching literature and reading in the middle and secondary school. Explores a socio-psycholinguistic approach to reading, reader response theory, and classroom-based research on teaching literature. Engages students as both readers and teachers through practice-based experiences that emphasize genre awareness and visual literacy.

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 reading instruction.

ii.   Current Catalog Description:

ENGL 426 ESL Methods and Materials

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

Prerequisite: Senior standing or instructor permission
An introduction to English as a second language theory and practice. Aims: (1) general understanding of current theory and methods of teaching ESL; (2) ability to select appropriate, and adapt existing, materials for elementary and high school ESL students.

Proposed Catalog Description:
ENGL 426 ESL Methods and Materials

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

Prerequisite: junior standing or instructor permission
Introduces English as a second language theory and pedagogical practice through emphasis on multilingual students' experiences in institutional contexts. Covers the (1) general understanding of current theory and methods of teaching ESL and the (2) ability to select, adapt, and design curricular materials for elementary and secondary ESL students.

Rationale: ENGL 426 currently has "senior standing or instructor permission" listed as a prerequisite. This course is now part of a newly approved ESL Certificate program and can be taken by students in that program as juniors. Thus, we would like to change "senior standing" to "junior standing." As a dual-listed 400 level course, juniors and seniors are the ideal undergraduate levels for the course.

13. **Department of Mathematical and Computer Sciences--Course Revisions, Credit Hour Change, Catalog Description Changes, Course Title Change, and Modification of Prerequisites**

    a. **Course Revision, Credit Hour Change, Catalog Description Change, Course Title Change, and Modification of Prerequisites:**

    Current Catalog Description:

    COSC 220 – Applied Computer Programming

    Class Hours: 4
    Lab/Discussion: 0
    Credits: 4

    Prerequisite: COSC 110 or equivalent
    Structured programming principles and techniques, as implemented through the ANSI COBOL language; program design using top-down techniques; program and project documentation; introduction to sequential and random file algorithms and integrated file systems.

    Proposed Catalog Description:

COSC 220 – Enterprise Computing

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

Prerequisite: COSC 110
Introduces the use of mainframe computers in the development of enterprise computing applications. Includes mainframe programming language such as COBOL, program design using top-down techniques, program and project documentation, sequential and random file algorithms, integrated file systems, and features of enterprise computing such as data transfer formats.

Rationale: The course is being revised to reflect changes in technology and change the focus from COBOL programming to the use of mainframe computers in enterprise computing.

b. **Course Revision and Catalog Description Change:**

Current Catalog Description:

COSC 432 – Introduction to Operating Systems

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

Prerequisites: COSC 300, **COSC 310** or equivalents
An introduction to the principles of operating system design and implementation. Topics include interrupt service, process states and transitions, spooling, management of memory and disk space, virtual storage, scheduling processes and devices, and file systems.

Proposed Catalog Description:

COSC 432 – Introduction to Operating Systems

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

Prerequisites: COSC 300, **COSC 310**, or equivalents
Introduces the principles of operating system design and implementation. Includes interrupt services, process states and transitions, threads, scheduling algorithms, synchronization tools, deadlocks, virtualization, memory management of (main and virtual), storage devices management, file systems, and operating systems security.

Rationale: Course description as well as contents were updated to better reflect current advancements in the field and to ensure that our curriculum properly maps to the Center of Academic Excellence (CAE) 2019 Knowledge Units (KUs) Framework. This will help ensuring our Cybersecurity track continued designation as a National CAE in Cyber Defense, a prestigious designation by the NSA and DHS that our program has held for almost two decades.

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

Current Catalog Description:

COSC 493 – Internship in Computer Science

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

Prerequisite: COSC 105, **COSC 220** (except Languages and Systems Track), **COSC 300**, **COSC 310**, **COSC 319**, **COSC 341**, **COSC 380**, other courses depending on type of internship position desired, completion of application, and selection by a faculty committee. **COSC 319**, **COSC 341**, and **COSC 380** prerequisite may be waived when registering for first 6cr. Positions with participating companies provide students with paid experience in computer science under supervision of the companies and faculty. Requirements include three on-site consultations (one during first 6cr and two in final 6cr), two university consultations (one during first 6cr and one in final 6cr), completion of progress reports, oral presentation (final 6cr only), and a final cumulative paper (final 6cr only). An internship is offered only to students who have completed their sophomore year. No more than 3cr of the first 6cr of COSC 493 and 3cr of the last 6cr of COSC 493 may be applied toward the credit-hour requirement for a major in computer science. Internship can be completed as one 12cr unit over a minimum of 23 weeks or in 6cr units each over a minimum of 12 weeks. (Writing-intensive course. As such, an internship requires completion of designated writing intensive components.)

Proposed Catalog Description:

COSC 493 – Internship in Computer Science

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

Prerequisite: Junior standing and department permission
Provides on-the-job experience in computer science with private and government employers. Requirements include periodic consultation with a faculty member and employer evaluations. Requires completion of related academic work in the form of progress reports, final report, and oral presentation. Internship is either 6 credit hours over a minimum of 12 weeks or 12 credit hours over a minimum of 23 weeks. The 6cr option may be taken twice. (Writing-intensive course. As such, internship requires completion of designated writing-intensive components.)

Rationale: The prerequisites are being revised to be more flexible for students because many internships do not require all of the courses lists in the previous prerequisites. The course description is being revised to reflect the evolving focus of the internship program in computer science.

14. Department of Geoscience–Course Revisions and Modification of Prerequisites

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

Current Catalog Description:

SCI 103 – Fundamentals of Earth and Space Science

Class Hours: 2
Lab/Discussion: 2
Credits: 2.5

Prerequisites: Early Childhood Education/Special Education major
Earth science course for early childhood education/special education (ECSP) majors. Introduces concepts and applications of astronomy, geology, oceanography, and meteorology. Includes both lecture and laboratory components with an emphasis on how the earth sciences impact the natural environment. Does not fulfill the Liberal Studies requirement except for majors in early childhood education/special education major.

Proposed Catalog Description:

SCI 103 – Fundamentals of Earth and Space Science

Class Hours: 2
Lab/Discussion: 2
Credits: 2.5

Prerequisites: Early Childhood Education or Early Childhood Education/Special Education major
Earth science course for early childhood education/special education (ECSP) majors. Introduces concepts and applications of astronomy, geology, oceanography, and meteorology. Includes both lecture and laboratory components with an emphasis on how the earth sciences impact the natural environment. Does not fulfill the Liberal Studies requirement except for majors in early childhood education/special education major.

Rationale: SCI 103 Fundamentals of Earth and Space Science is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program. The prerequisites are being modified to add the Early Childhood Education major, which already takes the course but requires an override.

b. **Course Revision:**

Current Catalog Description:

GEOS 105 – Exploring the Universe

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

Prerequisites: No geoscience majors/minors
Examines the history of time; the reasons for the seasons; the characteristics of the planets, moons, stars, and galaxies; and the history and future of space exploration.

Proposed Catalog Description:

GEOS 105 – Exploring the Universe

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

Prerequisites: No geoscience majors/minors
Examines the history of time; the reasons for the seasons; the characteristics of the planets, moons, stars, and galaxies; and the history and future of space exploration.

Rationale: GEOS 105 Exploring the Universe is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program.

c. **Course Revision:**

Current Catalog Description:

GEOS 106 – Exploring the Universe Lab

Class Hours: 0
Lab/Discussion: 2
Credits: 1

Prerequisites: No Geoscience majors/minors
Corequisite: Enrollment in GEOS 106 requires corequisite or previous enrollment in GEOS 105
Introduces the techniques astronomers use to study the nature and motions of objects in the sky, including the sun, moon, planets, and stars. Includes two observations held at night.

Proposed Catalog Description:

GEOS 106 – Exploring the Universe Lab

Class Hours: 0
Lab/Discussion: 2
Credits: 1

Prerequisites: No Geoscience majors/minors
Corequisite: Enrollment in GEOS 106 requires corequisite or previous enrollment in GEOS 105
Introduces the techniques astronomers use to study the nature and motions of objects in the sky, including the sun, moon, planets, and stars. Includes two observations held at night.

Rationale: GEOS 106 Exploring the Universe Lab is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program.

d. **Course Revision**

Current Catalog Description:

GEOS 150 – Geology of National Parks

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

Prerequisites: No Geoscience majors/minors
Explores geological processes and earth history using the classic rock formations of America's national parks. Includes national parks such as Arches, Bryce Canyon, Carlsbad Caverns, Grand Canyon, Great Smokies, Mammoth Cave, Shenandoah, Yellowstone, Yosemite, Zion, and others.

Proposed Catalog Description:

GEOS 150 – Geology of National Parks

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

Prerequisites: No Geoscience majors/minors
Explores geological processes and earth history using the classic rock formations of America's national parks. Includes national parks such as Arches, Bryce Canyon, Carlsbad Caverns, Grand Canyon, Great Smokies, Mammoth Cave, Shenandoah, Yellowstone, Yosemite, Zion, and others.

Rationale: GEOS 150 Geology of National Parks is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program.

e.   **Course Revision:**

Current Catalog Description:

GEOS 151 – The Age of Dinosaurs

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

Prerequisites: No Geoscience majors/minors
A thorough introduction to dinosaurs and the world they inhabited. Topics include the most current theories regarding dinosaur biology (behavior, metabolism, evolution), ecology (greenhouse climate, associated fauna and flora), and extinction (asteroid impact, volcanism, climate change).

Proposed Catalog Description:

GEOS 151 – The Age of Dinosaurs

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

Prerequisites: No Geoscience majors/minors
A thorough introduction to dinosaurs and the world they inhabited. Topics include the most current theories regarding dinosaur biology (behavior, metabolism, evolution), ecology (greenhouse climate, associated fauna and flora), and extinction (asteroid impact, volcanism, climate change).

Rationale: GEOS 151 The Age of Dinosaurs is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program.

f.   Course Revision:

Current Catalog Description:

GEOS 154 – Human Exploration of Space

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

Prerequisites: No Geoscience majors/minors
Covers the history, technical considerations, and scientific and social issues of the exploration of the planets and smaller objects of the solar system. Early rocketry, the race to the Moon, and past robotic missions provide a perspective to consider current and future science missions and human settlement beyond earth. Includes field observations and activities that may occur on evenings and weekends.

Proposed Catalog Description:

GEOS 154 – Human Exploration of Space

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

Prerequisites: No Geoscience majors/minors
Covers the history, technical considerations, and scientific and social issues of the exploration of the planets and smaller objects of the solar system. Early rocketry, the race to the Moon, and past robotic missions provide a perspective to consider current and future science missions and human settlement beyond earth. Includes field observations and activities that may occur on evenings and weekends.

Rationale: GEOS 154 Human Exploration of Space is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program.

15. Department of Hospitality Management—Course Revision

Current and Proposed Catalog Description:

HOSP 265 Hospitality Cost Management
Identifies and analyzes the control of hospitality operation costs, including those in the areas of food, beverage, labor, and material, and compares those costs to industry norms. Students analyze income statements and balance sheets.

Rationale: When this course was approved as a distance education course this summer a new syllabus of record was established for the course as well.

16. Department of Anthropology—Program Correction

Current Approved Program:
Bachelor of Arts—Anthropology/Applied Anthropology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	46-47
Mathematics: MATH 217	
Social Science: GEOG 104 (recommended)	
Liberal Studies Electives: 6cr, no courses with ANTH prefix	

College:

Foreign Language Intermediate Level (1)	0-8

Major:		36
Required Courses:		
ANTH 211 Cultural Anthropology		3cr
ANTH 222 Biological Anthropology		3cr
ANTH 233 Language and Culture		3cr
ANTH 244 Basic Archaeology		3cr
Two methods courses: ANTH 456, 457		6cr
One theory course: ANTH 480		3cr
Controlled Electives:		
One area course from the following: ANTH 271, 272, 273, 274, 314, 370		3cr
One additional ANTH electives (300 or 400 level)		3cr
ANTH 493 Internship in Anthropology *or* *or* 460 Ethnographic Field School (2)		3-6cr

Free Electives: (3)	26-38
Total Degree Requirements:	120

(1) Intermediate-level foreign language may be included in Liberal Studies electives.
(2) An internship or ethnographic field school is highly desirable but may be replaced by 3-6cr of pragmatic skill courses upon approval of the advisor.
(3) State System Board of Governors policy states that at least 40 percent of the course work in a degree must consist of courses numbered 300 and above.

Proposed Program:
Bachelor of Arts—Anthropology/Applied Anthropology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	46-47
Mathematics: MATH 217	
Social Science: GEOG 104 (recommended)	
Liberal Studies Electives: 6cr, no courses with ANTH prefix	

College:

Foreign Language Intermediate Level (1)	0-8

Major:		36-39
Required Courses:		
ANTH 211 Cultural Anthropology		3cr
ANTH 222 Biological Anthropology		3cr
ANTH 233 Language and Culture		3cr
ANTH 244 Basic Archaeology		3cr
Two methods courses: ANTH 456, 457		6cr
One theory course: ANTH 480		3cr
Controlled Electives:		
One area course from the following: ANTH 271, 272, 273, 274, 314, 370		3cr
One additional ANTH electives (300 or 400 level)		3cr
One additional ANTH elective (any level)		3cr
ANTH 493 Internship in Anthropology *or* *or* 460 Ethnographic Field School (2)		3-6cr

Free Electives: (3)	26-38
Total Degree Requirements:	120

(1) Intermediate-level foreign language may be included in Liberal Studies electives.
(2) An internship or ethnographic field school is highly desirable but may be replaced by 3-6cr of pragmatic skill courses upon approval of the advisor.
(3) State System Board of Governors policy states that at least 40 percent of the course work in a degree must consist of courses numbered 300 and above.

Rationale: When this program was presented to Senate on April 28th there were several errors in the program that did not match what was submitted by the department.

17. Department of Geography and Regional Planning–Program Correction and Program Moratorium

   a.   **Program Moratorium:**

   Geography Track, Social Studies Education, BSED

   Rationale: Based on INSPIRE recommendations this track is being placed in moratorium for two or more years with eventual closure.

   b.   **Program Correction:**

Current Approved Program:

Bachelor of Arts—Geography and Geographic Information Science (GIS)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 (1) **Natural Science:** GEOS 101-102 and GEOS 103-104 recommended **Liberal Studies Electives:** 6cr, no courses with GEOG prefix		46-47
College: Foreign Language Intermediate Level (2)		0-8
Major:		42
Required Courses:		
GEOG 213	Cartography and Map Design	3cr
GEOG 230	Cultural Geography	3cr
GEOG 231	Economic Geography	3cr
GEOG 316	Introduction to Geographic Information Systems	3cr
GEOG 341	Climatology	3cr
GEOG 342	Physiography	3cr
GEOG 411	History of Geography	3cr
GEOG 498	Research Seminar	3cr
RGPL 350	Introduction to Community Planning	3cr
Controlled Electives:		
One course from GEOG 251-257		3cr
Select one of the following Specializations:		
Environment/Energy Specialization:		
Four courses from the following:		
GEOG 222	Geography of National Parks	3cr
GEOG 343	Fresh Water Resources	3cr
GEOG 345	Biogeography for Environmental Managers	3cr
GEOG 415	Introduction to Remote Sensing	3cr
GEOG 425	Global Positioning Systems (GPS) Concepts and Techniques	3cr
GEOG 435	Geography of Energy	3cr
GEOG 440	Conservation: Environmental Analysis	3cr
GEOG 444	Energy Development and Compliance	3cr
GEOG 455	Advanced Remote Sensing	3cr
RGPL 426	Environmental Land Use Planning	3cr

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

Proposed Program:

Bachelor of Arts—Geography and Geographic Information Science (GIS)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 (1) **Natural Science:** GEOS 101-102 and GEOS 103-104 recommended **Liberal Studies Electives:** 6cr, no courses with GEOG prefix		46-47
College: Foreign Language Intermediate Level (2)		0-8
Major:		42
Required Courses:		
GEOG 213	Cartography and Map Design	3cr
GEOG 230	Cultural Geography	3cr
GEOG 231	Economic Geography	3cr
GEOG 316	Introduction to Geographic Information Systems	3cr
GEOG 341	Climatology	3cr
GEOG 342	Physiography	3cr
GEOG 411	History of Geography	3cr
GEOG 498	Research Seminar	3cr
RGPL 350	Introduction to Community Planning	3cr
Controlled Electives:		
One course from GEOG 251-257		3cr
Select one of the following Specializations:		
Environment/Energy Specialization:		
Four courses from the following:		
GEOG 222	Geography of National Parks	3cr
GEOG 343	Fresh Water Resources	3cr
GEOG 345	Biogeography for Environmental Managers	3cr
GEOG 415	Introduction to Remote Sensing	3cr
GEOG 425	Global Positioning Systems (GPS) Concepts and Techniques	3cr
GEOG 435	Geography of Energy	3cr
GEOG 440	Conservation: Environmental Analysis	3cr
GEOG 444	Energy Development and Compliance	3cr
GEOG 455	Advanced Remote Sensing	3cr
RGPL 426	Environmental Land Use Planning	3cr

Geospatial Information Science and Technology Specialization:

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

Human Geography Specialization:
Four courses from the following:

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

| **Free Electives:** | 23-32 |

Strongly Recommended for all majors: GEOG 493
Recommended for Environment/Energy Specialization: BIOL 210, 362, GEOG/RGPL 462, GEOS 201, 202
Recommended for Geospatial Information Technology Specialization: RGPL 453, 454

| **Total Degree Requirements:** | 120 |

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

Geography and Geographic Information Science (GIS)

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

~~Geography~~ Environment/Energy Specialization

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

~~Geography~~ Geospatial Information Science and Technology Specialization

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

~~Geography~~ Human Geography Specialization

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

Rationale: When this program was revised in April 2020 the word science appeared in the catalog description narrative for the Geospatial Information Science and Technology Specialization but was missing in the program layout. The department would like to have the word science in both places. The word Geography was in the catalog description narrative but should not have been.

18. Liberal Studies and UWUCC Approved the following courses:

- **GEOS 105 Exploring the Universe as a Liberal Studies Natural Science Non-laboratory course**
- **GEOS 106 Exploring the Universe Lab as a Liberal Studies Natural Science Laboratory course**
- **GEOS 150 Geology of Natural Parks as a Liberal Studies Natural Science Non-laboratory course**
- **GEOS 151 The Age of Dinosaurs as a Liberal Studies Natural Science Non-laboratory course**
- **GEOS 154 Human Exploration of Space as a Liberal Studies Natural Science Non-laboratory course**
- **JRNL 105 Journalism and the Mass Media as a Social Science Knowledge Area course**
- **SCI 103 Fundamentals of Earth and Space Science as a Liberal Studies Natural Science Laboratory course**
- **THTR 161 Introduction to Theatre: Teamwork as a Liberal Studies Fine Arts course**
- **THTR 214 Theatre History and Literature as a Liberal Studies Elective (Global Citizenship) course**
- **THTR 215 Theatre History and Literature as a Liberal Studies Elective (Global Citizenship) course**
- **THTR 361 Performance of Caring as a Liberal Studies Elective (Oral Communications) 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:
    *   ALS 803: Applied Leadership
    *   ALS 820: Doctoral Seminar in Research Methods
    *   ALS 825: Critical Analysis of Issues and Innovations
    *   BIOL 555: Animal Behavior
    *   CURR 920: Quantitative Research Methods in Education
    *   GEOG 618: GIS Applications Development
    *   PHYS 501: Theoretical Physics

FOR ACTION:

1. **POLICY CHANGE**
    SCHOOL OF GRADUATE STUDIES AND RESEARCH
    Policy: Guidelines for Accelerated Bachelor to Master's Degree Programs and Early/Dual

    Summary:

    I.   **Introduction**

            The purpose of this procedure is to communicate the instructions, processes, and standards regarding the establishment of accelerated bachelors to master's degree programs and early admission to first professional master's degree programs within Pennsylvania's State System of Higher Education.

    II.   **Definitions**

            A. **Accelerated Program**: Bachelor's to master's program which permits qualified undergraduate students with at least junior standing to take graduate coursework that will apply to both degrees, per the articulation. An example would be a psychology undergraduate accelerating into a master's program in industrial/organizational psychology by taking graduate courses during their junior and/or senior year.

            B. **Early/Dual Admission**: Bachelor's to master's program which permits qualified undergraduate students to enter the university with provisional admission to a first professional master's degree program and to take graduate coursework that will apply to both degrees, per the articulation. The intent is for qualified undergraduates to earn both the bachelor's and master's degrees upon successful completion of the combined programs. Examples would include but not be limited to Physician Assistant and Athletic Training programs.

    III.   **Admissions Procedures**

A. **Accelerated Program**: A student may be provisionally accepted into the respective graduate program in accordance with local policy and formally admitted upon completion of his/her undergraduate degree so long as all other program admission requirements have been met. Admission requirements are a local decision.

B. **Early/Dual Admission**: A student may be provisionally accepted into the respective graduate program at the point of admission to the university or any time during his/her undergraduate studies. The student may be fully admitted to the graduate program upon completion of the undergraduate requirements and benchmarks set out in the early/grad dual admission programs, but no later than the beginning of the fifth full-time year of enrollment in the prospective course of study. All other graduate program admission requirements must also be met.

IV.   **Standards for Accelerated Programs and Early/Dual Admission**

A. Students must satisfy the requirements and expectations (student learning outcomes) of both degree programs.

B. Programs should be constructed to ensure that the degree requirements at both the undergraduate and graduate levels adhere to academic standards set forth for independent degree programs.

C. A student must have attained at least junior standing and have a minimum cumulative GPA of 3.0 before taking graduate courses in the intended graduate program. If the intended graduate program requires a higher GPA, the student must meet the higher GPA before taking graduate courses.

D. Each program would determine whether a particular course was eligible for enrollment by undergraduate students.

E. All prerequisites for the intended graduate courses must be satisfied prior to taking those graduate courses.

F. Undergraduate credits may not be applied to satisfy the requirements for the graduate degree.

G. Up to 40 percent of graduate program credits (rounded to the nearest whole number) may be applied to satisfy the requirements for the undergraduate degree.

H. The total number of credits required for both the undergraduate and graduate degrees would be reduced by the number of graduate credits used to satisfy requirements for the undergraduate degree. For example, completing both an undergraduate degree program requiring 120 credits and a graduate degree program requiring 30 credits could be accomplished with a combined total of 138 credits.

I. In accordance with Board Policy, 1990-06-A: *Academic Degrees*, at least 42 credits of advanced coursework are required for a baccalaureate degree and at least 50 percent of coursework (excluding thesis, research, or internship hours) to complete a master's degree must be identified as primarily directed at graduate students with the majority of student in the course obtaining graduate credits.

J.   Students may be eligible for undergraduate or graduate financial aid, in accordance with federal regulations. The university may charge graduate tuition to undergraduate students in accelerated and/or early/dual admission programs; all students within each program must be charged in the same fashion.

V.   **Implementation:** Beginning of fall 2018 semester.

2.   **The following program have been approved to be place into Moratorium:**
   - Master of Science in Nanoscience for Industrial Materials
   - MS in Applied and Industrial Chemistry
   - COMM 614: Instructional Computing Basics

3.   **DEPARTMENT: ANTH**
   DUAL-LIST
   Course: ANTH 497 plus 597

   Rationale: The graduate and undergraduate courses share the same goal of introducing students to the practice of forensic anthropology with in-depth discussions and hands-on learning activities. For graduate students, in addition to learning basic topics about forensic anthropological field work and laboratory analyses, they are expected to formulate and conduct research to further develop their understanding of forensic anthropology and synthesize different methods used to identify individuals in medicolegal cases. It is assumed that graduate students coming into this course have had no prior forensic anthropology course. In order to reach these higher-level goals, graduate students will additionally complete more extensive out-of-class assignments including research on theoretical and methodological assumptions underlying forensic anthropological field work and analysis.

4.   **DEPARTMENT: Art and Design**
   DUAL-LIST
   Course: ARED 523 plus 423

   Rationale: These are elective courses that hinge upon an exploration of particular contexts in art teaching. As such, they are applicable to interested students at both the upper undergraduate and graduate-level in art education. They concern contemporary and dynamic topics, so it is reasonable to expect that graduate students may not have had more instruction in and/or exposure to the topics in these courses than advanced undergraduates. Therefore, as the students will likely be at a similar knowledge level, it makes pedagogical sense for the courses to be combined. In addition, both groups can benefit from peer-to-peer networking, interaction, camaraderie, and knowledge

5.   **DEPARTMENT: Art and Design**
   DUAL-LIST
   Course: ARED 524 plus 424

   Rationale: Special Populations that include but are not limited to learners with special needs, English Language Learners, and learners across the lifespan are one of the top priorities of the professional field on Art Education as evidenced by 2019 and 2020 reports from the National Art Education Association (NAEA) National Task Force on Equity, Diversity, and Inclusion. Because these areas are typically not offered in undergraduate programs, the IUP Art Education program is uniquely positioned to offer this content. Not only do our undergraduates need it to be prepared

to join the field, but also MA students who did not receive coursework in Special Populations as undergraduates but who are undoubtedly working with Special Populations need this essential content. Because both groups of students are typically new to the content, it makes the most sense to dual list the courses rather than to run them simultaneously. This allows for a larger cohort in the course which in turn, maximizes faculty resources.

Dual listing the courses allows us to serve a greater population of students, both within the undergraduate and graduate art education programs and from other programs. We have historically had students from outside of art education in the Special Populations elective course.

The Special Populations course involves extensive community engagement,and would be enhanced by not only a larger group of students but also by greater diversity within student experience and backgrounds in the course. This will allow us to model the pedagogy for which we advocate in the course (differentiated instruction for multiple populations).

6. **DEPARTMENT: BIOL**
   COURSE REVISION
   Course: BIOL 555

   Rationale: This revision is being submitted to address two primary concerns: 1) The original BIOL 555 course objectives are unavailable and the original BIOL 555 course is almost 20 years old. Animal behavior has evolved considerably as an integrative and experimental science since then; the catalog description, new outcomes and assessments better match current emphases. 2) A DE option is being added to enhance course offering flexibility to our enrolled IUP students; and build on our strategic efforts to expand graduate course offerings to students enrolled at sister PASSHE universities.

   Summary:

Current Course Title:	Proposed Course Title:
Animal Behavior	Animal Behavior
Current Catalog Description:	**Proposed Prerequisite(s):**
The biological study of animal behavior. Topics include the mechanisms, development, ecology, and evolution of behavior.	Offers a comparative and integrative overview of how and why animals as diverse as insects and humans behave the way that they do, linking behaviors to the brain, genes, and hormones, as well as to the surrounding ecological and social environments. Demonstrates how researchers use scientific logic to study the underlying mechanisms and evolutionary bases of behavior, with emphasis on how evolutionary theory unifies the various subdisciplines within animal behavior.

7. **DEPARTMENT: Geography and Regional Planning**
   PROGRAM REVISIONS
   Program: Master of Science Geographical Sciences and Planning

   Rationale: Geography and Regional Planning is changing the graduate program to reflect university and student needs, with the goal of streamlining the three tracks into a single degree program, and emphasizing our departmental strengths at the graduate level in geospatial techniques and planning. The amended coursework will qualify our students for a broad range of

opportunities grounded in geospatial analysis, planning, and management with geospatial tools and techniques. The program maintains flexibility in free electives, allowing some customization of the program based on graduate student interests and career goals.

Summary:

Current Course Title:
Master of Science in Geography

Proposed Course Title:
Master of Science in Geographical Sciences and Planning

Current Catalog Description:
Program Requirements
The Master of Science program requires the student to complete a fifteen-credit track in GIS/Cartography, Regional Planning, or Environmental Planning. Each track includes two required courses and a list of options.
Selected courses in related fields may be applied toward the degree. All students will be expected to demonstrate proficiency in cartography in their thesis or portfolio. Both thesis and non-thesis options are available in the MS program. For students selecting the non-thesis option, a portfolio is an ungraded graduation requirement. A three-person faculty committee will evaluate the portfolio, which will include at least three of the student's best pieces of work and written reflective analysis. The portfolio is submitted by the end of the first week of the semester the student is scheduled to graduate.

The graduate degree program requires a minimum of 33 semester hours of credit (including the thesis credits) for the thesis option or 39 hours for the non-thesis option. Three core courses must be included: GEOG 610, GEOG 612, and GEOG 614. Students may arrange an internship as part of their degree electives up to six credits.

Proposed Prerequisite(s):
Program Requirements
The Master of Science program requires a minimum of 33 semester hours of credit (including the thesis credits) for the thesis option or 39 hours for the non-thesis option. Three core courses must be included: GEOG 610, GEOG 612, and GEOG 614. Students will also complete 9 credits of required courses (including thesis credits), as well as 15 cr. of electives based on student's interests. Select courses in related fields may be applied toward the degree as part of the electives. All students will be expected to demonstrate proficiency in cartography in their thesis or portfolio. Both thesis and non-thesis options are available in the MS program. For students selecting the non-thesis option, a completed portfolio is an ungraded graduation requirement. A three-person faculty committee evaluates the portfolio, which will include *at least* three of the student's best pieces of work, representative of three content areas: (1) writing, (2) cartography, and (3) analysis as well as a written reflective analysis of their collective work. **The portfolio is submitted by the end of the first week of the semester the student is scheduled to graduate.** Students may arrange an internship as part of their degree electives up to six credits, in place of 500-level course electives.

8. **DEPARTMENT: ENGL/CAL**
   PROGRAM REVISIONS
   Program: PhD Composition and Applied Linguistics

   Rationale: The Composition and Applied Linguistics (CAL) Ph.D. Program is one of the leading doctoral programs of its kind in the United States and internationally. The program has maintained robust enrollments for over 30 years, and has long been identified by IUP as a high demand doctoral program. The CAL Program regularly admits 14-25 doctoral students per year into two cohorts, an academic year cohort and a summers only cohort. Unfortunately, while the program once had 14 faculty to deliver this program, the current CAL faculty membership is down to 6. This reduction in faculty has made it nearly impossible to meet the needs of so many

doctoral students. Therefore, the CAL faculty have chosen to merge the summers only and academic year cohorts into one combined and manageable sized cohort. The CAL Program is being redesigned to offer a low-residency doctoral program that will provide a combination of online academic year courses and face-to-face summer courses.

Summary:

CAL Redesign Program Requirements

Old Program	**Program Revision**
I. Composition & Applied Linguistics Discipline Courses (9 cr.)	*I. CAL Theory & Pedagogy Courses (9 cr.)*
- ENGL 825: Second Language Literacy - ENGL 830: Theory & Practice of Composition - ENGL 833: Theories of Composition	- ENGL 825: Second Language Literacy - ENGL 830: Theory & Practice of Composition - ENGL 8XX: Teaching Practicum
II. Advanced Research Seminars (6 cr.) 1. ENGL 846: Advanced Research Seminars (may be taken for repeat credit)	*II. CAL Research Courses (12 cr.)* - ENGL 815: Qualitative - ENGL 820: Quantitative - ENGL 835: Research Design & the Craft of Writing - ENGL 9XX: Dissertation Writing
III. Research Sequence (12 cr.) - ENGL 800: Research in Composition and Applied Linguistics - ENGL 815: Qualitative - ENGL 820: Quantitative - ENGL 835: Research Design & the Craft of Writing	
Electives (9 cr.)	*CAL Theory & Pedagogy Electives (12 cr.)*
- ENGL 823: Second Language Teaching - ENGL 824: Second Language Acquisition - ENGL 805: Language & Social Context - ENGL 808: Technology and Literacy - ENGL 833: Theories of Composition - ENGL 831: Rhetorical Traditions - ENGL 845: Theories of Literacy - ENGL 854: World Englishes in Comp and AL - ENGL 867: Research on Writing Centers and WPA - ENGL 881: Special Topics	- ENGL 823: Second Language Teaching - ENGL 824: Second Language Acquisition - ENGL 805: Language & Social Context - ENGL 808: Technology and Literacy - ENGL 833: Theories of Composition - ENGL 831: Rhetorical Traditions - ENGL 845: Theories of Literacy - ENGL 854: World Englishes in Comp and AL - ENGL 867: Research on Writing Centers and WPA - ENGL 881: Special Topics
	CAL Research Electives (3 cr.) - ENGL 846: Advanced Research Seminars
12 Dissertation credits. Students will work closely with their dissertation advisor to complete a dissertation.	**12 Dissertation credits.** Students will work closely with their dissertation advisor to complete a dissertation. This can be in the form of a

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	monograph or it can be three articles with an introduction and conclusion that describes how the three articles establish the student's expertise in a particular area.
Did not exist in old program.	**Participation in Research Teams**. Students will be assigned to a research team that is led by a faculty member upon admission. They will be required to interact with this team on a monthly basis.
Qualifying Portfolio. At the end of their first year, students will complete a portfolio that includes an original manuscript, the revisions of two course papers, and reports from course instructors.	**Qualifying Portfolio.** At the end of their first year, students will complete a portfolio that includes an original manuscript, a final course paper, reports from course instructors, a report from their research team leader, and a Professionalization Plan that details how they plan to meet the Year 2 Professionalization Portfolio requirements.
Did not exist in old program.	**Professionalization Portfolio**. At the end of their second year, students will submit a portfolio that includes an original teacher-scholar study, evidence of engagement with their scholarly community (detailed to be determined in Year 1 Professionalization Plan), reports from course instructors, and a report from their research team leader.
Three Chapter Defense. Students will orally defend the first three chapters of their dissertation.	**Three Chapter Defense**. Students will orally defend the first three chapters of their dissertation, or the equivalent if they are opting for the three-article dissertation option.
Dissertation Defense. Students will orally defend their completed dissertation.	**Dissertation Defense**. Students will orally defend their completed dissertation.

9. **DEPARTMENT: Literature & Criticism**
   PROGRAM REVISIONS
   Program: PhD Literature & Criticism

   Rationale: The curriculum for the Literature & Criticism (L&C) program was established over 30 years ago. At the time it was approved, there was little emphasis on a program having measurable student learning outcomes, which this revision seeks to address.

   Additionally, as the result of a comprehensive program review that the L&C faculty have been engaged in since 2018, program faculty have revised the Candidacy review process. As a result of detailed analysis of student performance on 10 years of candidacy exams as well as sustained discussion of the changes we have seen in students who enroll in the program, we identified the following challenges with the exam model we had been using since the program's inception:

   1) Student performance on the comprehensive exam was generally weaker than faculty anticipated, but it was difficult to determine whether that was due to lack of student preparation or the structure of the exam, which was administered over two days for five hours

each day. Students who had prepared well might still not perform well on a timed writing exam, and students who might not have read broadly could still pass the exam. The lack of clarity about what failure of the exam signaled made it difficult to base dismissal from the program on the outcome of this assessment.

2) Data revealed that second-language learners generally but consistently performed more poorly than native English speakers/writers on the comprehensive exam. Faculty also determined that typing speed and the ability to think quickly would, at least potentially, impact performance on the exam. These are "skills" that were not intended to impact the assessment, but as the student profile for the program has shifted, it is more likely they were impacting student performance. In short, the exam format seems to systematically disadvantage international/second-language learners, those with differentiated learning needs, or those who do not type at a certain proficiency/speed.

3) The comprehensive exam assessment requires a significant amount of faculty resources to deliver. It was offered 3 times a year and required about 10 faculty hours to proctor each time. Administrative needs for the exam were also steep, including 3 independent scorers reading the exams, time for tallying and communicating outcomes, and any time required for the appeal process (which was the student taking exams that they failed a second time, requiring the same amount of time and resources as for the first time the exam was taken). This amount of labor was more manageable when the L&C Program had 16-18 faculty in it with expertise in the various periods and literatures represented on the exam; currently the faculty count is at 10, which requires some faculty to evaluate exams much more frequently than others as there are fewer people able to assess particular periods and literatures.

Revision of the Candidacy review process is meant to increase the validity of the evaluation so that student program dismissal decisions are grounded in reliable assessments that give students the best opportunity to demonstrate the ability to be successful in the program.

Summary:

Old Candidacy Exam Process

The Candidacy Exam will consist of four exams with each 2-hour exam focused on one of the following four periods:

A. British Literature, 700—1660
B. British Literature, 1661—1900
C. American Literature, Beginnings to 1900
D. American, British, and Global Literature in English, 1901—present

Each exam will be based, respectively, on one of four master lists. Each of the master lists for Periods A-D will contain approximately 35-75 authors; some authors will be represented by more than 1 text. Each list has been developed by program faculty whose expertise fits within the given periods. For Periods A-D, students will need to select 30 authors from each period; however, they will also have the option of substituting, with approval from the Program Director, five (5) works of their choice on each of those four.

The selection of the 30 authors from each period should be done with considerable care. Some basic principles of balance and inclusion will be expected. For example, the 30 authors selected should be representative in some way of the full range of the historical period (i.e., not all just

from, say, the last few decades), and they should reflect, wherever appropriate, an inclusion of various genres, geographies, genders, races, classes, ethnicities, and other factors depending on the particular period. In short, the selection of the 30 authors should be theoretically informed rather than randomly drawn up on the basis of what one has already read. In such cases where there are several texts listed under 1 author, say, Shakespeare, you can make more than 1 text alteration for that one author, but it will only count as 1 of the 5 substitutions. Students will have access to both print and electronic versions of the lists, and it is expected that students will bring to each exam a copy of the respective period list with their 30 selections checked off (approval for any substitutions must be received from the Program Director prior to the exam).

Theory Requirement:
In addition to the period lists, there is also a "Theory List" which is comprised of a representative sample list of potential authors, each listed under the appropriate theoretical area. This theory list is intended primarily as a suggested or representative list, so students are not obliged to refer only to those theorists listed here. The theory list is primarily intended as an aid to preparation for the exam, not as a stipulation to use only or primarily just those works on the list. The key theory requirement for the exam is that students are required to engage at least three different theories (or combinations of theories) of their choice. The minimum three theories requirement should be distributed through at least 3 of the 4 exams (not several theories on one exam).

The Candidacy Exam is offered three times per year, January, May and August on the Thursday and Friday before classes begin.

Possible results of the examination:
Each Candidacy Exam is evaluated by three graduate literature faculty members who assign grades of (3) High Pass; (2) Pass; or (1) Fail. For each exam, students receive the average of the 3 grades assigned, and they will receive written e-mail reports explaining the evaluation results and providing feedback. The results are reported as follows:

1) *Pass all four exams.* Candidacy is awarded as approved by the Director of Graduate Studies in Literature so long as any other candidacy requirements as specified by SGSR are met. In a few rare instances where a student receives grades of (3) High Pass on all four exams, they will then be awarded a "Pass with Distinction."
2) *Partial Pass*: A student may pass 1 or more exams, but fail 1 or more exams. In these incidences, students will be required to re-take the failed exams, preferably at the next exam sitting. Candidacy status will not be awarded until all four exams have been successfully passed.
3) *Fail*: If a student fails the candidacy exams after two attempts, there is little likelihood that course work will rectify the overall deficiencies. The student is normally not permitted further coursework. The grade on the second exam is final. **Failure of the re-examination results in dismissal from the program**

Proposed Candidacy Review Process (New)

The purpose of the Candidacy Portfolio is to provide faculty on the Candidacy Evaluation Committee a means to evaluate a student's ability to successfully complete the program. Students must pass the Candidacy assessment in order to continue in the program.

Candidacy Criteria

The documents that will be used to make this evaluation are listed in parentheses.

- Demonstrates an ability to conceptualize, give insights, and use knowledge that is current in the field. (Grades, CP Conference Paper and Proposal, coursework paper OR grant proposal, instructor evaluations)
- Orally and in writing, demonstrates an ability to focus ideas and construct arguments. (Grades, CP Conference Paper and Proposal, coursework paper OR grant proposal, instructor evaluations)
- Uses feedback constructively, works independently, and handles problems or conflicts in a professional manner (Grades, instructor evaluations)

Possible Outcomes of the Candidacy Review

Pass: The student meets all of the criteria and may continue in the program.

Fail: The student has not met one or more criteria or has not submitted the Candidacy Portfolio by the deadline. If a student fails the Candidacy evaluation they will not be allowed to continue the program. Students may appeal this
decision in writing to the L&C Program Director within two weeks of the date that the decision was sent out. Appeals must be based on the reasons for the committee's decision given to you by the L&C Program Director.

Appeals: Appeals will be reviewed by a committee of three faculty members consisting of the L&C Program Director (or his/her designee), one member of the CP Evaluation Committee, and one faculty member not part of the Candidacy Evaluation Committee. Their decision is final and will be conveyed by an e-mail message from the L&C Program Director. The appeals committee will meet within 30 days not including days when the university is not in session.

Components of the Candidacy Portfolio

Part 1: Conference Paper (CP Conference Paper)
>This paper must be an **original work** written for an academic conference related to the fields of Literature and Criticism and **created especially for the candidacy portfolio**.

>**What will be included in the portfolio related to the CP Conference Paper:**
>- The CP Conference Paper: The paper should be 8-10 double-spaced pages
>- Annotated Bibliography: Annotate each of the sources in your Works Cited (3-6 lines long).
>- A copy of the Call for Paper/Proposals for the conference the student has selected.

Part 2: Conference Proposal Abstract
>This 250-300 word abstract that responds to a Call for Papers (CFP) for a regional, national or international conference. The project described must be significantly different from the CP Conference Paper.

Part 3: Statement of Teaching Philosophy
>This 1-page, single-spaced document should create a narrative that complements the chosen field of research and demonstrating the student's identity as a teacher-scholar.

Part 4: <u>One</u> of the following

    I.   Revised Coursework Paper/Project: revised paper or project that represent the student's best work in the initial doctoral courses at IUP.

    II.   Grant Proposal: a 5-page narrative/proposal that responds to the NEH Summer Stipend program, created especially for the candidacy portfolio.

Part 5: Portfolio Reflection

    A 4-5 page, double-spaced self-assessment that addresses the following:

- A meta-analysis of the strengths and weakness of the Candidacy Portfolio. (approximately 2 pages)
- A discussion of what the student learned about him/herself as a student, scholar, and emerging professional. (approximately 1.5 pages)
- A professional development plan that outlines the student's goals for growth and improvement as a student and a scholar (approximately 1.5 pages)

The portfolio is not assigned a letter grade. Students are reviewed holistically by the Candidacy Evaluation Committee, which basis its decision on a consideration of a student's Grades, the quality of the contents of the Candidacy Portfolio, instructor evaluations, and whether the student has achieved a minimum GPA of 3.5.

Appendix C
Student Affairs Committee
Chair Erwin

FOR ACTION:

The Preferred First Name Policy – Revised (see policy on pages 49-50)

Rationale:

This is an updated/revised policy which builds upon the good work already done. When the policy was originally created, there were pieces which were aspirational as we expected to be able to address a few things which were not able to be achieved. We removed those places where PFN could not be implemented (at least not yet) to further clarify which places cannot be changed. This policy also includes the Board of Governor's Policy change which includes the significant opportunity for individuals to have their PFN on their diploma (which happened after the original policy was implemented).

INDIANA UNIVERSITY OF PENNSYLVANIA
POLICY STATEMENT

Subject: Preferred First Name Policy	
Original Date Established: March 8, 2017	**Revision Date:** August 25, 2020
Originating Office: Social Equity and Title IX Office	**President's Approval:**
Distribution Code: A, B, Affiliate Organizations	**Date of Approval:**

A. Purpose:

Indiana University of Pennsylvania (IUP) has established this policy that allows students, employees, and alumni to indicate their preferred first names to the University community even if they have not legally changed their first name. The use of a preferred first name does not change the legal name on IUP's records.

B. Policy:

Upon written request by the individual, a preferred first name will be used instead of the person's legal first name in select University-related systems and documents. Preferred first names will be used in systems and records limited to the extent permitted by law, regulation, or Board of Governors policy, and to the extent technologically possible. The legal name will be used in University-related systems and documents related to official University records.

An individual is permitted to make one preferred first name request. Extenuating circumstances will be addressed on a case-by-case basis. The University reserves the right to suspend the individual's privilege to update their preferred first name.

This policy may be modified, changed, altered, or rescinded at the discretion of IUP.

Preferred first name requests will be denied or revoked when a name is deemed inappropriate, including but not limited to avoid a legal obligation, fraud, obscene/offensive language, or misrepresentation.

C. Definitions:

1. Preferred First Name: A preferred first name is defined as an alternative to the individual's legal name as designated by the individual. This is a name the individual prefers to be used within the IUP community. These may include individuals who prefer to use:
   • a middle name or nickname instead of a first name;
   • an anglicized name;
   • a name to which the individual is in the process of legally changing; or
   • a name that better represents the individual's gender identity.

   Preferred first names will be used in the following systems and records to the extent technologically possible. Some venues will require action by the individual seeking to use a preferred first name in order to effectuate the change.
   • Student or Employee Identification Cards (I-Cards)
   • Online Find People directory
   • Official email display name
   • PC login (not username)
   • Class and grade rosters (for students and employees taking courses)
   • D2L Learning Management System

- Crimson Connect
- Housing rosters
- Alumni mailings & invitations
- Alumni class notes
- Commencement booklet and line-up card (announced name at commencement)
- Diplomas

2. Legal Name: A person's legal name is the name used for official government documents, such as licenses, passports, and tax forms. Also commonly known as a given name, this is the name that is officially recorded in University systems and documents. This name can only be changed by IUP following submission of appropriate legal documentation.

   Legal names will continue to be used where there is a University business or legal need. This includes but is not limited to the following:
   - Legal Documents and reports produced by the University
   - Student account statements (bills)
   - Student tax information (1098T)
   - Financial aid and scholarship documents
   - Transcripts
   - Enrollment & degree verifications
   - Alumni tax receipts & gift agreements
   - Employment documents and verifications
   - Payroll documents such as paychecks, W2s
   - Employee Self Service portal (ESS)

D. Procedures:
   1. Students: Students requesting a preferred first name should complete a Preferred First Name Request online form through the Office of the Registrar.
   2. Employees: Employees requesting a preferred first name should contact the Office of Human Resources.
   3. Alumni: Alumni requesting a preferred first name should contact the Division of University Advancement.
   4. Appeal Process: Anyone who feels their preferred first name change was denied inappropriately may file an appeal with the Social Equity and Title IX Office.
   5. Fee: The fee associated with issuance of a new I-Card under this policy will be waived one time for each individual. This policy does not apply to the waivers of fees associated with the replacement of lost I-Cards. The applicant's current I-Card must be shown at the I-Card office as part of the preferred name change process.

Appendix D
Non-Credit Committee
Chair O'Neil
Middle School Band Summit

FOR INFORMATION:

Zoom meeting Thursday, September 17, 2020
Attendees: Tess O'Neil, Chair, committee members: Carrie Bishop, Andrew Nutter, Stan Mukasa. **Excused:** Michael Husentis, Marcy Rearick.

Interviewee: Dr. Jason Worzbyt

The Middle School Band Summit was created by Dr. Worzbyt since the fall of 2014. The goal for the summit is to provide an honors band experience for middle school students. There is a lack of such events across the State of Pennsylvania in this age group. By providing an event such as this, it is his hope that students would have such a positive experience that they would continue playing their instruments through high school and beyond

Dr. Worzbyt's secondary goal is to bring students, their directors, and their parents onto our campus as a recruiting tool.

In fall of 2018 he implemented the following guidelines:

The event is totally free of charge:

- A $3.00 to $5.00 fee is charged at the door for the concert to cover expenses
- Free clinics for the band directors are provided throughout the day, given by IUP faculty
- The IUP Wind faculty give a free mini recital right after lunch for the students and teachers
- Teachers can receive ACT 48 credit
- Students are responsible for their own meals during the day
- Any student can participate with the recommendation of their band director

There were 190 students at the fall, 2018 event. To keep costs down, Dr. Worzbyt was the guest conductor.

By fall of 2019 almost 300 students applied, bringing nearly 800 people onto campus.

In the spring of 2020, he decided to host an elementary summit with the same design and the middle school summit. Over 300 students applied. This was cancelled because of the pandemic.

Dr. Worzbyt is to be commended for creating these programs with absolutely no monetary stipend, while teaching his full teaching schedule. This is a great recruiting tool for the Music Department as well as for the University.

Recommendations

As with all programs we have interviewed in the past, these events are getting no university backing. Why can't he obtain parking passes for the parking garage adjacent to Cogswell for his visitors? Admissions receives parking passes to prospective students they bring in; his visitors are also prospective students. His request for parking passes for the garage is always denied. He would also like to have a meal ticket for each participant, but we understand the monetary problem with that issue. We highly recommend, at the very least, Dr. Worzbyt's program be given parking passes.

Appendix E
Research Committee
Chair Marin

Meeting Minutes – September 15, 2020

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

Members Excused: Alexi Thompson, Hilliary Creely

The meeting was convened at 3:30 pm.

Election of Officers: Luz Marin was unanimously re-elected as committee chair and Laurie Roehrich was unanimously re-elected as committee secretary.

Review of Proposals: No grant proposals were received this month and so no awards were made.

Discussion: The committee discussed activities that would be eligible for fundable this year given university travel restrictions and USRC guidelines.

The meeting adjourned at 3:45 p.m.

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

Submitted by:

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

The University Planning Council (UPC) received its charge from Dr. Driscoll during the fall 2019 term, which was to *develop priorities that will guide the design of a University Strategic Plan focused on ordering all of our resources and all of our work to ensure that each student is successful—both here and after graduation.* After receiving the charge, several brainstorming sessions resulted in common themes, which became initial "Core Principles" and "Impact Areas."

In January 2020, UPC cochairs and members began meeting with divisions, departments, and organizations to discuss the strategic planning process, Core Principles, and Impact Areas. More than 600 faculty, staff, and students participated in these meetings, which concluded in June 2020.

Feedback from these meetings was used to develop the 2020-25 Strategic Plan further. The following plan is two pages, by design, to allow departments and units the flexibility to create and refine initiatives to roll up into the overarching plan.

Draft Strategic Plan for 2020-25

IUP's Strategic Plan for 2020-25 is designed to transform the culture at IUP to enhance the student experience by fostering exceptional student-centeredness.

Transformation will include reordering resources to ensure every student is engaged and can be successful at every point in their journey—transitioning to the university, while enrolled at IUP, and after their time at IUP.

CORE PRINCIPLES

1. Every student is a priority.

2. Promote the search for, production of, and dissemination of knowledge for the benefit of our students and society.

3. Provide a wide range of intellectual and professional opportunities for students that will assist them in developing their potential for becoming productive and responsible citizens.

4. Construct an environment of respect that encourages the growth of diversity, equity, and inclusion.

5. Respond to students and their needs when and where they are to enhance student satisfaction.

6. Design and re-engineer processes and procedures logically to improve ease of use for students.

7. Improve communication, collaboration, and engagement across the university, and with our alumni and community partners.

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IMPACT AREAS

Five Impact Areas are identified to support the university community in implementing the core principles for IUP's Strategic Plan for 2020-25:

IUP-READINESS

1. Enhance and expand orientations to ensure all IUP populations—students, families, faculty, and staff, are successful.

2. Create intentional connections (both formal and informal) between populations who are new to the university, with each other and with the university community.

3. Create new and expand existing resources to ensure continuous improvement in the support of student success.

4. Improve communications that highlight resources and tools available to support student success.

FINDING AND CREATING COMMUNITY

1. Create, enhance, promote, and support opportunities for students to engage and network with like-minded students, both socially and academically.

2. Foster community-based initiatives and partnerships to increase experiential learning, research and professional opportunities for all students.

3. Customize innovative methods of intentional social media use to promote engagement within the IUP community.

POST-IUP SUCCESS

1. Connect current and previous students to resources and programming that support career exploration, preparation, development, and success.

2. Build stronger and intentional connections with alumni through mentorships, internships, and business partnerships.

ACADEMIC SUCCESS

1. Enhance students' initial experience at IUP, including academic support and personal development, in an environment that fosters health and wellness, and values engagement between all members of IUP.

2. Establish and/or enhance student-peer mentorship programs within each college to provide academic support and social guidance.

3. Enhance the course scheduling process across the university to better accommodate the students, allowing more flexibility, adaptability, and opportunities.

4. Identify and address obstacles that impede graduation.

5. Enhance advisee/advisor communication.

6. Increase and enhance experiential learning, research, and professional opportunities for undergraduate and graduate students.

MENTAL HEALTH AND WELL-BEING

1. Implement methods to support students in obtaining mental health services in a fast and efficient way when and where they need the help.

2. Promote mental health wellness across all IUP environments.

3. Collaborate with the community to engineer a responsive, comprehensive, and long-term system of mental health support for students.

4. Educate and support students to attend to physiological, safety, and financial needs.

IMPACT AREA DETAILS AND EXAMPLES

IMPACT AREA	FOCUS AREA	DETAILS/EXAMPLES
IUP-READINESS	Enhance and expand orientations to ensure all IUP populations—students, families, faculty, and staff, are successful.	Develop programming for all incoming classes: freshman, transfer, commuter, re-admits, veterans, transient, graduate, international, clock-hour, non-degree seeking. Develop programming for the support systems of incoming classes: parents, guardians, spouses, households. Enhance orientation for all employees: faculty, non-faculty, students, graduate assistants.
	Create intentional connections (both formal and informal) between populations who are new to the university, with each other and with the university community.	Create a Facebook page for parents of incoming classes; connect incoming students by geographic location; connect online students and regional campus students prior to class start. Broaden peer mentoring and employee mentoring programs.
	Create new and expand existing resources to ensure continuous improvement in the support of student success.	Develop a one-stop resource to assist students with questions. Create a "Common Hour" across the university for students to work with staff/faculty as needed.
	Improve communications that highlight resources and tools available to support student success.	Explore new social media software and communication tools.
MENTAL HEALTH AND WELL-BEING	Implement methods to support students in obtaining mental health services in a fast and efficient way when and where they need the help.	Re-examine current procedures for students obtaining mental health services (e.g., electronic systems of referral, teletherapy options, providing confidential space for teletherapy appointments, etc.).
	Promote mental health wellness across all IUP environments.	Re-engineer the frequency, content, and methods for communicating with students about mental health and wellness maintenance and support services.
	Collaborate with the community to engineer a responsive, comprehensive, and long-term system of mental health support for students.	Establish a mental health system of support for IUP students that utilizes continuous care within the immediate community and in communities students reside (e.g. working with county provider; moving beyond referral only; providing space for teletherapy).
	Educate and support students to attend to physiological, safety and financial needs.	Utilize a mental health system of support for faculty, staff, and students to use to support all students in attending to, obtaining, and maintaining mental and physical well-being supports.
POST-IUP SUCCESS	Connect current and previous students to resources and programming that support career exploration, preparation, development, and success.	Work with the Career and Professional Development Center to enhance the curriculum.
	Build stronger and intentional connections with alumni through mentorships, internships and business partnerships.	Collaborate with university organizations (e.g. Alumni and Friends, Career and Professional Development Center).

IMPACT AREA	FOCUS AREA	DETAILS/EXAMPLES
ACADEMIC SUCCESS	Enhance students' initial experience at IUP, including academic support and personal development, in an environment that fosters health and wellness, and values engagement between all members of IUP.	Create a classroom experience for new learners that facilitates their particular transitional needs from home to college. Create student cohorts to enhance student support systems.
	Establish and/or enhance student-peer mentorship programs within each college to provide academic support and social guidance.	Evaluate types of peer mentoring programs at all levels to refine programs that benefit all student types.
	Enhance the course schedule offering process across the university to better accommodate the students, allowing more flexibility, adaptability, and opportunities.	Evaluate offerings based on history, trends and student/course demand. May include more evening and weekend courses, as well as increased distance education offerings.
	Identify and address obstacles that impede graduation.	Obstacles could include: Curricular, financial insecurities, bottleneck courses, course sequencing, timing and recurrence of course offerings.
	Enhance advisee/advisor communication.	Structure more interactions between advisors and advisees. Promote how students should use advisors as a resource. Consider pairing all students with student success coaches.
	Increase and enhance experiential learning, research and professional opportunities for undergraduate and graduate students.	Create more funded opportunities for students. Encourage and fund student travel to professional conferences.
FINDING AND CREATING COMMUNITY	Create, enhance, promote, and support opportunities for students to engage and network with like-minded students both socially and academically.	Review procedures that may impede support of opportunities for students. Foster collaboration between student organizations. Allow students to positively engage by offering more ways to connect.
	Foster community-based initiatives and partnerships to increase experiential learning, research and professional opportunities for all students.	Pair students early with alumni, businesses, organizations, and other leaders to foster learning and networking opportunities.
	Customize innovative methods of intentional social media use to promote engagement within the IUP community.	Encourage meaningful and responsible social media use across the IUP community; Establish the purpose of each social media tool across all levels—university, colleges, departments, clubs. Provide faculty and staff education on social media use to promote IUP initiatives. Encourage faculty to increase or initiate social media content to promote their scholarship and cutting-edge academics.