

**MINUTES OF THE
IUP UNIVERSITY SENATE**

April 17, 2012 and May 1, 2012

Chairperson LaPorte called the April 17, 2012 meeting of the University Senate to order at 3:32 p.m., in Eberly Auditorium.

The following senators informed the Senate Leadership that they could not attend: Alman, Bizzaro, Collins, Cowles, Geletka, Hall, Hood, Kuipers, Kuo, Mocek, Pike, Sink, Smith, and Werner.

The following senators were absent from the meeting: Ali, A., Appolonia, Ayebo, Baum, Baumler, Bolden, Bowers, Brown, Camp, colen, Domaracki, Fair, Ferrell, Getchell, Gillham, Helterbran, Kennedy, Martin, Mensch, Meyer, Moore, Mortimer, Motycki, Newcomer, Onyett, Palmisano, Powers, Stephenson, Tickell, Van Wieren, Yirenkyi.

The minutes for the March 20, 2012, meeting were **APPROVED**.

Agenda items for the April 17, 2012, meeting were **APPROVED** pending minor revisions and switching the order of reports.

REPORTS AND ANNOUNCEMENTS April 17, 2012

Provost's Report

I have only two brief announcements to make:

1. I am very pleased to announce that Professor Abbas Ali of the Department of Management has been selected as University Professor for 2012-13. The University Professor Award was created to recognize, reward, and encourage IUP faculty who demonstrate outstanding records of teaching, research or artistic activities and service. During his 23 years at IUP, Dr. Ali has acquired outstanding records in all three areas and exemplifies the teacher-scholar model that we strongly promote at IUP. He is the author of 7 books, 16 book chapters, and over 100 refereed journal articles. His research has a strong cross-disciplinary focus. Although he has several projects he plans to work on in the coming year, his primary project is to write a book on "Business Ethics in Islam".
Please join me in congratulating Dr. Abas Ali as the University Professor for 2012-13.
2. I am also pleased to announce that our B.S. program in Respiratory care has received continuing accreditation by the Commission on Accreditation for Respiratory Care. My congratulations to William Malley, program director and the entire Department of Nursing and Allied Health Professions for this achievement and for their excellent work in maintain a high quality program.

Curriculum Revisions

In response to the Senate recommendations from the March 20, 2012 meeting, I accept the following:
From the **University-Wide Undergraduate Curriculum Committee**:

- A. The following courses are approved by me and may be offered immediately:

- BIOL 402 – Advanced Human Anatomy
- MUSC 219 – Music Education Practicum Ensemble

B. Program revisions from the:

- Foreign Language department for the Bachelor of Science in Education – Spanish Education K-12; and the Bachelor of Arts – Spanish; along with the Bachelor of Science in Education – French Education K-12.
- Special Education and Clinical Services department for the Bachelor of Science – Disability Services
- Departments of Special Education and Clinical Services and Professional Studies in Education for the Bachelor of Science in Education – Early Childhood/Special Education
- Mathematics department for the Bachelor of Science in Education – Mathematics Education
- Religious Studies department for the Bachelor of Arts – Religious Studies
- Hospitality Management department for the Bachelor of Science – Hospitality Management
- Philosophy department for the Honors in Philosophy; for the Bachelor of Arts – Philosophy; and the for the Bachelor of Arts – Philosophy/Pre-Law track
- Political Science department for the Bachelor of Arts – Political Science; for the Bachelor of Arts – Political Science/ Pre-Law track; and the Bachelor of Arts – International Studies/Political Science.
- Geoscience department for the Bachelor of Science Geology/Geology track; the Bachelor of Science Geology/Environmental track; and the Bachelor of Science Geology/Energy Resources track.
- English department for the Bachelor of Arts – English/Film Studies track; the Bachelor of Arts – English/Language Studies track; the Bachelor of Arts – English/Literary, Textual and Cultural Studies track; the Bachelor of Arts – English/Writing Studies track; and the Bachelor of Arts – English/Pre-Law track
- Center for Career and Technical Personal Preparation for the Bachelor of Science in Education – Vocational-Technical Education
- Communications Media department for the Bachelor of Science – Communications Media
- Journalism department for the Bachelor of Arts – Journalism
- Sociology department for the Bachelor of Arts – Sociology/General track; the Bachelor of Arts – Sociology/Sociology of Disability Services track; the Bachelor of Arts – Sociology/ Human Services track; and the Bachelor of Arts – Sociology/Applied Social Research track
- Economics department for the Bachelor of Arts – Economics; and the Bachelor of Arts – Economics/Pre-Law
- Criminology department for the Bachelor of Arts – Criminology; and the Bachelor of Arts – Criminology/Pre-Law.
- Human Development and Environmental Studies department for the Bachelor of Science – Fashion Merchandising; the Bachelor of Science – Child Development and Family Relations; and the Bachelor of Science – Interior Design.
- Accounting department for the Bachelor of Science – Accounting
- Nursing and Allied Health department for the Bachelor of Science – Respiratory Care/Certified Respiratory Therapist track; the Bachelor of Science – Clinical

Laboratory Science; the Bachelor of Science – Respiratory Care; the Bachelor of Science – Nursing; the Bachelor of Science – Nursing/Registered Nurse track; and the Bachelor of Science – Nuclear Medicine Technology.

- C. Program moratorium of the Bachelor of Science – Business Technology Support housed in the Eberly College of Business and Information Technology

From the University-Wide Graduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:

- SAHE 713 – Legal Issues in Student Affairs
- HIST 771 – Museum Studies
- HIST 772 – Oral History Theory and Method
- NURS 865 – Student Issues in Nursing Education

- B. Program revisions from the

- History department for the Master of Arts in History
- Nursing and Allied Health department for the Master of Sciences in Nursing; and the Doctor of Philosophy in Nursing

- C. Program moratorium of the Master of Arts in Chemistry housed in the College of Natural Science and Mathematics

Chairperson's Report

Good afternoon. I'll keep my remarks brief as we have a very full agenda today. We will try to keep things moving along quickly although I suspect there are items that will merit some discussion and I do not want to shorten such discussion for the sake of expediency. I will remind you all of the possibility of yet one more meeting this year which will occur, if necessary, on Tuesday, May 1 at the usual time here in Eberly.

I want to mention a procedural nicety that came up during the last meeting. According to our bylaws, when a request for quorum is called we must do an attendance roll call, by calling out the name of each and every senator. So be mindful of this when calling for quorum in the future.

There has been a great deal of online discussion concerning the Moodle to D2L migration. Some of that correspondence has inaccurately characterized faculty being disenfranchised from that process. I asked Senator Jozefowicz, chair of the Library and Educational Services Committee to draft a brief summary of what has happened. The issue is an important one and worthy of discussion. A difference issue, which the migration to D2L is but an example, is what are the prerogatives of administration versus what is policy that should pass through the senate for discussion and approval. Additionally, is this simply a directive from the system office that administration must simply abide by or not? I don't have any answers to these as far as D2L is concerned. Given our time constraints today I do not believe that we are in a position to debate this issue. Further, given the arrival of our new president it seems to me that he should be given the opportunity to think about the issues and develop his position. Therefore, it is my intention to meet with President Driscoll along with Senator Jozefowicz during the summer to discuss how he would like to proceed with it. Therefore, I'd like to ask that the Library and Educational Services Committee withdraw this informational item when they make their report so that discussion does not ensue with the understanding that it will be something that will be discussed more fully in the fall. I will make this request cognizant of the fact that you have all read the

information and now have more background. So removing it is a bit like un-ringing a bell that has already been rung.

Next, you were all sent a draft of the letter that the Senates from the system schools want to send to Governor Corbett. Hopefully you have read it; it is up on the screen. Can I have a motion to approve this letter so that we can inform those who are coordinating this of IUP's response?

A motion was made and seconded.

APPROVED

DRAFT

DRAFT

DRAFT

April 7, 2012

Governor Tom Corbett
----- Street
Harrisburg, PA 171—

RE: Proposed Cuts to PASSHE operating budgets

Dear Governor Corbett,

On behalf of all Faculty of the 14 Universities of the Pennsylvania State System of Higher Education, we believe that your proposed budget for higher education would seriously compromise PASSHE's purpose as defined by Act 188, "to provide high quality education at the lowest possible cost to students." Currently, the PASSHE schools are struggling to fulfill this purpose, and your proposed budget would imperil them further.

PASSHE Faculty appreciate the Commonwealth's long-standing financial commitment to high-quality education. The important consequences and benefits of this commitment include:

- The affordability of a PASSHE education for working families who might otherwise not be able to send their sons and daughters to college.
- High retention and graduation rates, especially among lower-income and at-risk students.
- Varied course offerings that provide students comprehensive training in their chosen fields, thus preparing them for a competitive job market.

The quality of classroom instruction will be directly impacted by continued State support. PASSHE Faculty pride themselves on the quality of their teaching, but this depends upon giving students individualized attention. In particular, the smaller class sizes that many PASSHE students enjoy are a direct consequence of the State's financial contributions and result in the following practices essential to student success:

- The opportunity to provide detailed feedback on student work in order to strengthen their communication and writing skills.
- A focus on complex and multi-faceted assignments designed to assess students' learning gains in critical thinking and problem solving.
- The ability to model "best teaching practices" for our students, particularly our education students.

Vigorous State support promotes a positive educational environment in other ways, by ensuring the following:

- A wide range and high frequency of course offerings so that students can complete their degrees on time.
- The recruitment of outstanding faculty attracted by opportunities to teach courses in their areas of expertise.
- A relatively small student-to-faculty ratio so that students can receive personalized academic and career mentoring from faculty advisers.

While we recognize the continuing challenges that the current financial situation poses, we also believe that an additional 20 per cent reduction in state appropriations to PASSHE universities, coming on top of the 18 per cent imposed last year, would cause permanent damage to Pennsylvania's educational and economic future. 90 percent of PASSHE students are residents of the state, and 80 percent stay in Pennsylvania after graduation. This budget would undermine the successful practices described above, result in further tuition hikes for our students, and impede the successful education of the state's future community and business leaders. Continued investment in higher education, by contrast, will enable PASSHE to fulfill its purpose to provide high quality education at the lowest possible cost to students, and the Commonwealth will maintain its competitive edge in research, teacher training, and business development – key factors in driving the economy forward.

Thank you for giving considerable attention to our views. We strongly urge you to reconsider your proposed budget as it moves towards a vote in the state legislature.

Respectfully,

Dr. Craig A. Smith, President Faculty Senate California University of Pennsylvania	Name, Chair University Forum School Name
Dr. Mark Tapsak, Chair University Forum Bloomsburg University of Pennsylvania	Name, Chair University Curriculum Committee School Name
Dr. Mark Franchino, Chair Faculty Senate Clarion University of Pennsylvania	Name, Chair University Faculty School Name
Dr. Julian Onderdonk, President Faculty Senate West Chester University of Pennsylvania	Name, President Faculty Senate School Name
Name, Chair University Forum School Name	Name, Chair University Forum School Name
Name, President Faculty Senate School Name	Name, President Faculty Senate School Name
Name, President Faculty Senate School Name	Name, President Faculty Senate School Name

Finally, many of us in this room went through a recent administration who was either ignorant of what shared governance means, or simply choose to ignore it. The spirit and substance of openness and shared governance returned to this campus under President Werner's leadership and I think we should thank him for this, in abstentia. So Dr. Werner, wherever you are at this moment, the senate thanks you.

Vice Chairperson's Report

The vice chairperson was not present but the out-going chair of SGA reported on the results of SGA's recent elections.

The winners are:

Taylor Billman President

John Bercik Vice President

May 1, 2012

Chairperson LaPorte called the May 1, 2012 meeting of the University Senate to order at 3:32 p.m., in Eberly Auditorium.

The following senators informed the Senate Leadership that they could not attend: Ali, A., Clark, Collins, Cowles, Hannibal, Kuipers, Kuo, Luckey, Martin, Perdue, Sink, Smith, Soni, and Wooten.

The following senators were absent from the meeting: Anspacher, Appolonia, Belch, Bolden, Bowers, Camp, Colen, Contrucci, Domaracki, Farnsworth, Ferrell, Geletka, Getchell, Gonzales, Guth, Hall, Hinrichsen, Kennedy, Marshall, Mensch, Meyer, Mocek, Moore, Mortimer, Motycki, Newcomer, Norwood, Onyett, Palmisano, Sciulli, Sharp, Sherman, Start, Swinker, Wick.

REPORTS AND ANNOUNCEMENTS May 1, 2012

President's Report

One item to report on: It was announced earlier today that the state's revenue was \$99 million dollars more than had been projected for April. This could lead to less of a reduction in the \$88 million that the system has been asked to make.

Provost's Report

With the University Senate taking action at its last meeting on the recommendations from the University-wide Graduate Studies Committee, the consultative process on the graduate programs proposed for possible moratorium in the Academic Workforce Plan is now completed. I have carefully reviewed and shared with President Werner all of the recommendations made by all of the governance bodies and the information provided by the academic departments. I wish to report today on the final decisions that have been made. Of the nineteen graduate programs under review, one program has been terminated, eight programs have been placed in moratorium, and ten programs have been retained and will undergo extended reviews in December 2014 to assess their progress in achieving greater viability based on the plans submitted by the departments. The specific programs and actions taken are as follows:

Graduate Programs Terminated

M.S. Science of Disaster Response

Graduate Programs Placed in Moratorium

M.A. Music History and Literature

M.A. Music Theory and Composition

GCOR Criminology/Law Enforcement Leadership

M.S. Sports Science/Aquatics Management

GCOR Safety Sciences

M.S. Safety Sciences/Management

M.A. Chemistry

M.Ed. Mathematics Education for Secondary School Teachers

Graduate Programs Retained with Extended Review in December 2014

M.A. Music Education

M.A. Music Performance

M.S. Health Services Administration

M.S. Nursing Administration

M.A. English/Generalist

M.A./TE English- Teaching English

M.A. Public Affairs

M.Ed. Elementary & Middle School Mathematics Education

Graduate Programs retained until restructured into Professional Science Masters programs

M.S. Chemistry

M.S. Physics

Curriculum Revisions

In response to the Senate recommendations from the April 17, 2011 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

A. The following courses are approved by me and may be offered immediately:

- THTR 140 – Foundations of Performance
- THTR 211 – History and Literature: Classical
- THTR 225 – Theater Graphics
- THTR 480 – Theater Seminar
- EDHL 417 – Advanced American Sign Language
- SPLP 275 – Language Science
- PSYC 360 – Sensory Perception
- ART 313 – Intermediate Ceramics: Wheel Throwing
- ART 352 – Intermediate Ceramics: Mold Making
- COSC 108 – Introduction to Programming via Alice

B. Program revisions:

- From the Mathematics department revision of the Bachelor of Science – Mathematics, and the Bachelor of Science – Mathematics/Applied Mathematics
- From the Business Technology Support and Training department revision of the Bachelor of Science – Business Technology Support, and the Bachelor of Science in Education – Business Education
- From the Theater and Dance department revision of the Bachelor of Arts – Theater
- From the Anthropology department revision of the Bachelor of Science in Education –

Social Science Education/Anthropology Track

- From the Management Information Sciences department revision of the Bachelor of Science – Management Information Systems
- From the History department revision of the Bachelor of Arts – History, and the Bachelor of Arts – History/Pre-Law Track
- From the Psychology department revision of the Bachelor of Arts – Psychology, and the Bachelor of Arts – Psychology/Honors Program in Psychology
- From the Health and Physical Education department revision of the Bachelor of Science – Physical Education and Sport-Exercise Science; the Bachelor of Science – Physical Education and Sport-Sport Administration, the Bachelor of Science – Physical Education and Sport, and the Bachelor of Science in Education – Health and Physical Education
- From the Nursing and Allied Health department revision of the Bachelor of Science – Nursing/Licensed Practical Nurse Track
- From the Art department revision of the Bachelor of Arts – Art/History Track, the Bachelor of Fine Arts – Art Studio, and the Bachelor of Arts – Art/Studio
- From the Human Development and Environmental Studies department revision of the Bachelor of Science in Education– K-12 Family and Consumer Sciences Education
- From the Computer Science department revision of the Bachelor of Science – Computer Science/Information Assurance Track
- From the Food and Nutrition department revision of the Bachelor of Science – Nutrition/Nutrition Track, the Bachelor of Science – Nutrition/Culinary Dietetics Track, and the Bachelor of Science – Nutrition/Dietetics Track

From the University-Wide Graduate Curriculum Committee:

A. The following courses are approved by me and may be offered immediately:

- MKGT 550 – Marketing Strategy
- COUN 682 – Counseling Students/Clients with Disabilities
- COUN 710 – Clinical Mental Health Counseling
- COUN 613 – Counseling Children

B. Program revisions:

- From the Safety Sciences department revision of the Master of Sciences – Safety Sciences

Chairperson's Report

Just a few issues. First, Robert's Rules specify that interactions in Senate occur between speaker and chair; in other words you address comments and questions to the chair and not to other senators. Second, if there is anyone here today that is NOT a senator, you must be recognized by the senate before you can speak and you cannot vote. Third, Robert's Rules allows for speakers to speak twice on a motion. This will be enforced today in light of what might be time constraints. Forth, departmental representatives, make sure you check carefully proposals brought by your department to ensure accuracy.

I want to address an issue that came up after our last session. The parliamentarian was asked by a number of individuals whether it was appropriate or permissible for the chair to ask for a senator to withdraw something that had already been approved on the agenda. The short answer is "yes". While Robert's Rules is conspicuously silent on "for information" items, using motions as a guide, I or any

other member of senate can ask that the person who brought something to senate remove it or alter it after having stated the reason. The owner of the issue, in this case from the Library and Educational Services Committee, can accept the reason or reject the request. If it is a motion then as long as the question has not been called or put to the assembly, it can be modified or withdrawn with the mover's consent. In the case of a motion if the mover refuses then a motion to postpone can be made and the motion removed without the consent of the mover.

The bigger issue here is what should you do during a Senate meeting if I or anyone else does something that you are not quite sure is proper or kosher. Well, the thing to do is to raise a "point of order". Technically, you are to then specify which of Robert's Rules has been violated but we do not need to be that formal. If you are not sure then raise a point of order and state in plain English what your concern is. You can address this to either the chair, or the parliamentarian. I want to remind everyone that while the chair selects the parliamentarian that person serves all senators, not just the chair. They act in an advisory role however in that they give their interpretation of Robert's Rules, but it is the chair that ultimately rules on an issue. Now, if you still feel that the chair is not doing something properly or kosher and the chair rules against you, you still have recourse and that is to move to appeal the chair's decision. Those of you who have been in Senate for a few years will recall that on a previous occasion the chair's decision was overturned upon appeal.

I do want to apologize to Senator Jozefowicz for catching her off-guard by asking her to withdraw the information item she brought to the senate. We had been in email contact prior to the meeting and I thought she understood that I would be making that request of her. The look of surprise on her face indicated to me that we weren't on the same page. Part of her surprise was the fact that I am the one who asked her to put the document together and share it with the senate. So I apologize for our miscommunication and putting her in an awkward spot.

Finally, as today's agenda is an indication, a lot of people have put in a lot of time and energy working on senate matters this year. If we want shared governance then we need to step up and put in the hard work. This Senate, you senators have done just that. I want to sincerely commend and thank all of you for your hard work this year.

Rules Committee (Senator Korns)

I wanted to update you on the 2012 Senate Elections. Since the last Senate meeting we concluded Phase I of the elections and have seated new Senators for next year. Committee elections began this week and will conclude this Thursday. Many of you have nominated yourself for up to three committees this year. While committee nominations were slightly below last year's, there was still excellent participation in the nomination process. It is important to remind Senators that much of the very important business of the Senate takes place in Senate committees. As my predecessor, Senator Soni, often said, "service in the Senate is not an honorary position. Service includes membership on Senate committees." So I thank those of you who are currently serving, or have nominated yourself for a Senate committee. If you are not, please consider serving on a Senate committee. Also, for those of you who run for a committee and are not elected, I'd also like to point out that you likely will have the opportunity in the future as vacancies occur.

The Rules Committee will meet next Tuesday, April 24, at 3:30 pm in Room 6, Keith Hall.

Research Committee (Senator Bonach)

The committee met on April 3, 2012. There were 30 USRC Small Grant proposals and the decision was made to fund 17 proposals totaling \$28,802.00. The next meeting will be held on May 8, 2012.

- Dr. R. Scott Moore
- Dr. Paul Nealen
- Dr. Shannon Phaneuf and Dr. Jamie Martin
- Dr. Thomas Slater
- Dr. Gabriela Wasileski
- Dr. Francisco Alarcon
- Dr. Christian Bolden
- Dr. Anne Creany
- Dr. Lorraine Guth
- Dr. Yu-Ju Kuo
- Dr. Werner Lippert
- Dr. Shijuan “Laurel” Liu
- Dr. Sally McCombie
- Dr. Courtney McLaughlin
- Dr. Bruce Novak
- Dr. Lydia Rodríguez
- Dr. John Zhang

FOR ACTION:

APPROVED

As shared by the USRC at the March Senate meeting:

- The following is a draft revision to the 1995 Conflict of Interest Policy (original policy available at: <http://www.iup.edu/research/policies/default.aspx> A tracked changes version is available upon request.
- The policy was revised by an ad hoc committee comprised of faculty (including an APSCUF-appointed rep), staff, and administrators and the policy was reviewed (and is being brought forward for vote) by the USRC. The draft policy was also distributed to all Senators for the March Senate meeting and all Senators were invited to send comments in advance of the April Senate meeting.
- The revisions were initiated to bring IUP's policy into compliance with the new federal regulations (available at: http://grants.nih.gov/grants/policy/coi/fcoi_final_rule.pdf), to remove outdated information, and to clarify the document.
- The attached draft reflects changes suggested by Senators after the March meeting. Specifically, the following changes have been made:
 - numerous grammar and punctuation corrections have been made as well as several edits to clarify meaning and remove redundancies (see, for example, the definition of Investigator)
 - the definitions have been alphabetized
 - the term "key personnel," a holdover from the original 1995 policy, has been removed in the few places where it remained and has been replaced with the

term "investigator" for consistency throughout the policy

- a citation has been added to the definition of "immediate family" (the definition is taken verbatim from the PASSHE Board of Governors Policy 2012-01: Conflict of Interest, adopted January 19, 2012).
- the Financial Conflict of Interest Review Board (FCIRB) has been defined as a committee comprised of members selected from the USRC, rather than as a "sub-committee" of the USRC, to avoid possible confusion over the FCIRB's relationship with the University Senate.

POLICY STATEMENT

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Subject:	Policy For Financial Conflict of Interest (FCOI) in University Research	
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Date: 10/1/95	Distribution: A	Reference Number:
Revision Date: TBD		
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Revision <u> X </u>	Originating Office:	President's Approval
Deletion <u> </u>	School of Graduate Studies and Research	
New Item <u> </u>		
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1. PURPOSE: The purpose of this policy is to provide the members of this academic community a framework to promote objectivity in research by establishing standards to ensure that the design, conduct or reporting of research will not be biased by any conflicting financial interests of an investigator.
2. SCOPE: This Financial Conflict of Interest Policy applies to all investigators and their immediate family, who are in a position to affect the design, conduct, or reporting of externally funded research or scholarly activity. This policy also applies to all University personnel working in a key position on an externally funded project. All Investigators submitting applications for external funding of sponsored research or scholarly activity must disclose to the University any actual or potential financial conflict of interest (as defined herein).
3. OBJECTIVE: Federal regulations (42 CFR 50; 42 CFR 94) require that the University have established policies and procedures to ensure that the design, conduct, or reporting of externally-sponsored activity is not biased as a result of the personal financial holdings of the University personnel directing the activity. The University is mandated to manage, reduce or eliminate any actual or potential financial conflicts of interest. Before external funding proposals are submitted to the sponsor, the University is required to obtain, from University investigators, the written disclosure of any significant financial interest that could reasonably appear to affect the objectivity of their performance on the sponsored project.
4. POLICY: Conducting high quality research and instructional activities is

integral to the primary mission of the Indiana University of Pennsylvania. Active participation by faculty and other employees in external activities that enhance their professional skills or constitute public service can be beneficial to the University as well as the individual.

It is University policy that all Investigators submitting applications for external funding of sponsored research or scholarly activity disclose to the University any financial interests which the Investigator or the Investigator's immediate family hold, if these holdings could reasonably give the appearance that a financial conflict of interest might exist between the Investigator and the external sponsor of the research.

This policy sets forth assurances that all federal and state regulations regarding potential financial conflicts of interest will be followed and also establishes procedures that provide a process to manage, reduce, or eliminate potential financial conflicts of interest.

5. DEFINITIONS: **"Business entity"** - any person or entity or organization, or any combination of one or more of them. A business entity includes, but is not limited to, a sole proprietorship, partnership, association, joint venture, corporation, firm, trust, foundation or other organization or entity used in carrying on a business, including parent organizations of such entities or any other arrangement in which an entity operates through a subsidiary.

"Conflict of Financial Interest Classifications" - the determinations of the Financial Conflict of Interest Review Board (FCIRB) issued following a review of a disclosed financial interest:

- (1) Not a financial conflict of interest.
- (2) A potential financial conflict of interest, with mandate of public disclosure.
- (3) A potential financial conflict of interest, with mandate of additional project oversight.
- (4) A potential financial conflict of interest, with mandate of divestiture of relationship with sponsor.
- (5) A financial conflict of interest, with mandate that the Investigator terminate involvement with the project.

"Financial Conflict of Interest" - a Significant Financial Interest as defined herein that could directly affect the design, conduct, or reporting of research and which, in the opinion of the University, is determined to be too significant to allow the Investigator to avoid giving the appearance that the financial interest could reasonably affect the Investigator's objectivity in the performance of the research. Abbreviated FCOI (financial conflict of interest).

"Financial Conflict of Interest Review Board (FCIRB)" – ad hoc committee comprised of the Research Integrity Officer (RIO) and members selected from the University Senate Research Committee (USRC) , at least two of whom are not from the same college as the investigator presenting a potential financial conflict of interest

“Financial interest” - anything of monetary value, whether or not the value is readily ascertainable (42 CFR 50.603)

“Immediate family” – parent, spouse, child, brother or sister (PASSHE Board of Governors Policy 2012-01: Conflict of Interest, January 2012).

“Institution” - any entity or organization that is applying for or receives PHS research funding (42 CFR 50.603)

“Institutional responsibilities” - an Investigator’s professional responsibilities on behalf of the Institution, and as defined by the Institution in its policy on financial conflicts of interest, which may include for example: activities such as research, research consultation, teaching, professional practice, institutional committee memberships, and service on panels such as Institutional Review Boards or Data and Safety Monitoring Boards (42 CFR 50.603)

“Intellectual property” - as defined in the APSCUF CBA.

“Investigator” - Any person who is in a position to affect the design, conduct or reporting of externally funded research or education activities, or who reasonably gives the appearance of being in such a position, and who is subject to the control and disciplinary processes of the University.

“PHS” - Public Health Service of the U.S. Department of Health and Human Services, and any components of the PHS to which the authority involved may be delegated, including the National Institutes of Health (NIH). (42 CFR 50.603)

“PHS Awarding component” – means the organizational unit of the PHS that funds the research that is subject to this subpart. (42 CFR 50.603)

“Potential financial conflict of interest” - any outside activity, commitment or interest that may reasonably give the appearance of adversely affecting, compromising, or being incompatible with, the University obligations of an Investigator.

“Research” – systematic investigation, study or experiment designed to develop or contribute to generalizable knowledge relating broadly to public health, including behavioral and social-sciences research. The term encompasses basic and applied research (e.g., a published article, book or book chapter) and product development (e.g., a diagnostic test or drug). As used in this subpart, the term includes any such activity for which research funding is available from a PHS Awarding Component through a grant or cooperative agreement, whether authorized under the PHS Act or other statutory authority, such as a research grant, career development award, center grant, individual fellowship award, infrastructure award, institutional training grant, program project, or research resources award. (42 CFR 50.603)

“Research Integrity Officer (RIO)” – Dean of the School of Graduate Studies and Research

"Resolution Plan" – an action plan agreed to by the University and the Investigator, outlining the steps that must be taken by the Investigator and/or the University to manage a potential financial conflict of interest situation.

"Significant Financial Interest" – [43 CFR 50.603] except as excluded below, anything of monetary value that reasonably appears to be related to the Investigator's University responsibilities, including, but not limited to, salary or other payments for services (e.g., consulting fees, honoraria, paid authorship, reimbursed or sponsored travel except as described in (4) below); equity interests (e.g., stocks, stock options or other ownership interests); and intellectual property rights (e.g., patents, copyrights and royalties from such rights). "Significant financial interest" includes such interests held by an Investigator's immediate family member. "Significant financial interest" also includes all financial interests related to the Investigator's University responsibilities, not just those related to PHS-funded research.

Notwithstanding the foregoing, per 42 CFR 50.603, "significant financial interest" does not include:

- (1) Salary, royalties, or other remuneration from the University.
- (2) Income from seminars, lectures, or teaching engagements sponsored by federal, state, or local government agencies, institutions of higher education as defined at 20 USC 1001(a), academic teaching hospitals, medical centers, or research institutes that are affiliated with institutions of higher education.
- (3) Income from service or advisory committees or review panels for federal, state, or local government agencies, institutions of higher education as defined at 20 USC 1001(a), academic teaching hospitals, medical centers, or research institutes that are affiliated with institutions of higher education.
- (4) Travel that is reimbursed or sponsored by a federal, state, or local government agency, an institution of higher education as defined at 20 USC 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an institution of higher education.
- (5) An equity interest that, when aggregated for the Investigator and the Investigator's immediate family, meets both of the following tests: does not exceed \$5,000 in value, including any equity interest in non-publicly traded entities, as determined through reference to public prices or other reasonable measures of fair market value and does not represent more than a five percent ownership interest in any single entity.
- (6) Salary, royalties or other payments that, when aggregated for the Investigator and the Investigator's immediate family over the next twelve months, are not expected to exceed \$5,000.
- (7) Financial interests held indirectly through funds, such as mutual funds and pension funds, in which the interested party does not control the selection of investments.

"Sponsor" - any non-University entity providing partial or full support of research or scholarly activity performed by University members utilizing University resources.

"University" - Indiana University of Pennsylvania

6. RESPONSIBILITIES:

It is the responsibility of investigators to disclose any potential financial conflicts of interest truthfully and accurately to the best of their knowledge and ability and to ensure the disclosure of any potential financial conflicts of interest held by their immediate families.

It is the responsibility of the Research Integrity Officer (RIO) (Dean of the School of Graduate Studies and Research) to review disclosures of potential financial conflicts of interest, to convene the Financial Conflict of Interest Review Board (FCIRB), and to make the necessary notifications required by external sponsors.

It is the responsibility of the FCIRB to work with the RIO to determine if a financial conflict of interest exists and to resolve potential financial conflicts of interest.

It is the responsibility of the School of Graduate Studies and Research, or designee, to provide training on financial conflicts of interest and to ensure compliance with statutorily mandated FCOI training requirements.

It is the responsibility of the Office of Human Resources to collect completed SEC-1 forms on an annual basis and retain record of completed forms and all records of actions taken to manage actual or potential financial conflicts of interest for at least three (3) years after the later of the termination of any award made to which the records relate or the resolution of any government action involving those records. [42 CFR 50.604(i)]

It is the responsibility of the President or his or her designee to respond to appeals of decisions by the Research Integrity Officer and to take appropriate disciplinary action. If the RIO has been accused of violating this policy, then the President will appoint a substitute.

7. PROCEDURES: All Investigators specifically named in grant applications are required to complete the Financial Disclosure block on the University's "Authorization to Seek External Funding Form" and provide a signature that certifies their compliance with the University's Financial Conflict of Interest policy. All such investigators must disclose any significant financial interests and assure that a current SEC-1, "Statement of Financial Interest" disclosure form (Commonwealth of Pennsylvania form number SEC-1 Rev. 1/93) is attached to the "Authorization to Seek External Funding Form" and will be placed on file with Human Resources [42 CFR 50.604(e)(1)].

In the event that a significant financial interest is held by the immediate family of the Investigator, it is the responsibility of the Investigator to ensure that a separate SEC-1 form is completed by the immediate family member and submitted by the Investigator as an attachment to the Investigator's own SEC-1 disclosure form.

If the proposal is funded as an award, the Investigator must submit an SEC-1

annually on May 1 of every year that an award is in active status [42 CFR 50.604(e)(2)]. If the investigator or the Investigator's immediate family acquire new financial interests with potential conflict during the life of the award a new SEC-1 must be filed within 30 days [42 CFR 50.604(e)(3)].

All Investigators who are not named in submitted proposals, but who are subsequently hired as Investigators on grant proposals, are required to submit SEC-1 forms to the Office of Human Resources within ten days (10) of being named to the grant funded position.

Each Investigator must complete training prior to engaging in sponsored projects related to any PHS-funded grant or contract and at least every four years, and immediately under any of the following circumstances: University FCOI policies change in a manner than affects investigator requirements; an Investigator is new to the University; and/or the University finds an Investigator non-compliant with the University's FCOI policy or resolution plan. [42 CFR 50.604 (b)]

The University reserves the right to not process grant applications if all required, certified University Authorization Forms and SEC-1 forms are not submitted in compliance with this requirement. The University also reserves the right to take other actions as necessary. In each application for funding, the University must certify that it has in effect a written, up-to-date, and enforced administrative process to identify and manage FCOI; shall promote and enforce compliance with this policy; shall manage and provide initial and on-going FCOI reports to agencies as appropriate; and shall make available upon request by funding agencies any investigator disclosure of financial interests and the University's review of and response to such disclosures whether or not such disclosure resulted in the University's determination of a FCOI. [24 CFR 50.604(k)(1-4)]

The University will accept grant awards for funded proposals but will withhold expenditure authority until all required SEC-1 forms are submitted in compliance with this requirement, except by written order of the President or the President's Designee. (The Public Health Service as research sponsor does not permit such an exception.)

Collaborators, subrecipients or subcontractors from other academic or not-for-profit institutions must either comply with this policy or provide a certification from their institutions that they are in compliance with Federal policies regarding Investigator significant financial interest disclosure and that their portion of the project is in compliance with their institutional policies. The determination of whether this policy or the policy of the collaborator, subrecipient, or subcontractor will apply must be incorporated as part of the written agreement between the parties and must include time periods to meet disclosure and/or FCOI reporting requirements. When PHS funds are involved, subrecipient institutions that rely on their FCOI policies must report identified FCOIs to the awardee institution in sufficient time to allow the awardee institution to report the FCOI to the PHS Awarding Component to meet

reporting obligations. [42 CFR 50.604(c)]

Subcontractors from commercial firms need not make a certification, except when the prime award is from the Public Health Service (PHS). The PHS requires a certification from any subcontractor, including commercial firms, stating that it is in compliance with Federal policies regarding Investigator significant interest disclosure and that its portion of the project is in compliance with the subcontractor's company policies

The Research Integrity Officer shall serve as the University's designee to review all "Authorization to Seek External Funding Forms" and any attached or filed SEC-1 forms to determine if a potential financial conflict of interest exists. This review shall take place upon the RIO's receipt of the "Authorization to Seek External Funding Form" and SEC-1s, prior to the expenditure of funds, and/or within 60 days of a funded Investigator's disclosure of a previously undisclosed significant financial interest. [42 CFR 50.605(a)(2)] If no potential financial conflict of interest exists, the RIO shall document the results of the review and forward the original SEC-1(s) to the Office of Human Resources.

If the RIO determines that a potential financial conflict of interest does exist, the RIO shall convene the Financial Conflict of Interest Review Board (FCIRB). The FCIRB shall (1) review information presented by the RIO, (2) assign financial conflict of interest classifications, and (3) if necessary, mandate remedial action to resolve potential financial conflicts of interest through the implementation of a Resolution Plan.

The Resolution Plan shall be incorporated into an action plan for the University and the Investigator that shall be certified to by the Research Integrity Officer and the Investigator and shall be monitored by the Research Integrity Officer until the completion of the research project [42 CFR 50.605(a)(4)].

If remedial action is necessary to manage a financial conflict of interest situation, the FCIRB, in conjunction with the Investigator, shall determine a Resolution Plan that details the steps that must be taken to manage, reduce or eliminate any actual or potential financial conflict of interest situation. Examples of conditions or restrictions that might be imposed to manage a FCOI include, but are not limited to: (i) Public disclosure of financial conflicts of interest (e.g., when presenting or publishing the research); (ii) For research projects involving human subjects research, disclosure of financial conflicts of interest directly to participants; (iii) Appointment of an independent monitor capable of taking measures to protect the design, conduct, and reporting of the research against bias resulting from the financial conflict of interest; (iv) Modification of the research plan; (v) Change of personnel or personnel responsibilities, or disqualification of personnel from participation in all or a portion of the research; (vi) Reduction or elimination of the financial interest (e.g., sale of an equity interest); or (vii) Severance of relationships that create financial conflicts. [42 CFR 50.605(a)(1)(i-vii)]

The RIO shall oversee that the Resolution Plan is followed and make the

necessary notifications required by external sponsors. This notification may, and in the case of PHS funds will, include: grant/contract number; project director/principal investigator contact, name of investigator with a financial conflict of interest (FCOI); whether the FCOI was managed, reduced, or eliminated; the name of the entity with which the Investigator has a FCOI; the nature of the FCOI (e.g. equity interest, consulting fees, travel reimbursement, honoraria); the value of the financial interest (\$0-\$4,999; \$5,000-\$9,999; \$10,000-\$19,999; amounts between \$20,000-\$100,000 by increments of

\$20,000; amounts above \$100,000 by increments of \$50,000; or a statement that a value cannot be readily determined); description of how the financial interest

relates to the funded research and the basis for the University's determination that the financial interest conflicts with such research; and key elements of the University's management plan. Additionally, the RIO will report annually to the sponsor the status of the FCOI and any changes to the management plan.[42 CFR 50.605(b)(1)]

Prior to the University's expenditure of any funds under a PHS funded research project, the University's Right to Know Officer shall ensure public accessibility, via a written response to any requestor within **five business days** of a request, of information concerning any significant financial interest disclosed to the University that meets the following three criteria: (A) The significant financial interest was disclosed and is still held by the investigator as defined by this subpart; (B) The University determines that the significant financial interest is related to the PHS-funded research; and (C) The University determines that the significant financial interest is a financial conflict of interest [42 CFR 50.605(a)(5)]. The information that the University's Right to Know Officer makes available via a written response to any requestor within **five business days** of a request, shall include, at a minimum, the same information reported to PHS (described above) and shall be retained for at least three years from the date that the information was last updated [42 CFR 50.605].

The University shall follow Federal regulations regarding the notification of the Sponsor in the event an Investigator fails to comply with the terms of the resolution plan, or any other requirement of this policy. Specifically, for PHS-funded research, whenever a financial conflict of interest is not identified or managed in a timely manner including failure by the Investigator to disclose a significant financial interest that is determined by the Institution to constitute a financial conflict of interest; failure by the Institution to review or manage such a financial conflict of interest; or failure by the Investigator to comply with a financial conflict of interest management plan, the Institution shall, within 120 days of the University's determination of noncompliance, complete a retrospective review of the Investigator's activities and the PHS-funded research project to determine whether any PHS-funded research, or portion thereof, conducted during the time period of the noncompliance, was biased in the design, conduct, or reporting of such research. [42 CFR 50.605(a)(3) and (b)(2-3); 45 CFR 94.5(a)(3)] The University will notify the PHS Awarding Component of the retrospective review per 42 CFR 50.605(b)(3) and 45 CFR 94.5(a)(3)(ii-iii) only in cases where bias is found. The Sponsor

may take its own action, as it deems appropriate, including the suspension of funding for the Investigator until the matter is resolved.

If an unmanageable financial conflict of interest situation is determined, the RIO shall take the necessary action to assure that the Investigator's relationship with the project is severed.

Additionally, the University President, Provost, and the dean of the investigator's college or other supervisor, as well as the investigator him/herself must be notified in writing with a memo describing the identified financial conflict of interest and the basis for the determination that the financial conflict

cannot be mediated. If the investigator is a member of a collective bargaining unit, his or her union chapter President shall also be notified. In addition, if the research was sponsored by any external agency, that agency will be notified if such notification is required.

Disputes on matters regarding financial conflict of interest, including the interpretation of this policy, shall be referred to the President, or the President's Designee, for resolution.

Appeals of the decision of the FCIRB must be made to the President, or the President's Designee, within five (5) days of receipt by the Investigator of written notice of the decision of the FCIRB.

Non-compliance with this policy or resolution plan may result in disciplinary actions subject to any applicable collective bargaining agreement, or existing University rule or regulations such as the Board of Governors' Merit Principles Policy. [42 CFR 50.604(j)]

After review and necessary action, all SEC-1s will be retained in the Office of Human Resources for a period of (5) five years from the date of receipt. All financial disclosure information shall be kept confidential, except to the extent required by law, and except to the extent necessary to review, consider, and resolve any conflicts.

8. RECISION: Not applicable.

9. PUBLICATION
STATEMENT: Not applicable.

10. DISTRIBUTION: Code Description

All employees annually (by the Dean of the School of Graduate Studies and Research) and via the IUP Research website (updated within 60 days of any modification of the policy) [43 CFR 50.604(a)].

Student Affairs Committee (Senator Desmond)

FOR ACTION:

APPROVED

Proposed Substantive Changes to the Student Behavioral Code, Spring 2012

Background Information

The Code of Conduct Review was conducted Fall semester 2010 through present.

The Code of Conduct Review Committee was chaired by Kate Linder, Associate Dean of Students, Student Life & Community Engagement/Director, Center for Student Life.

Thirteen (13) committee members included representatives from the Office of Student Conduct, the Office of Housing, Residential and Dining Services, University Police, Punxsutawney Student Life, the Center for Health and Well-Being (HAVEN Project), Student Government Association, Student Affairs in Higher Education graduate program and the University Judicial Board (faculty, staff, and student members). Of these individuals, 4 were managers, 3 were SCUPA employees, 2 were faculty, 2 were graduate students, and 2 were undergraduate students.

The Code of Conduct Review Committee solicited feedback from all university judicial board members, all members of the Student Affairs Leadership Team, all members of Student Government Association, all employees of the Office of Housing, Residential Services and Dining, all staff in the Center for Student Life, and the Director of Social Equity.

The proposed changes have been reviewed and approved by Dr. Rhonda Luckey, Vice President for Student Affairs, and Jacqueline Morrow, University Legal Counsel.

Proposed Substantive Changes

- Throughout the document all references to “judicial” have been changed to “student conduct” to reflect the administrative nature of the system (less legalistic) and to correspond with the “Office of Student Conduct” title
- Document title – changed from “Student Behavior Violation Procedure” to “Student Conduct Policies and Procedures”
- Section A. Introduction – Statement added to clearly indicate that students retain all constitutional rights and guarantees
- Section A. Introduction – statement regarding parent/guardian role was removed since the document is not directed at these individuals
- Section B. #3 – “Student” was more specifically defined/clarified to reflect current and past practice

- Section B. #6-#13, #19 – Definitions were provided for significant terms that were not previously defined in the Code, but which are routinely used in student conduct policies and procedures.
- Section B. #10 – the definition of “victim of violence” was specifically crafted to meet the requirements of the Office of Civil Rights (OCR’s) “Dear Colleague” letter of April 2011, ensuring that victims of sexual harassment and sexual violence are afforded the same rights and opportunities in the conduct process as those provided to “accused students.” IUP is electing to provide these rights to all victims of violence to avoid suggesting that some types of violence are more egregious than others.
- Section C. paragraph one – Unnecessary verbiage is eliminated.
- Section C. #1 – Previous 3 items were streamlined into 2 items
- Section C. #2 – Previous 3 items were streamlined into 2 items
- Section C. #4g – This item was reworded to be more specific and reflective of the behaviors for which students are held accountable
- Section C. #5 – This Item was re-named to be more inclusive beyond “automotive” since the regulation includes other modes of transportation.
- Section C. #7- This Item was re-named to reflect a change from “abuse” to “assault.”
- Section C. #7a - The definition of “assault” was revised upon advice from university legal counsel
- Section C. #7b - The definition of “harassment” was revised upon advice from university legal counsel
- Section C. #7c – The definition of “attempted or completed sexual assault” was revised to be more comprehensive and to emulate best practice language
- Section C. #7d – The definition of stalking was revised to provide greater specificity regarding types of prohibited conduct
- Section C. #8b – Redundant language was removed
- Section C. #8c - This item was reworded to be more specific and reflective of the behaviors for which students are held accountable
- Section C. #8d – Wording was revised to reflect the broader concept of misuse of legal drugs and other substances
- Section C. #8e – This item was added to specify driving under the influence of drugs other than alcohol

- Section C.#9 – This Item was renamed to create one general category defined as “disorderly” behavior and the definition was streamlined
- Section C.#10 – This item was reformatted to provide greater ease in reading and comprehension
- Section C.#14 – This Item was revised to simplify wording and remove any geographical limitation
- Section C. #15 – The text which describes an approval process for small games of chance was removed since it is not germane to the purpose of the Code of Conduct.
- Section D. Jurisdiction – This text is repeated from the second paragraph of the Code since it directly addresses jurisdiction
- Section D - This text was eliminated as unnecessary
- Section E. Procedures – The order of this section was changed from the previous Code to provide more logical sequence of information
- Section E.#1 – “5 class days” was replaced with “15 calendar days” to create a more reasonable timeline for reporting incidents
- Section E.#2 – This section was revised to clearly articulate the process that has historically been used by the Office of Student Conduct to determine case routing
- Section E.#3 – This revised text makes explicit that students must be notified of an informal resolution conference
- Section E.#7 – This text was added to explain the advisor role and the right of both the accused student and victim of violence to select an advisor
- Section E.#8 – This text was added to explain the hearing waiver process, which has existed for many years but was not previously described in the Code of Conduct
- Section F.#3 – This text was added to reflect the referring party’s role in a hearing, which has existed for many years
- Section F.#4 – This text has been revised to reflect an administrative process and remove legalistic language
- Section F.#6 – This text was added to reflect the witness role in a hearing, which has existed for many years but was not previously described in the Code of Conduct
- Section F.#7 – This text was specifically crafted to meet the requirements of the Office of Civil Rights (OCR’s) “Dear Colleague” letter of April 2011, ensuring that victims of sexual harassment and sexual violence are afforded the same rights and opportunities in the conduct process as those provided to “accused students.” IUP is electing to provide these rights to all

victims of violence to avoid suggesting that some types of violence are more egregious than others.

- Section F.#8 – The previous text allowed for hearings to be open at the discretion of the adjudicator; however, in practice no hearings were approved as open so the text has been changed to reflect the practice
- Section F.#9 – This text was added to explain the advisor role and the right of both the accused student and victim of violence to select an advisor
- Section F.11 – This text was added to explain the hearing waiver process, which has existed for many years but was not previously described in the Code of Conduct
- Section F.#12 – This text was broadened to be applicable to all potential participants in a hearing
- Section F.#13 – This text was specifically crafted to meet the requirements of the Office of Civil Rights (OCR's) "Dear Colleague" letter of April 2011, ensuring that victims of sexual harassment and sexual violence are afforded the same rights and opportunities in the conduct process as those provided to "accused students." IUP is electing to provide these rights to all victims of violence to avoid suggesting that some types of violence are more egregious than others.
- Section F.#14 – This text was eliminated because recordkeeping information is located in "Section M" of the Code. Accused students no longer have the opportunity to obtain digital recordings of hearings due to the potential to violate the privacy rights of other individuals involved in the hearings and to the ability to post recordings on the worldwide web, etc.
- Section F.#15 – This text was replaced by section F.#13
- Section G.#2 – This text was added to accurately reflect the composition of the student conduct board
- Section G. #2a – This text has been added to reflect an accused student's ability to waive his/her right to 10 calendar days notice of a hearing
- Section H.#4 – This text specifies a timeline of 7 calendar days for providing a hearing decision in writing to the accused student
- Section I. #4 – This text specifies the boundaries for recording hearings
- Section I. #7 – This text specifies a timeline of 3 calendar days for providing an expulsion recommendation in writing to the VPSA
- Section J. Sanctions – General statement was moved to provide greater visibility
- Section J.#3g – This text was added to reflect a sanction that has been utilized for many years

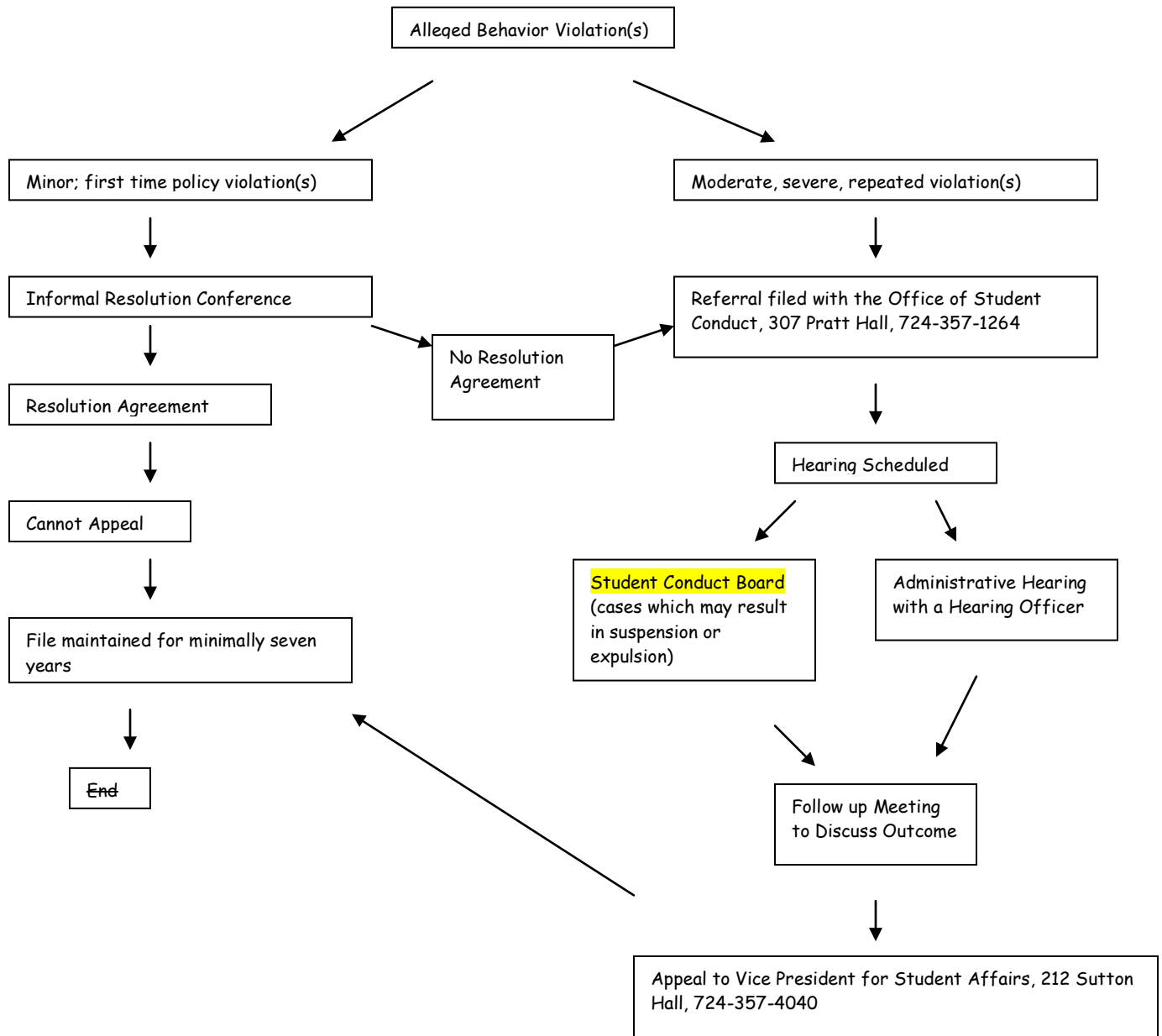
- Section J.#3i – This text was added to reflect the “judicial fines” structure which was instituted in fall semester 2010
- Section J.#3l – This text specifies a timeframe for response to recommendations of expulsion
- Section K.#1 – The timeframe for conducting an interim suspension review hearing was shortened from 10 calendar days to 5 calendar days to expedite the process
- Section K.#3 – This text was added to ensure that a student reinstated to class is not penalized for missing class due to an interim suspension
- Section L. #1 – This text was specifically crafted to meet the requirements of the Office of Civil Rights (OCR’s) “Dear Colleague” letter of April 2011, ensuring that victims of sexual harassment and sexual violence are afforded the same rights and opportunities in the conduct process as those provided to “accused students.” IUP is electing to provide these rights to all victims of violence to avoid suggesting that some types of violence are more egregious than others.
- Section L. #1a – This revised text reflects best practice
- Section L. #1b – This language was revised to reflect an administrative hearing process (less legalistic term)
- Section L. #1c – This revised text limits grounds for appeal to sanctions that have specifically resulted in a loss of services or student status and which are inappropriate
- Section L. #2b – This text was added to reflect the past and current practices of placing sanctions on hold once an appeal is filed (other than “no contact” with a victim)
- Section L. #2c – This text was eliminated as unnecessary
- Section L. #2d – This revised text allows the VPSA to increase a sanction if merited, which allows victims of violence a right to a legitimate appeal
- Section L.#2e – This text was added to reflect past and current practice
- Section L.#2f – This text was added to reflect past and current practice
- Section L.#2g – This text provides a timeframe for responding to appeals
- Section M – This text was simplified, but substance was not altered.
- Section N – This section was added to describe the process for reviewing the student conduct code (best practices)
- Section O – This section was eliminated because regional campuses are part of the university conduct system

- Section P – This section was eliminated because it does not fit in a Code of Conduct (it addresses non-students)

STUDENT CONDUCT POLICIES AND PROCEDURES

Office of Student Conduct (OSC) 724-357-1264

www.iup.edu/studentconduct/default.aspx



POLICIES AND REGULATIONS REGARDING STUDENT BEHAVIOR

Office of Student Conduct 724-357-1264

A. Introduction

IUP is an academic community within the society at large. As a community, the university has developed a code of standards and expectations that are consistent with its purpose as an educational institution. IUP reaffirms the principle of student freedom, coupled with an acceptance of full responsibility for one's behavior and the consequences of such behavior. As a member of the academic community and of the larger society, a student retains the rights, protection, guarantees, and responsibilities which are held by all citizens. The University conduct system does not eclipse, in intention or application, the constitutional rights and guarantees of students. (added)

When responding to behavior that violates federal, state, and local laws and ordinances, the university does not replace the criminal justice system or other responses in the larger community. The student should expect to be held accountable for her/his behavior through both the legal system and the university judicial system student conduct system. The primary function of the student conduct system is to adjudicate alleged policy violations by students that occur on campus. The University reserves the right to adjudicate violations by students in off-campus locations when those violations might adversely affect the University community (moved from section c)

The Office of Student Conduct (OSC) supports the academic mission of the university by encouraging behavioral change in the student while protecting the rights of the members of the university community and by promoting the security, responsible behavior, civility, openness, justice, and respect. Through enforcement of university policies and procedures a student is challenged to take responsibility for her/his actions, demonstrate respect for her/him self, property, and other individuals, and develop skills that will enhance lifelong problem solving, communication, and decision-making abilities.

Parents/guardians, who can have significant influence over their student's choice to follow the behavioral expectations of the university and are welcomed as partners in the discipline student conduct process in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA). Parents/guardians are encouraged to support the university's mission, values, and behavioral expectations, as well as their student's academic and social success, by reinforcing and encouraging appropriate, legal behaviors and by confronting/challenging illegal and inappropriate behaviors.

B. Definitions

1. The term "university" shall refer to the community of faculty, staff, and students at IUP, as well as to premises and facilities.
2. The term "University premises/facilities" shall mean all buildings or grounds owned, leased, operated, controlled, or supervised by the University or the Student Cooperative Association or other recognized University affiliates. (moved from 7)
3. The term "student" shall include any person currently enrolled, in the process of registration, or who will be registered for an academic term, course, program, or activity at the University within the next academic year. These include persons who withdraw from the University after allegedly violating one or more student behavior regulations and persons who are not officially enrolled for a particular term, but who have a continuing relationship with the University are also considered "students." (added)
4. The term "faculty member" shall mean any person employed by the university who holds academic rank or performs teaching or research duties.

5. The term "staff member" shall mean any person employed by the university or the Student Cooperative Association who is not considered faculty.
6. The term "adjudicator" shall refer to any University official or student conduct board authorized by the University to impose sanctions upon any student(s) found to have violated one or more student behavior regulations. (see section "G. Adjudicator Structure and Selection") (added)
7. The term "referring party" shall refer to any person who submits a statement to the Office of Student Conduct alleging a student has violated one or more student behavior regulations. (added)
8. The term "accused student" shall refer to any student accused of violating one or more student behavior regulations. Within this document, the term "student" can refer to one or multiple students. (added)
9. The term "witness" shall refer to any person who has been identified by the referring party and/or the accused student as having relevant information concerning the alleged violation of one or more student behavior regulations. (added)
10. The term "victim" shall refer to any person who alleges that s/he has been directly impacted by the misconduct of the accused student. The term "victim of violence" shall refer to a victim who alleges that s/he has been assaulted (assault is defined by Student Behavioral Regulations "C7a Abuse" and "C7c "Sexual Assault"). A victim of violence shall be afforded the same information and rights in the university judicial process as those afforded to a referring party. (added)
11. The term "advisor" shall refer to any person identified by an accused student or victim to consult privately with that person during University student conduct meetings and/or hearings. (added)
12. The term "University regulation" shall mean any written policy of the University as found in, but not limited to, this document, the contracts for residential rooms/suites/apartments (including dining contracts), the University website, and the graduate and undergraduate catalogues. (added)
13. The term "sanction" shall mean one or more consequences or requirements imposed by an adjudicator on a student found to have violated one or more student behavior regulations. (added)
14. The term "organization" shall mean a group of persons who have complied with University requirements for registration or recognition.
15. The term "university (sponsored) activity" shall mean any activity on or off campus, which is initiated, aided, funded, authorized, or supervised by the university or the Student Cooperative Association.
16. The terms "will" and "shall" are to be used in the imperative sense, not imparting a choice.
17. The term "may" is to be deemed permissive, imparting a choice.
18. The terms "Vice President for Student Affairs", "Associate Dean of Students of Campus Living and Learning", and "Associate Dean of Students, Student Life and Community Engagement", refer to individuals holding those positions or their designees.
19. The term Student Cooperative Association (Co-op) shall mean the organization, funded by student activity fees, incorporated to provide educational, literary, social, recreational and cultural benefits of the students and faculty of Indiana University of Pennsylvania and to operate a bookstore and other facilities. (added)

C. Student Behavior Regulations

The list of offenses which follows is not ~~to be taken~~ meant to be exclusive as to the grounds that might lead to the ~~issuance of discipline against a student~~ initiation of the student conduct system which may lead to sanctions being imposed against a student. The university reserves the right to discipline any student for any action (or any inaction in a situation where the student has a duty to act) that an ordinary, reasonable, intelligent college student knows or should know might result in discipline. This simply means that the university reserves the right to issue discipline for reasonable cause. ~~Such discipline may include, but is not limited to, suspension, expulsion, or involuntary withdrawal from all or part of IUP's academic or other programs. The standard for determining discipline is objective, not subjective, and if an ordinary, reasonable, intelligent college student should have known that particular action or inaction might lead to the issuance of discipline, the university still may issue discipline, even if the particular student who is charged with the particular offense did not know these provisions.~~ The provisions of this clause are incorporated by reference in any notice of misbehavior, so long as the notice fairly describes the act(s) or omission(s) with which the student is charged.

~~The primary function of the judicial system is to adjudicate alleged policy violations by students that occur on campus. The university reserves the right to adjudicate violations by students in off campus locations when those violations might adversely affect the university community.~~ ~~(moved to section D)~~ The university maintains the right to amend its rules and to make such amendments effective immediately upon appropriate public notification of students.

The following actions and/or behaviors are expressly prohibited. It is the responsibility of each student to become familiar with these regulations.

1. Unauthorized Entry/Unauthorized Use

~~Attempted or completed entry into or use of university facilities, property, or equipment without authorization.~~

a. Attempted or completed entry into or use of university facilities or property without authorization.

~~b. Attempted or completed entry into the property of another, to include a room, house, building, business, or privately owned residence without authorization~~ any individual, group or entry without authorization ~~(reworded):~~

~~c. Unauthorized use of university property or equipment.~~

2. Property

~~a. Possession of stolen university property or the property of any individual group or entity.~~

~~b. Theft of university property or property of any individual group or entity.~~

~~c. Destruction and/or damage to university facilities or to the property of any individual, group, or entity.~~

a. Theft or other unauthorized possession of University property or the property of any individual, group, or entity. ~~(reworded)~~

b. Destruction and/or damage to University property or to the property of any individual, group, or entity. ~~(reworded)~~

3. Event Registration: Facilities Use

Violation of policies or regulations governing the registration of student organizations, events on campus, and/or ~~(added)~~ use of university facilities.

4. Alcohol

- a. Possession of alcoholic beverages on university premises or facilities except as provided in the University Alcohol Policy..
- b. Possession of alcoholic beverages off campus by individuals under the age of twenty-one or illegal possession by an individual. (added)
- c. Consumption of alcohol on university premises or facilities (including underage drinking) except as provided in the University Alcohol Policy.
- d. Consumption of alcohol off campus by individuals under the age of twenty-one.
- e. Excessive use of alcohol resulting in a state of intoxication that endangers oneself or other members of the community. Excessive use includes (but is not limited to) use resulting in a need for medical attention, inability to function without assistance, unconsciousness, inability to recall events, incoherent or disoriented behavior, loss of control of bodily functions, and/or having a blood alcohol level of .16 or more.
- f. Driving while under the influence of alcohol (blood alcohol level above .08 for individuals over twenty-one; blood alcohol level over .02 for individuals under the age of twenty-one.
- g. ~~Sale and/or distribution of alcohol by persons of any age to persons under the age of twenty-one, including, but not limited to, charging admission to social events where alcohol will be served.~~ Sharing, furnishing, and/or distributing alcohol by persons of any age to persons under the age of twenty-one, including, but not limited to, charging admission to a social event where alcohol is served, hosting or organizing a social gathering where persons under the age of twenty-one consume alcohol, and/or providing alcohol. (reworded)

5. ~~Automotive Transportation~~ (reworded)

- a. Violation of university ~~parking~~ regulations and Student Cooperative (Co-op) policies governing the use of automobiles, motorcycles, or other motor vehicles parked or driven on university property and designated parking areas.
- b. Skateboarding, in-line skating, and bicycling on university property in a manner that cuts, grinds, or that may deface the edges of steps and other property is prohibited.
- c. Bicycles will be operated in a safe manner on campus and riders will comply with state and local regulations governing the use of bicycles.

6. Obstruction/Disruption

Obstruction or disruption of teaching, research, administration, disciplinary procedure, or other university activities including its public service functions, or of other authorized activities, and/or the performance of duties of University personnel. (added)

7. ~~Abuse Assault/Harassment/Sexual Assault/Stalking~~ (reworded)

- a. ~~Abuse—Physical intimidation and/or assault, or conduct which threatens or endangers the health, safety, or well being of any person or group.~~ Assault- physical conduct which threatens or endangers the health, safety, or well being of any person or group Abuse includes (but is not limited to) hitting, kicking, slapping, punching, pushing, and/or spitting on another person or persons. (reworded)
- b. Harassment - ~~Intimidation, invasion of privacy, or any threat to the well-being of a person or group which is communicated verbally, in writing, or through contact by telephone, computer, a third party, or by any other means of communication.~~ Repeated, severe or

pervasive actions directed towards specific individual(s) with the intent or effect to harass or alarm including actual, attempted or threatened physical contact or acts that serve no legitimate purpose. (reworded)

- c. Attempted or completed sexual assault - ~~includes (but is not limited to) rape, attempted rape, and/or inappropriate touching of another person. Rape is defined as sexual intercourse that is perpetrated against the will of the victim by a person or persons known or unknown to the victim. Rape includes engaging in sexual behavior with a person who is unconscious and/or mentally impaired (including impairment by intoxication and/or other substance abuse)~~ includes (but is not limited to) sexual penetration, oral sex, genital contact, and/or touching of a sexual nature that is perpetrated against the will of the victim by a person or persons known or unknown to the victim. This includes engaging in sexual behavior with a person who is unable to consent because of mental impairment (including impairment by intoxication and/or other substances). (reworded)
- d. Stalking – ~~Conduct or repeated acts toward others~~, repeated conduct toward another person including (but not limited to) willfully following and/or contacting someone verbally, in writing, by telephone, electronic media, a third party, or by any other means with the intent and/or effect of creating fear or emotional distress. (reworded)

8. Drugs

- a. ~~Drug~~ Paraphernalia-Any equipment, product or material of any kind (containing evidence of any illegal drug and/or controlled substance) that is primarily intended or designed for use in planting, growing, harvesting, manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, inhaling, smoking, or otherwise introducing into the human body a controlled substance. Examples include, but are not limited to items such as bongs, roach clips, miniature spoons, syringes, and various types of pipes.
- b. ~~Illegal Possession/Personal Use of Drugs and/or Controlled Substances-~~~~The illegal use or possession of any drugs and/or controlled substance, except as expressly permitted by law.~~ Examples of illegal and/or controlled substances include but are not limited to cocaine, heroin, morphine, marijuana, ecstasy, gammy hydroxyl butyrate (GHB), amphetamines, solvents, oxycontin, methamphetamines, anabolic steroids, and lysergic acid diethylamide (LSD). (reworded)
- c. ~~Distribution/Manufacture/Sales of Drugs~~ Sharing, Furnishing, and/or Distributing Drugs- ~~Delivery and/or possession with the intent to manufacture, sell, or distribute any~~ The action, intent, and/or possession of materials used for sharing, distributing, delivering, manufacturing, and/or selling drugs and/or controlled substances except as expressly permitted by law.- drug and/or controlled substances, except as expressly permitted by law. (reworded)
- d. ~~Misuse of over the counter Medications and/or prescriptions, endangering self or others or~~ Other Substances- misuse of over the counter medications, prescriptions, and/or other legal materials or substances, creating potential danger to self or others. (reworded)
- e. Driving while under the influence of drugs (added)

9. Disorderly/Obscene Conduct

- a. ~~Disorderly Conduct~~ behavior that disrupts or interferes with the orderly functions of the university, disturbs the peace and/or comfort of persons, or interferes with the performance of duties by university personnel.
- b. ~~Obscene Conduct~~ any behavior that would be considered lewd or indecent by a reasonable person. Examples include (but are not limited to) voyeurism, public

urination/defecation, public exposure of private body parts, etc.
Behavior that disrupts or interferes with the orderly functions of the university and/or would be considered lewd or indecent by a reasonable person including (but not limited to) voyeurism, public urination/defecation, public exposure of private body parts, etc.
(reworded)

10. Noncompliance

Failure to comply with the direction of an authorized university or Student Cooperative Association official and/or staff member acting in the performance of his/her duties. Failure to provide identification when requested to do so by a university or Student Cooperative Association official, including Community Assistants. Failure to comply with the direction of any person responsible for a facility or registered function who is acting in accord with those responsibilities. (The previous persons must identify themselves and state the reason for a directive.) Failure to fulfill any sanction(s) levied as a result of a judicial proceeding. Failure to meet with an authorized university or Student Cooperative Association official or staff member when directed to do so.

Failure to:

- comply with the direction of an authorized University or Student Cooperative Association official acting in the performance of her/his duties.
- provide identification when requested to do so by a University or Student Cooperative Association official, including Community Assistants.
- comply with the direction of any person responsible for a facility or registered function who is acting in accord with those responsibilities.
- fulfill any sanction(s) levied as a result of a judicial proceeding.
- meet with an authorized University or Student Cooperative Association official or staff member when directed to do so.

Note: The individuals referenced above must identify themselves and state the reason for a directive. (reformatted)

11. Contractual Obligations

Failure to honor all contracts with and debts to the university (including terms and conditions of the "Residence Hall Housing License Agreement and Dining Services Contract," the "Housing License Agreement for Apartment Living", the Suite Housing License Agreement and Dining Services Contract and the Student Cooperative Association).

12. Firearms/Weapons/Explosives

Possession and/or use of any weapon, which is any object used to inflict a wound or cause injury. This includes but is not limited to, possession and/or use of firearms, ammunition, knives, swords, numb-nun chucks, stun guns, BB guns, look-alike weapons, or explosives, such as fireworks, unsecured compressed air cylinders, or dangerous chemicals, except as authorized for use in class, in connection with university-sponsored research, or in another approved activity (provisions may be made to store firearms with the University Police).

13. Fire/General Safety

- a. Fire Safety - Tampering with safety devices including (but not limited to) alarm systems, fire extinguishers, exit signs, smoke/heat detectors, fire hoses, etc. Failure to conform to safety regulations, (including but not limited to) falsely reporting an incident, failure to evacuate facilities in a timely manner in emergency situations or in response to fire alarms, inappropriate use of the fire alarm system, etc. In addition, individuals are responsible for the safe use and disposal of outdoor grills, tobacco products, and other fire-related items in areas authorized for such use.
- b. General Safety – Conduct that unreasonably or recklessly threatens or endangers the well being of any person is prohibited.

14. Arson

~~Setting or attempting to set fire to or creating/causing a fire on university-owned or operated property or on properties under the ownership and/or supervision of the Student Cooperative Association.~~

Illegally setting, attempting to set, creating, or causing a fire. (reworded)

15. Gambling

All forms of gambling are prohibited unless a license has been secured and approval to solicit has been granted by the appropriate university office. Gambling consists of the payment of a consideration or fee for the chance to win a prize, the winner of which is determined by chance. ~~Nonprofit organizations that have been licensed to conduct small games of chance are required to obtain and follow all rules issued by county licensing authorization in the Office of the County Treasurer and the appropriate university office. Small games of chance include (but are not limited to): punchboards, pull tabs, raffles (including lotteries), and daily drawings.~~

16. Dishonesty/Fraud

Dishonest or fraudulent behavior, such as forgery, alteration, or misuse of documents, records, or identification (including but not limited to I-cards, credit cards, debit cards, pin numbers, and/or computer usernames/passwords), or knowingly furnishing false information to university or Student Cooperative Association officials. Academic dishonesty and fraud are covered by the Academic Integrity Policy and Procedures.

17. Complicity

Presence during any violation of university policy in such a way as to condone, support, or encourage that violation. (NOTE: Students who anticipate or observe a violation of university policy are expected to remove themselves from the situation and are encouraged to report the violation.)

18. Other

Apparent or alleged violation of federal, state, and local ordinances and other university regulations as prescribed in this handbook, a housing license agreement, the university catalog, and other official university publications, including publications on the University website.

D. Jurisdiction

The primary function of the judicial system is to adjudicate alleged policy violations by students that occur on campus. The university reserves the right to adjudicate violations by students in off-campus locations when those violations might adversely affect the university community. (added)

Judicial referrals of alleged behavioral violations will be adjudicated through the university judicial system which is coordinated within the Office of Student Conduct, 307 Pratt Hall.

~~The university judicial system shall adjudicate:~~

- ~~a. Cases involving alleged violations of university rules and regulations (excluding charges filed against recognized organizations) by students regardless of where the incident occurs and where the student resides.~~
- ~~b. Cases involving alleged violations of local, state, and federal rules, regulations, laws, and ordinances by students regardless of where the incident occurs and where the student resides.~~
- ~~c. Cases involving alleged violations of the "Residence Hall Housing License Agreement and Dining Services Contract", the Suite Housing License Agreement and Dining Services Contract, and the "Housing License Agreement for Apartment Living" by residential students.~~

E. Procedures (moved from Section F to Section E)

Pre-hearing Procedure

1. Charges of a violation can originate from any member of the university community and shall be reported to the Office of Student Conduct within ~~five (5) class days~~ 15 calendar days of the incident unless justifiable circumstances, as determined by the Office of Student Conduct, make such notification impossible or impractical.
2. A designated university official ~~within the Office of Student Conduct~~ (added) will review the case and determine whether the case should be adjudicated by the ~~judicial student conduct~~ system, and, if so, whether the case will be handled in an informal resolution conference (IRC), ~~or assigned to a hearing officer, or heard by a~~ (added) ~~judicial university student conduct board~~. In cases involving multiple accused students and/or multiple incidents, the Office of Student Conduct will determine if the students and/or incidents are to be adjudicated together or separately (added).
3. If an informal resolution conference (IRC) is scheduled, the accused student ~~may~~ will be notified of the expectation to participate ~~in resolving an informal resolution conference for~~ minor first-time policy violations that do not require investigation. An informal resolution conference involves a meeting between the accused student and an assigned adjudicator to discuss the charge(s). If the student and the adjudicator reach an informal resolution of the charges, an appropriate sanction ~~or sanctions~~ will be issued and kept on file at the University according to the records policy (see Section M). (added)
4. A ~~judicial student conduct~~ hearing will be scheduled under the following circumstances:
 - a. If the accused student and the ~~IRC~~ adjudicator fail to reach an informal resolution.
 - b. If the ~~IRC~~ adjudicator determines that the charges require further examination ~~and/or are of moderate severity~~.
 - c. If a designated university official determines that the case is of moderate severity. (added)
 - d. If the alleged incident involves more than one individual and a hearing is necessary to complete a thorough examination of the allegations.
 - e. If the outcome of the hearing may result in removal from/loss of university-owned/operated housing, ~~stayed suspension~~, suspension, or expulsion.
5. If a ~~judicial student conduct~~ hearing is scheduled, the accused student shall be informed ~~in writing~~ of the alleged violation(s), the date(s), time(s), and location(s) of the alleged violation(s) and a summary of the actions which led to the charge(s). Notification of

charges against the student shall also include, but are not limited to, the following information:

- a. The date, time, and location of the hearing.
 - b. Whether the case will be adjudicated by a hearing officer, a **judicial student conduct** board, or a special interim **judicial student conduct** board.
 - c. Information regarding due process rights afforded the student prior to and during the hearing.
6. A student will be given a minimum of three (3) calendar-days' notice prior to appearing before the assigned adjudicator. In cases ~~where the outcome of a hearing could result in suspension or expulsion~~ assigned to a student conduct board, the student will be given a minimum of ten (10) calendar-days' notice between notification of the charges and appearance before the assigned ~~adjudicator~~ student conduct board.
7. The accused student (and alleged victim(s) of violence if involved) may select an advisor to advise him/her at the student conduct proceeding. The advisor may consult and interact privately with the accused student or alleged victim(s) during student conduct proceedings. The advisor is not permitted, however, to represent the accused student or alleged victim(s). (added)
8. The accused student may waive in writing his/her right to a hearing and accept one or more sanctions as determined by the adjudicator. The sanction(s) will reflect the severity of the current charge(s) against the student, as well as any previous disciplinary record. A student who waives his/her right to a hearing forfeits any right to appeal the sanction(s) as determined by the adjudicator. (added)
9. Students who are considered an immediate or substantial threat to themselves, others, and/or property may be issued an interim suspension by the Office of the Vice President for Student Affairs (see section "K. Interim Suspensions.")

F. General Guidelines for **Judicial Student Conduct Hearings** (moved from Section G)

Students who do not participate in an informal resolution of the charge(s) against them shall participate in a **judicial student conduct** hearing. Guidelines used by hearing officers or **judicial student conduct** boards include:

1. The accused student shall have his/her case heard by an impartial adjudicator.
2. In situations where the original referring party is no longer available or cannot attend the hearing for unavoidable reasons, the referring party may send a proxy to the hearing to represent him/her throughout the proceedings.
3. The referring party will present charges and relevant information and may ask questions of all hearing participants. (added)
4. The accused student shall have a fair and reasonable opportunity to answer, explain, and defend her/himself against ~~information and witnesses~~ charges presented at the hearing, ~~to submit written, physical, and testimonial evidence,~~ to present information and to call relevant witnesses to appear on his/her behalf.
5. If the accused student chooses not to appear before the assigned adjudicator, her/his case will be adjudicated based upon the evidence presented at the scheduled hearing.
6. Witnesses will be asked to provide relevant information and to respond to questions from the referring party, the accused student, and the hearing officer or student conduct board members/chairperson. Witnesses are not permitted to ask questions of hearing participants. (added)
7. In cases involving allegations of violence, victims will be treated as a referring party for the purposes of the student conduct hearing. (added)
8. All student conduct hearings are closed except to designated/approved participants (added)
9. The accused student and alleged victim(s) may select an advisor to advise her/him at the

student conduct proceeding. Other witnesses may request the presence of an advisor, subject to the approval of the hearing officer or student conduct board chairperson. The advisor may consult and interact privately with the accused student or alleged victim(s) during student conduct proceedings. However, the advisor is not permitted to have a verbal role in the proceedings. (added)

10. To the extent permitted by law, an alleged victim of violent action assault may choose to be present throughout the entire hearing or s/he may opt to provide his/her information at the designated time only.

11. The accused student may waive in writing her/his right to a hearing and accept one or more sanctions as determined by the adjudicator. The sanction(s) will reflect the severity of the current charge(s) against the student, as well as any previous student conduct record. A student who waives her/his right to a hearing forfeits any right to appeal the sanction(s) as determined by the adjudicator. (added)

~~All hearings are closed unless the accused student requests an open hearing in writing. However, the hearing officer or judicial board chairperson has the authority to make the final decision regarding access of spectators to the hearing to the extent permitted by law.~~

12. A hearing officer or judicial student conduct board shall have the authority during judicial student conduct proceedings to hold an individual in contempt. Contempt is defined as disorderly or disrespectful conduct by hearing participants or spectators in a hearing and/or the intentional misrepresentation of facts. Students Individuals found to be in contempt may be removed from the hearing and/or students may be charged with violating applicable behavior regulations.

13. The accused student shall receive a written account of the decision of the adjudicator. A decision will be based upon evidence sufficient to make a reasonable person believe that a fact sought to be proved is more likely true than not. In cases involving allegations of assault and sexual assault, the University will disclose the results of a student conduct proceeding to the victim. (added)

~~14. The university will, for a reasonable period of time, maintain a written summary record and/or audiotape of the hearing. Accused students may request copies of this record but will be required to pay the cost of duplication.~~

~~15. The university will disclose the results of a disciplinary proceeding against an alleged perpetrator of a crime of violence to the alleged victim(s) of that crime after the appeal period has ended. A victim is defined as an individual who was the recipient of the accused students(s) violent action.~~

G. Adjudicator Structure and Selection

In all judicial formal student conduct proceedings, the student accused of violating student behavior regulations will have her/his case heard before one of the following adjudicators:

1. **Hearing Officer** – University representative employees who are is designated by the Office of Student Conduct and are is appointed by the University President of IUP to adjudicate cases at the Administrative Hearing level.

2. **A University Judicial Student Conduct Board** – A judicial student conduct board generally consists of four to six members, at least one of whom is staff or faculty and one of whom is a student, chairperson designated by the Office of Student Conduct, three faculty and/or staff members, and three students selected from a pool of prospective members who have been trained to participate as judicial student conduct board members and appointed by the University President. A chairperson designated by the Office of Student Conduct oversees the hearing. (added)

- a. **Special Interim Judicial Student Conduct Boards** - The University reserves the right to establish special interim judicial student conduct boards appointed by the Office of Student Conduct to expedite adjudication of student disciplinary cases when it is inconvenient impractical for the university judicial student conduct board to convene. These boards, composed of one two or more persons and a chairperson, are may be convened to hear cases under the following conditions: when an interim suspension has been issued and the accused student wishes to waive her/his right to ten (10) calendar days notice to a hearing (see Section K), and/or the case must be heard at times inconvenient impractical for a student conduct board to convene (for example, final exam week, vacation periods, summer school, etc). (added)

Hearing officers and the University judicial student conduct board, and special interim boards have delegated authority from the University President of IUP to adjudicate student conduct cases. disciplinary cases. University legal counsel may be called upon, as deemed necessary by the Office of Student Conduct, to provide assistance with selected cases.

H. Procedures for cases adjudicated by hearing officers

1. An accused student may challenge the assignment of a specific hearing officer to her/his case. This challenge must be presented in writing to the Office of Student Conduct at least one (1) working day prior to the scheduled date and time of the hearing. Upon reviewing the details of the challenge, the Director of the Center for Student Life Associate Dean of Students for Student Life and Community Engagement or her/his designee will either uphold the challenge and appoint an alternate hearing officer and arrange a new hearing time or deny the challenge. Failure to act shall be deemed denial.
2. A hearing officer will withdraw from adjudicating any case in which s/he feels s/he cannot reach a fair and objective decision.
3. The hearing officer will review all material, hear all evidence information pertinent to the case from the referring party, the accused student and all witnesses, clarify issues raised, render a decision based on the evidence presented at the hearing, and take all actions and make all rulings necessary and proper for the hearing.
4. Following the hearing, the hearing officer will schedule a time to meet with the accused student (if possible) to issue a decision, and, if the student is found "in violation" of university rules regulations, issue a one or more sanctions. This information is also presented to the student in writing within seven (7) calendar days.
5. A hearing officer's decision will be based on all evidence presented at the hearing. If the accused student is found "in violation" of university rules regulations, all materials within the student's past and present judicial student conduct file will be used in to determining determine an appropriate sanction(s).

I. Procedures for cases adjudicated by judicial student conduct board

1. Any accused student appearing before a judicial student conduct board may challenge any member of the board sitting in judgment of her/his particular case. Upon hearing the details of the challenge, the judicial student conduct board will, by majority vote (challenged member not voting), either uphold or deny the challenge.
2. A judicial student conduct board member will withdraw from participating in any case in which the member feels that s/he cannot reach a fair and objective decision.
3. The judicial student conduct board will review all materials and hear all evidence information

pertinent to the case from the referring party, the accused **student**, and all witnesses. Members of the **judicial student conduct** board shall be free to ask relevant questions in order to clarify information ~~or resulting issues~~ which is presented.

4. A student conduct board hearing will be digitally recorded by the University and the recording will be retained at the University in accordance with the records and recordkeeping policy (see section M). Under no circumstances are other individuals permitted to record student conduct hearings. **(added)**
5. After hearing all the **evidence information**, the board will privately make its decision and, if necessary, determine appropriate sanction(s). If the **accused** student is found "in violation" of university ~~rules-regulations~~, all materials within the student's past and present **judicial student conduct** file shall be used ~~in determining to determine~~ appropriate sanctions.
6. ~~The decision-making process is as follows:~~
 - a. ~~A majority vote of the judicial board members present shall be required for any decision. The chairperson shall vote only in the case of a tie.~~
 - b. ~~A quorum shall consist of four members in addition to the chair.~~
7. Upon the conclusion of the hearing, the **judicial student conduct** board chairperson will schedule a time to meet with the accused student to ~~issue~~ communicate the board's decision and, if the student is found "in violation" of university **rules, regulations**, to ~~issue~~ communicate the sanction(s). This information is also presented to the student in writing **within seven (7) calendar days**. **(added)**
8. In cases where the **judicial student conduct** board recommends expulsion as the appropriate sanction, the chairperson will recommend the sanction in writing to the Vice President for Student Affairs **or her/his designee within three (3) calendar days**. **(added)**

J. Sanctions

Violations of student behavior regulations which demonstrate malicious intent towards the race, gender, color, religion, national origin, disability, and/or sexual orientation of another person or persons may result in increased sanctions. **(reworded; moved from #3 below)**

1. A hearing officer or **judicial student conduct** board may impose ~~a single or multiple~~ one or **more** sanctions from the sanctions listed below.
2. Any sanction may be put on hold or "stayed" from implementation for a specified period of time ~~to be as~~ determined by the hearing officer or **judicial student conduct** board.

~~Bias motivated offenses may result in stronger sanctions. Such offenses are defined as any offense wherein the accused student(s) intentionally selects the alleged victim because of the victim's race, disability, color, religion, national origin, gender, age, marital status, sexual orientation, or inclusion in any group or class protected by state or federal law~~

3. Sanctions which may be imposed include the following:
 - a. **Disciplinary Warning:** A written warning may be given to the student that indicates that s/he has been found "in violation" of an IUP regulation and that failure to comply with IUP regulations in the future may result in referral to the **judicial student conduct** system to be handled as a second offense. A warning remains in effect for a specific period of time, as determined by the adjudicator.
 - b. **Community Service or Educational Task:** A task which benefits the individual, campus, or community.
 - c. **Disciplinary Probation:** Disciplinary Probation is an indication that a student's status at the university is seriously jeopardized. During the probationary period, if the student is

- found “in violation” of another policy/regulation, a more serious sanction will be levied, including possible suspension or expulsion from the university. Disciplinary Probation is in effect for a specific period of time, as determined by the adjudicator.
- d. **Disciplinary Removal from University Owned/Operated Housing:** This sanction removes a student from University owned/operated housing facilities on either a temporary or a permanent basis. This is a more severe sanction usually taken in response to serious or repeated violations of university regulations or housing policies/regulations.
 - e. **Loss of Eligibility for University Owned/Operated Housing:** The student, whether currently living in university owned/operated housing facilities or not, is denied future eligibility for university owned/operated housing on a temporary or permanent basis.
 - f. **No Visitation in University Owned/Operated Housing/Facilities:** This sanction prohibits a student from being present within university housing or other designated facilities for any purpose for a specific time period as determined by the adjudicator.
 - g. **No Contact:** A student is prohibited from any form of communication/contact with one or more persons in any manner, including, but not limited to, contact via electronic media, personal contact, contact via a third party, etc. (added)
 - h. **Restitution:** A student may be required to pay for damages to property, including but not limited to, personal and University property, and/or for personal injury. Payment will be made under guidelines determined by the Office of Student Conduct.
 - i. **Fine:** A student may be billed an amount of money as determined by the highest sanction assigned by the hearing officer or student conduct board (added)
 - j. **Letter to Parents or Legal Guardians:** The student's parents or legal guardians receive a copy of the hearing officer's or judicial student conduct board's decision. This does not apply if the student is twenty-one years of age or older or if the student presents documentation to demonstrate independence (as defined in section 152 of the Internal Revenue Code).
 - k. **Suspension:** A student may be suspended from the university for a specific period of time, not to be less than the remainder of the current semester. Suspension requires that a student remove her/himself from University or Student Cooperative Association owned or affiliated entities or properties. S/he is not permitted to attend classes or social activities or to be present on University property during the period of suspension. *This sanction can be recommended to the Vice President for Student Affairs by a hearing officer or imposed by the judicial board, a special interim board, or the Vice President for Student Affairs. The Vice President for Student Affairs or her/his designee shall endeavor to respond to the accused student in writing regarding the recommendation of suspension within five (5) calendar days of receiving it.*
 - l. **Expulsion:** ~~In a very serious case, or when a student who has previously been suspended from the university appears before a judicial board,~~ The student conduct board may recommend to the Vice President for Student Affairs that the student be expelled from the institution. Expulsion from the University is permanent dismissal. The Vice President for Student Affairs or her/his designee shall endeavor to respond to the accused student in writing regarding the recommendation of expulsion within five (5) calendar days of receiving it. (added)

~~Any reasonable sanction(s) may be imposed by a judicial board, hearing officer, or special interim judicial board. Sanctions not listed previously may be imposed, if reasonable, upon approval by the Vice President for Student Affairs.~~

K. Interim Suspension

In a situation where it is determined that a student's continued presence constitutes an immediate threat of harm to the student, other individuals, or University property premises or facilities, the Office of the Vice President for Student Affairs or her/his designee may suspend a student from the University pending final disposition of the case.

1. Within the ~~ten~~ five (5) calendar days of issuance of the interim suspension, unless circumstances warrant an extension, an interim suspension review hearing or student conduct board hearing will be ~~convened~~ conducted to review the circumstances of the suspension (interim suspension review) or to adjudicate the case (student conduct board hearing). (added)
2. The ~~hearing body~~ interim suspension review officer or student conduct board will then continue the suspension or take other action based upon the ~~evidence~~ information presented at the interim suspension review hearing or the student conduct board hearing. The burden of proof in interim suspension review hearings or student conduct board hearings ~~cases~~ lies with the University and not the accused student. (added)
3. If the interim suspension is not upheld, the accused student will immediately be reinstated. The student cannot be penalized for missing class and will be guaranteed the opportunity to make up academic work missed during the semester in which the suspension was imposed. It is the responsibility of the accused student to make arrangements with faculty members for completing missed work.

L. Appeals

1. **Grounds for Appeal:** Upon receiving notification of the outcome of a case student conduct hearing, an accused student and/or the referring party may appeal in writing for any of the following reasons:
 - a. ~~Denial of a fair and reasonable hearing.~~ Procedural error that likely impacted the hearing outcome. (added)
 - b. New ~~evidence~~ information (applies when there is an acceptable reason to explain why the ~~evidence~~ information could not be presented at the original hearing).
 - c. ~~Excessively harsh or cruel sanctions.~~ Inappropriate sanctions that resulted in one or more of the following: loss of eligibility to live in and/or visit University-owned/operated housing, stayed suspension, suspension, and/or expulsion. (added)
2. **Procedure for appeal:**
 - a. The accused student and/or referring party must present a written request ~~with the specific that specifically articulates one or more reason(s) for appeal from the grounds listed above~~ to the Vice President for Student Affairs or her/his designee within ten calendar days of notification of the hearing decision. The ten (10) day requirement may be waived by the Vice President for Student Affairs or her/his designee where extenuating circumstances prevail and only if the grounds for appeal are met.
 - b. In cases that do not involve interim suspension, once an appeal is filed all sanctions are placed on hold with the exception of any sanction prohibiting contact with a victim of assault. (added)
 - c. The Vice President for Student Affairs or her/his designee may ~~deny hear the appeal or direct the appeal to be heard by a Judicial Student Conduct Board, by a special interim board, or by another~~ a hearing officer. ~~In cases where the Vice President for Student Affairs is presented with appeals for cases which have resulted in suspension, legal counsel may be consulted.~~
 - d. Upon ~~hearing~~ considering an appeal, the Vice President for Student Affairs or her/his designee may reverse the original decision, sustain the decision, reduce or

increase the

severity of the sanction, reopen the case with the original student conduct board, or require that the case be reheard by a new student conduct board, provided that the grounds for appeal are met. The record for appeal is the student conduct file (see section M below) (added)

- e. Appeals of a suspension implemented by the Vice President for Student Affairs or her/his designee are heard by the University President (added)
- f. Appeals for expulsion must be submitted to the Office of the President. The University President shall respond to an accused student in writing regarding the appeal of an expulsion decision. (added)
- g. Decisions on all appeals shall be rendered within ten (10) calendar days, unless justifiable circumstances make adherence to this time frame infeasible. (added)
- 3. Appeals to decisions of the sanction of expulsion must be submitted to the Office of the President, and the president may consult with legal counsel in these cases.

M. Records and Record Keeping

The Office of Student Conduct will maintain student disciplinary conduct files, which contain all necessary and appropriate judicial correspondence, hearing officer and Judicial student conduct board decisions, and other documentation pertinent to any student conduct cases involving the accused student. Scandalous, impertinent, and irrelevant material, or Material deemed unnecessary may be discarded at any time. Judicial files Student conduct records will be maintained as follows: for minimally seven (7) years.

- 1. Judicial records will be maintained for a period of seven (7) years or three (3) years after the statistic is last published, whichever is less.
- 2. The university reserves the right to retain all disciplinary files for longer periods as may be deemed necessary.

Note: In cases where more than one sanction is applied, records will be kept according to the length established for the most severe sanction.

The University will not release a student's disciplinary conduct records without the written consent of the student. The only exceptions to this guideline are those outlined in the Family Educational Rights and Privacy Act of 1974. (See IUP Student Records Policy.)

N. Review of Student Conduct Policies and Procedures (section added)

The student conduct policies and procedures shall be reviewed minimally every five (5) years. The review process shall be coordinated by the Associate Dean of Students for Student Life and Community Engagement.

The Office of Student Conduct has the authority to resolve questions pertaining to Student Conduct Policies and Procedures. Questions regarding interpretation of the Student Conduct Policies and Procedures should be directed to the Office of Student Conduct, 307 Pratt Hall.

O. Regional Campuses

Subject to the approval of the Vice President for Student Affairs, each regional campus shall

establish a judicial system, which is consistent with the principles and structure of the system as outlined in this document.

P. Denial of Access

The president of the university and his/her designee has the authority to deny access to university premises and/or facilities to any individual not associated with the university who poses a danger to any member of the university community or to the property/facilities owned or operated by the university or who interferes with the orderly functioning of the university. In the event it is determined by the Vice President for Student Affairs, or the provost, or any university official authorized by them to act in such a manner, such persons may modify the procedural provisions of these rules by the issuance of written orders to deal with particular unusual procedural situations, so long as: no such order shall contradict the rules of the Board of Governors of the State System of Higher Education governing due process for students; and, no such rule shall deny fundamental fairness to students by, for example, effectively constituting a denial of notice or opportunity to be heard. This provision applies to proceedings under the university's academic integrity policy and also to student disciplinary proceedings.

University Wide Graduate Curriculum Committee (Senator Piper)

FOR INFORMATION

The following courses were approved for delivery via Distance Education:

- ELR 610: Employee Rights Under Law
- ELR 613: Fundamentals of the American Labor Movement: Theory and Practice
- MGMT 635: Seminar in Management and Organizational Leadership
- ACE 735: Analysis of the Professional Literature in Adult and Community Education
- FDNT 645: Proteins, Carbohydrates, and Fats
- FDNT 650: Designing Effective Research Projects in Food and Nutrition
- COUN 636: Career Counseling

FOR ACTION:

1. Workforce Development Plan

Program	Recommendation	
MS in Nursing Administration	Recommend Program Retention	<u>APPROVED</u>
MA in Public Affairs	Recommend Program Retention	<u>APPROVED</u>
MS in Health Administration	Recommend Program Retention	<u>APPROVED</u>

Curriculum Revision for the MS in Nursing: Administrative Track

The Administrative Track in the Department of Nursing and Allied Health Professions has been advancing the career ladders of registered nurses through education since the program's inception in 1982. The program has graduated over 180 nurse administrators who have served in various leadership roles across Pennsylvania. At peak enrollment, students were enrolled in the Administrative Track at three sites: Indiana, IUP at Monroeville, and Northpointe campuses. Over the past five years the program has had 27 graduates, but due to the troubled economy, decreased hospital tuition reimbursement, and other competing programs, enrollment has dropped in this cohort.

The Master's Program Committee (MPC) recognized the need to make program modifications through its systematic program evaluation process to increase the marketability of the Administrative Track and to improve enrollment numbers. Two strategic changes have already taken place:

- Beginning in the summer 2011, the Administrative Track changed from a cohort model to a rolling admission process. This strategy serves to blend the Administration students with the Nursing Education track students in common core courses thereby increasing overall student enrollments while avoiding the financial consequences of an under-enrolled cohort.
- A Variability in Delivery proposal was forwarded during the 2010-11 academic year that allows the department to deliver its master's program online.

Currently there are only two core courses that still need distance education approval. All other core courses have been approved to be taught online which will facilitate the progression to offering the administrative track 100% online.

Additional program changes planned as part of our program improvement process include:

- Plans to revise the curriculum and courses in the Administrative Track. These changes reflect the changing role of today's nurse administrator and are based on guidelines and recommendations set forth by professional and accrediting organizations. One example is the recent release of the revised *Essentials of Master's Education in Nursing* from the AACN (American Association of Colleges of Nursing, 2011). Additional considerations include adding content or coursework related to quality and safety, and a potential reduction in nursing administration practicum credits. In addition to content and possible credit changes, distance education approval for the following courses will be sought:
 - NURS 729 Nursing Administration
 - NURS/HSAD 730 Financial Management in Health Care
 - NURS 731 Nursing Administration Practicum I
 - NURS 732 Nursing Administration Practicum II
- Aggressive work with the SGSR to market the online program to a larger geographical area.
- Revision of NURS/HSAD 555 Health Care Informatics
- Plan to offer the administrative courses in the summer to avoid traditional academic workload, and/or offer NURS 729 or NURS 730 during the winter session.
- The Master's Program Committee will schedule the education and administrative track courses to stay within the 18-21 credit of master's level complement that is allotted per academic semester.

It is anticipated that the above curriculum revisions will be completed by the fall of 2012. The new Administrative Track online program would be marketed with a plan to

implement the program in the fall 2013 semester.

MASTER OF ARTS IN PUBLIC AFFAIRS (DEPARTMENT OF POLITICAL SCIENCE)

Past enrollments in the MAPA program and in individual courses have been less than robust for three reasons:

(1) One of the four core courses – PLSC 668 – is not required of all MAPA students. Those in the “International Development Administration” field specialization are required to take a different course, either PLSC 670, PLSC 672, or PLSC 675. This divides up the students enrolled in the program so that PLSC 668 and PLSC 670/672/675 each only have a fraction of the total students in the MAPA, reducing enrollments in any of these courses.

(2) Until the recent past the 600-level courses have been scheduled too frequently, reducing the enrollments in these courses.

(3) Until the recent past marketing of the program has been relatively weak.

With relatively minor changes, the revision will improve enrollments by doing the following:

Regarding (1): Institute a common core for all students in the MAPA regardless of field specialization by requiring that International Development Administration specialization students, like those in all other specializations, take PLSC 668 Public Sector Financial Administration. This is an appropriate course for students wishing to work on development strategies for less developed countries. PLSC 675 International Political Economy will become an elective in the International Development Administration specialization, strengthening the 600-level offerings there.

The consequence of these two changes is that PLSC 668 will draw on the full body of students in the MAPA. As one elective among many, PLSC 675 will only have to be offered if enrollments in the International Development Administration specialization are robust enough to justify it. Since PLSC 675 International Political Economy is the most appropriate for the International Development Administration specialization, PLSC 670 Foreign Policy and PLSC 672 Comparative Political Studies will be allowed to become inactive courses.

For historic reasons, PLSC 575 is not a dual-level course. As a required core course of only one specialization – Local Government Management – it is chronically under-enrolled. Its elimination does not weaken the specialization.

Regarding (2): The MAPA is a three-semester plus Internship (“Practicum”, typically in Summer) program. Under the revision there will only be four 600-level courses and they will now be required of all students, regardless of field specialization: PLSC 666 Public Policy, PLSC 668 Public Sector Financial Administration, PLSC 671 Seminar in Public Administration, and PLSC 674 Analytical Techniques. (The required 500-level courses – PLSC 500 and PLSC 570 – are dual-level so graduate enrollments are not a concern. See below.) Graduate students will be advised that each of these courses will only be offered once every three semesters, therefore if they intend to take all of the required courses within three semesters, they must take the courses when they are offered. This will maximize enrollments in each course.

PLSC 674 is scheduled for Fall 2012. In Spring 2013 both PLSC 668 and PLSC 671 (two different instructors) will be scheduled and in Fall 2013 PLSC 666 will be scheduled. This schedule can then be repeated ad infinitum.

The two required 500-level courses are PLSC 500 Research Methods and PLSC 570 Introduction to Public Administration. Both of these draw strong undergraduate enrollments so they will be offered more frequently than once every three semesters, providing graduate students with ample opportunities without compromising enrollments.

In Spring 2012 there are 20 students in the MAPA program, with 18 registered for courses. 14 are full-time students and 4 are part-time students. Under the revision we can expect that any 600-level course taught in the program will have a minimum enrollment of 16 students, i.e. the full-time students and half of the part-time. This is with the existing complement of students. The next initiative suggests that that base can be increased.

Regarding (3): In the last two years, with help from the Graduate School, the department has intensified the marketing of the MAPA. This semester (Spring 2012) we received \$3000 from the Graduate School to hire two graduate students (a) to improve the department's website and (b) for additional materials and on-site marketing of the MAPA at other western Pennsylvania schools.

For years the overall enrollment in our MAPA has been about 15 or 16 students. As stated above, partly as a result of recent efforts we now have 20 students overall. Given the present job market, students increasingly understand that a graduate degree is necessary for a competitive edge. There are also many full-time employees who understand the importance of a higher degree for advancement in their occupation. We therefore reasonably anticipate that the MAPA can expand beyond the present 20 students.

Finally, although it is not a part of the present revision, the department is exploring a "Four Plus One" program that will allow undergraduate students to take an additional year of courses and receive both a BA and an MAPA. With between 160 and 200 undergraduate majors in any particular year (presently 175), MAPA enrollments will be further bolstered by those majors choosing the Four Plus One option. However, before that additional revision can be developed, the curricular, scheduling, and financial aid procedures must be clarified.

Conclusion

The Master of Arts in Public Affairs in the Department of Political Science should be retained for the following reasons:

* The criterion employed by the SSHE is that an acceptable program must graduate at least an average five or more students a year over a five year period. Because of the part-time students, the graduation rate in the MAPA fluctuates more than other programs. However, if one expands the time frame to 7 years (2004) or 13 years (1998), even though hampered by the limitations outlined above, the average graduation rate of the MAPA program has been almost six per year.

Reinforcing this point, in the present academic year (2011-2012) at least 11 students will graduate from our program (3 last December and 8 for May/August).

* Because our MAPA serves part-time as well as full-time students, we can draw on nontraditional

students who are employed full-time and/or who have family responsibilities. We believe that this is an important part of IUP's mission.

* IUP is the only SSHE university in western Pennsylvania to offer an MAPA. California University of Pennsylvania has an online MA in Law and Public Policy which has a different intended audience. For non-SSHE institutions, Duquesne University has an MS in Leadership and it is only offered online. Carnegie Mellon University also has an MS in Public Policy and Management but the emphasis is on management in the business sense of the word, not administering public agencies. Finally, the University of Pittsburgh offers an MA in Public and International Affairs but it, like Duquesne's and Carnegie Mellon's, is much more expensive than our own.

* Besides Political Science, the interdisciplinary nature of all six field concentrations in the MAPA makes the MAPA a provider of students to Employment and Labor Relations and to Geography, and occasionally to Criminology, Economics, and Sociology.

* Given the increasingly competitive job market, the demand for a graduate degree in one of the field specializations of the MAPA is proving attractive to potential students who want expertise in one of those fields but in the overall context of graduate study of public administration and public policy.

* It should be noted that, because of the nature of the degree, many of our MAPA graduates have prominent positions in government in Pennsylvania and beyond. This is good advertisement for the MAPA program but also for IUP in general.

* Given the economy in western Pennsylvania and elsewhere, we believe that the MAPA program should be given the opportunity to live up to its promise.

The Masters in Public Affairs's concurrent BA and MA program (Four plus One)

We have consistently had a substantial percentage of our Masters in Public Affairs's (MAPA) students come from IUP undergraduate programs. Currently (Spring 2012) of our eighteen enrolled students, nine of them are graduates from IUP undergraduate programs. The majority has come from the Political Science department program but we have also had a considerable number of students from other departments most notably Geography, Criminology, Sociology, Accounting or other business school degree programs. To help facilitate these IUP students who would like to pursue our master's program, we propose a concurrent program that would have the major advantage of helping these students finance the master's degree by making them eligible for a possible 5th year of state and federal grants and loans as undergraduate students. These programs are becoming increasingly common at other public universities in Pennsylvania and across the nation.

The student would begin taking graduate level courses concurrently with the undergraduate courses during their senior year. They may take advantage of the winter and summer sessions to help facilitate the completion of both the undergraduate and master's degree within the five year period. The MAPA program does not contain courses that need to be taken in a sequence; therefore the entry of students at any semester is feasible.

Our department regularly has between 175 and 210 undergraduate majors from which our faculty could potentially recruit students for this program. Recently our MAPA program has been

approved for two additional part-time graduate assistantships. The graduate students for these new part-time assistantships could help us recruit students in departments across our campus for the 4+1 program

Side-by-Side Comparison

Old program

Proposed program

<p>I. Public Administration Core (12 credits)</p> <p>Students must complete the following four courses:</p> <ul style="list-style-type: none"> PLSC 570 Intro to Public Administration PLSC 666 Public Policy PLSC 671 Seminar in Public Administration PLSC 668 Pub Sector Financial Administration* <p><u>* Students pursuing the International Development Administration field specialization should substitute either PLSC 670 Foreign Policy Studies or PLSC 672 Comparative Political Studies or PLSC 675 International Political Economy for PLSC 668 Public Sector Financial Administration.</u></p> <p>II. Methodology Core (6-9 credits*)</p> <p>Students must complete both of the following two courses:</p> <ul style="list-style-type: none"> PLSC 500 Research Methods in Political Science PLSC 674 Analytical Techniques <p>Plus one additional course from the following:</p> <ul style="list-style-type: none"> CRIM 605 Research Methods GEOG 612 Quantitative Techniques in Geography and Regional Planning GSR 615 Elements of Research SOC 761 Microcomputing Applications in Sociology <p><u>* A student whose undergraduate transcript shows a “B” or better in a political science research methods course AND who passes a research methods exam administered by the Political Science Department may petition the M.A.P.A. Coordinator for exemption from PLSC 500.</u></p> <p>III. Field Specializations (15 credits)</p> <p>1. Local Government Management</p> <p>a. Field Core (9 credits):</p> <ul style="list-style-type: none"> PLSC 554 Metropolitan Problems PLSC 555 Intergovernmental Relations <u>PLSC 575 Public Sector Leadership Accountability</u> <p>b. Electives (6 credits):</p> <ul style="list-style-type: none"> GEOG 532 Urban Geography GEOG 534 Political Geography GEOG 564 Land Use Policy ELR 621 Labor Relations PLSC 631/ELR 631 Human Resources Management in the Public Sector 	<p>I. Public Administration Core (12 credits)</p> <p>Students must complete the following four courses:</p> <ul style="list-style-type: none"> PLSC 570 Intro to Public Administration PLSC 666 Public Policy PLSC 668 Pub Sector Financial Administration PLSC 671 Seminar in Public Administration <p>II. Methodology Core (6-9 credits*)</p> <p>Students must complete both of the following two courses:</p> <ul style="list-style-type: none"> PLSC 500 Research Methods in Political Science PLSC 674 Analytical Techniques <p>Plus one additional course from the following:</p> <ul style="list-style-type: none"> CRIM 605 Research Methods GEOG 612 Quantitative Techniques in Geography and Regional Planning GSR 615 Elements of Research SOC 761 Microcomputing Applications in Sociology <p><u>* A student whose undergraduate transcript shows a “B” or better in a political science research methods course may petition the MAPA Coordinator for exemption from PLSC 500.</u></p> <p>III. Field Specializations (15 credits)</p> <p>1. Local Government Management</p> <p>a. Field Core (6 credits):</p> <ul style="list-style-type: none"> PLSC 554 Metropolitan Problems PLSC 555 Intergovernmental Relations <p>b. Electives (9 credits):</p> <ul style="list-style-type: none"> GEOG 532 Urban Geography GEOG 534 Political Geography GEOG 564 Land Use Policy ELR 621 Labor Relations PLSC 631/ELR 631 Human Resources Management in the Public Sector PLSC 678 The Ethical Dimensions of Leadership
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<p>2. Human Resources Management</p> <p>a. Field Core (9 credits) ELR 610 Employee Rights Law PLSC 631/ELR 631 Human Resources Management in the Public Sector ELR 632 Compensation Management</p> <p>b. Electives (6 credits) ELR 526 Case Studies in Labor/Management Relations ELR 622 Discrimination in Employment ELR 641 Contract Administration ELR <u>651</u> Conflict Resolution</p> <p>3. Planning and Regional Development</p> <p>a. Field Core (6 credits) GEOG 550 Introduction to Planning GEOG 552 Planning Methods</p> <p>b. Electives (9 credits) GEOG 531 Population Geography GEOG 554 Planning Design GEOG 558 Land Use Law GEOG 564 Land Use Policy GEOG 568 Planning Theory GEOG 614 Thought and Philosophy in Geography and Regional Planning GEOG 623 Regional Development</p> <p>4. Human Services Administration</p> <p>a. Field Core (9 credits) SOC 711 Human Services Administration SOC 754 Social Inequality SOC 756 Social Change</p> <p>b. Electives (6 credits) SOC 710 Sociology of Human Services SOC 721 Sociology of Health Care SOC 732 Addiction and the Family SOC 740 Community Development and Social Policy SOC 757 Aging and Society</p> <p>5. Criminal Justice Administration</p> <p>a. Field Core (9 credits) CRIM 600 Criminological Theory CRIM 610 Legal Issues in Criminology CRIM 632 Organizational Dynamics within the Criminal Justice System</p> <p>b. Electives (6 credits) CRIM 601 Proseminar CRIM 765 Criminal Justice Planning and Evaluation CRIM 770 Seminar in Contemporary Corrections</p>	<p>2. Human Resources Management</p> <p>a. Field Core (9 credits) ELR 610 Employee Rights Under Law PLSC 631/ELR 631 Human Resources Management in the Public Sector ELR 632 Compensation Administration</p> <p>b. Electives (6 credits) ELR 526 Case Studies in Labor-Management Relations ELR 622 Discrimination in Employment ELR 641 Contract Administration ELR 751 Conflict Resolution</p> <p>3. Planning and Regional Development</p> <p>a. Field Core (6 credits) GEOG 550 Introduction to Planning GEOG 552 Planning Methods</p> <p>b. Electives (6 credits) GEOG 531 Population Geography GEOG 554 Planning Design GEOG 558 Land Use Law GEOG 564 Land Use Policy GEOG 568 Planning Theory GEOG 614 Thought and Philosophy in Geography and Regional Planning GEOG 623 Regional Development</p> <p>4. Human Services Administration</p> <p>a. Field Core (9 credits) SOC 711 Human Services Administration SOC 754 Social Inequality SOC 756 Social Change</p> <p>b. Electives (6 credits) SOC 710 Sociology of Human Services SOC 721 Sociology of Health Care SOC 732 Addiction and the Family SOC 757 Aging and Society</p> <p>5. Criminal Justice Administration</p> <p>a. Field Core (9 credits) CRIM 600 Criminological Theory CRIM 610 Legal Issues in Criminology CRIM 632 Organizational Dynamics within the Criminal Justice System</p> <p>b. Electives (6 credits) CRIM 601 Proseminar CRIM 765 Criminal Justice Planning and Evaluation CRIM 770 Seminar in Contemporary Corrections</p>
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<p>6. International Development Administration</p> <p>a. Field Core (6 credits) PLSC 521 International Organizations PLSC 589 Developing Nations</p> <p>b. Electives (9 credits) PLSC 520 International Law PLSC 587 Latin American Politics or PLSC 582 African Politics or PLSC 583 Asian Politics or PLSC 584 Middle East Politics ECON 545 International Trade ECON 546 International Payments GEOG 531 Population Geography GEOG 623 Regional Development ELR 621 Labor Relations in the Public Sector SOC 710 Sociology of Human Services SOC 711 Human Services Administration</p> <p>IV. Directed Research Requirement (3 cr.)</p> <p>Students must complete one of the following:</p> <p>PLSC 795 Thesis PLSC 690 Practicum</p> <p>TOTAL PROGRAM CREDIT HOURS: 36 - 39 credits</p>	<p>6. International Development Administration</p> <p>a. Field Core (6 credits) PLSC 522 International Law and Organizations PLSC 589 Developing Nations</p> <p>b. Electives (9 credits) PLSC 587 Political Studies: Latin America or PLSC 582 Political Studies: Africa or PLSC 583 Political Studies: Asia or PLSC 584 Political Studies: Middle East PLSC 675 International Political Economy ECON 545 International Trade ECON 546 International Payments GEOG 531 Population Geography GEOG 623 Regional Development ELR 621 Labor Relations in the Public Sector SOC 710 Sociology of Human Services SOC 711 Human Services Administration</p> <p>IV. Directed Research Requirement (3 cr.)</p> <p>Students must complete one of the following:</p> <p>PLSC 690 Practicum PLSC 795 Thesis</p> <p>TOTAL PROGRAM CREDIT HOURS: 36 – 39 credits</p>
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HEALTH SERVICE ADMINISTRATION PROGRAM WORKFORCE PLAN

To: Drs. Intemann, Swinker and Mack

From: Drs. Piper, Palmer, Chunta, Korns and Decker

Subject: Health Service Administration Program

Date: 09/23/11

The Departments of Nursing and Allied Health Professions (NAHP) and Employment and Labor Relations (ELR) have met to discuss the continuation of the Health Service Administration Program (HSAD) at IUP. HSAD is an interdisciplinary program consisting of coursework from both Nursing and Employment and Labor Relations and administered by ELR. With the aging of the population in the U.S., and particularly in Pennsylvania, there is an increasing need for healthcare administrators. In addition, according to Dean Mack, the number of entry level jobs requiring a Master's degree is expected to increase 22% and the health care and social assistance sector is expected to be the leader in employment growth between 2010 and 2020, with an average projected annual gain of 3.0% (personal communication, March 23, 2012)

We feel this program should continue with certain modifications that will make the program expense neutral. Simply stated, by adopting the model below, 6 courses currently being offered in the NAHP program and 6 courses currently being offered in the ELR program will have increases in student numbers without adding a faculty complement if we allow the HSAD program to continue as modified. Let us explain.

Currently the HSAD program was created as a cohort model which requires separate course offerings from the NAHP and ELR programs. Since its approval in 2006, the HSAD program successfully graduated one cohort model at the Indiana Campus in 2009. A variability of delivery was approved in 2009 to market the program in the Pittsburgh area. Attempts to market for a stand-alone cohort model of 22 fell short, and because of faculty reductions in both the NAHP and ELR programs, the departments have not had the resources to run a stand-alone HSAD program since 2009.

The departments are of the opinion that the cohort model is no longer the way to recruit for this degree. One reason is that during the time of our recruitment, the number needed to start a dedicated cohort amounted to 22. Second, during the recession years of 2009 and 2010, the demand for part-time graduate programs decreased, and our recruiting efforts under the previous graduate coordinator were less than effective. Further, while interest was generated in the degree, the interested students were not admitted unless the cohort goal could be achieved. This prevented the enrollment of potential HSAD students into the program. Further, faculty reductions in both departments eliminated the ability of the departments to teach the program in 2010. Those lines, especially in the ELR Department, have been restored.

Over the past two years, with program revisions and the increase in online offerings, the ability of the program to commit the “one-course each” resource requirement to offer the HSAD program is becoming more likely. Initially as HSAD begins to reestablish itself as a viable graduate program, the departments will enroll students into courses currently offered by both departments, thereby making the program expense neutral to IUP. Once the program begins to recruit and graduate more students, the opportunity to run HSAD as a stand-alone program, in an online or blended format, is very likely. Here is the plan to revive HSAD. In looking at the program requirements for HSAD, all but two classes in the current program are currently being taught in the NAHP and ELR programs: HSAD 605, Epidemiology in Health Services Administration and HSAD 609, Ethics and Social Issues in Health Care.

Our proposed modifications to the HSAD program are as follows:

1. Remove the requirement for a cohort model, and accept new students into the HSAD program as part-time students who will schedule classes as they are offered.
2. Have each department offer all of its courses that count for the HSAD program at least once in a two-year academic cycle.
3. Submit a curriculum revision for the HSAD program that would remove HSAD 609, Ethics and Social Issues in Health Care and HSAD 605, Epidemiology in Health Service Administration and replace them with NURS 610, Health Promotions and Social Issues and NURS 619, Leadership Strategies in Nursing.
4. Continue work on moving the HSAD program to a blended, and then a fully online program.
5. Begin aggressive recruiting to promote the HSAD program and explore options to house the program at Monroeville, Dixon Center and Northpoint locations.
6. Recruit at least 6 students per year (first two years) to achieve a minimum of 5 graduates per

academic year. After the third year, HSAD should have 18 students enrolled in the program. This will accomplish the goal of graduating a minimum of 5 students per year (10 in the program).

Once the departments complete items 1- 3 above, the HSAD program will become an expense neutral program. To be specific, all of the courses taught in the HSAD program are now currently being taught in the NAHP and ELR programs for approved degrees and certificates in those departments. If we now enroll HSAD students in a traditional model and have them take their courses when offered by NAHP and ELR, the HSAD students will then increase the enrollments for courses already being offered by NAHP and ELR. For instance, ELR/HSAD 619 Research Methods is now required for ELR students and normally gets a class enrollment of 18 students a class. By adding HSAD students into this program and having them take the already scheduled ELR/HSAD 619 Research Methods, the course totals may increase to 20-23 per session (a potential gain of tuition paying students without the cost of adding a new section of ELR/HSAD 619 Research Methods).

Any students from HSAD taking courses in the NAHP and ELR programs will only increase class sizes and will not require additional resources. This new approach will enhance IUP's ability to increase graduate enrollment, tuition dollars and graduates without increasing expenses to offer the program, because the course requirements for this program are already being offered in the two departments. Once the program completes item 4, and becomes a fully online program the HSAD program will expand its boundaries as requested by the Graduate School and the Provost.

This process has worked with the ELR program in Monroeville. Previously, the Monroeville program was a cohort based program that was having difficulty recruiting 15 students at a time to complete the 2 year program at Monroeville. With the support of our Dean, ELR proposed a similar restructure at Monroeville and in 2 semesters, built the program at Monroeville to 12 students.

The departments of NAHP and ELR feel these revisions will allow the HSAD program the opportunity to grow and provide IUP with a viable graduate program that maximizes the use of current resources already being scheduled by the NAHP and ELR departments. We are therefore respectfully requesting the Provost to extend our program review for one additional year to give us time; under a new graduate coordinator and with a new plan, to implement the proposed program modifications as listed above.

2. Course Revision

APPROVED

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Course: COUN 636 Career Counseling

Catalogue Start Term: Fall 2012

Current Description

COUN 636 Career Counseling and Development (Community)

3c-01-3sh

An overview of the individual career development process from various theoretical perspectives.

Also details the process of career planning and career counseling in community settings.

Prerequisite: None

Proposed Description

COUN 636 Career Counseling

3c-0l-3sh

This course overviews the individual career development process across the lifespan from various theoretical perspectives in school and clinical mental health settings. The course considers developmentally relevant career strategies such as career guidance curriculum, group and individual interventions, decision-making skills, career needs of English Language Learners (ELL) and individuals with disabilities, and the processing /use of career related information. The acquisition of knowledge of self and vocational skill/ability that leads to effective career decision making is also emphasized. Prerequisite: None

Rationale: This change in title and course description is intended to more accurately reflect course content and objectives to address new standards requirements issued by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Pennsylvania Department of Education (PDE). These requirements stipulate that professional counselors must demonstrate an ability to provide career counseling across the lifespan.

3. New Dual-Level Course

APPROVED

Program: MBA/Marketing Concentration

Sponsoring Department: Marketing

Catalogue Start Date: Fall 2012

MKTG 550 Marketing Strategy

3c-0l-3sh

Description: Designed to develop marketing and business decision-making skills to evaluate real-world business situations, analyze marketing problems and scenarios, and produce solutions in the form of marketing and business strategies. Involves analysis based on quantification of marketing decisions and problem-solving scenarios using exercises and in-depth case studies which develop analytical reasoning. Integrates knowledge of marketing and other business management functions into marketing strategy development, implementation, and control using either a marketing plan or marketing simulation exercises. Readings on classic and emerging issues will provide applied perspectives of marketing in the business environment. **Prerequisite:** MKTG 603 Marketing Management

Rationale: Marketing Strategy is an advanced level marketing elective that looks at holistic and comprehensive marketing programs of companies. This course uses an analytical perspective necessary for the measurement of performance. This course will be one of the electives for the Marketing Concentration of the MBA program.

4. Course Deletion

APPROVED

Sponsoring Department: Political Science

Course: PLSC 520: International Law

Catalogue Start Term: Fall 2012

Rationale: PLSC 520: International Law is being deleted, along with PLSC 521, International Organizations because we are combining the two courses into one course PLSC 522: International Law and Organizations. They are related topics. International Organizations and their operations go hand in hand with a discussion of International Law.

5. Course Deletion

APPROVED

Sponsoring Department: Political Science

Course: PLSC 521: International Organizations

Catalogue Start Term: Fall 2012

Rationale: PLSC 521: International Organizations is being deleted, along with PLSC 520, International Law because we are combining the two courses into one course PLSC 522: International Law and Organizations. They are related topics. International Organizations and their operations go hand in hand with a discussion of International Law.

6. Course Revision: Change of title

APPROVED

Sponsoring Department: Political Science

Course: PLSC 589

Catalogue Start Term: Fall 2012

Current Title: Developing Nations

Proposed Title: International Development Strategies

Rationale: The new title will better explain that the emphasis of the course is to examine development strategies, not simply to describe the current situation of less developed countries.

7. Course Revision

APPROVED

Program: Ph.D. in Communications Media/Instructional Technology

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Course: COMM 900 Culture of Cyberspace

Rationale: When the Culture of Cyberspace was first added to the Communications Media curriculum, a mistake was made in which the description of another course supplanted the description of Culture of Cyberspace. As a result, the course as described currently does not exist as it was originally intended. This proposal corrects the course description to reflect current course content.

Current Course Description

COMM 900 Culture of Cyberspace

3c-01-3cr

This production course presents both the business and production of multimedia development and the development of interactive multimedia environments including kiosks, commercial web sites, educational software, and games. Students complete case studies including needs assessment, audience analysis, cost analysis, goal analysis, and evaluation and then develop an interactive multimedia solution to a complex communication problem. **Prerequisite:** COMM 832: Media Production or equivalent

Proposed Description

COMM 900 Culture of Cyberspace

3c-01-3sh

In this theory intensive course students will be exposed to a wide variety of theoretical and empirical studies regarding the educational, corporate, social and political aspects of social media. Privacy, copyright, blogging, network trends, video-knowledge sharing, and learning will be topics discussed in this class. Students will be required to analyze current media literature and build culture-based arguments in order to generate original research using cyberspace as a construct. **Prerequisite:** COMM 801.

8. Minor Course Revision

APPROVED

Program: MA in Adult and Community Education

Sponsoring Department: Adult and Community Education

Catalogue Start Date: Summer 2012

Current Title and Description

ACE 735: Seminar in Adult and Community Education

3c-01-3sh

This course involves an intensive study of special topics in adult and community education with a research emphasis. Research content varies according to student interest. **Prerequisite:** Permission.

Proposed Title and Description

ACE 735: Analysis of the Professional Literature in Adult and Community Education 3c-0l-3sh

This course involves an intensive study of special topics in adult and community education with an emphasis on developing skills to conduct a systematic review of the literature in a specific area relevant to this field of study. Research content varies according to student interest. Prerequisite: Permission.

Rationale: This change in title and course description is intended to more accurately reflect course content and objectives.

9. Course Revision

APPROVED

Program: MS in Food and Nutrition

Sponsoring Department: Food and Nutrition

Course: FDNT 650

Catalogue start: Fall 2012

Current Description

FDNT 650 Seminar in Food and Nutrition I 1.5c-0l-1.5sh

Addresses the depth and breadth of nutrition as a field of inquiry with understanding of the elements of the research process. Emphasis will be given to various designs (both quantitative and qualitative) and methodologies (e.g., principles, techniques, materials and procedures) that are used for research in nutrition and dietetics and to promote evidence-based practice. The student will examine, appraise and communicate nutrition research literature by giving a professional oral seminar utilizing effective oral presentation techniques.

Proposed Description

FDNT 650 Designing Effective Research Projects in Food and Nutrition 1.5c-0l-1.5sh

Addresses the depth and breadth of nutrition as a field of inquiry with understanding of the elements of the research process. Emphasis will be given to various designs (both quantitative and qualitative) and methodologies (e.g., principles, techniques, materials and procedures) that are used for research in nutrition and dietetics and to promote evidence-based practice. The student will examine, appraise and communicate nutrition research literature by giving a professional oral seminar utilizing effective oral presentation techniques. **Prerequisite:** Permission.

Summary/Rationale: The rationale for the name change is so that the title conveys to the student overall purpose of the course and the competency that he/she will gain by taking the course. The course title change will set student expectations and more accurately reflect the active learning focus of the course. In addition, the proposed title change will facilitate marketing and promotion of the course because the title is more reflective and descriptive of the actual course content and

activities.

The rationale to add 'Permission' as a prerequisite for this course is to ensure that students who enroll for the course have sufficient background in food and nutrition and the scientific method to read and critically appraise literature relevant to the field. Sufficient background is also necessary to effectively engage in discussions and research design activities. 'Permission' rather than 'MS in Food and Nutrition Status' is requested because students with undergraduate degrees in health-related and science disciplines likely have the necessary background to succeed in this course

10. Minor Course Revision

APPROVED

Program: M.S. in Safety Sciences

Sponsoring Department: Safety Sciences

Catalogue Start Term: Fall 2012

Course: SAFE 701/801: Environmental Impact Assessment and Documentation

Summary and Rationale: The purpose of this proposal is to renumber SAFE 801: Environmental Impact Assessment and Documentation to SAFE 701/801. The Department of Safety Sciences would like to include this course, which is currently a doctoral degree course, as an elective course in the M.S. in Safety Sciences degree program. Under the new course renumbering structure, courses available to both Master's degree and Doctoral degree students must have a 700 or 800 number. There are no changes to the course or its contents.

Current Catalogue Description

SAFE 801: Environmental Impact Analysis and Documentation

3c-0l-3sh

Using an environmental impact statement as a model, this course is designed to provide the student with various regulatory, scientific, mathematical, and risk-based approaches and tools to conduct environmental impact assessments for industrial technologies by analyzing affected environments and by determining the significant environmental consequences of industrial technologies on various resources (e.g., water, land, human health, etc.). The student is also provided with information on how to generate reports/forms base on implementing regulatory and other requirements to document information from environmental/risk assessments and analyses.

Prerequisites: None

Proposed Catalogue Description

SAFE701/ 801: Environmental Impact Analysis and Documentation

3c-0l-3sh

Using an environmental impact statement as a model, this course is designed to provide the student with various regulatory, scientific, mathematical, and risk-based approaches and tools to conduct environmental impact assessments for industrial technologies by analyzing affected environments and by determining the significant environmental consequences of industrial technologies on various resources (e.g., water, land, human health, etc.). The student is also provided with information on how to generate reports/forms base on implementing regulatory and other requirements to document information from environmental/risk assessments and analyses.

Prerequisites: None

11. Program Revision

APPROVED

Program: M.S. in Safety Sciences

Sponsoring Department: Safety Sciences

Catalogue Start Term: Fall 2012

Summary: The Department of Safety Sciences is revising its Master of Science in Safety Science degree program to:

- a. Reflect the numbering changes of two courses that occurred when the Ph.D. in Safety Sciences degree program was approved.
- b. Dual list SAFE 801: Environmental Impact Assessment and Documentation which was approved for the PhD in Safety Sciences for use in the Master's degree program.

New or Revised Courses:

These two courses will have revisions to their course numbers in the catalog description:

SAFE 674: Fire Protection in Building Design was dual listed in the approved Ph.D. in Safety Sciences program to SAFE 774/874. The catalog description for the MS degree needs to reflect this change.

SAFE 673: Disaster Preparedness was dual listed in the approved Ph.D. in Safety Sciences program to SAFE 773/873. The catalog description for the MS degree needs to reflect this change.

Dual list one course approved for the PhD in Safety Sciences, SAFE 801: Environmental Impact Assessment and Documentation as SAFE 701/801 for use in the Master of Science degree.

Rationale for Changes: The changes to the course numbers in the catalog description is needed to realign the numbers used in the MS program with the previously approved changes in the Ph.D. program. The addition of the SAFE 701/801 course to the Master's degree course will benefit students by providing a course in environmental safety. This was an identified need from the MS program outcomes assessment.

Side by Side Comparison: The following is a side-by-side comparison of the current versus proposed program:

Current MS Program		Proposed MS Program	
Required Core Courses	24 cr.	Required Core Courses	24 cr.
SAFE 602 Research Methods in Safety Management	3 cr.	SAFE 602 Research Methods in Safety Management	3 cr.

SAFE 603 Human Relations in Safety Management	3 cr.	SAFE 603 Human Relations in Safety Management	3 cr.
SAFE 605 Application of Safety Engineering Principles	3 cr.	SAFE 605 Application of Safety Engineering Principles	3 cr.
SAFE 610 Environmental Safety and Health Administration	3 cr.	SAFE 610 Environmental Safety and Health Administration	3 cr.
SAFE 644 Preventing Unsafe Acts	3 cr.	SAFE 644 Preventing Unsafe Acts	3 cr.
SAFE 647 Applied Ergonomics	3 cr.	SAFE 647 Applied Ergonomics	3 cr.
SAFE 660 Applied Industrial Hygiene	3 cr.	SAFE 660 Applied Industrial Hygiene	3 cr.
<u>SAFE 674 Fire Safety in Building Design</u>	3 cr.	SAFE 774 Fire Safety in Building Design	3 cr.
Controlled Electives (Choose a minimum of 12 credit hours)	12cr.	Controlled Electives (Choose a minimum of 12 credit hours)	12cr.
SAFE 520 Law and Ethics in the Safety Profession	3 cr.	SAFE 520 Law and Ethics in the Safety Profession	3 cr.
SAFE 541 Accident Investigation	3 cr.	SAFE 541 Accident Investigation	3 cr.
SAFE 542 Current Issues in Safety	3 cr.	SAFE 542 Current Issues in Safety	3 cr.
SAFE 543 Construction Safety	3 cr.	SAFE 543 Construction Safety	3 cr.
SAFE 561 Air Pollution	3 cr.	SAFE 561 Air Pollution	3 cr.
SAFE 562 Radiological Health	3 cr.	SAFE 562 Radiological Health	3 cr.
SAFE 565 Right-to-Know Legislation	3 cr.	SAFE 565 Right-to-Know Legislation	3 cr.
SAFE 581 Special Topics	3 cr.	SAFE 581 Special Topics	3 cr.
SAFE 604 Industrial Toxicology	3 cr.	SAFE 604 Industrial Toxicology	3 cr.
SAFE 606 Hazardous Materials Management	3 cr.	SAFE 606 Hazardous Materials Management	3 cr.
SAFE 620 Safety Data Management	3 cr.	SAFE 620 Safety Data Management	3 cr.
SAFE 621 Programming Safe Behavior	3 cr.	SAFE 621 Programming Safe Behavior	3 cr.

SAFE 624 Solving Safety Problems		SAFE 624 Solving Safety Problems	
SAFE 625 Risk Strategies for the SH&E Professional	3 cr.	SAFE 625 Risk Strategies for the SH&E Professional	3 cr.
SAFE 630 Pollution Control	3 cr.	SAFE 630 Pollution Control	3 cr.
SAFE 663 Industrial Hygiene Laboratory Methods	3 cr.	SAFE 663 Industrial Hygiene Laboratory Methods	3 cr.
SAFE 664 Industrial Noise Control	3 cr.	SAFE 664 Industrial Noise Control	3 cr.
SAFE 672 Process Safety in the Chemical Industry	3 cr.	SAFE 672 Process Safety in the Chemical Industry	3 cr.
<u>SAFE 673 Disaster Preparedness</u>	3 cr.	SAFE 701 Environmental Impact Assessment and Documentation	3 cr.
SAFE 681 Special Topics	3 cr.	SAFE 773 Disaster Preparedness	3 cr.
SAFE 699 Independent Study	3 cr.	SAFE 681 Special Topics	3 cr.
SAFE 795 Thesis	1-6 cr	SAFE 699 Independent Study	3 cr.
	.	SAFE 795 Thesis	1-6 cr

12. Minor Course Revision**APPROVED****Name of Program:** Ph.D. in Communications Media/Instructional Technology**Course:** COMM 825 Quantitative Methods in Communication Research**Sponsoring Department:** Communications Media**Catalogue Start Term:** Fall 2012

Summary and Rationale: The purpose of this proposal is to add COMM 800 Communication Research Statistics as a prerequisite to COMM 825 Quantitative Methods in Communication Research.

With the CMIT PhD entering its fifth year, the faculty and specifically the instructor COMM 825 have recognized the need for students to have the appropriate foundational research course to be better prepared for more advanced research courses, including COMM 825. No other changes are being made to the course content or course description.

Current Description

COMM 825 Quantitative Methods in Communication Research

3c-0l-3sh

Presents students with methods to conduct quantitative research in the communications theoretical and applied domains. Provides students with the necessary skills to plan for and interpret quantitative data. Students will learn the fundamentals of quantitative modeling and statistical analysis to develop and answer communication problems. Students become familiar with principles for formulating hypotheses, selecting experimental and quasi-experimental designs, and using statistical software and other resources to conduct and interpret quantitative findings.

Proposed Description

COMM 825 Quantitative Methods in Communication Research

3c-0l-3sh

Presents students with methods to conduct quantitative research in the communications theoretical and applied domains. Provides students with the necessary skills to plan for and interpret quantitative data. Students will learn the fundamentals of quantitative modeling and statistical analysis to develop and answer communication problems. Students become familiar with principles for formulating hypotheses, selecting experimental and quasi-experimental designs, and using statistical software and other resources to conduct and interpret quantitative findings.

Prerequisite: COMM 800

13. Minor Course Revision

APPROVED

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 832 Media Production

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add COMM 830 Media Preproduction (as re-numbered in the accompanying document) as a prerequisite to COMM 832 Media Production.

As stated previously, the CMIT faculty has recognized it is necessary for the Media Preproduction course to be taken before the Media Production courses.

Current Description

COMM 832 Media Production

3c-0l-3sh

This production course may be taken for variable credit between one and six credits. It provides students with an array of media production skills related to audio, video, photographic, typographic, two-dimensional design, and web-related production skills. The course is presented in modular form with each module equaling one credit. A student may test out of any or all of the modules but must substitute the credits with an elective approved by the student's advisor.

Proposed Description

COMM 832 Media Production

3c-0l-3sh

This production course may be taken for variable credit between one and six credits. It provides students with an array of media production skills related to audio, video, photographic, typographic, two-dimensional design, and web-related production skills. The course is presented in modular form with each module equaling one credit. A student may test out of any or all of the modules but must substitute the credits with an elective approved by the student's advisor.

Prerequisite: COMM 830

14. Minor Course Revision

APPROVED

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 714/814

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add a co-requisite, COMM 801 Ideas that Shape Media, to all existing CMIT Theory and Culture Electives. COMM 801 is the initial communication theory course for all CMIT PhD students and is taken in the first semester of course work upon entering the program. The phrase "or permission of instructor" is added to accommodate a future collaboration with the Department of Political Science and their plan to include this course in a future Master's Degree with a concentration in Crisis/Emergency Management.

With the CMIT PhD entering its fifth year, the faculty has recognized the need for students to have the appropriate foundational theory course either during the same semester or prior to taking theory and culture elective courses. No other changes are being made to the course content or course description.

Current Description

COMM 714/814 Crisis Communication

3c-0l-3sh

Explores the challenges of communication during crisis situations and emphasizes the practical and theoretical applications of communication strategies used by companies, organizations, and governmental bodies during headline-grabbing crises. The course focuses on the issues relevant to planning, developing, and executing of crisis communications plans. Students will explore communication and media relations techniques for communicating with stakeholders during a crisis. Cases discussed will examine crisis situations in business, political, educational, and non-profit settings.

Proposed Description

COMM 714/814 Crisis Communication

3c-01-3sh

Explores the challenges of communication during crisis situations and emphasizes the practical and theoretical applications of communication strategies used by companies, organizations, and governmental bodies during headline-grabbing crises. The course focuses on the issues relevant to planning, developing, and executing of crisis communications plans. Students will explore communication and media relations techniques for communicating with stakeholders during a crisis. Cases discussed will examine crisis situations in business, political, educational, and non-profit settings. **Co-requisite: COMM 801 or permission of instructor**

15. Minor Course Revision

APPROVED

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 815

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add a co-requisite, COMM 801 Ideas that Shape Media, to all existing CMIT Theory and Culture Electives. COMM 801 is the initial communication theory course taken by all CMIT PhD students and is taken in the first semester of course work upon entering the program.

With the CMIT PhD entering its fifth year, the faculty has recognized the need for students to have the appropriate foundational theory course either during the same semester or prior to taking theory and culture elective courses. No other changes are being made to the course content or course description.

Current Description

COMM 815 Teaching Communications Media

3c-01-3sh

Focuses on helping students to understand the unique challenges of teaching communications media courses in higher education and to improve their teaching via use of appropriate communication techniques and reflection upon teaching/learning styles, motivations, and instructional techniques. Introduces doctoral students to the academic discipline of communications media in higher education. Explores the goals of communications media education and challenges for administration of communications media programs. Students will also explore the relationship between teaching, scholarship, and service in communications media.

Proposed Description

COMM 815 Teaching Communications Media

3c-01-3sh

Focuses on helping students to understand the unique challenges of teaching communications media courses in higher education and to improve their teaching via use of appropriate

communication techniques and reflection upon teaching/learning styles, motivations, and instructional techniques. Introduces doctoral students to the academic discipline of communications media in higher education. Explores the goals of communications media education and challenges for administration of communications media programs. Students will also explore the relationship between teaching, scholarship, and service in communications media. **Co-requisite: COMM 801**

16. Minor Course Revision

APPROVED

Name of Program: Ph.D. in Communications Media/Instructional Technology

Sponsoring Department: Communications Media

Course: COMM 818

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add a co-requisite, COMM 801 Ideas that Shape Media, to all existing CMIT Theory and Culture Electives. COMM 801 is the initial communication theory course taken by all CMIT PhD students and is taken in the first semester of course work upon entering the program.

With the CMIT PhD entering its fifth year, the faculty has recognized the need for students to have the appropriate foundational theory course either during the same semester or prior to taking theory and culture elective courses. No other changes are being made to the course content or course description.

Current Description

COMM 818 Media Criticism

3c-0l-3sh

This course examines the basic language and techniques of media criticism from both theoretical and application perspectives. Students will read and analyze current literature pertaining to broadcast media, film, and new media as well as develop a personal construct based on cultural patterns and media issues found in 21st century society. It will primarily focus upon media designed for post high school aged audiences.

Proposed Description

COMM 818 Media Criticism

3c-0l-3sh

This course examines the basic language and techniques of media criticism from both theoretical and application perspectives. Students will read and analyze current literature pertaining to broadcast media, film, and new media as well as develop a personal construct based on cultural patterns and media issues found in 21st century society. It will primarily focus upon media designed for post high school aged audiences. **Co-requisite: COMM 801**

17. Minor Course Revision

APPROVED

Name of Program: Ph.D. in Communications Media/Instructional Technology

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Course: COMM 822

Summary and Rationale: The purpose of this proposal is to add a co-requisite, COMM 801 Ideas that Shape Media, to all existing CMIT Theory and Culture Electives. COMM 801 is the initial communication theory course taken by all CMIT PhD students and is taken in the first semester of course work upon entering the program.

With the CMIT PhD entering its fifth year, the faculty has recognized the need for students to have the appropriate foundational theory course either during the same semester or prior to taking theory and culture elective courses. No other changes are being made to the course content or course description.

Current Description

COMM 822 Children & Media

3c-0l-3sh

This course analyzes the scope of media in relationship to children. The course examines the impact that media has on children in terms of behavior and culture. It also examines the influence children have in shaping the media. Discussions focus on multiple forms of children's media including those within entertainment and education.

Proposed Description

COMM 822 Children & Media

3c-0l-3sh

This course analyzes the scope of media in relationship to children. The course examines the impact that media has on children in terms of behavior and culture. It also examines the influence children have in shaping the media. Discussions focus on multiple forms of children's media including those within entertainment and education. **Co-requisite: COMM 801**

18. Minor Course Revision

APPROVED

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 828

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add COMM 800 Communication Research Statistics as a prerequisite to COMM 828 Qualitative Methods in Communications Research.

With the CMIT PhD entering its fifth year, the faculty and specifically the instructor COMM 828 have recognized the need for students to have the appropriate foundational research course to be better prepared for more advanced research courses, including COMM 828. No other changes are being made to the course content or course description.

Current Description

COMM 828 Qualitative Methods in Communications Research

03-01-3sh

Students will examine the theoretical basis and history of qualitative methods within the field of communications media and instructional technology. They will become familiar with primary qualitative methods and then apply that knowledge to important studies within the field. They will also design and implement qualitative research strategies in research exercises.

Proposed Description

COMM 828 Qualitative Methods in Communications Research

03-01-3sh

Students will examine the theoretical basis and history of qualitative methods within the field of communications media and instructional technology. They will become familiar with primary qualitative methods and then apply that knowledge to important studies within the field. They will also design and implement qualitative research strategies in research exercises. **Prerequisite: COMM 800**

19. Minor Course Revision

APPROVED

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 853

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to add a co-requisite, COMM 801 Ideas that Shape Media, to all existing CMIT Theory and Culture Electives. COMM 801 is the initial communication theory course taken by all CMIT PhD students and is taken in the first semester of course work upon entering the program. The phrase “or permission of instructor” is added to accommodate a future collaboration with the Department of Political Science and their plan to include this course in a future Master’s Degree with a concentration in Crisis/Emergency Management.

With the CMIT PhD entering its fifth year, the faculty has recognized the need for students to have the appropriate foundational theory course either during the same semester or prior to taking

theory and culture elective courses. No other changes are being made to the course content or course description.

Current Description

COMM 853 Corporate Communications

03-01-3sh

This course provides students with the necessary skills to design, inform, and implement communications media strategies within the corporate environment. Students will learn the importance of communication and its impact on the affected publics. Through developing written, oral, and managerial communication, students will be able to execute multidirectional communication within a corporate setting. Students will explore corporate communication functions including internal communication, corporate promotions, and marketing communications.

Proposed Description

COMM 853 Corporate Communications

03-01-3sh

This course provides students with the necessary skills to design, inform, and implement communications media strategies within the corporate environment. Students will learn the importance of communication and its impact on the affected publics. Through developing written, oral, and managerial communication, students will be able to execute multidirectional communication within a corporate setting. Students will explore corporate communication functions including internal communication, corporate promotions, and marketing communications. **Co-requisite: COMM 801 or permission of instructor**

20. Minor Course Revision

APPROVED

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 860

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to change the number COMM 860 Media Preproduction to COMM 830 Media Preproduction so that it is an appropriate prerequisite for all sections of COMM 832 Media Production.

With the CMIT PhD entering its fifth year, our faculty has recognized that requiring the Media Preproduction course to be taken before the Media Production courses is necessary, as students entering the program have diverse backgrounds in terms of their production skills. The renumbering of the course is necessary so the course numbers for COMM 830 and COMM 832 are in an appropriate sequence. No other changes are being made to the course content or course description.

Current Description

COMM 860 Media Preproduction

03-01-3sh

Focuses on preproduction activities such as script treatments, storyboarding, scriptwriting, editing, and production management. Students analyze case studies and real-world situations to better understand the planning of media development. Students also develop a preproduction plan for a substantial media production in the areas of audio, video, film, photography, animation, games, simulation, and educational media

Proposed Description

COMM 830 Media Preproduction

03-01-3sh

Focuses on preproduction activities such as script treatments, storyboarding, scriptwriting, editing, and production management. Students analyze case studies and real-world situations to better understand the planning of media development. Students also develop a preproduction plan for a substantial media production in the areas of audio, video, film, photography, animation, games, simulation, and educational media

21. Minor Course Revision

APPROVED

Name of Program: Ph.D. in Communications Media/Instructional Technology

Course: COMM 910

Sponsoring Department: Communications Media

Catalogue Start Term: Fall 2012

Summary and Rationale: The purpose of this proposal is to change the prerequisites for COMM 910 Advanced Doctoral Research in Communications. The current prerequisite of “EDSP 817 or equivalent” is to be deleted. At the time, the original program proposal was written the CMIT program did not have a discrete statistics course and EDSP 817 was listed as the required research course. However, students in the CMIT program have never taken EDSP 817. After the original program proposal was approved, COMM 800 Communication Research Statistics was added as a required course and substitute for EDSP 817

The existing prerequisites of COMM 825 and COMM 828 will remain and since COMM 800 is being added as a prerequisite for those two courses, it is not necessary to list COMM 800 as a prerequisite for COMM 910.

As this program has evolved the CMIT faculty has recognized the need to sequence courses appropriately and ensure that students have completed the appropriate foundational courses before proceeding to higher-level courses. No other changes are being made to the course content or course description.

Current Description

COMM 910 Advanced Doctoral Research in Communication

3c-01-3sh

Serves as an advanced experience to assure students are prepared to do professional research in

communications. Students will design a complete communications research project suitable for professional presentation and publication. Their work will encompass research design, measurement techniques, generation strategies, concept definitions, database structure, and report design. Prerequisites: EDSP 817 or equivalent, COMM 825, and COMM 828.

Proposed Description

COMM 910 Advanced Doctoral Research in Communication

3c-0l-3sh

Serves as an advanced experience to assure students are prepared to do professional research in communications. Students will design a complete communications research project suitable for professional presentation and publication. Their work will encompass research design, measurement techniques, statistical procedures, and philosophies of research. Quantitative and qualitative approaches will be considered. Also covered are practical points such as data collection and generation strategies, concept definitions, database structure, and report design. Prerequisites: **COMM 825**, and COMM 828.

22. New Course

APPROVED

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Start Term: Fall 2012

Course: COUN 682 Counseling Students/Clients with Disabilities

3c-0l-3sh

Description: This course provides students with an in-depth understanding of counseling youth and adults with disabilities in school and community settings. This includes the responsibilities and competencies of school and clinical mental health counselors according to applicable laws and standards. Course content includes understanding developmental and psychosocial issues and implications for effective individual and systemic interventions. An overview of specific disabilities is also emphasized. **Prerequisite:** COUN 617 Basic Counseling Skills

Rationale: This course was developed in order to address changes in PDE (Pennsylvania Department of Education) certification requirements and to adhere to CACREP (Council for Accreditation of Counseling and Related Educational Programming) standards. In addition, it serves to fill a void in course offerings that prepare clinical mental health counselors to work with clients who have disabilities.

23. Course Revision

APPROVED

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Catalogue Start Term: Fall 2012

Course: COUN 677

Current Description

COUN 677 Crisis Counseling

3c-0l-3sh

This three-credit elective provides an opportunity to develop an understanding of counseling clients during crisis, disaster, and other trauma causing events. The course examines theories, models, assessment techniques, and intervention strategies of crisis counseling. The counselor's collaborative role in crisis preparedness and response is discussed, including self-care strategies appropriate during crisis counseling. Student competencies are enhanced by participation in activities addressing theoretical as well as practical knowledge of crisis counseling. **Prerequisite:** COUN 617 Basic Counseling Skills.

Proposed Description

COUN 677 Crisis Addiction Counseling

3c-0l-3sh

Students will develop an understanding of counseling clients/students during crisis, disaster, and other trauma causing events and counseling clients/students through addictive process relating to chemical and behavioral addictions. For crisis and addiction counseling, this course will examine theories, models, assessment techniques, and intervention strategies. The counselor's collaborative role in crisis preparedness and response is discussed, including self-care strategies appropriate during crisis and addiction counseling. Student competencies are enhanced by participation in activities addressing theoretical as well as practical knowledge of crisis and addiction counseling. **Prerequisite:** COUN 617 Basic Counseling Skills.

Rationale: This change in title and course description is intended to more accurately reflect course content and objectives to address new standards requirements issued by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In the CACREP (2009) standards, accredited programs must provide students with program content directly related to crisis counseling and the impact of addictions on potential clients/students.

24. Course Revision

APPROVED

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Catalogue Start Term: Fall 2012

Current Course Description

COUN 672 Introduction to Family Issues in Counseling

3c-0l-3sh

This course provides an introductory overview of the major issues, theories, research, and intervention implications for the preparation of counselors to work with families. Prerequisites: COUN 617 and COUN 627 or 637

Proposed Course Description

COUN 672 Counseling and Consulting Within Systems

3c-0l-3sh

Students will be provided with an in-depth exploration of systems theory and its interface in school, clinical mental health, and family counseling work. Students will develop an understanding of how to engage collaboratively with larger systems that have an impact on persons, families, and communities. The aim of this course is to develop collaborative clinical and consulting knowledge that contributes to families, organizations, and communities within a social justice framework. Models and processes for consulting within systems will also be applied to the work of counselors. **Prerequisites:** COUN 617 and COUN 637.

Rationale: This change in title and course description is intended to more accurately reflect course content and objectives to address new standards requirements issued by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In the CACREP (2009) standards, accredited programs must provide students with program content directly related to systemic issues in counseling and the impact of systems when working with clients/students

25. New Course

APPROVED

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Catalogue Start Date: Fall, 2012

Course: COUN 710: Clinical Mental Health Counseling

3c-0l-3sh

Description: Historical and philosophical trends in clinical mental health counseling will be surveyed along with strategies for designing, implementing, and evaluating clinical mental health counseling programs/services in the public and private sector. **Prerequisite:** COUN 720

Rationale: The proposed course is designed to provide an in-depth professional induction into the field of clinical mental health counseling and to address specific standards set forth by Council for Accreditation of Counseling and Related Educational Programs (CACREP) related to the requirements for Foundational knowledge standards (A1-10) and the Counseling, Prevention, and Invention knowledge standards (C1-9).

26. New Course

APPROVED

Name of Program: MA in Community Counseling/ MED in School Counseling

Sponsoring Department: Counseling

Catalogue Start Date: Fall, 2012

Course: COUN 613: Counseling Children

3cr-0l-3sh

Description: Students are provided with an in-depth exploration of the counseling skills and techniques necessary for working with children. The topics, as they apply to children, include: developmental and cultural considerations, professional counseling ethical and legal issues, need for age-specific services and interventions, counseling children with disabilities/ELL, and working within children's systems. Students will also learn to compare different theoretical approaches related to professional counseling work with children. Current research about best practices for counseling children will be explored including diagnosis often given in childhood and treatment planning. **Prerequisites:** COUN 617, 637 or equivalents.

Rationale: This course is proposed in response to (1) the need for school and clinical mental health counselors to have knowledge of the unique counseling needs and interventions required when working with children, (2) the recommendation by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to provide students with in-depth knowledge about counseling with children, and (3) the need for electives to provide students with sufficient credits to qualify for the credential of Licensed Professional Counselor (LPC) in the state of Pennsylvania. The course would be required of all school counseling major and an elective for clinical mental health counseling majors.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

The following was approved by the UWUCC to be offered as a distance education course:

- SOC 320 Sociological Theory

FOR ACTION:

1 Department of Political Science—Addendum to Feb. 21, 2012 Minutes

APPROVED

PLSC 320 International Law and PLSC 321 International Organizations are not to be deleted until after the 2012-2013 academic year.

2 Department of Mathematics—Program Revisions

i

APPROVED

Current Program:

Bachelor of Science—Mathematics

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

Mathematics: MATH 125

Liberal Studies Electives: 9cr, no courses with MATH prefix

Major: 39-40

Other Requirements: 3

Free Electives: 24-25

Total Degree Requirements: 121

Proposed Program:

Bachelor of Science—Mathematics

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

Mathematics: MATH 125

Liberal Studies Electives: 9cr, no courses with MATH prefix, includes Foreign Language Intermediate Level

Major: 39-40

Other Requirements: 3

Free Electives: 27-29

Total Degree Requirements: 120

ii

APPROVED

Current Program:

Bachelor of Science—Mathematics/Applied Mathematics

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

Mathematics: MATH 125

Liberal Studies Electives: 9cr, no courses with MATH prefix (Foreign Language is included)

Major: 42

Other Requirements: 21

Free Electives: 4

Total Degree Requirements: 120

Proposed Program:

Bachelor of Science—Mathematics/Applied Mathematics

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

Mathematics: MATH 125

Liberal Studies Electives: 9cr, no courses with MATH prefix; includes Foreign Language Intermediate Level

Major: 42

Other Requirements: 21

Free Electives: 7-8

Total Degree Requirements: 120

3 Department of Business Technology Support and Training—Program Revisions**I****APPROVED****Current Program:****Proposed Program:****Bachelor of Science—Business Technology Support****Bachelor of Science— Business Technology Support**

Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: 55
Mathematics: MATH 115
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 9cr, ECON 122, MATH 214, no courses with BTST prefix

Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: 49-50
Mathematics: MATH 115
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 9cr, ECON 122, MATH 214, no courses with BTST prefix

College: 33
Required Courses: Business Administration Core

College: 33
Required Courses: Business Administration Core

Major: 30

Major: 30

Free Electives: 2

Free Electives: 7-8

Total Degree Requirements: 120

Total Degree Requirements: 120

ii**APPROVED****Bachelor of Science in Education—Business Education (*)****Bachelor of Science in Education—Business Education (*)**

Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: 51
Mathematics: MATH 115
Natural Sciences: Option I recommended
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 6cr, ECON 122, MATH 214, no courses with BTED prefix

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

College: 31
Professional Education Sequence:

College: 31
Professional Education Sequence:

Major: 42

Major: 42

Free Electives: 0

Free Electives: 0-1

Total Degree Requirements: 124

Total Degree Requirements: 120

4 Department of Religious Studies--Course Revision and Catalog Description Change**Current Catalog Description:****APPROVED****RLST 250 Understanding the Bible****3c-0l-3cr**

An introduction to scholarly methods and major themes necessary to understand the Hebrew Scriptures and the New Testaments of the Judeo-Christian tradition.

Proposed Catalog Description:**RLST 250 Understanding the Bible****3c-0l-3cr**

An academic introduction to the sacred writings known as the Bible. Acquaints students with the basic contents and major themes of the books of the Bible (Hebrew Bible/Old Testament and New Testament), as well as the goals and methods of the most recent scholarship in biblical studies.

Rationale: The changes more clearly indicate the emphasis on the “Western” cultural heritage in global context. The objectives have been updated to meet the requirements for the Expected Undergraduate Student Learning Outcomes. These revisions reflect changes in the expectations for a syllabus of record and newer academic resources available since the last revision of this syllabus.

5 Department of Journalism—Course Revision and Catalog Description Change

Current Catalog Description:

APPROVED

JRNL 105 Journalism and the Mass Media

3c-01-3cr

A critical examination of the roles-goals of newspapers, magazines, radio, books, movies, and television as they affect American society socially, politically, and economically.

Proposed Catalog Description:

JRNL 105 Journalism and the Mass Media

3c-01-3cr

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.

Rationale: The course outcomes have been updated to reflect the new expected student learning outcomes and common learning objectives. The catalog description has been updated and the Liberal Studies course approval general information questions and assessment questions have been addressed.

6 Department of Theater and Dance—New Courses, Course Deletions, Course Revisions, and Program Revision

a New Courses

APPROVED

i THTR 140 Foundations of Performance

3c-01-3cr

An intensive, experiential workshop that introduces and explores fundamental components of theatrical performance (vocal, physical, ensemble, imaginative, analytic) in a holistic sequence of exercises and projects. It provides incoming theater majors with a common set of foundational theater skills and knowledge, a theatrical vocabulary, and collaborative ensemble interaction that enriches the freshman experience. As students progress, whether on a performance track or in other areas, this course gives them a shared context from which to grow as theater artists.

Rationale: This course, together with Foundations of Theater and Fundamentals of Design, forms part of a basic, first year introductory experience of Theater as an art form. As all of our majors will share this common foundation, several positive, educational implications will follow, such as a unified theatrical vocabulary, group cohesion and common pedagogical grounding. This will improve the progression of learning through advanced courses and the development of competency in performance and production.

APPROVED

ii THTR 211 History and Literature: Classical 3c-01-3cr

A lecture course that surveys Western theater from its origins through the ancient Greeks to medieval times. Students will examine styles and genres of the period through the work of playwrights, actors, and theorists. The course includes the study of cultural, social, political, and economic contexts of Western theater in this period; contextual comparisons to Eastern theater of the same era; as well as the changes in performance practice, the architecture of performance space, theater technology, and audience composition.

Rationale: This course is required for majors in the BA in Theater Program. This course offering is being created as part of a strategic review of the Department's Curriculum. The current History of Theater requirements can be met without majors gaining a comprehensive knowledge of the history of Western theater, since only two of the four courses currently offered (THTR 205 Classic Theater I, THTR 206 Classic Theater II, THTR 207 Modern I, and THTR 208 Modern II) are required, resulting in chronological gaps in knowledge. The reorganization of the curriculum will result in three required courses that successively survey the history of Western theater from origins to present day. This course is the first in that sequence.

APPROVED

iii THTR 212 History and Literature: Renaissance 3c-01-3cr

Surveys Western theater from the Renaissance to the Industrial Revolution. Examines styles and genres of the period through the work of playwrights, directors, actors, designers, and theorists. Includes the study of cultural, social, political, and economic contexts of Western theatre in this period, as well as the changes in performance practice, the architecture of performance space, theatre technology, and audience composition.

Rationale: This course is required for majors in the BA in Theater Program. As stated above this course has been created as part of the reorganization of the curriculum that will result in three required courses that successively survey the history of Western theatre from origins to present day. This course is the second in that sequence.

APPROVED

iv THTR 213 History and Literature: Modern and Contemporary 3c-01-3cr

Surveys Western theater from the late 19th century to the present. Examines styles and genres of the period through the work of playwrights, directors, actors, designers, and theorists. Includes the study of cultural, social, political, and economic contexts of Western theater in this period, as well as the changes in performance practice, the architecture of performance space, theatre technology, and audience composition.

Rationale: This course is required for majors in the BA in Theater Program. As stated above this course has been created as part of the reorganization of the curriculum that will result in three required courses that successively survey the history of Western theatre from origins to present day. This course is the third in that sequence.

APPROVED

v THTR 225 Theater Graphics

1c-31-3cr

A practical introduction to hand drawing, drafting, and graphic technology applied to theater design, technology and stage management.

Rationale: This course is designed for majors and minors. In the current major curriculum, the learning of graphic skills is melded into course content in a variety of courses, and this has not been working well. Students need to focus on graphic communication particular to theatrical production before learning to apply it to higher order learning. An analogue is that students should have fundamental writing skills before attempting creative writing. Therefore, this course serves a program revision goal to assure that students completing the degree have a fully developed competency in theatrical production.

APPROVED

iv THTR 480 Theater Seminar

1c-01-1cr

Prerequisites: THTR 111, 486 Senior Standing

Capstone course for majors. Students will complete work on their senior thesis project and examine career options. Students will develop resumes, portfolios, and other materials particular to their education as a theater or dance artist, and their aspirations for a career or post-graduate studies in a creative field. Offered in Fall only.

Rationale: This course is a capstone to our BA degree in Theater. It is designed for majors to take in their senior year. Its purpose is to help students synthesize their learning in the major, and with other facets of their academic career, in order to identify a career path commensurate with their skills and aptitudes. This new content is not appropriate to any existing course, and so requires a new one. This course will also provide a common point for faculty to administer and manage an existing senior thesis requirement. For several years the department has tried to administer the senior thesis requirement as a special requirement for seniors enrolled in THTR 486 Practicum in Production. This course is repeated for credit throughout each student's academic career, much like ensemble credit in Music. The senior thesis requirement is stated in the old degree program note (1) "4cr [THTR 486] over a minimum of six semesters including one semester for senior-year project." Because THTR 486 is experiential learning in the setting of Theater-by-the-Grove and IUP Dance Theater, faculty supervision of senior thesis projects has been ad-hoc, and at graduation check-out, a THTR 486 Practicum completion with senior project is indistinguishable from one without. Providing this new course is a very suitable administrative home for the senior project, synthesizing it with each student's plan for life after IUP. A revision of THTR 486 is not required because the thesis requirement was never properly added to it in the first place.

b Course Deletions:

APPROVED

THTR 205 Classic Theater I

THTR 206 Classic Theater II

THTR 207 Modern Theater I

THTR 208 Modern Theater II

Rationale: These four courses covered Western theater history in chronological sequence from its origin to present day. The current program only requires students to take two out of these four (one from the classical and one from the modern period). It is thus possible for majors to graduate with significant gaps in their knowledge of theater history and literature. The proposed program revision addresses this problem by creating three required courses that span Theater History and Literature from origins to present day. Consequently these courses are no longer needed.

c Course Revisions and Catalog Description Changes:

i Current Catalog Description:

APPROVED

THTR 240 Acting I

3c-0l-3cr

The study of the primary elements of the Stanislavski system of character development. Includes text analysis and the development of physical action through a character's subtext, as well as motivational and improvisational techniques.

Proposed Catalog Description:

THTR 240 Acting I

3c-0l-3cr

Prerequisite: THTR 140 Foundations of Performance

The study of the primary elements of the Stanislavski system of character development. Includes text analysis and the development of physical action through a character's subtext, as well as motivational and improvisational techniques.

Rationale: Faculty members teaching Acting I have identified problems with widely varying levels of knowledge and skill in students entering the course. This has meant that significant amounts of time have had to be spent in developing a common understanding of foundational terminology, knowledge, and skills. This has reduced the amount of time that can be spent on the intended content. The new course THTR 140 Foundations of Performance was specifically developed to address this problem by providing students with foundational skills and knowledge, hence its installation as a pre-requisite for THTR 240 Acting I.

ii Current Catalog Description:

APPROVED

THTR 484 Directing Studio

3c-0l-3cr

Prerequisites: THTR 350 or instructor permission

An opportunity for students to direct scene work, one-act plays, or larger projects, according to individual levels of experience, preparation, and readiness. Practical application of principles of directing to specific problems in directing. Student projects performed in public, open-class recitals. May be repeated.

Proposed Catalog Description:

THTR 484 Directing Studio

3c-0l-3cr

Prerequisites: Minimum of THTR 240 and instructor permission. Written application to the instructor is required.

An opportunity for students to direct scene work, one-act plays, or larger projects, according to individual levels of experience, preparation, and readiness, as well as program resources. Course focus is on practical application of directing principles to specific issues. Student projects are performed in public, open-class recitals. May be repeated.

Rationale: Requirement of written application as a prerequisite is necessary to better identify appropriate projects and fit them to available resources for the best learning outcomes. This has been a problem in recent course offerings. Significant preparation such as securing performance rights and instructor familiarity with the scripts before the term begins is necessary for best practices.

d Program Revision:

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts---Theater

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Fine Arts: ARHI 101, DANC 102, or MUHI 101
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with THTR prefix

Major:

Required Courses:

THTR 111	Foundations of Theater	3cr
THTR 116	Fundamentals of Theatrical Design	3cr
THTR 205	Classic Theater I <i>or</i>	3cr
THTR 208	Classic Theater II	
THTR 207	Modern Theater I <i>or</i>	3cr
THTR 208	Modern Theater II	

Core Courses: (minimum of 6cr from each area)

Technical Core:

THTR 120	Stagecraft	3cr
THTR 122	Costume Workshop	3cr
THTR 221	Basic Stage Lighting	3cr

Performance Core:

THTR 130	Stage Voice <i>or</i> THTR 131 Stage Movement	3cr
THTR 240	Acting I	3cr
THTR 350	Directing	3cr

Production Practicum: (1)

THTR 486	Practicum in Production	4cr
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Theater Concentration Electives: concentrate in one or two of the following areas: 9cr

Area A: Design/Tech (in addition to any of the technical core beyond the 6cr required)

THTR 320	Scene Design	3cr
THTR 321	Stage Lighting Design	3cr
THTR 322	Costume Design	3cr
THTR 323	Sound Design	3cr
THTR 324	Advanced Stagecraft	3cr
THTR 489	Technical Theater Problems	3cr

Area B: Performance (in addition to any of the performance core beyond the 6cr required)

THTR 340	Acting II	3cr
THTR 341	Acting Styles	3cr
THTR 342	Acting Shakespeare	3cr
THTR 484	Directing Studio	3cr

Bachelor of Arts---Theater

53	Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	43-44
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Fine Arts: any except THTR 101

Mathematics: 3cr

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

Major:

Foundation Courses:

THTR 111	Foundations of Theater	3cr
THTR 116	Fundamentals of Theatrical Design	3cr
THTR 211	History and Literature: Classic	3cr
THTR 212	History and Literature: Renaissance	3cr
THTR 213	History and Literature: Modern and Contemporary	3cr

Core Skills Courses:

THTR 120	Stagecraft	3cr
THTR 122	Costume Workshop	3cr
THTR 140	Foundations of Performance	3cr

Theater Electives in Concentration Areas: choose one area:

Design/Tech/Management Area

THTR 225	Theater Graphics	3cr
THTR 489	Design/Technology/Management Studio	3cr

and Electives from:

THTR 221	Basic Stage Lighting	3cr
THTR 223	Makeup for the Stage	3cr
THTR 320	Scene Design	3cr
THTR 321	Stage Lighting Design	3cr
THTR 322	Costume Design	3cr
THTR 323	Sound Design	3cr
THTR 324	Advanced Stagecraft	3cr
DANC 355	Dance Production	3cr

Performance Area

THTR 130	Stage Voice <i>or</i> THTR 131 Stage Movement	3cr
THTR 240	Acting I	3cr
THTR 340	Acting II	3cr

and one of these electives:

THTR 341	Acting Styles	3cr
THTR 342	Acting Shakespeare	3cr
THTR 350	Directing	3cr
THTR 487	Acting Studio	3cr
DANC 485	Dance Studio	3cr

THTR 487 Acting Studio	3cr	<i>Theory and Criticism Area</i>	
<i>Area C: Musical Theater (2)</i>		THTR 310 Theater Criticism	3cr
DANC 150 Fundamentals of Dance	3cr	THTR 311 Dramaturgy	3cr
DANC 250 Beginning Modern Dance	3cr	<i>And two of these electives:</i>	
DANC 260 Beginning Ballroom and Tap Dance	3cr	THTR 350 Directing	3cr
DANC 270 Beginning Ballroom and Tap Dance	3cr	ENGL 308 Critical Theory	3cr
DANC 280 Beginning Ballet	3cr	ENGL 343 Drama	3cr
DANC 290 Ethnic Dance	3cr	ENGL 434 Shakespeare	3cr
DANC 485 Dance Studio	3cr	ENGL 450 Film Theory	3cr
DANC 341 Acting Styles	3cr	ENGL 350 Gender and Sexual Orientation in Literature, Theory, and Film	3cr
THTR 487 Acting Studio	3cr	ENGL 460 Topics in Film	3cr
<i>Area D: Theater History and Theory (3)</i>		ENGL 463 Topics in Global Literature and Film	3cr
THTR 310 Theater Criticism	3cr	ENGL 466 Topics in Theory	3cr
THTR 347 Playwriting	3cr	<i>General Studies Area</i>	
THTR 350 Directing	3cr	THTR and/or DANC prefix courses as advised.	12cr
Theater Electives:		Production Practicum: (2)	
Choose an additional course either from any THTR course listed above or any of the following:	3cr	THTR 486 Practicum in Production	5cr
THTR 223, 281, 310, 345, 347, 481, 483, 493		Capstone	
		THTR 480 Theater Seminar	1cr
Free Electives:	27	Free Electives:	34-35
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) 4cr over a minimum of six semesters including one semester for senior- year project.		(1) Students must achieve a "C" or better in all major courses in order to graduate.	
(2) In addition to auditioning for limited seats in applied voice lessons from the Music Department, students could choose at least one acting class and at least one dance class from the listings in this category.		(2) Students are required to be enrolled in THTR 486 Practicum in Production while a THTR major. Students must complete 8 different practicum assignments, with three assignments in design or technical areas. With prior approval of the Department Chair, THTR 493, Internship, may be substituted	
(3) In addition to taking all four of the Classic and Modern Theater courses for 6 of the 9cr required in this concentration, an additional 3cr can be chosen from the courses in this category (assuming that they are not already serving another major requirement) or from specially defined THTR 281/481/483 courses.			

7 Department of Special Education and Clinical Services—New Courses, Course Revisions, Catalog Description Changes, and Course Title Changes

a New Courses

i EDHL 417 Advanced American Sign Language

APPROVED

3c-01-3cr

Prerequisites: EDHL 215

A continuation of Intermediate American Sign Language (ASL). Focus is on vocabulary expansion, comprehension of signed information, and development of fluency in conveying a message in American Sign Language. The course emphasizes receptive ability as well as overall quality of expression. Additional cultural aspects of ASL are discussed.

Rationale: This course is a continuation of the Introduction and Intermediate American Sign Language courses. It is designed for Deaf Education majors and Deaf Studies minors who wish to further develop their American Sign Language skills, as well as any other majors who have taken the first two courses of the sequence. Some students have goals of working in special schools for deaf students and need more in-depth skills in ASL. This course goes beyond the currently proposed two ASL courses.

APPROVED

ii SPLP 275 Language Science

Prerequisites: SPLE Major, SPLP 111

3c-01-3cr

Addresses the structure of language and the cognitive processes underlying normal language behavior. Applications to various clinical populations will also be addressed. Prerequisites for the course include an introductory course in communication disorders.

Rationale: The purpose of this course is to provide information to future speech-language pathologists about the components of normal language processing. In order for speech-language pathology students to fully understand the nature of the various types of speech and language deficit discussed in their other coursework, they must develop a basic understanding of the functioning of an unimpaired language system.

b Course Revisions, Catalog Description Changes, and Course Title Changes:

i Course Revision and Catalog Description Change:

APPROVED

Current Catalog Description:

EDHL 115 Introduction to American Sign Language

1c-11-1cr

Prerequisites: Deaf Education or Disability Services major or Deaf Studies minor, or permission

Development of manual dexterity and fluency using fingerspelling. Acquisition of basic American Sign Language syntax, semantics, vocabulary, and pragmatics. Practice in acquiring general information from a signed message and conversing informally on commonly used topics.

Proposed Catalog Description:

EDHL 115 Introduction to American Sign Language

3c-01-3cr

Prerequisites: Deaf Education or Disability Services major or Deaf Studies minor, or permission

Development of manual dexterity and fluency using fingerspelling. Acquisition of basic American Sign Language syntax, semantics, vocabulary, and pragmatics. Practice in acquiring general information from a signed message and conversing informally on commonly used topics. Exploration of the history of ASL and cultural aspects within the Deaf community.

Rationale: The course credits have been changed to 3 credits for the following reasons: This course is revised due to the elimination of another previously offered 3-credit course. EDHL 115 Introduction to American Sign Language is a required course in the Deaf Education certification program and Deaf Studies minor. As both (EDHL 115 and EDHL 215) are being revised, EDHL 314 Deaf Culture is being eliminated. There has always been some redundancy in the content of EDHL 114, 115, and 215. This proposal seeks to expand the cultural content already found in EDHL 115, as well as to extend the depth of language training received by those taking this course. Students in the major/minor need better competency in the language used by most deaf adults in the United States. The extension of this course to three credits and the modifications in content will help provide this greater depth and allow us to eliminate the Deaf Culture course. The Catalog description has been changed to reflect the addition of cultural aspects as well as greater depth in signing. Objectives have been added to reflect the cultural aspect now being taught in this course.

ii Course Revision and Catalog Description Change:

APPROVED

Current Catalog Description:

EDHL 215 Intermediate American Sign Language

2c-01-2cr

Prerequisites: EDHL 115, 3.0 GPA required for EDHL majors, 2.8 GPA for EDHL minors
Emphasizes vocabulary expansion, comprehension of signed information, and development of fluency in conveying a message in American Sign Language. Focuses on idiom-like expressions, number systems, rules, grammar, and conversational language. Total immersion approach is used.

Proposed Catalog Description:

EDHL 215 Intermediate American Sign Language

3c-01-3cr

Prerequisites: EDHL 115, 3.0 GPA required for EDHL majors, 2.8 GPA for EDHL minors
Emphasizes vocabulary expansion, comprehension of signed information, and development of fluency in conveying a message in American Sign Language. Focuses on idiom-like expressions, number systems, rules, grammar, and conversational language. Total immersion approach is used.

Rationale: Change of this course to 3crs from 2crs for the following reasons: EDHL 215 Intermediate American Sign Language is a required course in the Deaf Education certification and Deaf Studies minor. Both are being revised and EDHL 314 Deaf Culture is being removed from the program. There has always been some redundancy in the content of EDHL 114, 115, and EDHL 215. This proposal seeks to expand the cultural content already found in EDHL 215, as well as to extend the depth of language training received by those taking this course. Students in the major/minor need better competency in the language used by most deaf adults in the U.S. The extension of this course to three credits and the modifications in content will help provide greater depth in both signing and culture plus allows elimination the Deaf Culture course. Course objectives have been revised to reflect changes in increased cultural aspects as well as changes in the focus and depth of knowledge and use of sign.

iii Course Revision and Catalog Description Change:

APPROVED

Current Catalog Description:

EDHL 317 Sign Language in Educational Settings

2c-11-2cr

Prerequisites: EDHL 215, Deaf Education majors or permission
Focuses on the use of sign language in the schools. Includes the adaptation of American Sign Language to Manually Coded English and basic principles of interpreting in an educational setting for future teachers of deaf and hard-of-hearing students. Extensive practice is required.

Proposed Catalog Description:

EDHL 317 Sign Language in Educational Settings

3c-01-3cr

Prerequisites: EDHL ~~115~~, 215, Deaf Education majors or permission

Focuses on the use of sign language in the schools. Includes the following: the adaptation of American Sign Language to Manually Coded English and Signed English; basic principles of interpreting in an educational setting for future teachers of deaf and hard-of-hearing students; pedagogical methods of including American Sign Language as a language of instruction for deaf students.

Rationale: Under the current program EDHL 317 and EDHL 415 are taught as two courses. Over the last few years, instructors have found that the content of the two courses are hard to separate and aspects of 415 have to be taught as part of 317. Therefore, during the current program revision, the decision was made to combine the two courses into one three-credit course. The catalogue description has been changed to reflect the addition of the pedagogical content found in EDHL 415 and now incorporated into this course. There are additional course objectives to reflect pedagogical content from EDHL 415.

iv Course Revision and Catalog Description Change:

APPROVED

Current Catalog Description:

**EDHL 360 General Methodology for Education of Deaf and Hard of Hearing Persons
3c-0l-3cr**

Prerequisites: EDHL 114, 115; admission to Step 1 of the 3-Step Process

Provides systematic coverage of the basic procedures for maintaining legal educational mandates (IDEA) and teaching curriculum subjects. Included are the development of an Evaluation Report and Individualized Education Plan and regular and adaptive methods of instruction for the teaching of mathematics and science. The Pennsylvania K-12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education. Multiple projects and teaching activities are involved.

Proposed Catalog Description:

**EDHL 360 General Methodology for Education of Deaf and Hard of Hearing Persons
3c-0l-3cr**

Prerequisites: EDHL 114, 115; admission to Step 1 of the 3-Step Process

Provides systematic coverage of the basic procedures for maintaining legal educational mandates (IDEA) and teaching curriculum subjects. Included are the development of an Evaluation Report and Individualized Education Plan including a communication plan, and regular and adaptive methods of instruction for the teaching of language arts, social studies and science. The Pennsylvania K-12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education. Multiple projects and teaching activities are involved.

Rationale: Modifications in EDHL 360 address specific needs of deaf students as well as the content area of language arts, social studies, science and the area self-advocacy. Course description and objectives were changed to reflect the modifications to the content due to the elimination of EDHL 361 from the program and the inclusion of some Early Childhood methods courses.

v Course Revision and Catalog Description Change:

APPROVED

Current Catalog Description:

SPLP 122 Clinical Phonology

3c-0l-3cr

A detailed study of the classification of American-English phonemes using the physical and acoustical perspectives. Development of proficiency in use of International Phonetic Alphabet for allophonic transcriptions of normal and disordered speech.

Proposed Catalog Description:

SPLP 122 Clinical Phonology

3c-0l-3cr

Prerequisite: SPLE major

Detailed study of the classification of American-English phonemes using the physical and acoustical perspectives. Development of proficiency in use of International Phonetic Alphabet for allophonic transcriptions of normal and disordered speech.

Rationale: The students who take this course are majors in speech-language pathology. Therefore, it is important that they learn to apply their skills in phonetic transcription to clinical populations. In addition, providing students with opportunities to transcribe speech from a variety of English dialects will improve their ability to assess individuals who possess various regional and cultural dialects. The prerequisite was added to ensure that only students who have been admitted to the major may enroll.

vi Course Revision and Catalog Description Change:

APPROVED

Current Catalog Description:

SPLP 222 Introduction to Audiology

3c-0l-3cr

The study of auditory function, anatomy of auditory mechanism, psychophysics of sound, types and causes of hearing loss, measurement of hearing, and educational considerations for hearing-handicapped child.

Proposed Catalog Description:

SPLP 222 Introduction to Audiology

3c-0l-3cr

Prerequisite: SPLE major or EDHL major

The study of auditory function; anatomy and physiology of the auditory mechanism; psychophysics of sound, types and causes of hearing loss; measurement of hearing; and educational considerations for children with hearing loss.

Rationale: SPLP 222 needed to be revised to eliminate content that is no longer relevant to the students' future careers as speech-language pathologists or deaf educators. The use of tuning forks in evaluation has been replaced by audiometric evaluation and immittance procedures; and students are not likely to be involved in hearing conservation in their careers. The prerequisite was added to ensure that only students who have been admitted to the majors may enroll.

vii Course Revision, Catalog Description Change and Course Title Change:

APPROVED

Current Catalog Description:

SPLP 251 Anatomy and Physiology of the Speech and Hearing Mechanisms 3c-0l-3cr

Consideration of genetic development, structure, and function of the organs of speech and hearing. Anatomical systems involved in respiration, phonation, articulation, and hearing and relationships between systems in production and reception of speech.

Proposed Catalog Description:

SPLP 251 Anatomy and Physiology of Speech and Swallowing 3c-0l-3cr

Examines the structure and function of the body systems involved in speech production (i.e. respiration, phonation, articulation) and swallowing and an introduction to the nervous system. Normal variances based upon age, gender, and race are included. Comparisons between normal and disordered clinical presentations will be introduced.

Rationale: Knowledge of anatomy and physiology of swallowing is foundational to the clinical coursework in swallowing disorders. Previously, this information would only be provided at the graduate level. Establishing the basic science foundations of swallowing physiology will allow for more advanced content discussions at the graduate level. Previous course content on hearing anatomy and physiology was redundant with information provided in SPLP 222 Introduction to Audiology. Therefore, the elimination of the material from this course will not be detrimental. The prerequisite was added to ensure that only students who have been admitted to the major may enroll.

viii Course Revision and Catalog Description Change:

APPROVED

Current Catalog Description:

SPLP 311 Aural Rehabilitation

3c-0l-3cr

Prerequisite: SPLP 222, 3.0 GPA

Consideration of the effects of varied degrees of hearing loss sustained by individuals at different stages of development and study of total education and rehabilitative procedures for the hard-of-hearing child or adult.

Proposed Catalog Description:

SPLP 311 Aural Rehabilitation

3c-0l-3cr

Prerequisite: SPLE Major or EDHL Major, Admission to teacher certification

An examination of the effects of hearing loss at different stages of development and the technology and rehabilitative procedures used with hard-of-hearing and deaf children and adults.

Rationale: There have been considerable advances in hearing amplification technologies over the past decade including the wide use of cochlear implants for children and adults with hearing loss. Therefore, the changes to the course reflect an emphasis on educating students on the most up-to-date technologies. In addition, there is a greater emphasis on teaching students to problem-solve and develop rehabilitation plans with this population based on evidence-based practices. Finally, the course content is more adequately placed within a rehabilitative model that can guide practice. Regarding prerequisites, the content for audiology is not required for this course, and a 3.0 GPA is required for admission to teacher certification so is not necessary. The prerequisite of SPLE or EDHL major was added to ensure that only students who have been admitted to these majors may enroll.

ix Course Revision and Catalog Description Change:

APPROVED

Current Catalog Description:

SPLP 334 Language Development

3c-0l-3cr

Prerequisites: 3.0 GPA

The study of the development of an interpersonal communication system; language as a system of symbols for communication; the structure of the English language, including phonology, syntax, and semantics with emphasis on the generative evolvement of sentences. Highlighting the neurological, social, and psychological bases of language development

Proposed Catalog Description:

SPLP 334 Language Development

3c-0l-3cr

Prerequisites: SPLE major, Admission to teacher certification, SPLP 111

The study of development of an interpersonal communication system; language as a system of symbols for communication; the structure of the English language, including phonology, syntax, semantics. Highlighting of neurological, social, and psychological bases of language development.

Rationale: Speech-language pathologists serve individuals with both oral and/or written language difficulties. This requires an understanding of normal oral and written language development. To competently assess children's oral and written language abilities, speech-language pathologists must be able to analyze both oral and written language samples. Adding information on language sample analysis will increase their competency in this area. Finally, in order to serve individuals from diverse linguistic backgrounds, information on dialects and bilingualism will be provided. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. The prerequisite of SPLP 111 was added to ensure students have introductory content in speech-language pathology. Admissions to teacher certification to ensure that students enrolled have completed Step I, and this requires a 3.0 GPA and thus that prerequisite has been removed.

x Course Revision, Catalog Description Change and Course Title Change:

APPROVED

Current Catalog Description:

SPLP 342 Speech Science II

3c-0l-3cr

Prerequisites: SPLP 242, 3.0 GPA

Physiologic, acoustic, and perceptual characteristics of speech with special emphasis on speech monitoring and controls. Major lab instrumentation and research techniques in current use are described and demonstrated. The status of present knowledge is summarized and discussed.

Proposed Catalog Description:

SPLP 342 Speech Science II: Neuroscience

3c-01-3cr

Prerequisites: SPLE Major, Admission to teacher certification

An overview of the basic anatomy of the central nervous system and its control of human swallowing and communication. This will include the biological science principles of speech and language processing and neurogenic communication and swallowing disorders in children and adults.

Rationale: Pre-service training of speech-language pathologists requires a strong background in the neurological functions described above, as a substantial aspect of the scope of practice of the profession relates to neurologic diseases and dysfunction in both children and adults. Concentration of said content better prepares speech-language pathology undergraduates for graduate study of such disorders by giving them a more focused presentation of relevant nervous system functions. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. Admission to teacher certification ensures that students can pass the basic requirements into teacher education, which is required in order to graduate from the program.

xi Course Revision, Catalog Description Change and Course Title Change:

APPROVED

Current Catalog Description:

SPLP 408 Stuttering and Voice Disorders

3c-01-3cr

Prerequisites: SPLP 111, 242, 251, 334, 3.0 GPA

An introduction to the developmental, psychogenic, and organic bases for stuttering and voice disorders. Instruction in principles underlying treatment of these disorders with emphasis on anatomical deviations and laryngeal dysfunction. Preparation of management plans and observation in Speech and Hearing Clinic required.

Proposed Catalog Description:

SPLP 408 Organic Disorders

3c-01-3cr

Prerequisites: SPLE Major, Admission to teacher certification, SPLP 111, 242, 251

Introduces students to the theoretic foundations, clinical characteristics, diagnostic procedures, and treatment options for three subspecialties in speech language pathology: stuttering, voice disorders, and dysphagia.

Rationale: Swallowing disorders account for nearly 75% of clinical caseloads in healthcare settings. It is a high incidence disorder that previously was primarily addressed at the graduate level. This course will provide foundational information to allow for more advanced content discussions at the graduate level. Fluency and voice also have dedicated courses at the graduate level so content removed from this course will be covered at the graduate level. A master's degree is the minimum degree requirement for certification as a speech-language pathologist. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. Admission to teacher certification ensures that students can pass the basic requirements into teacher education, which is required in order to graduate from the program. The content of SPLP 334 (language disorders) is not necessary for successful completion of this course. A 3.0 GPA is not necessary because it is required for admission to teacher certification.

xii Course Revision, Catalog Description Change and Course Title Change:

APPROVED

Current Catalog Description:

SPLP 412 Organization and Administration of Speech and Hearing Program 3c-0l-3cr

Prerequisites: SPLP 111, 3.0 GPA (meets requirement for Professional Education course)

Establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in the public schools. The techniques of client identification, scheduling, recordkeeping, appropriate referral, material and equipment selection, teacher and parental counseling, and the development of coordinated professional and interdisciplinary procedures.

Proposed Catalog Description:

SPLP 412 Organization and Administration of Speech, Language, and Hearing Programs

3c-0l-3cr

Prerequisites: SPLP 111, SPLE Major, Admission to teacher certification

Establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in the public schools and health care settings. Techniques of client identification, scheduling, recordkeeping, appropriate referral, material and equipment selection, counseling, and the development of coordinated professional and interdisciplinary procedures are covered. Emphasis will also be given to issues of ethical practice and cultural diversity.

Rationale: SPLP 412 has played a key role in the program's professional education sequence by informing future professionals of the regulatory mechanisms requisite for school based practice, a role that the course will continue to play. It is important for our students' professional preparation that the course explicitly inform them of the same regulatory aspects in the healthcare domain, particularly given the overlap between these two primary domains of practice within the profession. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. Admission to teacher certification ensures that students can pass the basic requirements into teacher education, which is required in order to graduate from the program .

xiii Course Revision, Catalog Description Change and Course Title Change:

APPROVED

Current Catalog Description:

SPLP 406 Articulation and Language Disorders

3c-01-3cr

Prerequisites: SPLP 111, 242, 251, 334, 3.0 GPA

An exploration of the processes related to developmental articulation and language disorders from birth through adolescence. Instruction in the principles underlying modification of these disorders. Preparation of management programs and observation in the Speech and Hearing Clinic required.

Proposed Catalog Description:

SPLP 406 Clinical Management of Articulation and Language

3c-01-3cr

Prerequisites: Admission to teacher certification, SPLP 111, 122, 334

Corequisite: EDUC 342

Provides an introduction to the principles and practices for assessment and intervention of articulation/phonology and language disorders using a variety of experiences that allow students to practice applying their clinical skills to practical situations. The course provides an overview of diagnostic tools, assessment principles and techniques, and intervention principles and techniques as related to a variety of articulation/phonology and language disorders.

Rationale: Students at the undergraduate level in speech-language pathology complete academic content courses until their final year in the program. During their senior year, they may complete an undergraduate treatment clinic. However, at this point, little instruction is provided regarding how to apply academic knowledge to the clinical setting. The changes proposed for this course, including the more clinically-based assignments, are intended to help students to bridge this gap. The change in the course title reflects this change in course content. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. Admission to teacher certification ensures that students can pass the basic requirements into teacher education, which is required in order to graduate from the program. The prerequisite of SPLP 122 is needed to ensure that students have a foundation in phonetics

8 Department of Anthropology—Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science in Education—Social Science Education/Anthropology Track (*)

Bachelor of Science in Education—Social Science Education/Anthropology Track (*)

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

Humanities/History: fulfilled by required courses in major

Mathematics: 3cr

Natural Sciences: BIOL 103-104 or two of the following GEOS 101-102, GEOS 103-103, GEOS 105-106

Social Science: ANTH 211, ECON 121, PSYC 101

Liberal Studies Electives: 6cr, PSYC 310 or 330, SOC 362 or 363, nor courses with ANTH prefix

48

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

Humanities/History: fulfilled by required courses in major

Mathematics: 3cr

Natural Sciences: BIOL 103-104 or two of the following GEOS 101-102, GEOS 103-104, GEOS 105-106

Social Science: ANTH 211, ECON 121, PSYC 101

Liberal Studies Electives: 6cr, PSYC 310 or 330, SOC 362 or 363, no courses with ANTH prefix

47

College:	35	College:	35
3 additional cr of MATH 100 level or above (in addition to Liberal Studies Mathematics) (1)	3cr	3 additional cr of MATH 100 level or above (in addition to Liberal Studies Mathematics) (1)	3cr
Preprofessional Sequence:		Preprofessional Sequence:	
COMM 103 Digital Instructional Technology	3cr	COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3cr	EDSP 102 Educational Psychology	3cr
Pre-Professional Education Sequence:		Pre-Professional Education Sequence:	
CHSS 342 Social Studies Teaching Lab	1cr	CHSS 342 Social Studies Teaching Lab	1cr
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr	EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323 Instruction of English Language Learners with Special Needs	2cr	EDEX 323 Instruction of English Language Learners with Special Needs	2cr
EDSP 477 Assessment of Student Learning Design and Interpretation of Educational Measures	2cr	EDSP 477 Assessment of Student Learning Design and Interpretation of Educational Measures	2cr
EDUC 242 Pre-Student Teaching Clinical Experience I	1cr	EDUC 242 Pre-Student Teaching Clinical Experience I	1cr
EDUC 342 Pre-Student Teaching Clinical Experience II	1cr	EDUC 342 Pre-Student Teaching Clinical Experience II	1cr
EDUC 441 Student Teaching	12cr	EDUC 441 Student Teaching	12cr
EDUC 442 School Law	1cr	EDUC 442 School Law	1cr
EDUC 455 Teaching of Social Studies in Secondary Schools	3cr	EDUC 455 Teaching of Social Studies in Secondary Schools	3cr
Major:	21	Major:	21
Required Courses:		Required Courses:	
ANTH 211 Cultural Anthropology	*cr (2)	ANTH 211 Cultural Anthropology	*cr (2)
ANTH 213 World Archaeology	3cr	ANTH 213 World Archaeology	3cr
ANTH 222 Biological Anthropology	3cr	ANTH 222 Biological Anthropology	3cr
One additional subdisciplinary course from the following:	3cr	One additional subdisciplinary course from the following:	3cr
ANTH 233 Language and Culture or ANTH 244 Basic Archaeology	3cr	ANTH 233 Language and Culture or ANTH 244 Basic Archaeology	3cr
Two area ethnography courses from the following:		Two area ethnography courses from the following:	
ANTH 271, 272, 273, 274, 314, 370	6cr	ANTH 271, 272, 273, 274, 314, 370	6cr
Two additional Anthropology courses numbered 300 or above	6cr	Two additional Anthropology courses numbered 300 or above	6cr
History Distributional Requirements:	9	History Distributional Requirements:	9
HIST 202 Western Civilization Since 1600	3cr	HIST 202 Western Civilization Since 1600	3cr
HIST 204 United State History to 1877	3cr	HIST 204 United State History to 1877	3cr
HIST 205 United States History Since 1877	3cr	HIST 205 United States History Since 1877	3cr
Social Science Distributional Requirements:	9	Social Science Distributional Requirements:	9
GEOG 230 Cultural Geography	3cr	GEOG 230 Cultural Geography	3cr
PLSC 280 Comparative Government I: Western Political Systems or PLSC 285 Comparative Government II: Non- Western Political Systems	3cr	PLSC 280 Comparative Government I: Western Political Systems or PLSC 285 Comparative Government II: Non- Western Political Systems	3cr
SOC 151 Principles of Sociology or SOC 231 Contemporary Social Problems	3cr	SOC 151 Principles of Sociology or SOC 231 Contemporary Social Problems	3cr
Free electives:	1		
Total Degree Requirements:	123	Total Degree Requirements:	121
(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Education Technology section of the Catalog.		(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Education Technology section of the Catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (Anthropology courses).	
(1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirements for a total of 6cr, all of which must be 100 level or both.		(1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirements for a total of 6cr, all of which must be 100 level or both.	
(2) Courses counted toward Liberal Studies credits do not receive duplicated credit in major.		(2) Courses counted toward Liberal Studies credits do not receive duplicated credit in major.	

Rationale: The (*) footnote has been revised to be consistent with the other tracks in this major.

9 Department of Management Information Systems and Decision Sciences—Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Management Information Systems (*)

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

Mathematics: MATH 115 (1)

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 (2), no courses with IFMG prefix

College: Business Administration Core**Required Courses:**

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MGMT 330	Production and Operations Management	3cr
MGMT 495	Business Policy	3cr
MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr

Major: Management Information Systems**Required Courses:**

IFMG 210	Introduction to Front-End Business Applications	3cr
IFMG 230	Introduction to Back-End Business Applications or	3cr
COSC 220	Applied Computer Programming	4cr
IFMG 250	Business Systems Technology	3cr
IFMG/COSC 352	LAN Design and Installation	3cr
IFMG 390	Data Base Theory and Practice	3cr
IFMG 460	Analysis and Logical Design	3cr
IFMG 475	Project Management and Implementation	3cr

Controlled Electives: Select any two courses from the following categories:

Software Development: COSC 110, 300, 304, 310, 344, 345, COSC 362, IFMG 330

Networks and Cybersecurity: COSC 316, CRIM 321, 323, COSC/IFMG 354, IFMG 368, 382, 480

Database and Decision Support: IFMG 455, 465, QBUS 380, 401, 481

Special Topics, Internships, and Seminars: IFMG 481, 485, 493

Free Electives:**Total Degree Requirements:**

(*) Distribution Requirement: All Eberly College of Business and Information Technology majors (except those majoring in Business Education) must take a minimum of 50 percent of their degree requirements (i.e., at least 60cr) in nonbusiness coursework.

(1) MATH 115 or 121 or 123.

(2) MATH 214 or 216 or 217.

Bachelor of Science—Management Information Systems

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

Mathematics: MATH 115 (1)

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 (2), no courses with IFMG prefix

College: Business Administration Core**Required Courses:**

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MGMT 330	Production and Operations Management	3cr
MGMT 495	Business Policy	3cr
MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr

Major: Management Information Systems**Required Courses:**

IFMG 210	Introduction to Front-End Business Applications	3cr
IFMG 230	Introduction to Back-End Business Applications or	3cr
COSC 220	Applied Computer Programming	4cr
IFMG 250	Business Systems Technology	3cr
IFMG/COSC 352	LAN Design and Installation	3cr
IFMG 390	Data Base Theory and Practice	3cr
IFMG 460	Analysis and Logical Design	3cr
IFMG 475	Project Management and Implementation	3cr

6 **Controlled Electives: (3)** Select any three courses from the following categories:

Software Development: COSC 110, 300, 304, 310, 344, 345, COSC 362, IFMG 330

Networks and Cybersecurity: COSC 316, CRIM 321, 323, COSC/IFMG 354, IFMG 368, 382, 480

Database and Decision Support: IFMG 455, 465, QBUS 380, 401, 481

Special Topics, Internships, and Seminars: IFMG 481, 485, 493

Free Electives:**Total Degree Requirements:**

(1) MATH 115 or 121 or 123.

(2) MATH 214 or 216 or 217.

(3) A student may choose to fulfill all 9 credits of controlled elective requirements through one or more internship(s).

Rationale: Controlled Electives have been increased from 6 credits to 9 credits. This revision gives the student greater flexibility in selecting those courses which would better prepare them for the various areas of the profession. The Free Electives section has been increased from 4-5 credits to 6-8 credits. This is to adjust for the proposed changes in the Liberal Studies section of the curriculum. Students will be encouraged to combine these 6-8 credits with the controlled electives to pursue a minor in another discipline. Since the accreditation body (AACSB) for the College of Business and Information Technology no longer requires that a minimum of 50 percent of their degree requirements be in non-business coursework, this provides the department with a great opportunity to enhance the coursework

for the majors and better prepare them for the professional requirements.

10 Department of History—Program Revision

i

APPROVED

Current Program:

Bachelor of Arts—History

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

Mathematics: 3cr

History: included in major

Liberal Studies Electives: 9cr, no courses with HIST prefix

College:
Foreign Language

Major:

Free Electives:

Total Degree Requirements:

Credits
50

Proposed Program:

Bachelor of Arts—History

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

Mathematics: 3cr

History: included in major

Liberal Studies Electives: 9cr, no courses with HIST prefix

College:
Foreign Language

Major:

Free Electives:

Total Degree Requirements:

Credits
46-47

0-6

36

31-38

120

ii

APPROVED

Current Program:

Bachelor of Arts—History/Pre-Law Track

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

Mathematics: 3cr

Humanities-History: fulfilled by required courses in major

Liberal Studies Electives: 9cr, no courses with HIST prefix

College:
Foreign Language Intermediate Level

Major:

Pre-Law Interdisciplinary Track

Free Electives:

Total Degree Requirements:

Credits
50

0-6

33

12-21

10-25

120

Proposed Program:

Bachelor of Arts—History/Pre-Law Track

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

Mathematics: 3cr

Humanities-History: fulfilled by required courses in major

Liberal Studies Electives: 9cr, no courses with HIST prefix

College:
Foreign Language Intermediate Level

Major:

Pre-Law Interdisciplinary Track

Free Electives:

Total Degree Requirements:

Credits
46-47

0-6

33

12-21

13-29

120

11 Department of Psychology—New Course and Program Revisions

a New Course:

APPROVED

Proposed Catalog Description:

PSYC 360 Sensory Perception

Prerequisite: PSYC 101

3c-0l-3cr

Introduces the biological and psychological processes that determine our perceptions and their relationships to physical properties of the environment. May receive credit towards the Psychology major or minor for only one of PSYC 360 or 359

Rationale: The proposed course will meet a core area requirement for psychology majors. Four courses are listed as fulfilling the biological core area requirement – PSYC 350 Physiological Psychology, PSYC 356 Biopsychology, PSYC 355 Comparative Psychology, and PSYC 359 Sensation and Perception. However, PSYC 355 has not been offered for several years, and it is unlikely that it will be offered in the near future. PSYC 356 covers the same material as PSYC 350 but only PSYC 350 includes a lab. PSYC 356 therefore accommodates more students in each section (35-45 versus 16), and is frequently taken by psychology majors as an elective and by non-majors who are interested in the biological bases of behavior. The proposed course is designed to fulfill a similar function to PSYC 356, but with a specific focus on sensation and perception rather than a broad focus on brain and behavior. The proposed course would cover the same material as PSYC 359 but would not include a lab. It would therefore accommodate more students than PSYC 359 and would likely be taken by majors as an elective and by non-majors who are interested in perception.

b Program Revisions:

i

APPROVED

Current Program:

Bachelor of Arts—Psychology

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

Mathematics: MATH 217

Natural Science: BIOL 103-104 recommended

Social Science: PSYC 101

Liberal Studies Electives: 3cr, no course with PSYC prefix

Major: 34-39

Other Requirements: 15-21

Free Electives: 12-23

Total Degree Requirements: 120

Proposed Program:

Bachelor of Arts—Psychology

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

Mathematics: MATH 217

Social Science: PSYC 101

Liberal Studies Electives: 3cr, no course with PSYC prefix

Major: 34-39

Other Requirements: 15-21

Free Electives: 16-28

Total Degree Requirements: 120

ii

APPROVED**Current Program:****Bachelor of Arts—Psychology/Honors Program in Psychology**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: BIOL 103-104 recommended Social Science: PSYC 101 Liberal Studies Electives: 3cr, no course with PSYC prefix	48
Major:	40-43
Other Requirements:	15-21
Free Electives:	8-17
Total Degree Requirements:	120

Proposed Program:**Bachelor of Arts—Psychology/Honors Program in Psychology**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Social Science: PSYC 101 Liberal Studies Electives: 3cr, no course with PSYC prefix	43-44
Major:	40-43
Other Requirements:	15-21
Free Electives:	12-22
Total Degree Requirements:	120

12 Department of Health and Physical Education—Program Revisions

i

APPROVED**Current Program:****Bachelor of Science—Physical Education and Sport-Exercise Science**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 101, 217 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 3cr, FDNT 145, no courses with HPED prefix	51
Major:	23
Exercise Science Requirements:	46
Free Electives:	0
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science—Physical Education and Sport-Exercise Science**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 101 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 6cr, FDNT 145, MATH 217, no courses with HPED prefix	47
Major:	23
Exercise Science Requirements:	46
Free Electives:	4(1)
Total Degree Requirements:	120

(1) Elective credits must be approved by advisor

ii

APPROVED**Current Program:****Bachelor of Science—Physical Education and Sport-Sport Administration**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 6cr, BTED/COSC/IFMG 101, ECON 122, no courses with HPED prefix	51

Major:	23
Sport Administration Requirements:	25
Business Minor Requirements:	21
Free Electives:	0
Total Degree Requirements:	120

iii

Current Program:**Bachelor of Science—Physical Education and Sport(*)**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: ECON 121, PSYC 101, SOC 151 Liberal Studies Electives: 3cr, FDNT 145, no courses with HPED prefix	48

Major:	23
Professional Requirements:	24
Controlled Electives:	12
Free Electives:	13
Total Degree Requirements:	120

iv

Current Program:**Bachelor of Science in Education—Health and Physical Education (*)****Proposed Program:****Bachelor of Science—Physical Education and Sport-Sport Administration**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: ECON 121, PSYC 101 Liberal Studies Electives: 6cr, BTED/COSC/IFMG 101, ECON 122, no courses with HPED prefix	47

Major:	23
Sport Administration Requirements:	25
Business Minor Requirements:	21
Free Electives:	4
Total Degree Requirements:	120

APPROVED**Proposed Program:****Bachelor of Science—Physical Education and Sport(*)**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: BIOL 103-104, CHEM 101-102, or SCI 105-106 Social Science: ECON 121, PSYC 101, SOC 151 Liberal Studies Electives: 3cr, FDNT 145, no courses with HPED prefix	44

Major:	23
Professional Requirements:	24
Controlled Electives:	12
Free Electives:	17
Total Degree Requirements:	120

APPROVED**Proposed Program:****Bachelor of Science in Education—Health and Physical Education (*)**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: MATH 217 and 3 additional cr (must be approved as Liberal Studies Mathematics courses) Natural Science: BIOL 103-104 or CHEM 101-102 Social Science: PSYC 101 Liberal Studies Electives: 0cr	48	Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: MATH 101 or higher (must be approved as Liberal Studies Mathematics courses) Natural Science: BIOL 103-104 or CHEM 101-102 Social Science: PSYC 101 Liberal Studies Electives: 3cr, MATH 217, no course with HPED prefix	44
Major: (1) Required Courses: HPED 142 Foundations of Health, Physical Education, and Sport 3cr HPED 175 Prevention and Care of Injuries to the Physically Active 2cr HPED 209 Motor Behavior 3cr HPED 221 Human Structure and Function 3cr HPED 315 Biomechanics 3cr HPED 341 Evaluation in Health and Physical Education 3cr HPED 343 Physiology of Exercise 3cr HPED 441 Psychosocial Implications for Health and Physical Education 3cr HPED 442 Senior Seminar: Professional Development in Health, Physical Education and Sport 3cr	26	Major: (1) Required Courses: HPED 142 Foundations of Health, Physical Education, and Sport 3cr HPED 175 Prevention and Care of Injuries to the Physically Active 2cr HPED 209 Motor Behavior 3cr HPED 221 Human Structure and Function 3cr HPED 242 Emergency Health Care 1cr HPED 261 Water Safety Instruction 1cr HPED 315 Biomechanics 3cr HPED 341 Evaluation in Health and Physical Education 3cr HPED 343 Physiology of Exercise 3cr HPED 441 Psychosocial Implications for Health and Physical Education 3cr HPED 442 Senior Seminar: Professional Development in Health, Physical Education and Sport 3cr	28
Professional Requirements: Health and Physical Education: HPED 214 Teaching Health Fitness and Gymnastics 1cr HPED 215 Teaching Rhythmic Activities and Dance 1cr HPED 216 Teaching Elementary Physical Education 2cr HPED 217 Teaching Middle School Physical Education 2cr HPED 218 Teaching Secondary Physical Education 2cr HPED 316 Teaching Elementary Health Education 2cr HPED 318 Preprofessional Experience I 1cr HPED 325 School and Community Health 3cr HPED 330 Assessment in Physical Education 1cr HPED 349 Pediatric Exercise Physiology Lab 1cr HPED 370 Adapted Health and Physical Education (2) 3cr HPED 426 Health Science Instruction 3cr HPED 450 Curriculum and Programming in Sexuality 3cr	25	Professional Requirements: Health and Physical Education: HPED 214 Teaching Health Fitness and Gymnastics 1cr HPED 215 Teaching Rhythmic Activities and Dance 1cr HPED 216 Teaching Elementary Physical Education 2cr HPED 217 Teaching Middle School Physical Education 2cr HPED 218 Teaching Secondary Physical Education 2cr HPED 316 Teaching Elementary Health Education 2cr HPED 318 Preprofessional Experience I 2cr HPED 325 School and Community Health 3cr HPED 349 Pediatric Exercise Physiology Lab 1cr HPED 370 Adapted Health and Physical Education 3cr HPED 426 Health Science Instruction 3cr HPED 450 Curriculum and Programming in Sexuality in Health, Physical Education and Sport 3cr	25
College: Preprofessional Education Requirements: COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr EDEX 323 Instruction of English Language Learners with Special Needs 2cr Professional Education Requirements: EDUC 242 Pre-Student Teaching Clinical Experience I 1cr EDUC 342 Pre-Student Teaching Clinical Experience II 1cr EDUC 421 Student Teaching 6cr EDUC 441 Student Teaching 6cr EDUC 442 School Law 1cr	23	College: Preprofessional Education Requirements: COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr EDEX 323 Instruction of English Language Learners with Special Needs 2cr Professional Education Requirements: EDUC 242 Pre-Student Teaching Clinical Experience I 1cr EDUC 342 Pre-Student Teaching Clinical Experience II 1cr EDUC 421 Student Teaching 6cr EDUC 441 Student Teaching 6cr EDUC 442 School Law 1cr	23
(#) Total Degree Requirements: 122 (*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation. (1) Students are required to obtain and keep CPR Instructor Certification and Water Safety Instructor Certification current prior to student teaching and through graduation.	122	(#) Total Degree Requirements: 120 (*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation. (1) Students are required to obtain and keep CPR Instructor Certification and Water Safety Instructor Certification current prior to student teaching and through graduation.	120

Rationale: HPED 318 Preprofessional Experiences has evolved into a course that requires more work on the part of the students due to changes in lesson plan and unit plan formats. The increased rigor in this course warrants a change from 1 to 2 credits. Students are required to obtain CPR Instructor

certification and Water Safety Instructor certification for graduation. HPED 242 and HPED 261 provide these certifications. HPED 341 Evaluation in Health and Physical Education was originally created at a time when Health and Physical Education Teacher Education was the main focus of the department. Over time other tracks were created, and HPED 341 was included in their curricula as a measurement and assessment course. As the needs of the various tracks became more diverse, it was difficult to provide ample opportunities for education majors to conduct tests specific to school age students. HPED 330 Assessment in Physical Education was created to provide the hands on approach. However, it has been determined that by creating a section of HPED 341 open only to education majors, the assessment content and application of the content is able to be covered. Therefore, it is not necessary for HPE teacher education majors to have a separate lab course; thus HPED 330 will be deleted from the program. The Health and Physical Education Program total credits are changing from 122crs to 120crs.

13 Department of Nursing and Allied Health—Program Revision

APPROVED

Current Program:

Bachelor of Science—Nursing/Licensed Practical Nurse Track (1)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	49
Health and Wellness: fulfilled by the major	
Mathematics: MATH 217	
Natural Science: CHEM 101-102	
Social Science: PSYC 101, SOC 151	
Liberal Studies Electives: 7cr, PSYC 310, LIBR 251, no courses with NURS prefix	

Major:	51
Other Requirements:	16
Free Electives:	4-7
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Nursing/Licensed Practical Nurse Track (1)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	43
Dimensions of Wellness: fulfilled by the major	
Mathematics: MATH 217	
Natural Science: CHEM 101-102	
Social Science: PSYC 101, SOC 151	
Liberal Studies Electives: 5cr, PHYS 310, LIBR 251, no courses with RESP prefix	

Major:	51
Other Requirements:	16
Free Electives:	10
Total Degree Requirements:	120

14 Department of Criminology—Course Revision

APPROVED

Current Catalog Description:

CRIM 101 Crime and Justice Systems

3c-0l-3cr

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

Proposed Catalog Description:

CRIM 101 Crime and Justice Systems

3c-0l-3cr

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

Rationale: The course outcomes were updated to match the new Liberal Studies Expected Student Learning outcomes.

15 Department of Art—New Courses, Course Revisions, Catalog Description Changes, and Program Revisions

a New Courses:

i ART 313 Intermediate Ceramics: Wheel Throwing

APPROVED
3c-3l-3cr

Prerequisite: ART 214 with a grade of C or better

Focuses on structured problems in the ceramic medium designed to encourage the student to apply basic forming skills experienced at the introductory level with emphasis on wheel thrown components and practice. Pottery shapes requiring singular and multiple form components will be investigated along with Kiln design and firing, as well as, high fire clay and glaze calculation as both theory and practical experience.

ii ART 352 Intermediate Ceramics: Mold Making

APPROVED
3c-3l-3cr

Prerequisite: ART 214 with a grade of C or better

Focuses on structured problems in the ceramic medium designed to challenge the student to apply basic forming skills experienced at the introductory level with emphasis on mold making and hand building techniques and practice as applied to sculptural forms with emphasis on content and analysis. Personal and creative interpretation of assignments with continued exploration of kiln firing, as well as, low fire clay and glaze formulation.

Rationale: These courses will help to fulfill the 300-400 level requirements of the BA and BFA majors and minors within the department. Currently there are not intermediate level courses in the ceramics division allowing for more specialized instruction and development of student skills and knowledge before entering the advanced level course (ART 452 Advanced Ceramics). This creates a problem with the mixture of several different levels of students within the same course, which is why it should be taught separately from the advanced level course. These courses are normally taught separately at most institutions to allow focus on that specific topic as it relates to the needed development of skills and knowledge.

b Course Revisions and Catalog Description Changes:

i Current Catalog Description:

APPROVED

ARHI 101 Introduction to Art

3c-0l-3cr

Introduces the student to the significance of art as related to contemporary living and our historical heritage.

Proposed Catalog Description:

ARHI 101 Introduction to Art

3c-0l-3cr

Introduces the elements of visual expression, past and present. Students gain an understanding of the processes of art-making and the motivations and goals of artists across time. Students will learn how various factors, including religion, politics and literature, affect the creation of the arts of any given period or region.

Rationale: The catalog description now more clearly reflects the goals of the course. The course objectives have been aligned with the Expected Undergraduate Student Learning Outcomes. The course was reviewed to assure that the required course content includes all criteria required to fulfill the Liberal Studies Fine Arts requirement. The textbook, readings and bibliography have been revised.

ii Current Catalog Description:

APPROVED

ART 214 Ceramics

0c-6l-3cr

A general introduction to the techniques and aesthetics of clay. The student works both at the wheel and with hand building methods.

Proposed Catalog Description:

ART 214 Ceramics

3c-3l-3cr

Introduces the processes, techniques, and aesthetics of the ceramics medium with an examination of historical and contemporary approaches. Emphasis is placed on basic hand building methods and techniques.

Rationale: The current course description describes the course as more of an introductory course that was designed historically for students who had not had previous experience in ceramics. It was also patterned after similar courses in other institutions to satisfy Liberal Studies Fine Arts requirements. In the case of IUP, it is used as a major's course where the larger majority of students have already had very similar content and experiences at the high school level. This revision of the description and thusly, course content is meant to focus the technical approaches, broaden the theory and history of the course content to a collegiate level and to prepare students for upper level courses in Ceramics.

c Program Revisions:

APPROVED

i Current Program:

Proposed Program:

Bachelor of Arts—Art/History Track

Bachelor of Arts—Art/History Track

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

Mathematics: 3cr

Liberal Studies Electives: 6cr, no courses with ARHI prefix

50

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

Mathematics: 3cr

Liberal Studies Electives: 6cr, no courses with ARHI prefix

46-47

Major:	18	Major:	18
Foundation Required:		Foundation Required:	
ARHI 205 Ancient to Medieval Art	3cr	ARHI 205 Ancient to Medieval Art	3cr
ARHI 207 Renaissance to Modern Art	3cr	ARHI 207 Renaissance to Modern Art	3cr
ARHI 224 Introduction to Asian Art	3cr	ARHI 224 Introduction to Asian Art	3cr
ARHI 413 Senior Seminar	3cr	ARHI 413 Senior Seminar (to be taken during Senior year)	3cr
ART 112 Fundamentals of Drawing	3cr	ART 112 Fundamentals of Drawing	3cr
ART 114 Color and Two-Dimensional Design	3cr	ART 114 Color and Two-Dimensional Design	3cr
Controlled Electives: Choose from the following:	27	Controlled Electives: Choose 9 courses from the following:	27
Up to 6cr (2 courses) of Art Studio, prefix ART		Up to 6cr (2 courses) of Art Studio, prefix ART	
ARHI 100, 222, 300, 407, 408, 409, 410, 411, 412, 416, 417, 418, 423, 425, 493		ARHI 100, 222, 300, 321, 407, 408, 409, 410, 411, 412, 416, 417, 418, 423, 424, 425, 493	
Foreign Language Required:	12	Foreign Language Required:	0-12
Foreign Language Intermediate Level (1)		Foreign Language Intermediate Level (1)	
Free Electives:	13	Free Electives	16-29
Total Degree Required Credits	120	Total Degree Required Credits	120
(1) Intermediate-level foreign language may be included in Liberal Studies Electives.		(1) Intermediate-level foreign language may be included in Liberal Studies Electives.	

Rationale: Liberal Studies requirements are changed from the previous 50 to 46-47, with a corresponding increase in Free Electives. While ARHI 321 and ARHI 424 have been approved as satisfying requirements for the degree, they have not been added to the official list of Controlled Electives as it appears in the Undergraduate Catalogue. This change will correct this omission. The ambiguity of the wording of the language requirement in the Old Curriculum has led to inconsistent interpretation of the requirements for graduation. This rewording will clarify our objectives and how they will be met by the student.

APPROVED**ii Current Program:****Proposed Program:****Bachelor of Fine Arts—Art Studio****Bachelor of Fine Arts—Art Studio**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	48	Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	43-44
Fine Arts: ARHI 205		Fine Arts: ARHI 205	
Mathematics: 3cr		Mathematics: 3cr	
Liberal Studies Electives: 3cr, ARHI 207, no courses with ART prefix		Liberal Studies Electives: 3cr, ARHI 207, no courses with ART prefix	
Major:		Major:	
Foundation Required:	12	Foundation Required:	12
ART 111 Figure Drawing	3cr	ART 111 Figure Drawing	3cr
ART 112 Fundamentals of Drawing	3cr	ART 112 Fundamentals of Drawing	3cr
ART 113 Three-Dimensional Design	3cr	ART 113 Three-Dimensional Design	3cr
ART 114 Color and Two-Dimensional Design	3cr	ART 114 Color and Two-Dimensional Design	3cr
Level II Studio Electives: (select 6 of the following 8 courses)	18	Level II Studio Electives: (select 5 of the following 9 courses; 281 may only be used once)	15
ART 211, 213, 214, 215, 216, 217, 218, 219		ART 211, 213, 214, 215, 216, 217, 218, 219, 281	
Art History Required:	6	Art History Required:	6
ARHI 100 Arts of the Twentieth Century	3cr	ARHI 100 Arts of the Twentieth Century	3cr
Controlled Art History Elective: (Select one course in the last three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.)	3cr	Controlled Art History Elective: (Select one course in the last three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.)	3cr

Advanced Studio Required:	27	Intermediate/Advanced Studio Required:	27
(Select 1 of 3 Advanced Studio Emphasis Tracks)		(Select 1 of 3 Advanced Studio Emphasis Tracks)	
Three-Dimensional Studio Track:		Three-Dimensional Studio Track:	
Advanced 3-D studios include: (1, 2)		Advanced 3-D studios include: (1, 2)	
ART 316 Intermediate Jewelry and Metals	3cr	ART 313 Intermediate Ceramics: Wheel Throwing	3cr
ART 451 Advanced Woodworking: Function and Form	3cr	ART 316 Intermediate Jewelry and Metals	3cr
ART 452 Advanced Ceramics	3cr	ART 352 Intermediate Ceramics: Mold Making	3cr
ART 453 Advanced Sculpture	3cr	ART 451 Advanced Woodworking: Function and Form	3cr
ART 459 Advanced Fibers	3cr	ART 452 Advanced Ceramics	3cr
ART 460 Advanced Jewelry and Metals	3cr	ART 453 Advanced Sculpture	3cr
ART 481 Special Topics	3cr	ART 459 Advanced Fibers	3cr
ART 493 Internship	3cr	ART 460 Advanced Jewelry and Metals	3cr
Primary Advanced Studio (choose one studio area above)	15cr	ART 481 Special Topics	3cr
Synthesis Advanced Studios (choose three other 3-D advanced studios)	9cr	ART 493 Internship	3cr
Two-Dimensional Studio (choose one from advanced 2-D studio options)	3cr	Primary Advanced Studio (choose one studio area above)	15cr
		Synthesis Advanced Studios (choose three other 3-D advanced studios)	9cr
		Two-Dimensional Studio (choose one from advanced 2-D studio options)	3cr
Two-Dimensional Studio Track:		Two-Dimensional Studio Track:	
Advanced 2-D studios include: (1, 2)		Primary Advanced Studio (choose one studio area below)	15cr
ART 355 Intermediate Graphic Design I	3cr	Synthesis Advanced Studios (choose three other 2-D advanced studios)	9cr
ART 356 Intermediate Graphic Design II	3cr	Three-Dimensional Studio (choose one from advanced 3-D studio options)	3cr
ART 421 Advanced Drawing	3cr	Advanced 2-D studios include: (1, 2)	
ART 454 Advanced Painting	3cr	ART 355 Intermediate Graphic Design I	3cr
ART 455 Advanced Graphic Design I	3cr	ART 356 Intermediate Graphic Design II	3cr
ART 456 Advanced Graphic Design II	3cr	ART 421 Advanced Drawing	3cr
ART 457 Advanced Print Media	3cr	ART 454 Advanced Painting	3cr
ART 481 Special Topics	3cr	ART 455 Advanced Graphic Design I	3cr
ARHI 493 Internship	3cr	ART 456 Advanced Graphic Design II	3cr
Primary Advanced Studio (choose one studio area above)	15cr	ART 457 Advanced Print Media	3cr
Synthesis Advanced Studios (choose three other 2-D advanced studios)	9cr	ART 481 Special Topics	3cr
Three-Dimensional Studio (choose one from advanced 3-D studio options)	3cr	ARHI 493 Internship	3cr
Individualized Advanced Studio Track:	27cr	Individualized Studio Track:	27cr
(Student with specialized interest can submit a proposal for advanced studio study. Approval required by department chair, studio division chair, and student's major advisor.)		(Student with specialized interest can submit a proposal for advanced studio study. Approval required by department chair, studio division chair, and student's major advisor.)	
Select 27cr from the following: (1, 2)		Select 27cr from the following: (1, 2)	
ART 316 Intermediate Jewelry and Metals	3cr	ART 316, 332, 335, 355, 356, 421, 451, 452, 453, 454, 455, 456, 457, 459, 460, 481, 493	
ART 355 Intermediate Graphic Design I	3cr		
ART 356 Intermediate Graphic Design II	3cr		
ART 421 Advanced Drawing	3cr		
ART 451 Advanced Woodworking: Function and Form	3cr		
ART 452 Advanced Ceramics	3cr		
ART 453 Advanced Sculpture	3cr		
ART 454 Advanced Painting	3cr		
ART 455 Advanced Graphic Design I	3cr		
ART 456 Advanced Graphic Design II	3cr		
ART 457 Advanced Print Media	3cr		
ART 459 Advanced Fibers	3cr		
ART 460 Advanced Jewelry and Metals	3cr		
ART 481 Special Topics	3cr		
ART 493 Internship	3cr		
Controlled Advanced Studio Electives: (1, 2)	6	Controlled Intermediate/Advanced Studio Electives: (1, 2)	12
Select 6cr from the following: ART 316, 355, 356, 421, 451, 452, 453, 454, 455, 456, 457, 459, 460, 481, 493		Select 12cr from the following: ART 316, 355, 356, 421, 451, 452, 453, 454, 455, 456, 457, 459, 460, 481, 493	
Senior Thesis and Professional Practicum	3	Senior Thesis and Professional Practicum	3
ART 400 Professional Practices	3cr	ART 400 Professional Practices	3cr
(#) Total Degree Requirements:	120	Free Electives:	1-2
(1) Students must complete 3cr within an advanced studio before Permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.		(#) Total Degree Requirements:	120
(2) Inclusion of internship credit 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 prior to enrollment.		(1) Students must complete 3cr within an advanced studio before Permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.	
		(2) Inclusion of internship credit 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 prior to enrollment.	
		(3) To enter program, art major must successfully complete the B.F.A. Sophomore Review and must have minimum 2.5 GPA overall.	
		(4) Student must achieve a cumulative 2.5 GPA and earn a "C" or better in all ART and ARHI courses to graduate.	
		(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.	

- (3) To enter program, art major must successfully complete the B.F.A. Sophomore Review and must have minimum 2.5 GPA overall.
- (4) Student must achieve a cumulative 2.5 GPA and earn a "C" or better in all ART and ARHI courses to graduate.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

Rationale: As per changes in the Liberal Studies requirements the reduction of credits from Natural Sciences and the deletion of LBST 499 are being made. The reduction of Level 2 studio requirements is a result of departmental changes in faculty and offerings. The addition of controlled studio electives is to increase the professional requirements comparable with national trends within the BFA program. The addition of ART 281 Special Topics is meant to accommodate varying special topics offerings at the appropriate curricular levels. The change of wording to include intermediate level courses (300 level) is to specify program options and offerings. New course offerings in ceramics were included in program offerings as per the need for expanded offerings in that area.

APPROVED**Current Program:****Bachelor of Arts—Art/Studio**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 48
Fine Arts: ARHI 205
Mathematics: 3cr
Liberal Studies Electives: 3cr, ARHI 207, no courses with ART prefix

Major:

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

Level II Studio Electives: (select 6 of the following 8 courses) 18
 ART 211, 213, 214, 215, 216, 217, 218, 219

Art History Required:

ARHI 100 Arts of the Twentieth Century 3cr
 Controlled Art History Elective: (Select one course in the last three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.) 3cr

Advanced Studio Required:

Advanced Studio courses from the following: (1, 2) 21
 ART 316 Intermediate Jewelry and Metals 3cr
 ART 355 Intermediate Graphic Design I 3cr
 ART 356 Intermediate Graphic Design II 3cr
 ART 421 Advanced Drawing 3cr
 ART 451 Advanced Woodworking: Function and Form 3cr
 ART 452 Advanced Ceramics 3cr
 ART 453 Advanced Sculpture 3cr
 ART 454 Advanced Painting 3cr
 ART 455 Advanced Graphic Design I 3cr
 ART 456 Advanced Graphic Design II 3cr
 ART 457 Advanced Print Media 3cr
 ART 459 Advanced Fibers 3cr
 ART 460 Advanced Jewelry and Metals 3cr
 ART 481 Special Topics 3cr
 ART 493 Internship 3cr

Free Electives: 15

Total Degree Requirements: 120

Proposed Program:**Bachelor of Arts—Art/Studio**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 43-44
Fine Arts: ARHI 205
Mathematics: 3cr
Liberal Studies Electives: 3cr, ARHI 207, no courses with ART prefix

Major:

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

Level II Studio Electives: (select 5 of the following 9 courses; 281 may only be used once) 15
 ART 211, 213, 214, 215, 216, 217, 218, 219, 281

Art History Required:

ARHI 100 Arts of the Twentieth Century 3cr
 Controlled Art History Elective: (Select one course in the last three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.) 3cr

Intermediate/Advanced Studio Required:

Advanced Studio courses from the following: (1, 2) 21
 ART 314 Intermediate Ceramics: Wheel Throwing 3cr
 ART 316 Intermediate Jewelry and Metals 3cr
 ART 352 Intermediate Ceramics: Mold Making 3cr
 ART 355 Intermediate Graphic Design I 3cr
 ART 356 Intermediate Graphic Design II 3cr
 ART 421 Advanced Drawing 3cr
 ART 451 Advanced Woodworking: Function and Form 3cr
 ART 452 Advanced Ceramics 3cr
 ART 453 Advanced Sculpture 3cr
 ART 454 Advanced Painting 3cr
 ART 455 Advanced Graphic Design I 3cr
 ART 456 Advanced Graphic Design II 3cr
 ART 457 Advanced Print Media 3cr
 ART 459 Advanced Fibers 3cr
 ART 460 Advanced Jewelry and Metals 3cr
 ART 481 Special Topics 3cr
 ART 493 Internship 3cr

Free Electives: 22-23

- (1) Students must complete 3cr within an advanced studio before Permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.
- (2) Inclusion of internship credit 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 prior to enrollment.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

Total Degree Requirements:

120

- (1) Students must complete 3cr within an advanced studio before Permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.
- (2) Inclusion of internship credit 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 prior to enrollment.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

Rationale: As per changes in the Liberal Studies requirements the reduction of credits from Natural Sciences and the deletion of LBST 499 are being made. The reduction of studio requirements within the BA program is to comply with NASAD recommendations to more strongly distinguish its philosophical and professional differences from the BFA program requirements. The addition of ART 281 special topics is meant to accommodate varying special topics offerings at the appropriate curricular levels. The change of wording to include intermediate level courses (300 level) is to specify program options and offerings. New Course offerings in ceramics were included in program offerings as per the need for expanded offerings in that area.

16 Department of Music—Course Revision and Catalog Description Change

a Course Revision:

APPROVED

Current Catalog Description:

MUHI 101 Introduction to Music

3c-0l-3cr

Presumes no technical background (for nonmajors) but does utilize the varied musical experiences of each individual to help extend interest as far as possible. Attendance at various concerts of university organizations, cultural life events, and visiting artist concerts is required to augment listening experiences of students.

Proposed Catalog Description:

MUHI 101 Introduction to Music

3c-0l-3cr

A broad introduction to the technical, artistic, historical, social, and cultural dimensions of music, drawing on musical traditions from around the world. Students will learn to recognize basic ways in which music is put together, communicates meaning to its listeners, and enriches many aspects of life. Through attendance at concerts, students will gain familiarity with musical events in their community.

Rationale: The syllabus of record is primarily being revised to reflect the new Liberal Studies criteria, but also to better reflect what has been taught in the course for several years. The shift in emphasis from European art music to a multicultural approach resulted from a desire to make the course more representative of the music students are likely to encounter in their daily lives, as well as to bring more of a global perspective to what will likely be the only fine arts course a student will take at IUP.

b Catalog Description Changes:

i Current Catalog Description:

APPROVED

MUSC 333 Instrumental Methods

2c-1l-2cr

Prerequisite: MUSC 212

Familiarizes Students with the instrumental music teaching process including traditional and innovative methodology; development of beliefs and values; communication, motivation, and reinforcement; curriculum development, planning, modeling, sequencing, and assessment; recruiting and retention; teaching techniques for rehearsals for the art of lesson giving and for confronting the main issues of rhythm and intonation; development of aural/visual discrimination skills; improvisation; aptitude tests and testing; classroom control; literature; and equipment

Proposed Catalog Description:

MUSC 333 Instrumental Methods

2c-1l-2cr

Prerequisite: Admission into Step 1 of the Three Step Process

Familiarizes students with the instrumental music teaching process including traditional and innovative methodology; development of beliefs and values; communication, motivation, and reinforcement; curriculum development, planning, modeling, sequencing, and assessment; recruiting and retention; teaching techniques for rehearsals for the art of lesson giving and for confronting the main issues of rhythm and intonation; development of aural/visual discrimination skills; improvisation; aptitude tests and testing; classroom control; literature; and equipment

ii Current Catalog Description:

APPROVED

MUHI 331 Elementary Methods

2c-1l-2cr

Prerequisite: MUSC 212

Familiarizes students with contemporary music education methods for the elementary general music classroom. Includes teaching and learning strategies for developing singing, moving, listening, creating, and playing classroom percussion, recorders, and guitar. Specific focus on child development, characteristics of special learners, curriculum planning, and diverse musical materials. Includes three classroom observations in the field.

Proposed Catalog Description:

MUHI 331 Elementary Methods

2c-1l-2cr

Prerequisite: Admission into Step 1 of the Three Step Process

Familiarizes students with contemporary music education methods for the elementary general music classroom. Includes teaching and learning strategies for developing singing, moving, listening, creating, and playing classroom percussion, recorders, and guitar. Specific focus on child development, characteristics of special learners, curriculum planning, and diverse musical materials. Includes three classroom observations in the field.

Rationale: MUSC 331 and 333 are major-specific courses for the B.S. in Music Education program. They are specifically designed as teacher education method courses. The addition of the new prerequisite of Step 1 approval would ensure that all students have appropriate clearances for the school visitation requirements of the course, and are progressing towards their teacher certification in a timely way. This addition will assist the music department's administration of the B.S. in Music Education degree program, and assist with communication with the teacher education office in the COE & ET. MUSC 212 Theory Skills IV is being removed because it is the fourth and final of a sequential series of courses taken by freshman and sophomore level B.S. Ed students which focus on basic musical skills. In particular MUSC 212 focuses on keyboard harmony skills. Keyboard skills are not a focus of MUSC 333 or MUSC 331. Removing this prerequisite would allow junior level students who have not yet completed this course to move through their degree program in a more timely way.

c Program Moratorium

APPROVED

BA Music/Composition Track is to be put in moratorium

This program is being replaced by BA Music which will be on the next Senate agenda. The committee is not recommending moratorium for the BA Music/History and Literature Track because it has already been deleted previously and it is no longer in the catalog.

17 Department of Human Development and Environmental Studies—Program Revision

APPROVED

Current Program:

Bachelor of Science in Education—K-12 Family and Consumer Sciences Education (*)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 151 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 6cr, CNSV 315, MATH 152, no courses with FCSE prefix	51

College:	34
Major:	34
Free Electives:	1
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science in Education—K-12 Family and Consumer Sciences Education (*)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 151 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 6cr, CNSV 315, MATH 152, no courses with FCSE prefix	47

College:	34
Major:	34
Free Electives:	5
Total Degree Requirements:	120

18 Department of Computer Science—New Course, Course Revisions, Catalog Description Changes, and Program Revision

a New Courses:

APPROVED

Proposed Catalog Description:

COSC 108 Introduction to Programming via Alice

3c-0l-3cr

Provides an introduction to the development of algorithmic solutions to a variety of problems and the development of computer programs to implement the solutions. The Alice programming language and interactive development environment is incorporated to introduce fundamental algorithmic/programming concepts including variables, assignments, conditionals, loops, functions, and arrays through an interactive movie animation paradigm. These concepts are then applied to a standard programming language. Includes an introduction to the Java programming language. (Students may not receive credit for both COSC 108 and 110.)

Rationale: This course is an alternative to COSC 110 that uses the Alice teaching tool, developed by Carnegie Mellon University, to teach the basics of programming. Alice provides a new pedagogy for teaching introductory computer science course and has been adopted by many teaching institutions. This course achieves similar course outcomes to COSC 110. Therefore, this course is recommended for students taking a minor in Computer Science or Information Assurance whose major is Communications Media or Criminology as an alternative to COSC 110. Likewise, this course is recommended for Mathematics Education majors as an alternative to COSC 110. Other departments may have interest in this course in that it provides a path into programming which attains a higher degree of success with students lacking a technical background and would otherwise be “at risk”. This course is not intended to be a Liberal Studies course.

b Course Revisions:

i Current Catalog Description:

APPROVED

COSC 110 Problem Solving and Structured Programming

3c-0l-3cr

For Science, MATH, and COSC majors and for others who have a sufficiently quantitative orientation. Basic structure of modern digital computers; problem analysis and computer solution using flowcharting and the C ++ language. Exemption or credit by examination possible.

Proposed Catalog Description:

COSC 110 Problem Solving and Structured Programming

3c-0l-3cr

Provides an introduction to the development of algorithmic solutions to a variety of problems and the development of computer programs to implement the solutions. Explores standard programming structures used to introduce fundamental algorithmic/programming concepts including variables, assignments, conditionals, loops, functions, and arrays and their role in problems solving. Emphasizes structured programming in the development of algorithm solutions to common problems. Objected oriented paradigm is introduced at a basic level.

Rationale: The current course description primarily identifies a target audience and possible exemptions. What remains is extremely terse. The course description was modified to provide a clear synopsis of course content. Most of the computer science core courses have been revised to eliminate a reference to a specific programming language. The removal of a specific programming language provides flexibility whereby the curriculum can adapt to the

prevailing trends both in industry and undergraduate computer science education. This revision is the last of the core programming courses to be revised to eliminate a dependency on a specific programming language. Outcomes were also revised to correspond to these changes and to create higher level outcomes. The course content was updated to reflect current practice and provide a preferred order of introduction.

ii Current Catalog Description:

APPROVED

COSC 210 Object Oriented and GUI Programming

3c-0l-3cr

Prerequisite: COSC 110

An in-depth introduction to the Object-Oriented Programming (OOP) paradigm. Focuses on designing, implementing, and using objects. Covers function and operator overloading, templates, inheritance, and polymorphism. Also includes an introduction to Graphical User Interface (GUI) design and programming.

Proposed Catalog Description:

COSC 210 Object Oriented and GUI Programming

3c-0l-3cr

Prerequisite: COSC 108 or COSC 110

An in-depth introduction to the Object Oriented Programming (OOP) paradigm, including encapsulation, inheritance, and polymorphism. The focus will be on designing, implementing, and using objects. Includes an introduction to Graphical User Interface (GUI) design and programming.

Rationale: The prerequisite was changed to list the new course COSC 108 as an alternative prerequisite. COSC 108 accomplishes similar course outcomes as COSC 110, only via different pedagogy. Therefore, the students completing COSC 108 will have sufficient knowledge and skill required to enroll in this course. Although COSC 108 cannot be counted toward the major, it can be taken by Computer Science minors as an alternative to COSC 110. Therefore, the prerequisite option allows entry by both majors and minors. The addition of the industry practices outcome (5) is to instill good programming practices used by the industry early in a student's development as a programmer. The addition of interpreting UML class diagrams outcome (8) lays the foundation for elaboration in subsequent courses. This course content was updated to remove references to the C++ programming language. In the process the content was reworded and reorganized to be in line with the selected text. However wording of the content in the syllabus is independent of any programming language.

c Program Revision:

APPROVED

Current Program:

Proposed Program:

**Bachelor of Science—Computer Science/
Information Assurance Track**

**Bachelor of Science—Computer Science/
Information Assurance Track**

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

Mathematics: MATH 125 (1)

Social Science: CRIM 101 (2)

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

48

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

Mathematics: MATH 125 (1)

Social Science: CRIM 101 (2)

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

43-44

Major:	43	Major:	49
Required Courses:		Required Courses:	
COSC 105 Fundamentals of Computer Science	3cr	COSC 105 Fundamentals of Computer Science	3cr
COSC 110 Problem Solving and Structured Programming	3cr	COSC 110 Problem Solving and Structured Programming	3cr
COSC 210 Object-Oriented and GUI Programming	3cr	COSC 210 Object-Oriented and GUI Programming	3cr
COSC 220 Applied Computer Programming	4cr	COSC 220 Applied Computer Programming	4cr
COSC 300 Computer Organization and Assembly Language	3cr	COSC 300 Computer Organization and Assembly Language	3cr
COSC 310 Data Structures and Algorithms	3cr	COSC 310 Data Structures and Algorithms	3cr
COSC 319 Software Engineering Concepts	3cr	COSC 319 Software Engineering Concepts	3cr
COSC 341 Introduction to Database Management Systems	3cr	COSC 341 Introduction to Database Management Systems	3cr
COSC 380 Seminar on the Computing Profession and Ethics	2cr	COSC 380 Seminar on the Computing Profession and Ethics	2cr
COSC 480 Seminar on Technical Topics	1cr	COSC 480 Seminar on Technical Topics	1cr
Information Assurance Required Courses:		Information Assurance Required Courses:	
COSC 316 Host Computer Security	3cr	COSC 316 Host Computer Security (3,4,5)	3cr
COSC 356 Network Security	3cr	COSC 345 Computer Networks	3cr
One of the following two courses:		COSC 356 Network Security (3,4,5)	3cr
COSC 320 Software Engineering Practice	3cr	Select one of the following:	
COSC 493 Internship (Information Assurance)	12cr (3)	COSC 473 Software Engineering Practice <i>or</i>	3cr
Controlled Electives: 3cr from the following:		COSC 493 Internship in Computer Science (6)	
COSC 345 Computer Networks	3cr	Controlled Electives: 6cr from the following: (7)	
COSC/IFMG 354 Testing and Controlling LANs	3cr	COSC/IFMG 354 Testing and Controlling LANs	3cr
COSC 362 Unix Systems	3cr	COSC 362 Unix Systems	3cr
COSC 365 Web Architecture and Application Development	3cr	COSC 365 Web Architecture and Application Development	3cr
COSC 481 Special Topics in Computer Science		IFMG 382 Auditing for EDP Systems	3cr
(as approved for majors in this track)	3cr	Upper-Level Electives: 3cr from the following:	
IFMG 382 Auditing for EDP Systems	3cr	COSC 432 Operating Systems	3cr
Upper-Level Electives: 3cr from the following:		COSC 427 Introduction to Cryptography	3cr
COSC 427 Introduction to Cryptography	3cr	COSC 429 Digital Forensics	3cr
COSC 432 Introduction to Operating Systems	3cr	COSC 454 Information Assurance Administration (5)	3cr
COSC 482 Independent Study	3cr	COSC 465 Distributed Processing and Web Services	3cr
COSC 400-level course with department approval	3cr	COSC 482 Independent Study	3cr
		COSC 400-level course with department approval	3cr
Minor in Criminology	15(2)	Minor in Criminology (1)	15
Other Requirements:	6-12	Other Requirements:	6
Additional Writing:		Additional Writing:	
ENGL 322 Technical Writing I	3cr	ENGL 222 Technical Writing	3cr
Foreign Language Intermediate Level	0-6cr	Additional Mathematics:	
Additional Mathematics:		MATH 219 Discrete Mathematics	3cr(2)
MATH 219 Discrete Mathematics	3cr		
Free Electives:	2-8	Free Electives:	6-7
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) MATH 125 can be substituted by MATH 121.		(1) CRIM 101 (taken as part of the social science requirement) is counted as part of the 18cr Criminology minor. Fifteen (15) additional credits of CRIM are required	
(2) CRIM 101 (taken as part of the social science requirement) is counted as part of the 18cr Criminology minor; 15 additional cr of CRIM are required.		(2) MATH 125 can be substituted by MATH 121	
(3) COSC 493 may be selected in either the second semester of the junior year or the first semester of the senior year. If COSC 493 is selected and approved, COSC 380 may be taken in the immediately preceding semester. Note: Only 4cr of COSC 493 may be counted towards the major. Additional COSC 493 credits may be counted as free electives.		(3) A CNSS 401 1 certificate will be granted on completion of COSC 316, COSC 356, CRIM 321, and CRIM 323.	
		(4) A CNSS 401 2 certificate will be granted on completion of COSC 316, COSC 356, COSC 454, CRIM 321, and CRIM 323.	
		(5) A CNSS 401 3 certificate will be granted on completion of COSC 220, COSC 316, COSC 356, CRIM 321, and CRIM 323.	
		(6) COSC 493 may be selected after completion of sophomore year.	
		Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473.	
		(7) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.	

19 Department of Chemistry—Course Revisions, Catalog Description Changes, and Course Title Changes

i Course Revision:

APPROVED

Current Catalog Description:

CHEM 105 The Forensic Chemistry of CSI

3c-0l-3cr

For students who would like to learn about forensic chemistry and the basic science needed to understand it. Chemical concepts on the level of an introductory chemistry course and their applications to forensic science are explored in detail. Topics include the forensic analysis of drugs, fibers, glass, fingerprints, arson, questioned documents, and other types of physical evidence. Other topics include how forensic science is portrayed in novels, movies, computer games, and TV and the methods used in forensic evidence collection at a crime scene. Course cannot be used to fulfill the requirements for a CHEM major or minor.

Proposed Catalog Description:

CHEM 105 The Forensic Chemistry of CSI

3c-0l-3cr

For students who would like to learn about forensic chemistry and the basic science needed to understand it. Chemical concepts on the level of an introductory chemistry course and their applications to forensic science are explored in detail. Topics include the forensic analysis of drugs, fibers, glass, fingerprints, arson, questioned documents, and other types of physical evidence. Other topics include how forensic science is portrayed in novels, movies, computer games, and TV and the methods used in forensic evidence collection at a crime scene. Course cannot be used to fulfill the requirements for a CHEM major or minor.

Rationale: The course objectives were revised include the Expected Learning Outcomes and other requirements for the new Liberal Studies program. The course outline was also revised to update the course. Other aspects of the syllabus of record were updated.

ii **Course Revision, Catalog Description Change, and Course Title Change**

APPROVED

Current Catalog Description:

CHEM 113 Concepts in Chemistry I

3c-3l-4cr

An introductory course for CHEM, CHED, BIOC, GEOL, and SDR majors. The first half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a Chemistry degree program. Topics include atomic theory, and introduction to chemical reactions, stoichiometry, thermo-chemistry, chemical bonding, and molecular geometry, transition metal complexes, polymers, and biomolecules.

Proposed Catalog Description:

CHEM 113 Advanced General Chemistry I

3c-3l-4cr

Prerequisites: Placement into MATH 121 or MATH 125, High School Chemistry

Intended for well-prepared freshmen with high school chemistry and good math skills. Topics covered include atomic theory, chemical reactions, stoichiometry, thermochemistry, chemical bonding, molecular geometry, gas laws, the liquid and solid state and solution theory. Topics will be covered in greater depth and with more challenging problem solving than General Chemistry. Designed for majors within the College of Natural Sciences and Mathematics and to fulfill the Liberal Studies Natural Science Laboratory Sequence requirement for those students.

Rationale: Course title and pre-requisite changes reflect the target audience for the course. The revision to Advanced General Chemistry is designed to improve retention of science majors. CHEM 111 (General Chemistry I) is an existing liberal studies Natural Science course for science majors that does not have any pre-requisites. CHEM 113 (Concepts in Chemistry I) was a Liberal Studies Science, freshman chemistry course for primarily chemistry majors, with a guided inquiry-based laboratory program that was designed to develop critical thinking skills. Over time, it has become apparent that students without any chemistry background, or with poor math skills, simply do not pass CHEM 113. Furthermore, well-prepared students are not challenged by CHEM 111. We frequently see these students transfer to other institutions. Students with high school chemistry or AP Chemistry and good math skills will be advised into CHEM 113. Less time is needed to cover fundamentals like dimensional analysis and atoms and nomenclature. The content and problem-solving of the course will be more challenging; the laboratory program will continue to be based on guided inquiry. Other students will be advised into CHEM 111, where those without the chemistry or math background will spend longer in lecture and lab working on basic concepts and mathematical analysis of chemical problems. Chemistry majors in CHEM 111 will have the opportunity to improve their math skills and still be exposed to chemistry. Because the core content of the CHEM 111 and CHEM 113 will be the same; students should be able to count CHEM 113 as their Liberal Studies Science. The chemistry department hopes these changes improve retention of all science majors, and chemistry majors in particular. Catalog Description changes reflect the distinction between General Chemistry I and Advanced General Chemistry.

Change in course objectives to fit expected student learning outcomes. Updated course text and bibliography - the syllabus of record was last updated in 2003. Minimum Lab Grade of 70% required for passing course was the recommendation of two external evaluators at our last program review. Faculty approved raising the minimum passing lab grade from 65% to 70% to improve student learning and standards. Included sample laboratory experiment/report and grading rubric associated with Objectives 2&3. Requested exemption from reading non-textbook fact or fiction book due to the high degree of quantitative analysis in the course.

iii **Current Catalog Description:**

APPROVED

CHEM 114 Concepts in Chemistry II

3c-3l-4cr

Prerequisites: CHEM 111 or 113

An introductory course for CHEM, CHED, BIOC, GEOL, and SDR majors. The second half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a Chemistry degree program. Topics include kinetic-molecular theory of gases, the liquid and solid states, solution theory, kinetics, equilibrium, thermodynamics, acids and bases, and electrochemistry.

Proposed Catalog Description:

CHEM 114 Advanced General Chemistry II

3c-3l-4cr

Prerequisites: C or better in CHEM 113

A continuation of Advanced General Chemistry I. Topics include solutions, chemical kinetics, equilibrium and thermodynamics, acids and bases, buffers, and electrochemistry. Topics will be covered in greater depth and with more challenging problem solving than General Chemistry. Designed for majors within the College of Natural Sciences and Mathematics and to fulfill the Liberal Studies Natural Science Laboratory Sequence requirement for those students.

Rationale: Course title and pre-requisite changes align with changes to CHEM 113. CHEM 114 is a continuation of CHEM 113. Like CHEM 113, CHEM 114 is targeted to better-prepared students. The content and problem-solving of the course will be more challenging than CHEM 112, General Chemistry II; the laboratory program will continue to be based on guided inquiry. The revision to Advanced General Chemistry is designed to challenge and to improve retention of science majors. In keeping with that change, a pre-requisite of "C" is added to CHEM 114. Students who earn a "D" in CHEM 113 would be advised to retake CHEM 113, or transfer over to CHEM 112. CHEM 112 (General Chemistry II) is an existing liberal studies Natural Science course for science majors. Because the core content of the CHEM 112 and CHEM 114 will be the same, students should be able to count CHEM 112 as their Liberal Studies Science. The chemistry department hopes these changes improve retention of all science majors, and chemistry majors in particular. Catalog Description changes reflect the distinction between General Chemistry II and Advanced General Chemistry II, and to keep the elevated academic standard of the course. Students with a "D" in CHEM 113 will be directed into CHEM 112, the regular General Chemistry II. Change in course objectives to fit expected student learning outcomes. Minimum Lab Grade of 70% required for passing course was the recommendation of two external evaluators at our last program review. Faculty approved raising the minimum passing lab grade from 65% to 70% to improve student learning and standards. Updated course text and bibliography - the syllabus of record was last updated in 2003. Included sample lecture assignment and grading rubric associated with Objectives 2&3. Requested exemption from reading non-textbook fact or fiction book due to the high degree of quantitative analysis in the course.

20 Department of Geography and Regional Planning—Course Revision and Catalog Description Change

Current Catalog Description:

APPROVED

GEOG 102 Geography of United States and Canada

3c-0l-3cr

The cultural landscape of North America is studied. The relationship between man and environment is examined and spatial patterns of environment, economy, society, and politics are considered.

Proposed Catalog Description:

GEOG 102 Geography of United States and Canada

3c-0l-3cr

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

Rationale: The catalog description submitted when Liberal Studies was introduced somehow did not make it into the undergraduate catalog, which is why the catalog description in the old syllabus of record does not match the current catalog description. The catalog description in the new syllabus of record has only a minor change from that original Liberal Studies description (see old syllabus of record).

21 Department of Food and Nutrition—Program Revisions

i

APPROVED

Current Program:

Bachelor of Science—Nutrition/Nutrition Track

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

Health and Wellness: HPED 143

Mathematics: MATH 217

Natural Science: CHEM 101-102 or 111-112 (1)

Social Science: ECON 101 or 121, PSYC 101, SOC 151

Liberal Studies Electives: (2) 3cr, no courses with FDNT prefix

Major:	25
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Controlled Electives:	10-28
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Other Requirements:	13
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Free Electives:	6-24
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Total Degree Requirements:	120
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(1) CHEM 231 is also required if CHEM 111-112 is taken.

Proposed Program:

Bachelor of Science—Nutrition/Nutrition Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	44

Dimensions of Wellness: HPED 143

Mathematics: MATH 217

Natural Science: CHEM 101-102 or 111-112 (1)

Social Science: ECON 101 or 121, PSYC 101, SOC 151

Liberal Studies Electives: (2) 3cr, no courses with FDNT prefix

Major:	25
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Controlled Electives:	10-28
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Other Requirements:	13
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Free Electives:	10-28
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Total Degree Requirements:	120
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(1) CHEM 231 is also required if CHEM 111-112 is taken and is added to major credits.

ii

APPROVED**Current Program:****Bachelor of Science—Nutrition/Culinary Dietetics Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Health and Wellness: HPED, NURS or FDNT 143 Mathematics: MATH 217 Natural Science: CHEM 101-102 Social Science: ANTH 470 or PLSC 101 or 111, PSYC 101, SOC 151 Liberal Studies Electives: 0cr, (1)	45
Major:	30
Other Requirements:	45
Free Electives:	0
Total Degree Requirements:	120

- (1) The culinary certificate includes a course in computer science (previously transferred as COSC 101), which is considered an additional 3cr toward Liberal Studies requirements, resulting in a total of 48cr in Liberal Studies.

Proposed Program:**Bachelor of Science—Nutrition/Culinary Dietetics Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Dimensions of Wellness: HPED, NURS or FDNT 143 Mathematics: MATH 217 Natural Science: CHEM 101-102 Social Science: ANTH 470 or PLSC 101 or 111, PSYC 101, SOC 151 Liberal Studies Electives: 3cr, no courses with FDNT prefix (1)	44
Major:	30
Other Requirements:	45
Free Electives:	1
Total Degree Requirements:	120

- (1) The culinary certificate includes a course in computer science (previously transferred as COSC 101), which is considered an additional 3cr toward Liberal Studies requirements, resulting in a total of 44cr in Liberal Studies.

iii

APPROVED**Current Program:****Bachelor of Science—Nutrition/Dietetics Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Health and Wellness: HPED 143 Mathematics: MATH 217 Natural Science: CHEM 101-102 or 111-112 (1) Social Science: ECON 101 or 121, PSYC 101, SOC 151 Liberal Studies Electives: 3cr, no courses with FDNT prefix	48
Major:	25
Controlled Electives:	28
Other Requirements:	13
Free Electives:	6
Total Degree Requirements:	120

- (1) CHEM 231 is also required if CHEM 111-112 is taken.

Proposed Program:**Bachelor of Science—Nutrition/Dietetics Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Dimensions of Wellness: HPED 143 Mathematics: MATH 217 Natural Science: CHEM 101-102 or 111-112 (1) Social Science: ECON 101 or 121, PSYC 101, SOC 151 Liberal Studies Electives: (2) 3cr, no courses with FDNT prefix	44
Major:	25
Controlled Electives:	28
Other Requirements:	13
Free Electives:	10
Total Degree Requirements:	120

- (1) CHEM 231 is also required if CHEM 111-112 is taken and is added to major credits.

From May 1, 2012

FOR ACTION:

1 Department of Music—Course Revisions, Catalog Description Changes, and Program Revisions

a Course Revisions and Catalog Description Changes:

i Current Catalog Description:

APPROVED

MUSC 335 Music for Students with Disabilities in Inclusive Settings

1c-1l-1cr

Prerequisite: Admission to teacher certification

Corequisite: EDUC 242 Section 52

Develops music education skills, techniques, and materials for students with disabilities and special needs within the music classroom setting. Legal rights of students with special needs are stressed with regard to opportunities to participate in music activities and ensembles. Must be elected concurrently with EDUC 242. Includes field experiences in the music classroom during the EDUC 242 observation period.

Proposed Catalog Description:

MUSC 335 Music for Students with Disabilities in Inclusive Settings

1c-1l-1cr

Prerequisite: Admission into Step 1 of the Three Step Process

Corequisite: EDUC 242 Section 52

Develops music education skills, techniques, and materials for students with disabilities and special needs within the music classroom setting. Legal rights of students with special needs are stressed with regard to opportunities to participate in music activities and ensembles. Must be elected concurrently with EDUC 242. Includes field experiences in the music classroom during the EDUC 242 observation period.

ii Current Catalog Description:

APPROVED

MUSC 337 General/Choral Methods

2c-1l-2cr

Prerequisites: MUSC 111, 112, 211, 212

A pedagogical overview of music methods related to general and choral music curricula for the middle school, junior high school, and high school. Emphasizes the complex factors of adolescent behavior and physiology, administrative issues, performance expectations, and conceptually based learning which influence music teaching at this level.

Proposed Catalog Description:

MUSC 337 General/Choral Methods

2c-1l-2cr

Prerequisites: MUSC 212 and admission into Step 1 of the Three Step Process

A pedagogical overview of music methods related to general and choral music curricula for the middle school, junior high school, and high school. Emphasizes the complex factors of adolescent behavior and physiology, administrative issues, performance expectations, and conceptually based learning which influence music teaching at this level.

Rationale: MUSC 335 is already a Step 1 restricted course. Changing the prerequisite language to “Admission into Step 1 of the Three Step Process” will align the course description with the other teacher education method courses offered for the B.S. in Music Education degree. A similar change is being done with MUSC 337.

b Catalog Description Change:

APPROVED

Current Catalog Description:

MUSC 115 Theory I

3c-0l-3cr

Prerequisite: MUSC major or instructor permission

The study of the harmonic, melodic, and formal devices of the common practice period, from simple diatonic chords through seventh chords.

Proposed Catalog Description:

MUSC 115 Theory I

3c-0l-3cr

Prerequisite: MUSC major or instructor permission; MUSC 110 or score of 80% on theory placement test given at the time of audition

The study of the harmonic, melodic, and formal devices of the common practice period, from simple diatonic chords through seventh chords.

Rationale: The Department of Music has implemented a theory placement test for prospective music students and has determined that a successful score of 80% or higher on the test demonstrates that the student has mastered the information necessary to be successful in our Theory I course for first semester freshmen. If this is not achieved, then the matriculating student must have either taken the test again on a Fine Arts audition date (3 times maximum) or must enroll in MUSC 110 during Summer II, or not be allowed to register for Theory I during orientation.

c Program Revisions:

i

APPROVED**Current Program:****Bachelor of Arts—Music/General Studies Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 50
Fine Arts: MUHI 102
Mathematics: MATH 101 or other Liberal Studies Mathematics
Natural Science: Option II recommended, PHYS 105
Social Science: PSYC 101
Liberal Studies Electives: 6cr, MUHI 301, no courses with MUSC prefix

Major: 43

Controlled Electives: 5

Free Electives: 22

Total Degree Requirements: 120

Proposed Program:**Bachelor of Arts---Music**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 43-45
Fine Arts: MUHI 102
Humanities Literature: One course from the following: ENGL 210-214, 225-226, or 340-398
Mathematics: MATH 101 or other liberal studies Mathematics
Natural Science: Option II recommended, PHYS 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 3cr, MUHI 301, no courses with MUSC prefix

Major: 43

Other Requirements: 5

Free Electives: 27-29

Total Degree Requirements: 120

Rationale: Changes in the BA degree are made possible by the Liberal Studies Revision; we are taking the opportunity to strengthen our majors to align with accreditation requirements. We are moving the composition major from the BA to the BFA to make it more efficient to deliver. Eliminating General Studies Track from the degree name makes the name simpler.

ii

APPROVED**Current Program:****Bachelor of Fine Arts---Music Performance**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 50
Fine Arts: MUHI 102
Humanities Literature: Fulfilled by MUHI 102
Mathematics: MATH 101 or other Liberal Studies Mathematics
Natural Science: Option II recommended, PHYS 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 9cr, MUHI 301, 302, no courses with MUSC prefix

Major: 54-56
Required Courses: (1)

Proposed Program:**Bachelor of Fine Arts---Music Performance**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 43
Fine Arts: MUHI 102
Humanities Literature: Fulfilled by MUHI 102
Mathematics: MATH 101 or other 3cr Liberal Studies Mathematics
Natural Science: Option II, PHYS 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 6cr, MUHI 301, 302, no courses with MUSC prefix

Major: 54-56
Required Courses: (1)

APMU (Major)	Applied Music I-VI (4cr each)	30-32cr	APMU (Major)	Applied Music I-VI (4cr each)	30-32cr
APMU 122	(Major) Applied Jury A	0cr	APMU 122	(Major) Applied Jury A	0cr
MUSC 111	Theory Skills I	2cr	MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	3cr	MUSC 112	Theory Skills II	3cr
MUSC 115	Theory I	3cr	MUSC 115	Theory I	3cr
MUSC 116	Theory II	2cr	MUSC 116	Theory II	2cr
MUSC 180	Music Technology for General Musicianship	2cr	MUSC 180	Music Technology for General Musicianship	2cr
MUSC 211	Theory Skills III	2cr	MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr	MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr	MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr	MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr	MUSC 311	Fundamentals of Conducting	2cr
MUSC 475	8 semesters of Recital Attendance	0cr	MUSC 475	8 semesters of Recital Attendance	0cr
Controlled Electives (all concentrations):		14-16	Controlled Electives (all concentrations):		21-23
MUSC 120-136	Music Ensembles (3)	2-8cr	MUSC 120-136	Music Ensembles (3)	8cr
Electives with MUSC or MUHI prefix			Electives with APMU, MUSC (but not 120-138) or MUHI prefix		0-11cr
Controlled Electives (Keyboard majors):			Controlled Electives (keyboard majors):		
MUSC 217	Keyboard Harmony	3cr	MUSC 217	Keyboard Harmony	3cr
MUSC 405	Piano Pedagogy	3cr	MUSC 405	Piano Pedagogy	3cr
Controlled Electives (Vocal majors):			Controlled Electives (Vocal majors):		
APMU 101	Applied Piano I	2cr	APMU 101	Applied Piano I	
APMU 123	Applied Jury B	0cr	APMU 123	Applied Jury B	
APMU 152	Applied Piano II	2cr	APMU 151	Applied Piano II	
MUSC 351	Italian Diction	1cr	MUSC 351	Italian Diction	
MUSC 353	French Diction	1cr	MUSC 353	French Diction	
MUSC 354	German Diction	1cr	MUSC 354	German Diction	
MUSC 406	Vocal Pedagogy	2cr	MUSC 406	Vocal Pedagogy	
Foreign Language		3cr	MUSC 138	Vocal Repertory Ensemble	
Controlled Electives (String majors):			FRNC, GERM, ITAL 201 or higher		
MUSC 153	Class Piano I	1cr	Controlled Electives (String majors):		
MUSC 154	Class Piano II	1cr	MUSC 153	Class Piano I	
APMU 124	Applied Jury C	0cr	MUSC 154	Class Piano II	
MUSC 404	String Pedagogy	2cr	APMU 124	Applied Jury C	
Controlled Electives (Wind and Percussion majors):			MUSC 404	String Pedagogy	
MUSC 153	Class Piano I	1cr	MUSC 403	Practicum in String Pedagogy	
MUSC 154	Class Piano II	1cr	Controlled Electives (Wind and Percussion majors):		
APMU 124	Applied Jury C	0cr	MUSC 153	Class Piano I	1cr
APMU 480	Wind and Percussion Pedagogy	2cr	MUSC 154	Class Piano II	1cr
Total Degree Requirements:		120	APMU 124	Applied Jury C	0cr
			APMU 480	Wind and Percussion Pedagogy	2cr
			Controlled Electives (Composition majors):		
			MUSC 217	Keyboard Harmony	3cr
			MUSC 315	Theory V	3cr
			MUSC 417	Orchestration	3cr

Total Degree Requirements**120**

- (1) Students may satisfy any Theory Class by passing the final exam prior to or at the beginning of any given semester and then enrolling in section 011 of the course for 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.
- (2) Vocal, Keyboard, and string majors will take eight semesters of 4 cr lessons (32cr). Wind and percussion majors will take seven semesters of 4 cr lessons and one semester of 2cr lessons (30cr).
- (3) Students are required to participate in ensembles for five hours a week each semester for eight semesters.

Rationale: Changes in the BFA degree are made possible by the Liberal Studies Revision; we are taking the opportunity to strengthen our majors to align with accreditation requirements. We are moving the composition major from the BA to the BFA to make it more efficient to deliver. The addition of APMU courses to this category will allow some students to count study on related instruments to their degree. The limitation of MUSC courses to exclude MUSC 120-138 is to prevent students from counting ensemble credits beyond the eight credits already included. Since intermediate knowledge of French, German, or Italian are most useful for the Classical singer, these courses are being specified instead of the generic “foreign language” (meaning any level, any language). Vocal repertory ensemble adds important coverage of literature for solo voice. Practicum in String Pedagogy is a course that most string majors currently take because it gives them practical experience in individual instruction that most will use in their careers.

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APPROVED**Current Program:****Proposed Program:****Bachelor of Science in Education ---Music Education (*)****Bachelor of Science in Education ---Music Education (*)**

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

Fine Arts: fulfilled by courses in the major

Humanities: MUHI 102

Mathematics: 6cr, MATH 101 or 110; MATH 217 recommended

Natural Science: Option I recommended

Social Science: PSYC 101

Liberal Studies Electives: 3cr, MUHI 301, no courses with MUSC prefix

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

Fine Arts: fulfilled by courses in the major

Humanities: MUHI 102

Mathematics: 3cr, MATH 101, 105, 110 or 217

Natural Science: Option II

Social Science: PSYC 101

Liberal Studies Electives: 6cr, MUHI 301, MUHI 302

43

College:

29

College:

32

Professional Education Sequence:**Professional Education Sequence:**

EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDSP 102	Educational Psychology	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching Elementary Level	6cr
EDUC 441	Student Teaching Secondary Level	6cr
EDUC 442	School Law	1cr
MUSC 240	Technology in the Music Classroom	2cr
MUSC 331	Elementary Methods	2cr
MUSC 333	Instrumental Methods	2cr
MUSC 335	Music for Students with Disabilities in Inclusive Settings	1cr
MUSC 337	General/Choral Methods	2cr

MATH	101, 105, 110 or 217		3cr
EDEX	323	Instruction of English Language Learners with Special Needs	2cr
EDSP	102	Educational Psychology	3cr
EDUC	242	Pre-Student Teaching Clinical Experience I	1cr
EDUC	342	Pre-Student Teaching Clinical Experience II	1cr
EDUC	421	Student Teaching Elementary Level	6cr
EDUC	441	Student Teaching Secondary Level	6cr
EDUC	442	School Law	1cr
MUSC	240	Technology in the Music Classroom	2cr
MUSC	331	Elementary Methods	2cr
MUSC	333	Instrumental Methods	2cr
MUSC	335	Music for Students with Disabilities in Inclusive Settings	1cr
MUSC	337	General/Choral Methods	2cr

Major: (1)

51

Major: (1)

53

Required Courses:**Required Courses:**

APMU	(Major) Applied Music I-VII	14cr
APMU 122	(Major) Applied Jury A	0cr
MUHI 302	Music History II	3cr
MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	2cr
MUSC 115	Theory I	3cr
MUSC 116	Theory II	3cr
MUSC 120-136	7 semesters of Music Ensembles	0cr
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 475	7 semesters of Recital Attendance	0cr

APMU	(Major) Applied Music I-VII	14cr
APMU 122	(Major) Applied Jury A	0cr
MUHI 302	Music History II	3cr
MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	2cr
MUSC 115	Theory I	3cr
MUSC 116	Theory II	3cr
MUSC 120-136	7 semesters of Music Ensembles	0-1cr each
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 312-313	Choral Conducting OR Instrumental Conducting	2cr
MUSC 475	7 semesters of Recital Attendance	0cr

Concentration area courses: (Select one concentration)**Vocal Concentration**

APMU Piano (minor) I-IV 4cr

APMU 123 Applied Piano Jury B 0cr

Select two of the following Class Instrument courses:

MUSC 155, 157, 159, 161 2cr

MUSC 351, 353, 354 3cr

Instrumental Concentration

APMU 124 Applied Piano Jury C 0cr

MUSC 151 Class Voice I 1cr

MUSC 152 Class Voice II 1cr

MUSC 153 Class Piano I 1cr

MUSC 154 Class Piano II 1cr

MUSC 155 Class Strings I 1cr

MUSC 157 Class Percussion I 1cr

MUSC 157 Class Brass I 1cr

MUSC 161 Class Woodwinds I 1cr

Controlled Electives: Select electives from the following to create a total of 51cr in Major Required Courses area:

APMU Instrument (minor) I-IV (1cr each), MUSC 120, 155-162 (1cr each), 163, 224, 300, 312, 313, 315, 340, 411, 415, 417, 493

Total Degree Requirements**128**

- (*) Also see requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog
- (1) Students may satisfy any Theory Class or Class Instrument/Minor Instrument requirement by
- A. Theory-Passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.
- B. Class instrument or minor applied area- Passing the B or C required jury (0cr) before enrolling in class instruments or minor applied course; the student's grade would be recorded as "Satisfactory" on the transcript.

Concentration area courses: (Select one concentration)**Vocal Concentration**

APMU Piano (minor) I-IV 4cr

APMU 123 Applied Piano Jury B 0cr

Select two of the following Class Instrument courses:

MUSC 155, 157, 159, 161 2cr

Instrumental Concentration

APMU 124 Applied Piano Jury C 0cr

MUSC 151 Class Voice I 1cr

MUSC 121, 122, or 134 Choral Ensemble 1cr

MUSC 153 Class Piano I 1cr

MUSC 154 Class Piano II 1cr

MUSC 155 Class Strings I 1cr

MUSC 157 Class Percussion I 1cr

MUSC 157 Class Brass I 1cr

Controlled Electives:

Select courses with MUSC, MUHI, or APMU prefix to create a total of 56cr in major

Total Degree Requirements**128**

- (*) Also see requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog
- (1) Students may satisfy any Theory Class or Class Instrument/Minor Instrument requirement by
- A. Theory-Passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.
- B. Class instrument or minor applied area- Passing the B or C required jury (0cr) before enrolling in class instruments or minor applied course; the student's grade would be recorded as "Satisfactory" on the transcript.

Rationale: This revision is being made to accommodate changes in liberal studies and education requirements. Since this revision does not affect the goals and objectives of this program, the catalog description of the program remains the same as it has in the past. The total number of credits for the degree will remain the same through this revision.

2 Department of English—New Course, Course Revisions, Catalog Description Changes, and Program Revision

a New Course:

APPROVED

CHSS 343 Applied Practice in Secondary English Language Arts

1c-0l-1cr**Prerequisite:** EDUC 242**Co-requisite:** concurrent with EDUC 342

In conjunction with EDUC 342 Pre-Student Teaching Clinical Experience II, prepares candidates for field experience in secondary English Language Arts. Students continue to develop skills for school-site observation, are introduced to philosophical models of classroom management, and receive instruction about completing the Step 2 portfolio requirement. The course provides opportunity for students to apply understanding of pedagogical content knowledge to observation and lesson design and to familiarize themselves with teacher research methodology.

Rationale: The course is a required methodology course for students in the Bachelor of Science in Education – English Education program. It is not a liberal studies course. It is designed to augment EDUC 342 Pre-Student Teaching Clinical Experience II by providing more time for the application of understandings of pedagogical content knowledge to the classroom observation requirement (35 hours) of EDUC 342 and by offering instruction in classroom observation techniques. It is also designed to introduce students to teacher-research methodology and to the teacher work sample model of teacher-research that student teachers are required to complete.

b Catalog Description Change:

APPROVED

Current Catalog Description:

EDUC 452 Teaching English and Communication in the Secondary School **3c-01-3cr**

Prerequisite: ENGL 314, 323, and 380 and admission to Student Teaching

A prerequisite to student teaching in English. Introduces current professional practices in the teaching of English and communications in high school.

Proposed Catalog Description:

EDUC 452 Teaching English and Communication in the Secondary School **3c-01-3cr**

Prerequisite: ENGL 314, 323, and 324 and admission to Step 1 of the 3-Step Process

A prerequisite to student teaching in English. Introduces current professional practices in the teaching of English and communications in secondary school.

Rationale: ENGL 380 is no longer offered. ENGL 324 is another methods course taken prior to EDUC 452 and should also be a prerequisite. The designation high school is not as accurate as secondary school as graduates will be certified to teach grades 7-12.

c Course Revision:

APPROVED

Current Catalog Description:

ENGL 463 Topics in Global Literature and Film **3c-01-3cr**

Prerequisite: ENGL 202

Examines major works in English of a particular topic in global literature and/or film by focusing on the transnational contexts of history and culture surrounding the production and/or reception of literature and film. Topic of global literature and/or film to be announced in advance.

Proposed Catalog Description:

ENGL 463 Topics in Global Literature and Film **3c-01-3cr**

Prerequisite: ENGL 202

Examines major works in English of a particular topic in global literature and/or film by focusing on the transnational contexts of history and culture surrounding the production and/or reception of literature and film. Topic of global literature and/or film to be announced in advance.

Rationale: Peer-level English departments across the country offer dual-leveled courses and several departments here at IUP do the same. Pedagogically, the benefits are palpable. Viewpoints and levels of understanding would be more varied than in a single-level course, and this diversity would expand the understanding and learning potential for each student. Peer teaching and team-work abilities would be positively affected as a result of students of varying education and ability working together formally and informally. That said, undergraduate and graduate students would have distinct quantities and criteria of work assigned by the instructor. Though the pedagogical benefits are the most important, enrollment management is also a plus. The English Department historically has trouble filling its 400-level English courses in literature. Dual-leveling this course, among others, would open it to a larger number of enrollees, making it much more likely that the course would make. Along with the higher number of students available to take the course, having more courses to offer to both Graduate and Undergraduate students would make both courses more appealing to prospective students. Likewise, the graduate program would benefit from having additional courses to offer its students.

d Program Revision:

APPROVED

Current Program:

Bachelor of Science in Education ---English Education (*)

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

Humanities: ENGL 122

Mathematics: 6cr, (MATH 101 or higher) (1)

Social Science: PSYC 101

Liberal Studies Electives: 0cr

College:

Foreign Language Intermediate Level (2)

College:

Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Setting 2cr

EDSP 477 Assessment of Student Learning: Design & Interpretation of Educational Measures 3cr

EDUC 242 Pre-Student Teaching Clinical Experience I 1cr

EDUC 342 Pre-Student Teaching Clinical Experience II 1cr

EDUC 441 Student Teaching 12cr

EDUC 442 School Law 1cr

EDUC 452 Teaching English & Communication in Secondary School 3cr

Major:

Required Courses:

ENGL 212 American Literature 3cr

ENGL 220 Advanced Composition 3cr

ENGL 314 Speech & Communication in the Secondary English Classroom 3cr

ENGL 318 Literature for Adolescents 3cr

ENGL 323 Teaching Reading & Literature in Secondary School 3cr

ENGL 324 Teaching & Evaluating Writing 1cr

ENGL 329 The History of the English Language 3cr

ENGL 330 The Structure of English 3cr

ENGL 426 ESL Methods & Materials 3cr

ENGL 434 Shakespeare 3cr

Proposed Program:

Bachelor of Science in Education ---English Education (*)

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

Humanities: ENGL 122

Mathematics: 3cr, (MATH 101 or higher)

Social Science: PSYC 101

Liberal Studies Electives: 3cr, MATH (1), no courses with ENGL prefix

0-6

College:

Foreign Language Intermediate Level or Free Electives

6

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College:

Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Setting 2cr

EDSP 477 Assessment of Student Learning: Design & Interpretation of Educational Measures 3cr

EDUC 242 Pre-Student Teaching Clinical Experience I 1cr

EDUC 342 Pre-Student Teaching Clinical Experience II 1cr

CHSS 343 Applied Practice in Secondary English Language Arts 1cr

EDUC 441 Student Teaching 12cr

EDUC 442 School Law 1cr

EDUC 452 Teaching English & Communication in Secondary School 3cr

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Major:

Required Courses:

ENGL 212 American Literature 3cr

ENGL 220 Advanced Composition 3cr

ENGL 314 Speech & Communication in the Secondary English Classroom 3cr

ENGL 318 Literature for Adolescents 3cr

ENGL 323 Teaching Reading & Literature in Secondary School 3cr

ENGL 324 Teaching & Evaluating Writing 1cr

ENGL 329 The History of the English Language 3cr

ENGL 330 The Structure of English 3cr

ENGL 426 ESL Methods & Materials 3cr

ENGL 434 Shakespeare 3cr

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Controlled Electives (3)

One Film Studies Track course	3cr
One British Literature Survey course from ENGL 210 or 211	3cr
One Literary, Textual, & Cultural Studies Track course	3cr
One general English elective (any track)	3cr

Controlled Electives (3)

One Film Studies Track course	3cr
One British Literature Survey course from ENGL 210 or 211	3cr
One Literary, Textual, & Cultural Studies Track course	3cr
Choose one course from the following LTC Track:	3cr
ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463	
One General English elective (any track)	3cr

Total Degree Requirements**123****Total Degree Requirements****122-123**

- (*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education” in the College of Education and Educational Technology section of the undergraduate catalog.
- (1) The second MATH course is a teacher certification requirement and counts as liberal studies credits for Mathematics
- (2) If a student is able to be exempted from this requirement, an additional 6 cr. of free electives are necessary. Students with no previous foreign language background or those who lack proficiency will need to take the entry-level courses, which will increase the total number of credits required for the degree.
- (3) One of the controlled English-elective Track courses must be a non-Western course; this requirement is separate from and in addition to the non-Western Liberal Studies requirement.

- (*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education” in the College of Education and Educational Technology section of the undergraduate catalog.
- (1) The second MATH course is a teacher certification requirement and counts as liberal studies elective credits for Mathematics
- (2) One of the controlled English-elective Track courses (either the Literary, Textual & Cultural Studies Track or the general English elective from any track) must be a non-Western course; this requirement is separate from and in addition to the non-Western Liberal Studies requirement.

Rationale: The rationale for the addition of a controlled elective that requires students to choose a course from a list of suggested courses is a result of the program’s most recent NCTE/NCATE accreditation report that pointed to what reviewers perceived as “gaps” in students’ preparation. The suggested courses will provide students with a background in more contemporary literature as well as literature that will provide more adequate preparation for teaching in diverse classrooms. Specifically, the addition of the controlled elective in tandem with the requirement that students choose a non-Western course from the Literary, Textual, and Cultural Studies Track will address NCTE/NCATE Standard 3.5.2: works from a variety of genres and cultures, works by female authors, and works by authors of color and standard 3.5.1: Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature. CHSS 343 Applied Practice in Secondary English Language Arts was added to the program to allow pre-service teachers more opportunity to develop pedagogical content knowledge through coursework and observation. As a co-requisite of EDUC 342, the course will provide additional time for students to prepare to conduct school-site observations. Furthermore, teacher candidates will be introduced to models of classroom management to prepare them to observe and reflect on classroom management strategies during observations. The addition of the course will also allow for practice lessons and subsequent reflections on these lessons prior to implementing their lessons in the field. Finally, students will be introduced to teacher-research to prepare them to conduct teacher-research during student teaching to produce a teacher work sample, a requirement of IUP’s teacher education program.

3 Departments of English and Foreign Languages—Course Revisions and Catalog Description Changes

APPROVED**Current Catalog Descriptions:**

ENGL 121 Humanities Literature
Prerequisite: ENGL 101

3c-01-3cr

Introduces literature of various genres through a careful analysis of poetry, fiction, and drama. Includes literature of various time periods, nationalities, and minorities.

FNLG 121 Humanities Literature

3c-0l-3cr

Introduces works, authors, and genres of general literary significance in the Western tradition. Not organized historically but trains the student in the critical reading and appreciation of literature from the present and other periods. Authors, works, and themes are studied with respect to cultural context, aesthetic form, and thematic significance. Taught in English. Substitutes for ENGL 121.

Proposed Catalog Descriptions:

ENGL 121 Humanities Literature

3c-0l-3cr

Prerequisite: ENGL 101

Introduces students to works of imaginative literature through a careful analysis of poetry, drama, and prose fiction (short story and/or novel) from a variety of periods and cultures, including texts by women and ethnic and racial minorities. *Also offered as FNLG 121. ENGL 121 and FNLG 121 may be used interchangeably for D or F repeats; may not be counted for duplicate credit.*

FNLG 121 Humanities Literature

3c-0l-3cr

Prerequisite: ENGL 101

Introduces students to works of imaginative literature through a careful analysis of poetry, drama, and prose fiction (short story and/or novel) from a variety of periods and cultures, including texts by women and ethnic and racial minorities. *Also offered as ENGL 121. FNLG 121 and ENGL 121 may be used interchangeably for D or F repeats; may not be counted for duplicate credit.*

Rationale: In response to the Liberal Studies Revisions to the Literature category, an emphasis on introducing students to literature from “various time periods” has been changed to “a variety of periods and cultures,” the term “minorities” has been expanded, and literature written by women must be included in the course content. This broader scope engages instructors and students with outcomes related to “the human imagination, expression and traditions of many cultures” and “a respect for the identities, histories, and cultures of others.” The Department of English and the Department of Foreign Languages have agreed that ENGL 121 and FNLG 121 continue to share the same title of Humanities Literature, and that they will now share the same course description, outcomes, and syllabus of record.

4 Department of Safety Sciences---Course Deletion

SAFE 462 Radiological Health

APPROVED

3c-0l-3cr

Rationale: SAFE 462 is dual listed with SAFE 562. Whereas this course is being taken every year by students in the MS in Safety Sciences curriculum, no undergraduate students take the course as an elective. In addition, whereas SAFE 562 has been approved by the IUP graduate curriculum committee as being distance education, it has never been approved for distance education by the undergraduate curriculum committee. Thus it is being requested that the course be deleted from the undergraduate curriculum catalog.

5 **Department of Biology—New Course, Course Revisions, and Program Revisions**

a **New Course:** **APPROVED**

Proposed Catalog Description:

BIOL 106 Human Genetics and Health

3c-2l-4cr

Prerequisites: Non-Biology department majors and minors only

Offers a broad overview of the role that genetics and molecular biology play in the everyday life of humans. Organizes around a central question-how does genetics affect our health? Introduces the student to human inherited diseases, genetics therapies utilized to correct genetic disorders and the role genetics in the new field of individualized medicine. The student will be introduced to the fields of stem cells and their therapeutic uses, the genetics of cancer, the microbial pathology of humans and the utilization of vaccines in the treatment and prevention of human diseases. Using this background, the student will be presented with the most recent events in the field of human genetic diseases and how they will affect the student in the future. (Does not count toward Biology electives, Controlled electives, or Ancillary Sciences for Biology department majors and minors.)

Rationale: This course is intended to satisfy the Liberal Studies Natural Science Lab Science requirement or the Liberal Studies Elective scientific literacy requirement. It will be one of three courses offered by the department of Biology; BIOL 103, 104, and 106 as laboratory-based courses. BIOL 106 will give the student as up-to-date introduction of a particular field of biology that is intended to be relevant to their everyday lives. This will include several topics previously taught in BIOL 103, but were removed from the revised BIOL 103 so it could focus on ecology and evolution.

b **Course Revisions:** **APPROVED**

i **Current Catalog Description:**

BIOL 103 General Biology I

3c-2l-4cr

Prerequisite: Non-BIOL majors only

A basic introduction to ecology, biochemistry, and cell biology, genetics, and evolution.

Proposed Catalog Description:

BIOL 103 Life on Earth

3c-2l-4cr

Prerequisite: Non-Biology department majors and minors only

A basic introduction to the concepts of ecology, biological diversity, and evolutionary biology. Students will learn fundamental ecological concepts about how living things interact with each other and the physical environment and apply these to understanding the origin of the tree of life and environmental problems facing populations, communities, and ecosystems. Students will also learn about mechanisms and consequences of evolution. (Does not count toward Biology electives, Controlled electives, or Ancillary Sciences for Biology department majors and minors.)

Rationale: The title of this course has been changed to better reflect the revised course content. The catalog description has been revised to reflect the updated course content. The focus on ecology, evolutionary biology, and biological diversity in the revised course in expanded from ca. 50% in the previous course to 100% in the revised course. In particular, the content on biological diversity has been greatly expanded and the new course focuses much more on applying concepts to real-world problems. Topics from the old syllabus such as basic chemistry and much of genetics have been shifted to revised BIOL 104 and the new proposed BIOL 106. The revised BIOL 103 is thus more coherent as a stand-alone course, which will better serve non-majors students who are no longer tied to particular course sequences in the revised Liberal Studies curriculum. Furthermore, content in the revised BIOL 103 is designed as “science for the citizen,” not for educating beginning scientists, and therefore covers at reduced depth the rigor a range of topics covered in both introductory and advanced courses for majors. Hence, BIOL 103 will not serve as either a remedial course for majors or a pre-professional course for the College of NSM students. The language of the prerequisites and the catalog description were changed to clearly reflect the fact that this is a Liberal Studies offering in biology. The course objectives have been changed to reflect the new liberal studies curriculum and to map to specific EUSLOs. A more concise list of student expectations are now available and in line with IUP policy. The course outline and bibliography have been updated to reflect a more current curriculum and references.

ii **Current Catalog Description:**

APPROVED

BIOL 104 General Biology II

3c-2l-4cr

Prerequisites: BIOL 103, non-BIOL majors only

A basic introduction to plant and animal physiology, neurobiology, animal behavior, and plant and animal reproduction and development.

Proposed Catalog Description:

BIOL 104 Human Biology: How the Human Body Works

3c-2l-4cr

Prerequisites: Non-Biology department majors and minors only

A basic introduction to the human body using disease as a mechanism for examining how the human body functions. Students will explore the internal milieu of the body and how the different body systems affect this balance. Through this course, students will gain an appreciation for the human body and its interactions with the environment. (Does not count toward Biology electives, Controlled electives, or Ancillary Sciences for Biology department majors and minors.)

Rationale: The title of this course has been changed to better reflect the revised course content. Human Biology examines how the human body functions and how the environment may impact normal functioning. The catalog description has been revised to reflect the updated course content and the removal of the pre-requisite BIOL 103 to meet the new liberal studies requirements. The focus of BIOL 104 has been reduced from a survey of biological topics to human biology, which will be focused on topics relevant to non-majors. This should

better serve the liberal studies need of non-major students. Furthermore, due to the greater breadth of topics covered, the revised BIOL 104 will not serve as either a remedial course for majors or a pre-professional course for the College of NSM students. The course objectives have been changed to reflect the new liberal studies curriculum. The course objectives are now mapped to specific Natural Sciences Expected Undergraduate Student Learning Outcomes. A more concise list of student expectations are now available and in line with IUP policy. The course outline and bibliography have been updated to reflect a more current curriculum and references.

iii Current Catalog Description:

APPROVED

BIOL 450 Pymatuning: Field Studies

var-3cr

During the summer session, various field courses are offered through the Pymatuning Laboratory of Ecology. The offerings include Experimental Design, Fish Ecology, Behavioral Ecology, Aquatic Botany, and Ecological Genetics. Information regarding specific offerings is available from the department in the spring

Proposed Catalog Description:

BIOL 450 Field Biology at Pymatuning Laboratory of Ecology

3c-3l-4cr

During the summer session, various field courses are offered through the Pymatuning Laboratory of Ecology. The offerings vary depending on the summer. Possible offerings include Field Methods in Ecology and Conservation, Fish Ecology, Behavioral Ecology, Aquatic Botany, Forest Ecology, and Wildlife Conservation. Information regarding specific offerings is available from the department in the spring

Rationale: This course is taught off campus, at the Pymatuning Laboratory of Ecology operated by the University of Pittsburgh, in Linesville, PA. The new name is more transparent for students to understand the format of the course, clearly indicating that the course is taught at an off-campus field station. The number of credits more accurately reflects the number of hours spent in the class. A 3c-3l-4cr class during the normal academic year would have a total of 14 weeks of instruction and 6 contact hours per week for a total of 84 hours of instruction. Courses at Pymatuning Laboratory of Ecology are 3 weeks (14 days + 1 day for the final exam) and meet for 6-8 hours each day. While the exact distribution of lecture to lab hours will vary from class to class and day to day, depending on the nature of the content to be delivered, three hours of lecture or in-class activity and 3 hours of laboratory activity would be normal on average. Each day during the 3-week summer session is equivalent to one week during the academic year and there would be 84-112 hours of instruction. The revision makes it more representative of the actual time spent in class. Also, there is a discrepancy between the old syllabus of record, which lists the course as 3cr, and the catalog, which lists the course as a range of var-3cr. This change to 4cr will correct that discrepancy. The new course's description more closely matches course that has been offered in recent years.

iv Current Catalog Description:

APPROVED

BIOL 118 The History of Pain

3c-0l-3cr

Prerequisites: Non-BIOL and non-BIED majors, and non-BIOL minors only

Despite its man individual, social, and cultural characteristics, pain is based on an anatomical and physiological foundation. Looks at the history of scientific theories and hypotheses about understanding the pain mechanism. Through this type of study, students learn about the status of pain in various societies throughout the ages.

Proposed Catalog Description:

BIOL 118 The History of Pain

3c-0l-3cr

Prerequisites: Non-Biology department majors and minors only

Despite its many individual, social and cultural characteristics, pain is based on an anatomical and physiological foundation. The course will look at the history of scientific theories and hypotheses about understanding the pain mechanism. Through this type of study, students will learn about the status of pain in various societies throughout the ages. (Does not count toward Biology Electives, Controlled Electives, or Ancillary Sciences for Biology majors and minors.)

c **Program Revisions**

APPROVED

Current Program:

Bachelor of Arts – Biology

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

Mathematics: MATH 121 or 217

Natural Science: CHEM 111-112

Liberal Studies Electives: 3cr, no courses with BIOL prefix

Major: 32

Minor:

Other Requirements: 23-24

College Requirements: Foreign Language Intermediate level 0-6

Free Electives: 10-17

Total Degree Requirements: 120

Proposed Program:

Bachelor of Arts – Biology

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

Mathematics: MATH 121 or 217

Natural Science: CHEM 111-112

Liberal Studies Electives: 3cr, no courses with BIOL prefix

Major: 32

Minor:

Other Requirements: 23-24

College Requirements: Foreign Language Intermediate level 0-6

Free Electives: 13-21

Total Degree Requirements: 120

ii

APPROVED**Current Program:****Bachelor of Science – Biology**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 or 217 Natural Science: CHEM 111-112 Liberal Studies Electives: 3cr, no courses with BIOL prefix	Credits 48
Major:	38
Minor:	
Other Requirements:	24-25
College Requirements: Foreign Language Intermediate level	0-6
Free Electives:	3-10
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science – Biology**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 or 217 Natural Science: CHEM 111-112 Liberal Studies Electives: 3cr, no courses with BIOL prefix	Credits 44-45
Major:	38
Minor:	
Other Requirements:	24-25
College Requirements: Foreign Language Intermediate level	0-6
Free Electives:	6-14
Total Degree Requirements:	120

iii

APPROVED**Current Program:****Bachelor of Science – Biology/Cell and Molecular Biology Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 or 217 Natural Science: CHEM 111-112 Liberal Studies Electives: 3cr, PHYS 111, no courses with BIOL prefix	Credits 48
Major:	38
Minor:	
Other Requirements: Ancillary Science	24
College Requirements: Foreign Language Intermediate level	0-6
Free Electives:	4-10
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science – Biology/Cell and Molecular Biology Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 or 217 Natural Science: CHEM 111-112 Liberal Studies Electives: 3cr, PHYS 111, no courses with BIOL prefix	Credits 44-45
Major:	38
Minor:	
Other Requirements: Ancillary Science	24
College Requirements: Foreign Language Intermediate level	0-6
Free Electives:	7-14
Total Degree Requirements:	120

iv

APPROVED**Current Program:****Bachelor of Science – Biology/Pre-Veterinary Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Liberal Studies Electives: 3cr, PSYC 101, no courses with BIOL prefix	48
Major:	38
Other Requirements: Mathematics MATH 216	3
Other Requirements: Ancillary Science	20
College Requirements: Foreign Language Intermediate level	0-6
Free Electives:	4-10
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science – Biology/Pre-Veterinary Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Liberal Studies Electives: 3cr, PSYC 101, no courses with BIOL prefix	45
Major:	38
Other Requirements: Mathematics MATH 216	3
Other Requirements: Ancillary Science	20
College Requirements: Foreign Language Intermediate level	0-6
Free Electives:	8-14
Total Degree Requirements:	120

Rationale: The Liberal Studies changes were made. An error in the current catalog was corrected. (The current catalog should have 5-11 free elective.)

v

APPROVED**Current Program:****Bachelor of Science – Biology/Pre-Medical Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Liberal Studies Electives: 3cr, no courses with BIOL prefix	48
Major:	38
Other Requirements: Mathematics MATH 216	3
Other Requirements: Ancillary Science	20
College Requirements: Foreign Language Intermediate level	0-6
Free Electives:	4-10
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science – Biology/Pre-Medical Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Liberal Studies Electives: 3cr, no courses with BIOL prefix	45
Major:	38
Other Requirements: Mathematics MATH 216	3
Other Requirements: Ancillary Science	20
College Requirements: Foreign Language Intermediate level	0-6
Free Electives:	8-14
Total Degree Requirements:	120

Rationale: The Liberal Studies changes were made. An error in the current catalog was corrected. (The current catalog should have 5-11 free elective.)

vi

APPROVED**Current Program:****Bachelor of Science – Biology/Ecology, Conservation, and Environmental Biology Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: ECON 101 Liberal Studies Electives: 3cr, MATH 216 or 217, no courses with BIOL prefix	49
College:	
Major:	36-37
Other Requirements:	26-32
Free Electives:	2-9
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science – Biology/Ecology, Conservation, and Environmental Biology Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: ECON 101 Liberal Studies Electives: 3cr, MATH 216 or 217, no courses with BIOL prefix	45
College: Foreign Language	0-6
Major:	36-37
Other Requirements:	26
Free Electives:	6-13
Total Degree Requirements:	120

Rationale: The Liberal Studies changes were made. The current catalog includes the Foreign Language credits in the Other Requirements category, resulting in the range of 26-32. Listing the Foreign Language credits as a College Requirement necessitates the change in Other Requirements to 26.

vii

APPROVED**Current Program:****Bachelor of Science – Biology/Environmental Health Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: ECON 101, PSYC 101 or SOC 151, nonwestern culture required Liberal Studies Electives: 3cr, BTED/COSC/IFMG 101, no courses with BIOL prefix	48
Major:	40
Other Requirements:	24
College Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	2-8
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science – Biology/Environmental Health Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: ECON 101, PSYC 101 or SOC 151, nonwestern culture required Liberal Studies Electives: 3cr, BTED/COSC/IFMG 101, no courses with BIOL prefix	45
Major:	40
Other Requirements:	24
College Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	5-11
Total Degree Requirements:	120

viii

APPROVED**Current Program:****Bachelor of Science in Education – Biology (*)**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 110 or 121 Natural Science: CHEM 111-112 Social Science: PSYC 101 Liberal Studies Electives: 10cr, MATH 217, PHYS 151/PHYS 161, one course with GEOS prefix from the Liberal Studies Natural Science (Option II) Nonlaboratory List; no courses with BIOL prefix	55
College:	31
Major:	29
Controlled Electives:	8
Free Electives:	0
Total Degree Requirements:	123

Proposed Program:**Bachelor of Science in Education – Biology (*)**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 110 or 121 Natural Science: CHEM 111-112 Social Science: PSYC 101 Liberal Studies Electives: 6cr, MATH 217,, one course with GEOS prefix from the Liberal Studies Natural Science (Option II) Nonlaboratory List; no courses with BIOL prefix	47-48
College:	31
Major:	29
Controlled Electives:	12
Free Electives:	0-1
Total Degree Requirements:	120

6 Department of Economics---Course Revisions, Catalog Description Change and Program Revision**a Course Revisions:****APPROVED****i Current Catalog Description:****ECON 101 Basic Economics****3c-0l-3cr**

Scarcity, role of prices in determining production and the allocation of resources, business cycle analysis, policy options for reducing unemployment and inflation, economic role of government, international trade, and selected current economic problems are studied. For those who do not plan to take more than 3cr of economics. Note: May not be taken after successful completion of or concurrent registration in any other ECON course.

Proposed Catalog Description:**ECON 101 Basic Economics****3c-0l-3cr**

Scarcity, role of prices in determining production and the allocation of resources, business cycle analysis, policy options for reducing unemployment and inflation, economic role of government, international trade, and selected current economic problems are studied. For those who do not plan to take more than 3cr of economics. Note: May not be taken after successful completion of or concurrent registration in any other Economics course.

Rationale: The course currently is approved as a Liberal Studies Social Science course and is being revised to meet the new curriculum criteria for this category

ii Current Catalog Description:**APPROVED**

ECON 121 Principles of Macroeconomics**3c-0l-3cr**

Nature and methodology of economics; mixed capitalism and market economy; national income; employment theory, including economics of fiscal policy; money, banking, and Federal Reserve System; international trade and finance.

Proposed Catalog Description:**ECON 121 Principles of Macroeconomics****3c-0l-3cr**

Nature and methodology of economics; mixed capitalism and market economy; national income; employment theory, including economics of fiscal policy; money, banking, and Federal Reserve System; international trade and finance.

Rationale: The course currently is approved as a Liberal Studies Social Science course and is being revised to meet the new curriculum criteria for this category.

b Program Revision**APPROVED****Current Program:****Bachelor of Science in Education—Social Studies Education/Economics Track (*)**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: ANTH 110, ECON 121, PSYC 101 Liberal Studies Electives: 6cr, GEOG 230, SOC 237, no course with ECON prefix	48
College:	35
Major:	18
Other Requirements: Social Studies Distribution:	21
Free Electives:	1
Total Degree Requirements:	123

Proposed Program:**Bachelor of Science in Education—Social Studies Education/Economics Track (*)**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Natural Science: Option II Social Science: ANTH 110, ECON 121, PSYC 101 Liberal Studies Electives: 6cr, GEOG 230, SOC 237, no course with ECON prefix	46
College:	35
Major:	18
Other Requirements: Social Studies Distribution:	21
Free Electives:	0
Total Degree Requirements:	120

7 Department of Theater---Course Revisions**i Current Catalog Description:****APPROVED****THTR 101 Introduction to Theater****3c-0l-3cr**

An exploration of the theater arts, examining 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.

Proposed Catalog Description:

THTR 101 Introduction to Theater

3c-0l-3cr

An exploration of the Theater arts, examining 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.

ii Current Catalog Description:

APPROVED

DANC 102 Introduction to Dance

3c-0l-3cr

Examines dance as a performing art in both the historical and cultural contexts. Also includes the analysis of a major piece of choreography, attending live performances, and viewing select works of dance. No previous dance experience is required.

Proposed Catalog Description:

DANC 102 Introduction to Dance

3c-0l-3cr

Explores dance as communication, ritual, social engagement, entertainment, and as an art form. Dance history, genealogy, aesthetics, critical analysis and response, and the creative process will be examined. Class experience includes viewing and critical analysis of professional dance works, attending at least two live productions, and engaging in the creative process in practice and performance.

Rationale: These courses are offered for non-majors as an option to fulfill their Year One Liberal Studies requirement in Fine Arts. These courses have been revised to meet the new Liberal Studies requirements.

8 Department of Chemistry---New Course, Course Revision and Program Revisions

a New Course:

APPROVED

Proposed Catalog Description:

CHEM 325 Analytical Chemistry I

3c-3l-4cr

Prerequisites: CHEM 231

An introduction to the principles of analytical chemistry, including gravimetric, volumetric, and basic instrumental analysis. Special emphasis is placed on both perfecting the student's laboratory technique and on the application of general chemical knowledge through problem solving.

Rationale: This course is designed for chemistry and biochemistry majors. It will serve as an introductory course for analytical chemistry as proposed by the American Chemical Society Committee on Professional Training (ACS-CPT) guidelines. No other course offered by the department is suitable for this material.

b Course Revision:

APPROVED

Current Catalog Description:

CHEM 341 Physical Chemistry I**4c-01-4cr****Prerequisites:** MATH 122 or 225, and PHYS 112 or 132; CHEM 112 or 114

Chemical thermodynamics with applications to solutions, phase, and chemical equilibria-kinetic theory.

Proposed Catalog Description:**CHEM 341 Physical Chemistry I****4c-01-4cr****Prerequisites:** PHYS 112 or 132; MATH 126; Grade of “C” or better in CHEM 112 or in CHEM 114.

Foundations of chemical thermodynamics, equilibria, kinetics, quantum mechanics, and spectroscopy.

Rationale: The B.S. Chemistry degree is certified by our professional organization, The American Chemical Society (ACS). The ACS has recently rewritten its requirements for a certified degree, recommending sequences of foundation and in-depth courses beyond the introductory freshman courses. Currently, B.S. Chemistry majors and B.S. Chemistry/Pre-Med majors are required to take CHEM 341 (Physical Chemistry I, covering the two major topics of thermodynamics and kinetics) and CHEM 342 (Physical Chemistry II, covering the two major topics of spectroscopy and quantum mechanics), while B.A. Chemistry and B.S. Education/Chemistry majors take only CHEM 341. B.S. Biochemistry majors take a separate course, CHEM 340 (Physical Chemistry for the Biological Sciences) that surveys all four primary physical chemistry topics covered in CHEM 341 and CHEM 342. To streamline our offerings, to increase enrollment in our upper level courses, and to increase the exposure of Chemical Education and B.A. Chemistry students to more physical chemistry concepts, CHEM 341 will become a foundation Physical Chemistry course required of all chemistry and biochemistry majors, covering all four topics at the intermediate level, with chemical and biochemical applications. CHEM 342 will become an in-depth course, required for the BS Chemistry and BS Chemistry/PreMed majors, discussing more detailed and complex problems and applications in all four topic areas. For the B.S. Biochemistry majors, the revised CHEM 341 will replace CHEM 340.

c Program Revisions:**i****APPROVED****Current Program:****Proposed Program:****Bachelor of Arts – Chemistry****Bachelor of Arts – Chemistry****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 125**Natural Science:** PHYS 111-121 and 112-122 or PHYS131-141 and 132-142**Liberal Studies Electives:** 3cr, no courses with CHEM prefix**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 125**Natural Science:** PHYS 111-121 and 112-122 or PHYS131-141 and 132-142**Liberal Studies Electives:** 3cr, no courses with CHEM prefix**Major:** 30-33**Major:** 30-33**Other Requirements:** 21-24**Other Requirements:** 21-24**Free Electives:** 15-21**Free Electives:** 19-25**Total Degree Requirements:** 120**Total Degree Requirements:** 120

ii

APPROVED**Current Program:****Bachelor of Science – Chemistry****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 125**Natural Science:** PHYS131-141 and 132-142**Liberal Studies Electives:** 3cr, no courses with CHEM prefix**Credits**
48**Major:** 45**Other Requirements:** 16-20**Free Electives:** 7-11**Total Degree Requirements:** 120**Proposed Program:****Bachelor of Science – Chemistry****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 125**Natural Science:** PHYS131-141 and 132-142**Liberal Studies Electives:** 3cr, no courses with CHEM prefix**Credits**
44**Major:** 45**Other Requirements:** 16-20**Free Electives:** 11-15**Total Degree Requirements:** 120

iii

APPROVED**Current Program:****Bachelor of Science – Chemistry/Pre-Medical Track****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 125**Natural Science:** PHYS131-141 and 132-142**Liberal Studies Electives:** 4cr, MATH 126, no courses with CHEM prefix**Credits**
48**Major:** 45**Other Requirements:** 23-28**Free Electives:** 0-4**Total Degree Requirements:** 120**Proposed Program:****Bachelor of Science – Chemistry/Pre-Medical Track****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 125**Natural Science:** PHYS131-141 and 132-142**Liberal Studies Electives:** 3cr, MATH 126, no courses with CHEM prefix**Credits**
44**Major:** 45**Other Requirements:** 23-28**Free Electives:** 3-8**Total Degree Requirements:** 120

iv

APPROVED**Current Program:****Bachelor of Science in Education – Chemistry (*)****Credits**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 50
Mathematics: MATH 123,124
Natural Science: PHYS111-121 and 112-122
Social Science: PSYC 101
Liberal Studies Electives: 0cr

College: 29

Major: 32

Other Requirements: 8

Free Electives: 1

Total Degree Requirements: 120

Proposed Program:**Bachelor of Science in Education – Chemistry (*)****Credits**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Mathematics: MATH 125
Natural Science: PHYS111-121 and 112-122
Liberal Studies Electives: 3cr, MATH 126, no courses with CHEM prefix

College: 29

Major: 32

Other Requirements: 8

Free Electives: 7

Total Degree Requirements: 120

9 Department of Food and Nutrition---Course Revision, Course Title Change and Catalog Description Change

Current Catalog Description:**APPROVED****FDNT 143 Nutrition and Wellness****3c-0l-3cr**

Introduces the major components of wellness: contemporary nutrition issues as they relate to personal food choices, physical fitness, stress management, sexually transmitted diseases, AIDS, and substance abuse. Successful completion of FDNT 143 fulfills the Liberal Studies Health and Wellness requirement. HPED/NURS 143 also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Proposed Catalog Description:**FDNT 143 Current Issues in Nutrition and Wellness****3c-0l-3cr**

Introduces the student to contemporary nutrition issues as they relate to personal food choices and overall health. Completion of FDNT 143 fulfills the Liberal Studies Dimensions of Wellness Requirement. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Rationale: This course is redesigned to meet the Expected Undergraduate Student Learning Outcomes (EUSLO) and Common Learning Objectives found in the criteria for a Liberal Studies Dimension of Wellness Course. The primary focus of this course is on current issues in food and nutrition and how they relate to physical well being. This course will be a variable title course

10 Department of Health and Physical Education---New Course, Course Revision, Course Title Change, and Catalog Description Changes

a New Course

APPROVED

HPED 143 Wellness Through Strength Training

3c-0l-3cr

Promotes the attainment of personal well-being through the use of a comprehensive strength training program. Students will focus on the attainment of improved wellness by creating and participating in an exercise regime that focuses on muscular fitness, flexibility, and body composition. The exercise program will utilize a variety of resistive regimes including kettle bells, dumbbell circuits, and plyometrics. Students will evaluate their current level of fitness then participate in a physical activity self-improvement program. This course will meet Dimensions of Wellness for Liberal Studies. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Rationale: The course is a three credit course that is designed to meet the wellness requirement of the liberal studies requirements. The course will be a variable title course.

b Course Revision and Catalog Description Change:

APPROVED

Current Catalog Description:

HPED 143 Health and Wellness

3c-0l-3cr

Introduces the major components of wellness: contemporary nutrition issues as they relate to personal food choices, physical fitness, stress management, sexually transmitted diseases, AIDS, and substance abuse. Successful completion of HPED 143 fulfills the Liberal Studies Health and Wellness requirement. FDNT/NURS 143 also fulfills this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Proposed Catalog Description:

HPED 143 Physical Well-Being

3c-0l-3cr

Designed to provide an overview of personal health and wellness. Emphasis will be given to physical dimension in the attainment of well-being. Topical areas will include, but are not limited to, exercise and fitness, healthy eating and weight management, substance use and abuse, disease prevention, and sexuality. In addition this course will also cover stress management and emotional wellness. Guides in the development of an individualized wellness plan to improve their overall physical well-being. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats, but may not be counted for duplicate credit.

Rationale: The course is a currently approved Liberal Studies Health and Wellness course that is being revised to meet the new curriculum criteria for the Dimensions of Wellness category. This course will be a variable title course.

c Catalog Description Changes

i Current Catalog Description:

APPROVED

HPED 343 Physiology of Exercise

3c-0l-3cr

Prerequisite: C or better in HPED 221

Physiological effects of exercise in humans. Major factors of diet, conditioning, physical fitness, maximum performance level, and fatigue.

Proposed Catalog Description:

HPED 343 Physiology of Exercise

3c-0l-3cr

Prerequisite: HPED Major and C or higher in HPED 221 or C or Higher in BIOL 150

Physiological effects of exercise in humans. Major factors of diet, conditioning, physical fitness, maximum performance level, and fatigue.

ii Current Catalog Description:

APPROVED

HPED 375 Physiological Basis of Strength

3c-0l-3cr

Prerequisite: HPED 221 with a grade of C or better

Gives the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

Proposed Catalog Description:

HPED 375 Physiological Basis of Strength

3c-0l-3cr

Prerequisite: HPED Major and HPED 221 with a grade of C or better

Gives the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

Rationale: The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Program (CAAHEP). The certification requires course sequencing and academic standards to be in place to maintain accreditation.

11 Department of Nursing and Allied Health Professions---Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

APPROVED

NURS 143 Healthy People

3c-0l-3cr

Advances knowledge of health promotion and illness prevention concepts and examines health disparities across segments of the population. The determinants of health, health status assessment, and the nation's leading health indicators are emphasized. Students are guided in the development of a personal wellness program. Successful completion of NURS 143 fulfills the Liberal Studies Health and Wellness requirement. HPED/FDNT 143 also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Proposed Catalog Description:

NURS 143 Healthy People – Promoting Wellness

3c-0l-3cr

Introduces the student to the pathway of health and wellness through contributions to one's environment and community. The interconnectedness of self, others, nature, and society on one's health and wellness will be emphasized. Students will be guided through decision-making processes regarding life choices to maximize personal well-being. A personal wellness plan that incorporates aspects of physical and social health will be developed using the Healthy People framework. Completion of NURS 143 fulfills the Liberal Studies Dimensions of Wellness Requirement. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Rationale: This course was revised to meet the current liberal studies requirement. The changes were made to encourage students to be “informed learners, empowered learners, and responsible learners.” The course was designed to meet the liberal studies dimensions of wellness category of active learning, experiential activities, self-reflective activities, assessment of the student's strength and weakness, an improvement plan with evaluation, and the use of the internet as a means of gather appropriate information. This course will be a variable title course.

12 Department of Foreign Languages—Course Deletions, New Courses, Program Deletion, and Program Revisions

a Course Deletions:

APPROVED

**GRMN 101 Elementary German
GRMN 102 German II
GRMN 201 Intermediate German**

Rationale: GRMN 101, 102, and 201 are inactive courses that have not been taught since 1990-2001. There is no student demand for the courses.

b New Courses:

APPROVED

i GRMN 101 Elementary German I

4c-0l-4cr

For beginning students. Introduction to the German language emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and basic grammatical concepts to enable students to communicate in the present tense in a range of situations. They will be able to negotiate a limited number of personal needs and handle basic social interactions related to their daily lives. They will become acquainted with a variety of cultural aspects of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 101 when credit has already been received for a higher-numbered GRMN course.

APPROVED

ii GRMN 102 Elementary German II

4c-0l-4cr

Prerequisite: GRMN 101 or equivalent

A continuation of GRMN 101. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situation. Students will be able to negotiate a limited number of personal needs, handle a range of interactions related to their daily lives, and manage simple social transactions. They will expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 102 when credit has already been received for a higher-numbered GRMN course.

APPROVED
4c-01-4cr

iii GRMN 201 Intermediate German

Prerequisite: GRMN 102 or equivalent

A continuation of GRMN 102. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate an increasing number of personal needs, handle a range of interactions related to their daily lives, and manage simple social situations and transactions. They will expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 201 when credit has already been received for a higher-numbered GRMN course.

Rationale: The 3-credit GRMN 151, GRMN 152, and GRMN 251 courses will be phased out and replaced by the new 4-credit GRMN 101, GRMN 102, and GRMN 201 courses. These changes are made to allow the German language sequence to follow the same model as the other languages in the Department of Foreign Languages at IUP. Students of German will now be able to progress much faster through the language sequence required by the College of Humanities and Social Sciences. They will be able to reach the required Intermediate language level in three semesters instead of four, a schedule preferred by many students. The new Syllabus of Records will assure that instructors will focus on the same course outcomes and apply the same evaluation methods while still being able to adapt the course content to their preferred teaching style. Revisions to the Course Description are being made to reflect the addition of a fourth credit, redesigned course content, and updated pedagogy.

c Program Deletion:

APPROVED

Bachelor of Arts—Spanish for International Trade

Rationale: The B.A. in Spanish for International Trade has had a low number of students in it for the past few years. Furthermore, due to retirements, the Department has lost the professors that taught the specialized language courses unique to this major. The Department of Foreign Languages recognizes the need to eliminate this program in order to apply resources elsewhere.

d Program Revisions:

i

APPROVED**Current Program:****Minor-French****Credits**
21**Required Courses:**

FRNC 201	Intermediate French I	3cr
FRNC 202	Intermediate French II	3cr
FRNC 331	Intermediate French Conversation	3cr
FRNC 341	French Grammar	3cr
FRNC 353	Intermediate French Composition	3cr
FRNC 370	Introduction to French Literature	3cr

Controlled Electives

One course from the following: FRNC 253, 373, 375, 376, 431, 432 3cr

Proposed Program:**Minor-French****Credits**
19**Required Courses:**

FRNC 201	Intermediate French I	4cr
FRNC 331	Intermediate French Conversation	3cr
FRNC 341	French Grammar	3cr
FRNC 353	Intermediate French Composition	3cr
FRNC 370	Introduction to French Literature	3cr

Controlled Electives

One course from the following: FRNC 253, 373, 375, 376, 431, 432 3cr

Rationale: This change in the minor is necessitated by the future deletion of FRNC 202 and the current revision of FRNC 201 into the only intermediate language course.

ii

APPROVED**Current Program:****Minor in German**

Students completing 18 credits beyond GRMN 152 will be recognized as having minored in German. Nine of the 12 credits must be taken at the 300 level with only 3 credits from the conversation sequence, GRMN 221, 222, 321, 322. This achievement will be noted on the student's transcript and thus provide more career flexibility.

Proposed Program:**Minor in German**

Students must complete 18 credits in GRMN courses numbered higher than 102 in order to be recognized as having minored in German. Nine of the 18 credits must be taken at the 300 level with only 3 credits from the conversation sequence, GRMN 221, 222, 321, 322. This achievement will be noted on the student's transcript and thus provide more career flexibility.

Rationale: This change in the minor is necessitated by the future deletion of GRMN 152, and the current creation of GRMN 102 as a 4-credit course.

iii

APPROVED**Current Program:****Bachelor of Science in Education--K-12 French Education (*)**

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

Mathematics: 3cr, MATH 101 or higher

Social Science: ANTH 110, PSYC 101

Liberal Studies Electives: 9 cr, no courses with FRNC prefix, one additional MATH course (1)

53

College:**Preprofessional Education Sequence:**

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:**Proposed Program:****Bachelor of Science in Education--K-12 French Education (*)**

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

Mathematics: 3cr, MATH 101 or higher

Social Science: ANTH 110, PSYC 101

Liberal Studies Electives: 9 cr, no courses with FRNC prefix, one additional MATH course (1)

49-50

College:**Preprofessional Education Sequence:**

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

29

EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr	EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr	EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr	EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 441	Student Teaching	12cr	EDUC 441	Student Teaching	12cr
EDUC 442	School Law	1cr	EDUC 442	School Law	1cr
EDUC 453	Teaching of Foreign Languages in the Secondary School	3cr (2)	EDUC 453	Teaching of Foreign Languages in the Secondary School	3cr (2)
Major:			Major:		
Required Courses:			Required Courses:		
FRNC 202	Intermediate French	3cr	FRNC 201	Intermediate French	4cr
FRNC 331	Intermediate French Conversation	3cr	FRNC 331	Intermediate French Conversation	3cr
FRNC 341	French Grammar	3cr	FRNC 341	French Grammar	3cr
FRNC 353	Intermediate French Composition	3cr	FRNC 353	Intermediate French Composition	3cr
FRNC 370	Introduction to French Literature	3cr	FRNC 370	Introduction to French Literature	3cr
FRNC 373	French Civilization	3cr	FRNC 373	French Civilization	3cr
FRNC 390	Teaching Elementary School Content in French and German	3cr	FRNC 390	Teaching Elementary School Content in French and German	3cr
FRNC 432	French Phonetics and Phonology	3cr	FRNC 432	French Phonetics and Phonology	3cr
FRNC 441	Advanced French Grammar	3cr	FRNC 441	Advanced French Grammar	3cr
Controlled Electives:			Controlled Electives:		
Any other 9cr from FRNC 253 and above			Any other 9cr from FRNC 253 and above		
Free Electives:			Free Electives:		
Total Degree Requirements:			Total Degree Requirements:		
(*) See requirements leading to teacher certification, titled "3- Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.			(*) See requirements leading to teacher certification, titled "3- Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.		
(1) Students who do not wish to select a MATH course under the Liberal Studies Electives must still take a second MATH course in order to fulfill the state certification requirement.			(1) Students who do not wish to select a MATH course under the Liberal Studies Electives must still take a second MATH course in order to fulfill the state certification requirement.		
(2) EDUC 453 is offered only in fall semester.			(2) EDUC 453 is offered only in fall semester.		

Rationale: This change in the major is necessitated by the future deletion of FRNC 202 and the current revision of FRNC 201 into the only intermediate language course.

13 Department of Mathematics—Course Revisions and Catalog Description Changes

i Current Catalog Description:

APPROVED

MATH 125 Calculus I/Physics, Chemistry, Mathematics **3c-0l-3cr**

Prerequisite: MATH 110 or equivalent placement (algebra, geometry, and trigonometry)

The first of a three-semester sequence for math and science majors. Topics include techniques and applications of integration, sequence and series, convergence tests, Taylor polynomials, separable differential equations, vectors, and three-dimensional coordinates. (Trigonometric, exponential, and logarithmic functions are included throughout the course.)

Proposed Catalog Description:

MATH 125 Calculus I/Physics, Chemistry, Mathematics **3c-0l-3cr**

Prerequisite: MATH 110 or equivalent placement (algebra, geometry, and trigonometry)

The first of a three semester sequence for math and science majors covering the theory of calculus and its application in problem solving. Topics include: functions, limits, continuity, derivatives, application of derivative, integrals and applications of the integral. (Trigonometric, exponential and logarithmic functions are included throughout the course.)

Rationale: The course is a currently approved Liberal Studies mathematics course and is being revised to meet the new curriculum criteria for this category.

ii Current Catalog Description:

APPROVED

MATH 217 Introduction to Probability and Statistics

3c-01-3cr

(For non-MATH majors) Frequency distributions, measures of central tendency, variation, elementary probability, sampling, estimation, testing hypotheses, correlation, and regression; emphasis is on applications as opposed to theoretical development of topics.

Proposed Catalog Description:

MATH 217 Introduction to Probability and Statistics

3c-01-3cr

Prerequisite: For non-math majors

Frequency distributions, measures of central tendency and variation, elementary probability, sampling, estimation, testing hypotheses, correlation and regression. Emphasis will be on applications in the social sciences using appropriate technology, as opposed to theoretical development of topics.

Rationale: The course was updated to meet the new Liberal Studies requirements.

iii Current Catalog Description:

APPROVED

MATH 340 Principles of Secondary School Mathematics

3c-01-3cr

Prerequisite: MATH 271

Provides the mathematics content needed to teach in secondary schools. Connections are made between advanced and secondary school mathematics. Open to secondary mathematics education majors only

Proposed Catalog Description:

MATH 340 Principles of Secondary School Mathematics

3c-01-3cr

Prerequisite: MATH 271

Provides students with mathematics content and mathematical thinking they will need to teach in secondary schools, as well as to connect the content learned in college mathematics courses with the secondary curriculum. Open to secondary mathematics education majors only.

Rationale: This course was designed and first implemented in Fall 2005. At that time, it was designed to solidify future teacher's knowledge of secondary mathematical concepts. It still serves this purpose, but with program evaluations of students' content knowledge, the National Council of Teachers of Mathematics' (NCTM) program standards, and the actual content that was being taught in the course, it became clear that we needed to update the syllabus of the course. Furthermore, The IUP Secondary Mathematics Education program passed the last National Council for Accreditation of Teacher Education (NCATE) review unconditionally, however there was a noted weakness in the area of Discrete Mathematics. This revision is in response to the absence of Discrete Mathematics in the program. Thus, we have reorganized content in the course and added several important topics, including those stated above.

14 Center for Career and Technical Personnel Preparation—Program Revision

i

APPROVED

Current Program:

Certificate-Vocational-Technical Education

Liberal Studies: As follows::

English: ENGL 101, 202

Fine Arts: one course from list

Humanities Literature: One course from list

Mathematics: MATH 151, 152

Natural Science: two courses, lab or non-lab

Social Science: PSYC 101

Liberal Studies Electives: one course, no course with VOED prefix

Credits

31-33

College:

14

Major:

28

Controlled Electives:

3

Free Electives:

0-2

Total Degree Requirements:

78

Proposed Program:

Certificate-Vocational-Technical Education

Liberal Studies: As follows::

English: ENGL 101, 202

Fine Arts: one course from list

Humanities Literature: One course from list

Mathematics: MATH 151

Natural Science: two courses, lab or non-lab

Social Science: PSYC 101

Liberal Studies Electives: 6cr, MATH 152, no course with VOED prefix

Credits

30-32

College:

14

Major:

28

Controlled Electives:

3

Free Electives:

1-3

Total Degree Requirements:

78

15 Department of Military Science—Course Revisions

i Current Catalog Description:

APPROVED

MLSC 101 Introduction to Military Science

2c-11-2cr

A study of the organization of the United States Army and the role of the military in today's society. Emphasizes the customs and traditions of the service, the Total Army concept, and the fundamentals of leadership. Includes instruction in basic military skills, land navigation, and personal nutrition and fitness. Also, see Leadership Laboratory.

Proposed Catalog Description:

MLSC 101 Introduction to Military Science

2c-11-2cr

A study of the organization of the United States Army and the role of the military in today's society. Emphasizes the customs and traditions of the service, the Total Army concept, and the fundamentals of leadership. Includes instruction in basic military skills, land navigation, and personal nutrition and fitness. Also, see Leadership Laboratory.

ii Current Catalog Description:

APPROVED

MLSC 102 Fundamentals of Military Science

2c-11-2cr

The study of the basic knowledge regarding military service and the profession of arms. Emphasizes basic military skill, first aid, and the development of leadership abilities through practical exercises. Includes instruction on offensive and defensive tactics, the Army writing style, and military briefings. Also, see Leadership Laboratory.

Proposed Catalog Description:

MLSC 102 Fundamentals of Military Science

2c-11-2cr

The study of the basic knowledge regarding military service and the profession of arms. Emphasizes basic military skill, first aid, and the development of leadership abilities through practical exercises. Includes instruction on offensive and defensive tactics, the Army writing style, and military briefings. Also, see Leadership Laboratory.

16 College of Natural Sciences and Mathematics—Course Revision and Program Revisions

a Course Revision:

APPROVED

Current Catalog Description:

SCI 105 Physical Science I

3c-2l-4cr

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

Proposed Catalog Description:

SCI 105 Physical Science I

3c-2l-4cr

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

Rationale: The course has been updated and revised to meet the new Liberal Studies requirements.

b Program Revision:

i

APPROVED**Current Program:****Bachelor of Science—Natural Science****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 121**Natural Science:** CHEM 111-112**Social Science:** PSYC 101**Synthesis:** not required for three-year students who transfer to a professional school with an articulation agreement**Writing Intensive:** writing-intensive course only required for three-year students who transfer to a professional school with an articulation agreement**Liberal Studies Electives:** BTED/COSC/IFMG 101; no courses with SCI prefix**Major:** 41**Other Requirements:** 0-6
Foreign Language Intermediate Level**Free Electives:** 24-30**Total Degree Requirements:** 120**Proposed Program:****Bachelor of Science—Natural Science****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 121**Natural Science:** CHEM 111-112**Social Science:** PSYC 101**Writing Intensive:** A second writing-intensive course is not required for three-year students who transfer to a professional school with an articulation agreement**Liberal Studies Electives:** 3cr, BTED/COSC/IFMG 101; no courses with SCI prefix**Major:** 40**Other Requirements:**
Foreign Language Intermediate Level 0-6**Free Electives:** 29-35**Total Degree Requirements:** 120

Rationale: On this program and the following Natural Science degrees, the wording for the Writing Intensive requirement was wrong. The correct statement about writing intensive is what is included on the proposed side. Additionally the number of credits in the major also should have been 40 not 41.

Current Program:**Bachelor of Science—Natural Science/Pre-Chiropractic Track****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 121**Natural Science:** CHEM 111-112**Social Science:** PSYC 101**Synthesis:** not required for three-year students who transfer to a professional school with an articulation agreement**Writing Intensive:** writing-intensive course only required for three-year students who transfer to a professional school with an articulation agreement**Liberal Studies Electives:** COSC 101, no courses with SCI prefix**Major:** 41**Other Requirements:** 0-6
Foreign Language Intermediate Level**Free Electives:** 0-30**Total Degree Requirements:** 120**Proposed Program:****Bachelor of Science—Natural Science/Pre-Chiropractic Track****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 121**Natural Science:** CHEM 111-112**Social Science:** PSYC 101**Writing Intensive:** A second writing intensive course is not required for three-year students who transfer to a professional school with an articulation agreement**Liberal Studies Electives:** (3cr) COSC 101; no courses with SCI prefix**Major:** 40**Other Requirements:** 0-6
Foreign Language Intermediate Level**Free Electives:** 29-35**Total Degree Requirements:** 120

APPROVED**Current Program:****Bachelor of Science—Natural Science/Pre-Dentistry Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: PSYC 101 Synthesis: not required for three-year students who transfer to a professional school with an articulation agreement Writing Intensive: writing-intensive course only required for three-year students who transfer to a professional school with an articulation agreement Liberal Studies Electives: COSC 101, no courses with SCI prefix	49
Major:	41
Other Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	0-30
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science—Natural Science/Pre-Dentistry Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: PSYC 101 Writing Intensive: A second writing intensive course is not required for three-year students who transfer to a professional school with an articulation agreement Liberal Studies Electives: (3cr) COSC 101; no courses with SCI prefix	45
Major:	40
Other Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	29-35
Total Degree Requirements:	120

Current Program:**Bachelor of Science—Natural Science/Pre-Optometry Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: ECON 101, PSYC 101 Synthesis: not required for three-year students who transfer to a professional school with an articulation agreement Writing Intensive: writing-intensive course only required for three-year students who transfer to a professional school with an articulation agreement Liberal Studies Electives: COSC 101, no courses with SCI prefix	49
Major:	41
Other Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	0-30
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science—Natural Science/Pre-Optometry Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: ECON 101, PSYC 101 Writing Intensive: A second writing intensive course is not required for three-year students who transfer to a professional school with an articulation agreement Liberal Studies Electives: (3cr) COSC 101; no courses with SCI prefix	45
Major:	40
Other Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	29-35
Total Degree Requirements:	120

Current Program:**Bachelor of Science—Natural Science/Pre-Pharmacy Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: ECON 101, PSYC 101 Synthesis: not required for three-year students who transfer to a professional school with an articulation agreement Writing Intensive: writing-intensive course only required for three-year students who transfer to a professional school with an articulation agreement Liberal Studies Electives: COSC 101, no courses with SCI prefix	49
Major:	41
Other Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	0-30
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science—Natural Science/Pre-Pharmacy Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: ECON 101, PSYC 101 Writing Intensive: A second writing intensive course is not required for three-year students who transfer to a professional school with an articulation agreement Liberal Studies Electives: (3cr) COSC 101; no courses with SCI prefix	45
Major:	40
Other Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	29-35
Total Degree Requirements:	120

Current Program:**Bachelor of Science—Natural Science/Pre-Physical Therapy Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: PSYC 101 Synthesis: not required for three-year students who transfer to a professional school with an articulation agreement Writing Intensive: writing-intensive course only required for three-year students who transfer to a professional school with an articulation agreement Liberal Studies Electives: COSC 101, no courses with SCI prefix	49
Major:	41
Other Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	0-30
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science—Natural Science/Pre-Physical Therapy Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: ECON 101, PSYC 101 Writing Intensive: A second writing intensive course is not required for three-year students who transfer to a professional school with an articulation agreement Liberal Studies Electives: (3cr) COSC 101; no courses with SCI prefix	45
Major:	40
Other Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	29-35
Total Degree Requirements:	120

Current Program:**Bachelor of Science—Natural Science/Pre-Podiatry Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: PSYC 101 Synthesis: not required for three-year students who transfer to a professional school with an articulation agreement Writing Intensive: writing-intensive course only required for three-year students who transfer to a professional school with an articulation agreement Liberal Studies Electives: COSC 101, no courses with SCI prefix	49
Major:	41
Other Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	0-30
Total Degree Requirements:	120

Proposed Program:**Bachelor of Science—Natural Science/Pre-Podiatry Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: ECON 101, PSYC 101 Writing Intensive: A second writing intensive course is not required for three-year students who transfer to a professional school with an articulation agreement Liberal Studies Electives: (3cr) COSC 101; no courses with SCI prefix	45
Major:	40
Other Requirements: Foreign Language Intermediate Level	0-6
Free Electives:	29-35
Total Degree Requirements:	120

17 Department of Computer Science— New Courses, Course Revisions, and Program Revisions**a New Courses:****i COSC 429 Digital Forensics****APPROVED**
3c-01-3cr

Prerequisites: COSC 110 or equivalent programming course, junior standing or permission of instructor.

Takes a detailed, hands-on approach to the use of computer technology in investigating computer crime. From network security breaches to child pornography, the common bridge is the demonstration that particular electronic media contains incriminating evidence. Using modern forensic tools and techniques, students learn how to conduct a structured investigation process to determine exactly what happened and who was responsible, and to perform this investigation in such a way that the results are useful in criminal proceedings. Real world case studies will be used to provide a better understanding of security issues. Unique forensics issues associated with various operating systems including Linux/Windows operating systems and associated applications are covered.

Rationale: This course is one of the controlled electives for Computer Science and Criminology majors, and MIS students that minor in Information Assurance. This course is not intended to be a Liberal Studies course. This course was highly recommended by the National Security Agency (NSA). The offering of this course will help towards the NSA reaccreditation process for the Institute of Information Assurance education. NSA has set up a working group on the standardization of the Digital Forensics curriculum.

APPROVED
3c-0l-3cr

ii COSC 454 Information Assurance Administration

Prerequisite: COSC 316 or permission of instructor

Explores the various issues pertinent to maintaining acceptable levels of Information Security within organizations. Addresses issues involved in administering and managing information security systems. Intended to raise awareness of information security issues across organizations.

Rationale: This course will be an upper level elective and available to all interested students who meet the requirement. This course is highly recommended by the National Security Agency (NSA). The offering of this course will help towards the NSA reaccreditation process for the Institute of Information Assurance education. The course is required to grant NIST 4012 certification.

b Course Revisions:

i Current Catalog Description:

APPROVED

COSC 493 Internship in Computer Science

var-6-12cr

Prerequisites: COSC 105, 110, 210, 220 (except Languages and Systems track), 300, 310, 319, 341, 380, other courses depending on type of internship position desired, completion of application, and selection by a faculty committee. COSC 319, 341, and 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 2cr of the first 6cr of COSC 493 and 2cr of the last 6cr of COSC 493 may be applied toward the credit requirement for a major in COSC. Internship can be completed as one 12cr unit over a minimum of 23 weeks or in two 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

var-6-12cr

Prerequisites: COSC 105, 220 (except Languages and Systems track), 300, 310, 319, 341, 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

Rationale: Increase in the number of credits enables COSC 493 to count as controlled elective and to meet the practicum requirement of the Applied and Information Assurance tracks. This change is in accordance with proposed changes to all computer science tracks. Change the reference to COSC 320 is the result of renumbering said course to COSC 473.

ii Current Catalog Description

APPROVED

COSC 320 Software Engineering Practice

1c-2l-3cr

Prerequisite: COSC 319 or instructor permission

Planning, design, and implementation of large software systems using software engineering techniques. Students work in project teams on real or realistic software development projects. Credit for either COSC 320 or 493, but not both may count toward COSC major requirements for graduation; the other course credits are free electives.

Proposed Catalog Description

COSC 473 Software Engineering Practice

3c-0l-3cr

Prerequisite: COSC 319 or instructor permission.

Planning, design, and implementation of large software systems using software engineering techniques. Students work on project teams on real or realistic software development projects. Credit for either COSC 473 or 493, but not both, may count toward computer science major requirements for graduation; the other course credits will be counted as free electives.

Rationale: Software Engineering Practice is the practicum that is intended to be a capstone of the Computer Science program where student apply their skills and knowledge to sizable projects that are representative to industry. It is the on-campus counterpart to an internship experience. Given this, it is being renumbered to 473 to indicate a senior level course that is on par with COSC 493 Internship experience. Furthermore, this change provides alignment with the department's ABET accreditation plan in which COSC 493 or COSC 473 are the designated capstone courses.

c Program Revisions:

i

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Computer Science

Bachelor of Arts-Computer Science

Liberal Studies: As outlined in Liberal Studies section with the following specifications:		48	Liberal Studies: As outlined in Liberal Studies section with the following specifications:		43-44
Mathematics: MATH 125 (1)			Mathematics: 3cr, MATH 125 (3cr) (1)		
Liberal Studies Electives: 3cr, MATH 216, no courses with COSC prefix			Liberal Studies Electives: 3cr, MATH 216		
Major:		37	Major:		40
Required Courses:			Required Courses:		
COSC 105	Fundamentals of Computer Science	3cr	COSC 105	Fundamentals of Computer Science	3cr
COSC 110	Problem Solving and Structured Programming	3cr	COSC 110	Problem Solving and Structured Programming	3cr
COSC 210	Object-Oriented and GUI Programming	3cr	COSC 210	Object-Oriented and GUI Programming	3cr
COSC 220	Applied Computer Programming	4cr	COSC 220	Applied Computer Programming	4cr
COSC 300	Computer Organization and Assembly Language	3cr	COSC 300	Computer Organization and Assembly Language	3cr
COSC 310	Data Structures and Algorithms	3cr	COSC 310	Data Structures and Algorithms	3cr
COSC 341	Introduction to Database Management Systems	3cr	COSC 341	Introduction to Database Management Systems	3cr
COSC 380	Seminar on the Computing Profession and Ethics	2cr	COSC 380	Seminar on the Computing Profession and Ethics	2cr
COSC 480	Seminar on Technical Topics	1cr	COSC 480	Seminar on Technical Topics	1cr
Controlled Electives: 6cr from the following: (2)			Controlled Electives: 9cr from the following: (2)		
COSC/MATH 250	Introduction to Numerical Methods	3cr	COSC/MATH 250	Introduction to Numerical Methods	3cr
COSC 316	Host Computer Security	3cr (3)	COSC 316	Host Computer Security (3)	3cr
COSC 319	Software Engineering Concepts	3cr	COSC 319	Software Engineering Concepts	3cr
COSC 320	Software Engineering Practice	3cr (4)	COSC 345	Computer Networks	3cr
COSC 345	Computer Networks	3cr	COSC/IFMG 354	Testing and Controlling LANs	3cr
COSC/IFMG 354	Testing and Controlling LANs	3cr	COSC 355	Computer Graphics	3cr
COSC 355	Computer Graphics	3cr	COSC 356	Network Security	3cr
COSC 356	Network Security	3cr	COSC 362	Unix Systems	3cr
COSC 362	Unix Systems	3cr	COSC 365	Web Architecture and Application Development	3cr
COSC 365	Web Architecture and Application Development	1-4cr	COSC 473	Software Engineering Practice (4)	3cr
COSC 481	Special Topics in Computer Science (only sections approved for majors)	1-4cr	COSC 481	Special Topics in Computer Science (only sections approved for majors)	1-4cr
COSC 482	Independent Study	12cr (4)	COSC 482	Independent Study	1-4cr
COSC 493	Internship in Computer Science	3cr	COSC 493	Internship in Computer Science (4)	12cr
IFMG 455	Data Warehousing and Mining	6cr (5)	IFMG 455	Data Warehousing and Mining	3cr
Upper-level Electives by Categories:		6cr (5)	Upper-level Electives by Categories: (5)		6cr
<i>Artificial Intelligence:</i> COSC 405			<i>Artificial Intelligence:</i> COSC 405		
<i>Computer Architecture:</i> COSC 410			<i>Computer Architecture:</i> COSC 410		
<i>Database Management:</i> COSC 444			<i>Database Management:</i> COSC 444		
<i>Numerical Methods:</i> COSC 427, 451			<i>Distributed Systems:</i> COSC 465		
<i>Systems Programming:</i> COSC 430, 432			<i>Numerical Methods:</i> COSC 427, 451		
<i>Theory of Languages:</i> COSC 420, 424, 460			<i>Systems Programming:</i> COSC 430, 432		
			<i>Theory of Languages:</i> COSC 420, 424, 460		
Other Requirements:		6-12	Other Requirements:		6
Additional Writing:			Additional Writing:		
ENGL 322	Technical Writing	3cr	ENGL 222	Technical Writing	3cr
Foreign Language Intermediate Level		0-6cr			
Additional Mathematics:			Additional Mathematics:		
MATH 219	Discrete Mathematics	3cr	MATH 219	Discrete Mathematics	3cr
Free Electives:		23-29	Free Electives:		30-31
Total Degree Requirements:		120	Total Degree Requirements:		120
(1) MATH 125 can be substituted for MATH 121			(1) MATH 125 can be substituted by MATH 121		
(2) Select at least 6cr from the list of controlled electives			(2) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.		
(3) COSC 316 cannot be counted for major credit if a student does an Information Assurance Minor.			(3) COSC 316 cannot be counted for major credit if a student does an Information Assurance minor		
(4) Credit for both COSC 320 and 493 may be counted toward the degree, but only one will be counted toward the major requirements. COSC 493 may be selected in either the second semester of the junior year or the first semester of the senior year. If COSC 493 is selected and approved, COSC 380 may be taken in the immediately preceding semester. Note: Only 4cr of COSC 493 can be counted toward these 6cr. Additional COSC 493 credits may be counted as free electives.			(4) Credit for both COSC 473 and 493 may be counted toward the degree, but only one will be counted toward the major requirements. Note: Only 3 of first 6cr of COSC 493 or 6cr of a total 12cr of COSC 493 can be counted towards major. COSC 493 may be selected after completion of sophomore year.		
(5) Select at least two additional courses, from at least two different categories, from the list of upper-level electives.			(5) Select at least two additional courses, from at least two different categories, from the list of upper-level electives.		

Rationale: This program revision represents a few changes based on recommendations from the Computer Science Corporate Advisory board together with minor curriculum changes to replace an outdated course with an alternative, and renumber a course to better align with level and purpose. Specifics are: COSC 320 Software Engineering Practice is the practicum that is intended to be a capstone of the Computer Science program where student apply their skills and knowledge to sizable projects that are representative to industry. It is the on-campus counterpart to an internship experience. Given this, it is being renumbered to 473 to indicate a senior level course that is on par with COSC 493 Internship experience. Furthermore, this change provides alignment with the department's ABET accreditation plan in which COSC 493 or COSC 473 are the designated capstone courses. The number of credits hours of COSC 493 that can be counted toward a major was increased from 2cr per 6cr of 493 to 3cr per 6cr of 493. This change enabled the first 6cr of 493 to be counted as a controlled elective and the last 6cr of 493 to be counted as fulfilling the practicum requirement of the Applied and Information Assurance tracks (or as a second controlled elective in the remaining tracks). In making this change, students may undertake an internship without incurring excessive credits beyond the 120 required for graduation. COSC 465 Distributed Processing and Web Services is an upper level elective that follows COSC 365 Web Architecture and Application Programming. Distributed Processing and Web Services is an area that is experiencing considerable growth and demand in the industry and is above and beyond the material that can be covered in 365. The topics related to distributed processing and web services can only be covered at a cursory level in 365 due to the volume of content encompassing web technologies. 365 provides minimal discussion of web services and then only in the context of future directions. 465 thus provide a detailed study of web services technologies providing students hand-on labs/exercises/and assignments to use these technologies. Due to the expansion of the field and the need to cover leading-edge technologies, additional courses in the field are required by many majors. On the advice of the Corporate Advisory Board, the mandate for a foreign language has been removed from the curriculum for pragmatic reasons. In addition, the removal of this mandate provides flexibility for majors to switch tracks with minimal impact. However, the Computer Science department acknowledges the benefits of studying a foreign language and has provided the option to include an intermediate level foreign language course as a controlled elective. The department will continue to encourage the foreign language option when a student's area of concentration permits. ENGL 322 was changed to ENGL 222 as a result of a change in course number initiated by the English department. Course content was not changed.

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APPROVED**Current Program:****Proposed Program:****Minor—Information Assurance(1)****Minor—Information Assurance(1)****Required Courses:**

COSC 110	Problem Solving and Structured Programming	3cr (3)
COSC 316	Host Computer Security	3cr
COSC 352	LAN Design and Installation	3cr
CRIM 101	Crime and Justice Systems (2) <i>or</i>	3cr
CRIM 102	Survey of Criminology (2)	
CRIM 321	Cybersecurity and Loss Prevention	3cr
CRIM 323	Cybersecurity and the Law	3cr

- (1) Computer Science/Information Assurance Track majors are not eligible to take this minor; instead, they must take a Criminology minor
- (2) Criminology majors cannot count CRIM 101 or 102; instead, they must take one additional course from the following: COSC 341, 356, 362, 427, 432, 482, IFMG 382.
- (3) Computer Science majors cannot count COSC 110; instead, they must take one additional course from the following: CRIM 300, 355, 400, 401, 481, 482.

18**Required Courses**

COSC 108	Introduction to Programming via Alice (3) <i>or</i>	3cr
COSC 110	Problem Solving and Structured Programming	
COSC 316	Host Computer Security	3cr
COSC 345	Computer Networks	3cr
CRIM 101	Crime and Justice Systems (2) <i>or</i>	3cr
CRIM 102	Survey of Criminology (2)	
CRIM 321	Cybersecurity and Loss Prevention	3cr
CRIM 323	Cybersecurity and the Law	3cr

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- (1) Computer Science/Information Assurance Track majors are not eligible to take this minor; instead, they must take a Criminology minor
- (2) Criminology majors cannot count CRIM 101 or 102; instead, they must take one additional course from the following: COSC 341, 356, 362, 427, 432, 482, IFMG 382. *Students must select COSC 356 to receive NIST 4011 Certification.*
- (3) Computer Science majors cannot count COSC 108 *or* 110; instead, they must take one additional course from the following: CRIM 344, 354, 401.

Rationale: COSC 108 is an alternative to COSC 110 that uses the Alice teaching tool, developed by Carnegie Mellon University, to teach the basics of programming. Alice provides a new pedagogy for teaching introductory computer science course and has been adopted by many teaching institutions. This course achieves course outcomes similar to those of COSC 110, but using a different pedagogical approach. This course is recommended for Biochemistry, Criminology, Natural Science (pre Engineering), Applied Mathematics, Mathematics Education, Physics, and Communications Media majors in place of COSC 110. An Information Assurance minor is one of the possible minors that a Computer Science major may select from to fulfill the program's minor requirement. The course COSC 345 contains the content on computer networking, which is the major vehicle of threats to information assurance. Therefore, it is of interest that students gain a comprehension of networking technology. Since introducing COSC 352 to the curriculum, the technology and required depth in computer networks has changed. The content of 352 is no longer viewed as appropriate course for Information Assurance minors. COSC 354 Testing and Controlling LANs is a more in depth version of 352 that includes additional aspects of Information Assurance. COSC 354 can be taken as part of the electives towards and information assurance minor. Prerequisite for COSC 354 will be changed from COSC 352 to COSC 345 in a separate course proposal. COSC 345 Computer Networks is therefore selected as an appropriate required courses to replace 352. The statement "Students must select COSC 356 to receive NIST 4011 Certification" was added to clearly identify 356 as a required course for NIST 4011 certification. The allowable options for Computer Science majors in note (3) have been modified at the request of the Criminology Department.

iii

APPROVED

Bachelor of Science—Computer Science/Applied Computer Science Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **48**
Mathematics: MATH 125 (1)
Liberal Studies Electives: 3cr, MATH 216, no courses with COSC prefix

Major: **40**
Required Courses:
 COSC 105 Fundamentals of Computer Science 3cr
 COSC 110 Problem Solving and Structured Programming 3cr
 COSC 210 Object-Oriented and GUI Programming 3cr
 COSC 220 Applied Computer Programming 4cr
 COSC 300 Computer Organization and Assembly Language 3cr
 COSC 310 Data Structures and Algorithms 3cr
 COSC 319 Software Engineering Concepts 3cr
 COSC 341 Introduction to Database Management Systems 3cr
 COSC 365 Web Architecture and Application Development 3cr
 COSC 380 Seminar on the Computing Profession and Ethics 2cr
 COSC 480 Seminar on Technical Topics 1cr
 Select one of the following two courses:
 COSC 320 Software Engineering Practice 3cr (2)
 COSC 493 Internship in Computer Science 12cr (3)
Controlled Electives: 3cr from the following: (4)
 COSC/MATH 250 Introduction to Numerical Methods 3cr
 COSC 316 Host Computer Security 3cr (5)
 COSC 345 Computer Networks 3cr
 COSC/IFMG 354 Testing and Controlling LANs 3cr
 COSC 355 Computer Graphics 3cr
 COSC 356 Network Security 3cr
 COSC 362 Unix Systems 3cr
 COSC 481 Special Topics in Computer Science (only sections approved for majors) 1-4cr
 COSC 482 Independent Study 1-4cr
 IFMG 455 Data Warehousing and Mining 3cr
Upper-level Electives by Categories: 3cr from the following: 3cr (6)
 Artificial Intelligence: COSC 405

Bachelor of Science—Computer Science/Applied Computer Science Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **43-44**
Mathematics: 3cr, MATH 125 (1)
Liberal Studies Electives: 3cr, MATH 216, no courses with COSC prefix

Major: **46**
Required Courses:
 COSC 105 Fundamentals of Computer Science 3cr
 COSC 110 Problem Solving and Structured Programming 3cr
 COSC 210 Object-Oriented and GUI Programming 3cr
 COSC 220 Applied Computer Programming 4cr
 COSC 300 Computer Organization and Assembly Language 3cr
 COSC 310 Data Structures and Algorithms 3cr
 COSC 319 Software Engineering Concepts 3cr
 COSC 341 Introduction to Database Management Systems 3cr
 COSC 365 Web Architecture and Application Development 3cr
 COSC 380 Seminar on the Computing Profession and Ethics 2cr
 COSC 480 Seminar on Technical Topics 1cr
 Select one of the following two courses:
 COSC 473 Software Engineering Practice **or** 3cr
 COSC 493 Internship in Computer Science (2)
Controlled Electives: 9cr from the following: (3)
 COSC/MATH 250 Introduction to Numerical Methods 3cr
 COSC 316 Host Computer Security (4) 3cr
 COSC 345 Computer Networks 3cr
 COSC/IFMG 354 Testing and Controlling LANs 3cr
 COSC 355 Computer Graphics 3cr
 COSC 356 Network Security 3cr
 COSC 362 Unix Systems 3cr
 COSC 481 Special Topics in Computer Science (only sections approved for majors) 1-4cr
 COSC 482 Independent Study 1-4cr
 IFMG 455 Data Warehousing and Mining 3cr
Upper-level Electives by Categories: 3cr from the following: 3cr (6)
 Artificial Intelligence: COSC 405

Computer Architecture: COSC 410
Database Management: COSC 444
Numerical Methods: COSC 427, 451
Systems Programming: COSC 432
Theory of Languages: 420, 424, 460

Other Requirements:

Additional Writing:

ENGL 322 Technical Writing
Foreign Language Intermediate Level

Additional Mathematics:

MATH 219 Discrete Mathematics

Complete a minor from one of the following areas:

Information Assurance

Any department in the College of Natural Sciences and Mathematics

Designated Business courses

Designated Economics courses

Designated Geography courses

Designated Communications Media courses

6-12

3cr

0-6cr

3cr (1)

8-18

18cr

8-18cr

18cr

15cr

15cr

18cr

Free Electives:

2-18

Total Degree Requirements:

120

- (1) MATH 125 can be substituted by MATH 121.
- (2) Credit for both COSC 320 and 493 may be counted toward the degree, but only one will be counted toward the major requirements.
- (3) COSC 493 may be selected in either the second semester of the junior year or the first semester of the senior year. If COSC 493 is selected and approved, COSC 380 may be taken in the immediately preceding semester. Note: Only 4cr of COSC 493 can be counted towards major.
- (4) Select at least 3cr from the list of controlled electives and/or the list of upper-level electives.
- (5) COSC 316 cannot be counted for major credit if a student does an Information Assurance minor.
- (6) Select at least one additional course from list of upper-level electives.

Computer Architecture: COSC 410
Database Management: COSC 444
Distributed Systems: COSC 465
Numerical Methods: COSC 427, 451
Systems Programming: COSC 432
Theory of Languages: 420, 424, 460

Other Requirements:

Additional Writing:

ENGL 222 Technical Writing

Additional Mathematics:

MATH 219 Discrete Mathematics

Complete a minor from one of the following areas:

Information Assurance

Any department in the College of Natural Sciences and Mathematics

Designated Business courses

Designated Economics courses

Designated Communications Media courses

Free Electives:

6-12

3cr

3cr (1)

8-18

0-17

Total Degree Requirements:

120

- (1) MATH 125 can be substituted by MATH 121.
- (2) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473.
- (3) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.
- (4) COSC 316 cannot be counted for major credit if a student does an Information Assurance minor.

Rationale: This program revision represents a few changes based on recommendations from the Computer Science Corporate Advisory board together with minor curriculum changes to replace an outdated course with an alternative, and renumber a course to better align with level and purpose. Specifics are: a) COSC 320 Software Engineering Practice is the practicum that is intended to be a capstone of the Computer Science program where student apply their skills and knowledge to sizable projects that are representative to industry. It is the on-campus counterpart to an internship experience. Given this, it is being renumbered to 473 to indicate a senior level course that is on par with COSC 493 Internship experience. Furthermore, this change provides alignment with the department's ABET accreditation plan in which COSC 493 or COSC 473 are the designated capstone courses.

The number of credits hours of COSC 493 that can be counted toward a major was increased from 2cr per 6cr of 493 to 3cr per 6cr of 493. This change enabled the first 6cr of 493 to be counted as a controlled elective and the last 6cr of 493 to be counted as fulfilling the practicum requirement of the Applied and Information Assurance tracks (or as a second controlled elective in the remaining tracks). In making this change, students may undertake an internship without incurring excessive credits beyond the 120 required for graduation.

COSC 465 Distributed Processing and Web Services is an upper level elective that follows COSC 365 Web Architecture and Application Programming. Distributed Processing and Web Services is an area that is experiencing considerable growth and demand in the industry and is above and beyond the material that can be covered in 365. COSC 465 thus provides a detailed study of web services technologies providing students hand-on labs/exercises/and assignments to use these technologies. Due to the expansion of the field and the need to cover leading-edge technologies, additional courses in the field are required by many majors. On the advice of the Corporate Advisory Board, the mandate for a foreign language has been removed from the curriculum for pragmatic reasons. In addition, the removal of this mandate provides flexibility for majors to switch tracks with minimal impact. However, the Computer Science department acknowledges the benefits of studying a foreign language and has provided the option to include an intermediate level foreign language course as a controlled elective. The department will continue to encourage the foreign language option when a student's area of concentration permits.

The credits noted in the proposed program for the minors have been corrected to reflect the range of additional credits a student may need to complete a given minor. The actual number of credits is dependent on the minor selected and the degree to which overlap exists between the requirements of the minor and the courses selected by the student in meeting the major and liberal studies requirements. For example a minor in Information Assurance may be completed with 9 additional credits for Criminology provided the student completed CRIM 101 as a social science and COSC 354 as part of the major. ENGL 322 was changed to ENGL 222 as a result of a change in course number initiated by the English department. Course content was not changed. Change the number of credits in COSC electives and the number of free electives. This change was made to accommodate changes in the new Liberal Studies curriculum.

APPROVED**iv Current Program:****Bachelor of Science—Computer Science/Languages and Systems Track**

Liberal Studies: As outlined in Liberal Studies **48**
 Section with the following specifications:
Mathematics: 3cr, MATH 125 (1, 2)
Natural Science: Must choose Liberal Studies
 Natural Science Option I
Liberal Studies Electives: 3cr, MATH 126, no courses
 with COSC prefix (1, 2)

Major:	45
Core Courses:	
COSC 105 Fundamentals of Computer Science	3cr
COSC 110 Problem Solving and Structured Programming	3cr
COSC 210 Object-Oriented and GUI Programming	3cr
COSC 300 Computer Organization and Assembly Language	3cr
COSC 310 Data Structures and Algorithms	3cr
COSC 319 Software Engineering Concepts	3cr
COSC 341 Introduction to Database Management Systems	3cr
COSC 380 Seminar in Computing Profession and Ethics	2cr
COSC 480 Seminar on Technical Topics	1cr
Required Courses:	
COSC 345 Computer Networks	3cr
COSC 432 Introduction to Operating Systems	3cr
COSC 460 Theory of Computation	3cr
Controlled Electives: 12cr from the following: (2)	
COSC/MATH 250 Introduction to Numerical Methods	3cr (3)
COSC 316 Host Computer Security	3cr
COSC 320 Software Engineering Practice or	3cr
COSC 493 Internship in Computer Science	12cr (4)
COSC 355 Computer Graphics	3cr
COSC 362 Unix Systems	3cr
COSC 365 Web Architecture and Application Development or	
COSC 444 Productivity Tools and 4th Generation Languages	3cr
COSC 405 Artificial Intelligence	3cr

Proposed Program:**Bachelor of Science—Computer Science/Languages and Systems Track**

Liberal Studies: As outlined in Liberal Studies **44**
 Section with the following specifications:
Natural Science: Must choose Option I
Mathematics: 3cr, MATH 125 (1)
Liberal Studies Electives: 3cr, MATH 126 (1), no
 courses with COSC prefix.

Major:	48
Core Courses:	
COSC 105 Fundamentals of Computer Science	3cr
COSC 110 Problem Solving and Structured Programming	3cr
COSC 210 Object-Oriented and GUI Programming	3cr
COSC 300 Computer Organization and Assembly Language	3cr
COSC 310 Data Structures and Algorithms	3cr
COSC 319 Software Engineering Concepts	3cr
COSC 341 Introduction to Database Management Systems	3cr
COSC 380 Seminar in Computing Profession and Ethics	2cr
COSC 480 Seminar on Technical Topics	1cr
Required Courses:	
COSC 345 Computer Networks	3cr
COSC 432 Introduction to Operating Systems	3cr
COSC 460 Theory of Computation	3cr
Controlled Electives: 15cr from the following elective courses	
COSC/MATH 250 Introduction to Numerical Methods	3cr (4)
COSC 316 Host Computer Security	3cr
COSC 473 Software Engineering Practice or	3cr
COSC 493 Internship in Computer Science	3-6cr (2)
COSC 355 Computer Graphics	3cr
COSC 362 Unix Systems	3cr
COSC 365 Web Architecture and Application Development or	
COSC 444 Productivity Tools and 4th Generation Languages	3cr
COSC 405 Artificial Intelligence	3cr

COSC 410	Computer Architecture	3cr
COSC 420	Modern Programming Languages <i>or</i>	
COSC 424	Compiler Construction	3cr
COSC 481	Special Topics in Computer Science (as approved for majors)	1-4cr

Other Requirements:

ENGL 322	Technical Writing	3cr
One Science	with lab in addition to the Liberal Studies requirement	4cr

Mathematics: A minor in mathematics including the following: 12cr

MATH 171	Introduction to Linear Algebra	
MATH 216	Probability and Statistics for Natural Sciences	
MATH 219	Discrete Mathematics	
MATH 225	Calculus-III for Physics, Chemistry and Mathematics <i>or</i>	
MATH 250	Introduction to Numerical Methods (3)	

Free Electives:

8

Total Degree Requirements:

120

- (1) MATH 125 and 126 can be substituted by MATH 121 and 122.
- (2) COSC 493 may be selected in either the second semester of the junior year or the first semester of the senior year. If COSC 493 is selected and approved, COSC 380 should be taken in the immediately preceding semester. Only 4cr-can be counted towards major.
- (3) MATH 125 and 126 (taken as Liberal Studies requirements) are also counted towards the minor.
- (4) COSC/MATH 250 may be counted as a Computer Science elective or as a part of the Mathematics minor, but not both

COSC 410	Computer Architecture	3cr
COSC 420	Modern Programming Languages <i>or</i>	
COSC 424	Compiler Construction	3cr
COSC 465	Distributed Processing and Web Services	3cr
COSC 481	Special Topics in Computer Science (as approved for majors)	1-4cr

Other Requirements:

ENGL 322	Technical Writing	3cr
One Science	with lab in addition to the Liberal Studies requirement	4cr

Mathematics: A minor in mathematics including the following: (3) 18cr

MATH 171	Introduction to Linear Algebra	
MATH 216	Probability and Statistics for Natural Sciences	
MATH 219	Discrete Mathematics	
MATH 225	Calculus-III for Physics, Chemistry and Mathematics <i>or</i>	
MATH 250	Introduction to Numerical Methods (4)	

Free Electives:

3

Total Degree Requirements:

120

- (1) MATH 125 and 126 can be substituted by MATH 121 and 122.
- (2) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 or 6cr of a total 12cr of COSC 493 can be counted towards major.
- (3) MATH 125 and 126 (taken as Liberal Studies requirements) are also counted towards the minor.
- (4) COSC/MATH 250 may be counted as a Computer Science elective or as a part of the Mathematics minor, but not both.

Rationale: This program revision represents a few changes based on recommendations from the Computer Science Corporate Advisory board together with minor curriculum changes to replace an outdated course with an alternative, and renumber a course to better align with level and purpose. Specifics are: COSC 320 Software Engineering Practice is the practicum that is intended to be a capstone of the Computer Science program where student apply their skills and knowledge to sizable projects that are representative to industry. It is the on-campus counterpart to an internship experience. Given this, it is being renumbered to 473 to indicate a senior level course that is on par with COSC 493 Internship experience. Furthermore, this change provides alignment with the department's ABET accreditation plan in which COSC 493 or COSC 473 are the designated capstone courses. The number of credits hours of COSC 493 that can be counted toward a major was increased from 2cr per 6cr of 493 to 3cr per 6cr of 493. This change enabled the first 6cr of 493 to be counted as a controlled elective and the last 6cr of 493 to be counted as fulfilling the practicum requirement of the Applied and Information Assurance tracks (or as a second controlled elective in the remaining tracks). In making this change, students may undertake an internship without incurring excessive credits beyond the 120 required for graduation. COSC 465 Distributed Processing and Web Services is an upper level elective that follows COSC 365 Web Architecture and Application Programming.

Distributed Processing and Web Services is an area that is experiencing considerable growth and demand in the industry and is above and beyond the material that can be covered in 365. The topics related to distributed processing and web services can only be covered at a cursory level in 365 due to the volume of content encompassing web technologies. 365 provides minimal discussion of web services and then only in the context of future directions. 465 thus provide a detailed study of web services technologies providing students hand-on labs/exercises/and assignments to use these technologies. ENGL 322 was changed to ENGL 222 as a result of a change in course number initiated by the English department. Course content was not changed. Change the number of credits for the minor in mathematics and the number of free electives. This change was made to accurately reflect the requirements of the minor. Change the number of credits in COSC electives and the number of free electives. This change was made to accommodate changes in the new Liberal Studies curriculum.

18 Department of Physics – Program Catalog Description Change and Program Revisions

APPROVED

Current Program Catalog Description:

The two associate degrees in Electro-Optics, Associate in Applied Science in Electro-Optics (A.A.S.E.O.) and Associate in Science in Electro-Optics (A.S.E.O.), are designed to produce trained and skilled workers that will move into senior technician slots in the electro-optics industry, both locally and nationally. With the A.S.E.O. degree the student has a choice of either going directly to work or matriculating at the IUP main campus in the Electro- Optics track in Applied Physics. The two associate degrees, A.A.S.E.O and A.S.E.O., are offered at the IUP Northpointe Campus.

Proposed Catalog Description:

The Associate in Science in Electro-Optics (A.S.E.O.) produces trained and skilled workers who will move into senior technician slots in the electro-optics industry, both locally and nationally. With the A.S.E.O. degree the student has a choice of either entering the workforce or transitioning to the Bachelor of Science in Physics/Electro-Optics track on the IUP Indiana campus. The A.S.E.O is offered at the IUP Northpointe Campus.

APPROVED**Current Program:****Associate in Science—Electro-Optics (A.S.E.O.)****Liberal Studies:** Following are the required 30

Liberal Studies courses:

English Composition: ENGL 101**Fine Arts:** 3cr**Humanities:** 3cr**Mathematics:** MATH 121**Natural Science:** CHEM 111**Social Science:** 3cr**Health and Wellness:** 3cr**Liberal Studies Electives:** SAFE 145,

COSC/BTED/IFMG 101 or

COSC/BTED/COMM/IFMG 201

Major:**Required Courses:**

EOPT 105 Computer Interfacing in Electro-Optics 3cr

EOPT 110 Geometric Optics 3cr

EOPT 120 Wave Optics 3cr

EOPT 125 Introduction to Electronics 4cr

PHYS 100 Prelude to Physics 3cr

PHYS 115 Physics I for Electro-Optics 3cr

PHYS 116 Physics II for Electro-Optics 3cr

Two courses from the following: 6cr

EOPT 210 Detection and Measurement

EOPT 220 Introduction to Lasers

MGMT 234 Introduction to Quality Control

Two courses from the following: 6cr

EOPT 240 Fiber Optics

EOPT 250 High-Vacuum Technology

EOPT 260 Industrial Applications of Lasers

Total Degree Requirements: 64**Proposed Program:****Associate in Science—Electro-Optics and Laser Engineering Technology****Liberal Studies:** As outlined in the Liberal Studies 25-26
section with the following specifications:**English Composition:** ENGL 101**Fine Arts:** 3cr**Humanities:** 3cr**Mathematics:** MATH 110 or 121**Natural Science:** CHEM 101 or 111**Social Science:** 3cr**Dimensions of Wellness:** 3cr**Liberal Studies Electives:** COSC/BTED/IFMG
101 or COSC/BTED/COMM/IFMG 201**Major:****Required Courses:**

EOPT 105 Computer Interfacing in Electro-Optics 3cr

EOPT 110 Geometric Optics 3cr

EOPT 120 Wave Optics 3cr

EOPT 125 Introduction to Electronics 4cr

EOPT 126 Electronics II 3cr

EOPT 150 Fundamentals of Photonics and Laser
Safety 3cr

EOPT 210 Detection and Measurement 3cr

EOPT 220 Introduction to Lasers 3cr

EOPT 240 Fiber Optics 3cr

PHYS 115 Physics I for Electro-Optics or PHYS 131
Physics I 3crPHYS 116 Physics II for Electro-Optics or PHYS 132
Physics II 3cr**Other Requirements:** 3One PHYS or EOPT Elective - PHYS 100 will satisfy
this requirement**Total Degree Requirements:** 62-63

Rationale: EOPT 150 is added because it provides (1) essential training in laser safety for the EO students and (2) the necessary optics background for the students who can attend either year of the program curricula under the rotation plan. Once the rotation plan is implemented, every EO course will be offered once every two years, except EOPT 150 which will be offered every fall. Thus every student will have the required knowledge in laser safety and optics for subsequent courses. SAFE 145 has also been renumbered as SAFE 100. This course is no longer offered at the Northpointe campus. Furthermore, the content of this course is too general and does not include laser safety which is very important to the electro-optics industry. EOPT 250 High-Vacuum Technology and EOT 260 Industrial Applications of Lasers are being removed. Initially six courses including these two are offered but students take any of the four courses out of six. In order to meet the local industrial needs better, we want to eliminate these two courses since the contents are less essential to this A.S.E.O. program. Then every student has to take EOPT 210 Detection and Measurement, EOPT 220 Introduction to Lasers and EOPT 240 Fiber Optics, because these courses are closely connected to the technologies required by the industry.

EOPT 125 Introduction to Electronics covers only analog electronics, while EOPT 105 Computer Interfacing requires some background in digital electronics. Hence we add EOPT 126 Electronics II (Digital Electronics) needed for EOPT 105. The revised new program will have two electronics related courses (EOPT 125 and EOPT 126), which will be more appropriate for the EO students. We replace the choice of two of EOPT 240, EOPT 250 and/or EOPT 260 with one PHYS or EOPT elective and EOPT 240 which is required. PHYS 100 Prelude to Physics is one of the courses listed in the articulation agreements signed with three VOTECH schools. So we keep PHYS 100 for Vo-Tech students. MGMT 234 Introduction to Quality Control is being removed because this course is also no longer offered at the Northpointe campus. The content of this course is also too general, and does not meet the requirements of the electro-optics industry.

CHEM 101 as the alternative to CHEM 111 – CHEM 101 is offered at Northpointe, to serve the largest number of students. It is a suitable course for the typical optical technician who will earn the A.S. Students who choose to pursue the B.S. in Physics / Electro-Optics will need to take CHEM 111 at the Indiana Campus to align with the B.S. Physics/ Electro Optics Track. MATH 110 as the alternative to MATH 125 – MATH 110 is offered at Northpointe, to serve the largest number of students. It is a suitable course for the typical optical technician who will earn the A.S. Students who choose to pursue the B.S. in Physics / Electro-Optics will need to take MATH 125 at the Indiana Campus to align with the B.S. Physics/ Electro Optics Track. PHYS 131/132 as an alternative to PHYS 115/116 – PHYS 115/116 is offered at Northpointe to serve the largest number of students. It is a suitable course for the typical optical technician who will earn the A.S. Students choosing to pursue the four year degree from the beginning would take the PHYS 131/132 sequence instead of the PHYS 115/116 sequence.

APPROVED**Current Program:****Bachelor of Science in Education—Physics**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 125 Natural Science: CHEM 111-112 Social Science: PSYC 101 Liberal Studies Electives: 6cr, MATH 241, no GEOS 101 or 103 or 105, no courses with PHYS prefix	51
College:	31
Major:	33
Other Requirements: Additional Math Course	10
Free Electives:	0
Total Degree Requirements:	125

Proposed Program:**Bachelor of Science in Education—Physics**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 125 Natural Science: CHEM 111-112 Social Science: PSYC 101 Liberal Studies Electives: 6cr, MATH 241, GEOS 101 or 103 or 105, no courses with PHYS prefix	47
College:	31
Major:	33
Other Requirements: Additional Math Course	10
Free Electives:	0
Total Degree Requirements:	121

19 Department of History–Catalog Description Changes and Program Revision**a Catalog Description Changes****i Current Catalog Description:****APPROVED****HIST 196 Explorations in U.S. History****3c-01-3cr**

Interprets and analyzes the development of U.S. History through a chronological survey of a historical era or a topical theme central to U.S. History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

Proposed Catalog Description:

HIST 196 Explorations in U.S. History

3c-0l-3cr

Interprets and analyzes the development of U.S. History through a chronological survey of a historical era or a topical theme central to U.S. History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history. Successful completion of HIST 196 fulfills the Liberal Studies History requirement. HIST 197 and HIST 198 also fulfill this requirement, and any of these courses may be substituted for each other and maybe used interchangeably for D or F repeats but may not be counted for duplicate credit.

ii Current Catalog Description:

APPROVED

HIST 197 Explorations in European History

3c-0l-3cr

Interprets and analyzes the development of European History through a chronological survey of a historical era or a topical theme central to European History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

Proposed Catalog Description:

HIST 197 Explorations in European History

3c-0l-3cr

Interprets and analyzes the development of European History through a chronological survey of a historical era or a topical theme central to European History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history. Successful completion of HIST 196 fulfills the Liberal Studies History requirement. HIST 197 and HIST 198 also fulfill this requirement, and any of these courses may be substituted for each other and maybe used interchangeably for D or F repeats but may not be counted for duplicate credit.

iii Current Catalog Description:

APPROVED

HIST 198 Explorations in Global History

3c-0l-3cr

Interprets and analyzes the development of Global History through a chronological survey of a historical era or a topical theme central to Global History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

Proposed Catalog Description:

HIST 198 Explorations in Global History**3c-0l-3cr**

Interprets and analyzes the development of Global History through a chronological survey of a historical era or a topical theme central to Global History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history. Successful completion of HIST 196 fulfills the Liberal Studies History requirement. HIST 197 and HIST 198 also fulfill this requirement, and any of these courses may be substituted for each other and maybe used interchangeably for D or F repeats but may not be counted for duplicate credit.

Rationale: History 196/197/198 were created as Liberal Studies replacements for HIST 195. Since the department will be unable to offer future sections of HIST 195, the History Department will allow students receiving a D or F in HIST 195 to submit a D/F repeat using HIST 196/197/198. Since the three courses (196/197/198) are similar courses sharing identical objectives designed to meet the Liberal Studies History requirement, the History Department will allow these courses to be used interchangeably for D or F repeats, but they cannot be taken for duplicate credit.

b Program Revision**APPROVED****Current Program:****Bachelor of Science in Education—Social Studies Education/History Track (*)**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities-History: fulfilled by required courses in major Mathematics: 3cr Social Science: ANTH 110, ECON 121, and PSYC 101 Liberal Studies Electives: 6cr, ECON 122, GEOG 230, no courses with HIST prefix	48
College:	35
Major:	27
Social Science Distribution:	12
Free Electives:	1
Total Degree Requirements:	123

Proposed Program:**Bachelor of Science in Education—Social Studies Education/History Track (*)**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities-History: fulfilled by required courses in major Mathematics: 3cr Natural Science: Option II Social Science: ANTH 110, ECON 121, and PSYC 101 Liberal Studies Electives: 6cr, ECON 122, GEOG 230, no courses with HIST prefix	43
College:	35
Major:	27
Social Science Distribution:	12
Free Electives:	3
Total Degree Requirements:	120

20 The College of Fine Arts – Course Revision and Program Revisions**a Course Revision:****APPROVED****Current Catalog Description:**

FIAR 101 Introduction to Fine Arts**3c-01-3cr**

Introduces the basic concepts and significance of art, music, and theater. For each of these arts, students learn the basic elements, gain an overview of artistic styles, and are exposed to representative art works, as well as actually experiencing and responding to arts events.

ARHI 101, MUHI 101, THTR 101, or DANC 102 may be used interchangeably for D or F repeats of FIAR 101 but may not be counted for duplicate credit.

Proposed Catalog Description:**FIAR 101 Introduction to Fine Arts****3c-01-3cr**

An exploration of Visual Art, Theater, and Music, examining their conceptual and aesthetic underpinnings, selected works, and their primary and similar functions in the expression of cultural, political, and personal views of the world around us. Class experience includes the analysis of at least one major work of each form, attending at least two live performances, viewing of selected works, and creative activities. If it should be necessary for a student who fails this course to take a D/F repeat, any one of the following courses may be substituted: ARHI 101, MUHI 101, THTR 101, DANC 102.

Rationale: This course was originally designed as a Fine Arts Liberal Studies class for the Punxsutawney Summer Cohort. It was approved in April of 2010; this document is intended to bring the Syllabus of Record into alignment with the new Liberal Studies format.

b **Program Revisions:**
i

APPROVED**Current Program:****Bachelor of Arts—Interdisciplinary Fine Arts/Musical Theater Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	53
Fine Arts: DANC 102 or MUHI 101	
Mathematics: 3cr	
Liberal Studies Electives: 9cr	

Major: 40

Controlled Electives: 0-6

Free Electives: 21-27

Total Degree Requirements: 120

Proposed Program:**Bachelor of Arts—Interdisciplinary Fine Arts/Musical Theater Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	49-50
Fine Arts: DANC 102 or MUHI 101	
Mathematics: 3cr	
Liberal Studies Electives: 9cr	

Major: 40

Controlled Electives: 0-6

Free Electives: 24-31

Total Degree Requirements: 120

ii Current Program:**Bachelor of Arts—Interdisciplinary Fine Arts/Dance Arts Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	53
Fine Arts: MUHI 101	
Liberal Studies Electives: 9cr, no courses with FIAR prefix	

Proposed Program:**Bachelor of Arts—Interdisciplinary Fine Arts/Dance Arts Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	49-51
Fine Arts: MUHI 101	
Liberal Studies Electives: 9cr, no courses with DANC prefix	

Major: (1)	35-39	Major: (1)	42
Required Courses:		Required Courses:	
Dance:	9cr	Dance:	9cr
DANC 102 Introduction to Dance	3cr	DANC 102 Introduction to Dance	3cr
DANC 351 Choreography	3cr	DANC 351 Choreography	3cr
DANC 355 Dance Production: Administration to Creation	3cr	DANC 355 Dance Production: Administration to Creation	3cr
Dance Technique:	7-21cr	Dance Technique: (1)	21cr
DANC 250 Contemporary Dance <i>or</i>	3cr	DANC 150 Fundamentals of Dance	3cr
DANC 485 Dance Studio: Modern		DANC 250 Contemporary Dance <i>or</i>	3cr
DANC 260 Jazz Dance <i>or</i>	3cr	DANC 485 Dance Studio: Modern	
DANC 485 Dance Studio: Jazz		DANC 260 Jazz Dance <i>or</i>	3cr
DANC 270 Ballroom & Tap Dance <i>or</i>	3cr	DANC 485 Dance Studio: Jazz	
DANC 485 Dance Studio: Ballroom and Tap		DANC 270 Ballroom & Tap Dance <i>or</i>	3cr
DANC 280 Ballet <i>or</i>	3cr	DANC 485 Dance Studio: Ballroom and Tap	
DANC 485 Dance Studio: Ballet		DANC 280 Ballet <i>or</i>	3cr
DANC 290 Ethnic Dance	3cr	DANC 485 Dance Studio: Ballet	
THTR 486 Practicum in Production (2)	2-6cr	DANC 290 Ethnic Dance	3cr
Theater: Select one 3cr course from the following:		THTR 486 Practicum in Production (2)	3cr
THTR 116 Fundamentals of Theatrical Design	3cr	Theater: Select one 3cr course from the following:	
THTR 122 Costume Workshop	3cr	THTR 116 Fundamentals of Theatrical Design	3cr
THTR 221 Basic Stage Lighting	3cr	THTR 122 Costume Workshop	3cr
THTR 223 Makeup for the Stage	3cr	THTR 221 Basic Stage Lighting	3cr
Ensemble/Production/Exhibition Requirements:	6cr	THTR 223 Makeup for the Stage	3cr
THTR 486 Practicum in Production	1-3cr	Ensemble/Production/Exhibition Requirements:	2-3cr
(Dance, Theater, Musical or Opera)		THTR 486 Senior Project	2-3cr
THTR 486 Practicum in Production: Senior Project	1-3cr		
MUSC 126 Music Theater	1-3cr		
Controlled Electives: (As Advised)	7-11	Controlled Electives: (As Advised)	6-7cr
ART 112, 113, 215, DANC 353, 486, FSMR 456,		ART 112, 113, 215, DANC 353, 486, FSMR 456,	
HPED 221, MUSC 110, 115, 126, THTR 116, 122,		HPED 175, 221, MUSC 110, 115, 126, THTR 116, 122,	
221, 223, 321, 322, 486 (2-6cr)		221, 223, 321, 322, 486 (1-3cr)	
Free Electives:	20-21	Free Electives:	27-29
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) Total credits for Major Required and Controlled Electives must be 46.		(1) Placement for technique level requirements will be determined by the	
(2) The foci of these practicum options could be in dance, theater, musical,		dance faculty based on student's previous training &/or current	
or opera. In addition, at least 2cr would be required for a senior thesis		technique level (DANC 250, 260, 270, 280, 290, and the corresponding	
project in practicum in dance production.		486 Studio level courses).	
		(2) Students are required to have 3 cr. of practicum for dance performance	
		assignments, and a 2-3 credit Senior Project assignment. Students may	
		select to take additional practicum assignments within their Advised	
		Electives.	

Rationale: The INFA-DART major program is a newer program that began during the 2006-2007 academic year. Now that the program has been operating and matriculating students for five years, the department has been able to observe the areas within the program that need minor adjustments. Changes were made to bring the program within the current PASHE guidelines for total major required credit hours and Liberal Studies credit hours. The current program major requires 46 credit hours, whereas the proposed program major requires 42 credit hours. To account for the elimination of LBST 499, the Liberal Studies requirement for the proposed program decreases to 49-51 credits from 53 credits. The Free Electives expands to 28 credits to account for the LBST 3 credits and to also account for the 4 credits reduced from the original major credit requirement. DANC 150 was added into *Dance Technique* required course list. We have found that new majors do not come into the program with the expected base knowledge of theoretical movement of the elements. DANC 150 covers this content knowledge. Changes were made in the THTR 486 & Ensemble/Production/Exhibition credit requirements. The original major requirements were confusing for students with the actual number of THTR 486 credits they were required to take, which venues would be allowed, and where the credits would be applied within the various sections of the major. The proposed program clears the confusion within these area requirements by making the required credits and

venues clearer, and also more conducive to the goals and needs of the overall program. HPED 175 Prevention and Care of Injuries to the Physically Active was incorporated under the Controlled Electives option due to its valuable information content for dancers.

21 Department of Special Education and Clinical Services—New Courses, Program Catalog Description Change, Program Revision

a New Courses:

- APPROVED**
- i EDEX 269 Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence** **3c-0l-3cr**
Prerequisite: EDEX 110; ECSP majors only
Focuses on evidence-based practices for educating children with special needs for academic instruction and/or social and emotional learning. Reviews literature on characteristics of students with learning and behavior problems and summarizes research on academic interventions, classroom climate, social and emotional learning, and self-regulation strategies. Applies social and behavioral learning theories to management of academic and social instruction. Throughout this course, a variety of instructional approaches (e.g., case studies, simulations) will be used to facilitate acquisition of new knowledge and to apply the knowledge to educational settings.
- Rationale:** The proposed course is part of the special education content in the Early Childhood with Special Education (ECSP) program. The new course is designed for sophomores majoring in ECSP. The proposed course will focus on children with academic and social learning problems providing a more in depth understanding of the characteristics and learning needs of students with learning and behavior problems.
- APPROVED**
- ii EDEX 278 Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs from Birth through Adolescence** **3c-0l-3cr**
Prerequisites: ECSP Majors only, EDEX 110
Focus on major theoretical principles and basic knowledge regarding the nature and characteristics of children with significant adaptive behavior and learning needs. Presents practical information and explores the positive potential of children with significant needs. Introduces the legal foundation and federal regulations of IDEA that guide the assessment and instructional planning to include the Individual Family Service Plan (IFSP) and the Individual Education Program (IEP). Examines information that is critical and generic to Instruction in all domains and content areas.
- Rationale:** Designed to meet the curricular needs of students enrolled in the dual certification Early Childhood Special Education Program (ECSP). The course will replace EDEX 478 Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities. Content has significant changes that a new course is more appropriate than a course revision. Also EDEX 478 must remain as an active course for students pursuing an add-on 7-12 secondary special education certification and for minors in special education.
- APPROVED**
- iii EDEX 424 Strategic Assessment and Instruction in Expository Texts** **3c-0l-3cr**
Prerequisite: ECSP majors, Completion of Step 1 of Teacher Education

Focuses on methodologies used for assessing, designing, and implementing instruction in expository texts for students with reading and learning disabilities. Addresses the demands of educational environments in which teachers are expected to collaborate in providing direct services to students. Special consideration is given to the growth and development of collaborative practices. In addition, students are expected to collaborate with each other in planning, designing, adapting, and evaluating assessment and instructional activities for a range of content area expository texts.

Rationale: This course is designed to meet the curricular needs of students enrolled in the dual certification Early Childhood Special Education Program (ECSP). This course is specifically designed to address assessment and instructional design issues for children with special education needs throughout the grade levels of Pennsylvania's special education certification – PreK through Grade 8. Expository texts are particularly challenging for students with learning disabilities and other difficulties in language-based learning and specialized assessment along with strategic instruction are necessary for student improvement and success.

APPROVED

iv SPLP 401 Communication and Social Competence for Children with Autism 3c-01-3cr

Prerequisites: 3.0 GPA, SPLE major or Permission of Instructor

Examines the interplay among cognition, language, and communication in children and adolescents with autism spectrum disorders (ASD). A team approach will be emphasized outlining the roles of parents, speech-language pathologists, special education teachers, classroom teachers, school psychologists, and school administration. Methods for assessment of and intervention for language and social communication skills will be introduced. Clinical methods that can facilitate social skills, play, and friendships with peers will be emphasized.

Rationale: This course is designed for speech-language pathology majors as well as students in special education and other related fields who will find themselves serving students with autism spectrum disorders (ASD). Other coursework in the SPLP program provides information about language disorders including assessment and intervention; however, there are many methods designed specifically for children with autism that cannot be covered in those courses. Autism is being diagnosed in increasing numbers of students, and therefore, our program needs to be proactive in providing our students with expertise in this area.

b Program Catalog Description Change:

APPROVED

Current Catalog Description:

C. Speech-Language Pathology and Audiology

Completion of the sequence of courses in Speech-Language Pathology and Audiology serves as a preprofessional program for students planning to become practicing speech-language pathologists or audiologists. Students entering the undergraduate program should be aware of the following:

1. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and qualifies a person for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and Pennsylvania State Licensure.
2. National certification, state licensure, and Pennsylvania Department of Education Certification in Speech-Language Impaired are available only to holders of the master's degree in Speech-Language Pathology.
3. Students will need to project a minimum cumulative GPA greater than 3.0 to qualify for admission to most graduate schools.
4. Upon completion of a master's degree at IUP, students will be prepared to provide services in work

settings such as hospitals, community clinics, public health programs, and rehabilitation settings.

5. Students who elect to prepare for certification in Speech-Language Impaired from the Pennsylvania Department of Education must successfully complete the College of Education and Educational Technology requirements listed below prior to enrollment in the Master of Science degree in the Speech-Language Pathology program at IUP.

The University Speech and Hearing Clinic serves as the laboratory for the undergraduate clinical practicum. Prior to registration for the clinical practicum course (SPLP 420), students must earn a minimum cumulative 3.0 GPA and complete the following hours of observation through enrollment in EDUC 242 and 342:

- A. 25 hours of observation in speech-language pathology supervised by an IUP faculty member who holds a Certificate of Clinical Competence in Speech-Language Pathology
- B. 20 hours of classroom observation:
 1. Five hours in regular education classrooms, K-3
 2. Five hours in special education classrooms
 3. Five hours in regular education classrooms with integrated special students
 4. Five hours in community facilities such as preschools, sheltered workshops, etc. Services in this category should be of a noneducational, nonspeech pathology type.

Proposed Program Catalog Description:

Completion of the sequence of courses in Speech-Language Pathology and Audiology serves as a pre-professional program for students planning to become practicing speech-language pathologists or audiologists. Students entering the undergraduate program should be aware of the following:

1. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and qualifies a person for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and Pennsylvania State Licensure.
2. National certification, state licensure, and Pennsylvania Department of Education Certification in Speech-Language Impaired are available only to holders of the master's degree in Speech-Language Pathology.
3. Students will need to project a minimum cumulative GPA of 3.0 or higher to qualify for admission to most graduate schools.
4. Upon completion of a master's degree at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public health programs, and rehabilitation settings.
5. In order to meet the requirements for certification in Speech-Language Impaired from the Pennsylvania Department of Education, students must successfully complete the College of Education and Educational Technology requirements listed below prior to enrollment in the Master of Science degree in the Speech-Language Pathology program at IUP.

Students must also complete 25 hours of observation in speech-language pathology supervised by an IUP faculty member who holds a Certificate of Clinical Competence in Speech-Language Pathology. These are completed through enrollment in EDUC 242 and 342.

Transfers, changes of major, and post-baccalaureate admissions into the undergraduate Speech-Language Pathology program will be approved on a competitive basis on specific dates. For a prospective student to be considered for admission on those dates, the minimum criteria include a minimum cumulative grade point average of 3.0 in all undergraduate coursework, passing standardized exam scores, an interview, and an essay. Please contact the Speech-Language Pathology Program Director for more information.

c Program Revision:

APPROVED**Current Program:****Bachelor of Science in Education—Speech-Language Pathology and Audiology (*)****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** 6cr, MATH 217 and any course from the approved list**Natural Science:** laboratory science sequence required (BIOL 103-104 recommended)**Social Science:** PSYC 101**Liberal Studies Electives:** 6cr, PSYC 310, no courses with SPLP prefix**Pre-Teacher Certification Track only:****Preprofessional Education Sequence:**

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

Professional Education Sequence:

EDUC 442	School Law	1cr
SPLP 412	Organization and Administration of Speech and Hearing Program	3cr

Major:**Required Courses:**

EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 222	Methods of Teaching Reading to Persons with Disabilities	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
SPLP 111	Introduction to Communication Disorders	3cr
SPLP 122	Clinical Phonology	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 242	Speech Science I	3cr
SPLP 251	Anatomy and Physiology of the Speech and Hearing Mechanism	3cr
SPLP 311	Aural Rehabilitation	3cr (1)
SPLP 334	Language Development	3cr
SPLP 342	Speech Science II	3cr
SPLP 406	Articulation and Language Disorders	3cr
SPLP 408	Stuttering and Voice Disorders	3cr

Free Electives: EDUC 499 and SPLP 420 recommended**General Track**

31cr

Pre-Teacher Certification Track

21cr

Total Degree Requirements:**120**

- (*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) A minimum cumulative 3.0 GPA is required to enroll in all 300- and 400-level courses for both pre-teacher certification and non-certification Speech-language pathology majors.

Proposed Program:**Bachelor of Science in Education—Speech-Language Pathology and Audiology (*)****51 Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**49-50****Mathematics:** 3cr**Natural Science:** BIOL 104 required; any PHYS or CHEM; PHYS 105 or SCI 105 recommended**Social Science:** PSYC 101**Liberal Studies Electives:** 9cr, PSYC 310, MATH 217, no courses with SPLP prefix**10 Pre-professional Education Sequence:****6**

EDEX 103	Technology in Special Education <i>or</i>	3cr
COMM 103	Digital Instructional Technology	
EDSP 102	Educational Psychology	3cr

Professional Education Sequence**4**

EDUC 442	School Law	1cr
SPLP 412	Organization and Administration of Speech, Language, and Hearing Programs	3cr

38 Major:**41****Required Courses:**

EDEX 111	Introduction to Exceptional Persons	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
SPLP 111	Introduction to Communication Disorders	3cr
SPLP 122	Clinical Phonology	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 242	Speech Science I: Theory & Measurement	3cr
SPLP 251	Anatomy and Physiology of the Speech and Hearing Mechanism	3cr
SPLP 275	Language Science	3cr
SPLP 311	Aural Rehabilitation	3cr
SPLP 334	Language Development	3cr
SPLP 342	Speech Science II: Neuroscience	3cr
SPLP 401	Communication and Social Competence for Children with Autism	3cr
SPLP 406	Clinical Management of Articulation and Language Disorders	3cr
SPLP 408	Organic Disorders	3cr

Free Electives:

SPLP 420 recommended

19-20

3cr

Total Degree Requirements:**120**

- (*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) Admission to the College of Education Step 1 is required to enroll in 300- and 400-level courses.

Rationale: The pattern of coursework across the undergraduate (B.S.Ed.) and the graduate degree (M.S.) will be further integrated into a coherent, ongoing sequence of academic and clinical experiences for all of our students. The content of the undergraduate curriculum will be modified to better prepare our students for graduate programs. This will involve changing some course titles, realigning the content in those classes, adding two courses in language science and autism, and eliminating two previously required courses (EDUC 499; EDEX 222). The changes are described in Table 1. These changes will maintain consistency with federal regulations in the Individuals with Disabilities Education Act (the standards being enforced by school districts in the Commonwealth), both the current and proposed standards of the Pennsylvania Department of Education, the requirements for Pennsylvania speech-language pathology licensure, and the accreditation and certification standards of ASHA.

22 Department of Geoscience—Course Revisions

i Current Catalog Description:

APPROVED

GEOS 103 Oceans and Atmospheres

3c-01-3cr

Prerequisite: No GEOS majors/minors

The earth's oceans and atmosphere play a crucial role in determining the pace and extent of changes occurring to our global environment. Examines the composition and character of these components and their interaction with other major components of the earth system.

Proposed Catalog Description:

GEOS 103 Oceans and Atmospheres

3c-01-3cr

Prerequisites: No GEOS majors/minors

The earth's oceans and atmosphere play a crucial role in determining the pace and extent of changes occurring to our global environment. Examines the composition and character of these components and their interaction with other major components of the earth system.

Rationale: The course is a currently approved Liberal Studies Non-Laboratory Natural Science course and is being revised to meet the new curriculum criteria for this category.

ii Current Catalog Description:

APPROVED

GEOS 104 Oceans and Atmospheres Lab

0c-21-1cr

Prerequisites: No GEOS majors/minors

Corequisite: GEOS 103

Introduces the techniques oceanographers and meteorologists use to study the earth's oceans and atmospheres and reconstruct their evolution. Labs cover seawater processes, oceanic circulation, marine life, atmospheric structure, and weather.

Proposed Catalog Description:

GEOS 104 Oceans and Atmospheres Lab

0c-21-1cr

Prerequisites: No GEOS majors/minors

Corequisite: Enrollment in GEOS 104 requires co-requisite or previous enrollment in GEOS 103

Introduces the techniques oceanographers and meteorologists use to study the earth's oceans and atmospheres and reconstruct their evolution. Labs cover seawater processes, oceanic circulation, marine life, atmospheric structure and weather.

iii Current Catalog Description:

APPROVED

GEOS 151 The Age of Dinosaurs

3c-01-3cr

Prerequisites: No GEOS 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 plants and animals), and extinction (asteroid impact, volcanism, climate change).

Proposed Catalog Description:

GEOS 151 The Age of Dinosaurs

3c-01-3cr

Prerequisites: No GEOS 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: The course is a currently approved Liberal Studies Non-Laboratory Natural Science course and is being revised to meet the new curriculum criteria for this category.

iv Current Catalog Description:

APPROVED

GEOS 201 Foundations of Geology

3c-3l-4cr

Prerequisite: GEOS majors/minors, Science or Science Education majors/minors, ANTH, GEOG, and RGPL majors, or instructor permission

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

Proposed Catalog Description:

GEOS 201 Foundations of Geology

3c-3l-4cr

Prerequisite: GEOS majors and minors, and Science or Science Education majors/minors, ANTH, GEOG and RGPL majors, or instructor permission

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

Rationale: The course is a currently approved Liberal Studies Laboratory Natural Science course and is being revised to meet the new curriculum criteria for this category.

23 Department of Biology and Department of Chemistry—Program Revision**APPROVED****Current Program:****Bachelor of Science—Biochemistry****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 125 and 126**Natural Science:** PHYS 131-141 and 132-142**Liberal Studies Electives:** 0cr**Major:****Required Courses:**

BIOC 301	Biochemistry I	3cr
BIOC 302	Biochemistry II	3cr
BIOC 311	Biochemistry Laboratory I	1cr
BIOC 312	Biochemistry Laboratory II	1cr
BIOC 401	Laboratory Methods in Biology and Biotechnology	3cr
BIOC 480	Biochemistry Seminar I	1cr(1)
BIOC 481	Special Topics in Biochemistry	3cr
BIOC 482	Independent Research in Biochemistry	2cr
BIOC 490	Biochemistry Seminar II	1cr(1)
BIOL 111	Principles of Biology I	4cr
BIOL 250	Principles of Microbiology	3cr
BIOL 263	Genetics	3cr
CHEM 113	Concepts in Chemistry I	4cr
CHEM 114	Concepts in Chemistry II	4cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 323	Analytical Methods	4cr
CHEM 340	Physical Chemistry for the Biological Sciences	3cr

Controlled Electives:

Two courses from the following:

Any 300- or 400-level BIOC/BIOL/CHEM courses

COSC 110 Problem Solving and Structured Programming

MATH 216 Probability and Statistics for Natural Sciences

Other Requirements:

MATH 225 Calculus III/Physics, Chemistry, Mathematics

Free Electives:**Total Degree Requirements:**

(1) 1cr each semester of senior year

Proposed Program:**Bachelor of Science—Biochemistry****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 125**Natural Science:** PHYS 131-141 and 132-142**Liberal Studies Electives:** 3cr, MATH 126**Major:****Required Courses:**

BIOC 301	Biochemistry I	3cr
BIOC 302	Biochemistry II	3cr
BIOC 311	Biochemistry Laboratory I	1cr
BIOC 312	Biochemistry Laboratory II	1cr
BIOC 401	Laboratory Methods in Biology and Biotechnology	3cr
BIOC 480	Biochemistry Seminar I	1cr(1)
BIOC 481	Special Topics in Biochemistry	3cr
BIOC 482	Independent Research in Biochemistry	2cr
BIOC 490	Biochemistry Seminar II	1cr(1)
BIOL 111	Principles of Biology I	4cr
BIOL 250	Principles of Microbiology	3cr
BIOL 263	Genetics	3cr
CHEM 113	Concepts in Chemistry I	4cr
CHEM 114	Concepts in Chemistry II	4cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 323	Analytical Methods	4cr
CHEM 341	Physical Chemistry I	4cr

6-8**Controlled Electives:**

Two courses chosen from any 300- or 400-level

BIOC/BIOL/CHEM courses or MATH 216 or COSC 110

6-8**Free Electives:****Total Degree Requirements:**

(1) 1cr each semester of senior year

Rationale: The liberal studies program has implemented new requirements. BIOC 301 and BIOC 302 have been revised (course proposals approved). The Chemistry Department has replaced CHEM 340 with CHEM 341. The Chemistry Department has replaced CHEM 323 with CHEM 325.

24 Department of Religious Studies—Course Revision**APPROVED****Current Catalog Description:****RLST 290 Christianity****3c-0l-3cr**

A study of the beliefs, practices, significant persons, history, and cultural impact of Christianity.

Proposed Catalog Description:**RLST 290 Christianity****3c-0l-3cr**

A study of the beliefs, practices, significant persons, history, and cultural impact of Christianity.

Rationale: The course has been updated to meet the new Liberal Studies requirements.

25 Department of Art—Program Revision

APPROVED

Current Program:

Bachelor of Science in Education—Art Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Fine Arts: fulfilled by ARHI 205
Mathematics: 6cr
Social Science: PSYC 101
Liberal Studies Electives: 0cr

College:

Pre-professional Education Sequence:

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

Professional Education Sequence:

EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching (Elementary)	6cr
EDUC 441	Student Teaching (Secondary)	6cr
EDUC 442	School Law	1cr

Major:

ART 112	Fundamentals of Drawing	3cr
ART 113	Three-Dimensional Design	3cr
ART 114	Color and Two-Dimensional Design	3cr
ARHI 207	Renaissance to Modern Art	3cr
ARED 315	Issues of Art in K-12 Programs	3cr
ARED 317	Art in K-6 Programs	3cr
ARED 318	Art in 7-12 Programs	3cr
ARED 320	Art Criticism and Aesthetics in K-12 Programs	3cr

Controlled Electives:

Select 15cr from the following: ARHI 100, ART 111, 211, ART 213, 214, 215, 216, 217, 218, 219	15cr
Select 12cr from any ARHI or ART prefix	12cr
Select 3cr from any ARED prefix	3cr

#Total Degree Requirements:

23

Proposed Program:

Bachelor of Science in Education—Art Education (*)

48	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Fine Arts: fulfilled by ARHI 205 Mathematics: 3cr Natural Science: Option II Social Science: PSYC 101 Liberal Studies Electives: 3cr, ARHI 207, no other courses with ART or ARHI prefix	43
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College:

Pre-professional Education Sequence:

An additional 3cr of MATH 100 level or above	3cr	
COMM 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323	Instruction of Language Learners with Special Needs	2cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	6cr
EDUC 421	Student Teaching (Elementary)	6cr
EDUC 441	Student Teaching (Secondary)	1cr
EDUC 442	School Law	1cr

24

Major:

ART 112	Fundamentals of Drawing	3cr
ART 113	Three-Dimensional Design	3cr
ART 114	Color and Two-Dimensional Design	3cr
ARED 315	Issues of Art in K-12 Programs	3cr
ARED 317	Art in K-6 Programs	3cr
ARED 318	Art in 7-12 Programs	3cr
ARED 320	Art Criticism and Aesthetics in K-12 Programs	3cr

Controlled Electives:

30	Select 15cr from the following: ARHI 100, ART 111, 211, ART 213, 214, 215, 216, 217, 218, 219	15cr
	Select 15cr from any additional ARHI or ART prefix	15cr
	Select 3cr from any additional ARED prefix	3cr

#Total Degree Requirements:

125

125

(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.

(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.

(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.

(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.

Rationale: The Liberal Studies section has been revised and credits have been shifted. The PDE required EDEX 323 has also been added to the program.

26 Department of Political Science—Course Revisions and Program Revision

a Course Revisions:

i Current Catalog Description:

APPROVED

PLSC 101 World Politics

3c-0l-3cr

An analysis of contemporary (post-1945) state system and forces shaping the world in which we live. Student is given a framework within which to analyze contemporary international politics.

Proposed Catalog Description:

PLSC 101 World Politics

3c-0l-3cr

An analysis of contemporary (post-1945) state system and forces shaping the world in which we live. Student is given a framework within which to analyze contemporary international politics.

ii Current Catalog Description:

APPROVED

PLSC 111 American Politics

3c-0l-3cr

An introduction to American national government and politics, emphasizing Constitution, party system, Congress, Presidency, courts, and problems in national-state relations, civil rights, foreign policy, and social and economic policies.

Proposed Catalog Description:

PLSC 111 American Politics

3c-0l-3cr

An introduction to American national government and politics, emphasizing Constitution, party system, Congress, Presidency, courts, and problems in national-state relations, civil rights, foreign policy, and social and economic policies.

Rationale: These courses have been updated to meet the new Liberal Studies requirements.

b Program Revision:

APPROVED

Current Program:

Proposed Program:

**Bachelor of Arts—International Studies/
Political Science**

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

Mathematics: 3cr

Social Science: PLSC 111

Liberal Studies Electives: 6cr, no courses with PLSC prefix

College:

Foreign Language Intermediate Level (1)

Major:

Required Courses:

**Bachelor of Arts— International Studies/
Political Science**

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

46-47

Mathematics: 3cr

Social Science: PLSC 111

Liberal Studies Electives: 6cr, no courses with PLSC prefix

College:

0-6

33 Foreign Language Intermediate Level (1)

0-6

PLSC 101 World Politics	3cr	Major:	33
PLSC 111 American Politics	*cr (2)	Required Courses:	
Interdisciplinary sequence	15cr (3)	PLSC 101 World Politics	3cr
Cultural specialization sequence	15cr (4)	PLSC 111 American Politics	*cr (2)
Other Requirements:	0cr (5)	PLSC 260 Contemporary Political Ideas	3cr
Free Electives:	31-37	PLSC 282 International Relations	3cr
Total Degree Requirements:	120	PLSC 300 Research Methods in Political Science	3cr
(1) Intermediate-level Foreign Language may be included in Liberal Studies electives. Only courses 300 level and beyond may count in the cultural specialization sequence.		Specialization	
(2) Credits for PLSC 111 are counted in the Liberal Studies Social Science requirements.		International Political Economy	
(3) The interdisciplinary sequence includes an introductory or comparative international course from each of five social science disciplines: anthropology, economics, geography, history, political science, and sociology. Selection depends on goal(s) of major and should be planned in consultation with the International Studies advisor.		Required specialization course: PLSC 422	
		Any six courses from the following: ACCT 471;	
		BTST 342; COMM 320; ECON 121, 325, 326,	
		339, 345, 346, 350; FSMR 357; GEOG 231, 333;	
		MGMT 350, 451, 454, 459; MKTG 350, 430;	
		PLSC 361, 383; SOC 337	
		International Security Studies	
		Required specialization course: PLSC 283, 388, or 465	
		Any six courses from the following: BIOL 117, 119;	
		CRIM 344; ECON 361; GEOG 230, 331, 334, 335,	
		341; HIST 251, 308, 361, 362; JRNL 375; PLSC 283*,	
		422, 388*, 465*; RLST 110, 200	
		*(if not taken as the required specialization course)	
(4) The specialization sequence focuses on one area or culture and three disciplines: economic systems, political systems, language, literature, history, geography. Currently, three specializations are offered: Latin America, the Far East, and Soviet Studies. Consult with advisor for planning course selection.		International Political Systems	
(5) Majors are strongly encouraged to take advantage of the study abroad opportunities available through IUP departmental programs and of exchange opportunities available through the International Education Office.		Required specialization course: PLSC 280, 285, or 389	
		Any six courses from the following: ANTH 271, 272,	
		273, 274, 370; ASIA 200; ENGL 226, 396, 398, 437,	
		463; FLNG 100; FRNC 254, 370, 373, 375, 376, 460,	
		463; GEOG 104, 252, 253, 254, 255, 256, 257, 331;	
		HIST 206, 208, 307, 308, 310, 311, 312, 313, 321, 322,	
		323, 325, 327, 330, 331, 334, 337, 351, 356; PLSC 280*,	
		285*, 383, 384, 387, 389*; PNAF 131; RLST 220, 311,	
		360, 370, 372, 373, 380; SOC 271, 273, 274; SPAN 342,	
		382, 383, 384, 385, 410, 411, 412	
		*(if not taken as the required specialization course)	
		Other Requirements:	0 (3)
		Free Electives:	34-41
		Total Degree Requirements:	120
		(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.	
		(2) Credits for PLSC 111 are counted in the Liberal Studies Social Science requirements.	
		(3) Majors are strongly encouraged to take advantage of the study abroad opportunities available through IUP departmental programs and of exchange opportunities available through the Office of International Education.	

Rationale: Currently, the International Studies major within Political Science has a substantial area-studies focus. After taking core and disciplinary electives within the major (21 semester hours), students then take fifteen semester hours within "cultural specializations," which are regionally organized. The catalog lists three areas: Latin America, Far East [*sic*], and Soviet studies [*sic*]. The department currently has no staff for the Soviet studies areas, and does not anticipate new lines with which to staff those courses. The current major does specify a number of courses outside of the political science department in those areas, but without a political science introduction to those areas, the description of the program as a "political science" degree with only six semester hours of political science (PLSC101 and PLSC111) is problematic. The current program based upon cultural specialization also is inconsistent in its treatment of areas: some such as the Middle East do not have a catalog listing, and yet our university resources in this area are very good. The current undergraduate manual used by the department for advising ITST majors is also no help in addressing these problems. Its treatment of half of the cultural specializations is adequate (Soviet Studies, International Business, and Latin America) but in the cases of "Far East," International Law, Atlantic Community and Developing Nations, no courses are listed. Rather than try to repair an inconsistent and flawed concept, the Department's Five Year reviewer suggested creating broader categories for the ITST major and at the same time strengthen the disciplinary focus of those categories.

27 Department of Developmental Studies—Program Revisions

i

APPROVED

Current Program:

Associate of Arts—General Studies

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	50
Fine Arts	3cr
Health and Wellness/ROTC	3cr
Humanities	9cr
Learning Skills	10cr
Natural Science	7cr
Social Science	9cr
Controlled Liberal Studies Electives	9cr

Free Electives: 10

Total Degree Requirements: 60

Proposed Program:

Associate of Arts—General Studies

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	49
Fine Arts	3cr
Dimensions of Wellness/MLSC	3cr
Humanities	9cr
Learning Skills	9cr
Natural Science: Option II	7cr
Social Science	9cr
Controlled Liberal Studies Electives	9cr

Free Electives: 11

Total Degree Requirements: 60

ii

APPROVED

Current Program:

Bachelor of Science—General Studies

	Credits
Liberal Studies: As outlined in Liberal Studies section	53
General Area of Study:	24
Special Interest Area:	21
Electives:	22
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—General Studies

	Credits
Liberal Studies: As outlined in Liberal Studies section	49
General Area of Study:	24
Special Interest Area:	21
Electives:	26
Total Degree Requirements:	120

28 Department of Geography and Regional Planning—New Course, Catalog Description Changes, Course Title Changes, Course Revisions, Program Catalog Description Change, and Program Revisions

a New Course:

APPROVED

GEOG 404 Transportation Planning

3c-01-3cr

Prerequisite: GEOG/RGPL 333, RGPL 350, or one course from the Economic Geographer Concentration

Introduces the major themes and methods of transportation planning, particularly in an urban context. It is project-oriented and supported by readings from the scholarly literature covering themes such as modes of transit, land use implications, and commercial development. Reading assignments are organized topically and coordinated with two work-book projects that develop applied skills. Topics include theory, empirical description, and methodological practice. (Also offered as RGPL 404; may not be taken for duplicate credit)

RGPL 404 Transportation Planning

3c-01-3cr

Prerequisite: GEOG/RGPL 333, RGPL 350, or one course from the Economic Geographer Concentration

Introduces the major themes and methods of transportation planning, particularly in an urban context. It is project-oriented and supported by readings from the scholarly literature covering themes such as modes of transit, land use implications, and commercial development. Reading assignments are organized topically and coordinated with two work-book projects that develop applied skills. Topics include theory, empirical description, and methodological practice. (Also offered as GEOG 404; may not be taken for duplicate credit)

Rationale: The proposed course is to become an Economic Geography Concentration course within the undergraduate Geography program and would contribute towards both the Land Use/ GIS and Environmental Planning concentrations in the Regional Planning program. Transportation planning is a significant subfield within planning that requires student exposure to significant conceptual and technical material which could not just be appended to another course.

b Course Revisions, Catalog Description Changes, and Course Title Changes:

i Current Catalog Description:

APPROVED

GEOG 101 Introduction to Geography: Human Environment Interaction

3c-01-3cr

Throughout history, human life and society have been shaped by the physical environment. Today, human activity threatens that environment. The relationship between humans and environment is examined in the context of the surface processes of weather, climate, plate tectonics, population distribution, and soil formation. Topics include agriculture, acid rain, global warming, deforestation, desertification, erosion, volcanism, and pollution.

Proposed Catalog Description:

GEOG 101 Geography of Human Environment Interaction

3c-01-3cr

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

Rationale: The title of the course is being changed to reflect the new Liberal Studies curriculum in that it captures the emphasis of modern courses and textbooks on human-environment interaction. The catalog description is being revised to reflect the updating of terminology, and changes in the focus of the course. The objectives, course outline and bibliography have also all been updated.

ii Current Catalog Descriptions:

APPROVED

GEOG 103 Cities of the World: Issues in Planning and Development

3c-0l-3cr

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

RGPL 103 Cities of the World: Issues in Planning and Development

3c-0l-3cr

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

Proposed Catalog Descriptions:

GEOG 103 Global Cities: Issues in Planning and Development

3c-0l-3cr

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

RGPL 103 Global Cities: Issues in Planning and Development

3c-0l-3cr

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

Rationale: The title is being changed both to reflect the new name of the category in Liberal Studies and to adopt what is now becoming a more common designation for the world's important urban centers. The catalog description has been revised by two words “*western and non-western*.” Although the emphasis remains the cities of the non-western world, the faculty teaching the course have found the understanding and evaluation of planning and development problems in the non-western world is less judgmental when the western city is compared to the non-western. We wanted to acknowledge that sometimes western examples will be used.

b Program Revisions:

i Current Program:

Bachelor of Science in Education—Social Studies Education/Geography Track (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Humanities-History: fulfilled by required courses in the major
Mathematics: 6cr
Social Science: ECON 121, GEOG 102, PSYC 101
Liberal Studies Electives: 3cr, ECON 122, no courses with GEOG prefix

College:		
Preprofessional Education Sequence:		
COMM 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr
Professional Education Sequence:		
CHSS 342	Social Studies Teaching Lab	1cr
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Programs	2cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measure	3cr
EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 441	Student Teaching	12cr
EDUC 442	School Law	1cr
EDUC 455	Teaching of Social Studies in Secondary Schools	3cr

Major:
Required Courses:
 GEOG 213 Cartography I 3cr
 GEOG 230 Cultural Geography 3cr
 GEOG 411 History of Geography 3cr
Controlled Electives:
At least two courses from each of the following two groups: 12cr
Environmental Geography: GEOG 341, 342, 343, 345, 440
Regional Geography: GEOG 251, 252, 253, 254, 255, 256, 257 (1)

Proposed Program:

Bachelor of Science in Education—Social Studies Education/Geography Track (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **43**
Humanities-History: fulfilled by required courses in the major
Mathematics: 6cr
Natural Science: Option II
Social Science: ECON 121, GEOG 102, PSYC 101
Liberal Studies Electives: 3cr, ECON 122, no courses with GEOG prefix

College:			32
Preprofessional Education Sequence:			
COMM 103	Digital Instructional Technology	3cr	
EDSP 102	Educational Psychology	3cr	
Professional Education Sequence:			
CHSS 342	Social Studies Teaching Lab	1cr	
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Programs	2cr	
EDEX 323	Instruction of English Language Learners with Special Needs	2cr	
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measure	3cr	
EDUC 242	Pre-student Teaching Clinical Experience I	1cr	
EDUC 342	Pre-student Teaching Clinical Experience II	1cr	
EDUC 441	Student Teaching	12cr	
EDUC 442	School Law	1cr	
EDUC 455	Teaching of Social Studies in Secondary Schools	3cr	

Major:
Required Courses:
 GEOG 213 Cartography I 3cr
 GEOG 230 Cultural Geography 3cr
 GEOG 411 History of Geography 3cr
Controlled Electives:
At least two courses from each of the following two groups: 12cr
Environmental Geography: GEOG 341, 342, 343, 345, 440
Regional Geography: GEOG 251, 252, 253, 254, 255, 256, 257 (1)

Social Science Distribution Requirements:

HIST 201	Western Civilization Before 1600 (1)	3cr
HIST 202	Western Civilization Since 1600 (1)	3cr
HIST 204	United States History to 1877	3cr
HIST 205	United States History Since 1877	3cr
PLSC 111	American Politics	3cr
PLSC 280	Comparative Government I: Western Political	
	PLSC 285 Systems <i>or</i> Comparative Government II:	
	Non-Western Political Systems	3cr
SOC 231	Contemporary Social Problems	3cr

Free Elective:**21****Social Science Distribution Requirements:**

ANTH 110	Contemporary Anthropology	3cr
HIST 201	Western Civilization Before 1600	3cr
HIST 202	Western Civilization Since 1600	3cr
HIST 204	United States History to 1877	3cr
HIST 205	United States History Since 1877	3cr
PLSC 111	American Politics	3cr
PLSC 280	Comparative Government I: Western Political	
	PLSC 285 Systems <i>or</i> Comparative Government II:	
	Non-Western Political Systems	3cr
SOC 231	Contemporary Social Problems	3cr

24**1****Total Degree Requirements:****123****Total Degree Requirements:****120**

(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and geography courses). To be licensed to teach Geography, Education majors must apply for Social Studies Education certification.

- (1) GEOG 104 Geography of the Non-Western World may count as a regional course if a student took the course before entering the track.

(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and geography courses). To be licensed to teach Geography, Education majors must apply for Social Studies Education certification.

- (1) GEOG 104 World Geography: Global Context may count as a regional course if a student took the course before entering the track.
 (2) 300-level History course strongly recommended in order to complete a minor in History, credits would total 123.

Rationale: Total Liberal Studies credits go from 48 to 43. MATH 217 shifts from an unofficial Mathematics recommendation to be listed as a Liberal Studies Elective because the Mathematics requirement is only 3cr and so that Liberal Studies credits are at the minimum 43. At one point in time the History Department allowed HIST 195 to substitute for HIST 202 because they covered the same time period. Several years ago the History Department decided to no longer allow that substitution; the text of the footnote was removed but not the numbers by HIST 201 and 202.

A History minor has always been strongly recommended for SSSED/Geography students, especially since they are already required to take four history classes and a History minor is currently only 15 credits. The fifth class needs to be at the 300 level. It would make the total credits for the program 123. An Anthropology requirement was removed several years ago when Anthology was in a separate certification and SSSED/GEOG was required to add another requirement but not allowed to go over 120 at that time. An Anthropology requirement is being added back now.

APPROVED**ii Current Program:****Proposed Program:****Bachelor of Arts—Geography/Economic Geographer Track****Bachelor of Arts—Geography/Economic Geographer Concentration**

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

Mathematics: MATH 217 or 6cr of MATH courses

Social Science: ECON 121

Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101 recommended; no courses with GEOG prefix

53-56

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

Mathematics: MATH 217 (1)

Natural Science: Option II

Social Science: ECON 121

Liberal Studies Electives: 9cr, ECON 122; no courses with GEOG prefix

49**College:**

Foreign Language Intermediate Level (1)

0-6**College:**

Foreign Language Intermediate Level (1)

0-6

Major:	42	Major:	45
Required Courses:		Required Courses:	
GEOG 213 Cartography I	3cr	GEOG 213 Cartography I	3cr
GEOG 230 Cultural Geography	3cr	GEOG 230 Cultural Geography	3cr
GEOG 231 Economic Geography	3cr	GEOG 231 Economic Geography	3cr
GEOG 341 Climatology	3cr	GEOG 341 Climatology	3cr
GEOG 342 Physiography	3cr	GEOG 342 Physiography	3cr
GEOG 411 History of Geography	3cr	GEOG 411 History of Geography	3cr
GEOG 412 Research Seminar	3cr	GEOG 412 Research Seminar	3cr
RGPL 350 Introduction to Planning	3cr	RGPL 350 Introduction to Planning	3cr
Controlled Elective:		Controlled Elective:	
One from GEOG 251-257	3cr	One from GEOG 251-257	3cr
Track Courses: Five from the following:		Track Courses:	18cr
GEOG 331 Population Geography	3cr	Base Requirements:	
GEOG 332 Urban Geography	3cr	GEOG 313 Cartography II (3)	3cr
GEOG 333 Trade and Transportation	3cr	GEOG 332 Urban Geography	3cr
GEOG 334 Political Geography	3cr	GEOG 333 Trade and Transportation	3cr
GEOG 336 Social Geography	3cr	Any three GEOG listed below. An optional Issue Focus	9cr
GEOG 464 Land Use Policy	3cr	consists of three from one group plus two corresponding	
		electives:	
Free Electives:	16-25	Location Analysis controlled electives: (4)	
		GEOG 316, 331, 334, 404	
Total Degree Requirements:	120	Global Commerce controlled electives: (5)	
(1) Intermediate-level Foreign Language may be included in Liberal Studies		GEOG 331, 334, 335, 337	
electives.		Travel and Tourism controlled electives:	
		GEOG 251-257 (second course from the group), GEOG 261,	
		336, 337	
		Issue Focus Electives:	0-6
		Location Analysis: ECON 383, MATH 121 and/or	
		MATH 217 (6), RGPL 352, 464	
		Global Commerce: COMM 230, ECON 345, 346, 350,	
		PLSC 280-285 (inclusive)	
		Travel and Tourism: COMM 230, ECON 365,	
		HIST 301-360 (inclusive), PLSC 280-285 (inclusive)	
		Free Electives (GEOG 493 Internship recommended):	14-26
		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.	
		(3) Three courses (9cr) of any combination from ACCT, FIN, or MGMT may	
		replace the GEOG 313 requirement.	
		(4) With special permission may include GEOG 620 Spatial Structure of the	
		Economy 3cr.	
		(5) With special permission may include GEOG 623 Regional Development	
		3cr.	
		(6) This must be in addition to courses for the Mathematics requirement.	

c Program Catalog Description Change:**APPROVED****Current Catalog Description:****Geography–Economic Geographer Track**

The Economic Track provides a broad framework of ideas and theories in addition to a task-oriented approach to location analysis. Economic geographers analyze community and regional requirements for economic space, the demands for convenient transport, and the role of private enterprise. This interrelated group of courses is useful to students, because economic geographers are expected to analyze the interactions of concepts and variables. Market analysis for the location of new shopping centers, for example, requires understanding of economic principles, population characteristics, and the local political milieu, all in a spatial context.

Proposed Catalog Description:

Geography–Economic Geographer Concentration

The Economic Concentration provides a broad framework of ideas and theories in addition to a task-oriented approach to location analysis. Site planners articulate the needs of the community for economic space, the demands for convenient transport, the role of private enterprise, and the management of growth. This interrelated group of courses is useful to students, because economic geographers and developers are expected to analyze the interactions of concepts and variables. Market analysis for the location of new shopping centers, for example, requires understanding of economic principles, population characteristics, and the local political milieu, all in a spatial context.

Rationale: The Economic Geographer Concentration covers concepts that are central to the academic discipline of geography such as empirical land use models, location theory, network and accessibility models, structuralist and Marxian interpretations of landscapes, behavioral paradigms of regional and global economies, spatial analysis techniques, cartographic communication, and sequent occupance. These ideas cover broad ranges of ideology and analytical technique. They are essential knowledge for students seeking careers in business, consulting, government, or academia. A strong Economic Geographer Track supports the Planning major within Department of Geography and Regional Planning and will complement to its accreditation.

The existing track suffers low enrollment for two reasons. First, many courses on the current list are offered so infrequently that scheduling is nearly impossible without substitute courses. The revised track can be completed with only one of the three infrequently offered courses. Second, highly relevant courses that should be part of economic geography are not listed in the old track. Also, new courses have been added to the Department curriculum that are highly relevant to the economic geography of tourism and global commerce respectively but have not yet been included. Both of these changes have occurred since the last substantive revision of the program. Thus the old track fails to represent the substance of contemporary economic geography and the career opportunities that it presents.

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The remedy is to incorporate necessary course options that have been omitted and reorganize the requirements of the Economic Geographer Track to reflect their content. The proposed revision exploits under-utilized existing course capacity and adds one new course to the catalog. In the process it creates a three-course sequence of Base Requirements that are all offered annually and provides reasonable opportunities for completion of the remaining requirements. The most crucial component of the revision is establishment of the Base Requirements that consist of two required track courses (GEOG 332 and GEOG 333) plus a methodological requirement (GEOG 313 or the option of three business courses). GEOG 332 Urban Geography and GEOG 333 Transportation and Trade are Base Requirement Courses because the combination thoroughly covers the fundamental concepts of economic geography. Cartography II teaches state-of-the-art computer cartography, is a foundation course for advanced work in geographic information systems (GIS), and is a link between the Economic Geographer Track and other concentrations within the Department.

Also important is the organization of courses into "issue focus" groups. These demonstrate potential career relevance and also create scheduling flexibility opportunities regarding valuable but infrequently offered courses. Transportation Planning, GEOG/RGPL 404, provides a crucial location analysis component and strengthens the link between the Economic Geographer Concentration and the Planning major. With only this one new course, the revision is less about adding new courses and more about re-organizing the program to use existing resources.

29 Department of Sociology--Course Revisions and Program Revision**a Program Revision:****APPROVED****Current Program:****Bachelor of Science in Education—Social Science Education/Sociology Track (*)**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities: History is fulfilled by courses in the major Mathematics: MATH 217 (recommended) Natural Science: BIOL 103-104 (recommended) Social Science: ECON 121, PSYC 101, SOC 151 Liberal Studies Electives: 6cr, PSYC 310 or 330, no courses with SOC prefix	48
College:	35
Major:	21
History Distribution Requirements:	9
Social Science Distribution Requirements:	9
Free Electives:	1
Total Degree Requirements:	123

Proposed Program:**Bachelor of Science in Education—Social Science Education/Sociology Track (*)**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities: History is fulfilled by courses in the major Mathematics: MATH 217 (recommended) Natural Science: BIOL 103-104 (recommended) Social Science: ECON 121, PSYC 101, SOC 151 Liberal Studies Electives: 6cr, PSYC 310 or 330, no courses with SOC prefix	43-45
College:	35
Major:	21
History Distribution Requirements:	9
Social Science Distribution Requirements:	9
Free Electives:	1-3
Total Degree Requirements:	120

30 Moratorium Recommendations**APPROVED**

- a** The following programs were recommended to be placed in moratorium by the UWUCC based on the evidence provided. These were either old titles of programs, have been replaced by other programs, might be revised in the future, or the department agreed with the idea of placing the program in moratorium.

BA Sociology/Applied Social Research Track
BS Regional Planning/GISC and Cartographer Track

BA Psychology/Applied
BS Applied Physics – Nanotechnology

- b** The next seven programs were NOT recommended to be placed in moratorium by the UWUCC based on the evidence provided.

Bachelor of Science—Athletic Training**APPROVED**

Based on the evidence provided to the committee, the UWUCC recommends the program not be placed in moratorium.

Statement from Health and Human Services College Curriculum Committee:

This program represents an academically rigorous, high quality program at IUP. As such, this program is an important reflection of the academic integrity of the Department and the University in terms of promoting and achieving excellence. This rigor and quality are evidenced by three main characteristics of the program: that the rate of acceptance of students into the program (after the third term) is relatively low, the certification scores (e.g., passing rate and domain performance in particular subfields) of graduates are relatively high (compared to all other schools), and every student is evaluated on every skill required for successful professional performance. This insistence on quality and academic rigor are required due to the nature of the profession and the profession's certification and accreditation requirements. The fact that the rate of acceptance of students into the BS Athletic Training program is low is *not* a problem, since most of these "non-accepted" students go on to successfully complete other HPED degrees at IUP.

The Department has a workable plan to increase and sustain enrollment in its program. It is believed that a graduating headcount of 18 or more is achievable in the near future. Due to the increasing demand for certified Athletic Trainers in general and pending legislation which could further increase the demand for such trainers, it is believed by the committee that increases in graduating headcount may be inevitable, especially if the Department continues implementing its promotional campaign for this degree. It is noted that the demand for athletic trainers is high in eastern and western Pennsylvania, and IUP graduates are satisfying well this local niche market for trainers.

Also, lab renovations are on-going, which would aid in promoting a higher headcount in terms of the number of students accepted into the program and the number of students being accommodated per lab. The Department is actively recruiting students with high academic records/test scores in order to achieve higher entrance numbers – and this is only possible because of these ongoing renovations. In addition, strong letters of support have been provided detailing the importance of the mission of this program, especially to the local community. Given the need for this program, its high academic integrity, its workable plan for increasing headcount, and its strong coordination with other athletic programs and activities at the University, ***it is the strong recommendation of this committee not to place this program in moratorium status during the next 3 years.*** The program has a workable plan to increase its enrollment to satisfy any budgetary concerns of the College and the University. The program should have opportunity to demonstrate fully this action plan. Furthermore, enrollment issues aside, this program is a "jewel" in the HPED academic crown, and that, in itself, is reason to support this program.

The committee has some recommendations, though, to consider in potentially reducing resource needs associated with this B.S. degree. It appears, on cursory review of prerequisites, that some of the courses being offered to juniors and seniors under this curriculum could be offered on a 2-year cycle (in which juniors and seniors would take these classes together) potentially reducing complement. However, more detailed analysis by the Department is required to determine if these cost savings would be significant. Also, the program should explore more using the Nursing Department's simulation laboratory capabilities to potentially either offset their own hands-on training requirements or to enhance their programs even more.

Bachelor of Science–Nursing/Licensed Practical Nurse Track

APPROVED

Based on the evidence provided to the committee, the UWUCC recommends the program not be placed in moratorium.

Statement from Health and Human Services College Curriculum Committee:

This program supports an important niche market (especially in a mix of urban/rural communities, such as western Pennsylvania) for licensed practical nurses wishing to pursue further education/advancement in their field by attaining a BSN degree. The Department was praised during their accreditation visit for its ability to successfully recruit LPNs into a BSN programs and addressing this critical transition need.

The reality is that implementation of this LPN to BSN program only requires the addition of 5cr of study (2cr of NURS 494 Internship and 3cr of NURS 334 Transitions in Professional Nursing) compared to the BSN degree. This translates to approximately 1.7 credits over a 3-year period. (Note: this 3cr role transition course could possibly be offered on a two-year cycle to reduce workload. The Nursing Department could also consider making this role transition course a distance-education course, so it could be launched when the need for this course arises. But these are only cursory recommendations being made by the committee at this time).

It is noted that the LPN experience accelerates students through IUP's BSN program. Students bypass 18cr of junior clinical block requirements. A total load of 30cr is saved in this program, making this LPN to BSN program attractive to students thinking of pursuing additional education, especially since many of these students still work as LPN's during their educational studies.

It is apparent that the Northpointe Campus/cohort model was not an optimum platform for initiating this program, as evidenced by low retention rates in the program. The Nursing Department has addressed its issues by abandoning the cohort model (to deal with attrition issue), by having this program entirely resident at the main IUP campus, by offering flexibility in pursuing this BSN degree either full-time or part-time, and by integrating these students within the BSN traditional program (so that a small, resource-intensive cohort would *not* need to be accommodated). By transitioning and integrating this program with main campus students, there will be a large decrease in faculty demand (compared to previous faculty demands when the program was at Northpointe Campus) and increased affiliation and socialization of LPN to BSN students with traditional BSN students, which is predictive of higher retention rates and graduating success. In addition, there is a part-time IUP professor, currently the LPN program coordinator at Indiana County Technology Center, willing to serve as advisor and mentor to these LPN-BSN students, thereby enhancing the chances for these students being successfully transitioned to and graduating from the BSN program.

Given the local need for this program, the expected increase for the need for this program (based on existing and pending State requirements for staffing BSNs in certain healthcare positions), the relatively low costs for this program, the accreditation superlatives associated with this program, the changes being made to the program to retain students, enrollment-enhancing and recruiting activities being performed by the Department that have a good chance of working, and recurring inquiries from potential students related to gaining entrance to this program, ***it is the strong recommendation of this committee not to place this program in moratorium.***

BA Biology; BA Chemistry; and BA Chemistry Pre-Medicine Concentration

APPROVED

Response from The Natural Sciences and Mathematics College Curriculum Committee

Misconceptions about Science Programs

Three major misconceptions for moratoriums are found throughout the Workforce Development plan:

Misconception # 1: Cutting a program will save money

A common theme arguing for moratoriums is that cutting B.A. programs or degrees is a cost-cutting measure. In each case in our college, the program is either revenue neutral or revenue producing. For each program being considered for moratorium, no additional faculty are needed to continue the program. Students take courses which are already offered for other programs and/or degrees. Extra lecture or laboratory sections are not added to accommodate B.A. students in any of the majors' courses of the affected departments. Instead, these B.A. students fill what would otherwise be empty places in sections that would be offered anyway. Since the courses will be offered regardless of whether a moratorium is established in the B.A., it makes economic sense to fill these seats. Otherwise, the cost of delivering the sister B.S. will *increase* with respect to Faculty FTE per student. Thus, the threatened programs are actually revenue-producing because they fill seats in classes that have capacity, and they help sustain other programs. If these B.A. programs are not offered at IUP, some of the students would decide to attend a different university that offers the program, thus reducing tuition revenue at IUP.

Misconception # 2: Shifting B.A. students to B.S. degrees is not difficult

As detailed, for example, in the responses of the Biology and Chemistry departments, the B.A. is a separate and distinct degree from the B.S. A B.A. requires about twenty fewer credits of upper level science or ancillary science courses than a B.S.. For transfer students or students who change their majors after their sophomore year, a B.A. ensures that they can graduate within four years, and that the courses of their prior major can count towards their complementary field. Without the B.A. degrees, such students could be looking at (a) leaving IUP without a degree or (b) requiring an additional one to two years of university education to complete their first degree. Either route has a negative impact on IUP's performance indicators.

Misconception # 3: A B.A. is not unique from a B.S. degree

One common thread throughout the Workforce Development Plan is the perception that the B.A. is similar to the B.S. degree. In the Sciences, the two degrees have distinct purposes but equal validity. The B.A. has fewer requirements in its major discipline than a B.S., but this difference allows students much more flexibility in tailoring their degrees to their interests. Combining the B.A. with a dual major in another field provides students with a wider variety of employment options when they graduate. A B.A. is an alternative degree to a B.S. The response by the chemistry department gives several examples of specific students whose lives have been impacted by the opportunity to pursue a B.A. instead of a B.S. Those departments seeking to preserve their B.A. degrees are working to better define, tailor and advertise their B.A. degrees to increase enrollment, as discussed in their individual responses.

BA Anthropology/Applied Anthropology Track

APPROVED

Justification for Keeping the Applied Anthropology Track

When Anthropology first devised the track system in the mid 1980's the major was on the ropes with less than 10 majors. The current track system was part of a curriculum overhaul meant to make Anthropology more relevant to today's student. The applied focus is a major part of this tremendously successful approach (we have over 100 majors). Not only has our program grown significantly since, but our curriculum has been recognized throughout our discipline as a model.

We would like to present our justification for this curriculum in the face of proposed cutting of the Applied Track in Anthropology by addressing the criteria listed in the provost's memo.

Appropriateness to Mission

An important component of our mission is “in producing graduates that excel in their chosen fields, in delivering research innovations that benefit society, and in undertaking public service that enriches the community”. (Academic Affairs Strategic Plan 2010-2014 Mission Statement). The applied anthropology track delivers on all three points. The purpose of the track system is to help guide students towards excelling in the field and developing their careers as anthropologists. To this end, we have been greatly successful. In 2008 one of our graduating Applied Anthropology students, Megan Bond, won the Lamda Alpha Scholarship from the National Anthropology Honors Society. The society awards a single scholarship each year to the top graduating Anthropology major in the country. Applied Anthropology research clearly benefits society and encourages public service. Applied Anthropology faculty have included students in their research ranging from NIH funded research on the impacts of addiction on Latino migrant populations to issues of postpartum depression to developing nutrition programs for children in Africa.

Need

It is a continuing trend in Anthropology that departments are developing programs that prepare students for non-academic careers. Our Applied Anthropology Track prepares students for these careers by emphasizing a practical, hands on approach to learning. Students in our Applied Track have been admitted to top schools such as Southern Methodist University and the University of South Florida. They have also been more successful in receiving generous financial support. This track has also helped our graduates to make the transition from school to work with internships such as the Smithsonian or Operation Crossroads Africa.

Academic Integrity

The applied track is part of a curriculum package developed to better prepare our students for careers in Anthropology. The use of a track approach is necessary given the holistic nature of Anthropology with its 4 subfields of Cultural, Biological, Archaeology and Linguistics. Each of our majors takes one core course in each of these subfields, but from there they pursue a wide variety of career paths.

Coordination with other programs

Anthropology has always been a popular choice as part of a double major or major/minor combination with other disciplines. Our Applied Anthropology students also often have a second major currently half of the students in the track have a second major.

BS in Education—Deaf Education

APPROVED

The TECC Curriculum Committee recommended placing Deaf Education in moratorium with the strong recommendation that faculty be hired in order to save the program.

While the UWUCC understands the decision made by TECC to recommend placing the program in moratorium, the UWUCC supports TECC's strong recommendation that faculty be hired to save the program. The UWUCC unanimously recommends the program not be placed in moratorium and that it be given support to hire two full-time tenure track faculty in order to make the program viable.

Academic Affairs Committee (Senator Dugan) Next meeting will be Tuesday April 24th.

Awards Committee (Senator Wisnieski) Would like to announce this year's distinguished faculty.

They are:

David Piper, Employment and Industrial Relations for Service

Joan Van Dyke, Theater and Dance, for Creative Arts

Raymond Pavloski, Psychology, for Research.

Noncredit Committee (Senator Pike) No report

Library and Educational Services Committee (Senator Jozefowicz)

Chair LaPorte asked that this be withdrawn from the agenda. It will return in the fall for a vote.

FOR INFORMATION

During the Spring 2012 semester LESC has met face-to-face the following dates for regularly scheduled meetings: January 31, February 28, and March 27. LESC called a special meeting regarding D2L/Moodle announcements and concerns that was held on April 10.

Background/overview of current Office of Distance Education/IT/D2L/Moodle 1.9/Moodle 2.2 related issues:

Behind the scenes since late fall 2011, administrative units have known about a pending major problem with Moodle 1.9, questions were asked, various advocates for faculty expressed concern, and IT put out many inquiries to vendors trying to move heaven and earth to identify a vendor who would continue to support Moodle 1.9. By early March 2012, no vendor had positively responded about supporting the old version of Moodle as they are all moving on to supporting Moodle 2.2. Without vendor support for security patches, the belief expressed by IUP IT staff was that staying with Moodle 1.9 would open the university community to excessive cyber security risks and would be irresponsible. At the point it seemed absolutely no vendor could be identified by early March, in-depth conversations happened post-Spring Break with both ACPAC and LESC about what to do and how to do it in light of the fact that the current security patch contract would expire June 30, 2012.

It has been said that moving from Moodle 1.9 to Moodle 2.2 is not inconsequential for the user--a very different look and feel to the product. Hence, there was obvious extreme concern and consternation among various ACPAC and LESC members about the short time frame within which folks particularly teaching in the summer (and fall, as well) would have to either devote to upgrading to Moodle 2.2 or migrating to D2L. It's fair to say that nobody felt good about any of this. IT members had hoped against hope and worked hard to find alternate solutions to be able to get IUP at least through the upcoming academic year--it just didn't seem like there was any other solution. At the end of the day, Moodle 1.9 was going to be unsustainable due to security risks, and faculty were going to have to choose between a Moodle 2.2 upgrade or a migration to D2L.

At the last minute, a vendor offered to support Moodle 1.9 security patches, this vendor was researched and deemed legitimate by IUP's IT staff, and an announcement has been made that Moodle 1.9 will continue to be an option for all IUP faculty until Summer 2013. Thus, a forced choice is still going to have to be made, but at least it's going to be timed for Summer 2013 instead of June 30, 2012.

At the point PASSHE mandated the system adoption of D2L and IUP made the decision to continue to support Moodle indefinitely, D2L pledged to develop a conversion tool for migration from Moodle 1.9 to D2L. D2L took a very long time to produce the conversion tool, but they finally have, such that it is. Faculty have been left alone to date to stay within Moodle 1.9 or move to D2L on their own prerogative. This means that moving forward, Summer 2013 now will serve as a true fork in the road...D2L likely will be under no obligation to provide a second, additional conversion tool to allow

migration from Moodle 2.2 to D2L. Hence, even if faculty were able to choose to stay within the Moodle framework and upgrade from Moodle 1.9 to Moodle 2.2, then those faculty staying with Moodle would need to understand that down the road if they want to migrate to D2L or any other Learning Management System (LMS), they likely will not have the benefit of accessing a conversion tool. Even if PASSHE adopts a LMS other than D2L at some future point, the expectation is that whoever the new LMS vendor is, then that company will be expected to provide a conversion tool from D2L to that new LMS (but that company will likely not be asked to provide a conversion tool from some other LMS like Moodle 2.2 to the new LMS).

In April 2012, the IUP Office of Distance Education has circulated a recommendation for all faculty to migrate to D2L by Summer 2013. Under this recommendation, Moodle 2.2 would be made available faculty teaching in the College of Education (primarily to train students on how to use Moodle as its use is relatively common across public school districts); however, full security patches potentially would not be purchased, which would make Moodle unusable from a security standpoint for broader distance education use by other IUP faculty.

There are obviously huge unknowns that remain, among them how a new university president is going to view the issue, especially in light of the budget challenges that are another part of IUP's reality. For every dollar that is spent supporting redundant systems is a dollar that could be spent elsewhere. All divisions, including IT, have suffered significant budget cuts to staff and other resources—and further cuts seem inevitable. Nevertheless, there are obvious points to be made about academic freedom. There are further considerations of demand on faculty time when PASSHE's choice of LMS may be a continually moving target.

University Development and Finance Committee (Senator Wick) No report

University Planning Council (Senator Reilly) The council met and continued discussion on performance funding variables.

Presidential Athletic Advisory Council (Senator Hinrichsen) No report

Academic Computing Policy Advisory Council (Senator Ford) The next meeting will be April 18 at 3:00 in 138 Stouffer.

University Budget Advisory Committee (Senator Soni) UBAC mainly discussed the widely known excess reserve of \$25 million on April 11, 2012. Not all of the \$25 million is unrestricted as the amount also includes some restricted and encumbered funds. President Werner promised to share a more intelligibly formatted report with the university community. Vice President Wooten agreed to prepare the report that would incorporate the suggestion made by Dr. Mark Staszkiwicz--to use some of the excess reserve to soften the impact the most recent round of budget cut as planned. The use of

excess reserve toward the 2012-13 budget will not be a permanent solution, but would allow the new President some time to plan out permanent cuts more strategically. President Werner reminded the Committee that the budget cut scenario being developed is only an exercise at this point, given that the state appropriation and tuition increases are unknown.

Adjournment

The April 17 meeting was adjourned at 4:50 pm. The May 1 meeting was adjourned at 4:43 pm.

Respectfully Submitted by
Edel Reilly
Senate Secretary