

**MINUTES OF THE
IUP UNIVERSITY SENATE**

December 3, 2013

Chairperson LaPorte called the December 3rd 2013 meeting of the University Senate to order at 3:33 PM, in Eberly Auditorium.

Minutes from the November 5th 2013, meeting were **APPROVED**.

Attendance at the Senate meeting can be found on the Senate website under Meeting Minutes.

Agenda items for the December 3rd 2013, meeting were **APPROVED**

REPORTS AND ANNOUNCEMENTS

President's Report

- There is information about the budget that can be found on the website (<http://www.iup.edu/president/>) but I wanted to mention 2 things:
 - The Counsel of Trustees will meet this Thursday to vote on approving the paying of the KCAC debt.
 - Thank you for all the hard work to continue to be a great leader in higher education and in the PASHEE System. Our Middle States Self Study is underway and as well as the Strategic Plan under the new life and energy of the University Planning Council (UPC). We are engaged in proactive budgetary planning. The strategic initiative funding that was awarded last year has started to come through and we will be talking about what to do at the next level. There is a lot of construction on campus which is good to help future students. The research in this university is incredible and community work is great too. Our fundraising is starting to come in and the new trustees are great. We did a nice study of where our graduates are now to see how successful they are once they leave. We have 2 pages of student accomplishments. There is a long list of all the work that is being accomplished and I thank you for all the help and support.
- This week there is a tree lighting tomorrow starting at 4 PM outside Sutton and reception afterwards in the Blue Room.
- The Holiday Open house will be on Friday.
- I move to the Vision for the IUP's future – and would like an endorsement of the Vision Statement. **APPROVED**

The Vision for IUP's Future

November 20, 2013

Indiana University of Pennsylvania is a community where teaching, research, and service empower students to become innovative leaders while enhancing communities throughout the world. Remaining true to its traditions, IUP assesses society's needs and opportunities and meets them.

Students are hardworking, ready to learn, and come from diverse cultures, places, and backgrounds. Energetic, dedicated, and diverse staff and faculty members welcome them to a personal, vibrant college home. Students participate in many intentional and interconnected learning experiences in their studies, in their lives, and in the world.

Professors are active scholars and teachers in their disciplines who work together to expand their impact. They engage students in carefully designed open-ended, hands-on experiences to reinforce and enrich what students learn in the classroom.

Professors use technology to enhance student learning and augment the face-to-face and peer-learning experiences that are the foundation of excellent education.

Alumni say their student experience was the best preparation for work and life. They continue to find joy in the bonds they built as students and the new connections they make with faculty and staff members, students, and other alumni. They are proud and they choose to invest in IUP's future.

IUP and the communities it serves work together to build a strong society and robust economy. IUP uses partnerships and activities to connect community members, students, faculty and staff members, and alumni, building a commitment to their shared future.

IUP values

- Demonstrating an excellent return on educational investment.
- Knowing students as individuals who work closely with faculty and staff members.
- Responding to the needs of students and society with a range of innovative programs and scholarship.
- Employing evidence in decision making and in demonstrating results.
- Drawing on IUP's tradition in Indiana and western Pennsylvania to serve students worldwide.
- Enjoying historic, inspirational, and functional campuses and facilities.
- Using technology to reach place-committed students and enhance learning for all.
- Celebrating engaged, successful alumni.

- **Questions** –Besides all these achievements is there anything that that you see as a constraint or concern?
- **Answer:**

- Worried about funding for higher education and I am very concerned about how we go about it. There are lots of groups concerned about Higher Education and want to fix it and so I am concerned about what we have to do.
- I am concerned about the level of preparation and expectations amongst our students. We need to always decide what is best for the students so we might need to do things differently because our student population is always changing. We need to figure out how to reach different groups of students, those with diverse backgrounds and to work with non-traditional students.
- We need to figure out how to do more shameless bragging.

Provost's Report

Good Afternoon, I hope you had a restful Thanksgiving break.

- In November, the co-chairs of the Middle States Re-affirmation team attended the Self Study Institute to further prepare for our 2015-2016 site visit. They report that IUP is well positioned in the process and received recognition for the advanced work done in this endeavor. We are anticipating a visit from our Middle States liaison in early spring. This visit will affirm our self-study design and guide the process until the site visit.
- It's a real pleasure to give a shout out to our psychology department and the Psy. D. Program, which was recognized in a recent data-driven analysis of program quality as a 'hidden gem' among clinical psychology training programs in the U.S.
- An entry for the "whatever happened to...?" files, this one pertaining to IUP's approach to and coordination of distance learning since the Office of Distance Learning and Continuing Education was abolished by President Werner early in 2012. First, let me point out that there are a number of superb online offerings at IUP, which reflect the terrific work that you – the faculty and staff – do on behalf of our students. Distance Learning is very much in our future and this will be a key aspect of the discussions that are coming as we build our strategic plan. As the Senate's representative to the UPC reports today, the UPC will be the backbone of our strategic planning process, and your input on this topic – and others, of course – will be critically important.
- It is sobering to realize that the winter holidays are fast approaching. This time of year is joyous, but also filled with stressors. As we go into the finals and then break, please be mindful of student welfare. If you have concern, please contact one of our campus resources, which include our University Police, the IUP Counseling Center, or the university Concern and Response Team.
- And finally, here is a reminder that we have an opportunity to celebrate the success of our mid-year graduates at commencement on Saturday, December 14th. The graduate ceremony will be held in the morning at Fisher Auditorium, and the undergraduate ceremony will be in the afternoon at the KCAC. Let me take this opportunity to invite you to attend the ceremonies – and the reception that will follow as we celebrate our graduates. I hope to see you there on the 14th.

I extend to you holiday best wishes and a happy new year.

Curriculum Revisions

In response to the Senate recommendations from the November 5, 2013 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following course is approved by me and may be offered immediately:
 - PLCS 344 – Terrorism
 - ARHI 427 – Japanese Narrative Art
- B. Revisions from the Special Education and Clinical department of the Bachelor of Science – Disability Services.
- C. New minor from the Political Science department – Homeland Security.

From the University-Wide Graduate Curriculum Committee:

- A. The following course is approved by me and may be offered immediately:
 - ENGL 415/515 – English Language Studies for Teachers
 - MAED 611 – Algebra for Secondary Teachers
 - MAED 612 – Geometry for Secondary Teachers
 - MAED 613 – Probability and Statistics for Secondary Teachers
 - MAED 614 – Precalculus and Discrete Math for Secondary Teachers
- B. The Master of Arts in Spanish is placed into Moratorium

Chair's Report

The Academic Excellence subcommittee of the University Planning Council met to discuss potentially revising the curricular process. The initial focus was on course proposals rather than program proposal/revisions. Several talking points to be brought to departments by Senate departmental representatives were proposed.

- What should the role of the college curriculum committees be? Should they be eliminated or should they be restricted in scope (e.g., examine proposals for overlap or duplication of effort within a college)
- What should the role of the department curriculum committees be?
- What do faculty feel is bogging down the curricular process?
- What would you like to see changed about the process?

Parliamentarian's Report--Robert's Rules Tip of the Month

Member

“A *member* of an assembly, in the parliamentary sense, is a person entitled to full participation in its proceedings, that is, . . . the right to *attend meetings*, to *make motions*, to *speak in debate*, and to *vote*. . . . Some organized societies define **additional classes of ‘membership’** that do not entail all of these rights.” (RONR 3)

“The administrative segment shall include the university president (*non-voting senator*) and administrators/managers serving on standing committees by virtue of their offices (ex-officio).” (University Senate Constitution 2)

Ch. 13: *Frequently asked questions*

Can *ex-officio* members vote, and are they counted in determining quorum?

“‘Ex officio’ is a Latin term meaning ‘by virtue of office or position.’ . . . Without exception, *ex-officio* members have exactly the same rights and privileges as do all other members, including, of course, the right to vote.” (*RONR In Brief* 113)

Vice chair’s Report—No Report

Rules Committee (Senator Korns)—No Report. The next meeting will Dec 10th at 3:30 PM in Keith 6.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

The following were approved by the UWUCC to be offered as a distance education courses:
Note that the provost is the final signature on these proposals.

- **FSMR 380 Application in Apparel Buying**
- **MKTG 443 New Product Design and Branding**
- **SOWK 238 Introduction to Social Work**

FOR ACTION:

1 Departments of Religious Studies—Course Revisions and Catalog Description Change

Current Catalog Descriptions:

APPROVED

RLST 311 Eastern Philosophy

3c-0l-3cr

An examination and critique of the philosophies that have shaped Eastern world views and ways of life as found in a representative sampling of Chinese, Japanese, and Indian thought.

Proposed Catalog Descriptions:

RLST 311 Eastern Philosophy

3c-0l-3cr

An examination of texts from East Asia and South Asia that address such philosophical areas as the nature of human knowledge, the nature of reality, and ethics. The class may include readings from such traditions as Buddhism, Confucianism, Daoism, and/or Hinduism.

Rationale: Slight changes were made in the wording of the catalog description to more specifically

indicate that the class will address such philosophical areas as the nature of human knowledge, the nature of reality, and ethics. The objectives have been updated to meet the requirements for the Expected Undergraduate Student Learning Outcomes. One simply cannot fully understand the world and its diverse peoples without considering the role of religious values and ideals in shaping cultural, social, and political norms. The Department of Religious Studies is therefore providing a significant offering of courses under the Global Citizenship and the Global and Multicultural Awareness categories. RLST 311 Eastern Philosophy fits into this scheme in that it furnishes several examples of religious and intellectual traditions that have long influenced several cultures in Asia and in recent years have increasingly influenced American and European philosophies as well. The class has been revised in such a way to highlight the interconnectedness of individuals, institutions, and countries. Specifically, it introduces students to the past and present of several philosophical schools within religious traditions that are non-dominant in our own society but that continue to strongly shape the values, norms, and ideals of people in the cultures of South and East Asia. It thus promotes a better understanding of other cultures.

2 Department of Marketing—Course Revision and Catalog Description Change

Current Catalog Description:

APPROVED

MKTG 440 Direct Marketing

3c-0l-3cr

Prerequisite: MKTG 320

Introduces the role and nature of direct marketing, including its current theory and practice. Topics include current state and growth of direct marketing, prospecting strategies, development of hot lists, timeless strategies, and lifetime value analysis. Discusses strategies, implementation, and public policy issues.

Proposed Catalog Description:

MKTG 440 Direct Marketing

3c-0l-3cr

Prerequisites: MKTG 320

Introduces students to the role and nature of Direct Marketing including its current theory and practice. Topics include designing and implementing Direct Mail marketing, Telemarketing, Catalog Marketing, E-mail Marketing and Web/Internet based direct marketing for consumer and industrial markets. Case studies and applications will be utilized. Social, public policy and legal issues in direct marketing will also be explored.

Rationale: The course description was updated to reflect current topics; graduate student objectives and additional course requirements and grading system for graduate students were added and the bibliography was revised. The course is being revised to add graduate student components so that it can be offered as an elective to MBA students.

3 Department of Human Development and Environmental Studies—Course Revision and Catalog Description Change

Current Catalog Description:

APPROVED

CDFR 218 Child Development

3c-0l-3cr

Prerequisite: Grade of C or better in PSYC 101

A survey of basic theories and research findings in child development. Covers consideration of theories and research findings on many stages of human development. Topics include physical, cognitive, and social/emotional development and the development of self-understanding, language development, and moral development.

Proposed Catalog Description:

CDFR 218 Child Development

3c-0l-3cr

Prerequisite: Grade of “C” or better in PSYC 101

Provides students with a survey of basic theories and research findings in child development from a global perspective. Coverage includes consideration of theories and research findings from prenatal development through pre-adolescence. Included among the topics covered in this course are physical, cognitive, and social/emotional development, and the development of self-understanding, language development, and moral development.

Rationale: The course is a currently approved Liberal Studies Elective and is being revised to meet the new curriculum for this category. Four original objectives were modified to more clearly align the course with the Global Citizenship competency. The outline was revised to make it more current and to better address the cross-cultural emphasis of this course. The bibliography and textbooks were updated.

4 Department of Foreign Languages—New Courses, Course Revisions and Catalog Description Changes

a New Courses:

i JAPN 102 Elementary Japanese II

APPROVED

4c-0l-4cr

Prerequisite: JAPN 101 or equivalent

A continuation of JAPN 101. Focusing on communication through listening, speaking, reading, and writing. Students continue to learn to identify and write basic kanji characters. The course builds on the three modes of communication—interpretive, interpersonal, and presentational—to build proficiency in using the Japanese language in real-life situations. Also imparts knowledge of Japanese culture and society. Students may not register for or take a D/F repeat in JAPN 102 when credit has already been received for a higher-numbered JAPN course.

ii JAPN 201 Intermediate Japanese

APPROVED

4c-0l-4cr

Prerequisite: JAPN 102 or equivalent

A continuation of JAPN 102. Focusing on communication through listening, speaking, reading, and writing so that students can function in everyday situations. Students continue to learn to identify and write intermediate kanji characters. Also imparts knowledge of Japanese culture and society. Liberal Studies credit is given. Students may not register for or take a D/F repeat in JAPN 201 when credit has already been received for a higher-numbered JAPN course.

Rationale: These courses are part of the sequence necessary to fulfill departmental or college requirements for students to achieve an intermediate level proficiency in a foreign language. It is also part of the sequence necessary for Asian Studies majors to achieve at least an intermediate level proficiency in an Asian language. They are being proposed as Liberal Studies Electives in the Oral Communications category.

b Course Revisions**i Current Catalog Description:****APPROVED****FRNC 102 Basic French II****4c-01-4cr**

Prerequisite: FRNC 101, or qualifying score on placement test (WebCAPE score between 286 and 362), or instructor permission

For beginning students. Students must achieve an appropriate placement test score to enroll (score between 286-362). Special focus on aural/oral skills. Students learn in a multimedia environment. Students converse and ask questions in simple present tense. They can now express commands and directions and are introduced to the expression of punctual actions in the past. They further investigate the daily lives of native speakers of French around the world. Attendance is mandatory. Students may not register for, or take a D/F repeat in FRNC 102 when credit has already been received for a higher-numbered FRNC course.

Proposed Catalog Description:**FRNC 102 Basic French II****4c-01-4cr**

Prerequisite: FRNC 101, or qualifying score on the WebCAPE placement test (286-362), or permission of instructor

For beginning students. Students must achieve an appropriate placement test score to enroll (score comprised between 286-362). Special focus on aural/oral skills. Students learn in a multimedia environment. Students converse and ask questions in simple present tense. They can now express commands and directions, and are introduced to the expression of punctual actions in the past. They further investigate the daily lives of native speakers of French around the world. Attendance is mandatory. Students may not register for, or take a D/F repeat in, FRNC 102 when credit has already been received for a higher-numbered FRNC course.

Rationale: This course is not currently approved as a Liberal Studies Elective and is being revised to meet the new curriculum criteria for the Oral Communication category. Research has shown that studying a foreign language improves communication skills, cognitive and critical thinking abilities, and should play a key role in an undergraduate education. This course also provides the department with an opportunity to reach potential majors and minors. The course outcomes for FRNC 102 are based on the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency, and the revised course outcomes remain aligned with this field-specific content.

ii Current Catalog Description:**APPROVED****FRNC 201 Intermediate French****4c-01-4cr**

Prerequisite: FRNC 102, or qualifying score on the WebCAPE placement test (score above 362), or instructor permission.

Continued study of French; development of listening, reading, speaking, and writing, but the primary emphasis is on aural/oral skills. Students use a multimedia environment to learn to converse and ask questions in the past. Students learn the different way to express completed action that occurred at a specific time in the past vs. expressing an action that continued in

the past over an indefinite, undetermined period of time; students review how to narrate and describe in the past, ask and give directions, talk about the future, avoid repetitions, learn to combine simple sentences, express and understand conditional sentences, express and understand subjective statements, and understand indirect discourse. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world. Attendance is mandatory. Students may not register for, or take a D/F repeat in, FRNC 201 when credit has already been received for a higher-numbered FRNC course. Liberal Studies humanities credit is given for this course.

Proposed Catalog Description:

FRNC 201 Intermediate French 4c-01-4cr

Prerequisite: FRNC 102, or qualifying score on the WebCAPE placement test (score above 362), or permission of instructor.

Continued study of French; development of listening, reading, speaking, and writing, but primary emphasis is on aural/oral skills. Students use a multimedia environment to learn to converse and ask questions in the past. Students learn the different way to express completed action that occurred at a specific time in the past vs. expressing an action that continued in the past over an indefinite, undetermined period of time; students review how to narrate and describe in the past, ask and give directions, talk about the future, avoid repetitions, learn to combine simple sentences, express and understand conditional sentences, express and understand subjective statements, and understand indirect discourse. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world. Attendance is mandatory. Students may not register for, or take a D/F repeat in, FRNC 201 when credit has already been received for a higher-numbered FRNC course. Liberal Studies humanities credit is given for this course.

Rationale: This course is currently approved as a Liberal Studies Elective and is being revised to meet the new curriculum criteria for the *Oral Communication* category. The course outcomes were revised from the last syllabus of record. The course objectives for FRNC 201 are based on the proficiency guidelines developed by the *American Council on the Teaching of Foreign Languages* (ACTFL) and the National Standards for Foreign Language Learning. The course objectives are designed to build functional language proficiency and the revised course objectives remain aligned with this field-specific course content.

iii Current Catalog Description: APPROVED

CHIN 102 Elementary Chinese II 4c-01-4cr

Prerequisite: CHIN 101

A continuation of Elementary Chinese I, focusing on the three modes of communication—interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing—to build proficiency in using the Chinese language in real-life situations. Also imparts knowledge of Chinese culture and society. Attendance is required. Students may not register for or take a D/F repeat in CHIN 102 when credit has already been received for a higher-numbered CHIN course.

Proposed Catalog Description:

CHIN 102 Elementary Chinese II 4c-01-4cr

Prerequisite: CHIN 101

A continuation of Elementary Chinese I, focusing on the three modes of communication—interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing—to build proficiency in using the Chinese language in real-life situations. Also imparts knowledge of Chinese culture and society. Attendance is required. Students may not register for or take a D/F repeat in CHIN 102 when credit has already been received for a higher-numbered CHIN course.

Rationale: In November 2011 CHIN 102 was approved by the Senate to be a Liberal Studies Elective. CHIN 102 is being revised to meet the new Liberal Studies criteria for the Oral Communication category. The elementary and intermediate level Chinese courses focus on proficiency-oriented language acquisition and require students to communicate orally during every class session. The focus on language production uniquely qualifies these courses for the Oral Communication category.

iv Current Catalog Description:

APPROVED

CHIN 201 Intermediate Chinese

4c-0l-4cr

Prerequisite: CHIN 102

A continuation of previous work on the three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing, so that students can function in everyday situations. Also imparts knowledge of Chinese culture and society. Liberal Studies credit is given. Attendance is required. Students may not register for or take a D/F repeat in CHIN 201 when credit has already been received for a higher-numbered CHIN course.

Proposed Catalog Description:

CHIN 201 Intermediate Chinese

4c-0l-4cr

Prerequisite: CHIN 102

A continuation of previous work on the three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing, so that students can function in everyday situations. Also imparts knowledge of Chinese culture and society. Liberal Studies credit is given. Attendance is required. Students may not register for or take a D/F repeat in CHIN 201 when credit has already been received for a higher-numbered CHIN course.

Rationale: In November 2011 CHIN 201 was approved by the Senate to be a Liberal Studies Elective. CHIN 201 is being revised to meet the new Liberal Studies criteria for the Oral Communication category. The elementary and intermediate level Chinese focus course on proficiency-oriented language acquisition and require students to communicate orally during every class session. The focus on language production uniquely qualifies these courses for the Oral Communication category. In addition, research has shown that studying a foreign language improves communication skills, cognitive and critical thinking abilities, and therefore should play a key role in an undergraduate education.

v Current Catalog Description:

APPROVED

SPAN 102 Elementary Spanish II

4c-0l-4cr

Prerequisite: SPAN 101, or the equivalent as established by departmental placement

examination

A continuation of SPAN 101. Students learn to express past and future time and continue to learn about Hispanic countries and their cultures. Attendance is required. Students may not register for or take a D/F repeat in SPAN 102 when credit has already been received for a higher-numbered SPAN course.

Proposed Catalog Description:

SPAN 102 Elementary Spanish II

4c-0l-4cr

Prerequisite: SPAN 101, or the equivalent as established by departmental placement examination

A continuation of SPAN 101. Students learn to express past and future time and continue to learn about Hispanic countries and their cultures. Liberal Studies credit is given. Attendance is required. Students may not register for or take a D/F repeat in SPAN 102 when credit has already been received for a higher-numbered course.

vi Current Catalog Description:

APPROVED

SPAN 201 Intermediate Spanish

4c-0l-4cr

Prerequisite: SPAN 102 or equivalent

A continuation of previous work on listening, speaking, reading, and writing skills. Students learn to function in everyday situations, expressing opinions and doubts and narrating and describing in present, past, and future time. Exposure to cultural concepts through literacy readings. Liberal Studies credit is given. Attendance is required. Student may not register for or take a D/F repeat in SPAN 201 when credit has already been received for a higher numbered SPAN course.

Proposed Catalog Description:

SPAN 201 Intermediate Spanish

4c-0l-4cr

Prerequisite: SPAN 102, or the equivalent as established by departmental placement examination

A continuation of previous work on listening, speaking, reading, and writing skills. Students will learn to function in everyday situations, expressing opinions and doubts, and narrating and describing in present, past, and future time. Exposure to cultural concepts through literary readings. Liberal Studies credit is given. Attendance is required. No student will be allowed to register for or take a D/F repeat in SPAN 201 when credit has already been received for a higher numbered Spanish course.

Rationale: The revisions are needed to update the course outcomes to current standards for foreign language teaching and for the new Liberal Studies Elective categories. This course is a currently approved as a Liberal Studies Elective and is being revised to meet the new curriculum criteria for the Oral Communication category. Research has shown that studying a foreign language improves communication skills, cognitive and critical thinking abilities, and should play a key role in an undergraduate education. This course also provides the department with an opportunity to attract potential majors and minors. The course outcomes for Spanish 102 and 201 are based on the proficiency guidelines developed by the *American Council on the Teaching of Foreign Languages (ACTFL)* and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency, and the revised course outcomes remain aligned with this field-specific course

content.

vii Current Catalog Description:

APPROVED

SPAN 220 Intermediate Spanish Conversation

3c-0l-3cr

Prerequisites: SPAN 201 or equivalent

Intensive work on oral communication skills with emphasis on spontaneous interpersonal speaking, discourse strategies, vocabulary building, and pronunciation. Required for all majors and minors.

Proposed Catalog Description:

SPAN 220 Intermediate Spanish Conversation

3c-0l-3cr

Prerequisites: SPAN 201 or equivalent

Intensive work on oral communication skills with emphasis on spontaneous interpersonal speaking, discourse strategies, vocabulary building, and pronunciation. Liberal Studies credit is given. Required for all majors and minors.

Rationale: This course is being revised to meet the new curriculum criteria for the Liberal Studies Elective Oral Communication category. The course outcomes for Spanish 220 are based on the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency, and the revised course outcomes remain aligned with this field-specific course content.

5 Department of Philosophy—Course Revision and Catalog Description Change

APPROVED

Prior to approval, there was much discussion based on concerns raised by representatives from the College of Natural Science and Mathematics. The main concern was if the content proposed in this course was enough to satisfy the criteria for the Scientific Literacy Liberal Studies Electives.

A motion was made and seconded to amend the title of the course to History of the Philosophy of Science. The motion was defeated.

The second motion was made and seconded to send the proposal back to committee. This motion was defeated by a show of hands vote 41 for the motion 63 against.

Current Catalog Description:

PHIL 330 Philosophy of Science

3c-0l-3cr

An investigation into the nature of formal and empirical sciences: structure of scientific thought and its dependence on or independence of theory; the logical and metaphysical status of scientific laws and theoretical concepts; reductionism in science; the concept of causality; the logic of explanation; problems in confirmation theory; science and value. No special background required. Recommended for math and science majors.

Proposed Catalog Description:

PHIL 330 Philosophy of Science

3c-0l-3cr

Philosophical investigation into the character of empirical scientific thought and practices: measures of confirmation; empirical success; theory ladenness of observation; scientific rationality and the aims of science; the inference from empirical success to truth; the logic of explanation; the character of natural laws; levels of theorizing and intertheoretic reduction; the ideal of objectivity and the place of

extra-scientific values in theory appraisal. No special background required.

Rationale: Catalog description changes are stylistic, not substantive, with one exception; reference to “formal sciences” has been deleted. Philosophy of logic and philosophy of mathematics are not covered in Philosophy 330, and neither were they covered in the old syllabus of record. The course outline and objectives have been updated to reflect and map to the EUSLOs in the Scientific Literacy Liberal Studies Elective area. The bibliography has been updated to reflect disciplinary developments and to include the perspectives of women and ethnic, and racial, minorities.

6 Department of Criminology—Program Revision and Program Catalog Description Change
a Program Revision **APPROVED**

Current Program:

Bachelor of Arts–Criminology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **46-47**
Mathematics: MATH 217
Natural Science: CHEM 111-112 or BIOL 103 – 104 recommended
Social Science: CRIM 101
Liberal Studies Electives: 6cr, no courses with CRIM prefix

Major: 33

Required Courses:
 CRIM 102 Survey of Criminology 3cr
 CRIM 306 Criminological Research Method 3cr
 CRIM 400 Theoretical Criminology 3cr
 CRIM 401 Contemporary Issues in Criminology 3cr
 CRIM 403 Dilemmas in Criminology and Criminal Justice 3cr

Controlled Electives:

Select two courses from each group:
Group A: The Criminal Justice System 6cr
 CRIM 205 Policing and the Community
 CRIM 215 Survey of Courts and the Criminal Justice System
 CRIM 225 Survey of Corrections
 CRIM 235 Survey of Juvenile Justice and Juvenile Law
 CRIM 255 Law, Social Control, and Society
Group B: Critical Issues in Criminology 6cr
 CRIM 344 Terrorism
 CRIM 354 White Collar Crime
 CRIM 374 Environmental Crime and Justice
 CRIM 384 Violence and Victimology
 CRIM 394 Crime and Delinquency Prevention
Group C: Diversity Issues in Criminology 6cr
 CRIM 410 Race, Ethnicity, Social Structure, and Crime
 CRIM 450 Women and Crime
 CRIM 470 Comparative Study of Justice

Minor/Concentration: 15-21

Proposed Program:

Bachelor of Arts–Criminology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **46-47**
Mathematics: MATH 217
Natural Science: SCI 107/117 and CHEM 105 or BIOL 106 and BIOL 107 recommended
Social Science: CRIM 101
Liberal Studies Electives: 6cr, no courses with CRIM prefix

Major: 33

Required Courses:
 CRIM 102 Survey of Criminology 3cr
 CRIM 306 Criminological Research Method 3cr
 CRIM 400 Theoretical Criminology 3cr
 CRIM 401 Contemporary Issues in Criminology 3cr
 CRIM 403 Dilemmas in Criminology and Criminal Justice 3cr

Controlled Electives:

Select two courses from each group:
Group A: The Criminal Justice System 6cr
 CRIM 205 Policing and the Community
 CRIM 215 Survey of Courts and the Criminal Justice System
 CRIM 225 Survey of Corrections
 CRIM 235 Survey of Juvenile Justice and Juvenile Law
 CRIM 255 Law, Social Control, and Society
Group B: Critical Issues in Criminology 6cr
 CRIM 344 Terrorism
 CRIM 354 White Collar Crime
 CRIM 374 Environmental Crime and Justice
 CRIM 384 Violence and Victimology
 CRIM 394 Crime and Delinquency Prevention
Group C: Diversity Issues in Criminology 6cr
 CRIM 410 Race, Ethnicity, Social Structure, and Crime
 CRIM 450 Women and Crime
 CRIM 470 Comparative Study of Justice

Free Electives: (1) 40-41

Free Electives:	19-26	Total Degree Requirements:
Total Degree Requirements:		120
120		(1) Completion of a minor is strongly recommended

b Program Catalog Description Change APPROVED

Current First Paragraph:

The Department of Criminology offers students seeking careers in criminology a broad liberal arts education that encourages them to think critically about crime and justice issues and also prepares them for careers in the criminal justice system. The degrees offered are the bachelor of arts with a major in criminology and the bachelor of arts with a major in criminology pre-law track. Additionally, with permission, students may minor in criminology. The department also offers graduate work at both the master’s and doctoral levels.

Proposed First Paragraph:

The Department of Criminology offers students seeking careers in criminology a broad liberal arts education that encourages them to think critically about crime and justice issues and also prepares them for careers in the criminal justice system. The degrees offered are the Bachelor of Arts with a major in Criminology and the Bachelor of Arts with a major in Criminology Pre-Law track. Additionally, students enrolled in the Computer Science/Information Assurance Track may minor in Criminology. Through the School of Graduate Studies and Research, the department also offers graduate work at both the master’s and doctoral levels.

Rationale: Changing the degree minor requirement from required to recommended permits students to focus earlier on a double major in complementary programs where the curriculum permits 27 or more free electives (e.g., Music, Theater, Asian Studies, Anthropology, Economics, English, History, Journalism, Geography, Philosophy, Political Science, Psychology, Religious Studies, Sociology, etc.). Approval of the minor from “required” to “recommended” should enhance recruiting efforts for both the Department of Criminology and plausibly other departments at IUP.

Additionally, the criminology department has changed its recommendation for natural science courses to courses developed by departments in the College of Natural Science and Mathematics with letters of support from the Criminology Department. Finally, a comment was added strongly recommending Criminology students to complete a minor.

7 Department of Biology—Program Revisions, Course Revision, and Course Title Change

a Course Revision and Course Title Change APPROVED

Current Catalog Description:

BIOL 210 Botany 2c-3l-3cr
Prerequisites: BIOL 111-112 or instructor permission
 A survey of the major plant groups, their physiology, structure, life cycles, evolution and ecology, and economic roles of plants. Combined lecture-laboratory.

Proposed Catalog Description:**BIOL 210 Principles of Plant Biology****2c-3l-3cr****Prerequisites:** BIOL 201, 203

Explores the diversity, form, and function of vascular and nonvascular plants. Focuses on the evolutionary innovations that distinguish different taxonomic groups of plants. Topics include plant anatomy and physiology, growth and development, plant classification, plant ecology and genetically modified foods. Discusses ways that plants are important to humans, ranging from food and lumber to sequestering carbon dioxide. Provides an in-depth exploration of crop plants, including the science of biotechnology.

Rationale: The course title is being changed to incorporate recent advances in plant biology which integrate complex mechanisms in cellular processes and genetics for designing new plants. For example, some genetically modified plants are developed as biological sensors for pollution while other plants are being modified to improve crop yield and resistance to disease. The course is being changed from a studio format to a lecture/lab format in order to accommodate more students with limited faculty resources. The syllabus of record is being updated. The evaluation methods are being updated to reflect the new lecture/lab format.

b BS Biology**APPROVED****Current Program:****Proposed Program:****Bachelor of Science–Biology****Bachelor of Science–Biology****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**44-45****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**45****Mathematics:** MATH 121 or 217**Mathematics:** MATH 121**Natural Science:** CHEM 111-112**Natural Science:** CHEM 111-112 or CHEM 113-114**Liberal Studies Electives:** 3cr, no courses with BIOL prefix**Liberal Studies Electives:** 3cr, no courses with BIOL prefix**Major:****38****Major:****36****Required Courses:****Required Core Courses:**

BIOL 111 Principles of Biology I 4cr

BIOL 201 Principles of Ecology and Evolution 4cr

BIOL 112 Principles of Biology II 4cr

BIOL 202 Principles of Cell and Molecular Biology 4cr

BIOL 210 Botany 3cr

BIOL 203 Principles of Genetics and Development 4cr

BIOL 220 General Zoology 3cr

BIOL 250 Principles of Microbiology 3cr

BIOL 263 Genetics 3cr

Controlled Electives:**Controlled Biology Electives:**

Biology electives (major courses only) (1) 18cr

Biology electives (major courses only) (1) 24cr

Select one course from each area: Cell and Molecular Area, Ecology Area, Organismal Area (A list of courses in each area is available on the biology website or at the biology office.)

A minimum of 12cr must be in courses at the 400-level.

Other Requirements: (2)**24-25****Other Science Requirements:****23**

PHYS 111 Physics I Lecture 3cr

MATH 216 or 217 3cr

PHYS 121 Physics I Laboratory 1cr

PHYS 111 Physics I Lecture 3cr

PHYS 121 Physics I Laboratory 1cr

Ancillary Science Courses: 20-21cr**Ancillary Science Electives:** 16cr

An additional 20-21cr from the following (3, 4):
 BIOC: 301, 302, 311, 312
 CHEM: 231, 232, 321, 323, 351
 GEOS: 121 and 122, 131 and 132, 141, 310,
 312, 353, 361
 MATH: 122, 216 or 217 (3), 417, 418
 PHYS: 112 and 122, 151

An additional 16cr from the following (2):
 BIOC: 301, 302, 311, 312, 401, 480, 490
 CHEM: 231, 232, 321, 323, 351
 GEOS: 201, 202, 203, 303, 310, 311, 312, 313, 351,
 352, 353, 354, 362, 370, 371
 MATH: 122, 417, 418
 PHYS: 112, 122, 151, 161
 PSYC 290, 291, 315, 331, 341, 342 or 345, 350, 355,
 356, 359, 372

Other Requirements:	0-6	Other Requirements:	0-6
Foreign Language Intermediate Level (5)	0-6cr	Foreign Language Intermediate Level (3) Exit survey for assessment purposes	0-6cr
Free Electives:	6-14	Free Electives:	10-16
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.		(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.	
(2) 21cr if the student elects MATH 121 in Liberal Studies or 22cr if the student elects to take MATH 217.		(2) Other appropriate major courses at 200-level and above (excluding liberal studies courses) in the above departments may be substituted with permission of the advisor and the biology department chairperson in advance of taking the course.	
(3) If MATH 121 (4cr) is elected as the Liberal Studies MATH course the additional requirement is 20cr; if MATH 217 (3cr) is elected, the additional requirement is 21cr. The mathematics course counted in Liberal Studies cannot also count in ancillary courses.		(3) a) Two courses in one language, including the placement course; or b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of two courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/RGPL 213, 314, 316, 415, 417).	
(4) Other appropriate major courses in the above departments may be substituted for one or more of those on the above list with the approval of the student's advisor.			
(5) Two courses beyond placement or intermediate level. In lieu of a foreign language, students in programs or tracks other than the pre-medical track and the pre-veterinary track may elect to take a sequence of courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or regional planning (from the following: RGPL 213, 314, 316, 415).			

Rationale: All of the tracks within the B.S. in Biology require both Calculus I and Probability and Statistics. These two mathematics courses are essential for modern biology. Students who are adequately prepared may take a higher level of freshman chemistry than CHEM 111-112. We are clarifying this option for students by including it here. The reduction in major credits was made to comply with the 60cr maximum mandated by PASSHE.

The revision of the core courses is a complete restructuring of the Principles of Biology. We are revising our core curriculum to create three pillars of biology: BIOL 201 Principles of Ecology and Evolution, BIOL 202 Principles of Cell and Molecular Biology, and BIOL 203 Principles of Genetics and Development. The change in the core curriculum constitutes a shift in philosophy, moving away from a lengthy list of topics to a more integrated and focused cluster of courses. Also, we are shifting away from the old-fashioned botany-zoology dichotomy to a modern levels-of-organization approach. BIOL 201 Principles of Ecology and Evolution is designed to be the first biology course for freshman majors. BIOL 201 will replace BIOL 112 Principles of Biology II. The new course will focus only on ecology and evolution.

BIOL 202 Principles of Cell and Molecular Biology will replace BIOL 111 Principles of Biology I. Placing the cell and molecular topics in the spring semester allows for the pre-requisite of CHEM 111 or

CHEM 113 to better prepare students for these topics. BIOL 203 Principles of Genetics and Development will replace BIOL 263 Genetics. The numbering system follows the model of the Geoscience Department, in which majors courses begin at the 200-level and the 100-level courses are designated for nonmajors and liberal studies courses.

BIOL 210, 220 and 250 are not being deleted, simply removed from the general program as required courses. These courses are required by certain tracks within the biology program, and they will be electives for the B.S. in Biology (no track). This will provide greater flexibility for students in developing their program, especially for students who are transferring credits from other institutions.

Removing one credit from the ancillary science credits, reducing ancillary sciences from 17cr to 16cr, makes it possible for students to fulfill the ancillary science credits with four 4cr courses; and many of the courses in the list are 4cr. Updating included deleting obsolete course numbers, adding new courses that are relevant for biology majors. The wording of the foreign language requirement is being changed to improve clarity. The GEOG prefix was included with the dual-listed courses to avoid confusion. An additional GEOG course was added because the content is relevant to biology majors. All tracks within the program will have the same foreign language requirement. This will reduce confusion and facilitate students transferring between tracks. The exit survey is added to insure compliance so that assessment data are complete and reliable. Biology major credits and ancillary science credits were reduced to comply with the PASSHE mandate of 60cr in the major and ancillary sciences thereby increasing free elective credits.

c BS Biology—Pre-veterinary Track

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Biology/Pre-veterinary Track

Bachelor of Science – Biology/Pre-veterinary Track

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

45

Mathematics: MATH 121

Natural Science: CHEM 111-112 or CHEM 113-114

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

Major: Required Courses:

38 Major:

36

Biology Core Courses:

BIOL 111 Principles of Biology I 4cr

BIOL 112 Principles of Biology II 4cr

BIOL 210 Botany 3cr

BIOL 220 General Zoology 3cr

BIOL 250 Principles of Microbiology 3cr

BIOL 263 Genetics 3cr

Required Core Courses:

BIOL 201 Principles of Ecology and Evolution 4cr

BIOL 202 Principles of Cell and Molecular Biology 4cr

BIOL 203 Principles of Genetics and Development 4cr

Additional Required Biology Courses:

BIOL 242 Comparative Vertebrate Anatomy 3cr

BIOL 331 Animal Developmental Biology 3cr

BIOL 352 Comparative Animal Physiology 3cr

Required Biology Courses

BIOL 220 General Zoology 3cr

BIOL 242 Comparative Vertebrate Anatomy 3cr

BIOL 250 Principles of Microbiology 3cr

BIOL 331 Animal Developmental Biology 3cr

BIOL 352 Comparative Animal Physiology 3cr

Controlled Biology Electives: (1)

BIOL 151, 269, 271, 363, 364, 401, 405, 453, 466, 476, 477, 481, 482, 493 9cr

Controlled Biology Electives: (1)

BIOL 210, 221, 261, 271, 272, 310, 323, 363, 364, 401, 402, 405, 410, 455, 460, 466, 475, 477, 481, 482, 483, 484, 491, 493, 499, or other biology major courses 9cr

by permission of advisor and department chairperson

Ancillary Science Requirements:	20	Ancillary Science Requirements:	23
Chemistry Sequence:		CHEM 231 Organic Chemistry I	4cr
CHEM 231 Organic Chemistry I	4cr	CHEM 232 Organic Chemistry II	4cr
CHEM 232 Organic Chemistry II	4cr	CHEM 351 Biochemistry	4cr
CHEM 351 Biochemistry	4cr	PHYS 111 Physics I Lecture	3cr
Physics Sequence:		PHYS 121 Physics I Laboratory	1cr
PHYS 111 Physics I Lecture	3cr	PHYS 112 Physics II Lecture	3cr
PHYS 121 Physics I Laboratory	1cr	PHYS 122 Physics II Laboratory	1cr
PHYS 112 Physics II Lecture	3cr	MATH 216 or 217 Probability and Statistics	3cr
PHYS 122 Physics II Laboratory	1cr		
Mathematics:	3		
MATH 216 Probability and Statistics for Natural Sciences	3cr		
Other Requirements:	0-6	Other Requirements: (2)	0-6
Foreign Language Intermediate Level	0-6cr	Foreign Language Intermediate Level	0-6cr
		Exit survey for assessment purposes	
Free Electives:	8-14	Free Electives:	10-16
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.		(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.	
		(2) a) Two courses in one language, including the placement course; or b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of two courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/RGPL 213, 314, 316, 415, 417).	

d BS Biology—Pre-medical Track

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Biology/Pre-medical Track

Bachelor of Science—Biology/Pre-medical Track

Liberal Studies: As outlined in Liberal Studies
section with the following specifications: **45**
Mathematics: MATH 121
Natural Science: CHEM 111-112

Liberal Studies: As outlined in Liberal Studies
section with the following specifications: **45**
Mathematics: MATH 121
Natural Science: CHEM 111-112 or CHEM 113-
114

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

Social Science: 9cr, PSYC 101, SOC 151
Liberal Studies Electives: 3cr, no courses with
BIOL prefix

Major: Required Courses:

38 Major: 37

Biology Core Courses:
BIOL 111 Principles of Biology I 4cr
BIOL 112 Principles of Biology II 4cr

BIOL 210 Botany 3cr
BIOL 220 General Zoology 3cr
BIOL 250 Principles of Microbiology 3cr

Required Core Courses:
BIOL 201 Principles of Ecology and Evolution 4cr
BIOL 202 Principles of Cell and Molecular
Biology 4cr
BIOL 203 Principles of Genetics and Development 4cr

BIOL 263 Genetics 3cr
Additional Required Biology Courses:
 BIOL 242 Comparative Vertebrate Anatomy 3cr
 BIOL 331 Animal Developmental Biology 3cr
 BIOL 352 Comparative Animal Physiology 3cr

Controlled Biology Electives: (1)
 BIOL 151, 269, 271, 363, 364, 401, 405, 453, 466, 476, 477, 481, 482, 493 9cr

Ancillary Science Requirements: 20
Chemistry Sequence:
 CHEM 231 Organic Chemistry I 4cr
 CHEM 232 Organic Chemistry II 4cr
 CHEM 351 Biochemistry 4cr
Physics Sequence:
 PHYS 111 Physics I Lecture 3cr
 PHYS 121 Physics I Laboratory 1cr
 PHYS 112 Physics II Lecture 3cr
 PHYS 122 Physics II Laboratory 1cr

Mathematics: 3
 MATH 216 Probability and Statistics for Natural Sciences 3cr

Other Requirements: 0-6
 Foreign Language Intermediate Level 0-6cr

Free Electives: 8-14

Total Degree Requirements: 120

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

Required Biology Courses:
 BIOL 220 General Zoology 3cr
 BIOL 250 Principles of Microbiology 3cr
 BIOL 331 Animal Developmental Biology 3cr
 BIOL 352 Comparative Animal Physiology 3cr
 BIOL 402 Advanced Human Anatomy 4cr

Controlled Biology Electives: (1)
 BIOL 151, 210, 221, 242, 271, 310, 323, 363, 364, 401, 405, 410, 460, 466, 475, 477, 481, 482, 483, 484, 491, 493, 499, or other biology major courses by permission of advisor and department chairperson 9cr

Ancillary Science Requirements: 23
 CHEM 231 Organic Chemistry I 4cr
 CHEM 232 Organic Chemistry II 4cr
 CHEM 351 Biochemistry 4cr
 PHYS 111 Physics I Lecture 3cr
 PHYS 121 Physics I Laboratory 1cr
 PHYS 112 Physics II Lecture 3cr
 PHYS 122 Physics II Laboratory 1cr
 MATH 216 or 217 Probability and Statistics 3cr

Other Requirements: (2) 0-6
 Foreign Language Intermediate Level 0-6cr
 Exit survey for assessment purposes

Free Electives: 9-15

Total Degree Requirements: 120

(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.
 (2) a) Two courses in one language, including the placement course; or b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of two courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/RGPL 213, 314, 316, 415, 417).

e BS Biology—Environmental Health Track

APPROVED

Current Program:

Proposed Program:

Bachelor of Science – Biology/Environmental Health Track

Bachelor of Science – Biology/Environmental Health Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 121
Natural Science: CHEM 111-112

45 Liberal Studies: As outlined in Liberal Studies section with the following specifications: **45**
Mathematics: MATH 121
Natural Science: CHEM 111-112 or CHEM 113-114

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

Major:

Required Core Courses:

BIOL 111	Principles of Biology I	4cr
BIOL 112	Principles of Biology II	4cr
BIOL 210	Botany	3cr
BIOL 220	General Zoology	3cr
BIOL 250	Principles of Microbiology	3cr
BIOL 263	Genetics	3cr

Additional Required Biology Courses:

BIOL 151	Human Physiology	4cr
BIOL 221	Environmental Health and Protection	4cr
BIOL 323	Introduction to Toxicology and Risk Assessment	3cr
BIOL 460	Fundamentals of Environmental Epidemiology	3cr

Controlled Biology Electives: (1)

BIOL 262, 270, 310, 363, 466, 476, 481, 482, 483, 484, 493 6cr

Other Requirements:

CHEM 231	Organic Chemistry I	4cr
CHEM 351	Biochemistry	4cr
MATH 216	Probability and Statistics for Natural Sciences	3cr
PHYS 111	Physics I Lecture	3cr
PHYS 121	Physics I Laboratory	1cr

Ancillary Science and Technical Electives:

CHEM: 232, 323
 GEOG/RGPL 415, 417, GEOG 419, 425
 GEOS: 201, 202, 312, 313
 MATH: 122
 PHYS: 112 and 122
 SAFE 330, 430

Other Requirements:

Foreign Language Intermediate Level (2) 0-6cr

Free Electives: (3)

Total Degree Requirements:

- (1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.
- (2) Two courses beyond placement or intermediate level. Foreign Language course may count as Liberal Studies Elective (see Liberal Studies section). In lieu of a foreign

Social Science: ECON 101, PSYC 101 or SOC 151

Liberal Studies Electives: 3cr, BTED/COSC/IFMG 101, no courses with BIOL prefix

40 Major:

Required Core Courses:

BIOL 201	Principles of Ecology and Evolution	4cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 203	Principles of Genetics and Development	4cr

Required Biology Courses:

BIOL 151	Human Physiology	4cr
BIOL 210	Principles of Plant Biology	3cr
BIOL 220	General Zoology	3cr

BIOL 221 Environmental Health and Protection 4cr

BIOL 250 Principles of Microbiology 3cr

BIOL 323 Introduction to Toxicology and Risk Assessment 3cr

BIOL 460 Fundamentals of Environmental Epidemiology 3cr

Controlled Biology Electives: (1)

BIOL 262, 310, 363, 466, 476, 481, 482, 483, 484, 493, or other biology major courses by permission of advisor and department chairperson 6cr

24 Other Science Requirements:

CHEM 231	Organic Chemistry I	4cr
CHEM 351	Biochemistry	4cr
MATH 216 or 217	Probability and Statistics	3cr

PHYS 111 Physics I Lecture 3cr

PHYS 121 Physics I Laboratory 1cr

Ancillary Science and Technical Electives: (2)

CHEM: 232, 323
 GEOG/RGPL 415, 417, GEOG 419, 425
 GEOS: 201, 202, 312, 313
 MATH: 122
 PHYS: 112, 122
 PSYC: 290, 291, 315, 331, 341, 342 or 345, 350, 355, 356, 359, 372
 SAFE: 330, 430

0-6 Other Requirements:

Foreign Language Intermediate Level (3) 0-6cr
 Exit survey for assessment purposes

5-11 Free Electives: (4)

120 Total Degree Requirements:

- (1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.
- (2) Other appropriate major courses at 200-level and above (excluding liberal studies courses) in the above departments may be substituted with permission of the advisor and the

language, the student may elect to take a sequence of courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or geography/regional planning (from the following: GEOG/RGPL 213, 314, 316, or 415).
 (3) Recommended free electives: MGMT 310; PLSC 250, 370; SAFE 101, 220, 410.

biology department chairperson in advance of taking the course.
 (3) a) Two courses in one language, including the placement course; or b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of two courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/RGPL 213, 314, 316, 415, 417).
 (4) Recommended free electives: MGMT 310; PLSC 250, 370; SAFE 101, 220.

f BS Biology—Ecology, Conservation, and Environmental Biology Track

APPROVED

Current Program:

Proposed Program:

Bachelor of Science – Biology/Ecology, Conservation, and Environmental Biology Track

Bachelor of Science – Biology/Ecology, Conservation, and Environmental Biology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 121
Natural Science: CHEM 111 and 112
Social Science: ECON 101
Liberal Studies Electives: 3cr, MATH 216 or 217

45 Liberal Studies: As outlined in Liberal Studies section with the following specifications: **45**
Mathematics: MATH 121
Natural Science: CHEM 111-112 or CHEM 113-114
Liberal Studies Electives: 3cr, MATH 216 or 217

Major: 36-37

Major: 36-37

Required Courses:

Required Core Courses:

BIOL 111 Principles of Biology I 4cr
 BIOL 112 Principles of Biology II 4cr
 BIOL 210 Botany 3cr
 BIOL 220 General Zoology 3cr
 BIOL 250 Principles of Microbiology 3cr
 BIOL 263 Genetics 3cr
 BIOL 271 Evolution 3cr

BIOL 201 Principles of Ecology and Evolution 4cr
 BIOL 202 Principles of Cell and Molecular Biology 4cr
 BIOL 203 Principles of Genetics and Development 4cr

BIOL 272 Conservation of Plant and Animal Resources 3cr

Required Biology Courses:
 BIOL 210 Principles of Plant Biology 3cr
 BIOL 220 General Zoology 3cr
 BIOL 272 Conservation of Plant and Animal Resources 3cr

BIOL 362 Ecology 3cr
 BIOL 480 Biology Seminar 1cr

BIOL 362 Ecology 3cr

BIOL 480 Biology Seminar 1cr
 BIOL 490 Field Studies in Biology 3cr

BIOL 451 Evolutionary Biology 3cr
 BIOL 490 Field Studies in Biology (Field Research Methods section only) **or** BIOL 450 Field Biology at Pymatuning Laboratory of Ecology (Field Methods in Ecology and Conservation section only) 3-4cr

Independent Study or Internship

Controlled Biology Electives:

Must take one of the following:
 BIOL 483 Honors Thesis/Independent Study 2cr
 BIOL 493 Biology Internship 3cr
 BIOL 499 Biology Research 3cr

Biology electives (major courses only) (1) 6cr

Other Requirements:

26 Other Science Requirements: 23

GEOS 201 Foundations of Geology 4cr
 PHYS 111 Physics I Lecture 3cr
 PHYS 121 Physics I Laboratory 1cr
Controlled Electives: 18cr

GEOS 201 Foundations of Geology 4cr
 PHYS 111 Physics I Lecture 3cr
 PHYS 121 Physics I Laboratory 1cr
Controlled Electives: 15cr

Select 18cr from the following: BIOL 251, 252, 261, 262, 281, 310, 425, 450, 455, 456, 463, 471, 473, 475, 480, 481, 482, 483, 484, 490;

Select 15cr from the following: (2)
 ANTH 420; BIOC: 301, 302, 311, 312, 401, 480, 490;
 CHEM: 231, 232, 321, 323, 351; COSC 105, 110;

CHEM 231, 232, 323, 351; COSC 105, 110; ECON 361; ENVH 221, 456; GEOG 343, 345, 419; GEOG/RGPL 231, 314, 316, 415, 417, 440, 464; GEOS 310; MATH 122; PHYS 112, 122; RGPL 350, 458

ECON 361; GEOG 343, 345, 419; GEOG/RGPL 213, 314, 316, 415, 417, 440, 464; GEOS: 202, 203, 303, 310, 311, 312, 313, 351, 352, 353, 354, 362, 370, 371; MATH: 122, 417, 418; PHYS: 112, 122, 151, 161; PSYC 290, 291, 315, 331, 341, 342 or 345, 350, 355, 356, 359, 372; RGPL 350, 458

College: Foreign Language

Two courses beyond placement or intermediate level. In lieu of a foreign language the students may elect to take a sequence of courses in either Computer Science (exclusive of COSC/IFMG 101; COSC 110 and 210 recommended), or Regional Planning from the list of controlled electives (or with permission of advisor.)

0-6
0-6cr

Other Requirements:

Foreign Language Intermediate Level (3)
Exit survey for assessment purposes

0-6
0-6cr

Free Electives:

6-13 **Free Electives:**

9-16

Total Degree Requirements:

120 **Total Degree Requirements:**

120

- (1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.
- (2) Other appropriate major courses at 200-level and above (excluding liberal studies courses) in the above departments may be substituted with permission of the advisor and the biology department chairperson in advance of taking the course.
- (3) a) Two courses in one language, including the placement course; or b) intermediate level. In lieu of a foreign language the students may elect to take a sequence of two courses in either computer science (exclusive of COSC/IFMG 101; COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/RGPL 213, 314, 316, 415, 417).

f BS Biology—Cell and Molecular Biology Track

APPROVED

Current Program:		Proposed Program:	
Bachelor of Science – Biology/Cell and Molecular Biology Track		Bachelor of Science – Biology/Cell and Molecular Biology Track	
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	44-45	Liberal Studies: As outlined in Liberal Studies section with the following specifications:	45
Mathematics: MATH 121 or 217		Mathematics: MATH 121	
Natural Science: CHEM 111-112		Natural Science: CHEM 111-112 or CHEM 113-114	
Liberal Studies Electives: 3cr, PHYS 111, no courses with BIOL prefix		Liberal Studies Electives: 3cr, no courses with BIOL prefix	
Major:	38	Major:	37
Required Courses:		Required Core Courses:	
BIOL 111 Principles of Biology I	4cr	BIOL 201 Principles of Ecology and Evolution	4cr
BIOL 112 Principles of Biology II	4cr	BIOL 202 Principles of Cell and Molecular Biology	4cr
BIOL 123 Perspective in Cell and Molecular Biology	1cr	BIOL 203 Principles of Genetics and Development	4cr

BIOL 210 Botany	3cr	Required Biology Courses:	
BIOL 220 General Zoology	3cr	BIOL 123 Perspectives in Cell and Molecular Biology	1cr
BIOL 250 Principles of Microbiology	3cr	BIOL 401 Laboratory Methods in Biology and Biotechnology	3cr
BIOL 263 Genetics	3cr	BIOL 405 Biology of the Cell	3cr
BIOL 401 Laboratory Methods in Biology and Biotechnology	3cr	BIOL 410 Molecular Biology Topics	3cr
BIOL 410 Molecular Biology Topics	3cr	BIOL 466 Virology	3cr
		BIOL 499 Research Biology/BIOL 493 Biology Internship/BIOL 482 Independent Study/ BIOL 483 Honors Thesis Independent Study	3cr
Controlled Electives: (1)		Controlled Biology Electives: (1)	
BIOL 151, 269, 271, 281 (2), 323, 331, 352, 362, 363, 364, 453, 460, 466, 477, 481 (2), 482 (2), 493 (2)	11cr	BIOL 151, 250, 262, 269, 271, 281 (2), 310, 323, 331, 352, 362, 363, 364, 453, 460, 477, 481 (2), 482 (2), 483, 484, 493 (2), or other biology major courses by permission of advisor and department chairperson	9cr
Ancillary Science Requirements:	24	Other Science Requirements:	23
Organic Chemistry Sequence:		Organic Chemistry Sequence:	
CHEM 231 Organic Chemistry I	4cr	CHEM 231 Organic Chemistry I	4cr
CHEM 232 Organic Chemistry II	4cr	CHEM 232 Organic Chemistry II	4cr
Biochemistry Sequence:		Biochemistry Sequence:	
BIOC 301 Biochemistry I	3cr	BIOC 301 Biochemistry I	3cr
BIOC 302 Biochemistry II	3cr	BIOC 302 Biochemistry II	3cr
BIOC 311 Biochemistry Laboratory I	1cr	BIOC 311 Biochemistry Laboratory I	1cr
BIOC 312 Biochemistry Laboratory II	1cr	BIOC 312 Biochemistry Laboratory II	1cr
Other Science/Mathematics Requirements:		Other Science/Mathematics Requirements:	
PHYS 121 Physics I Lab	1cr	PHYS 111 Physics I Lecture	3cr
MATH 217 Probability and Statistics	3cr	PHYS 121 Physics I Lab	1cr
Science/Mathematics Elective: (3)	4cr	MATH 216 or 217 Probability and Statistics	3cr
An additional 4cr in ancillary science/mathematics from the following: BIOC 480, 481, CHEM 321, 323, 331, 340, MATH 122, PHYS 112, 122			
Other Requirements:	0-6	Other Requirements:	0-6
Foreign Language Intermediate Level (4)	0-6cr	Foreign Language Intermediate Level (3)	0-6cr
		Exit survey for assessment purposes	
Free Electives:	7-14	Free Electives:	9-15
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives. (2) No more than 3cr may count toward Controlled Elective requirements. (3) Other appropriate majors courses in these departments may be substituted for one or more of those on the above list with the approval of the student's advisor. (4) Two courses beyond placement or intermediate level. Foreign Language course may count as Liberal Studies Elective (see Liberal Studies section). In lieu of a foreign language the student may elect to take a sequence of courses in Computer Science exclusive of COSC 101 (COSC 110 and 210 recommended).		(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives. (2) No more than 3cr may count toward Controlled Elective requirements. (3) a) Two courses in one language, including the placement course; or b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of two courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/RGPL 213, 314, 316, 415, 417).	

h Bachelor of Science in Education–Biology**APPROVED****Current Program:****Proposed Program:****Bachelor of Science in Education – Biology (*)****Bachelor of Science in Education – Biology (*)**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **47-48**
Mathematics: MATH 110 or 121
Natural Sciences: CHEM 111-112
Social Science: PSYC 101
Liberal Studies Electives: 6cr, MATH 217, one course with GEOS prefix (Option II)
 Nonlaboratory list; no courses with BIOL prefix

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **48**
Mathematics: MATH 110 (2)
Natural Sciences: CHEM 111-112 or CHEM 113-114
Social Science: PSYC 101
Liberal Studies Electives: 7cr, MATH 217, GEOS 201, no courses with BIOL prefix

College of Education:**31****College of Education:****31****Preprofessional Education Sequence:****Preprofessional Education Sequence:**

COMM 103 Digital Instructional Technology 3cr

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

EDSP 102 Educational Psychology 3cr

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

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 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 451 Teaching Science in the Secondary School 3cr

EDUC 451 Teaching Science in the Secondary School 3cr

Major:**29****Major:****28****Required Courses:****Required Courses:**

BIOL 111 Principles of Biology I 4cr

BIOL 201 Principles of Ecology and Evolution 4cr

BIOL 112 Principles of Biology II 4cr

BIOL 202 Principles of Cell and Molecular Biology 4cr

BIOL 210 Botany 3cr

BIOL 203 Principles of Genetics and Development 4cr

BIOL 220 General Zoology 3cr

Required Biology Courses:

BIOL 250 Principles of Microbiology 3cr

BIOL 480 Biology Seminar 1cr

BIOL 263 Genetics 3cr

BIOL 480 Biology Seminar 1cr

Controlled Electives (2) 8cr**Controlled Electives:****15cr**

Biology electives: (major courses only)

Biology electives: (major courses only) (3)
 Select one course from each area: Cell & Molecular Area, Ecology Area, Organismal Area (A list of courses in each area is available on the biology website or at the biology office.)
 A minimum of 6cr must be in courses at the 400-level.
 At least one course must be a field biology course.

Other Requirements:**12****Other Science Requirements:****12****Chemistry Sequence:**

CHEM 231 Organic Chemistry I 4cr

CHEM 231 Organic Chemistry I 4cr

CHEM 351 Biochemistry (2) 4cr

CHEM 351 Biochemistry (4) 4cr

Controlled Electives:

PHYS 151/161 Medical Physics lecture and Lab 4cr

Other Requirements:

PHYS 151/161 Medical Physics lecture and Lab 4cr

Exit survey for assessment purposes

Free Electives:

0-1

Free Electives:

1

(#) Total Degree Requirements:

120

Total Degree Requirements: (5)

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) 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) No more than 6cr from BIOL 482, 481, or 493 applies to major; excess applied as free electives.

(2) MATH 121 may be substituted for MATH 110.

(2) The two-semester (6cr) sequence of BIOC 301-302 can be substituted for CHEM 351 to meet the biochemistry requirement.

(3) No more than 3cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.

(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.

(4) The two-semester (6cr) sequence of BIOC 301-302 can be substituted for CHEM 351 to meet the biochemistry requirement.

(5) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.

Rationale: The required math courses are now identified as MATH 110 (3cr) and MATH 217 (3cr) to fulfill the 6cr math requirement to meet PDE requirements. As noted in footnote #2, MATH 121 may still be substituted for MATH 110, but this is rarely used as an option for BSED students. Students who are adequately prepared may take a higher level of freshman chemistry than CHEM 111-112. We are clarifying this option for students by including it here.

Previously, the BSED students followed the Liberal Studies guidelines to meet their Geoscience requirement, but at the recommendation of the Geoscience Department, students will now be required to take GEOS 201. This will better prepare them for the content they will be certified to teach under current PA State Certification guidelines.

The reduction in major credit hours (from 29cr to 28cr) was made due to changes in the core Biology curriculum and to reduce major credits as much as possible. Because of the nature of state certification requirements, total science credits in Major Required Courses and Other Science Requirements are now at 40cr hours. An additional 31cr hours of College of Education courses are required to meet PDE requirements for PA certification. The revision of the core courses is a complete restructuring of the Principles of Biology.

8 Department of Health and Physical Education—New Minor

a Program Catalog Description:

APPROVED

Sport Management Minor

This minor is recommended for students majoring in related disciplines such as Exercise Science, Health and Physical Education, Athletic Training, Accounting, Communications, Economics, Finance, Human Resource Management, Management, Marketing, and for students who have a personal interest in the management in sport. It provides students with the necessary skills to work in management within the sport industry.

b Proposed Program:

APPROVED

Minor-Sport Management

18

Required Courses:

12

HPED 292	Introduction to Sport Management	3cr
HPED 320	Managing Facilities and Events in Sport	3cr
HPED 445	Business Practices in Sport	3cr
HPED 460	Law and Issues in Sport	3cr

Controlled Electives: **6**

Choose Two of the Following:

ECON 239	Economics of Sport	3cr
HPED 335	Athletic Coaching	3cr
HPED 351	Managing Budgets and Technology in Sport	3cr
HPED 493	Internship	3cr

Rationale: Sport continues to be a growing industry on a global level. The minor in Sport Management will allow students who are pursuing other majors to prepare for a career in the sport industry, allowing them to be more marketable and expand their possibilities for employment. Additionally, students that major in Exercise Science, Health and Physical Education, and Athletic Training are asked to take on management roles. This minor will allow these students to be sufficient in these tasks and be more marketable. Students will be required to complete the credits for the minor before graduation.

Sequencing and Restrictions: Must be enrolled in one of the following Levels: Undergraduate; Must be enrolled in one of the following Campuses: Indiana HPED 292 is a prerequisite for HPED 460; HPED 292 and HPED 320 are prerequisites for HPED 445; HPED 292, ECON 121 and ECON 122 are prerequisites for HPED 351; HPED 493 Senior Standing Required or by permission.

9 Departments of Computer Science, Management Information Systems and Decision Sciences, and Technology Support and Training—Course Revision and Catalog Description Change

APPROVED

Current Catalog Descriptions:

BTED 101 Computer Literacy 3c-0l-3cr

An introductory course providing a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. Note: cross-listed as COSC/IFMG 101. Any of these courses may be substituted for each other and may be used interchangeable for D/F repeats but may not be counted for duplicate credit.

COSC 101 Computer Literacy 3c-0l-3cr

An introductory course providing fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. (Does not count toward COSC major.) Note: cross-listed as BTED/IFMG 101. Any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

IFMG 101 Computer Literacy

3c-01-3cr

An introductory course providing a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. (Does not count toward COSC major.) Note: cross-listed as BTED/COSC 101. Any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

Proposed Catalog Descriptions:

BTED 101 Computer Literacy

3c-01-3cr

An introductory course providing a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. (Does not count toward Computer Science major). Note: cross-listed as COSC/IFMG 101. Any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

COSC 101 Computer Literacy

3c-01-3cr

An introductory course providing a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. (Does not count toward Computer Science major). Note: cross-listed as BTED/IFMG 101. Any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

IFMG 101 Computer Literacy

3c-01-3cr

An introductory course providing a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. (Does not count toward Computer Science major). Note: cross-listed as BTED/COSC 101. Any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

Rationale: The Computer Literacy Course is written to assure that IUP students receive the latest technological changes in their particular area of study. Technology has changed the way we communicate and process information. Today's college students are digital natives from all disciplines. They will demonstrate an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world through discussion forums and research. The reason for this revision is to meet the changing guidelines and outcomes of the new liberal studies elective category.

10 Department of Psychology – Course Revisions and Catalog Description Change

i Current Catalog Description: **APPROVED**

PSYC 310 Developmental Psychology **3c-01-3cr**

Prerequisite: PSYC 101

A comprehensive study of all factors that contribute to human development from conception to death, particularly as they relate to psychological development of individuals. A survey course directed at students not planning to take PSYC 311 or 312. May receive credit toward the PSYC major or minor for only one of PSYC 310, 311, or 315.

Proposed Catalog Description:

PSYC 310 Developmental Psychology **3c-01-3cr**

Prerequisite: PSYC 101

A comprehensive study of all factors that contribute to human development from conception through death, particularly as they relate to psychological development of the individual. May receive credit towards the Psychology major or minor for only one of PSYC 310, 311, or 315.

Rationale: The course objectives were aligned with the Expected Undergraduate Student Learning Outcomes as part of Liberal Studies Elective Revisions. This course is designated as Scientific Literacy because a substantial portion of the course is dedicated to teaching students how to create knowledge about the factors that contribute to human development using the scientific method. These scientific skills are necessary for students to examine how empiricism contributes to our understanding of human development. Information presented to students in lecture is based on empirical research findings and class activities, assignments and exams require students to interpret research findings and draw conclusions based on a critical evaluation of the research. The course description has been changed to remove “A survey course directed at students not planning to take PSYC 311 or 312” because it is inaccurate in terms of the intended audience of PSYC 310. An objective in original SOR has been deleted. An additional supplemental reading was assigned that addresses Responsible Learners. An example of a class assignment is included that addresses Responsible Learners.

ii Current Catalog Description: **APPROVED**

PSYC 321 Abnormal Psychology **3c-01-3cr**

Prerequisite: PSYC 101

The description, causes, and treatment of behaviors labeled abnormal in our society are studied from experimental and clinical points of view.

Proposed Description:

PSYC 321 Abnormal Psychology **3c-01-3cr**

Prerequisite: PSYC 101

The description, causes, and treatment of behaviors labeled abnormal in our society are studied from experimental and clinical points of view.

Rationale: The course objectives have been realigned with the Expected Undergraduate

Student Learning Outcomes as a part of the Liberal Studies Electives Revisions under Global Citizenship. Global citizenship is directly addressed by Objective 4 and found in the Course Outline, which covers specific disorders that are known to be influenced by cultural factors. In a world that increasingly provides opportunities for cross-cultural contact, knowledge from this course will encourage individuals to be more understanding regarding the prevalence and manner in which others deal with and express symptoms of mental disorders. For example, higher prevalence rates of disorders would be expected in areas of greater poverty and/or conflict because of the exacerbating influence of the stress associated with such living conditions. Manifestation of disorders and symptoms also differs as a function of cultural norms and societal expectations, and behavior considered deviant in one culture may be socially acceptable and expected in another. An additional objective and class assignment have been included for Responsible Learners. An examination of the ethical and behavioral consequences of decisions made in a mental health care setting and the high degree of intellectual honesty required is emphasized in class lectures. Additional current references have been included that stress multicultural considerations of global citizenship.

iii Current Catalog Description:

APPROVED

PSYC 330 Social Psychology

3c-01-3cr

Prerequisite: PSYC 101

The study of the effects of the social environment on human behavior. Topics include perception of person, attitude formation and change, and small-group interaction. Students may not receive credit toward PSYC major or minor for both PSYC 330 and 335.

Proposed Catalog Description:

PSYC 330 Social Psychology

3c-01-3cr

Prerequisite: PSYC 101

The study of the effects of the social environment on human behavior. Topics include perception of persons, attitude formation and change, and small-group interaction.

Rationale: The course objectives and outcomes have been realigned with the Expected Undergraduate Student Learning Outcomes as a part of the Liberal Studies Electives Revisions. This course is designated as Scientific Literacy because the purpose of the course is to encourage students to think like a scientist when examining the interactive effects between the social environment and human behavior. Information presented to students in lecture is based on empirical research findings and class activities, assignments and exams require students to interpret research findings and draw conclusions based on a critical evaluation of the research. Much of the research conducted in social psychology is done with the goal of applying the findings to the real world, and lecture examples, class assignments, and exams require students to investigate the relevance of these findings for their own lives. An additional objective has been included for Responsible Learners. Updated references have been included.

iv Current Catalog Description:

APPROVED

PSYC 378 Psychology of Death and Dying

3c-01-3cr

Prerequisite: PSYC 101

Theories and research that delineate the psychological factors affecting the dying person as well as those persons close to one who is dying are discussed.

Proposed Catalog Description:

PSYC 378 Psychology of Death and Dying

3c-01-3cr

Prerequisite: PSYC 101

Theories and research which delineate the psychological factors affecting the dying person as well as those persons close to the one who is dying are discussed.

Rationale: The course objectives have been realigned with the Expected Undergraduate Student Learning Outcomes as a part of the Liberal Studies Electives revisions under Global Citizenship. Issues pertinent to multicultural differences are addressed explicitly in Course Outline. In a world that increasingly provides opportunities for cross-cultural contact, knowledge from this course will encourage individuals to be more understanding regarding the manner in which others deal with issues surrounding death. For example, once attitudes and assumptions of one's own culture regarding death are compared to the attitudes and assumptions of different cultures regarding death, objectivity regarding the appropriateness of bereavement behaviors should be expanded. An additional objective and assignment have been included for Responsible Learners. Particular emphasis throughout the course is placed upon respect for differences in cultural approaches to death and dying. Students address more sustainable funeral methods Ethical consequences of difficult death decisions are addressed throughout course and in assignments. Additional current references have been included that emphasize cross-cultural differences.

11 Department of Sociology—Course Revisions

i Current Catalog Description:

APPROVED

SOC 362 Racial and Ethnic Minorities

3c-01-3cr

Prerequisite: SOC 151

Examines from a historical and comparative perspective the experiences of minority groups, with special emphasis on economic and political domination, stereotyping, prejudice, and discrimination. Discusses techniques of majority group domination and the responses of minority groups. Explores various reasons for the different rates and patterns of assimilation.

Proposed Catalog Description:

SOC 362 Racial and Ethnic Minorities

3c-01-3cr

Prerequisite: SOC 151

Examines from a historical and comparative perspective the experiences of minority groups, with special emphasis on economic and political domination, stereotyping, prejudice, and discrimination. Techniques of majority group domination and the responses of minority groups are discussed. Various reasons for the different rates and patterns of assimilation are explored.

Rationale: Course outcomes have been updated to reflect the new Liberal Studies Expected Student Learning Outcomes and common learning objectives. SOC 362 Racial and Ethnic Minorities meets the Global Citizenship subcategory of Liberal Studies electives criteria due to its emphasis on ways that the American racial classification scheme profoundly shapes social, institutional and cultural practices, and how that scheme differs from caste/class systems found in other countries. The categories Americans call "race" and ethnicity (as socially constructed

categories) interact with systems of social, economic, cultural, and political power, both at home and abroad, to shape not only individual lives, but relations between and within different communities and societies. Hence, students who have taken this class will use their increased awareness of minority group resistance to white (systemic) dominance to engage in debates and take social action around such issues as racial profiling, transnational migration, media stereotyping, Native American mascots, trans-racial and transnational adoption, affirmative action, and homeland security, etc.

ii Current Catalog Description: **APPROVED**

SOC 363 Sociology of Gender **3c-0l-3cr**

Prerequisite: SOC 151

Explores current perspectives on the situations faced by women and men, primarily in the United States. Examines issues such as the impact of sex and gender on socialization, the construction of knowledge, intimate relationships, paid work, family relationships, health, and issues of change.

Proposed Catalog Description:

SOC 363 Sociology of Gender **3c-0l-3cr**

Prerequisite: SOC 151

Explores current perspectives on the situations faced by women and men primarily in the United States. Examines issues such as the impact of sex and gender on socialization, the construction of knowledge, intimate relationships, paid work, family relationships, health, and issues of change.

Rationale: Course outcomes have been updated to reflect the new Liberal Studies Expected Student Learning Outcomes and common learning objectives. The discipline of sociology is rooted in a tradition of praxis, where theories, lessons or acquired skills are enacted in hopes of engaging citizens and creating social change. As a result, the Department of Sociology is revising many of its courses to meet the Global Citizenship subcategory of Liberal Studies electives with its emphasis on civic engagement and/or social justice. SOC 363 Sociology of Gender meets these criteria due to its emphasis on the multiple ways that gender shapes and interacts with social, institutional and cultural practices, and how culturally-based expectations of men and women are used to justify and reinforce gendered power differences in social, economic, cultural, and political spheres.

12 Department of Food and Nutrition--Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description: **APPROVED**

FDNT 145 Introduction to Nutrition **3c-0l-3cr**

Provides an understanding of essential nutrients and their roles in the body, as well as the changing nutritional needs of an individual throughout the life span. Includes the impact of exercise and food choices on metabolism, body composition, and weight control; nutrition misinformation; consumer issues; commercially prepared foods; and major diseases that are affected by eating behaviors.

Proposed Catalog Description:

FDNT 145 Personal Nutrition

3c-01-3cr

Encourages students to practice and adopt food behavioral choices that can be applied to everyday life. Evidence-based information concerning weight control, nutrients, diseases and lifecycle nutrition is presented. Appropriate for students who are not nutrition majors or minors.

Rationale: Title revision reflects the consumer nutrition focus of the course. The course objectives are updated to align with the new Expected Undergraduate Student Learning Outcomes and Common Learning Objectives for the revised Liberal Studies elective criteria. Added supplemental resources and updated textbooks. Course incorporates gender and racial issues. Assignments and course content incorporate content that addresses nutrition implications and cultural differences as related to disease and food insecurity associated with ethnicity, race, and gender. Bibliography was updated.

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

Current Catalog Description:

APPROVED

GEOG 253 Geography of Europe

3c-01-3cr

Investigates relationships underlying land use, dominant international problems, boundary disputes, and regional complexes of the European continent.

Proposed Catalog Description:

GEOG 253 Geography of Europe

3c-01-3cr

Provides critical analysis and understanding of historic factors that led to the creation of the European Union. Critically examines current and future economic and political challenges that face the European Union. Offers a survey of the human geography and physical resources of contemporary Europe in historical and global context. Covers a broad range of topics, including: Europe in historic perspective; physical geography; human-environment interactions; population dynamics; culture and change; economic and agricultural development; urbanization and migration; and political geography.

Rationale: The driving rationale for this course revision is to satisfy the demands of the Liberal Studies revision. The course has not been revised since it the last curricular process for revision in 1989. Minor adjustments have been made to the course to enhance the Global Citizenship criteria. Geography of Europe provides for Global Citizenship by exposing the student to various cultural attributes of people around the globe. Throughout the world, other cultural traits, behaviors and attitudes are absorbed by the students as we learn about their unique cultures. Through this, students learn that ‘our’ way is not the only way, in the process, developing a respect for the identities, histories and cultures of others.

14 UWUCC Handbook Transfer Policy

APPROVED

Course prefixes are the property of the department; and when departments are transferred to other colleges, or merged with other departments, the course prefix remains in control of the department being transferred.

Courses can be transferred to other departments with a prefix revision proposal that shows the old

prefix and new prefix being submitted by the receiving department. The prefix revision proposal must include a letter of support from the originating department of the course transfer.

Mass prefix changes can be submitted using a single prefix revision proposal submitted by the receiving department, but it must include a letter of support from the originating department for all courses submitted.

If a program is also being transferred, the program revision should include a listing of the programs that will be affected as well as documentation that the affected programs have been informed of this prefix change.

Once the program revision is approved by the Senate, the catalog editor will make the prefix changes in the undergraduate catalog for all affected programs.

15 Liberal Studies Committee and UWUCC approved: 1) the following individuals as Writing Intensive faculty, 2) the above courses in the following categories, 3) plus the removal of the following courses from the Liberal Studies Elective List:

APPROVED

- Alison Downie, Religious Studies, Type I Writing Intensive, Professor Commitment.
- Brandon Vick, Economics, ECON 330 Labor Economics, Type III Writing Intensive, Specific Course, Specific Professor, one time approval for Spring 2014.
- FRNC 102 Basic French II was approved as a Liberal Studies Elective in the Oral Communication category.
- FRNC 201 Intermediate French was approved as a Liberal Studies Elective in the Oral Communication category.
- SPAN 102 Elementary Spanish II was approved as a Liberal Studies Elective in the Oral Communication category.
- SPAN 201 Intermediate Spanish was approved as a Liberal Studies Elective in the Oral Communication category.
- SPAN 220 Intermediate Spanish Conversation was approved as a Liberal Studies Elective in the Oral Communication category.
- CHIN 102 Elementary Chinese II was approved as a Liberal Studies Elective in the Oral Communication category.
- CHIN 201 Intermediate Chinese was approved as a Liberal Studies Elective in the Oral Communication category.
- JAPN 102 Elementary Japanese II was approved as a Liberal Studies Elective in the Oral Communication category.
- JAPN 201 Intermediate Japanese was approved as a Liberal Studies Elective in the Oral Communication category.
- GEOG 253 Geography of Europe was approved as a Liberal Studies Elective in the Global Citizenship category.
- PHIL 330 Philosophy of Science was approved as a Liberal Studies Elective in the Scientific Literacy category.
- BTED/COSC/IFMG 101 Computer Literacy was approved as a Liberal Studies Elective in the Technological Literacy category.
- RLST 311 Eastern Philosophy was approved in the Global and Multicultural

Awareness, Liberal Studies Elective, and Global Citizenship categories.

- PSYC 310 Developmental Psychology was approved as a Liberal Studies Elective in the Scientific Literacy category.
- PSYC 321 Abnormal Psychology was approved as a Liberal Studies Elective in the Global Citizenship category.
- PSYC 330 Social Psychology was approved as a Liberal Studies Elective in the Scientific Literacy category.
- PSYC 378 Psychology of Death and Dying was approved as a Liberal Studies Elective in the Global Citizenship category.
- CDFR 218 Child Development was approved as a Liberal Studies Elective in the Global Citizenship category.
- FDNT 145 Personal Nutrition was approved as a Liberal Studies Elective in the Information Literacy category.
- SOC 362 Racial and Ethnic Minorities was approved as a Liberal Studies Elective in the Global Citizenship category.
- SOC 363 Sociology of Gender was approved as a Liberal Studies Elective in the Global Citizenship category.
- PLSC 382 Political Systems: Africa was removed from the Liberal Studies Elective and Global and Multicultural Awareness categories.
- ITST 281 Special Topics in Non-western Studies was removed from the Liberal Studies Elective and Global Multicultural Awareness categories.
- ARHI 222 Art in America was removed from the Liberal Studies Elective category.
- ARHI 300 Native American Art was removed from the Liberal Studies Elective category.
- ARHI 425 Arts in China was removed from the Liberal Studies Elective category and as a Writing Intensive course.
- GEOS 153 Forensic Geology was removed from the Liberal Studies Elective category.
- HIST 208 Survey of Latin American History was removed from the Liberal Studies Elective category.
- HIST 210 Ancient Civilizations: The Middle East and the Eastern Mediterranean was removed from the Liberal Studies Elective category.
- HIST 212 Ancient and Medieval Europe was removed from the Liberal Studies Elective category.
- HIST 214 Themes in American History was removed from the Liberal Studies Elective category.
- HIST 355 African History I: Antiquity to 1600 was removed from the Liberal Studies Elective category.
- HIST 356 African History II: 1600 to Present was removed from the Liberal Studies Elective category.
- HIST 367 Native American History was removed from the Liberal Studies Elective category.

University-Wide Graduate Committee (Senator Piper)

FOR ACTION:

1. Course Deletion

APPROVED

Course: ENGL 515: 20th Century American Drama

Department: English

Catalog start date: Spring 2014

Rationale

ENGL 515: 20th Century American Drama has not been taught for a number of years. We are deleting the course with the intent of using the same number for a new course, ENGL 515: English Language Studies for Teachers

2. New Dual Level Course

APPROVED

Course: ENGL (415)/515: English Language Studies for Teachers

Department: English

Catalog start date: Spring 2014

Catalog description:

ENGL 515: English Language Studies for Teachers 3 credits

Focuses on the fundamentals of language study with equal emphasis on the sound, the word, the sentence, the meaning, and the discourse patterns of English as they manifest in daily lives. Educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature, varieties of grammar, and linguistic descriptions of styles and registers are an integral part of the course.

Rationale for the course:

This course will be required for graduate students in the Master of Arts in Teaching English (MATE) program. English education students in both the MATE and BSED in English Education are required to take a course in language acquisition and the teaching of grammar. ENGL 415 is replacing ENGL 330: Structures of English for BSED majors, and ENGL 515 will replace English 692: American English Grammar as a requirement for MATE students who require more study and focus on secondary English language

arts pedagogy. ENGL 515 will only replace the requirement for students in the MA in Teaching English program (MATE). This dual-level 415/515 course will allow the consolidation of both MATE and BSED students in English education and focus on the specific requirements for certification as established for program certification in both programs.

3. Minor Course Revision

APPROVED

Course: FIN 510: Financial Institutions and Markets

Department: Finance and Legal Studies

Rationale:

The reasons for the revisions are to update the course objectives and description to reflect new developments in the financial field and to suit the online delivery of the course.

Old Catalog Description:

Review of the structure of the financial institutions, money and capital markets, of which the business enterprise is both a supply and demand factor, the structure and dynamics of interest-rate movements and the management and risk encountered by the financial institution.

New Catalog Description:

FIN 510: Financial Institutions and Markets

A review of the structure of financial institutions and money and capital markets. Provides the knowledge of the theory and practices of managing financial institutions, with particular emphasis on the management of financial risks. This course covers the different types of depository and non-depository financial institutions, the different types of risks to which these institutions are exposed, and the different techniques used in covering these exposures. In addition, it will cover the different types of specialized financial markets and their instruments.

Prerequisite: FIN 630 or by permission of the Eberly College of Business and Information Technology Graduate Coordinator

Objectives

Old Syllabus of Record Objectives	New Syllabus of Record Objectives
At the completion of this course, students will be able to do:	The student will be able to: 1. Differentiate between the different

<p>A. Assess the risks faced by financial institutions, especially banks and select the appropriate hedging technique to cover the risks.</p> <p>B. Determine the factors that influence the interest-rate level and forecast the future trends of interest rates.</p> <p>C. Evaluate the instruments, products, and services offered by the different financial institutions for investment purposes.</p> <p>D. Assess and evaluate the performance of the different financial institutions.</p>	<p>types of depository and non-depository institutions and examine their functions, their sources, and usage of funds.</p> <p>2. Evaluate major types of risks that each institution is exposed to and assess the value of those risks.</p> <p>3. Apply the different hedging techniques used to cover these risks and assess their effectiveness.</p> <p>4. Distinguish the different financial markets, their functions, regulations, and instruments and select appropriate instruments to raise or invest funds.</p> <p>Additional Objectives For Graduate Students</p> <p>5. Assess the benefits of international diversifications of investments and measure the gains from geographic and industry diversifications.</p> <p>6. Identify the different types of derivatives and create securitization based on benefits to the investors.</p>
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4. Minor Course Revision

APPROVED

Course: ELR 650: Alternative Work Styles

Department: Employment and Labor Relations

Summary of the proposed revisions

It is proposed that #7 in the Course Objectives be eliminated.

“Experience an alternative style of classroom discussion where the teacher guides and comments on issues inside a dynamic roundtable style format that encourages participation and the equality of opportunity to contribute and discuss.”

Rationale for the revision

The above mentioned Course Objective would not be able to be met if offered as a Distance Education course. In addition, with advances in technology in the workplace, the use of Distance Education tools such as BlackBoard Collaborate would be more appropriate to hold discussions with the students as it simulates a virtual workplace.

Catalog Description:

Prerequisites – ELR 613

Review of efforts to increase worker participation in certain levels of managerial decision making in private and public production or service enterprise, through shares in ownership, seats on boards, quality circles, and other participative structures. Results will be considered from the point of view of productivity, worker satisfaction, and social utility.

5. New Policy

APPROVED

**Early Admission to Graduate Program Policy
Effective Spring 2014**

This program is for highly motivated and successful IUP undergraduates who wish to continue their studies in a graduate program at IUP. Applicants must have at least a 3.25 GPA to be considered for early admission and must have completed at least 15 credit hours in their undergraduate major. Students may apply in the semester in which they will earn their 90th credit.

Applicants will be considered according to the existing criteria of each graduate program, with the single exception that they need not have finished their undergraduate degree. Students are allowed to earn up to 15 credits of graduate study as an undergraduate in this program. Upon completion of their undergraduate degree, students will automatically become graduate students if they maintain a 3.0 undergraduate G.P.A., are in good academic standing as a graduate student, and fulfill any undergraduate requirements specified by the department and listed in the admissions letter.

6. Graduate Catalog Minor Revision

APPROVED

Graduate Course Scheduling by Undergraduates *(proposed changes in red)*
Effective Spring 2014

IUP undergraduate students with an academic grade point average of at least 2.6 who are within thirty-two semester hours of graduation are permitted, after receiving appropriate approvals, to take up to six semester hours of graduate work whether or not they have applied for acceptance into an IUP graduate program.

Graduate hours so earned have no necessary bearing upon undergraduate degree requirements, and no assurance is given toward future IUP graduate program admission. If these credits are approved toward a graduate degree program, they will be treated as transfer credits.

Note: Graduate credits taken by an undergraduate student may not be reviewed for transfer if they were counted toward the undergraduate degree. **Students admitted through the Early Admission to Graduate Programs policy are exempted from this requirement.**

7. New Policy

APPROVED

Dual Enrollment in Graduate Programs

Effective Pending Council of Trustees Approval

Students may apply and be admitted to two master's degree programs simultaneously. Up to 50% of the credits in one degree may be shared with the other degree, provided that 1) the courses are required courses or electives in both programs OR the courses are accepted as substitute courses by the graduate coordinator of the program.

8. Revised Policy

APPROVED

**Graduate Academic Integrity Policy and Procedures
Effective Spring 2014**

Final Policy

IUP is an academic community within the society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at IUP. The following policies and procedures have been established to preserve the academic integrity of the university community, while also providing a process that protects the rights of students who allegedly violate these policies.

I. Academic Integrity Policy and Procedures

The university's academic integrity policy is part of an ongoing effort to develop a community where trust, honesty, ethical principles, and personal integrity guide interactions with others, thereby providing for orderly academic and scholarly processes.

The following policy and procedures have been established to preserve the academic integrity of the university community, while also providing a process that provides opportunities for students to respond to allegations that the policy has been violated.

II. Policy

A. Types of Violations: Violations of academic integrity include, but are not limited to, the following:

1. Providing or receiving unauthorized assistance in coursework, with lab work, theses, dissertations, or during examinations (including qualifying and comprehensive exams) or quizzes.

2. Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.
3. Plagiarizing papers, theses, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc.).
4. Using the same paper or work more than once without authorization of the faculty member to whom the work is being submitted.
5. Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.
6. Intentionally evading IUP academic policies and procedures; for example, improperly processing course withdrawals, grade changes, or other academic procedures.
7. Falsifying information, including falsification/fabrication of research data and/or statistical analyses, forging signatures on various forms and documents, or altering or adding answers on academic exercises or exams after work has been graded.
8. Computer dishonesty as addressed by university computing policies including, but not limited to: using or attempting to use computing accounts or other information for which the student is not authorized; providing false or misleading information to obtain a computing account or access to other information resources; attempting to obtain information resource access codes (usernames, passwords, PINs, etc.) for another user's computing accounts; sharing information resource access codes (usernames, passwords, PINs, etc.) with other individuals; attempting to disguise the identity of a computing account or other information resource; using or attempting to use university network resources to gain or attempt to gain unauthorized access to remote computers including, but not limited to, port scanning; violating the terms of intellectual property rights, in particular, software license agreements and copyright laws; using information resources to monitor another user's data communications, or to read, copy, change, or delete another user's files or software without permission of the owner; using or installing or attempting to use or install software not properly licensed.

9. Noncompliance by failure to comply with previously imposed sanctions for academic violations under this policy.
10. Class behavior which significantly disrupts the learning process or is a threat to others.
11. Buying, selling, stealing, or engaging in unauthorized exchange of, or improperly using, any assignments, papers, or projects.
12. Making fraudulent claims to gain academic credit or to influence testing or grading.

B. Disciplinary Actions: The University reserves the right to discipline any student for the above policy violations and any other action that an ordinary, reasonable, intelligent college student knows, or should know, might lead to the issuance of discipline. This means the university maintains the right to issue discipline for reasonable cause.

Charges of academic integrity violations may be brought by a faculty member or administrator. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a university official. A faculty member/administrator who believes that a student has violated an academic policy may elect to resolve the matter by Informal Resolution, by Documented Agreement, or by Formal Adjudication.

Sanction(s) may not be imposed upon a student believed to have violated an academic policy without following one of these three procedures.

If charges are brought, the accused student shall have a fair and reasonable opportunity to answer, explain, and defend against the charges. The university shall have the burden of proof in all cases.

III. Procedures

A. Options for Resolution: A faculty member or administrator must use one of the following options to resolve alleged violations of academic integrity:

1. Option I: Informal Resolution.

- a. The faculty member/administrator shall notify the student of the charges and schedule a meeting within ten calendar days of the observation or discovery of the incident and agree at such meeting to resolve the issue without submitting any formal documentation. If the violation pertains to work being judged or that has been judged by a committee (examples might include dissertations, theses, and comprehensive examinations, both oral and written), the meeting must involve a majority of the committee and the resolution must be agreed to by a majority of the committee. It is in the interest of the faculty member/administrator and student to complete a statement that summarizes the incident, meeting, and agreed-upon

resolution. The factual statement should be signed by both parties and copies provided to the student and the faculty member/administrator.

- b. If the agreement is for the student to withdraw from the program, it must also be stipulated that the student cannot reapply to any other program at IUP, and the agreement must be documented as in Option II below.
- c. By resolving the charges informally, the student waives his/her right to appeal sanctions which have been agreed upon in the resolution process. If agreement cannot be reached, or at the discretion of the faculty member/administrator, a more formal process as outlined in this policy must be initiated by the faculty member/administrator.

2. Option II: Resolution by Documented Agreement

- a. If no resolution is reached under Option I, or if the faculty member/administrator deems this step to be more appropriate, the faculty member/administrator may schedule a conference with the student in an attempt to reach a mutually agreeable resolution. This conference must be scheduled/requested within ten calendar days of the observation or discovery of the alleged violation or of the failure to resolve through Option I. If an agreement is reached, the faculty member/administrator must complete a Documented Agreement Referral Form outlining the agreement and have it signed by both parties: faculty member/administrator and student. If the violation pertains to work such as a thesis or comprehensive examination being judged or that has been judged by a committee, the conference must involve a majority of the committee and the Documented Agreement Referral Form must be agreed to and signed by a majority of the committee and the student. If the agreement is for the student to withdraw from the program, it must also be stipulated that the student cannot reapply to any other program at IUP. Copies are distributed to the student, the faculty member/administrator filing the agreement, the department chair, Graduate Admissions Office, and the Office of the Provost. The Office of the Provost will file the official documents with the Office of Student Conduct. The form must be filed within ten calendar days of the conference.
- b. By signing the agreement, the student waives the right to appeal the sanctions agreed upon in the conference. If the student fails to fulfill the written agreement, the faculty member/administrator may file an academic integrity referral against the student for noncompliance.
- c. If a prior academic integrity violation for the student is on record, the matter will be referred to an Academic Integrity Board (see section D, Multiple Violations).
- d. If a documented agreement is not reached, the faculty member/administrator shall initiate the formal adjudication process by filing an Academic Integrity

Referral Form with the department chair, within ten calendar days of the conference with the student.

3. Option III: Resolution by Formal Adjudication

- a.** A faculty member/administrator should pursue formal adjudication if:
...he/she cannot reach, or chooses not to attempt, a mutually agreeable resolution with the student regarding the facts of the case or sanctions to be imposed,
...he/she believes that the violation is so severe that it warrants the following sanctions:
- awarding a failing grade on a project or exam (such as a graduate qualifying for a comprehensive exam or dissertation) when resubmitting the project or retaking the exam is not possible
 - involuntary withdrawal from one or more of IUP's academic programs
 - suspension
 - expulsion
 - rescission of a conferred degree
- b.** The faculty member/administrator should file an Academic Integrity Referral Form with the department chair, within ten calendar days of the observation or discovery of the violation or within ten calendar days of the failure to reach a resolution through Option I or Option II. If the violation pertains to work being judged by a committee, the form must be signed by a majority of the committee. The form will contain a description of the alleged violation, including the time, date, and place of occurrence, and the recommended sanction if the student is found to have violated this policy.
- c.** The department chair will forward a copy of the Academic Integrity Referral Form to the student, within ten calendar days of receiving notification of the allegation, and contact the student to schedule a hearing to review the facts surrounding the allegation and recommended sanctions if the student is determined to have committed a violation.
- d.** The hearing should be scheduled so as to allow the student a reasonable time to prepare a defense (within ten calendar days of being notified of the allegation by the department chair).
- e.** This hearing will involve the student, the department chair, the faculty member/administrator, and the Dean of the School of Graduate Studies and Research (or Dean's designee); all parties may invite others with pertinent information. The student and the faculty member/administrator must be given the opportunity to submit and review written, physical, and testimonial evidence, and to question witnesses.

- f. The accused student may identify an advisor, who may be an attorney, to be present at the hearing. The advisor may only consult privately with the student.
 - g. The student may waive his/her right to a hearing in writing. If so, the sanction recommended by the person filing the referral will be imposed unless the sanction is suspension, expulsion, or rescission of a degree. Suspension, expulsion, or rescission of a degree must be implemented by the president's designee.
 - h. If the accused student receives proper notification of the hearing and fails to appear when the hearing has been scheduled, the hearing will be held in the student's absence and the department chair will render a decision based upon information presented by the faculty member/administrator.
 - i. Following the hearing, the department chair will render a determination based on the information presented at the hearing. Within ten calendar days of the hearing, the department chair will forward a written report summarizing the hearing that includes the outcome, the factual basis for the determination reached, the sanction to be issued, and the appeal procedures. The original report is sent to the student with copies to the faculty member/administrator and Office of the Provost. The Office of the Provost will file the official documents with the Office of Student Conduct. If the outcome is for the student to withdraw from the program, it must also be stipulated that the student cannot reapply to any other program at IUP.
 - j. In the event that a department chair cannot or will not fulfill the above role, or in the event that the person filing the referral is an administrator or department chair, the Provost/designee will determine the appropriate individual to fulfill the department chair's role and inform the student and the faculty member/administrator filing charges within ten calendar days of receiving notification of the allegation.
 - k. If a prior academic violation for the student is on record, the case must be referred to the Academic Integrity Board (see section D, Multiple Violations). Otherwise, if there is no appeal, the recommended sanction will be imposed..
- B. Academic Integrity Board (AIB):** The AIB may be asked to hear appeals of cases filed at Option III: Resolution by Formal Adjudication. In addition, the AIB will hear all cases in which appeals to the chair's decision are accepted by the Provost/designee (see sections C.1. and C.2., Appeals). The AIB will also review sanctions in cases of multiple violations (see section D).

1. For graduate-level hearings and reviews, the AIB will be made up of four (4) faculty members, one of whom will chair the board, and two (2) graduate students. For undergraduate hearings and reviews the AIB will be made up of four (4) faculty members, one of whom will chair the board, and two (2) undergraduate students. A quorum requires the presence of four persons, at least one of whom must be a graduate student (for cases at the graduate level) or an undergraduate student (for cases at the undergraduate level). All members, including the chair, are voting members.
2. When an AIB hearing is called, the AIB will be convened by the Provost/designee. The accused student shall be notified of the time, date, and place of the hearing and the names of those AIB members scheduled to review his/her case. If the hearing is an appeal, this notification will also include details of the charges, including the time, date, and place of the alleged offense and the recommended sanction. If the hearing is a review of sanctions in a multiple violation case (see Section D), the notification should also indicate that more severe sanctions might be imposed. The hearing should be scheduled no sooner than ten calendar days from the date of notification to the student.
3. Prior to the hearing, a student appearing before an AIB may, with good cause, challenge any member on the board sitting in judgment of his/her particular case. When such a challenge is made, an alternate member will be appointed to the AIB.
4. The AIB will review all material and hear all evidence pertinent to the case from the accused and all witnesses. Members of the AIB shall be free to ask relevant questions to clarify information or resulting issues.
5. The AIB will hear evidence appropriate to the nature of its review (see section C, Appeals).
6. The student shall have a fair and reasonable opportunity to answer, explain, and defend against information and witnesses' statements presented at the hearing. The student shall also have the opportunity to submit written, physical, and testimonial evidence, and to call relevant witnesses on his/her behalf.
7. The accused student may identify an advisor, who may be an attorney, to be present at the hearing. The advisor may only consult privately with the student.
8. After hearing all evidence, the AIB will privately make its decision based upon the evidence presented and within the scope of its review. A majority vote of the AIB shall be required for any decision. If the AIB finds that the student more likely than not committed the misconduct or infraction, and the student has not prior academic violation on record, it may accept, reduce (but not increase), or modify the recommended sanction. If the student does have a prior academic

violation on record, the AIB may increase the recommended sanction (see section D, Multiple Violations).

9. If the student waives his/her right to a hearing in writing, or chooses not to appear at the AIB hearing, the case will be adjudicated based upon the evidence presented at the scheduled hearing.
10. All hearings are closed unless the student requests an open hearing in writing. The AIB chair has the authority to make the final decision regarding access of spectators at the hearing.
11. The AIB must submit a written report of the decision within ten calendar days to the Provost/designee, who will forward the decision to the involved parties.

C. Appeals: These appeal procedures apply to cases resolved through formal adjudication. Cases of academic integrity that are resolved through Informal Resolution or Documented Agreement cannot be appealed.

1. If, after receiving the department chair's report on the outcome of the hearing, the faculty member/administrator or the student disagrees with the decision, the sanction, or both, he/she may appeal to the Provost/designee within ten calendar days of receiving the report. This appeal must be in writing and describe in detail the grounds for the appeal. These reasons may include the following:
 - a. Denial of a fair and reasonable hearing
 - b. New evidence (applies when there is an acceptable reason why the information was not presented at the original hearing)
 - c. Excessively harsh sanctions
2. The Provost/designee may deny the appeal or direct the appeal to be heard by an AIB within ten calendar days. All appeals involving sanctions of involuntary withdrawal from one or more of IUP's academic programs, suspension, expulsion, or rescission of a degree will be heard by an AIB.
3. Unless the recommended sanction is suspension, expulsion, or rescission of a degree, the decision of the AIB is final and will be implemented by the Provost/designee.
4. Suspension, expulsion, or rescission of a degree may be recommended by the AIB but can only be implemented by the President's designee, who is responsible for verifying that due process was followed.

D. Multiple Violations:

1. Information about prior violations is not relevant to determining whether a student violated the policy in the current case. However, such information is pertinent in determining the appropriate sanction.
2. If a student is found in violation of academic integrity two or more times, all materials within the student's past and present academic integrity files shall be used in determining appropriate sanctions. Students with multiple academic integrity violations of record may be subject to additional sanctions, including possible suspension or expulsion from the university.
3. For cases previously resolved by documented agreement or through formal adjudication at the department chair's level, an AIB hearing will be scheduled. This hearing will review all information pertinent to the determination of an appropriate sanction but will not reconsider the issue of whether the policy violation occurred. After considering the severity of the current and prior violations, the AIB may determine that a more severe sanction is appropriate.
4. The AIB should request information on prior violations only after determining that a violation has occurred. Information on prior violations should be used in determining the appropriate sanction.
5. The AIB must submit a written report of the decision within ten calendar days of its decision to Provost/designee, who will forward the decision to the involved parties.
6. The student may appeal any new sanction to the Provost/designee. The Provost/designee may deny the appeal or, on the basis of denial of a fair and reasonable hearing, new evidence, or excessively harsh sanctions, direct the appeal to be heard by a second AIB.

E. Sanctions:

The following sanctions may be agreed upon by the student and faculty member/administrator through Informal Resolution or Documented Agreement. All grade reductions require the approval of the instructor of record. If the work is graded by a committee, a grade reduction requires the approval of the majority of the committee.

1. **Single Grade Reduction:** Reduction of grade or failure on project, examination, quiz, or other academic exercise on which the student is alleged to have cheated.
2. **Course Grade Reduction:** Reduction of course grade or failure in the course. If the violation involves a project spanning multiple courses (such as a dissertation or multiple semester internship), the grade reduction may apply to all courses involved.

3. Constructive or Educational Task: A task which requires the student to examine his/her dishonest behavior and which may benefit the student, campus, or community.
4. Other: Sanctions deemed appropriate and tailored to a specific violation as determined by the faculty member/administrator. Any reasonable sanction or combination of sanctions for a given violation may be agreed upon by the student and faculty member/administrator.
5. In addition to the above, the following sanctions may be imposed through formal adjudication.
 - a. Letter of Warning: A warning letter may be issued indicating that the student has been found in violation of an academic policy and that failure to comply with policies in the future may result in further disciplinary action to be handled as a second offense. The letter of warning will remain in effect for a period of time as specified by the individual or board hearing the case.
 - b. Disciplinary Probation: Disciplinary probation, which is for a period of time specified by the individual or board hearing the case, is an indication that a student's status at the university is seriously jeopardized. If the student is found in violation of another IUP policy during the probationary period, a more serious sanction will be levied, including possible involuntary withdrawal from one or more of IUP's academic programs, suspension, or expulsion from the university.
 - c. Involuntary withdrawal from one or more of IUP's academic programs: A student may be denied the right to participate in some segment of IUP's programs. Such involuntary withdrawal might be imposed on either a temporary or permanent basis.
 - d. Rescission of a degree: A student may have his/her degree rescinded if found to have plagiarized or not to have conducted his/her own research on an undergraduate thesis, graduate thesis, or graduate dissertation.
 - e. Suspension: A student may be suspended from the university for a specified period of time, not to be less than the remainder of the current semester. Suspension requires that a student remove himself/herself from university premises, not attend classes or social activities, and not be present on university or Student Cooperative Association property during the period of suspension.
 - f. Expulsion: Expulsion may be considered under any of the following circumstances: when there is a very serious violation of the academic integrity policy, when a student is proven to have violated the academic

integrity policy on more than one occasion, or when a student appears before the board after already having been suspended. Expulsion from the institution is permanent. Appeals to the sanction of expulsion must be submitted to the Office of the President. If necessary, the President will consult with legal counsel in these cases. Suspension, expulsion, and rescission of a degree can be recommended by a faculty member/administrator, department chair, and AIB but can be imposed only by the President's designee for suspension, expulsion, and rescission of a degree; the designee is responsible for verifying that due process was followed.

- g. Other: Further sanctions, including rescission of a graduate degree, may be recommended through written agreement approved and signed by the faculty member and the Dean of the School of Graduate Studies and Research.

F. Records and Recordkeeping:

1. Records of Informal Resolution. Although no official forms are filed at this level of resolution, it is strongly recommended that a faculty member/administrator and student who reach an informal agreement put the agreement in writing with a copy to each participant. This protects each party in the event of any future attempt at renegotiation.
2. Records of Resolution by Documented Agreement. Documented Agreement Resolutions are filed with the Office of Student Conduct. They are not considered formal disciplinary records until, and unless, the student is found in violation of this policy a second time. They are internal university records used for monitoring students for multiple violations only. If a second documented agreement form is filed or a student is found in violation of the policy through formal adjudication, the student will then have a formal disciplinary record which includes records of both violations. This formal record is maintained according to the IUP judicial system recordkeeping policies.
3. Records of Formal Adjudication. Records of academic integrity cases resolved through formal adjudication are filed with the Office of Student Conduct. They are maintained as formal disciplinary records in accordance with IUP judicial system recordkeeping policies. Records of cases involving suspension, expulsion, or rescission of a degree must be maintained for a minimum of seven years.

G. Operational Notes:

1. In cases where a violation is alleged at, or near, the end of the semester and resolution by informal resolution, documented agreement, or formal

adjudication cannot be completed before grades are submitted, the faculty member should submit a designation of “Incomplete” (I) for the student. The “I” designation will remain on the student’s record until the case has been resolved. Once the case has been resolved, the “I” designation will be replaced with the appropriate grade.

2. If the violation is alleged during the semester when classes are in session, the accused student should continue attending all classes and continue to complete course requirements during the resolution of the academic integrity case.
3. If the student has withdrawn and has been found to violate the policy, another grade, including an F, may be placed on the transcript. If the student has withdrawn and has not been found to violate the policy, the “W” will remain on the transcript.
4. The ten-day requirement within this policy is a period of time intended to reasonably assure swift notification of an alleged violation and a swift response while allowing the student a reasonable opportunity to prepare a response. Either a faculty member/administrator or student may request an extension of time for good cause, which may be granted by the Provost or designee.
5. The university may withhold transcripts, grades, diplomas, or other official records pending the disposition of cases, if such action is reasonably necessary to preserve its ability to enforce its rules.
6. The Provost/designee 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 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.
7. The various forms described in this policy are available from the Office of the Provost, the Office of the Vice President for Student Affairs, deans’ offices, or department offices. Questions concerning the Academic Integrity Policy and Procedures can be directed to the Office of the Provost.

For the Graduate Integrity Policy and Procedures with MARKUP see the following PDF file:



Grad Academic
Integrity Policy with T

FOR INFORMATION

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

- **FIN 510:** Financial Institutions and Markets
- **CURR 910:** Advanced Topics in Human Development
- **HPED 631:** Motor Behavior
- **ELR 650:** Alternative Work Styles
- **CURR 940:** Technology in the Curriculum
- **ELR 621:** Labor Relations in the Public Sector
- **ELR/HSAD 751:** Conflict Resolution
- **ELR 615:** Dispute Settlement
- **ELR 641:** Contract Administration

Awards Committee (Senator Wisnieki) The awards information is available on the website. Please nominate.

Noncredit Committee (Senator O'Neil)

FOR INFORMATION

The Committee met with Jane Potter Baumer to review the IUP Community Music Center. Jane explained that this is a new program, instituted just this past August, 2013. Here is their mission statement:

Beginning with the fall semester, 2013, the IUP Community Music School will provide private lessons and classes in music taught by IUP music students, music department faculty, and area private music teachers. Lessons will take place in Cogswell, for 12 weeks each semester.

In addition, this information was obtained:

Offerings of the school for fall, 2013, will include:

- Private lessons & ensemble experiences for school-aged children through the IUP String Project (under the direction of founder Dr. Linda Jennings)
- Private lessons in strings, woodwinds, brass, percussion, keyboard (piano or organ), and voice for all ages
- Group classes for adults (age 14 or older) in piano and guitar
- Ensemble classes for adults (age 14 or older): Community Choir and Community Band
- Ensemble classes for children: Treble Choir (grades 3-5 and grades 6-8)
- Kindermusik for preschool and early elementary children and a parent/caregiver
- Private lessons & small ensemble instruction, in bagpipes and drums, through the Laurel Highlanders

- IUP music students teaching in the Community Music School must be recommended by their major instrument professor. Anyone who teaches for the school must apply through a formal application process, and must submit two background checks (PA State Police and PA Child Abuse Clearance) before beginning work for the Community Music School.

Jane showed us their website <http://www.iup.edu/communitymusic>, listing their lessons, classes, teachers, Ensembles and there is a link to the IUP String Project.

Also, Jane showed us software used that will allow students can retrieve notes from his/her teachers, and where parents can pay for lessons.

The committee commends Jane for all her hard work in getting this project up and running. Our recommendation is to get the word out into the Indiana community; possibly working with our Continuing Education Center.

Library and Educational Services Committee (Senator Ford)

FOR INFORMATION

- A. Desire2Learn (D2L) upgrade and purge cycle.
 - D2L will be upgraded on December 14, 2013 and will be down from approximately 12:01 AM – 6:00 PM. The upgrade will be from v. 10 to v. 10.2
 - A similar upgrade will occur May 10, 2014.
 - D2L purge cycle will become a 3-year cycle during the Spring 2014 semester. Development Courses will not be purged.
- B. Copyright Policy
 - A copyright resource webpage will be available mid-January 2014.
 - Copyright tutorials will follow during the Spring 2014 semester.

The next meeting is scheduled for Dec 10 at 3:30 PM in Stabley 210.

Research Committee (Senator Bonach)

The committee met on November 12, 2013. Overall there were 7 USRC Small Grant proposals and the decision was made to fund 6 proposals totaling \$6,984.00. The next meeting will be held on December 10, 2013 at 3:30 P.M. in Stright 301.

- Dr. Usree Bhattacharya
- Dr. Jonathan C. Lewis

- Dr. Abigail R. Adams
- Dr. Kristy Chunta
- Dr. Shijuan ‘Laurel’ Liu
- Dr. Janet M. Walker

Student Affairs Committee (Senator Stocker) The next meeting will be December 10, 2013 at 3:30 P.M. in the Monongahela Room of the HUB.

University Development and Finance Committee (Senator Wick)

FOR ACTION

Subject: **International Travel Approval Procedure**

APPROVED

Date: August 28, 2013

(Revised October 15, 2013)

Background

On October 12, 2012, the Office of the Chancellor in PASSHE enacted a procedure entitled, “Compliance with United States Export Control Laws¹”. This new procedure specifies that, “Any individual intending to travel with or transmit/ship controlled items outside of the U.S. (or to foreign nationals) should first consult with the appropriate University office to determine if there are any export control issues or requirements.” IUP is required to create a local procedure to comply with this new requirement.

Purpose

IUP faculty, managers, and staff (herein after “travelers”) travel internationally regularly and this has many positive benefits to the university. Recent changes to Federal Export Control regulations expose IUP travelers to personal fines and/or incarceration. This procedure provides information to all travelers to help them comply with these regulations and avoid risk. Students who travel internationally are also subject to Federal Export Control regulations, but are not subject to this procedure unless they are employed by the University or are traveling with University-owned equipment, e.g., laptop computer.

Scope

This procedure is applicable to all University-sponsored international travel (including sabbaticals) regardless of the destination.

Definition

An export is the:

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http://www.passhe.edu/inside/policies/Policies_Procedures_Standards/Compliance%20with%20US%20Export%20Control%20Laws.pdf

- Transfer of controlled information, including technical data, to persons or entities outside of the U.S.
- Shipment of controlled physical items, such as scientific equipment, requiring export licenses from the U.S. to a foreign country.
- Verbal, written, electronic, and/or visual disclosures of controlled scientific and technical information related to export controlled items to foreign nationals *inside the U.S.* (“deemed exports”).

Export control regulations are federal laws that prohibit the unlicensed export of certain commodities or information for reasons of national security or protections of trade. Export controls usually arise for one or more of the following reasons:

- The nature of the export has actual or potential military applications or economic protection issues.
- Government concerns about the destination country, organization, or individual.
- Government concerns about the declared or suspected end use or the end user of the export.

Consequence for non-compliance with export control laws: Violations of export control laws can result in criminal penalties (including fines and/or prison sentences for *individuals*, not the University), civil sanctions, and may affect future research opportunities.

There are some “safe harbor” provisions that exempt universities from obtaining a license to export.

- No license is needed to disclose technical information to foreign nationals in the U.S. (“deemed exports”) in classes or laboratories, at conferences or in publications, or to other countries *if the information is*:
 - In the public domain (published and generally accessible to the public through unlimited and unrestricted publication);
 - Generated through fundamental research² in science and engineering at accredited institutions of higher learning in the U.S. where the resulting information is ordinarily published and shared broadly in the scientific community; or
 - Involves educational information (information released by instruction in *catalog courses* and associated teaching laboratories at academic institutions in the U.S., other than for certain encrypted software).
- If the “safe harbor” provisions do not apply, the exporter may be required to obtain a license from the Commerce or State Department before exporting:
 - Controlled equipment, encrypted software, chemicals, biological agents and toxins, and other articles or services on the U.S. Munitions List³ and Commodity Control List⁴ generally cannot be exported abroad without a license.

² Fundamental research is research that is carried out openly and *without restrictions on publication or access to or dissemination of the research results*. Sponsor agreements that place limitations on publication and/or restrict foreign nationals from participation void the Fundamental Research Exemption.

- If the export is to a U.S. Department of Treasury sanctioned country⁵, a license will be required.

The U.S. government also regularly updates a list of embargoed countries. Travel to any of these countries is problematic and is high risk. Past travel to a country is not a guarantee that current travel is not embargoed.

Procedure

Before international travel occurs, all travelers will obtain written approval for international travel from their immediate supervisor and obtain clearance from the IUP Travel Officer for compliance with Export Control Regulations.

Roles and Responsibilities:

IUP Travel Officer: Receive documentation of intended international travel. Involve local experts and PASSHE travelers as needed to advise traveler on risks. Assist in producing required documentation of license exceptions or appropriate licensing for the traveler and preserve such documentation on campus.

Procedure:

1. Travelers wishing to travel internationally must submit an International Travel Questionnaire, with signatures, to the IUP Travel Officer prior to international travel. The Questionnaire must be received at least 21 calendar days prior to the travel dates to allow sufficient time for obtaining appropriate licensing if required.
2. The Travel Officer reviews and responds to the traveler, with a description of identified risks.
3. The traveler is responsible for obtaining any required permits.
4. Traveler will receive international travel clearance if the traveler obtains all needed licenses and permits.
5. University coordinators of student international travel programs are responsible to inform participating students of the relevant risks.

Publication and Distribution Statement:

This procedure, applicable forms, and contact information for the IUP Travel Officer.

³ http://www.pmdtc.state.gov/regulations_laws/documents/official_itar/ITAR_Part_121.pdf

⁴ http://www.bis.doc.gov/policiesandregulations/ear/ccl_index.pdf

⁵ http://www.bis.doc.gov/policiesandregulations/ear/ccl_index.pdf

International Travel Questionnaire

Name of International Traveler: _____

Proposed dates and Location of travel: _____

Please answer the following questions as accurately as you can. Your answers will be used to initiate conversations about travel details, to evaluate requirements and risks, to explore alternatives and to develop ways to mitigate risk factors.

		Yes	No	N/A
1.	If your travel is paid by a foreign country or a grant, does the country or grant require you to sequester or otherwise withhold publication of any data?			
2.	Will you be using any state funds, such as from the University Senate, your college, or dean, to pay for any portion of the travel?			
3.	Will you use any state funds to pay for research within the country, such as paying survey participants or for laborers?			
4.	Will you have an item of university equipment (e.g. laptop, cell phone, etc.) or software to be shipped or hand-carried abroad?			
5.	If the item is currently overseas, will it remain in the same country and with the same overseas custodian until it is returned to the U.S.?			
6.	Will the item or software to be shipped, retransferred or hand-carried be returned to the U.S. within 12 months or either consumed or destroyed abroad?			
7.	Is the item or software for temporary shipment, retransfer or hand-carry to any country OTHER THAN: Cuba, Iran, North Korea, Syria, or Sudan?			
8.	Will the item or software to be shipped, retransferred or hand-carried be used ONLY either a) as a "tool of the trade" to conduct PASSHE business, or b) for exhibition or demonstration, or c) for inspection, testing, calibration or repair?			
9.	If for inspection, testing, calibration or repair, will the item or software be shipped, retransferred or hand-carried to any country OTHER THAN: Albania, Armenia, Azerbaijan, Belarus, Cambodia, China, Georgia, Iraq, Kazakhstan, Kyrgyzstan, Laos, Libya, Macau, Moldova, Mongolia, Russia, Tajikistan, Turkmenistan, Ukraine, Uzbekistan or Vietnam?			
10.	Will the item or software remain under the "effective control" of PASSHE personnel while the property is abroad? Note: "Effective Control" is defined as retaining physical possession of an item or maintaining it in a secure environment such as a hotel safe (not in hotel room) or a locked or guarded facility.			
11.	Is the encryption code incorporated in the item or on the software media limited to that available through retail purchase (phone order, mail, internet, or over-the-counter transactions)?			

APPROVALS

Traveler _____
Signature Date

Manager _____
(e.g., Dean, AVP, etc.) Signature Date

Academic Affairs Committee (Senator Dugan)

Emeritus Recommendations—2013

APPROVED

NAME	DEPARTMENT
Dr. Gary Bailey	History
Dr. Robert Begg	Geography and Regional Planning
Dr. Joseph Bencloski	Geography and Regional Planning
Dr. Michael Briggs	Chemistry
Dr. James Cahalan	English
Dr. Wendy Carse	English
Dr. Phillip Gordon	Human Development and Environmental Studies
Dr. Linda Hall	Student Affairs in Higher Education
Dr. Patricia Heilman	Journalism
Dr. Thomas Lord	Biology
Chef Clifford Klinger	Academy of Culinary Arts
Dr. Donald Robertson	Psychology
Mr. Daniel Shively	Library
Dr. Sharon Sowa	Chemistry
Dr. Mary Swinker	Human Development and Environmental Studies
Dr. John Woolcock	Chemistry
Dr. Kwasi Yirenki	Religious Studies
Dr. Nancy Yost	Special Education and Clinical Services

University Planning Council (Senator Reilly)

The UPC met on Friday November 15, 2013. The following items were discussed.

1. Performance Funding Results—Barbe Moore

A two-page handout was shared showing the 2012-2013 Performance Indicators to be used for the 2013/2014 Performance Awards. There are still some issues with regards the definitions of particular measures.

To highlight some:

- Faculty Diversity below the baseline and but the group assigned to that measure continue to work on this.
- Individual Donors: the data were from the year prior and so an impact could not really be made but in terms of the current year many strides have been made and there is significant increase.
- Federal Grants: similarly there is a year lag, data collected on June 30, 2012. There have been some improvement but for both of these measures a comparison still needs to be made with our peers.

In terms of the amount of the performance funding, IUP Performance Award is approximately \$4.2 million.

The full report can be found at www.iup.edu/planningandassessment Click on IUP Performance Measures.

On a final note, Instructional Productivity will not be permitted as a performance measure this year so new measure will need to be selected. There still needs to be guidance on this as the new chancellor is looking at these measures and deciding what he would like to have considered.

2. Strategic Planning—Tim Moerland:

As part of the Strategic Visioning Summit held on October 28th, Dr. Richard Morrill had dinner with many co-chairs of the UPC subcommittees. There was a good discussion on the role of UPC. It was pointed out that UPC is exactly the type of body that strategic planning efforts need or use in order to be successful. This included being all inclusive: faculty, staff, and hopefully more involvement by students. However, there were also some concerns, namely, the size of the body. It is difficult for a group with this number of people to be quick and nimble.

So a working group comprised of the sub-committee chairs will become the task force that works on the Strategic Plan. This group will get input from their respective subcommittee members. The work will begin once the Strategic Vision has been endorsed by the Senate and Council of Trustees at their respective December meetings. It is hoped to have a finalized version of the Strategic Vision available before Thanksgiving Break.

3. Retention—Tim Moerland

A packet of information (attached below) was shared titled *Using Just-in-Time Data to Intervene with At-Risk Students* which comes from a consulting body that IUP has joined called Education Advisory Board. All intuitions are chasing retention, both for the bottom line and for institutional effectiveness. There are several elements that are considered measures of student retention or influenced by student retention. Our current retention between freshman and sophomores is 73%. We would like to grow this to 78%. This would mean a \$1.5 million increase in revenue probably more once the performance measures are taking into account.

Discussion then followed on this issue of retention and what we can do. There was much discussion regarding the fact that we have much of the data larger question remains what are we going to do with the data. And the overarching question still remains what can we do to retain more students?

UPC subcommittees were then assigned whichever of the indicators they felt they had ownership. Some subcommittees will have more than one indicator. The charge for each subcommittee then was to look at the following:

1. What are we doing? Get it on one page. **Inventory**? Who owes it?
2. What more can we do? What are our **opportunities** to improve?
3. Try to identify pockets of best practices—get ideas on the table.



Intervene with
At-Risk Students.pdf

The next meeting is scheduled for December 6th 2013 in G98 Wallwork Suites

Presidential Athletic Advisory Council (Senator Hinrichsen) No Report.

Academic Computing Policy Advisory Board (Senator Ford) The next meeting is scheduled for January 29th at 3:00 PM in Stouffer 138.

University Budget Advisory Committee (Senator Radell)

The Committee met Nov 19th

- The updated multi-year budget projections were presented (attached).
- Dr. Wooten and Dr. Driscoll have been giving complete reports on the operating financial situation of IUP, so please forgive anything in my report that replicates what has already been written or said by them. I would recommend that everyone read Dr. Driscoll's letter on KCAC, which was sent to the entire university community by email.
- Budget issues surrounding the decision to pay-off KCAC debt were discussed. The payoff amount is about \$34 million and the avoided interest payments over the next several decades will be about \$21 million. The savings to the expense side of the operating budget will be about \$2.2 million per year after the bonds are paid off. There are complicated issues involved with the payoff [e.g., PaSSHE assent is necessary, timing, ...]. However, most of the discussion about the payoff is supportive of the decision as something being in IUP's interest.
- I have been asked by a number of people, "how could IUP have so much money sitting around. Isn't that an example of organizational waste?" My own take on that is that it is true that universities have accumulated excessive reserves in recent years. However, much of that "excessive" accumulation has been economically rational. IUP administration's and the COT's decision to draw down those reserves to pay off KCAC reflects a decision to use the money for more productive work. A big chunk of the reserves being drawn down to pay off KCAC is what bond-holders require to be set aside. Obviously, if we retire the bonds, we retire the bond-holders, which means that we don't need a reserve to compensate bond-holders if KCAC is a bust. Other reserves, are similar to insurance premiums since most state universities are self-insured. The recent decision of the Governor (with the assent of the Legislature) to cut IUP's appropriations by 18%

had the unintended consequence of increasing IUP's "risk premium," inducing the Council of Trustees to seek assurances that reserves were being maintained and increased. Feared and actual drops in enrollment induce the same effect. When Moody's ruled that bond ratings for universities and systems of higher education might be held to be fully liable for debts incurred by university foundations for residence halls, IUP's "risk premium" went up and as rational managers of largely self-insured organizations, IUP administrations would seek larger reserves. IUP's decision to garner reserves from various sources to pay off KCAC reflects a recognition, or hope, that our organizational risk is lower enough from a KCAC payoff, that it justifies significantly reducing our reserve balances. Whether this is correct or not can be discussed. This is just my read on one of the biggest organizational financial decisions that I have personally witnessed in my 45+ years of teaching.

Additional answers to the question, "If IUP has \$34 million lying around to pay off KCAC, why don't we just cut their budget?":

- [Middle States Commission on Accreditation has a fiscal criterion for accreditation] "to ensure the long-term viability of the campus and the sustainability of the programs it provides"
- SUNY's reserve standards for universities are drawn from the NACUBO (National Association of College and University Business Officers) and the Government Financial Officers Association (GFOA).
[Generally, a university can have up to 25% of its budget in reserves without that being considered excessive. It is not considered unreasonable if a university has 3 months of reserves to tide it over if it got no appropriations and no additional tuition.] *"Especially during the State's current fiscal crisis, the level of unpredictability and high potential for mid-year budget reductions requires that campuses be as prepared as possible to maintain academic operations."*

[SUNY: any campus under 10% unrestricted net operating reserves is put on watch list; any campus with more than 25% needs a plan to reduce it to 25% by end of FY.]

[Strategic reserves: (e.g., equipment purchase and replacement; Rehab and Renovation; "program stabilization;" scholarships; new programs; research; ...)]

[Any campus that doesn't spend at least 75% of strategic reserve has to submit a plan to spend it and if they don't, Albany takes it from the campus.]

Source: SUNY's Reserve Policy Operating Funds: General IFR, SUTRA and Stabilization Funds, Doc # 7562, June 1, 2011

- Weird unforeseen circumstances: Indiana Borough decides to expend legal resources to tax a Small Business Incubator sponsored by IUP to help the local economy.

SUNY's Policy on Reserves:

http://www.suny.edu/sunypp/documents.cfm?doc_id=727

- What follows is a summary of the President's summary of the COT retreat ideas.

Budget Strategy Ideas from COT Retreat, November 15, 2013
[taken from President Driscoll's summary]

Short term:

Competitive Out of State Tuition
Early admission as an incentive
Increased data mining to improve retention
Increase pace of curriculum "freshening/updating"
Generate new programs
Grow international student component on the order of 25%

Short and intermediate term:

New Energy programs (Business: Energy Mgmt./Land Mgmt.) (Energy Economics) (Geography & Regional Planning)(....)
TESOL upgrade
Develop Veterans' Center, develop veterans' Expo, better information on student/veterans, increase marketing in bordering states, data-mining to gauge and improve impact,

Longer term:

Programs: "Cybercrime, Information Assurance, Informatics, Overlapped undergraduate and graduate programs (4+1, early admit)," Engineering, Medical, add popular majors we don't have and add capacity in majors we do have.
Academic Success Center
More tuition flexibility

From the UBAC discussion following Dr. Driscoll's presentation of the Council of Trustees ideas, it was clear to me (WWR) that IUP is going to accelerate the use of data mining and predictive analytics to enhance retention, admissions effectiveness, and to improve operating effectiveness.



Attachment III -
Three Year General B

New Business none

The meeting was adjourned at 5:13 PM.

Respectfully submitted by
Edel Reilly
University Senate Secretary