

**MINUTES OF THE  
IUP UNIVERSITY SENATE**

**April 26, 2016**

Chairperson Piper called the April 26, 2016 meeting of the University Senate to order at 3:32 PM, in Eberly Auditorium.

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

The minutes from the March 29, 2016 meeting were **APPROVED**.

Agenda items for the April 26, 2016 meeting were **APPROVED**.

**REPORTS AND ANNOUNCEMENTS**

**President's Report**

President Driscoll began his remarks by thanking everyone for their hard work throughout the academic year. He highlighted some of the successes that include the work done with respect to the IUP Middle States Accreditation review process, the creation of the new promotion process, and the opening of the new humanities and social sciences building. He also congratulated the students who have and will graduate this academic year.

President Driscoll also discussed the diversity symposium that was held on March 26 and he thanked everyone that contributed to the University Family Drive. He invited everyone to commencement and wished everyone a great summer.

**Provost's Report**

Middle States is done and it went well. The exit report indicates that we met all 14 standards. There were 6 recommendations. Assessment was a unifying theme for four related to assessing the Council of Trustees, Institutional Planning, Liberal Studies, and Student Learning Outcomes. Additionally there were two others related to regional campus students and leadership development for Chairs. The team felt we had a good pulse on IUP within our self-study and with our strategic plan, so these recommendations were not a surprise. The team had rave reviews related to our hosting and I would like to acknowledge all the people involved, especially Laura Delbrugge and Hilliary Creely the co-chairs.

**Curriculum Revisions**

In response to the Senate recommendations from the March 29, 2016 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

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

- ANTH 487 - Geoarchaeology
- ANTH 488 – Geophysical Applications in Archaeology
- KORE 101 – Elementary Korean I
- BIOL 211 – Investigative Biological Forensics
- BIOL 313 – Forensic Analysis of DNA
- BIOL 411 – Forensic Biology Laboratory Operations

- B. The following course are deleted
- SPLP 310 – Speech and Hearing Clinic I
  - SPLP 410 – Articulation Disorders
- C. Program revisions from the following departments that will be forwarded to the Council of Trustees for final approval:
- Program title change – from Bachelor of Science in Computer Science/Information Assurance Track to from Bachelor of Science in Computer Science/Cyber Security Track from the department of Computer Science
  - The Bachelor of Science in Chemistry/Pre-Medical Track from the department of Chemistry
- D. New minor in Child and Adult Advocacy Studies from the departments of Sociology and Psychology. There are three versions of this minor
- a. Child and Adult Advocacy Studies for Psychology majors
  - b. Child and Adult Advocacy Studies for Sociology/Human Services Track majors
  - c. Child and Adult Advocacy Studies for majors other than Psychology and Sociology
- E. New certificate - Child and Adult Advocacy Studies from the departments of Sociology and Psychology.
- F. New Minor in Forensic Bioscience from the department of Biology
- G. Program deletion from the department of English – the Bachelor of Arts in English/Language Studies track
- H. New track from the department of Information Systems and Decision Sciences - the Bachelor of Science in Management Information Systems/Information Technology Track

From the University-Wide Graduate Committee:

- A. The following courses are approved by me and may be offered immediately:
- ANTH 591-Zooarchaeology
  - ANTH 592 – Soil Science: Archaeological and Geoenvironmental Applications
  - ANTH 587 – Geoarchaeology
  - ANTH 588 – Geophysical Applications in Archaeology
  - ANTH 589 – Prehistoric Technologies of Eastern North America
  - HPED 576 – Athletic Training Clinical Practicum I
  - HPED 676 – Athletic Training Clinical Practicum III
  - HPED 585 – Assessment and Management of General Medical Conditions in Athletic Training
- B. The following courses are being deleted
- a. BIOL 654 – Endocrinology

- C. Program revisions from the following departments that will be forwarded to the Council of Trustees for final approval:
- Master of Arts in Applied Archaeology from the department of Anthropology
  - Master of Arts in History from the department of History including at title change to the Master of Arts in Public History
- D. New program in Master of Science in Athletic Training from the department of Kinesiology, Health and Sport Sciences
- E. New certificate in English as a Second Language Specialist from the department of English

### **Chairperson Report**

Chairperson Piper recognized a number of individuals and committees for their great work with respect to the IUP Middle States Accreditation review process. He gave special thanks to Hillary Creely and Laura Delbrugge.

### **Parliamentarian's Report**

There was no report.

### **Vice Chairperson's Report**

Vice Chairperson Snead thanked everyone in the Senate for giving him the opportunity to serve in his position. He also discussed the results of the recently completed SGA elections and wished everyone a great summer.

### **Rules Committee (Senator Korns)**

#### **FOR ACTION:**

#### **Senate Bylaws Change Request**

**APPROVED**

**Proposal:** Amend bylaws to state how designees for ex-officio members on Senate standing committees are to be selected.

**Rationale:** A designee of an ex-officio is clearly expected to represent the Ex-officio member on a standing committee. That person (designee), if it happens to be an elected individual, cannot fairly represent the group that elected her/him. Hence, only an "appointed" slot from the designator's segment can be used for an ex-officio's designee appointment.

***Proposed Bylaw:***

IV. Committees

- H. Ex-officio members of standing committees that allow for a designee may appoint someone from any segment (faculty, administrative, staff, or student) of the University to serve as their designee. Said designees will, by virtue of their appointment to the committee, fill an appointed slot from the designator's segment of the Senate membership.

Senator Korns provided the additional remarks given below.

- The nomination process for phase II of the Senate elections is complete and the election will begin this Thursday.
- Only senators who are serving during the 2016-2017 academic year will be allowed to vote.
- He thanked the students who help during the senate meetings.
- The committee will meet next Tuesday at 3:30 pm.

**University-Wide Undergraduate Curriculum Committee (Senator Sechrist)**

**FOR INFORMATION:**

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

**Note that the provost is the final signature on these proposals.**

- **SOC 333 Delinquency and Youth**
- **KHSS 420 Health Education and Promotion at the Workplace**
- **ENGL 208 Introduction to Film**
- **IFMG 460 Analysis and Logical Design**

**On the March 1<sup>st</sup> Senate Agenda the credit information was missing for the following:**

**KORE 101 Elementary Korean I**

**4c-01-4cr**

For beginning students. Introduces the Korean language, with attention focused on three modes of communication in present and past time frames: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. Also imparts knowledge of Korean culture and society. Attendance is required. Students may not register for or take a D/F repeat in KORE 101 when credit has already been received for a higher-numbered KORE course.

**FOR ACTION:**

- 1. Department of Nursing and Allied Health—Catalog Description Changes, Program Revision, and Program Catalog Description Change**

**APPROVED**

**QUESTION:** Senator Asamoah felt that the prerequisite requirement for many of the proposed courses of a C or better in BIOL 105 was detrimental to the students. The representative from the Department of Nursing explained that data analysis shows this prerequisite results in students being successful in these courses. They also stated that the prerequisite is less than what most other universities require.

**a. Catalog Description Changes**

**i. Current Catalog Description:**

**NURS 211 Fundamentals I Clinical** **0c-3l-1cr**

**Prerequisites:** Nursing majors only, BIOL 150, CHEM 101, 102, sophomore standing

**Corequisite:** NURS 212

Presents concepts and basic nursing skills fundamental to the safe practice of professional nursing. Provides a foundation for students to build their professional knowledge base as well as develop interpersonal and psychomotor skills in a variety of settings with a focus on patient-centered care for adults and older adults.

**Proposed Catalog Description:**

**NURS 211 Fundamentals I Clinical** **0c-3l-1cr**

**Prerequisite:** NURS Majors only, BIOL 150 Grade of C or better; CHEM 101, 102; sophomore standing; or by permission

**Corequisite:** NURS 212 or by permission

Presents concepts and basic nursing skills fundamental to the safe practice of professional nursing. Provides a foundation for students to build their professional knowledge base as well as develop interpersonal and psychomotor skills in a variety of settings with a focus on patient-centered care for adults and older adults.

**Rationale:** This reflects a change in our progression policy.

**ii. Current Catalog Description:**

**NURS 212 Fundamentals I Theory** **2c-0l-2cr**

**Prerequisites:** Nursing Majors only, BIOL 150, CHEM 101, 102, sophomore standing

**Corequisite:** NURS 211

Introduces students to the nursing discipline, nursing process, professional standards, and values that are foundational to practice. Provides an overview of the various levels of healthcare services and the professional nursing role. Concepts for effective nurse-client relationships are examined including therapeutic communication, evidence-based nursing interventions, quality patient-centered care, and safe nursing practice.

**Proposed Catalog Description:**

**NURS 212 Fundamentals I Theory** **2c-0l-2cr**

**Prerequisites:** Nursing Majors only, BIOL 150 Grade of C or better; CHEM 101, 102; sophomore standing; or by permission

**Corequisite:** NURS 211 or by permission

Introduces students to the nursing discipline, nursing process, professional standards, and values that are foundational to practice. Provides an overview of the various levels of healthcare services and the professional nursing role. Concepts for effective nurse-client relationships are examined including therapeutic communication, evidence-based nursing interventions, quality patient-centered care, and safe nursing practice.

**Rationale:** This reflects a change in our progression policy.

### iii. Current Catalog Description:

#### **NURS 213 Fundamentals II Clinical**

**0c-3l-1cr**

**Prerequisites:** NURS 211, 212

**Prerequisite or Corequisite:** BIOL 240

**Corequisites:** NURS 214, 236

Builds on the Fundamentals I Clinical course. Provides opportunities for students to continue to develop professional knowledge and skills with diverse individuals and families in a variety of settings with a focus on adults and older adults. Emphasizes developing the ability to perform comprehensive health assessments, use therapeutic communication, and provide basic nursing skills while promoting safe and quality health care.

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

#### **NURS 213 Fundamentals II Clinical**

**0c-3l-1cr**

**Prerequisites:** NURS 211, 212 with a C or better

**Prerequisite or Corequisite:** BIOL 240

**Corequisite:** NURS 214, 236 or by permission

Builds on the Fundamentals I Clinical course. Provides opportunities for students to continue to develop professional knowledge and skills with diverse individuals and families in a variety of settings with a focus on adults and older adults. Emphasizes developing the ability to perform comprehensive health assessments, use therapeutic communication, and provide basic nursing skills while promoting safe and quality health care.

**Rationale:** BIOL 150 was removed as a pre-requisite because it is a prerequisite for NURS 211 and 212. NURS 211 and 212 need to be completed with a C or better.

### iv. Current Catalog Description

#### **NURS 214 Health Assessment**

**3c-0l-3cr**

**Prerequisite:** NURS 211, 212

**Prerequisites or Corequisites:** BIOL 240

Introduces students to basic health assessment for the purpose of determining a client's health status. Students learn to conduct a comprehensive health history and physical assessment on adults and older adults. Incorporates concepts of human anatomy and physiology in the assessment of clients. Identifies appropriate nursing interventions to promote health.

**Proposed Catalog Description:**

**NURS 214 Health Assessment**

**3c-01-3cr**

**Prerequisites:** NURS 211, 212 with a C or better

**Prerequisite or Corequisite:** "C" or better in BIOL 240

**Corequisites:** NURS 213, 236 or permission

Introduces students to basic health assessment for the purpose of determining a client's health status. Students learn to conduct a comprehensive health history and physical assessment on adults and older adults. Incorporates concepts of human anatomy and physiology in the assessment of clients. Identifies appropriate nursing interventions to promote health.

**Rationale:** NURS 211 and 212 need to be completed with a C or better to be able to take NURS 214. BIOL 240 must be completed with a C or better.

**v. Current Catalog Description:**

**NURS 236 Fundamentals II Theory**

**2c-01-2cr**

**Prerequisites:** NURS 211, 212

**Prerequisite or Corequisite:** BIOL 240

**Corequisites:** NURS 213, 214

Introduces students to fundamental nursing concepts that apply to the practice of professional nursing. Topics include elements of holistic care, promotion of psychosocial and physiologic health, and introduction to medication administration in nursing practice. Provides physiological rationale for nursing interventions with a focus on knowledge and skills to ensure safe delivery of nursing care.

**Proposed Catalog Description:**

**NURS 236 Fundamentals II Theory**

**2c-01-2cr**

**Prerequisites:** NURS 211, 212 with a C or better

**Prerequisite or Corequisite:** C or better in BIOL 240

**Corequisites:** NURS 213, 214 or permission

Introduces students to fundamental nursing concepts that apply to the practice of professional nursing. Topics include elements of holistic care, promotion of psychosocial and physiologic health, and introduction to medication administration in nursing practice. Provides physiological rationale for nursing interventions with a focus on knowledge and skills to ensure safe delivery of nursing care.

**Rationale:** NURS 211 and 212 and BIOL 240 need to be completed with a C or better in order to be able to take NURS 236.

**vi. Current Catalog Description:**

**NURS 330 Care of the Child and Family** **2c-01-2cr**

**Prerequisites:** BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

**Corequisites:** NURS 331, 312 or 316, or permission

Focuses on knowledge essential to providing nursing care to children and families with congenital anomalies, genetic disorders, chronic conditions, and the critically acute ill child. Emphasizes prevention, recognition, implementation of the nursing process, and appropriate interventions for safe care of the child. Applies an evidence-based practice for the care of children and families.

**Proposed Catalog Description:**

**NURS 330 Care of the Child and Family** **2c-01-2cr**

**Prerequisites:** FDNT 212, PSYC 310, Grade of C or better in BIOL 240, 241, NURS 213, 214, and 236, or permission

**Corequisites:** NURS 331, 312 or 316, or permission

Focuses on knowledge essential to providing nursing care to children and families with congenital anomalies, genetic disorders, chronic conditions, and the critically acute ill child. Emphasizes prevention, recognition, implementation of the nursing process, and appropriate interventions for safe care of the child. Applies an evidence-based practice for the care of children and families.

**Rationale:** Students must earn a C or better in NURS 213, 214, 236, BIOL 240 and 241 to progress to the 300 level nursing courses.

**vii. Current Catalog Description:**

**NURS 331 Care of the Child and Family Clinical** **0c-7.5l-2.5cr**

**Prerequisites:** BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

**Corequisites:** NURS 330, 312 or 316 or permission

Provides students with opportunities to apply the nursing process with children and their families in a variety of settings and demonstrate nursing professionalism in their interactions with individuals, families, and community. Increases students' ability to perform comprehensive health assessments and collaborate with members of the health care team to identify problems, plan, intervene, and evaluate care for children and families. Emphasizes safe, comprehensive, evidence-based nursing care, and professional standards of practice.

**Proposed Catalog Description:**

**NURS 331 Care of the Child and Family Clinical** **0c-7.5l-2.5cr**



**Prerequisites:** FDNT 212, PSYC 310, Grade of C or better in BIOL 240, 241, NURS 213, 214, 236, or permission

**Corequisites:** NURS 330, 312, or 316 or permission

Provides students with opportunities to apply the nursing process with children and their families in a variety of settings and demonstrate nursing professionalism in their interactions with individuals, families, and community. Increases students' ability to perform comprehensive health assessments and collaborate with members of the health care team to identify problems, plan, intervene, and evaluate care for children and families. Emphasizes safe, comprehensive, evidence-based nursing care, and professional standards of practice.

**Rationale:** Students will be required to earn a C or better in BIOL 240 and 241, NURS 213, 214, and 236 to progress to 300 level nursing courses. This reflects a change in our progression policy.

#### **viii. Current Catalog Description:**

##### **NURS 332 Maternal-Neonatal Health**

**2c-01-2cr**

**Prerequisites:** BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

**Corequisites:** NURS 333, 312 or 316 or permission

Focuses on knowledge essential to providing nursing care for pregnant women, neonates and postpartum patients within a family context. Emphasizes implementation of the nursing process and appropriate interventions for safe care. Applies evidence-based practice for the care of pregnant women, neonates and postpartum patients.

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

##### **NURS 332 Maternal-Neonatal Health**

**2c-01-2cr**

**Prerequisites:** FDNT 212, PSYC 310; Grade of C or better in BIOL 240, 241, NURS 213, 214, and 236; or permission

**Corequisites:** NURS 333, 312 or 316 or permission

Focuses on knowledge essential to providing nursing care for pregnant women, neonates and postpartum patients within a family context. Emphasizes implementation of the nursing process and appropriate interventions for safe care. Applies evidence-based practice for the care of pregnant women, neonates and postpartum patients.

**Rationale:** Students will be required to earn a C or better in BIOL 240 and 241, NURS 213, 214, and 236 to progress to the 300 level courses. This reflects a change in our progression policy.

#### **ix. Current Catalog Description:**

##### **NURS 333 Maternal-Neonatal Health Clinical**

**2c-01-2cr**

**Prerequisites:** BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

**Corequisites:** NURS 332, 312 or 316, or permission

Provides students with opportunities to apply the nursing process with pregnant women, neonates, postpartum patients and their families in a variety of settings and demonstrate nursing professionalism in their interactions with individuals, families, and community. Increases students' ability to perform comprehensive health assessments and collaborate with members of the health care team to identify problems, plan, intervene, and evaluate care for pregnant women, neonates, postpartum patients and their families. Emphasizes safe, patient-centered comprehensive, evidence-based nursing care, and professional standards of practice.

**Proposed Catalog Description:**

**NURS 333 Maternal-Neonatal Health Clinical** **2c-01-2cr**

**Prerequisites:** FDNT 212, PSYC 310; Grade of C or better in BIOL 240, 241, NURS 213, 214, and 236; or permission

**Corequisites:** NURS 332, 312 or 316; or permission

Provides students with opportunities to apply the nursing process with pregnant women, neonates, postpartum patients and their families in a variety of settings and demonstrate nursing professionalism in their interactions with individuals, families, and community. Increases students' ability to perform comprehensive health assessments and collaborate with members of the health care team to identify problems, plan, intervene, and evaluate care for pregnant women, neonates, postpartum patients and their families. Emphasizes safe, patient-centered comprehensive, evidence-based nursing care, and professional standards of practice.

**Rationale:** Students will be required to earn a C or better in BIOL 240 and 241, NURS 213, 214, and 236 to progress to the 300 level courses. This reflects a change in our progression policy.

**x. Current Catalog Description:**

**NURS 336 Adult Health I** **4c-01-4cr**

**Prerequisites:** BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

**Corequisites:** NURS 337, 312 or 316, or permission

Introduces the student to disease processes and prevention, collaborative care, and implementation of the nursing process for adults and older adults. Enhances student knowledge regarding assessing human response to changing health and applying the appropriate nursing intervention for safe patient-centered care. Applies an evidence-based practice for the care of adults and older adults.

**Proposed Catalog Description:**

**NURS 336 Adult Health I** **4c-01-4cr**

**Perquisites:** FDNT 212, PSYC 310; Grade of C or better in BIOL 240, 241, NURS 213, 214, and 236; or permission

**Corequisites:** NURS 337, 312 or 316; or permission

Introduces the student to disease processes and prevention, collaborative care, and implementation of the nursing process for adults and older adults. Enhances student knowledge regarding assessing human response to changing health and applying the appropriate nursing intervention for safe patient-centered care. Applies on evidence-based practice for the care of adults and older adults.

**Rationale:** Students will need to earn a C or better in BIOL 240 and 241, NURS 213, 214, 236 to take NURS 336.

**xi . Current Catalog Description:**

**NURS 337 Adult Health I Clinical** **0c-15l-5cr**

**Prerequisites:** BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

**Corequisites:** NURS 336, 312 or 316, or permission

Provides students with opportunities to apply the nursing process to adults and older adults in a variety of settings. Performs the role of the professional nurse with the focus on the individual, family, and community. Increases students' ability to perform comprehensive health assessments and collaborate with members of the health care team to identify problems, plan, intervene, and evaluate care. Applies safe, patient-centered, comprehensive, evidence-based nursing care, and professional standards of practice.

**Proposed Catalog Description:**

**NURS 337 Adult Health I Clinical** **0c-15l-5cr**

**Prerequisites:** FDNT 212, PSYC 310; Grade of C or better in BIOL 240, 241, NURS 213, 214, and 236; or permission

**Corequisites:** NURS 336, 312 or 316; or permission

Provides students with opportunities to apply the nursing process to adults and older adults in a variety of settings. Performs the role of the professional nurse with the focus on the individual, family, and community. Increases students' ability to perform comprehensive health assessments and collaborate with members of the health care team to identify problems, plan, intervene, and evaluate care. Applies safe, patient-centered, comprehensive, evidence-based nursing care, and professional standards of practice.

**Rationale:** Students will need to earn a C or better in BIOL 240, 241, NURS 213, 214, 236 to be able to take NURS 337. This reflects a change in our progression policy

**xii. Current Catalog Description:**

**NURS 412 Nursing Management** **2c-0l-2cr**

**Prerequisites:** NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

**Corequisites:** NURS 436, 437, and 440

Emphasizes leadership, communication and relationship building, knowledge of the health care environment and resource management. Discusses leadership/management skills and

processes. Examines the role of designer/manager/coordinator of care in professional nursing in depth. (Titled Professional Nursing III before 2013-14).

**Proposed Catalog Description:**

**NURS 412 Nursing Management**

**2c-01-2cr**

**Perquisites:** NURS 312 and 316; Grade of C or better in NURS 330, 331, 332, 333, 336, and 337; or permission

**Corequisites:** NURS 436, 437, and 440

Emphasizes leadership, communication and relationship building, knowledge of the health care environment and resource management. Discusses leadership/management skills and processes. Examines the role of designer/manager/coordinator of care in professional nursing in depth.

**Rationale:** Students will be required to earn a C or better in NURS 330, 331, 332, 333, 336 and 337 to be able to take NURS 412. This reflects a change in our progression policy.

**xiii. Current Catalog Description:**

**NURS 431 Public/Community Nursing Clinical**

**0c-7.5l-2.5cr**

**Prerequisites:** NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

**Corequisites:** NURS 434

Provides opportunities for clinical practice as a provider of public/community health nursing care for the individual, family, population and global community and to function as a member of the inter-professional team when working among diverse and/or vulnerable populations. Emphasis is placed on leadership, management and providing safe, comprehensive evidence-based nursing care. The effect of health policy on client care is an integral part of this course. (Titled Community Health Clinical before 2013-14.)

**Proposed Catalog Description:**

**NURS 431 Public/Community Nursing Clinical**

**0c-7.5l-2.5cr**

**Prerequisites:** NURS 312 and 316; Grade of C or better NURS 331, 333, 336, 337; or permission

**Corequisites:** NURS 434

**Prerequisite or Corequisite:** NURS 330 and 332

Provides opportunities for clinical practice as a provider of public/community health nursing care for the individual, family, population and global community and to function as a member of the inter-professional team when working among diverse and/or vulnerable populations. Emphasis is placed on leadership, management and providing safe, comprehensive evidence-based nursing care. The effect of health policy on client care is an integral part of this course.

**Rationale:** Students must earn a C or better in NURS 331, 333, 336, and 337 to take NURS 431. This reflects a change in our progression policy.

**xiv. Current Catalog Description:**

**NURS 432 Psychiatric/Mental Health** **2c-01-2cr**

**Prerequisites:** NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

**Corequisites:** NURS 433

Focuses on the principles, concepts, and best practices that guide nursing practice in a variety of psychiatric/mental health settings. Addresses the role of the nurse in primary, secondary, and tertiary prevention/intervention as it relates to individuals, families, and aggregates with mental health and psychiatric conditions.

**Proposed Catalog Description:**

**NURS 432 Psychiatric/Mental Health** **2c-01-2cr**

**Prerequisites:** NURS 312 and 316; Grade of C or better NURS 331, 333, 336, 337; or permission

**Corequisites:** NURS 433

**Prerequisite or Corequisite:** NURS 330 and 332

Focuses on the principles, concepts, and best practices that guide nursing practice in a variety of psychiatric/mental health settings. Addresses the role of the nurse in primary, secondary, and tertiary prevention/intervention as it relates to individuals, families, and aggregates with mental health and psychiatric conditions.

**Rationale:** Students must earn a C or better in NURS 331, 333, 336, and 337 to take NURS 432. This reflects a change in our progression policy.

**xv. Current Catalog Description:**

**NURS 433 Psychiatric/Mental Health Clinical** **0c-7.5l-2.5cr**

**Prerequisites:** NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

**Corequisites:** NURS 432

Focuses opportunities for students to provide mental health promotion, risk reduction, and disease prevention in a variety of settings and diverse populations. Increases students' ability to perform as a member of inter-professional teams in acute and community based psychiatric care facilities and to identify personal beliefs and how it impacts the therapeutic relationship. Assimilates evidence-based practice through critical reasoning to apply nursing strategies to assist individuals, families, and groups.

**Proposed Catalog Description:**

**NURS 433 Psychiatric/Mental Health Clinical** **0c-7.5l-2.5cr**

**Prerequisites:** NURS 312 and 316; Grade of C or better NURS 331, 333, 336, 337; or permission

**Corequisite:** NURS 432

**Prerequisite or Corequisite:** NURS 330 and 332

Focuses opportunities for students to provide mental health promotion, risk reduction, and disease prevention in a variety of settings and diverse populations. Increases students' ability to perform as a member of inter-professional teams in acute and community based psychiatric care facilities and to identify personal beliefs and how it impacts the therapeutic relationship. Assimilates evidence-based practice through critical reasoning to apply nursing strategies to assist individuals, families, and groups.

**Rationale:** Students must earn a C or better in NURS 331, 333, 336, and 337 to take NURS 433. This reflects a change in our progression policy.

**xvi. Current Catalog Description:**

**NURS 434 Public/Community Nursing**

**2c-01-2cr**

**Prerequisites:** NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

**Corequisite:** NURS 431

Focuses on public/community health nursing care for the individual, family, population, and global community. Examines the influences of the health care delivery systems and theoretical frameworks applicable to public/community health. Considers the impact of technology, environment, society, and current issues in public/community health nursing.

**Proposed Catalog Description:**

**NURS 434 Public/Community Nursing**

**2c-01-2cr**

**Prerequisites:** NURS 312 and 316; Grade of C or better NURS 331, 333, 336, 337; or permission

**Corequisites:** NURS 431

**Prerequisite or Corequisite:** NURS 330 and 332

Focuses on public/community health nursing care for the individual, family, population, and global community. Examines the influences of the health care delivery systems and theoretical frameworks applicable to public/community health. Considers the impact of technology, environment, society, and current issues in public/community health nursing.

**Rationale:** Students must earn a C or better in NURS 331, NURS 333, NURS 336, and NURS 337 to take NURS 434.

**xvii. Current Catalog Description:**

**NURS 436 Adult Health II**

**4c-01-4cr**

**Prerequisites:** NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

**Corequisites:** NURS 412, 437, and 440

Focuses on the adult and older adult, family, and community with critical and/or complex health problems with a patient centered approach to nursing care. Emphasizes the relationships among clinical manifestations of disease states, treatment, cultural influences

and associated nursing responsibilities. Focuses on utilizing their knowledge base of diagnostics, pharmacology, interventions, and rehabilitation needs through critical reasoning to plan the care of patients with critical and/or complex health problems. Emphasizes the incorporation of evidence-based practice interventions into nursing practice.

**Proposed Catalog Description:**

**NURS 436 Adult Health II**

**4c-01-4cr**

**Prerequisites:** NURS 312 and 316; Grade of C or better in NURS 330, 331, 332, 333, 336, and 337; or permission

**Corequisites:** NURS 412, 437, and 440; or permission

Focuses on the adult and older adult, family, and community with critical and/or complex health problems with a patient centered approach to nursing care. Emphasizes the relationships among clinical manifestations of disease states, treatment, cultural influences and associated nursing responsibilities. Focuses on utilizing their knowledge base of diagnostics, pharmacology, interventions, and rehabilitation needs through critical reasoning to plan the care of patients with critical and/or complex health problems. Emphasizes the incorporation of evidence-based practice interventions into nursing practice.

**Rationale:** Students will be required to earn a C or better in NURS 330, NURS 331, NURS 332, NURS 333, NURS 336 and NURS 337 to be able to take NURS 436.

**xviii. Current Catalog Description:**

**NURS 437 Adult Health II Clinical**

**0c-7.51-2.5cr**

**Prerequisites:** NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

**Corequisites:** NURS 412, 436, and 440

Provides opportunities for clinical practice as a provider of care for critical and/or complex, acutely ill clients in a variety of settings. Places emphasis on leadership, management and providing safe, comprehensive evidence-based nursing care. Utilizes patient care technologies, information systems, and communication devices that support safe, patient-centered nursing care.

**Proposed Catalog Description:**

**NURS 437 Adult Health II Clinical**

**0c-7.51-2.5cr**

**Prerequisites:** NURS 312 and 316; Grade of C or better in NURS 330, 331, 332, 333, 336, and 337; or permission

**Corequisites:** NURS 412, 436, and 440; or permission

Provides opportunities for clinical practice as a provider of care for critical and/or complex, acutely ill clients in a variety of settings. Places emphasis on leadership, management and providing safe, comprehensive evidence-based nursing care. Utilizes patient care technologies, information systems, and communication devices that support safe, patient-centered nursing care.

**Rationale:** Students will be required to earn a C or better in NURS 330, 331, 332, 333, 336 and 337 to be able to take NURS 412. This reflects a change in our progression policy.

**xix. Current Catalog Description:**

**NURS 440 Nursing Management Clinical** **0c-7.5l-2.5cr**

**Prerequisites:** NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

**Corequisites:** NURS 412, 436, and 437

Provides an opportunity for students to incorporate delegation and prioritization skills when caring for multiple patients in an adult health acute care setting. Emphasizes leadership skills and management principles to ensure delivery of high-quality, evidence-based cost-effective care. Precepting with a Registered Nurse is an integral component of the course.

**Proposed Catalog Description:**

**NURS 440 Nursing Management Clinical** **0c-7.5l-2.5cr**

**Prerequisites:** NURS 312 and 316; Grade of C or better in NURS 330, 331, 332, 333, 336, and 337; or permission

**Corequisites:** NURS 412, 436, and 437; or permission

Provides an opportunity for students to incorporate delegation and prioritization skills when caring for multiple patients in an adult health acute care setting. Emphasizes leadership skills and management principles to ensure delivery of high-quality, evidence-based cost-effective care. Precepting with a Registered Nurse is an integral component of the course.

**Rationale:** Students will be required to earn a C or better in NURS 330, NURS 331, NURS 332, NURS 333, NURS 336 and NURS 337 to be able to take NURS 440.

**xx. Current Catalog Description:**

**NURS 450 A Cognitive Approach to Clinical Problem Solving** **3c-0l-3cr**

**Prerequisites:** NURS 312, 316, 330, 331, 332, 333, 336, 337, and 412 or permission

**Corequisites:** NURS 431 or 433 or 440 or 437

Focuses on advanced clinical problem-solving and decision-making skills needed by professional nurses. Examines factors that influence clinical problem solving to facilitate higher-level thinking in simulated clinical situations.

**Proposed Catalog Description:**

**NURS 450 A Cognitive Approach to Clinical Problem Solving** **3c-0l-3cr**

**Prerequisites:** NURS 312 and 316; Grade of C or better in NURS 330, 331, 332, 333, 336, and 337; or permission

**Corequisites:** NURS 431 or 433; or 440 or 437; or permission



Focuses on advanced clinical problem-solving and decision-making skills needed by professional nurses. Examines factors that influence clinical problem solving to facilitate higher-level thinking in simulated clinical situations.

**Rationale:** Students will be required to earn a C or better in NURS 330, 331, 332, 333, 336 and 337 to be able to take NURS 450. This reflects a change in our progression policy.

## b. Program Revision

### Current Program:

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

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Dimensions of Wellness:** Fulfilled by the major  
**Mathematics:** MATH 217  
**Natural Science:** CHEM 101-102  
**Social Science:** PSYC 101, SOC 151  
**Liberal Studies Electives:** 5cr, PSYC 310, LIBR 251, no course with NURS prefix

#### Major:

##### Required Courses:

NURS 214	Health Assessment	3cr
NURS 312	Professional Nursing	2cr
NURS 316	Evidence-Based Practice in Nursing	3cr
NURS 334	Transitions in Professional Nursing	3cr
NURS 412	Nursing Management	2cr
NURS 431	Public/Community Nursing Clinical	2.5cr
NURS 432	Psychiatric/Mental Health	2cr
NURS 433	Psychiatric/Mental Health Clinical	2.5cr
NURS 434	Public/Community Nursing	2cr
NURS 436	Adult Health II	4cr
NURS 437	Adult Health II Clinical	2.5cr
NURS 440	Nursing Management Clinical	2.5cr
NURS 450	A Cognitive Approach to Clinical Problem Solving (2)	3cr
NURS 336	Adult Health I <i>and</i>	4cr
NURS 337	Adult Health Clinical I	5cr

#### OR

Credits by Exam (3) <i>and</i>		8cr
NURS 493	Internship	1cr
NURS 330	Care of the Child and Family	2cr
NURS 331	Care of the Child and Family Clinical	2.5cr
NURS 332	Maternal-Neonatal Health	2cr
NURS 333	Maternal-Neonatal Health Clinical	2.5cr

#### OR

Credits by Exam (3) <i>and</i>		8cr
NURS 493	Internship	1cr

#### Other Requirements:

BIOL 105	Cell Biology (4)	3cr
BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
FDNT 212	Nutrition	3cr

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### Proposed Program:

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

**Liberal Studies:** As outlined in Liberal studies Section with the following specifications:  
**Dimensions of Wellness:** fulfilled by the major  
**Mathematics:** MATH 217  
**Natural Science:** CHEM 101-102 (CHEM 111/112 could fulfill with permission)  
**Social Science:** PSYC 101, SOC 151  
**Liberal Studies Electives:** 5cr, PSYC 310, no course with NURS prefix

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#### Major:

##### Required Courses:

NURS 214	Health Assessment	3cr
NURS 312	Professional Nursing	2cr
NURS 316	Evidence-Based Practice in Nursing	3cr
NURS 334	Transitions in Professional Nursing	3cr
NURS 412	Nursing Management	2cr
NURS 431	Public/Community Nursing Clinical	2.5cr
NURS 432	Psychiatric/Mental Health	2cr
NURS 433	Psychiatric/Mental Health Clinical	2.5cr
NURS 434	Public/Community Nursing	2cr
NURS 436	Adult Health II	4cr
NURS 437	Adult Health II Clinical	2.5cr
NURS 440	Nursing Management Clinical	2.5cr
NURS 450	A Cognitive Approach to Clinical Problem Solving (2)	3cr

#### Maternal Neonatal Health:

NURS 336	Adult Health I <i>and</i>	4cr
NURS 337	Adult Health Clinical I	5cr

#### OR

Credits by Exam (3) <i>and</i>		8cr
NURS 493	Internship	1cr
<b>Adult Health:</b>		2cr
NURS 330	Care of the Child <i>and</i>	2.5cr
NURS 331	Care of the Child Clinical <i>and</i>	2cr
NURS 332	Maternal-Neonatal Health <i>and</i>	2.5cr
NURS 333	Maternal-Neonatal Health Clinical	

#### OR

Credits by Exam (3) <i>and</i>		8cr
NURS 493	Internship	1cr

#### Other Requirements:

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	3cr

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<b>Free Electives:</b>	<b>8-11</b>	FDNT 212 Nutrition	<b>12-15</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Free Electives:</b>	<b>120</b>
		<b>Total Degree Requirements:</b>	

- (1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.
- (2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450. These students would need 11 credits of free electives.
- (3) Students have the option of earning up to 16cr via examination and NURS 493 (1-2cr) or completing NURS 336, 337, 330, 331, 332, and 333 (18cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.
- (4) Biology course requirement changes are pending. Please see your advisor for further information.

- (1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.
- (2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450. These students would need 11 credits of free electives.
- (3) Students have the option of earning up to 16cr via examination and NURS 493 (up to 2cr) or completing NURS 330, 331, 332, 333, 336, and 337 (18cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.

**Rationale:** Changes to the Bachelor of Science–Nursing/Licensed Practical Nurse Track curriculum are a result of changes in the Biology Department curriculum. These changes are supported by the Nursing Department. Students will no longer be required to take BIOL 105 Cell Biology, a three credit course. Students instead will complete the following three 4-credit courses: BIOL 150, 240, and 241. The total number of BIOL course hours that students currently take is equal to 13 credit hours. The proposed revisions will reduce this to 12 credit hours. Students may use the additional contact hour towards courses in the major. LIBR 251 is not offered on a regular basis. LPN students come into the program with computer literacy skills.

**c. Bachelor of Science—Nursing and Bachelor of Science—Nursing/Licensed Practical Nurse Track Program Catalog Description Changes**

**Proposed Catalog Description:**

Prior to graduation, nursing majors must earn a minimum grade of "C" in all required NURS (NURS 211, 212, 213, 214, 236, 312, 316, 330, 331, 332, 333, 336, 337, 412, 431, 432, 433, 434, 436, 437, 440, 450) and BIOL courses. Students earning a D in a NURS course may repeat the course as a prerequisite, co-requisite or with permission of chairperson. A "D" grade in a NURS or BIOL course may hinder progression to the next level of required courses when mastery of the content is essential for success.

**Rationale:** The Department of Nursing and Allied Health Professions has modified our progression policy and wants this paragraph added to its narrative.

**2. Department of Sociology—New Course**

**APPROVED**

**SOC 410 Men and Masculinities**

**3c-01-3cr**

**Prerequisite:** SOC 151 or instructor permission

Explores constructs of masculinity within the context of U.S. culture using a sociological lens. Examines the notion that there are multiple masculinities that intersect with a range of

areas including race, ethnicity, class, sexuality and gender identity. Evaluates the influence of social contexts and roles on behavioral expectations for men and boys. Analyzes implications for society and individual men.

**Rationale:** Men and Masculinities fills a void in gender studies offerings on campus. Current courses throughout the College of Humanities and Social Sciences provide the basis for the critical study of gender. These courses focus to a large extent on the feminist analysis of women's lives. The Men and Masculinities course complements these courses by providing substantial literature within the field of sociology addressing the topic of men as gendered.

### 3. Department of English—Course Deletions

**APPROVED**

ENGL 133	Newspaper Reporting	3c-01-3cr
ENGL 150	English for Foreign Students	3c-01-3cr
ENGL 201	English III	3c-01-3cr
ENGL 204	Western World Literature	3c-01-3cr
ENGL 205	Dramatic Arts	3c-01-3cr
ENGL 206	Nature of Drama	3c-01-3cr
ENGL 207	Children's Literature MAJC	3c-01-3c
ENGL 209	Language of Media	3c-01-3cr
ENGL 219	The Age of Milton	3c-01-3cr
ENGL 223	Photojournalism	3c-01-3cr
ENGL 224	Metaphysical Poets	3c-01-3cr
ENGL 230	History of the English Language	3c-01-3cr
ENGL 231	Dramatic Arts	3c-01-3cr
ENGL 232	Oral Reading	3c-01-3cr
ENGL 235	Languages of Media	3c-01-3cr
ENGL 238	Nature of Drama	3c-01-3cr
ENGL 241	English Novel	3c-01-3cr
ENGL 242	American Novel	3c-01-3cr
ENGL 243	Contemporary Short Fiction	3c-01-3cr
ENGL 244	Poetry and Its Forms	3c-01-3cr
ENGL 245	Literature for Adolescents	3c-01-3cr
ENGL 246	Contemporary Short Fiction	3c-01-3cr
ENGL 247	Poetry and Its Forms	3c-01-3cr
ENGL 248	The Age of Johnson	3c-01-3cr
ENGL 251	History of the English Language	3c-01-3cr
ENGL 260	English Literature: To Restoration	3c-01-3cr
ENGL 261	English Literature: Restoration to 1900	3c-01-3cr
ENGL 271	Modern American Fiction	3c-01-3cr
ENGL 272	American Negro Literature	3c-01-3cr
ENGL 273	Contemporary American and British Poetry	3c-01-3cr
ENGL 274	Literature of Other Cultures	3c-01-3cr
ENGL 301	British medieval Literature	3c-01-3cr
ENGL 331	Trends in Linguistics	3c-01-3cr
ENGL 346	Contemporary American and British Poetry	3c-01-3cr
ENGL 355	Modern European Literature	3c-01-3cr

<b>ENGL 358</b>	<b>Modern American Fiction</b>	<b>3c-01-3cr</b>
<b>ENGL 359</b>	<b>Black American Literature</b>	<b>3c-01-3cr</b>
<b>ENGL 365</b>	<b>16th Century Prose and Poetry</b>	<b>3c-01-3cr</b>
<b>ENGL 366</b>	<b>Shakespeare</b>	<b>3c-01-3cr</b>
<b>ENGL 369</b>	<b>17th Century Prose and Poetry</b>	<b>3c-01-3cr</b>
<b>ENGL 375</b>	<b>The Augustans</b>	<b>3c-01-3cr</b>
<b>ENGL 376</b>	<b>Age of Feeling</b>	<b>3c-01-3cr</b>
<b>ENGL 377</b>	<b>Rise of the English Novel</b>	<b>3c-01-3cr</b>
<b>ENGL 378</b>	<b>Costume and Makeup</b>	<b>3c-01-3cr</b>
<b>ENGL 379</b>	<b>Romantic Movement</b>	<b>3c-01-3cr</b>
<b>ENGL 390</b>	<b>Literary Tour of Britain</b>	<b>3c-01-3cr</b>
<b>ENGL 400</b>	<b>Seminar</b>	<b>3c-01-3cr</b>

**Rationale:** These courses have not been offered since 1990 or before and so they are being deleted to allow future reuse of the course numbers.

#### **4. Department of Foreign Languages—Catalog Description Changes, Course Revisions, Course Title Changes and Program Revision **APPROVED****

##### **a. Catalog Description Changes:**

##### **i. Current Catalog Description:**

**SPAN 260 Introduction to Hispanic Literature** **3c-01-3cr**

**Prerequisite:** SPAN 230 or equivalent

A prerequisite for any 300- or 400-level course in Hispanic literatures. Provides the tools necessary for developing literary competence and combines a study of literary genres and analysis with an introduction to the literatures of Spain and Spanish America. Taught in Spanish. Required for all majors and minors.

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

**SPAN 260 Introduction to Hispanic Literature** **3c-01-3cr**

**Prerequisite:** SPAN 230 or equivalent

A prerequisite for any 300- or 400-level course in Hispanic literatures. Provides the tools necessary for developing literary competence and combines a study of literary genres and analysis with an introduction to the literatures of Spain and Spanish America. Taught in Spanish.

##### **ii. Current Catalog Description**

**SPAN 330 Advanced Spanish Composition and Grammar** **3c-01-3cr**

**Prerequisite:** SPAN 230 or equivalent

Extensive work on the development of written expression and communication at the “advanced level” of proficiency in Spanish, as defined by the American Council on the Teaching of Foreign Languages, together with the study of advanced-level structures. Taught in Spanish. Required for all majors and recommended for minors.

**Proposed Catalog Description:**

**SPAN 330 Advanced Spanish Composition and Grammar**

**3c-01-3cr**

**Prerequisite:** SPAN 230 or equivalent

Extensive work on the development of written expression and communication at the “advanced level” of proficiency in Spanish, as defined by the American Council on the Teaching of Foreign Languages, together with the study of advanced-level structures. Taught in Spanish.

**Rationale:** The descriptions of these two courses (SPAN 260 & 330) are being revised so that the final phrase is omitted. In the current descriptions of these courses, the final phrase states that the courses are required for students in certain Spanish programs. Those final phrases are being deleted to avoid any contradiction with new changes in the major and minor programs.

**b. Course Revisions, Catalog Description Changes, and Course Title Changes**

**i. Current Catalog Description:**

**SPAN 340 Hispanic Civilization Through the 19th Century**

**3c-01-3cr**

**Prerequisite:** SPAN 230 or equivalent

An introduction to the significant aspects of the culture of both Spain and Spanish America. Elements for explanation and discussion are drawn from artistic, literary, religious, geographic, social, and political manifestations of Hispanic culture as they have revealed themselves through the 19<sup>th</sup> century. Taught in Spanish. Required for all majors and minors.

**Proposed Catalog Description:**

**SPAN 340 Hispanic Civilization into the 19th Century**

**3c-01-3cr**

**Prerequisite:** SPAN 230 or equivalent

An introduction to the significant aspects of the cultures of both Spain and Spanish America. Elements for explanation and discussion are drawn from artistic, literary, religious, geographic, social, and political manifestations of Hispanic cultures as they have revealed themselves through the early nineteenth century. Taught in Spanish.

**Rationale:** The current SPAN 340 course includes material from prehistory to the end of the nineteenth century. This revision changes the title to say “into the 19<sup>th</sup> Century,” rather than “Through the 19<sup>th</sup> Century.” Content from the bulk of the nineteenth century is being shifted out of this course and into SPAN 342 and SPAN 344. These revisions will allow for somewhat more time to be devoted to topics in the SPAN 340 course, and a more coherent study of Spain and Hispanic America from the nineteenth century to the present in the other two courses.

**ii. Current Catalog Description:**

**SPAN 342 20th-Century Spanish Civilization and Culture**

**3c-0l-3cr**

**Prerequisite:** SPAN 230 or equivalent

An analysis of the major cultural trends in 20th-century Spain as they relate to its current problems, aspirations, and values. Elements for explanation and discussion are drawn from artistic, literary, religious, geographic, social, and political manifestations. Taught in Spanish; offered alternate years. (May not duplicate credit for SPAN 382 taken in Valladolid.)

**Proposed Catalog Description:**

**SPAN 342 Spanish Cultures from the 19th-Century to the Present**

**3c-0l-3cr**

**Prerequisite:** SPAN 230 or equivalent

Analyzes the major cultural trends in 19<sup>th</sup>-, 20<sup>th</sup>-, and 21<sup>st</sup>-century Spain as they relate to its current problems, aspirations, and values. Draws elements for explanation and discussion from artistic, literary, religious, geographic, social, and political manifestations. Taught in Spanish; offered alternate years. (May not duplicate credit for SPAN 382 taken in Valladolid.)

**Rationale:** The current SPAN 342 course only includes the 20<sup>th</sup> century. This revision changes the title to include the 19<sup>th</sup>, 20<sup>th</sup>, and the 21<sup>st</sup> centuries. Content from the 19<sup>th</sup> century is being added in order to make the study of present-day Spain more coherent, and to give students a better understanding of 20<sup>th</sup>- and 21<sup>st</sup>-century Spain as it relates to the cultural, social, and political trends of the 19<sup>th</sup> century. Content from the 19<sup>th</sup> century is being shifted out of SPAN 340 and into this course SPAN 342.

**iii. Current Catalog Description**

**SPAN 344 20th-Century Spanish-American Civilization and Culture**

**3c-0l-3cr**

**Prerequisite:** SPAN 230 or equivalent

An analysis of the major cultural trends in 20th-century Spanish America as they relate to its position in the world. Elements for explanation and discussion are drawn from artistic, literary, religious, geographic, social, and political manifestations, including indigenous cultural influences. Taught in Spanish; offered alternate years.

**Proposed Catalog Description:**

**SPAN 344 Spanish-American Cultures from the 19th Century to the Present**

**3c-0l-3cr**

**Prerequisite:** SPAN 230 or equivalent

Analyzes the major cultural trends in Spanish America as they relate to its position in the world, starting with the independence movements of the early nineteenth century, through the twentieth century to the present. Draws elements for explanation and discussion from social, political, artistic, literary, religious, and geographic manifestations, including indigenous and African cultural influences. Taught in Spanish; offered alternate years.

**Rationale:** The current SPAN 344 course only includes the 20<sup>th</sup> century. This revision changes the title so as to include the 19<sup>th</sup>, 20<sup>th</sup>, and the 21<sup>st</sup> centuries. Content from the 19<sup>th</sup> century is being added in order to make the study of present-day Spanish America

more coherent, and to give students a better understanding of 20th- and 21<sup>st</sup>-century Spanish America as it relates to the cultural, social, and political trends of the 19th century. Content from the 19<sup>th</sup> century is being shifted out of SPAN 340 and into 344.

### c. Catalog Description Change

#### Current Catalog Description:

**SPAN 404 Advanced Spanish Grammar** **3c-0l-3cr**

**Prerequisites:** SPAN 230 and senior standing or department permission

An in-depth study of Spanish syntax and morphology. Taught in Spanish. Required for all majors.

#### Proposed Catalog Description:

**SPAN 404 Advanced Spanish Grammar** **3c-0l-3cr**

**Prerequisites:** SPAN 230 and senior standing or department permission

An in-depth study of Spanish syntax and morphology. Taught in Spanish.

**Rationale:** The description of this course is being revised so that the final phrase is omitted. In the current descriptions of these courses, the final phrase states that the courses are required for students in certain Spanish programs. Those final phrases are being deleted to avoid any contradiction with new changes in the major and minor programs.

### d. Program Revision

i. Current Program:			Proposed Program:		
Minor—Spanish		22	Minor—Spanish		18
SPAN 201	Intermediate Spanish or equivalent	4cr	SPAN 220	Intermediate Spanish Conversation	3cr
SPAN 220	Intermediate Spanish Conversation	3cr	SPAN 230	Intermediate Spanish Composition and Grammar	3cr
SPAN 230	Intermediate Spanish Composition and Grammar	3cr	SPAN 260	Introduction to Hispanic Literature	3cr
SPAN 260	Introduction to Hispanic Literature	3cr	SPAN 330	Advanced Spanish Composition and Grammar	3cr
SPAN 342/344	20th-Century Spanish Civilization and Culture/ 20 <sup>th</sup> -Century Spanish-American Civilization and Culture	3cr	Any two additional courses at the SPAN 3xx or SPAN 4xx level (except SPAN 390)		6cr
SPAN 350	Advanced Spanish Conversation	3cr			
<b>Controlled Electives:</b>					
One course from the following:					
SPAN 340, 342, 344, 362, 364, 453		3cr			

**Rationale:** SPAN 201 Intermediate Spanish is being eliminated from the minor so that the minor in Spanish will better coordinate with the new Certificate in Spanish. SPAN 330 Advanced Spanish Composition and Grammar was recently approved and is being offered this academic year, and this proposal adds that course to the requirements for the minor. This course will further develop students' writing skills. Furthermore, the proposal allows students more flexibility in their controlled electives.

## 5. Department of Music—Program Revisions, New Courses, and Catalog Description Changes

**APPROVED**

### a. Program Revisions

#### i. Bachelor of Arts—Music

Current Footnotes:	Proposed Footnote:
<p>(1) Students may satisfy any theory class by passing the final exam before or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.</p> <p>(2) Students are encouraged to consider a minor in another department.</p>	<p>(1) Students are encouraged to consider a minor in another department.</p>

#### ii. Bachelor of Fine Arts—Music Performance

Current Footnotes:	Proposed Footnotes:
<p>(1) Students may satisfy any theory class by passing the final exam before or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.</p> <p>(2) Vocal, keyboard, and string majors will take eight semesters of 4cr lessons (32cr). Wind and percussion majors will take seven semesters of 4cr lessons and one semester of 2cr lessons (30cr). Composition majors will take up to 16cr of composition lessons.</p> <p>(3) Students are required to participate in ensembles for five hours a week each semester for eight semesters.</p>	<p>(1) Vocal, keyboard, and string majors will take eight semesters of 4cr lessons (32cr). Wind and percussion majors will take seven semesters of 4cr lessons and one semester of 2cr lessons (30cr). Composition majors will take up to 16cr of composition lessons.</p> <p>(2) Students are required to participate in ensembles for five hours a week each semester for eight semesters.</p>

#### iii. Bachelor of Science in Education—Music Education

Current Footnotes:	Proposed Footnotes:
<p>(*) Also see requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.</p> <p>(1) Students may satisfy any theory class or class instrument/minor instrument requirement by</p> <p>A. Theory—Passing the final exam before or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.</p> <p>B. Class instrument or minor applied area—Passing the B or C required jury (0cr) before enrolling in class</p>	<p>(*) Also see requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.</p> <p>(1) Students may satisfy a class instrument or secondary applied area requirement by passing the appropriate jury, either APMU 227 Capstone Jury: Secondary Instrument, APMU 126 Piano Proficiency Level I, or APMU 127 Piano Proficiency Level II.</p>



instruments or a minor applied course; the student's grade would be recorded as "Satisfactory" on the transcript.	
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**Rationale:** The programs are being revised in order to delete the first footnote under the degree requirements for all three music programs. The procedure outlined in the footnote is antiquated in that 011 sections are no longer used to record course exemptions. Moreover, so few music students matriculate with preparation sufficient to bypass core theory courses that the theory-area coordinator handles their evaluation on an individual basis and via means more comprehensive than a single examination. The degree programs themselves are unchanged. All of the subsequent footnotes in each program will need to be renumbered.

**iv. Minor in Music**

<b>Current Footnotes:</b>	<b>Proposed Footnotes:</b>
<ul style="list-style-type: none"> <li>(1) Students must audition to be admitted into the minor.</li> <li>(2) Admitted minor will receive one semester of 2cr applied lessons and may (when possible) receive further semester depending on instructor availability. Students must be enrolled in an ensemble (as advised) during any semester in which they receive applied lessons.</li> <li>(3) Students who do not pass the theory placement exam at their audition must take and pass MUSC 110 to be admitted to MUSC 115. MUSC 110 is offered as a summer online course and will not count toward the minor.</li> </ul>	<ul style="list-style-type: none"> <li>(1) Students must audition to be admitted into the minor.</li> <li>(2) Admitted minor will receive one semester of 2cr applied lessons and may (when possible) receive further semester depending on instructor availability. Students must be enrolled in an ensemble (as advised) during any semester in which they receive applied lessons.</li> </ul>

**Rationale:** The Department of Music asks that an additional footnote be deleted from the Minor--Music program. The note ought to have been removed in conjunction with the earlier revision, which addressed a new policy regarding the department's theory placement exam, but it was overlooked. In a nutshell, footnote (3) refers to MUSC 110 Fundamentals of Theory as a means of remediation for students who are not qualified to take MUSC 115 Theory I. The department now plans to accommodate such students with MUSC 113 Theory I Practicum; MUSC 110 will not be offered during the summer term.

**b. New Courses**

**i. APMU 227 Capstone Jury: Secondary Instrument 0c-01-0cr**

**Prerequisite:** Must be taken during the fourth semester of APMU Applied Music (secondary instrument)

Adjudicates the performance of students in a secondary performance area (on a pass/fail basis). In order to pass the secondary jury, students are expected to perform at a functional level. All students who undertake four semesters of secondary applied study must complete a capstone jury, but those in the BSEd--Music degree program with a voice concentration take APMU 127 Piano Proficiency Level II in lieu of APMU 227.

**Rationale:** APMU 227 Capstone Jury: Secondary Instrument is an outgrowth of revisions to the nomenclature of jury courses used by the Department of Music as benchmarks for applied study. In general, it supplants APMU 123 Applied Jury B as a means by which any student may earn a formal credential for substantial coursework in a secondary

applied area, including composition. Along these lines, APMU 227 will replace APMU 123 as the standard for piano proficiency required for voice majors in the BFA--Music Performance degree program. Hopefully, the new course will also reduce confusion that results from catalog references to "major" and "minor" performance areas.

**ii. MUSC 113 Theory I Practicum 0c-01-1cr**

**Prerequisite:** Music major or instructor permission

**Corequisite:** MUSC 115 Theory I

Reinforces the core concepts of MUSC 115 Theory I via recitation, written coursework, guided listening, and musicianship drills. Any student who enrolls Theory I may also register for the practicum. Students who fail the departmental theory placement exam must complete the course.

**Rationale:** In 2012, the Department of Music instituted a theory placement exam to make certain that incoming students are sufficiently prepared for MUSC 115 Theory I. At present, students who fail the exam are required to complete MUSC 110 Fundamentals of Theory, which is an online course offered during the second summer term. MUSC 113 Theory I Practicum is proposed as a better way to accommodate students with musicianship deficiencies. Rather than force them to complete an expensive summer course – a policy that has anecdotally reduced IUP's appeal to admitted applicants – we intend to provide weaker matriculants with additional, focused instruction during their first semester.

**c. Catalog Description Changes and Some Course Number and Title Changes**

**i. Current Catalog Description:**

**APMU 122 Applied Jury A**

**0c-01-0cr**

**Prerequisites:** APMU Applied Music (major area)—all required levels

Adjudicates the performance of students in their respective major performance area (on a "Pass" or "Fail" basis) as partial fulfillment of the graduation requirements in the BSED--Music and BFA--Music degree programs. Students are expected to attain a professional level of performance on all of their required major area juries to receive a passing grade.

**Proposed Catalog Description:**

**APMU 427 Capstone Jury: Primary Instrument**

**0c-01-0cr**

**Prerequisite:** Must be taken during the final semester of APMU Applied Music (primary instrument) required by program

Adjudicates the performance of students in their respective primary performance area (on a pass/fail basis) as partial fulfillment of the requirements for the BA, BFA, and BSEd music degree programs. In order to pass the primary jury, students are expected to perform at a professional level.

**Rationale:** APMU 122 Applied Jury A is being revised as part of an initiative to update the titles, prerequisites, and catalog descriptions of jury courses that serve as benchmarks for applied study in music. APMU 427 Capstone Jury: Primary Instrument is to serve as the

final performance examination for students in music degree programs. It is administered in conjunction with the final semester of APMU Applied Music, so a 400-level course number is appropriate. The new title of the course is intended to clarify its purpose, as is the catalog description. Importantly, there are no changes to the content of the course: APMU 122 Applied Jury A is presently used to evaluate students at the conclusion of their respective applied music curricula.

## ii. Current Catalog Description:

### **APMU 123 Applied Jury B**

**0c-01-0cr**

**Prerequisites:** APMU Applied Music (major area)--all required levels

Adjudicates the performance of students in their respective major performance area (on a "Pass" or "Fail" basis) as partial fulfillment of the graduation requirements in the BSEd--Music degree program. Students are expected to attain a functional level of performance on all of their required minor area juries to receive a passing grade.

### **Proposed Catalog Description:**

### **APMU 127 Piano Proficiency Level II**

**0c-01-0cr**

**Prerequisites:** APMU 251

Adjudicates the performance of students in piano (on a pass/fail basis) as partial fulfillment of the requirements for the BSEd--Music degree program. In order to pass the Level II jury, students are expected to attain an intermediate level of piano proficiency.

**Rationale:** APMU 123 Applied Jury B is being revised as part of an initiative to update the titles, prerequisites, and descriptions of jury courses that serve as benchmarks for applied study in music. APMU 127 Piano Proficiency Level II is to serve as a secondary piano examination for students in the BSEd--Music degree program who have declared a vocal concentration. It is administered in conjunction with APMU 251 Applied Piano IV. The new title of the course is intended to clarify its purpose, as is the catalog description. Importantly, there are no changes to the content of the course: APMU 123 Applied Jury B is presently used to evaluate the piano proficiency of students in the BSEd--Music degree program who have completed four semesters of applied piano study.

## iii. Current Catalog Description:

### **APMU 124 Applied Jury C**

**0c-01-0cr**

**Prerequisites:** MUSC Class Piano I and II or APMU (minor) I and II

Adjudicates the performance of students in their respective major performance area (on a "Pass" or "Fail" basis) as partial fulfillment of the graduation requirements in the BSEd--Music degree program. Students are expected to attain a fundamental level of proficiency on piano as indicated by passing the Piano C Jury.

### **Proposed Catalog Description:**

### **APMU 126 Piano Proficiency Level I**

**0c-01-0cr**

**Prerequisites:** MUSC 154 or APMU 151

Adjudicates the performance of students in piano (on a pass/fail basis) as partial fulfillment of the requirements for the BA, BFA, and BSEd music degree programs. In order to pass the Level I jury, students are expected to attain a basic level of piano proficiency.

**Rationale:** APMU 124 Applied Jury C is being revised as part of an initiative to update the titles, prerequisites, and descriptions of jury courses that serve as benchmarks for applied study in music. APMU 126 Piano Proficiency Level I is to serve as the general piano proficiency benchmark for students in music programs. It is administered in conjunction with MUSC 154 Class Piano II or APMU 151 Applied Piano II. It is required for all students in the BA--Music and BFA--Music degree programs, with the exception of those studying piano. It is also required for students in BSEd--Music degree program who have declared an instrumental concentration. The new title of the course is intended to clarify its purpose, as is the catalog description. Importantly, there are no changes to the content of the course: APMU 124 Applied Jury C is presently used to evaluate the piano proficiency of students who have completed two semesters of classroom or applied study.

**iv. Current Catalog Description:**

**MUSC 151 Class Voice I**

**1c-11-0cr**

For non-voice and music education majors. Development of correct vocal production techniques through individual and group performance in class. Use of the voice as a tool for theory skills and for eventual use in the music classroom.

**Proposed Catalog Description:**

**MUSC 151 Class Voice I**

**1c-11-0cr**

**Prerequisites:** Music major or instructor permission

For non-voice and music education majors. Development of correct vocal production techniques through individual and group performance in class. Use of the voice as a tool for theory skills and for eventual use in the music classroom.

**Rationale:** The course is being revised in order to add a prerequisite. MUSC 151 Class Voice I is intended primarily for students in the B.S.Ed. program in music education. It requires prior training in music and is therefore not an appropriate elective for the general student body. The revision will also bring the course in line with similar offerings, such as MUSC 153 Class Piano I and MUSC 157 Class Percussion I, both of which carry an identical prerequisite.

**v. Current Catalog Description:**

**MUSC 155 Class Strings I**

**1c-11-1cr**

For music education majors who will develop rudimentary playing techniques sufficient to initiate instruction for beginning students. Emphasizes correct playing positions and tone production for violin, viola, cello, and double bass.

**Proposed Catalog Description:**

**MUSC 155 Class Strings I**

**1c-11-1cr**

**Prerequisite:** Music major or instructor permission

For music education majors who will develop rudimentary playing techniques sufficient to initiate instruction for beginning students. Emphasizes correct playing positions and tone production for violin, viola, cello, and double bass.

**Rationale:** The catalog description is being revised in order to add a prerequisite. MUSC 155 Class Strings I is intended primarily for students in the B.S.Ed. program in music education. It requires prior training in music and is therefore not an appropriate elective for the general student body. The revision will also bring the course in line with similar offerings, such as MUSC 153 Class Piano I and MUSC 157 Class Percussion I, both of which carry an identical prerequisite.

**vi. Current Catalog Description:**

**MUSC 159 Class Brass I**

**1c-11-1cr**

For music education majors who will demonstrate rudimentary playing techniques and tone production skills to initiate beginning instruction. Students develop playing on trumpet or French horn and trombone, euphonium or tuba.

**Proposed Catalog Description:**

**MUSC 159 Class Brass I**

**1c-11-1cr**

**Prerequisite:** Music major or permission of instructor

For music education majors who will demonstrate rudimentary playing techniques and tone production skills to initiate beginning instruction. Students develop playing on trumpet or French horn and trombone, euphonium or tuba

**Rationale:** The course is being revised in order to add a prerequisite. MUSC 159 Class Brass I is intended primarily for students in the B.S.Ed. program in music education. It requires prior training in music and is therefore not an appropriate elective for the general student body. The revision will also bring the course in line with similar offerings, such as MUSC 153 Class Piano I and MUSC 157 Class Percussion I, both of which carry an identical prerequisite.

**vii. Current Catalog Description:**

**MUSC 161 Class Woodwinds I**

**1c-11-1cr**

For music education majors who will acquire correct tone production and playing techniques sufficient to initiate beginning instruction. Students demonstrate skills with flute, clarinet, saxophone, and oboe or bassoon.

**Proposed Catalog Description:**

**MUSC 161 Class Woodwinds I**

**1c-11-1cr**

**Prerequisite:** Music major or instructor permission

For music education majors who will acquire correct tone production and playing techniques sufficient to initiate beginning instruction. Students demonstrate skills with flute, clarinet, saxophone, and oboe or bassoon.

**Rationale:** The course is being revised in order to add a prerequisite. MUSC 161 Class Woodwinds I is intended primarily for students in the B.S.Ed. program in music education. It requires prior training in music and is therefore not an appropriate elective for the general student body. The revision will also bring the course in line with similar offerings, such as MUSC 153 Class Piano I and MUSC 157 Class Percussion I, both of which carry an identical prerequisite.

**6. Department of Kinesiology, Health, and Sport Science— New Course, Catalog Description Changes, Course Number Change, and New Minor APPROVED**

**a. New Course:**

**KHSS 420 Health Education and Promotion at the Workplace 3c-01-3cr**

**Prerequisite:** KHSS 325 or instructor permission.

Addresses basic issues and problems in planning, implementing, and evaluating health education programming in a variety of school and work-site settings. Explores agencies and programs focused on advocacy of health education services. Emphasizes knowledge and practical skills required to become a certified health education specialist.

**Rationale:** This course is being proposed to enhance both the BSED in Community Health Education degree track, as well as become the required course as part of the proposed Minor in Community Health. The graduate course is geared towards students enrolled in the M.Ed. in Health and Physical Education program. This proposed course will help prepare students who are interested in becoming a certified health education specialist.

**b. Catalog Description Changes**

**i. Current Catalog Description:**

**HPED 325 School and Community Health 3c-01-3cr**

**Prerequisite:** HPED142

Introduces students to the role of school and community in protecting and promoting the health of its members. Topics include historical development of the concepts of health and health education, identification of national and community goals to reduce risk of disease and enhance health status, and the responsibilities of both school and community toward achieving these goals.

**Proposed Catalog Description**

**KHSS 325 School and Community Health 3c-01-3cr**

Introduces students to the role of school and community in protecting and promoting the health of its members. Topics include historical development of the concepts of health and health education, identification of national and community goals to reduce risk of disease and

enhance health status, and the responsibilities of both school and community toward achieving these goals.

**Rationale:** HPED 142 is no longer being offered and was previously a prerequisite to ensure seat availability for KHSS majors who were required to take the course. Overrides for other programs/majors were given on numerous occasions. This course is appropriate for other majors who might have an interest in school or community health issues and will no longer need to obtain an override with the removal of the prerequisite.

**ii. Current Catalog Description:**

**HPED 480 Professional Issues in Athletic Training** **3c-0l-3cr**

**Prerequisites:** HPED 380 and 477

An exploration of topics related to professional development and responsibility in athletic training. An application of current research findings in athletic training will be examined. Preparation for the Board of Certification (BOC) examination will be addressed.

**Proposed Catalog Description:**

**KHSS 480 Professional Issues in Athletic Training** **3c-0l-3cr**

**Prerequisites:** KHSS 380 and 476

Explores topics related to professional development and responsibility in athletic training. Examines current research findings in athletic training. Addresses preparation for the Board of Certification (BOC) examination.

**Rationale:** A change in suggested course sequencing has made one of the existing course prerequisites a clinical course taken in the same semester. We are making an earlier clinical course the new prerequisite for this course.

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

**Current Catalog Description:**

**HPED 337 Coaching Disability Sport** **3c-0l-3cr**

**Prerequisite:** HPED 209 or instructor permission

An introduction to developmentally appropriate practice when coaching individuals with disabilities. Emphasizes accessible and inclusive practices that promote full participation of individuals with various disabling conditions. Explores program planning and assessment in various disability sports and games.

**Proposed Catalog Description:**

**KHSS 437 Coaching Disability Sport** **3c-0l-3cr**

**Prerequisite:** HPED 209 or instructor permission

Introduces developmentally appropriate practice when coaching individuals with disabilities. Emphasizes accessible and inclusive practices that promote full participation

of individuals with various disabling conditions. Explores program planning and assessment in various disability sports and games.

#### d. New Minor

The Community Health Minor will help prepare students who desire to work in programs that communicate and advocate for health and health education services. This minor would be of interest to sociology, child development and family relations, food and nutrition, and allied health majors who are interested in working with targeted populations on making healthy behavior changes through planned instruction and outreach.

#### Minor—Community Health 18

##### Required Courses: 3cr

KHSS 325	School and Community Health	3cr
KHSS 417	Contemporary Issues in School and Community Health	3cr
KHSS 420	Health Education and Promotion at the Workplace	3cr

##### Elective Courses: (1)

Select three courses from the following:

FDNT 212	Nutrition	3cr
FDNT 402	Community Nutrition	3cr
HOSP 343	Fund-Raising for Special Events	3cr
KHSS 341	Evaluations in Health and Physical Education	3cr
KHSS 350	Health Aspects of Aging	3cr
KHSS 450	Curriculum and Programming in Sexuality Education	3cr
SOC 231	Contemporary Social Problems	3cr
SOC 333	Delinquency and Youth	3cr
SOC 336	Sociology of the Family	3cr

(1) Only two courses with the same prefix may be used as electives

**Rationale:** This minor is being proposed to enhance the education of students who desire to work in programs that communicate and advocate for health and health education services. This minor will serve as an option for students perusing degrees in areas such as nutrition and allied health who have a desire to work with people on making healthy behavior changes through planned instruction.

#### 7. Department of Economics—New Course

**APPROVED**

##### ECON 362 Global Poverty and Health

**3c-01-3cr**

**Prerequisite:** ECON 122

Researches information related to global trends in health and poverty and examines theories related to the economic, social, and political forces behind these trends. Economically analyzes the barriers preventing greater access to and usage of health services in poor communities, such as asymmetric information, monopoly provision, and externalities. Critically examines health



service provision from opposite economic spectrums: 1) as Global Public Goods and 2) as micro-programs targeting specific populations. Covers case studies of health initiatives in developing countries and their economic impacts.

**Rationale:** The instructor's research experience with the World Health Organization, World Bank, and United Nations Development Program in poverty measurement provide a reservoir of theoretical, practical, and methodological insights that will be of interest to students. Includes readings and a structure for the course that can deliver a rich experience for IUP students. A new minor in Global Health and a new major in Public Health, with a track in Global and Rural Community Health, are being proposed. This course would bring a different and complimentary perspective to other courses in these programs. Due to these new programs, student demand for courses related to barriers facing health services will increase.

## 8. Department of Philosophy—New Course

**APPROVED**

### **PHIL 130 Introduction to Biomedical Ethics**

**3c-01-3cr**

Introduces ethical issues in medicine and health care, such as patient autonomy and surrogate decision making; death, dying, and end of life care; reproductive ethics; justice and allocation of health care resources; global health, poverty, and development; public health ethics; and ethics of emerging medical technologies

**Rationale:** This course is being proposed as a new liberal studies knowledge area course that introduces students to ethical issues in medicine and health care. It is broad enough in scope to serve as a liberal studies knowledge area and should appeal in particular to students with an interest in moral and political philosophy, medicine, the biological sciences, and those students preparing for careers in health care. This course may also be utilized by different, existing pre-health professions programs and is suited to serve students in the College of Natural Sciences and College of Health and Human Services as well as the College of Humanities and Social Sciences. This course will make use of the philosophy department's resources and research expertise in this area.

## 9. Department of Information Systems and Decision Sciences—New Course

**APPROVED**

### **IFMG 110 Business Spreadsheet Computing**

**3c-01-3cr**

Introduces the students to the fundamentals of the use of spreadsheet technology in the business environment. Familiarizes the students to the different formats and setups for business data. Illustrates various uses of spreadsheet formulas and functions in the business environment. Explains the application of charts and graphs for data analysis and also for collecting and sharing data. Demonstrates the use of spreadsheet tools in the analysis of research data.

**Rationale:** This is a much needed general education course given the advent of analytic tools and the growing importance of quantitative analysis in all aspects of organizations these days. The course fills a gap in student expertise in the area of use of electronic spreadsheets. By doing this, the course aims to develop deeper skills in the use of spreadsheets that can be applied by students from different majors in their personal and professional ventures. Existing courses provide limited coverage of spreadsheets. While the course imparts essentials skills and principles needed for the use of spreadsheets, a somewhat heavier focus of the applications of

these principles and skills will be in the business aspects of the organization. At the same time general applications which will be of interest to all majors will also be covered. For example a nursing major can use this course to do an analysis of a patient's calorie intake. The reasons for somewhat tilted business application oriented emphasis are two folds, firstly ISDS faculty do not want to give an impression that they are domain experts in disciplines outside the college; secondly the business applications are general enough to be understandable to all majors who can understand basic math. For these reasons the course is titled "Business Spreadsheet Computing".

## 10. Department of Biology—New Courses

**APPROVED**

### i. BIOL 462 Vertebrate Endocrinology

**3c-0l-3cr**

**Prerequisites:** BIOL 104 or 203 or 240 or instructor permission

Examines how hormones, or cell signaling molecules, are produced in specific endocrine tissues and alter the physiology of the of respective target tissues.

**Rationale:** The proposed course would serve as a controlled elective for graduate students as well as undergraduate students enrolled as Biology majors or minors. The proposed course will cover key endocrinology concepts in sufficient depth and relate these concepts to relevant endocrinology disorders, such as noninsulin dependent diabetes mellitus (NIDDM). Typically, endocrinology courses are offered as graduate level courses due to the detailed topics covered throughout the semester. Students will be exposed to current peer-reviewed literature in the field of endocrinology, thus developing a better understanding of scientific design and reporting. Importantly, the course content of endocrinology satisfies one of the undergraduate competencies of the current MCAT (Competency #3: Complex systems of tissues and organs sense the internal environments of multicellular organisms, and through integrated functioning, maintain a stable internal environment within an ever-changing external environment) and better prepares Biology Pre-Medical students to succeed on this medical school entrance examination.

### ii. BIOL 469 Circadian Rhythms and Sleep

**3c-0l-3cr**

**Prerequisites:** BIOL 104, 203, 240, or instructor permission

Introduces the functions and mechanisms of biological clocks and rhythms in humans and animals, focusing primarily on circadian, or daily, rhythms. Examines how biological clocks keep time and influence behavior and physiology from the molecular level. Explains how circadian rhythms control sleep-wake and other important neurological functions to optimize biological fitness. Explores the consequences of disrupted circadian timing on physical and psychological health and performance.

**Rationale:** This course will serve as a controlled elective in the Biology department for Biology BA, BS, BS- Pre-medical Track and the Biomedical Minor. This course is also intended as a controlled elective in the proposed Public Health and Neuroscience programs. Topics in this course will provide students with an understanding of how biological rhythms and the sleep-wake cycle influence many aspects of physiology and behavior. These topics are often overlooked but play an increasingly important role in the medical field. The primary scientific article-based reading and presentation assignments are designed to enhance students' ability to read, comprehend, critically analyze, and

communicate scientific information. The material and the skills they develop in this course will prepare students for diverse future careers and support them as Informed, Empowered, Responsible, and lifelong Learners.

**iii. BIOL 479 Neurobiology of Addiction**

**3c-01-3cr**

**Prerequisites:** BIOL 104, 203, 240 or instructor permission

Examines the biological foundations of addiction, with special emphasis on cellular and molecular mechanisms. Studies: 1) the effects of a wide range of drugs of abuse on brain function, 2) the neural circuitry of addiction, 3) the neurobiological influence of genes and environment on drug taking, and 4) the biological basis for traits linked to drug use, such as personality, memory, and mood. Discusses how cutting-edge biological methods are answering key questions about addiction and how the results of such research can be used to improve clinical treatment.

**Rationale:** This course will serve as a controlled elective in the Biology department for Biology BA, BS, BS- Pre-medical Track and the Biomedical Minor. This course is also intended as a controlled elective in the proposed Public Health and Neuroscience programs. Topics in this course will provide students with an understanding of the biological basis for behavior, specifically as it pertains to drug addiction. The primary scientific article-based reading and presentation assignments are designed to enhance students' ability to read, comprehend, critically analyze, and communicate scientific information. The material and the skills they develop in this course will prepare students for diverse future careers and support them as Informed, Empowered, Responsible, and lifelong Learners.

**11. Department of Chemistry—New Track and Program Catalog Description Change**  
**APPROVED**

**a. Program Catalog Description Change:**

**Current Program Description:**

Degree programs offered by the Department of Chemistry are the Bachelor of Science program in chemistry, the Bachelor of Science program in chemistry/pre-medical, the Bachelor of Arts program in chemistry, and the Bachelor of Science in education program in chemistry. A Pre-medical concentration is available in the BA curricula. Preparatory programs for other professional schools can be developed for either degree. A Chemistry minor is also offered.

The BS degree in chemistry is a professional degree and is certified by the American Chemical Society. The student completing this degree should be qualified to assume a position in industry or government as a chemist or to pursue graduate studies leading to the MS or PhD degree in chemistry, biochemistry, materials science, forensic science, or an associated field. The Pre-medical Track includes all courses required for entrance into medical school and gives the student the flexibility of choosing medical school or graduate school after graduation. The curriculum leading to the BA degree in chemistry is designed to allow for the workable union of other disciplines with chemistry in such a way as to retain the fundamental science and mathematics requirements needed for a career in chemistry. A careful selection of

electives will qualify the student for entrance into many fields in which there is an acute need for people with scientific training, and, at the same time, satisfy the entrance requirements of various professional and graduate schools. This degree may also be of interest to students who have completed a significant number of credits in another degree program and decide they want to earn a degree in chemistry. The Pre-medical concentration includes all courses required for entrance into medical school.

The BA degree program in chemistry can incorporate a complementary program in almost any other field in the university; some disciplines that make useful combinations include biology, business administration, computer science, criminology (forensic science), English (technical writing), geoscience, government, physics, and safety science. In particular, a student seeking a career in forensic science should major in chemistry. Either degree in chemistry provides excellent preparation for entrance into a variety of professional schools, including dental, veterinary, pharmacy, chiropractic, and law. The student considering going to one of these professional schools after completion of a chemistry degree should work closely with his or her advisor and select additional courses as required by the professional school. The curriculum leading to the BSEd degree in chemistry is designed to prepare the student to teach chemistry at the secondary school level. Upon completion of the specified course work and the requirements of the teacher certification process, the student is eligible for Pennsylvania certification by the Pennsylvania Department of Education.

### **Proposed Program Description:**

Degree programs offered by the Department of Chemistry are the Bachelor of Science (BS) in Chemistry and the BS in Education – Chemistry. Additionally, Pre-medical, Pre-pharmacy and Interdisciplinary tracks are available in the BS program. Preparatory programs for other professional schools can also be developed, using the Interdisciplinary track, and a minor in chemistry is offered.

Chemistry is a field that has historically enjoyed very strong career possibilities. Many students are employed directly after their undergraduate education by the chemical, pharmaceutical or related industries, in jobs that have excellent career prospects. Graduate school in chemistry or biochemistry usually includes very generous financial support, and can lead to outstanding career paths in industry, government or academic areas. These opportunities are available to students completing any of the degree programs offered by the IUP Department of Chemistry, and graduates of these programs have gone on to industrial leadership positions, and some of the most prestigious graduate programs in the country. The BS degree in Chemistry is designed for a student intending a career in chemistry and is certified by the American Chemical Society. The advanced courses and strong laboratory component in this degree program gives the student excellent preparation for the challenges of employment or graduate school.

The Pre-medical and Pre-pharmacy tracks of the BS degree allow students to take all courses required for entrance into their intended professional health program, and gives them the flexibility to tailor their program to meet their individual needs. Students in these tracks retain the option of: a) attending medical or pharmacy school; b) attending graduate school in chemistry, biochemistry, pharmacology, or a variety of medically-related Ph.D. programs; c)

employment in the chemistry or pharmaceutical industry. Additionally, the flexibility of these tracks allows students to change the focus of their degree program during their undergraduate experience.

The curriculum leading to the BS/Interdisciplinary Chemistry Track is designed to allow for the workable union of other disciplines with chemistry in such a way as to retain the fundamental science and mathematics requirements needed for a career in chemistry. The Interdisciplinary Chemistry Track can also provide excellent preparation for entrance into a variety of professional schools, including law school – students considering this path should work closely with their advisor to choose courses appropriate to meet professional school requirements. This degree may be of interest to students who have completed a significant number of credits in another degree program and decide they want to earn a degree in chemistry. The Interdisciplinary Chemistry Track can incorporate a minor from almost any other field in the university; some disciplines that make useful combinations include art, biology, business administration, computer science, criminology (forensic science), English (technical writing), geoscience, government and physics. In particular, a student seeking a career in forensic science should major in chemistry.

The curriculum leading to the BS in Education degree in chemistry is designed to prepare the student to teach chemistry at the secondary school level. Upon completion of the specified course work and the requirements of the teacher certification process, the student is eligible for Pennsylvania certification by the Pennsylvania Department of Education.

### **Bachelor of Science—Chemistry/Interdisciplinary Chemistry Track**

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

**Mathematics:** MATH 125 (1)

**Natural Sciences:** PHYS 111/121 and 112/122 or 131/141 and 132/142

**Liberal Studies Elective:** 3cr, MATH 126 (1), no course with CHEM prefix

**Major:** **35-37**

**Required Courses:**

CHEM 111 General Chemistry I *or*  
*or* 113 Advanced General Chemistry I 4cr

CHEM 112 General Chemistry II *or*  
*or* 114 Advanced General Chemistry II 4cr

CHEM 214 Intermediate Inorganic Chemistry 3cr

CHEM 231 Organic Chemistry I 4cr

CHEM 232 Organic Chemistry II 4cr

CHEM 290 Chemistry Seminar I 1cr

CHEM 325 Analytical Chemistry I 4cr

CHEM 341 Physical Chemistry I 4cr

**Controlled Electives:** 1-2cr

CHEM 343 or 390 and 490 (2) 3-4cr

BIOC 301 or CHEM 351

At least 3cr additional CHEM or BIOC courses at the 300-level or above. (3) 3cr

**Other Requirements:** **25**

BIOL 202 Principles of Cell and Molecular Biology	4cr
One course from the following: MATH 171, 216, 225 or 241	3cr
<b>Minor</b> (or second major) in a field outside chemistry (4)	18cr
<b>Free Electives:</b> (2)	<b>14-16</b>
<b>Total Degree Requirements:</b>	<b>120</b>

- (1) For students transferring into the program, MATH 121 and 122 may be substituted for MATH 125 and 126, respectively.
- (2) Program contains one writing-intensive credit; students need to acquire another W-credit in Liberal Studies, or as a free or controlled elective.
- (3) CHEM 343, 390 and 490 can all be taken, but student still requires at least 1cr additional of CHEM or BIOG courses at the 300-level or above. BIOG 301 and CHEM 351 cannot both be taken.
- (4) A pre-law concentration has been established – information on this and suggested minor programs is available on the chemistry department website. Alternate (non-minor) programs containing at least 18cr are also possible – they must be approved by the advisor and department chair.

**Rationale:** The BS in Chemistry/Interdisciplinary Chemistry Track is intended to meet a variety of student needs: a) students who are interested in the interdisciplinary possibilities of combining chemistry with another academic area; b) students who are unable to complete the ACS-certified BS degree program in a timely manner, possibly due to transfer from another institution or a change of major; c) students who wish to design their own program to prepare themselves for a specific professional school or career path. The BS in Chemistry /Interdisciplinary Chemistry Track is intended as a replacement for the BA in Chemistry. The existing BA program (which will be deleted once this proposal is approved) required 42cr of science courses, plus a 15cr “complementary field,” so it was overloaded for a BA degree, and the proposed Interdisciplinary Chemistry BS program requires at least 60cr, which is in keeping with the BS degree guidelines. Additionally, this change from the BA to the Interdisciplinary Chemistry BS offers significant improvements for both the students and the department. For students, they will be earning a Bachelor of Science degree, which is more appropriate for a science major, and the requirement of a minor or second major is better defined than the complementary field requirement in the BA degree. For the department, all the majors (other than those in BS in Education – Chemistry) will be collected in various tracks of a single degree program, rather than split between BA and BS degrees. Finally, it is hoped that this replacement of the BA with the Interdisciplinary Chemistry BS will make this program more attractive to students who are considering chemistry as part of their career plans but, for whatever reason, are not able to make the commitment to the traditional BS in Chemistry program.

**12. Departments of Criminology and Criminal Justice and Computer Science—Program Name Change** **APPROVED**

**Current Name:**

**Proposed Name:**

**Minor--Information Assurance****Minor—Cyber Security**

**Rationale:** The name of the minor is being changed to reflect current trends in industry and to use terms more recognizable to prospective employers. Computer Science has asked for this change and Criminology is in agreement, so both departments are submitting a corresponding name change since the minor is listed in both departments.

### 13. Department of Computer Science—Program Revision and Catalog Description Change **APPROVED**

#### a. Program Revision

##### Current Program:

##### Bachelor of Science - Computer Science/Software Engineering Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** 3cr, MATH 125 (1)  
**Liberal Studies Electives:** 3cr, MATH 216, no courses with COSC prefix.

##### Major:

##### Required Courses:

COSC 105	Fundamentals of Computer Science	3cr
COSC 110	Problem Solving and Structured Programming	3cr
COSC 210	Object-Oriented and GUI Programming	3cr
COSC 220	Applied Computer Programming	4cr
COSC 300	Computer Organization and Assembly Language	3cr
COSC 310	Data Structures and Algorithms	3cr
COSC 319	Software Engineering Concepts	3cr
COSC 341	Introduction to Database Management Systems	3cr
COSC 365	Web Architecture and Application Development	3cr
COSC 380	Seminar in Computing Profession and Ethics	2cr
COSC 480	Seminar on Technical Topics	1cr
COSC 473	Software Engineering Practice <i>or</i>	3cr
<i>or</i> 493	Internship in Computer Science (2)	
<b>Controlled Electives:</b> 9cr from the following (3, 5)		
COSC/MATH 250	Introduction to Numerical Methods	3cr
COSC 316	Host Computer Security (4)	3cr
COSC 345	Computer Networks	3cr
COSC/IFMG 354	Testing and Controlling LANs	3cr
COSC 355	Computer Graphics	3cr
COSC 356	Network Security	3cr
COSC 362	Unix Systems	3cr
COSC 481	Special Topics in Computer Science (only sections approved for majors)	1-4cr
COSC 482	Independent Study	1-4cr
IFMG 455	Data Warehousing & Mining	3cr

##### Proposed Program:

##### Bachelor of Science - Computer Science/Software Engineering Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** 3cr, MATH 125 (1)  
**Natural Science:** Must choose option 1 with two labs  
**Liberal Studies Electives:** 3cr, MATH 216, no courses with COSC prefix.

##### Major:

##### Required Courses:

COSC 105	Fundamentals of Computer Science	3cr
COSC 110	Problem Solving and Structured Programming	3cr
COSC 210	Object-Oriented and GUI Programming	3cr
COSC 220	Applied Computer Programming	4cr
COSC 300	Computer Organization and Assembly Language	3cr
COSC 310	Data Structures and Algorithms	3cr
COSC 319	Software Engineering Concepts	3cr
COSC 341	Introduction to Database Management Systems	3cr
COSC 365	Web Architecture and Application Development	2cr
COSC 380	Seminar in Computing Profession and Ethics	1cr
COSC 480	Seminar on Technical Topics	3cr
COSC 473	Software Engineering Practice <i>or</i>	3cr
<i>or</i> 493	Internship in Computer Science (2)	
<b>Controlled Electives:</b> 9cr from the following (3,5)		
COSC/MATH 250	Introduction to Numerical Methods	3cr
COSC 316	Host Computer Security (4)	3cr
COSC 345	Computer Networks	3cr
COSC/IFMG 354	Testing and Controlling LANs	3cr
COSC 355	Computer Graphics	3cr
COSC 356	Network Security	3cr
COSC 362	Unix Systems	3cr
COSC 481	Special Topics in Computer Science (only sections approved for majors)	1-4cr
COSC 482	Independent Study	1-4cr

<b>Upper-level Electives by Categories:</b> Select 3cr from the following: (5) <i>Artificial Intelligence:</i> COSC 405 <i>Computer Architecture:</i> COSC 410 <i>Database Management:</i> COSC 444 <i>Distributed Systems:</i> COSC 465 <i>Numerical Methods:</i> COSC 427, 451 <i>Systems Programming:</i> COSC 430, 432 <i>Theory of Languages:</i> COSC 420, 424, 460	3cr	IFMG 455 Data Warehousing & Mining	3cr
		<b>Upper-level Electives by Categories:</b> Select 3cr from the following: (5) <i>Artificial Intelligence:</i> COSC 405 <i>Computer Architecture:</i> COSC 410 <i>Database Management:</i> COSC 444 <i>Distributed Systems:</i> COSC 465 <i>Numerical Methods:</i> COSC 427, 451 <i>Systems Programming:</i> COSC 430, 432 <i>Theory of Languages:</i> COSC 420, 424, 460	3cr
<b>Other Requirements</b>			
<b>Additional Mathematics:</b> MATH 219 Discrete Mathematics	3cr	<b>Other Requirements</b> <b>Additional Mathematics:</b> MATH 219 Discrete Mathematics	<b>3</b> 3cr
<b>Minor:</b> Complete a minor from one of the following areas: Information Assurance Any department in the College of Natural Sciences and Mathematics Designated business courses Designated economics courses Designated communications media courses	18cr 8-18cr 18cr 15cr 18cr	<b>Minor:</b> Complete a minor from one of the following areas: Cyber Security Any department in the College of Natural Sciences and Mathematics Designated business courses Designated economics courses Designated communications media courses	<b>9-20</b> 12-18cr 9-20cr 18cr 18cr
<b>Free Electives:</b>	<b>9-20</b>	<b>Free Electives:</b>	<b>18cr</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>7-18</b>
(1) MATH 125 can be substituted by MATH 121. (2) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473. (3) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives. (4) COSC 316 cannot be counted for major credit if a student does an Information Assurance minor. (5) Controlled and upper level electives may not be applied toward more than one track in Computer Science.		(1) MATH 125 can be substituted by MATH 121. (2) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473. (3) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives. (4) COSC 316 cannot be counted for major credit if a student does an Information Assurance minor. (5) Controlled and upper level electives may not be applied toward more than one track in Computer Science.	<b>120</b>

**Rationale:** The track is being changed to require the 2 lab sequence for the Natural Science requirement. The department plans to apply for ABET accreditation for this track. ABET requires a minimum of 2 natural sciences with labs.

## b. Catalog Description Change

### **COSC 355 Computer Graphics**

**3c-01-3cr**

**Prerequisites:** COSC 310 and junior status

The use of computer graphics hardware and software. An overview of current applications and experience with representative software will introduce current practice. Foundations in primitives, geometry, and algorithms of passive computer graphics are the principal focus. A brief introduction to interactive computer graphics is included.

### **Proposed Catalog Description:**



**COSC 355 Computer Graphics****3c-01-3cr****Prerequisites:** Grade of C or better in COSC 310 and junior status

Introduces computer graphics hardware and software. Explores and implements 2-D and 3-D modeling and transformations, viewing transformations, projections, rendering techniques, lighting, and shading using a current cross-platform 3-D graphics API. Includes creation of complex, photorealistic images and animation principles.

**Rationale:** The course catalog description and student learning objectives are being updated to reflect the state-of-the-art in computer graphics. This will also help in assessment efforts. Additionally, a grade of C or better will be required for the prerequisite COSC 310 to ensure that students are prepared for the rigorous programming tasks required.

**14. Departments of History and Political Science—New Course****APPROVED****HIST 339 Jihad and the Origins of Islamist Movements in the Middle East 3c-01-3cr****Prerequisites:** Sophomore standing and 3cr of college history

Discusses the concept of ‘jihad’ in Islamic history: its origins, development, and historical deployment by groups within the Muslim community. Analyzes the history and origins of groups such as al-Qaeda, the Taliban, and ISIS and considers whether these groups are ‘medieval’ or actually modern products of globalization. (Also offered as PLSC 339; may not be taken for duplicate credit.)

**PLSC 339 Jihad and the Origins of Islamist Movements in the Middle East 3c-01-3cr****Prerequisites:** Sophomore standing and 3cr of college history

Discusses the concept of ‘jihad’ in Islamic history: its origins, development, and historical deployment by groups within the Muslim community. Analyzes the history and origins of groups such as al-Qaeda, the Taliban, and ISIS and considers whether these groups are ‘medieval’ or actually modern products of globalization. (Also offered as HIST 339; may not be taken for duplicate credit.)

**Rationale:** This course will create a 300 level history and political science course that deals thematically with the modern Islamic world to accompany other department courses at the 300 level. While HIST 330 is an upper-level survey of medieval Islamic history and HIST 331 focuses on the history of the modern Middle East broadly from 1700-the present, this new course will specifically analyze the development of Islamist movements in 20<sup>th</sup> and 21<sup>st</sup> century and look at the ways in which those groups use concepts from Islam (such as ‘jihad’) and Islamic history to rationalize their activities. This course does not substantively overlap with either HIST 330 or 331.

**15. Department of History—Course Title Changes****APPROVED****Current Course Titles:****HIST 433 Bandits and Poets: The Cultural and Social History of Late Imperial China****HIST 434 The History of Modern China: From the Opium Wars to the Present****HIST 436 Geisha and Samurai: The Cultural and Social History of Early Modern Japan****HIST 437 The History of Modern Japan: From the Floating World to the Present**

**Proposed Course Titles:****HIST 433 China 1300-1800: The Late Imperial Age****HIST 434 Modern China 1800-present****HIST 436 Japan 1500-1850: Early Modern Japan****HIST 437 Modern Japan 1850-present**

**Rationale:** In an effort to make the new Asia classes come up on URSA in a way students can make sense of the titles, the courses are being renamed. Currently, unless a student clicks on the link or looks in the catalog they will not know what the course is about. The department would like to re-name them to switch to shorter and more generic titles.

**16. College of Humanities and Social Sciences—Asian Studies Program—New Certificates****APPROVED****a. Certificate in China Studies**

The China Studies Certificate is a 15-credit program that allows students to pursue studies that focus on one or more disciplinary areas focused on China. Students who wish to pursue graduate level studies and/or a career in a China-related field may want to add this credential to their main academic preparation. Others who have an interest in Chinese society and culture can also benefit from this certificate.

**Certificate in China Studies** (1, 2, 3, 4)

15

**Core Courses:**

Primarily China-Focused Courses (2):		12-15cr
ANTH 272	Culture Area: China	3cr
ANTH 333	The Archaeology of Early China	3cr
ARHI 425	Arts of China	3cr
CHIN	Chinese Language	4cr (5)
HIST 332	History of Early China	3cr
HIST 433	China 1300-1800: The Late Imperial Age	3cr
HIST 434	Modern China 1800-Present	3cr

**Electives:**

East Asia-Focused Courses:		0-3cr
GEOG 256	Geography of East and Southeast Asia	3cr
HIST 206	History of East Asia	3cr
PLSC 383	Political Systems: Asia	3cr
RLST 220	Buddhism	3cr
RLST 311	Eastern Philosophy	3cr
RLST 370	Religions of China and Japan	3cr

- (1) Courses need to be in at least two different prefixes.
- (2) The topics in such courses as ENGL 399 Major Global Authors, HIST 497 Topics in Non-Western History, and ITST 281 Special Topics in Non-Western Studies vary (check with instructor). When concerned with China or East Asia, these courses can count toward the certificate with the approval of Asian Studies Coordinator.

- (3) Three credits of an appropriate internship can count towards the certificate with the approval of the Asian Studies Coordinator.
- (4) No more than 6 transfer credits may be counted towards the certificate.
- (5) No more than 3 credits from an appropriate language class may be counted towards the certificate.

**Rationale:** Students in the Asian Studies, History, and Religious Studies programs have expressed their desire to highlight their academic focus on a specific area in Asia. A China Studies Certificate will allow students interested in pursuing graduate degrees in any discipline related to China to demonstrate the focus of their undergraduate studies. In addition those students interested in pursuing employment in China-related areas (e.g.: business, education, tourism, and government service) find the certificate a useful additional credential.

#### **b. Certificate in Japan Studies**

The Japan Studies Certificate is a 15-credit program that allows students to pursue studies that focus on one or more disciplinary areas focused on Japan. Students who wish to pursue graduate level studies and/or a career in a Japan-related field may want to add this credential to their main academic preparation. Others who have an interest in Japanese society and culture can also benefit from this certificate.

#### **Certificate in Japan Studies (1, 2, 3, 4)**

**15**

##### **Core Courses:**

Primarily Japan-Focused Courses (2):	12-15cr
ARHI 423 Art of Japan	3cr
ARHI 427 Japanese Narrative Art	3cr
HIST 436 Japan 1500-1850: Early Modern Japan	3cr
HIST 437 Modern Japan 1850-present	3cr
JAPN Japanese Language Courses	4cr (5)
RLST 220 Buddhism	3cr
RLST 373 Advanced Studies in Buddhism	3cr

##### **Electives: East Asia-Focused Courses:**

	0-3cr
GEOG 256 Geography of East and Southeast Asia	3cr
HIST 206 History of East Asia	3cr
PLSC 383 Political Systems: Asia	3cr
RLST 311 Eastern Philosophy	3cr
RLST 370 Religions of China and Japan	3cr

- (1) Courses need to be in at least two different prefixes.
- (2) The topics in such courses as ENGL 399 Major Global Authors, HIST 497 Topics in Non-Western History, and ITST 281 Special Topics in Non-Western Studies vary (check with instructor). When concerned with Japan or East Asia, these courses can count toward the certificate with the approval of the Asian Studies Coordinator.
- (3) Three credits of an appropriate internship can count towards the certificate with the approval of the Asian Studies Coordinator.
- (4) No more than 6 transfer credits may be counted towards the certificate.
- (5) No more than 3 credits from an appropriate language class may be counted towards the certificate.

**Rationale:** Students in the Asian Studies, History, and Religious Studies programs have expressed their desire to highlight their academic focus on a specific area in Asia. A Japan Studies Certificate will allow students interested in pursuing graduate degrees in any discipline related to Japan to demonstrate the focus of their undergraduate studies. In addition those students interested in pursuing employment in Japan-related areas (e.g.: business, education, tourism, and government service) find the certificate a useful additional credential.

### c. Certificate in Middle Eastern Studies

The Middle Eastern Studies Certificate is a 15-credit program that allows students to pursue studies that focus on one or more disciplinary areas focused on the Middle East. Students who wish to pursue graduate level studies and/or a career in a Middle Eastern-related field may want to add this credential to their main academic preparation. Others who have an interest in Middle Eastern society and culture can also benefit from this certificate.

#### Certificate in Middle Eastern Studies (1, 2, 3, 4)

15

Courses (2):	15cr
HIST 207 History of the Middle East	3cr
HIST 330 History of the Islamic Civilization	3cr
HIST 331 Modern Middle East	3cr
HIST 338 The History of Iran	3cr
HIST/PLSC 339 Jihad and the Origins of Islamist Movements in the Middle East	3cr
PLSC 384 Political Systems: Middle East	3cr
RLST 380 Islam	3cr

- (1) Courses need to be in at least two different prefixes.
- (2) The topics in such courses as ENGL 399 Major Global Authors, HIST 497 Topics in Non-Western History, and ITST 281 Special Topics in Non-Western Studies vary (check with instructor). When concerned with the Middle East, these courses can count toward the certificate with the approval of the Asian Studies Coordinator.
- (3) Three credits of an appropriate internship can count towards the certificate with the approval of the Asian Studies Coordinator.
- (4) No more than 6 transfer credits may be counted towards the certificate.
- (5) No more than 3 credits from an appropriate language class may be counted towards the certificate.

**Rationale:** Students in the Asian Studies, History, and Religious Studies programs have expressed their desire to highlight their academic focus on a specific area in Asia. A Middle East Studies Certificate will allow students interested in pursuing graduate degrees in any discipline related to the Middle East to demonstrate the focus of their undergraduate studies. In addition those students interested in pursuing employment in Middle East-related areas (e.g.: business, education, tourism, military, and government service) find the certificate a useful additional credential.

## 17. Department of Human Development and Environmental Studies—Catalog Description Changes and Course Title Change, and Department Name Change

APPROVED

**a. Catalog Description Changes**

**i. Current Catalog Description:**

**CDFR 427 Administration of Child Development Centers** **3c-01-3cr**

**Prerequisites:** CDFR 218, 310, 321, 322

Development of special knowledge and competencies needed by successful administrators of child care programs, including proposal writing, budgeting and management, staff selection and training, appropriate curriculum material and philosophy, parent involvement, child advocacy, and program evaluation.

**Proposed Catalog Description:**

**CDFR 427 Administration of Human Service Programs** **3c-01-3cr**

**Prerequisite:** CDFR Major or CDFR Minor or permission from instructor

Facilitates the acquisition of special knowledge and competencies needed by successful administrators of human service programs, including proposal writing, budgeting and management, staff selection and training, and program evaluation.

**Rationale:** Our majors and minors have administrative career interests and options outside of child care programs. The current course title and description focuses solely on child care administration. The changes will include a broader focus on human service programs in general.

**ii. Current Catalog Description:**

**FSMR 434 Quality Control in Textiles** **2c-21-3cr**

**Prerequisite:** FSMR 314

Physical properties explored through microscopic examination and use of textile testing equipment for fabric analysis.

**Proposed Catalog Description:**

**FSMR 434 Quality Control in Textiles** **1c-31-3cr**

**Prerequisite:** FSMR 215

Physical properties explored through microscopic examination and use of textile testing equipment for fabric analysis.

**Rationale:** The current Prerequisite FSMR 314 has already been changed to FSMR 215. We believe this course would function more effectively for both the instructor and students if a lecture/lab format was followed. In its current designation, there is too much time allocated to lecture and not enough time designated for valuable lab activities. This change will give the opportunity for more lab-intensive class time that will be augmented by lectures as needed.

**b. Department Name Change:**

**Current Name:****Department of Human Development and Environmental Studies****Proposed Name:****Department of Human Development, Fashion and Interior Design**

**Rationale:** The Department name is being changed to better reflect programs in the department. The name change is deleting the words "Environmental Studies" and replacing those with Fashion and Interior Design which are the two programs that need highlighted.

**18. Department of Anthropology—New Course and Program Revision****APPROVED****a. New Course****ANTH 490 Applied Spatial Methods in Archaeology****3c-01-3cr****Prerequisites:** ANTH 244 or instructor permission for ANTH 490

Introduces methods used within archaeology to examine the spatial relationships between archaeological artifacts, features and sites at various scales. Explores the strengths and weaknesses of various spatial methods in archaeology. Provides students with the ability to become knowledgeable consumers of these methods in future research and working environments.

**Rationale:** This course is proposed to provide students within the Anthropology Department (both undergraduate and graduate) the opportunity to gain applied experience in the methods necessary to collect new and existing archaeological spatial data, integrate the data into archaeological databases, and create new datasets that will answer archaeological questions. Many of these methods have been taught piecemeal in other archaeology courses. This course is designed to make the purpose of these combined methods more coherent.

**b. Program Revision:****Current Program:****Bachelor of Arts—Anthropology/Archaeology Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 217  
**Natural Science:** Geoscience courses recommended (1)  
**Social Science:** ANTH 213 (required), GEOG 104 (recommended)  
**Liberal Studies Electives:** 9cr, no courses with ANTH prefix

**College:**  
 Foreign Language Intermediate Level (2)

**Major:**  
**Required Courses:**

49-50

**Proposed Program:****Bachelor of Arts—Anthropology/Archaeology Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 217  
**Natural Science:** Geoscience courses recommended (1)  
**Social Science:** ANTH 213 (required), GEOG 104 (recommended)  
**Liberal Studies Electives:** 9cr, no courses with ANTH prefix

**College:**  
 Foreign Language Intermediate Level (2)

**Major:**  
**Required Courses:**

49-50

0-6

39

ANTH 211 Cultural Anthropology	3cr	ANTH 211 Cultural Anthropology	3cr
ANTH 213 World Archaeology	*cr (3)	ANTH 213 World Archaeology	*cr (3)
ANTH 222 Biological Anthropology	3cr	ANTH 222 Biological Anthropology	3cr
ANTH 233 Language and Culture	3cr	ANTH 233 Language and Culture	3cr
ANTH 244 Basic Archaeology	3cr	ANTH 244 Basic Archaeology	3cr
<b>Controlled Electives:</b>		<b>Controlled Electives:</b>	
Three methods courses:		Three methods courses:	
ANTH 320 Archaeological Field School (4, 5)	6cr	ANTH 320 Archaeological Field School (4, 5)	6cr
ANTH 325 Archaeological Lab Methods	3cr	ANTH 325 Archaeological Lab Methods	3cr
ANTH 415 Cultural Resource Management	3cr	ANTH 415 Cultural Resource Management	3cr
Two theory courses: ANTH 425 and 480	6cr	Two theory courses: ANTH 425 and 480	6cr
One archaeology area course, such as ANTH 315 or 323	3cr	One archaeology area course, such as ANTH 315, 323, or 333	3cr
Any two anthropology courses from the following:	6cr	Any two anthropology courses from the following:	6cr
ANTH 271, 272, 273, 274, 314, 318, 370, 420, 484 (5), or 485 (5)		ANTH 250, 271, 272, 273, 274, 310, 314, 318, 370, 420, 484 (5), 485 (5), 486, 487, 488, 490, 491, or 492	
<b>Free Electives: (6, 7)</b>	<b>25-32</b>	<b>Free Electives: (6, 7)</b>	<b>25-32</b>
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>120</b>
(1) Determine the specific courses in consultation with academic advisor.		(1) Determine the specific courses in consultation with academic advisor.	
(2) Intermediate-level foreign language may be included in Liberal Studies electives.		(2) Intermediate-level foreign language may be included in Liberal Studies electives.	
(3) Courses counted toward Liberal Studies credits do not receive duplicate credit in major.		(3) Courses counted toward Liberal Studies credits do not receive duplicate credit in major.	
(4) With department approval, an equivalent field school with lab component from another university may be used.		(4) With department approval, an equivalent field school with lab component from another university may be used.	
(5) May be repeated for credit with departmental approval but may only count once toward the requirements of the Archaeology Track.		(5) May be repeated for credit with departmental approval but may only count once toward the requirements of the Archaeology Track.	
(6) A minor in geoscience, geography, history, or other approved field is recommended. An internship (ANTH 493) also is recommended. The student's advisor should be consulted.		(6) A minor in geoscience, geography, history, or other approved field is recommended. An internship (ANTH 493) also is recommended. The student's advisor should be consulted.	
(7) State System Board of Governors policy states that at least 40 percent of the course work in a degree must consist of courses numbered 300 or above.		(7) State System Board of Governors policy states that at least 40 percent of the course work in a degree must consist of courses numbered 300 or above.	

**Rationale:** The Anthropology Department has added several new courses that pertain to the Archaeology Track. These new courses include ANTH 250 Human Origins, ANTH 310 Voyages of Discovery, and ANTH 333 The Archaeology of Ancient China. Several courses previously taught under the generic title of ANTH 484 Specialized Methods in Archaeology have also been created as independent courses: ANTH 486 Historic Artifact Analysis, ANTH 487 Geoarchaeology, ANTH 488 Geophysical Applications in Archaeology, ANTH 489 Prehistoric Technologies, ANTH 490 Applied Spatial Methods in Archaeology, ANTH 491 Zooarchaeology, and ANTH 492 Soil Science: Archaeological and Geoenvironmental Applications. The proposed curriculum revision codifies the roles of these courses in the Archaeology Track.

## 19. Department of Mathematics—Catalog Description Changes, Course Number Changes, Program Revision, and Program Catalog Description Change **APPROVED**

### a. Catalog Description Changes and Two Course Number Changes

#### i. Current Catalog Description:

**MATH 219 Discrete Mathematics** **3c-01-3cr**

**Prerequisites:** COSC 110 and MATH 121 or 125

Topics include set algebra, mappings, relations, semigroups, groups, directed and undirected graphs, Boolean algebra, and propositional logic, with examples and applications of these various areas of computer science. Emphasizes developing an intuitive

understanding of basic structures rather than formal theories and influence of these topics on theory and practice of computing.

**Proposed Catalog Description:**

**MATH 309 Discrete Mathematics**

**3c-01-3cr**

**Prerequisites:** COSC 110 and MATH 121 or 125

Topics include set algebra, mappings, relations, semigroups, groups, directed and undirected graphs, Boolean algebra, and propositional logic, with examples and applications of these various areas of computer science. Emphasizes developing an intuitive understanding of basic structures rather than formal theories and influence of these topics on theory and practice of computing.

**Rationale:** Numbering is changed to reflect the scheduling and nature of the course material. Course is often taken by junior-level computer science students as a subsequent mathematics course following their freshman and sophomore level calculus coursework. Other institutions have this course with higher number, including University of Pittsburgh as CS 441 and Youngstown State as MATH 3715 or CSCI 3710. This numbering change will impact Computer Science requires this course in their program.

**ii. Current Catalog Description:**

**MATH 241 Differential Equations**

**3c-01-3cr**

**Prerequisite:** MATH 122 or MATH 126

Emphasizes techniques of solution and application of differential equations. Topics include first order equations, second order linear equations, systems of linear equations, and series solution of differential equations.

**Proposed Catalog Description:**

**MATH 341 Differential Equations**

**3c-01-3cr**

**Prerequisite:** MATH 122 or MATH 126

Emphasizes techniques of solution and application of differential equations. Topics include first order equations, second order linear equations, systems of linear equations, and series solution of differential equations.

**Rationale:** Numbering is changed to reflect the scheduling and nature of the course material. Course is often taken by junior-level science students as a subsequent mathematics course following their freshman and sophomore-level calculus coursework. Other institutions have this course with higher number, including University of Pittsburgh where our course transfers to their second differential equations course, MATH 1270 (rather than MATH 0290), and at Youngstown State as MATH 3705. Additionally, this course is usually paired with a subsequent registration in MATH 342 where further extensions of content learned in Differential Equations follow in the MATH 342 course, so renumbering will make this association more clear. This numbering change will impact Geoscience and Chemistry which require this course in their programs.



**iii. Current Catalog Description:**

**MATH 460 Technology in Mathematics Instruction** **3c-01-3cr**

**Prerequisite:** COSC 110, junior status, mathematics education major or instructor permission, and completion of EDUC 242 (grade of C or better)

Laboratory based and designed to provide preservice mathematics teachers with expertise in instructional technology for teaching mathematics at the secondary level. A strong emphasis is placed on the integration of pedagogy and subject matter knowledge. Must be taken within two semesters before student teaching.

**Proposed Catalog Description:**

**MATH 460 Technology in Mathematics Instruction** **3c-01-3cr**

**Prerequisite:** COSC 110 or COSC 108, junior status, mathematics education major or instructor permission, and completion of EDUC 242 (grade of C or better)

Laboratory based and designed to provide preservice mathematics teachers with expertise in instructional technology for teaching mathematics at the secondary level. A strong emphasis is placed on the integration of pedagogy and subject matter knowledge. Must be taken within two semesters before student teaching.

**Rationale:** The Computer Science Department is now offering COSC 108. This course is considered equivalent to COSC 110 for pre-requisite purposes by the Computer Science Department. The current pre-requisite for MATH 460 is COSC 110. We want to change the pre-requisites for MATH 460 to say "COSC 110 or COSC 108."

**b. Program Catalog Description Change and Program Revision**

**Current Catalog Description:**

**Minor in Mathematics**

The minor consists of a minimum of 18 credits in mathematics. The minor prepares students for advanced study in areas such as economics, computer science, physics, and other natural sciences. Anyone required to take a year of calculus should consider the Mathematics minor. A cumulative GPA of at least 2.0 in MATH courses is required for the Mathematics or Applied Statistics minor. The department will not certify a minor for a transfer student unless at least two of the courses counting for the minor have been completed in the Mathematics Department.

**Proposed Catalog Description:**

**Minor in Mathematics**

The minor consists of a minimum of 18 credits in mathematics including at least 6 credits from 300-level or higher courses. The minor prepares students for advanced study in areas such as economics, computer science, physics, and other natural sciences. Anyone required to take a year of calculus should consider the Mathematics minor.

A cumulative GPA of at least 2.0 in MATH courses is required for the Mathematics or Applied Statistics minor. No more than 6 credits of overlap can be used for the Mathematics and Applied Statistics minors. Transfer students must take at least three courses from IUP with at least two courses from the IUP Mathematics Department in order to complete a minor.

<b>Current Catalog Description:</b>		<b>Proposed Catalog Description:</b>	
<b>Minor—Mathematics</b>	<b>18</b>	<b>Minor—Mathematics</b>	<b>18</b>
<b>Required Courses:</b> MATH 121 or 125 and MATH 122 or 126 <b>Controlled Electives:</b> (1) Select the additional 10-12 credits from either MATH 250, 309, or any required courses for mathematics majors.	6-8cr  10-12cr	<b>Required Courses:</b> MATH 121 or 125 and MATH 122 or 126 <b>Controlled Electives:</b> (1,2) Select the additional 10-12 credits from among MATH 250, 309, or any required courses for mathematics majors. One of MATH 411 or 412 is permitted but not both. Must include 6 credits from courses at the 300-level or higher.	6-8cr  10-12cr
(1) The following courses are excluded: MATH 100, 101, 105, 110, 115, 214, 217, 417, 418 and courses for the Middle-Level Education 4-8/ Mathematics specialization.		(1) The following courses are excluded: MATH 100, 101, 105, 110, 115, 214, 217, 417, 418, 480 and courses for the Middle-Level Education 4-8/ Mathematics specialization. (2) No more than 6 credits of overlap with the Minor in Applied Statistics is permitted.	

**Rationale:** The Minor in Mathematics is being revised to include language requiring 6 credits at the 300-level or higher, to reflect changes to mathematics course numbering, and to incorporate language addressing recently added mathematics courses.

**20. Department of Communications Media—Modification of Prerequisites APPROVED**

**a. Current Catalog Description:**

**COMM 150 Aesthetics and Theory of Communications 3c-01-3cr**  
**Prerequisite:** COMM 101

**Proposed Catalog Description:**

**COMM 150 Aesthetics and Theory of Communication 3c-01-3cr**  
**Prerequisite or Corequisite:** COMM 101 or JRNL 105

**Rationale for all of these prerequisite changes:** The Departments of Communications Media and Journalism and Public Relations have concluded that COMM 101 and JRNL 105 are very similar. We have agreed to accept JRNL 105 for COMM 101 if students have already taken that course. Currently students who have taken JRNL 105 must request an

override for any course for which COMM 101 is a prerequisite. This change will resolve that issue for students.

**Additional Rationale for this course:** The prerequisite is changed to "prerequisite or corequisite" to accommodate the significant number of students who transfer to IUP or change majors within IUP to Communications Media and need to take both courses to make progress in the program. The content of COMM 101 is not required for success in COMM 150 and it is reasonable for students to take the two courses at the same time, if they choose to.

**b. Current Catalog Description:**

**COMM 240 Communications Graphics** **3c-01-3cr**  
**Prerequisite:** COMM 101 or permission

**Proposed Catalog Description:**

**COMM 240 Communications Graphics** **3c-01-3cr**  
**Prerequisites:** COMM 101 or JRNL 105, Communications Media major or minor, PDGI or DHIS certificate enrollment or permission

**Rationale:** The prerequisites are changed to manage course enrollment and limit enrollment to specific groups. This is an introductory production course with limited lab capacity and seat availability. With the introduction of certificate programs that require this course or list it as an elective, enrollment management is necessary. Other students may be enrolled with permission based on seat availability.

**c. Current Catalog Description:**

**COMM 249 Basic Audio Recording Techniques** **3c-01-3cr**  
**Prerequisite:** COMM 101, permission

**Proposed Catalog Description:**

**COMM 249 Basic Audio Recording Techniques** **3c-01-3cr**  
**Prerequisites:** COMM 101 or JRNL 105, Communications Media major or minor, POPM or DHIS certificate enrollment or permission

**Rationale:** Additionally, the prerequisites are changed to manage course enrollment and limit enrollment to specific groups. This is an introductory production course with limited lab capacity and seat availability. With recent additions of certificate programs that require this course or specify it as an elective, restrictions on enrollment are necessary. Other students may be enrolled with permission based on seat availability.

**d. Current Catalog Description:**

**COMM 251 Television Production** **3c-01-3cr**  
**Prerequisite:** COMM 101, permission

**Proposed Catalog Description:**

**COMM 251 Television Production** **3c-01-3cr**  
**Prerequisites:** COMM 101 or JRNL 105, Communications Media major or minor, PDGI certificate enrollment or permission

**Rationale:** Additionally, the prerequisites are changed to manage course enrollment and limit enrollment to specific groups. This is an introductory production course with limited lab capacity and seat availability. With recent additions of certificate programs that require this course or specify it as an elective, restrictions on enrollment are necessary. Other students may be enrolled with permission based on seat availability.

**e. Current Catalog Description:**

**COMM 271 Beginning Photography** **3c-01-3cr**  
**Prerequisite:** COMM 101 or permission

**Proposed Catalog Description:**

**COMM 271 Beginning Photography** **3c-01-3cr**  
**Prerequisite:** COMM 101 or JRNL 105, Communications Media major or minor, PDGI or DHIS certificate enrollment or permission

**Rationale:** Additionally, the prerequisites are changed to manage course enrollment and limit enrollment to specific groups. This is an introductory production course with limited lab capacity and seat availability. With recent additions of certificate programs that require this course or specify it as an elective, restrictions on enrollment are necessary. Other students may be enrolled with permission based on seat availability.

**f. Current Catalog Description:**

**COMM 303 Scriptwriting** **3c-01-3cr**  
**Prerequisites:** COMM 101, ENGL 101 and 202 (grade of C or better) or instructor permission

**Proposed Catalog Description:**

**COMM 303 Scriptwriting** **3c-01-3cr**

**Prerequisites:** COMM 101 or JRNL 105; ENGL 101 and 202 (grades of C or better) or permission

**Rationale:** The word "instructor" is deleted from "instructor permission" to make the language consistent with other course descriptions. Grade has been changed to grades to make it clear that a C or better is required for both ENGL courses.

**g. Current Catalog Description:**

**COMM 330 Instructional Design for Training and Development** 3c-01-3cr

**Prerequisites:** COMM 101, ENGL 101 and 202 (grade of C or better) or permission

**Proposed Catalog Description:**

**COMM 330 Instructional Design for Training and Development** 3c-01-3cr

**Perquisites:** COMM 101 or JRNL 105; ENGL 101 and 202 (grades of C or better) or permission

**Rationale:** Grade has been changed to grades to make it clear that a C or better is required for both ENGL courses.

**h. Current Catalog Description:**

**COMM 335 Communications Consulting and Project Management** 3c-01-3cr

**Prerequisite:** COMM 101

**Proposed Catalog Description:**

**COMM 335 Communications Consulting and Project Management** 3c-01-3cr

**Prerequisites:** COMM 101 or JRNL 105

**i. Current Catalog Description:**

**COMM 349 Radio Production** 3c-01-3cr

**Prerequisite:** COMM 150 or instructor permission

**Proposed Catalog Description:**

**COMM 349 Radio Production** 3c-01-3cr

**Prerequisite:** COMM 101 or JRNL 105; Communications Media major or minor or permission

**Rationale:** The prerequisites are changed to manage course enrollment and limit enrollment to specific groups. This is an introductory production course with limited lab

capacity and seat availability. Other students may be enrolled with permission based on seat availability. COMM 150 is removed to make the prerequisites of this basic production course consistent with our other basic production courses. The word "instructor" is deleted from "instructor permission" to make the language consistent with other course descriptions.

**j. Current Catalog Description:**

**COMM 374 Documentary Photography** **3c-01-3cr**  
**Prerequisite:** Junior/senior standing, COMM 101, or instructor permission

**Proposed Catalog Description:**

**COMM 374 Documentary Photography** **3c-01-3cr**  
**Prerequisite:** Junior/senior standing, COMM 101 or JRNL 105, or permission

**Rationale:** The word "instructor" is deleted from "instructor permission" to make the language consistent with other course descriptions.

**k. Current Catalog Description:**

**COMM 403 Broadcast Newswriting** **3c-01-3cr**  
**Prerequisites:** COMM 101, ENGL 101 and 202 (grade of C or better) or instructor permission

**Proposed Catalog Description:**

**COMM 403 Broadcast Newswriting** **3c-01-3cr**  
**Prerequisites:** COMM 101 or JRNL 105; ENGL 101 and 202 (grades of C or better) or permission

**Rationale:** Grade has been changed to grades to make it clear that a C or better is required for both ENGL courses. The word "instructor" is deleted from "instructor permission" to make the language consistent with other course descriptions.

**21. Department of Communication Disorders, Special Education, and Disability Services—  
Course Title Change, Course Revision, and Catalog Description Change** **APPROVED**

**Current Catalog Description:**

**EDEX 435 Methods and Curriculum (Severe-Profound Disabilities)** **3c-01-3cr**  
**Prerequisites:** Successful completion of Step 1 of the 3-Step Process, early childhood education/special education and secondary content/grades 7-12 special education certification majors only

Emphasizes methods designed to facilitate the development of an integrated, functional, and community-based curriculum that prepares students for participation in a wide variety of postschool environments.

**Proposed Catalog Description:**

**EDEX 435 Methods and Curriculum—Severe Cognitive Disabilities 3c-01-3cr**

**Prerequisites:** Successful completion of Step 1 of the 3-Step Process, early childhood education/special education, PreK-8/7-12 Special Education and Reading Specialist, secondary content/grades 7-12 special education certification majors or by permission. Emphasizes methods designed to facilitate the development of an integrated, functional, and community-based curriculum that prepares individuals for integration in a wide variety of postschool environments. Particular attention is given to methods and interventions based on the principles of applied behavior analysis.

**Rationale:** This course revision is proposed to reflect updated and current changes in the field, while the course title is changed to reflect current terminology. Catalog description and course outcomes are being updated to be current in the field and reflect changes in course materials.

**22. Department of Management—Liberal Studies Requirement Changes APPROVED**

**For all of the department Majors/Tracks the following change is proposed:**

<b>Current Liberal Studies Requirement:</b>	<b>Proposed Liberal Studies Requirement:</b>
<p><b>Liberal Studies:</b> As outlined in Liberal Studies 49-50 section with the following specifications:  <b>Mathematics:</b> MATH 115  <b>Social Science:</b> ECON 121, PSYC 101  <b>Liberal Studies Electives:</b> 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix</p>	<p><b>Liberal Studies:</b> As outlined in Liberal Studies 49-50 section with the following specifications:  <b>Mathematics:</b> MATH 115  <b>Social Science:</b> ECON 121, PSYC 101  <b>Liberal Studies Electives:</b> 9cr, COSC/IFMG 101, ECON 122, MATH 214 (or MATH 216 or 217 if already taken for a prior major or transferred prior to joining ECOBIT), no courses with MGMT prefix</p>

**Rationale:** Currently we require Math 214. In accordance with the decision reached at the Senate Meeting on March 29, 2016 we would like to amend the language addressing MATH 214 to allow MATH 216 or 217 if they are taken prior to becoming a Management, Human Resources or International Business major. As students transfer from other programs to programs in the Management Department, they have often previously taken MATH 216 or 217. MATH 214 is a prerequisite for other business courses. Substituting MATH 216 or MATH 217 causes administrative headaches and officially allowing the courses to fulfill the requirement will eliminate these difficulties. Allowing the substitution is already common practice. Behind the scene, we hope that the Registrar will code Banner to accept MATH 214 or MATH 216 or MATH 217. For the Management/Energy Accounting and Finance Track and the Management/Energy Management Track footnote one needs to be removed since the new language supplants this footnote.

**23. Department of Geosciences—Catalog Description Change and Course Number Change  
APPROVED**

**Current Catalog Description:**

**GEOS 313 Soils and Soil Geochemistry**

**2c-3l-3cr**

**Prerequisites:** Grade of C or better in GEOS 201 and 202

An introduction to the formation, classification, and geochemistry of soils. Emphasizes geology, climate, hydrology, and plant-soil interactions to investigate soil evolution and fertility, nutrient dynamics, and the role of soils in the global carbon cycle. Laboratory topics include assessment of soil structure, mineralogy, chemistry, and fertility as well as quantitative treatment of carbon cycling in soils. Includes field trips which may occur on weekends.

**Proposed Catalog Description:**

**GEOS 492 Soils and Soil Geochemistry**

**2c-3l-3cr**

**Prerequisite:** Grade of C or better in GEOS 201

Introduces students to the ways in which archaeologists and geoscientists define, recognize, examine, and interpret soils in both the field and the laboratory. Examines (1) how the interactions of landform, topography, climate, and biota result in patterns of soil development and the distribution of soils that we observe within the landscape; (2) the significance of soils to other disciplines, including archaeology, Quaternary geology, and geoenvironmental science; and (3) how the physical, chemical and biological properties of soils are influenced by human activities both past and present. Includes field trips that may occur on weekends. (Also offered as ANTH 492; may not be taken for duplicate credit.)

**Rationale:** The understanding of soil science is important to both Geology and Archaeology. Both fields benefit from understanding soil formation processes, and the impacts soils have on the environment and humans (and vice versa). Regardless of discipline, similar approaches and techniques are used to study soils and students from all disciplines benefit from understanding the relations between human use of land and issues of sustainability. In Geosciences, we currently offer GEOS 313 Soils and Soil Geochemistry while the Department of Anthropology has proposed a new course ANTH 492 Soil Science: Archaeological and Geoenvironmental Applications. Both courses introduce students to how scientists define, examine and interpret soils in both the field and in the laboratory. Similarly, both courses provide a broad overview to soil development and the importance of physical, chemical and biological characteristics of soils to the environment and to humans. And both courses utilize research case studies to help students achieve a deeper understanding of soil science studies and applications. Where these courses differ is primarily related to the field of specialization regarding these case study applications. In Geosciences this course is a controlled elective for our majors. We offer controlled electives less frequently than the core courses required in our program, and thus it is taught, at most, once every two years but sometimes less frequently. Cross-listing this course with ANTH 492 would allow students to take a soil science course in each department when it's unavailable in their home department.

**24. Colleges of Humanities and Social Sciences, Health and Human Services, and Eberly College of Business and Information Technology—Program Revisions** **APPROVED**



<b>Current Program:</b>	<b>Proposed Program:</b>
<p><b>Pre-law Interdisciplinary Minor</b> <b>21</b></p> <p>Seven courses, including at least one from each of the seven areas (no courses with student's major prefix):</p> <p><i>Business:</i> ACCT 201, ACCT 202, BLAW 235  <i>Criminology:</i> CRIM 210, 215, 225  <i>Economics:</i> ECON 121, 122, 332  <i>English:</i> ENGL 212, 265, 310, 321  <i>History:</i> HIST 320, 341, 342, 346, 475  <i>Philosophy:</i> PHIL 101, 110, 122, 450  <i>Political Science:</i> PLSC 358, 359, 361</p>	<p><b>Pre-law Interdisciplinary Minor or Pre-law track</b> <b>21</b></p> <p>Seven courses, including at least one from each of the areas (no courses with student's major prefix):</p> <p><i>Business:</i> ACCT 201, ACCT 202, BLAW 235  <i>Criminology:</i> CRIM 210, 215, 225, 255  <i>Economics:</i> ECON 121, 122, 332  <i>English:</i> ENGL 212, 227, 265, 310, 321  <i>History:</i> HIST 320, 341, 342, 346, 475  <i>Philosophy:</i> PHIL 101, 122, 130, 221, 270, 320, 450  <i>Political Science:</i> PLSC 358, 359, 361, 405</p>

**Rationale:** This revision is to 1) standardize the way the pre-law tracks and the pre-law stand-alone minors are listed and 2) modify the list of pre-law courses offered. There are nine places in the current Undergraduate Catalog where the pre-law stand-alone minor or the departmental pre-law tracks are listed: pages 51 (Pre-Law Interdisciplinary Minor in ECOBIT), 86 (Pre-Law Interdisciplinary Minor in HHS), 87 (CRIM Pre-Law Track), 103 (Pre-Law Interdisciplinary Minor in HSS), 111 (ECON Pre-Law Track), 114 (ENGL Pre-Law Track), 124 (HIST Pre-Law Track), 128 (PHIL Pre-Law Track), and 129 (PLSC Pre-Law Track).

## 25. Liberal Studies Report:

**APPROVED**

The Liberal Studies Committee and the UWUCC approved the following:

- **HIST/PLSC 339 Jihad and the Origins of Islamist Movements in the Middle East was approved as a Liberal Studies Elective and a Global and Multicultural Awareness course.**
- **SPAN 344 Spanish-American Cultures from the 19<sup>th</sup> Century to the Present was approved as a Global and Multicultural Awareness course.**

University-Wide Graduate Committee (Senator Moore)

### **FOR CORRECTION:**

#### **A. EDSP 763: Assessment of Personality and Behavior (UWGC Item2: I, March 29, 2016 agenda)**

EDSP 763 was inadvertently listed as EDSP 863. Corrected Agenda Item (error highlighted in red) follows: All other information in the agenda item is correct.

#### **Course Revision (Title, Description, Prereq)**

4/26/2016

**Course:** **EDSP 763:** Assessment of Personality and Behavior

**Rationale:**

This course is being revised to fulfill the APA requirements for the proposed PhD Program in School Psychology. The course number is changing to reflect that some MEd and School Psychology Certification students would take this course, in addition to doctoral students. This is a required course for doctoral students.

	Current Course Information	Proposed Course Information
Title	Assessment of Personality and Behavior Problems of Children	Assessment of Personality and Behavior
Description	An introduction to various personality and behavior assessment techniques currently used.	Provides an introduction to personality and behavioral assessment techniques.
Prereq	For approved school psychologist candidates or permission of the instructor.	For approved school psychologist candidates or permission of the instructor.

**B. EDSP 813 Academic Assessment (UWGC Item 2-F, March 29, 2016 Agenda)**

Was listed as title, description, and prereq change. However, there is no change to the title for EDSP 813 (listed correctly in the chart, but incorrectly under the heading.) . All other information in this agenda item is correct.

**Course Revision (~~Title~~, Description, Prereq)**

**Course:** EDSP 813: Academic Assessment

**FOR ACTION:**

**1. DEPARTMENT OF BIOLOGY**

**APPROVED**

**A. New Course (Proposed Dual Level with BIOL 462)**

**Course:** BIOL 562: Vertebrate Endocrinology

**Rationale:**

The proposed course will cover key endocrinology concepts in sufficient depth and relate these concepts to relevant endocrinology disorders, such as noninsulin dependent diabetes mellitus (NIDDM). Typically, endocrinology courses are offered as graduate level courses due to the detailed topics covered throughout the semester. Students will be exposed to current peer-reviewed literature in the field of endocrinology, thus developing a better understanding of scientific design and reporting. Importantly, the course content of endocrinology satisfies one of the undergraduate competencies of the current MCAT (Competency #3: Complex systems of tissues and organs sense the internal environments of multicellular organisms, and through integrated functioning, maintain

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a stable internal environment within an ever-changing external environment) and better prepares Biology Pre-Medical students to succeed on this medical school entrance examination.

**Summary:**

Course	<b>Course:</b> BIOL 562: Vertebrate Endocrinology
Credits	3
Prerequisite	None for graduate level course
Description	Examines how hormones, or cell signaling molecules, are produced in specific endocrine tissues and alter the physiology of the of respective target tissues.

**B. New Course** (Proposed Dual Level with BIOL 469)

**Course:** BIOL 569: Circadian Rhythms and Sleep

**Rationale:**

Topics in this course will provide students with an understanding of how biological rhythms and the sleep-wake cycle influence many aspects of physiology and behavior. These topics are often overlooked but play an increasingly important role in the medical field. The primary scientific article-based reading and presentation assignments are designed to enhance students' ability to read, comprehend, critically analyze, and communicate scientific information. The material and the skills they develop in this course will prepare students for diverse future careers and support them as Informed, Empowered, Responsible, and lifelong Learners.

**Summary:**

Course	<b>Course:</b> BIOL 569: Circadian Rhythms and Sleep
Credits	3
Prerequisite	None for graduate level course
Description	Introduces the functions and mechanisms of biological clocks and rhythms in humans and animals, focusing primarily on circadian, or daily, rhythms. Examines how biological clocks keep time and influence behavior and physiology from the molecular level. Explains how circadian rhythms control sleep-wake and other important neurological functions to optimize biological fitness. Explores the consequences of disrupted circadian timing on physical and psychological health and performance.

**C. New Course** (Proposed Dual Level with BIOL 479)

**Course:** BIOL 579: Neurobiology of Addiction

**Rationale:**

This course is also intended as a controlled elective in the proposed Public Health and Neuroscience programs. Topics in this course will provide students with an understanding of the biological basis for behavior, specifically as it pertains to drug addiction. The primary scientific article-based reading and presentation assignments are designed to enhance students' ability to read, comprehend, critically analyze, and communicate scientific information. The material and the skills they develop in this course will prepare students for diverse future careers and support them as Informed, Empowered, Responsible, and lifelong Learners.

**Summary:**

Course	<b>Course:</b> BIOL 579: Neurobiology of Addiction
Credits	3
Prerequisite	None for graduate level course
Description	Examines the biological foundations of addiction, with special emphasis on cellular and molecular mechanisms. Studies: 1) the effects of a wide range of drugs of abuse on brain function, 2) the neural circuitry of addiction, 3) the neurobiological influence of genes and environment on drug taking, and 4) the biological basis for traits linked to drug use, such as personality, memory, and mood. Discusses how cutting-edge biological methods are answering key questions about addiction and how the results of such research can be used to improve clinical treatment.

**2. COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY    APPROVED****A. New Course**

**Course:** GCOE 541: Creativity and Creative Problem-Solving

**Rationale:**

Regardless of the graduate area of study, students will be professional leaders of tomorrow. As such, they have likely have little prior background in creativity, creative problem-solving (CPS), or creative thinking. This course would serve as an elective course, delivered in either a traditional or distance education format, that would cover the foundations of creativity, the neuroscience behind creativity, various CPS models, and resources for use in both the workplace and their personal lives. This course has been offered as an EDUC 781 course in Winter Term 2014 and 2015 with enrollments of 7-8 people, and the feedback has been quite positive among participants.

**Summary:**

Course	<b>Course:</b> GCOE 541: Creativity and Creative Problem-Solving
Credits	3
Prerequisite	None

Description	Examines the history, current literature, and neuroscience of creativity before offering an overview of approaches and models of creativity and creative problem-solving. The crux of the course is the application of creativity and creative problem-solving for professionals in their respective workplaces.
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**B. New Course**

**Course:** GCOE 781: Mental Health Diagnosis and Interventions for the School Professional

**Rationale:**

This course has been successfully offered three times as an elective for graduate students. It is now being proposed as a new course, so that students have the option of this elective during their graduate studies.

**Summary:**

Course	<b>Course:</b> GCOE 781: Mental Health Diagnosis and Interventions for the School Professional
Credits	3
Prerequisite	None
Description	Designed for graduate students wishing to enhance their knowledge of children and adolescents with mental health diagnoses. Students will be provided current information on the most common disorders given to school-age youth and the negative impact socioemotional issues can have on educational attainment. Prevention and intervention oriented approaches for use in the school will be described. Students enrolled in the course will begin to plan, implement, and evaluate interventions to facilitate student success.

**3. DEPARTMENT OF STUDENT AFFAIRS IN HIGHER EDUCATION      **APPROVED****

**A. Course Revision (Description)**

**Course:** SAHE 638: Topical Areas in Student Affairs

**Rationale:**

The current course description suggests that the only 4 topics addressed in the class are technology, academic governance, small colleges, and the community college. It was never the intent to limit the instructor to these topics, but instead to offer some guidance to students. This minor change is intended to make this more clear.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	SAHE 638: Topical Areas in Student Affairs	NO CHANGE

<b>Description</b>	Provides the graduate student an opportunity to examine areas of content related to the study of student affairs (technology, academic governance, small colleges, and the community college) in higher education that have an impact on the student affairs profession and the work of practitioners. planning. Prerequisite: For approved school psychology candidates or permission of instructor.	Provides the graduate student an opportunity to examine areas of content related to the study of student affairs (e.g. technology, academic governance, small colleges, and the community college) in higher education that have an impact on the student affairs profession and the work of practitioners.
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**B. Course Revision (Prereq)**

**Course:** SAHE 735: Individual and Group Interventions

**Rationale:**

After review of professional competencies of student affairs, CAS standards, and SAHE student exit survey results, the SAHE faculty made the decision to move SAHE 735: Individual and Group interventions from the two year of the graduate program to the first year of the program and moved SAHE 634: Assessment and Evaluation in Student Affairs to the second year of the program. To facilitate this change, the prerequisites need to be altered for SAHE 735: Individual and Group Interventions to remove those prerequisites students normal take the same semester as this course.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	SAHE 735: Individual and Group Interventions	NO CHANGE
<b>Description</b>	Practical experience in skilled helping techniques, including practice in one-on-one interaction, skill in designing and implementing developmental group intervention (workshops), and skill in developing mentoring relationships. Students apply theoretical learning into practical application.	NO CHANGE
<b>Preq</b>	SAHE 621, SAHE 624, SAHE 625, and SAHE 631	SAHE 621 and SAHE 624

**4. DEPARTMENT OF MUSIC**

**APPROVED**

**A. Course Revision (Title, Number, Description)**

**Course:** MUHI 525: Nineteenth-Century Music (Dual Listed)

**Rationale:**

This course has not been revised in over ten years. The purpose of the current revision is to update the course content, synchronize the course numbers, and put the course online to serve the two tracks of our M.A. in Music. Because Music Performance students need to attend in the classroom

and Music Education students need to attend online, we will deliver the class through synchronous online video using Google Hangouts or a similar technology.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	MUHI 505: The Romantic Era/Music in the Romantic Era	MUHI 525: Nineteenth-Century Music
<b>Description</b>	A survey of music from about 1800 to 1910, with attention directed to the earlier romantic composers such as Beethoven, Schubert, Mendelssohn, and Berlioz through the later romantic composers such as Wagner, Tchaikowsky, Mahler, and Dvorak, as well as others. MUHI 505: A survey of music from about 1800 to 1910.	Examines the musical and historical aspects of some representative works in four significant repertoires of nineteenth-century music: songs, characteristic works for piano, opera, and symphonies. Further examines how the works intersect with a number of social, cultural, aesthetic, political and economic themes that pervade the century, such as the rise of the middle class, city cultures, the domestic music market, the invention of "the folk," nationalism and exoticism, social and political revolutions, idealism and its successors, and the virtuoso.
<b>Prereq</b>	None	NO CHANGE

## 5. DEPARTMENT OF FOOD AND NUTRITION

**APPROVED**

### A. Course Revision (Number, Description)

**Course:** FDNT 515: Sustainable Nutrition

#### **Rationale:**

Course number change from 610 to 515 to allow for a systematic numbering system to aid in curriculum organization and advising; course description changed to follow the required active verb format; outcome added. Also, a minor change to the outline to more clearly communicate topics covered; a revision of the research paper resulting from modifications made while teaching the course.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	FDNT 610: Sustainable Nutrition	FDNT 515: Sustainable Nutrition
<b>Description</b>	Agricultural methods, food production, distribution process, food consumption, dietary guidance, and food insecurity interventions are evaluated for sustainability	Explores food system sustainability issues from farm to fork, including food production, preparation, processing, packaging, and distribution. Assesses the sustainability of current dietary recommendations and the environmental impact of food choices. Evaluates food security from a national and global perspective.

## 6. DEPARTMENT OF COUNSELING

**APPROVED**

4/26/2016

**A. Course Revision (Outcomes)**

**Course:** COUN 634: Assessment Procedures for Clinical Mental Health Counselors

**Rationale:**

The current course outcomes on the syllabus are being updated to reflect the most current council for accreditation of counseling and related educational programs (CACREP) 2016 standards.

NO CHANGE TO CATALOG

**7. DEPARTMENT OF ANTHROPOLOGY**

**APPROVED**

**A. New Course (Proposed Dual Level with ANTH 490)**

**Course:** ANTH 590: Applied Spatial Methods in Archaeology

**Rationale:** This course is proposed to provide graduate students within the Anthropology Department the opportunity to gain applied experience in the methods necessary to collect new and existing archaeological spatial data, integrate the data into archaeological databases, and create new datasets that will answer archaeological questions. Many of these methods have been taught piecemeal in other archaeology courses. This course is designed to make the purpose of these combined methods more coherent.

**Summary:**

Course	590: Applied Spatial Methods in Archaeology
Credits	3
Prerequisite	None
Description	Introduces methods used within archaeology to examine the spatial relationships between archaeological artifacts, features and sites at various scales. Explores the strengths and weaknesses of various spatial methods in archaeology. Provides students with the ability to become knowledgeable consumers of these methods in future research and working environments.

**8. DEPARTMENT OF KINESIOLOGY, HEALTH AND SPORT SCIENCE**

**APPROVED**

**A. New Course (Proposed dual level with KHSS 420)**

**Course:** KHSS 520: Health Education and Promotion at the Workplace

**Rationale:**

This course is geared towards students enrolled in the M.Ed in Health and Physical Education program. This proposed course will help prepare students who are interested in becoming a certified health education specialist.



Course	KHSS 520: Health Education and Promotion at the Workplace
Credits	3
Prerequisite	none.
Description	Addresses basic issues and problems in planning, implementing, and evaluating health education programming in a variety of school and work-site settings. Explores agencies and programs focused on advocacy of health education services. Emphasizes knowledge and practical skills required to become a certified health education specialist.

### B. New Course (Dual level with KHSS 437)

**Course:** KHSS 537: Coaching Disability Sport

#### Rationale:

The dual-level designation is for graduate students enrolled in the M.S. in Exercise Science and M.Ed in Health and Physical Education programs. Currently there are no graduate level courses with an emphasis on sport opportunities for athletes with disabilities.

#### Summary:

Course	KHSS 537: Coaching Disability Sport
Credits	3
Prerequisite	none
Description	Provides an introduction to developmentally appropriate practice when coaching individuals with disabilities. Emphasizes accessible and inclusive practices that promote full participation of individuals with various disabling conditions. Explores program planning and assessment in various disability sports and games.

### C. PROGRAM REVISION

**Degree:** M.Ed. in Health and Physical Education

#### Rationale:

This program is being updated to better address the program description and targeted student population. The updates include the addition of 3 new tracks including, (1) Community Health Education, (2) Adapted Physical Activity, and (3) Athletic Coaching. The proposed change will make direct distinctions for students interested in the above mentioned areas.

	Current	Proposed
<b>Title</b>	M.Ed. in Health and Physical Education	M.Ed. in Health and Physical Education
<b>Catalog Description</b>	UG Course Catalog: <a href="http://www.iup.edu/registrar/catalog/">http://www.iup.edu/registrar/catalog/</a>	M.Ed. in Health and Physical Education

	<p><b>Grad Course</b>  <b>Catalog:</b> <a href="http://www.iup.edu/graduatestudies/catalog/">http://www.iup.edu/graduatestudies/catalog/</a></p> <p>The Health and Physical Education program is designed to meet the changing needs of graduate students and features a hybrid curriculum of online and traditional face-to-face courses. The unique program provides opportunities for advanced study in health and physical education for four populations of students who are interested in teaching in the traditional K-12 school setting and community education for all types of learners. Graduate students in the program will work with nationally recognized and award winning faculty members and will have the opportunity to earn additional certifications and credentials including K-12 Health and Physical Education Teacher Certification, American College of Sports Medicine – Certified IFT, CAPE Certification, National Strength and Conditioning Specialist - CSPS, and CHES.</p> <p>The first population includes current health and physical educators who are certified teachers in Pennsylvania. The program benefits these individuals through studying contemporary trends in teacher education, broadening their knowledge base in health and physical education, and enhancing their skills as educators with updated teaching methods.</p> <p>The second population consists of teachers who are certified in another content area and wish to add health and physical education to their certificate. Students who hold only an elementary certification will be required to complete 6 semester hours of student teaching at the secondary level. Students who hold only a secondary certification will be required to complete 6 semester hours of student teaching at the elementary level. Students certified in a K-12 content area will complete an internship experience.</p> <p>The third population includes those who currently have a nonteaching bachelor’s degree and wish to become certified health and physical educators. In addition to completing the required course work, students seeking</p>	<p>The Master of Education in Health and Physical Education offers both a 30-credit thesis program and a 36-credit non-thesis program. This degree includes emphasis tracks tailored towards specific career goals. Within this program, students can focus on (1) K-12 Teacher Certification, (2) Community Health Education, (3) Adapted Physical Activity, or (4) Athletic Coaching.</p> <p><b>K-12 Teacher Certification</b></p> <p>Students interested in earning PA teacher certification in K-12 Health and Physical Education can apply to this program. The majority of coursework can be completed online or through video conferencing, perfect for the working adult. Students in this track are required to attend a 4-week summer residency at IUP and complete a 6-12 credit student teaching experience. Teachers who are certified in another area and wish to add health and physical education to their credentials only need to complete 6 semester hours of student teaching. Students certified in another K-12 content area will complete an internship experience.</p> <p><b>Community Health Education</b></p> <p>Focuses on advocating and instructing health-related topics in the community, government or private settings. Graduates can seek employment as leaders in agencies involved in the training and prevention of health related behaviors and conditions. Graduates will have the prerequisite knowledge eligible to sit for the National Commission for Health Education Credentialing (NCHEC) Certified Health Education Specialist (CHES) exam.</p>
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	<p>initial certification must complete 12 hours of student teaching. The content and field experiences included in this program are based on the national standards of the American Association for Health Education and the National Association for Sport and Physical Education.</p> <p>The fourth population includes those interested in education outside of a traditional school setting such as community health education. Students interested in working in these environments have opportunities to gain experience in the areas of adapted physical activity and community health and wellness. Students will complete the core course requirements, the required courses and an internship experience within their area of interest.</p>	<p><b>Adapted Physical Activity</b> Designed for students who have an interest in working in school, community, or recreational settings where adapted physical activity programs are offered. Graduates will demonstrate the ability to develop, instruct, and assess programming for individuals with various disabilities. Graduates will have the prerequisite knowledge eligible to sit for the Adapted Physical Education National Standards (APENS) Certified Adapted Physical Education (CAPE) exam.</p> <p><b>Athletic Coaching</b> Designed for students with career goals in athletic coaching at various levels. Graduates in this program will demonstrate the pedagogical knowledge and experience necessary to work as a leader in the sport coaching profession.</p>
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**Program Requirements:****Current****Proposed**

<b>Non-Thesis Track (Includes Teaching Certification)</b>					
<b>A. Core Courses</b>		<b>6cr.</b>	<b>I. Core Courses</b>		<b>12 cr.</b>
<b>HPED 634</b>	Current Literature in Health, Fitness, and Sport	3 cr.	<b>KHSS 517</b>	Contemporary Issues in School and Community Health	3 cr.
<b>HPED 640</b>	Research Methods for Health, Sport, and Physical Activity	3 cr.	<b>KHSS 634</b>	Current Literature in Health, Fitness, and Sport	3 cr.
<b>B. Required Courses</b>		<b>27cr.</b>	<b>KHSS 640</b>	Research Methods for Health, Sport, and Physical Activity	3 cr.
<b>HPED 526</b>	Health Science Instruction	3 cr.	<b>KHSS 680</b>	Seminar	3 cr.

<b>HPED 615</b>	Curriculum Design and Assessment in Health and Physical Education	3 cr.
<b>HPED 631</b>	Motor Learning	3 cr.
<b>HPED 645</b>	Advanced Teaching Techniques in Physical Education	3 cr.
<b>HPED 655</b>	Health and Fitness for Elementary Children	3 cr.
<b>HPED 670</b>	Advanced Seminar in Adapted Physical Education	3 cr.
<b>HPED 680</b>	Seminar	3 cr.
<b>COMM 600</b>	Instructional Design and Development	3 cr.
<b>OR</b>		
<b>COMM 614</b>	Instructional Computing Basics	3 cr.
<b>OR</b>		
<b>HPED 675</b>	Fitness Technology for Health and Physical Educators	3 cr.
<b>EDEX 560</b>	Family Perspective on Disability	3 cr.
<b>OR</b>		
<b>EDEX 650</b>	Exceptional Children and Youth	3 cr.
<b>C. Teacher Certification Concentration (18-30 cr.)</b>		
<b>HPED 512</b>	Physical Activity and Stress Management	3cr.
<b>II. Tracks (choose one)</b>		
<b>A. Teacher Certification* (24 cr.)</b>		
<b>KHSS 526</b>	Health Science Instruction	3 cr.
<b>KHSS 615</b>	Program Design and Assessment in Health and Physical Education	3 cr.
<b>KHSS 631</b>	Motor Learning	3 cr.
<b>KHSS 645</b>	Advanced Teaching Techniques in Physical Education	3 cr.
<b>KHSS 655</b>	Health and Fitness for Elementary Children	3 cr.
<b>KHSS 670</b>	Advanced Seminar in Adapted Health Physical Education	3 cr.
<b>KHSS 675</b>	Fitness Technology for Health and Physical Educators	3 cr.
<b>EDEX 560</b>	Family Perspective on Disability	3 cr.
<b>OR</b>		
<b>EDEX 650</b>	Exceptional Children and Youth	3 cr.
<b>B. Community Health Education (12 cr.)</b>		
<b>KHSS 520</b>	Health Education and Promotion at the Workplace	3 cr.
<b>NURS 610</b>	Health Promotion and Social Issues	3 cr.
<b>HSAD 605</b>	Epidemiology in Health Service Administration	3 cr.
<b>OR</b>		

<b>HPED 515</b>	Lifestyle Behavior Management/Physical Activity	3cr.	<b>KHSS 672</b>	Epidemiology of Physical Activity	3 cr.
<b>HPED 517</b>	Contemporary Issues in School and Community Health	3cr.	<b>KHSS 698</b>	Internship	3 cr.
<b>HPED 550</b>	Curriculum and Programming in Sexuality Education	3cr.			
<b>HPED 672</b>	Epidemiology of Physical Activity	3cr.	<b>C. Adapted Physical Activity (12 cr.)</b>		
<b>HPED 681</b>	Special Topics	3cr.	<b>EDEX 650</b>	Exceptional Children and Youth	3 cr.
<b>HPED 698</b>	Internship	3cr.	<b>KHSS 537</b>	Coaching Disability Sport	3 cr.
<b>D. Professional Practice</b>		<b>6-12 cr.</b>	<b>KHSS 670</b>	Advanced Seminar in Adapted and Physical Education	3 cr.
<b>EDUC 421</b>	Student Teaching	3 cr.	<b>KHSS 698</b>	Internship	3 cr.
<b>EDUC 421</b>	Student Teaching	3 cr.			
			<b>D. Athletic Coaching Education (12 cr.)</b>		
			<b>KHSS 602</b>	Sport Psychology	3 cr.
			<b>KHSS 603</b>	Physiological Basis of Sport	3 cr.
			<b>KHSS 610</b>	Coaching Management	3 cr.
			<b>KHSS 698</b>	Internship	3 cr.
			<b>III. Electives and/or Thesis (Choose one)</b>		<b>6-12 cr.</b>
			<b>A. Thesis Option (6 cr.)</b>		
			<b>KHSS 795</b>	Thesis	3 cr.

	<b>Electives in KHSS or related fields.</b>	3 cr.
OR		
<b>B. Non-Thesis Option (12 cr.)</b>		
	<b>Electives in KHSS or related fields.</b>	12 cr.
<p>*Students completing Track A: Teacher Certification do not require elective or thesis credits. Those students follow Professional Practice requirements outlined below.</p>		
<p><b>Professional Practice for Teacher Certification (6-12 cr.)</b>            Students seeking certification as health and physical education teachers must also student teach as required by the Pennsylvania Department of Education. Students demonstrating acceptable levels of knowledge, skills, and disposition will be permitted to enroll in EDUC 421 and/or EDUC 441 Student Teaching. A review of student teaching applicant's graduate record will be conducted by the HPE Graduate Pedagogy Committee, which will determine if the student has met all requirements to move ahead with certification. Those who are determined to be deficient will not be permitted to student teach. They will receive a degree without Pennsylvania teaching certification. Those who are certified as elementary teachers will complete 6 credits in secondary student teaching. Those certified as secondary teachers will complete 6 credits of elementary student teaching. Noncertified students must complete both the elementary and secondary student teaching for a total of 12 credits. A culminating activity is required. The total credit hours for the teacher certification track is 36 credits, and the total credit hours with certification is 42-48 credits.</p>		

\*Students seeking teacher certification in health and physical education who do not have prerequisite methods courses may be required to take additional courses. Individual programs will be designed based on a review of transcripts.

## D. PROGRAM REVISION/New Track

### Degree: M.Ed. in Health and Physical Education

#### Rationale:

This track is being proposed primarily to complement the BSED in Community Health Education degree. Students who want to continue their education will have the opportunity to enroll in this track. Many of the high-quality community health related jobs require a graduate degree.

#### New Track Title:

Community Health Education

#### Catalog Description:

Community Health Education

Focuses on advocating and instructing health-related topics in the community, government or private settings. Graduates can seek employment as leaders in agencies involved in the training and prevention of health related behaviors and conditions. Graduates will have the prerequisite knowledge eligible to sit for the National Commission for Health Education Credentialing (NCHEC) Certified Health Education Specialist (CHES) exam.

#### Program Requirements:

<b>I. Core Courses</b>		<b>12cr.</b>	
<b>KHSS 517</b>	Contemporary Issues in School and Community Health	3 cr.	
<b>KHSS 634</b>	Current Literature in Health, Fitness, and Sport	3 cr.	
<b>KHSS 640</b>	Research Methods for Health, Sport, and Physical Activity	3 cr.	
<b>KHSS 680</b>	Seminar	3 cr.	
<b>II. Required Courses</b>		<b>12 cr.</b>	
<b>KHSS 520</b>	Health Education and Promotion at the Workplace	3 cr.	

<b>NURS 610</b>	Health Promotion and Social Issues	3 cr.
<b>HSAD 605</b>	Epidemiology in Health Service Administration	3 cr.
<b>OR</b>		
<b>KHSS 672</b>	Epidemiology of Physical Activity	3 cr.
<b>KHSS 698</b>	Internship	3 cr.
<b>III. Electives and/or Thesis (Choose one)</b>		<b>6-12 cr.</b>
<b>A. Thesis Option (6 cr.)</b>		
<b>KHSS 795</b>	Thesis	3 cr.
	<b>Electives in KHSS or related fields.</b>	3 cr.
<b>OR</b>		
<b>B. Non-Thesis Option (12 cr.)</b>		
	<b>Electives in KHSS or related fields.</b>	12 cr.

**Degree Requirements****Thesis Option: 30 credits****Non-Thesis Option: 36 credits****Learning Outcomes:**

Students will:

Demonstrate knowledge and skills of a health literate educator.

Analyze effective health education curricula and programs.

Examine assessments that enhance learning and engagement in health programming.

Integrate strategies that communicate and advocate for health education programming.

**E. PROGRAM REVISION/New Track****Degree: M.Ed. in Health and Physical Education****Rationale:**



This track is being proposed for students who have an interest in working with individual's with disabilities in a physically active environment. The M.Ed in Health and Physical Education already serves students with this interest; adding this track will make it more recognizable and official for these graduates.

**New Track Title:** Adapted Physical Activity

**Catalog Description:**

Designed for students who have an interest in working in school, community, or recreational settings where adapted physical activity programs are offered. Demonstrating the ability to develop, instruct, and assess programming for individuals with various disabilities is an essential part of this track. Graduates will have the prerequisite knowledge eligible to sit for the Adapted Physical Education National Standards (APENS) Certified Adapted Physical Education (CAPE) exam.

**Program Requirements:**

<b>I. Core Courses</b>		<b>12cr.</b>	
<b>KHSS 517</b>	Contemporary Issues in School and Community Health	3 cr.	
<b>KHSS 634</b>	Current Literature in Health, Fitness, and Sport	3 cr.	
<b>KHSS 640</b>	Research Methods for Health, Sport, and Physical Activity	3 cr.	
<b>KHSS 680</b>	Seminar	3 cr.	
<b>II. Required Courses</b>		<b>12 cr.</b>	
<b>EDEX 650</b>	Exceptional Children and Youth	3 cr.	
<b>KHSS 537</b>	Coaching Disability Sport	3 cr.	
<b>KHSS 670</b>	Advanced Seminar in Adapted Physical Education	3 cr.	
<b>KHSS 698</b>	Internship	3 cr.	
<b>III. Electives and/or Thesis (Choose one)</b>		<b>6-12 cr.</b>	
<b>A. Thesis Option (6 cr.)</b>			
<b>KHSS 795</b>	Thesis	3 cr.	
	<b>Electives in KHSS or related fields.</b>	3 cr.	
OR			
<b>B. Non-Thesis Option (12 cr.)</b>			
	<b>Electives in KHSS or related fields.</b>	12 cr.	

4/26/2016

**Degree Requirements**

**Thesis Option: 30 credits**

**Non-Thesis Option: 36 credits**

**Learning Outcomes:**

The students will be able to:

1. Demonstrate an understanding of human development and its applications to those with various needs.
2. Analyze how individuals learn motor skills and apply principles of motor learning during the planning and teaching of physical activity to students with disabilities.
3. Integrate historical and philosophical factors involved in current day practices in adapted physical activity.
4. Evaluate assessment tools for the purpose of making decisions about special services and program components for individuals with disabilities.
5. Synthesize major components of law that relate to instruction and opportunities for individuals with disabilities.

**F. PROGRAM REVISION/New Track**

**Degree: M.Ed. in Health and Physical Education**

**Rationale:**

This track is being proposed for students who have an interest in athletic coaching. The M.Ed in Health and Physical Education already serves students with this interest; adding this track will make it more recognizable and official for these graduates.

**New Track Title:** Athletic Coaching

**Catalog Description:**

Designed for students with career goals in athletic coaching at various levels. Graduates in this program will demonstrate the pedagogical knowledge and experience necessary to work as a leader in the sport coaching profession.

**Program Requirements:**

<b>I. Core Courses</b>		<b>12cr.</b>	
<b>KHSS 517</b>	Contemporary Issues in School and Community Health	3 cr.	
<b>KHSS 634</b>	Current Literature in Health, Fitness, and Sport	3 cr.	

<b>KHSS 640</b>	Research Methods for Health, Sport, and Physical Activity	3 cr.	
<b>KHSS 680</b>	Seminar	3 cr.	
<b>II. Required Courses</b>		<b>12 cr.</b>	
<b>KHSS 602</b>	Sport Psychology	3 cr.	
<b>KHSS 603</b>	Physiological Basis of Sport	3 cr.	
<b>KHSS 610</b>	Coaching Management	3 cr.	
<b>KHSS 698</b>	Internship	3 cr.	
<b>III. Electives and/or Thesis (Choose one)</b>		<b>6-12 cr.</b>	
<b>A. Thesis Option (6 cr.)</b>			
<b>KHSS 795</b>	Thesis	3 cr.	
	<b>Electives in KHSS or related fields.</b>	3 cr.	
OR			
<b>B. Non-Thesis Option (12 cr.)</b>			
	<b>Electives in KHSS or related fields.</b>	12 cr.	

**Degree Requirements**

Thesis Option: 30 credits

Non-Thesis Option: 36 credits

**Learning Outcomes:**

The students will be able to:

1. Analyze quality training principles that have a positive impact on coaching performance.
2. Integrate qualities and philosophies of a highly effective coaching program.
3. Develop a personal performance guide for individual professional growth and skill development.
4. Evaluate best practices and distinct differences around coaching various populations.

**FOR INFORMATION:****APPROVED**

**A. The following were approved by the UWGC to be offered as distance education courses:  
(Provost provides final approval)**

4/26/2016

HPED 517: Contemporary Issues in School and Community Health

CRIM 770: Seminar in Contemporary Corrections

CRIM 681: Special Topics: Evidence-Based Criminology

MUHI 525: Nineteenth Century Music

HSAD/NURS 605: Epidemiology in Health Services Administration

MAED 660: Survey of Research in Mathematics Education

GCOE 541: Creativity and Creative Problem Solving

GCOE 781: Mental Health Diagnosis and Interventions for the School Professional

MAED 681: Special Topics: Teaching Proportional Reasoning

MATH 641: Ordinary and Partial Differential Equations

KHSS 520: Health Education and Promotion at the Workplace

KHSS 537: Coaching Disability Sport

## **B. Terminology Change**

Effective Fall, 2016

Due to a change in terminology (per PA State System of Higher Education Policy 1985-01-A Requirements for Initiation or Change of Credit-Based Academic Programs), all organized, graduate programs of study that previously culminated in a Letter of Completion or Certificate of Recognition will now culminate in a Certificate.

(Note this terminology change does not affect credentials awarded by a third-party, such as certifications and licenses.)

### **University Development and Finance Committee (Senator Wick)**

A lengthy debate occurred on the proposed Non-Discrimination and Harassment Policy given below. Several questions were asked and answered and numerous language changes were suggested.

**MOTION:** Senator Korns moved that the proposed Non-Discrimination and Harassment Policy be **POSTPONED** until the next senate meeting in September 2016. The motion was **APPROVED.**

President Driscoll indicated that there is a possibility he may need to implement the policy in the summer if required by the OCR. He is open to working with the Senate and its process when it comes to making changes to the policy.

4/26/2016

Anyone that has suggested changes should send them to Senator Wick whose committee will meet on May 3.

**FOR ACTION:**

**Non-Discrimination and Harassment Policy**

ORIGINATING OFFICE

Office of Social Equity

PURPOSE

Discriminatory conduct is not consistent with the University's commitments to excellence and educational diversity. The University aims to create an environment free of discrimination.

SCOPE

This policy applies to all members of the University community, including employees (administrators, faculty, and staff), volunteers, students, vendors and all applicants for admission or employment. When the respondent is a student, the matter may be referred to the University's Office of Student Conduct, as appropriate.

OBJECTIVE

This policy sets clear expectations for an environment free of discrimination, defines discrimination, and provides procedures for handling allegations of discrimination. This complaint procedure incorporates by reference, and where applicable, constitutes the grievance procedures for complaints alleging unlawful discrimination under Title IX of the Education Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Titles VI and VII of the Civil Rights Act of 1964; Title VI of the Civil Rights Act of 1968; The Civil Right Act of 1991; the Age Discrimination in Employment Act of 1967; the Age Discrimination Act of 1975; and the Pennsylvania Human Relations Act. As used herein, "complaint" is synonymous with "grievance."

POLICY STATEMENT

Discrimination based on age, color, national origin, race, religion, disability, veteran's status, sex, sexual orientation or gender identity is prohibited.

All employees, students, and those outside of the University who work in or with the University, including vendors and volunteers, must comply with applicable federal, state, and local laws as well as government regulations regarding discrimination.

Acts of discrimination, harassment or retaliation will not be tolerated, and alleged violations of this policy will be investigated following the steps detailed in the policy. Violators of this policy will be disciplined consistent with this policy and applicable labor agreements. Discipline may include but is not limited to a warning, transfer, suspension, termination, or expulsion from the University.

Complaints of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence and stalking are processed under the University's Sexual Harassment and Sexual Violence policy and related procedures. For more information about the University's Title IX program, please refer to the University's Social Equity website at: <http://www.iup.edu/social-equity/policies/title-ix/default.aspx>.

## DEFINITIONS

**Discrimination:** An adverse employment or academic action or decision that is based on or motivated by an individual's membership in a protected class that is sufficiently severe, persistent or pervasive so as to substantially limit or interfere with an individual's work environment, educational performance, participation in extra-curricular activities or equal access to the University's resources and opportunities.

**Harassment:** Any conduct directed toward an individual based on membership in a protected class that is sufficiently severe, persistent or pervasive so as to substantially limit or interfere with an individual's work environment, educational performance, participation in extra-curricular activities or equal access to the University's resources and opportunities. Harassment is a form of discrimination. Constitutionally protected expression cannot be considered harassment under this policy.

**Complainant:** The individual who is alleging the occurrence of discrimination.

**Respondent:** The individual against whom allegations of discrimination, harassment or retaliation have been made.

## RETALIATION PROHIBITED

Retaliation is a form of discrimination. The University prohibits retaliation against any party who, in good faith, reports, assists or participates in an investigation under this policy.

Retaliation, if found to have occurred, is considered an offense separate from the original complaint of discrimination or harassment. The University will take disciplinary action against those who participate in retaliatory behavior. Individuals who believe they have been subjected to retaliation should report the conduct to the Office of Social Equity as promptly as possible.

## COMPLAINT PROCESS FOR ALLEGATIONS AGAINST STUDENTS

The procedures for processing a discrimination, harassment or retaliation complaint against a student (student to student or allegations in which the alleged offender is a student) are addressed through a formal student conduct proceeding, which is described in and governed by the Student Conduct Policies and Regulations. For more information, please refer to the Office of Student Conduct website on policies: <http://www.iup.edu/studentconduct/policies/>.

To make a complaint against a student who is alleged to have engaged in discrimination, harassment or retaliation and to discuss options, contact the Office of Student Conduct, 307 Pratt Hall, at 724-357-1264. If the individual does not want to proceed with a conduct complaint or police report against a student alleged to have violated this policy, the University's Office of Social Equity may still investigate, but may be limited in its ability to do so.

## COMPLAINT PROCESS FOR ALLEGATIONS AGAINST EMPLOYEES, VENDORS AND VOLUNTEERS

Any member of the University community who believes he or she may have experienced discrimination, harassment or retaliation in violation of this policy by an employee, vendor or volunteer may use either the informal resolution process or the formal complaint process, or both. The informal resolution and formal complaint processes described in this policy are not mutually exclusive and neither is required as a pre-condition for choosing the other; however, they cannot both be used at the same time. Anonymous complaints will be individually assessed for credibility and with regard to the extent they can be investigated.

A. Informal Resolution: This process may be used as a prelude to filing a formal complaint or as an alternative. It is not necessary that this option be used. Anyone who believes that he or she has been subject to discrimination, harassment or retaliation may immediately file a formal complaint as described below. Informal resolution may be an appropriate choice when the conduct involved is not of a serious or repetitive nature, and disciplinary action is not required to remedy the situation. No formal investigation is involved in the informal resolution process.

1. Reporting: Individuals wishing to use the informal resolution process should contact the Office of Social Equity. If individuals in the Office of Social Equity or the designee appointed by the Office of Social Equity are part of the alleged discrimination, harassment or retaliation, the Associate Vice President for Human Resources should be contacted instead.

2. Assistance: The individual is provided assistance in attempting to resolve possible discrimination if the individual does not wish to file a formal complaint. Such assistance includes strategies for the individual to effectively inform the offending party that his or her behavior is offensive and should cease. Action should be taken by an appropriate University official to stop the offensive conduct, modify the situation in which the offensive conduct occurred, or begin mediation between the parties. However, the University may take more formal action to ensure an environment free of discrimination.

3. Timeframe: The Office of Social Equity or designee shall make a good faith effort, with the complainant's written consent, to resolve the complaint in a timely manner consistent with the complexity and severity of the matter. Any resolution efforts extending beyond fifteen (15) working days shall be noted.

B. Formal Complaint: The goal of the formal complaint process is to reach an official determination as to whether a respondent(s) has violated this policy. As a part of the formal complaint process, an adequate, reliable and impartial investigation will be conducted into the allegations of the complaint and a report of the investigation prepared.

1. Reporting: Complaints must be made to the University's Office of Social Equity. The complaint should include the complainant's name and contact information; the name of the person(s) directly responsible for the alleged violation; a detailed description of the conduct or event that is the basis of the alleged violation; the date(s) and location(s) of the occurrence(s); the names of any witnesses to the occurrence(s); the resolution sought; and, any documents or information that is relevant to the complaint. While an investigation may begin on the basis of an oral complaint, the complainant is strongly encouraged to file a written complaint. Complaints should be filed as soon as possible after the conduct giving rise to the complaint, but no later than thirty (30) working days after the event occurred. This deadline may be extended by the designated investigator based on extenuating circumstances.

2. Notice of Allegation: As part of the investigation process, the respondent shall be provided with a copy or summary of the allegations and be given the opportunity to respond verbally and/or in writing within a reasonable time frame. The response should include the names of any witnesses or other evidence the respondent may wish to have considered.

3. Investigation: The fact-finding process is intended to be an internal investigation, not an adjudicatory process. The strict rules of evidence and criminal or civil procedure do not apply. The complainant and the respondent may present any document or information that is believed to be relevant to the complaint. Any persons thought to have information relevant to the complaint shall be interviewed and such interviews shall be appropriately documented. The respondent and the complainant are permitted to have a union representative present as an advisor, if applicable. Allegations or matters of conduct outside the scope of this policy may be referred to the appropriate official for review and action.



4. Timing: Within ten (10) working days of receipt of a complaint, an investigation of the complaint will be undertaken. The investigation of a complaint will be concluded as soon as possible after receipt of the complaint, consistent with the complexity and severity of the matter. For investigations exceeding sixty (60) days, a justification for the delay shall be included in the written report.

5. Written Report: Upon completion of the investigation, a written report will be issued. The report shall include: a statement of the findings of fact, including an analysis of the facts discovered during the investigation; a statement of conclusions the investigator has drawn, if any; and any other relevant information deemed appropriate to the findings of fact. Both the complainant and the respondent shall be provided an opportunity to review a summary of the written report and submit comments.

6. Review: The President or designee, as appropriate, will review the summary of the written report, the written report and any comments submitted by the complainant or respondent. The President or designee may request further investigation; dismiss the complaint if the results of the completed investigation are inconclusive or there is insufficient evidence, based on a preponderance of the evidence, to support the allegation(s); or find this policy was violated. The President or designee will determine what appropriate action, if any, will be taken. A pre-disciplinary conference will be held prior to issuing any discipline, consistent with the disciplinary procedures proscribed in any applicable labor agreement. The University shall take steps to prevent the recurrence of discrimination, harassment or retaliation under this policy and to correct any discriminatory effects on the complainant and others, if appropriate.

7. Notice of Outcome: Once the President or designee has rendered a decision and notified the respondent in writing, the formal investigator shall, to the extent permitted by the Family Educational Rights and Privacy Act, notify the complainant, in writing, of the results of the investigation and the action taken by the University to resolve the complaint. At the conclusion of the formal investigation, all records from the formal resolution process will be retained in accordance with the University's records retention policy. Records of investigations will not be maintained in personnel files unless formal disciplinary action is taken.

C. Appeal and Reporting to Outside Entities: The respondent may appeal any discipline rendered as provided in the grievance procedures of his or her respective labor agreement or the Board of Governors' Merit Principles Policy (Policy 1983-01-A), as applicable. The complainant has the option at any time during informal resolution or formal complaint process to file a complaint through an external public agency responsible for enforcing laws

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regarding discrimination. Generally this filing should take place within 180 days beginning with the date of the last alleged incident.

Equal Employment Opportunity Commission

[www.eeoc.gov](http://www.eeoc.gov)

1000 Liberty Avenue  
Pittsburgh, PA 15222  
(412) 644-3444

Pennsylvania Human Relations Commission

[www.phrc.state.pa.us](http://www.phrc.state.pa.us)

300 Liberty Ave., State Office Bldg., 11th Floor  
Pittsburgh, PA 15222  
(412) 565-5395

U.S. Department of Education, Office for Civil Rights

[www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)

400 Maryland Avenue  
Washington D.C., 20202-5151  
(800) 421-3481

D. Privacy: The University will endeavor to honor an individual's desire for privacy, to the extent permitted by law, which still allows the University to provide an environment free of discrimination. Relevant information will be provided to those persons who need to know in order to achieve a timely resolution of the complaint.

E. False Complaints: Any person who knowingly and intentionally files a false complaint under this policy or any person who knowingly and intentionally makes false statements within the course of the investigation is subject to disciplinary action up to and including termination of employment.

F. Dissemination of Policy: The policy will be posted on the University's website and copies will be made available to all members of the University community, including employees (administrators, faculty, and staff), volunteers, students, vendors and all applicants for admission or employment upon request. Periodic notices will be sent to employees and students which will include referral information and information about the complaint procedures. The University will periodically educate and train employees and supervisors regarding the policy and conduct that could constitute a violation of the policy.

The policy was established on (insert date here). Questions about the policy should be directed to the Office of Social Equity, Delaney Hall, Room B-17, phone: 724-357-3402.

4/26/2016

The University's Compliance Officer and Title IX Coordinator is:

Valerie Mercado  
Compliance Officer and Title IX Coordinator  
Office of Social Equity  
Delaney Hall, B17  
724-357-3402  
[Valerie.Mercado@iup.edu](mailto:Valerie.Mercado@iup.edu)

The University's ADA/Section 504 Coordinator is:

Dr. Pablo Mendoza  
Assistant to the President for Social Equity  
Office of Social Equity  
Delaney Hall, B17  
724-357-3402  
[Pablo.Mendoza@iup.edu](mailto:Pablo.Mendoza@iup.edu)

**Academic Affairs Committee (Senator Dugan)**

**FOR ACTION:**

**New Course Policy**

### **1. Bereavement-related Class Absences**

**APPROVED**

The university community recognizes the impact that the loss of a family member or loved one may have on the emotional and academic wellbeing of a student. In such circumstances, a student may request that a bereavement absence notification be sent to their faculty by contacting either the Advising and Testing Center or the Dean's office of the college of their major, who will send an email to the student's faculty stating that the student is away from the university due to the death of a family member or loved one. Documentation that verifies the death (e.g., a funeral program, death notice, obituary, etc.) and the nature of the student's relationship to the deceased may be requested.

The university encourages allowances for the grieving process, while acknowledging the faculty member's right in determining the terms of variance from the course syllabus. The student is expected to take the initiative to make all arrangements for meeting academic requirements. The university community also encourages students affected by a loss to contact the IUP Counseling Center or other university and community resources, as appropriate, if they are in need of ongoing emotional support.

**RATIONALE for Addition:**

Reflects the need for students, and faculty, to know what to do in the case of bereavement. Defines bereavement as a reasonable excuse for absence and protects both parties by defining a way to have such an absence verified.

## **2. Undergraduate Course Attendance Policy**

**APPROVED**

### **ORIGINAL:**

The university expects all students to attend class.

Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:

1. Each policy must be distributed in writing during the first week of the course.  
Normally, it is expected that the information dealing with class attendance standards will be distributed with the course syllabus.
2. Each policy must define some limited level of allowable absence.
3. Each policy must recognize students' need to miss class because of illness, personal emergency, university-sponsored activities, or active military duty.
4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed before adding the class.

### **REVISED**

The university expects all students to attend class.

Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:

1. Each policy must be distributed in writing during the first week of the course.  
Normally, it is expected that the information dealing with class attendance standards will be distributed with the course syllabus.
2. Each policy must define some limited level of allowable absence.
3. Each policy must recognize students' need to miss class because of illness, personal emergency, university-sponsored activities, bereavement, or active military duty.
4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed before adding the class.

### **Rationale for Changes:**

Bereavement has been added as a reason for absence.

### **REORGANIZATION OF POLICY in Catalog**

### **3. Undergraduate Course Attendance Policy**

**APPROVED**

The university expects all students to attend class.

Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:

1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the course syllabus.
2. Each policy must define some limited level of allowable absence.
3. Each policy must recognize students' need to miss class because of illness, personal emergency, university-sponsored activities, bereavement, or active military duty.
4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed before adding the class.

#### **Bereavement-related Class Absences**

The university community recognizes the impact that the loss of a family member or loved one may have on the emotional and academic wellbeing of a student. In such circumstances, a student may request that a bereavement absence notification be sent to their faculty by contacting either the Advising and Testing Center or the Dean's office of the college of their major, who will send an email to the student's faculty stating that the student is away from the university due to the death of a family member or loved one. Documentation that verifies the death (e.g., a funeral program, death notice, obituary, etc.) and the nature of the student's relationship to the deceased may be requested.

The university encourages allowances for the grieving process, while acknowledging the faculty member's right in determining the terms of variance from the course syllabus. The student is expected to take the initiative to make all arrangements for meeting academic requirements. The university community also encourages students affected by a loss to contact the IUP Counseling Center or other university and community resources, as appropriate, if they are in need of ongoing emotional support.

#### **Anticipated Class Absence for University Representation and Participation**

The university community recognizes the value of student participation in co-curricular and extracurricular activities of the university, while acknowledging the faculty member's right to determine the terms of variance from the course syllabus. Ideally, the student is expected to notify the professor as soon as the student knows that a class will be missed due to a university-sponsored event. The faculty may request documentation signed by the activity director, coach, or advisor detailing the specifics of the event in advance.

The student must take the initiative to make all arrangements for meeting academic requirements before the anticipated class absence. Excused absences for participation in university-sponsored

events will not result in a penalty to the student, provided that the student makes up missed work as required by the professor.

#### **4. University Policy on Semester Course Syllabi**

**APPROVED**

##### **ORIGINAL**

Each faculty member shall prepare and distribute a semester course syllabus, without charge, to each student within one week of the first meeting of the class. The syllabus will be consistent with the course content and catalog description that was approved by the Curriculum Committee of the University Senate for the initial course offering or revision. Semester course syllabi may be distributed in hard copy or electronic versions. The semester course syllabus is a vehicle of communication to promote student academic planning and to avoid misunderstandings of the course plan and requirements.

It is recommended that each syllabus include

- a. the faculty member's name, office location, telephone number, IUP e-mail address, and office hours,
- b. an outline of the course content, objectives, and prerequisites, as appropriate,
- c. information about any required textbook(s) with title, author, and edition, as well as any other required materials,
- d. information on the determination of grades, including the weight, types, and scheduling of evaluations, other planned requirements, academic integrity, expectations for class participation, and attendance,
- e. a statement of policies and/or penalties for make-up exams and late submission of assignments,
- f. a statement addressing accommodations for students with disabilities.

##### **REVISED**

##### **University Policy on Course Syllabi**

Each faculty member shall prepare and distribute a course syllabus, without charge, to each student within one week of the start of the course. The syllabus will be consistent with the course content and catalog description that was approved by the Curriculum Committee of the University Senate for the initial course offering or revision. Course syllabi may be distributed in hard copy or electronic versions. The course syllabus is a vehicle of communication to promote student academic planning and to avoid misunderstandings of the course plan and requirements.

It is recommended that each syllabus include

- a. the faculty member's name, office location, telephone number, IUP e-mail address, and office hours,
- b. an outline of the course content, objectives, and prerequisites, as appropriate,
- c. information about any required textbook(s) with title, author, and edition, as well as any other required materials,

- d. information on the determination of grades, including the weight, types, and scheduling of evaluations, other planned requirements, academic integrity, expectations for class participation, and attendance,
- e. a statement of policies and/or penalties for make-up exams and late submission of assignments,
- f. a statement addressing accommodations for students with disabilities.

**RATIONALE:**

New title. Removal of the use of semester, as courses occur within, between, and around semesters.

**5. Normal Credit Loads**

**APPROVED**

**ORIGINAL**

A normal credit load is 15-17 credits. A student who wishes to schedule 18 or more credits must obtain approval from the dean of the college in which he/she is registered; approval will be predicated on various criteria, such as the student's demonstrated competencies, total courses, and specific conditions. If approval is granted, the dean will set the credit limit and make the appropriate computer entry. A student is responsible for paying a per-credit fee at the current tuition rate for each credit beyond 18.

**REVISION**

**Excess Credit Load**

A student who wishes to schedule 18 or more credits must obtain approval from the dean of the college of the student's major; approval will be predicated on various criteria, such as the student's demonstrated competencies, total courses, and specific conditions. If approval is granted, the dean will set the credit limit and make the appropriate computer entry.

**RATIONALE:**

Changes title and removes the stigma of "normal" vs. "abnormal". Reflects the new tuition plans. Clarifies language.

**6. Policy Revision**

**APPROVED**

**ORIGINAL – Approved March 2016**

**Eligibility and Application for Graduation**

Commencement ceremonies at IUP are in May at the conclusion of the spring semester and in December at the conclusion of the fall semester. Students who have applied for graduation for May and August are invited to attend the May ceremony and are included in the commencement booklet.

Students are responsible for knowing and fulfilling the requirements for graduation in their degree program. All students who expect to graduate are required to apply for graduation. Dual

4/26/2016

baccalaureate degree students must file a separate graduation application for each degree. Undergraduate students should check the published deadlines for graduation application and should apply on the web at MyIUP (*my.iup.edu*). Further information on applying for graduation may be obtained at the dean's office of the student's primary major college.

Degrees will not be posted until approval by the dean or the dean's designee of the college of the student's primary major is received in the Office of the Registrar. Diplomas will then be issued provided all financial obligations and requirements (including primary major, secondary majors, and minors) have been satisfied.

## **REVISION – For Action**

### **Eligibility and Application for Graduation**

Commencement ceremonies at IUP are in May at the conclusion of the spring semester and in December at the conclusion of the fall semester. Students who have applied for graduation for May and August are invited to attend the May ceremony and are included in the commencement booklet. **Students who have applied for graduation for December and January are invited to attend the December ceremony and are included in that commencement booklet.**

Students are responsible for knowing and fulfilling the requirements for graduation in their degree program. All students who expect to graduate are required to apply for graduation. Dual baccalaureate degree students must file a separate graduation application for each degree. Undergraduate students should check the published deadlines for graduation application and should apply on the web at MyIUP (*my.iup.edu*). Further information on applying for graduation may be obtained at the dean's office of the student's primary major college.

Degrees will not be posted until approval by the dean or the dean's designee of the college of the student's primary major is received in the Office of the Registrar. Diplomas will then be issued provided all financial obligations and requirements (including primary major, secondary majors, and minors) have been satisfied.

### **RATIONALE:**

The additional sentence at the end of paragraph one reflects a recent policy and procedure change.

## **7. Academic Integrity Policy**

**APPROVED**

The Academic Integrity Policy given below generated a lot of debate. During the debate the timing of when the proposal came to Senate was questioned.

**MOTION:** Senator Jozefowicz moved that the proposed Academic Integrity Policy be **POSTPONED** until the next senate meeting in September 2016.



The motion was **DEFEATED** after being debated. The Rules Committee conducted a count of the votes by hand after an initial voice vote was found not to be decisive by Chairman Piper.

## **ACADEMIC POLICY AND PROCEDURES - ORIGINAL**

- I. **Academic Integrity Policy and Procedures.** The university's academic integrity policy is part of an ongoing effort to develop a community in which 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 course work; with lab work, theses, and 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, take-home examinations, speeches and oral presentations, 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 that 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.

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 on 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 1: Informal Resolution.* The faculty member/administrator shall notify the student of the charges and schedule a meeting within 10 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. By

resolving the charges informally, the student waives his/her right to appeal sanctions that have been agreed upon in the resolution process. If agreement cannot be reached, or if, at the discretion of the faculty member/administrator, a more formal process as outlined in this policy is appropriate, the formal process will be initiated by the faculty member/administrator. No formal record is kept if the case is satisfactorily resolved at this level.

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 will schedule a conference with the student in an attempt to reach a mutually agreeable resolution. This conference must be scheduled/requested within 10 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. Copies are distributed to the student, the faculty member/administrator filing the agreement, the department chair, 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 10 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 10 calendar days of the conference with the student.
3. *Option III: Resolution by Formal Adjudication.* 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 part of IUP's academic or other programs
    - \* suspension
    - \* expulsion
    - \* rescission of a conferred degree
  - a. The faculty member/administrator should file an Academic Integrity Referral Form with the department chair within 10 calendar days of the observation or discovery of the violation or within 10 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.
- b. The department chair will forward a copy of the Academic Integrity Referral Form to the student within 10 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.
  - c. The hearing should be scheduled so as to allow the student a reasonable time to prepare a defense (within 10 calendar days of being notified of the allegation by the department chair).
  - d. This hearing will involve the student, the department chair, and the faculty member/administrator, and in the case of a graduate student, 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.
  - e. 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.
  - f. 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.
  - g. 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 on information presented by the faculty member/administrator.
  - h. Following the hearing, the department chair will render a determination based on the information presented at the hearing. Within 10 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 the Office of the Provost. The Office of the Provost will file the official documents with the Office of Student Conduct.
  - i. 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 10 calendar days of receiving notification of the allegation.
  - j. 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 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 people, 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(s) and the recommended sanction(s). 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 10 calendar days from the date of notification to the student.
3. No later than three days before the date of the hearing, a student appearing before an AIB may, with good cause, provide written notice of any challenge to any member on the board sitting in judgment of his/her particular case. In counting the three days, weekends and official school holidays will not be included. When such a challenge is made, an alternate member will be appointed to the AIB. Failure to give proper notice of a challenge shall be a waiver of the right to make the challenge at any time during the hearing.
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 on 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 no 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 on 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 to the hearing.

11. The AIB must submit a written report of the decision within 10 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 10 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 10 calendar days. All appeals involving sanctions of involuntary withdrawal from part of IUP's academic or other 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 10 calendar days of its decision to the 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**

1. 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.
  - a. 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.
  - b. 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.
  - c. Constructive or Educational Task: A task that requires the student to examine his/her dishonest behavior and that may benefit the student, campus, or community.
  - d. 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.
2. 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 part of IUP's academic or other programs, suspension, or expulsion from the university.
  - c. Involuntary withdrawal from part of IUP's academic or other 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 his/her 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 president's 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. Conversion of a Withdrawal: Individual course withdrawals initiated by a student before resolution of an academic integrity referral will not remain on the transcript if the student is found to have violated the policy and the resolution of the referral is the assignment of a grade. 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 10-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; this extension may be granted by the provost/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. This policy will be reviewed by the Senate Academic Committee after five years.
8. Failure to comply with the sanctions issued under this policy will result in a referral to the Office of Student Conduct for violation of Academic Integrity Policy and Procedures, Section II, Violation #9, by the Office of the Provost.

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.

## **REVISION – For Action**

### **Academic Integrity Policy**

IUP is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that all academic work should be the result of an individual's own effort. Academic assignments help students learn and allow them to exhibit this learning. Grades are an assessment of the extent to which learning has been demonstrated in assignments. Therefore, academic work and grades should be the result of a student's own understanding and effort. All members of the IUP community – including students, faculty, and staff – are responsible for maintaining academic integrity, which includes knowing what IUP's academic integrity policies are and being able to identify academic misconduct. Academic misconduct includes any action which improperly impacts the assessment or representation of a student's academic achievement. Academic misconduct may result in disciplinary action, including expulsion from the University.

### **Types of Violations**

Academic integrity violations can take many forms. Violations of IUP's standards of academic integrity include, **but are not limited to**, the following broadly defined categories:

#### **1. Plagiarism**

Plagiarism is a type of fraud that involves stealing someone else's work and lying about it. Using someone else's words, ideas, or data as if it were one's own work is plagiarism. Plagiarism applies to any type of source, whether published or unpublished, and to any type of assignment, whether written, verbal, or otherwise. Plagiarism can be avoided simply by acknowledging that certain material is the work of another, and then providing a citation that gives a reader the information necessary to find the source of the work. Any assignment submitted by a student

that includes the words, ideas or data of another must include complete, accurate, and specific references. Any verbatim statements must also include quotation marks. More information about what constitutes plagiarism and how to avoid it can be found online at the Office of the Provost website ([insert URL](#)).

**2. Fabrication**

Fabrication means making something up to deceive or mislead someone. This includes, but is not limited to, the use of fictitious data, research, citations, or any other kind of information. Fabrication also includes making false claims to influence testing or grading, or to gain academic credit. More information about what constitutes fabrication and how to avoid it can be found online at the Office of the Provost website.

**3. Cheating**

Cheating is an attempt to misrepresent one's mastery of information or skills being assessed. Cheating takes many forms; it includes, but is not limited to, using (or attempting to use) unauthorized materials, assistance, information, devices or study aids in any academic exercise. Cheating also includes, among other things, using the same paper or work more than once without authorization of the faculty member to whom the work is being submitted. More information about what constitutes cheating and how to avoid it can be found online at the Office of the Provost website.

**4. Technological Misconduct**

Computer dishonesty, as addressed by university computing policies, includes, but is 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; and using or installing or attempting to use or install software not properly licensed. More information about what constitutes technological misconduct and how to avoid it can be found online at the Office of the Provost website.

**5. Academic Dishonesty**

Academic dishonesty consists of any deceitful or unfair conduct relevant to a student's participation in a course or any other academic exercise or function. Academic dishonesty includes, but is not limited to: tampering with grades, any action that unfairly impacts the assessment of one's academic work, disrupting or interfering with the learning environment or the ability of others to complete academic assignments, intentionally evading IUP academic policies and procedures, or failure to comply with previously imposed sanctions for academic

violations. Academic dishonesty also includes violations of student conduct policies, as related to the academic environment. A comprehensive discussion of IUP's policies and student behavior expectations has been compiled in, "The Source: A Student Policy Guide." Downloadable copies of "The Source" are available online at the Office of Student Conduct website ([insert URL](#)).

**6. Facilitating Academic Integrity Violations**

Facilitating academic integrity violations includes attempting to help another engage in an academic integrity violation.

**7. Classroom Misconduct**

Conduct that significantly disrupts the learning process or is a threat to others.

The university reserves the right to discipline any student for the above policy violations and any other action that an ordinary, reasonable, 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 should resolve the matter by Documented Agreement or by Formal Adjudication. *Sanction(s) may not be imposed on a student believed to have violated an academic policy without following one of these procedures.*

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

**Options for Resolution**

Once an academic integrity violation has been established a faculty member or administrator must use one of the following options to resolve the alleged violation.

**1. Resolution by Documented Agreement**

The faculty member/administrator will schedule a formal conference with the student in an attempt to reach a mutually agreeable resolution. This conference must be scheduled/requested within ten (10) calendar days of the observation or discovery of the alleged violation absent unusual circumstances. If an agreement is reached, the faculty member/administrator must complete a Documented Agreement Referral Form outlining the agreement and have it acknowledged by both parties: faculty member/administrator and student. The form is accessible online at MyIUP. 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 by a majority of the committee and the student. Electronic copies of the form are distributed to the student, the faculty member/administrator filing the agreement, the department chair, the Office of the Provost, and the Office of Student Conduct. The form must be filed within 10 days of the conference.

By signing the Documented Agreement, the student waives any right to appeal the sanctions agreed upon and set forth in the Documented Agreement. If the student fails to fulfill the Documented Agreement, the faculty member/administrator may file an academic integrity referral against the student for noncompliance.

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 10 calendar days of the conference with the student.

If a previous academic integrity violation for the student is on record, the matter will be referred to an Academic Integrity Board.

## 2. Resolution by Formal Adjudication

A faculty member/administrator should pursue formal adjudication: (a) if he/she cannot reach, or chooses not to attempt, a Resolution by Documented Agreement with the student regarding the case or sanctions to be imposed; or (b) if the faculty member/administrator believes that the violation is so severe that it warrants sanctions such as: awarding a failing grade on a project or exam when resubmitting the project or retaking the exam is not possible; involuntary withdrawal from part of IUP's academic or other programs; suspension; expulsion; or rescission of a conferred degree.

The faculty member/administrator should file a Documented Agreement Referral Form with the department chair within 10 calendar days of the observation or discovery of the violation or within 10 calendar days of the failure to reach a resolution through Resolution by Documented Agreement. If the violation pertains to work being judged by a committee, the form must be approved 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.

### **Academic Integrity Board (AIB)**

The AIB may be asked to hear cases filed at the Resolution by Formal Adjudication level. In addition, the AIB will hear all cases in which appeals to the chair's decision are accepted by the provost/designee. The AIB will also review sanctions in cases of multiple violations.

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. 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. A quorum requires the presence of four (4) people, at least one of whom must be an undergraduate student (for cases at the undergraduate level) or a graduate student (for cases at the graduate level). All members, including the chair, are voting members.

More information about the procedures for constituting an Academic Integrity Board can be found online at the Office of the Provost website ([insert URL](#)).

### **Appeals**

These appeal procedures apply to cases resolved through formal adjudication. Cases of academic

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integrity that are resolved through Documented Agreement cannot be appealed.

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 in writing within ten (10) calendar days of receiving the report, for any of the following reasons, detailing the reason(s):

- 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

The provost/designee may deny the appeal or direct the appeal to be heard by an AIB within 10 calendar days. All appeals involving sanctions of involuntary withdrawal from part of IUP's academic or other programs, suspension, expulsion, or rescission of a degree will be heard by an AIB.

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. Suspension, expulsion, or rescission of a degree may be recommended by the AIB but can only be implemented by the president/designee.

### **Multiple Violations**

Information about prior violations is not relevant to determining whether a student violated the policy in the current case. The AIB may request information on prior violations only after determining that a violation has occurred. Information on prior violations may be used in determining the appropriate sanction.

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.

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 whether a more severe sanction is appropriate.

The AIB must submit a written report of the decision within ten (10) calendar days of its decision to the provost/designee, absent unusual circumstances, who will forward the decision to the involved parties.

The student may appeal any new sanction to the provost/designee under the appeal guidelines. The provost/designee may direct the appeal to be heard by a second AIB.

### **Sanctions**

The following sanctions may be agreed upon by the student and faculty member/administrator through 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.

- a. **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.
- b. **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.
- c. **Constructive or Educational Task:** A task that requires the student to examine his/her dishonest behavior and that may benefit the student, campus, or community.
- d. **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.

In addition to the above, the following sanctions may be imposed through Formal Adjudication and/or AIB.

- 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 subsequent 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 part of IUP's academic or other programs, suspension, or expulsion from the university.
- c. **Involuntary withdrawal from part of IUP's academic or other programs:** A student may be denied the right to participate in some IUP program(s). Such involuntary withdrawal might be imposed on either a temporary or permanent basis.
- d. **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.
- e. **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. 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/designee.
- f. **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 his/her thesis.

Questions concerning the Academic Integrity Policy and Procedures can be directed to the Office of the Provost. More information about Academic Integrity Procedures can be found online at the Office of the Provost website ([insert URL](#)).

**RATIONALE:**

As a part of a five year review, the committee:

1. Removed procedures, which are not policy.
2. Removed options for informal resolution, because of increasing, documented instances of repeat offenses, which went on for too long, and were unknown, because of informal resolution.
3. Procedures were clarified throughout the policy.
4. As requested by some faculty, the new policy provides a more detailed list of possible sanctions.

**Awards Committee (Senator Lipinski)**

No report was given.

**MOTION:** Senator Korn moved to extend the meeting by 10 minutes. The motion was **APPROVED.**

**Noncredit Committee (Senator O'Neil)**

**FOR INFORMATION:**

The non-credit committee members met with Chef Lynn Pike for an annual review of the Culinary program.

Present: Lloyd Onyett, Tess O'Neil, Jeff Santicola  
Excused: Sudipta Majumdar, Tim Mack, David Lorenzi

The Academy's Culinary and Baking & Pastry Arts Programs have achieved exemplary status through American Chef Federation (ACF) Accreditation. Their next accreditation is in 2018.

They had 199 total admittances in the fall of 2015, an increase from 17 in the fall of 2014. They have awarded \$3,000 scholarships for 2016-2017. Recipients who have accepted the award have an average high school grade point average of 3.99.

The Culinary has been very busy this past year with program activities that benefit the Punxsutawney and Indiana communities. A few of these activities included Ice carving at the Ground Hog's day festivities, cooking competition, and Indiana's Cookin program.

Other activities include the Culinary Admissions visit program that hosts classes from six area high schools bringing the total number of schools visiting the culinary campus to 18. This represents a 50% increase in the number of high schools who visited last year and is the most schools hosted by the Academy in one year.

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These schools brought over 400 high school students to Punxsutawney to learn about the culinary programs.

The Chefs are also very busy promoting the Culinary program through various activities. They participate in the Pennsylvania ProStart Judging program, hosts numerous open houses for recruitment, and sponsor trips with the students to further his/her culinary experience. Such trips included were Omni Bedford Springs, Nemaquin Woodlands Resort, Washington DC and they also hosted themed Spring parties.

After completing the 18-month program, thirty students will continue on to the Baking and Pastry Program. Students earn 43 credits toward a Hospitality Management degree. Students also matriculate into Food & Nutrition, Dietetics and Consumer Science degree(s). Following are the statistics:

2014-2015

9 - hospitality management

10 - food & nutrition

2015-2016

8 - hospitality management

4 - food & nutrition

1 - dietetics

2016-2017 (thus far)

1 - family consumer sciences

They have a few program changes:

Support Staff

Melissa Constant

Katie Shoemaker

Faculty Retirements:

Chef Wutsch

Dr. Wygonik

The recommendations from last year's review have been addressed, there is now signage on the Fairman Centre building. The committee thinks the Culinary is doing an outstanding job representing Indiana University of Pennsylvania in the Culinary arena.

### **Library and Education Services Committee (Senator Ford)**

No report was given.



## **Research Committee (Senator Gossett)**

### **FOR INFORMATION:**

The University Senate Research Committee met on April 5, 2016. The first part of the meeting was devoted to committee business. The rest of the meeting focused on reviewing small grant and fellowship proposals. There were 13 USRC Small Grant proposals and the decision was made to fund 10 proposals totaling \$11,550.57. There were 5 Senate Fellowship Awards submitted and the decision was made to fund 2 of them, totally \$10,500.00.

The USRC funded projects by

- Dr. Joseph Duchamp
- Drs. Chivan Fitch and Zavin Nazaretian
- Dr. Amanda Poole
- Dr. Kenneth Coles
- Dr. BA Harrington
- Dr. Eun Jin Hwang
- Dr. David Janetski
- Dr. Becky Knickelbein
- Dr. Joyce Shanty
- Dr. Nashat Zuraikat
- Dr. Laura Delbrugge
- Drs. Vida Irani and Jeffery Larkin

The committee will meet next Tuesday at 3:30 pm in Stright 301.

## **Student Affairs Committee (Senator Stocker)**

There was no report.

## **University Planning Council (Senator Stocker)**

There was no report.

## **Presidential Athletic Advisory Council (Senator Castle)**

### **FOR INFORMATION:**

### **Observations from the April 13, 2016 Meeting**

## **Welcome and introductions**

### **Comments from Dr. Driscoll**

-Thanked the committee for their work this academic year.

### **Comments from PAAC Chair, Dr. Joshua Castle**

-Provided the committee with a report from the February 4th Athletic Gender Equity Committee (AGEC). The committee reviewed developed a procedure for requesting the addition of an intercollegiate varsity sport. At the next AGECE meeting the committee will be looking at the scholarship funding model.

-Discussed opportunities for Academic Programs to collaborate further with Athletic Department. Addressed how the move of the Athletic Training Program to a Master's Program could impact the Athletic Department.

### **Comments from the Interim Athletic Director, Steve Roach**

-The Athletic Department won an NCAA grant that will help with academic support for student-athletes. The Grant provides funding for the Athletic Department to hire a Student Athlete Academic Advisor. Mr. Roach indicated that this should take place before the start of the fall semester. Mr. Roach also indicated that a number of people should be thanked for their involvement in writing the proposal. They include Michelle Norwood, Dan Burkett, Jim Racchini and Cathy Dugan.

-The committee discussed how this individual could assist advisors with the advisement of student athletes, when considering various NCAA rules.

-Provided information regarding the Athletic Departments preparations for the April 22<sup>nd</sup> Advancement Counsel Meeting. This will include a rules education segment for boosters.

-Discussed the new changes to the conference Sportsmanship and Conduct Policy.

-Informed the committee that there is a committee being formed to develop a strategic plan for the Athletic Department.

### **Comments from the Faculty Athletic Representative, Dr. Jim Racchini**

-Dr. Jim Racchini provided the committee information regarding the conference Student Athlete Mental Health Initiative. He explained that IUP is in a great position because the services the conference would like student athletes to have access, are already available at IUP.

-Updated the committee on issues being discussed at the conference regarding issues related to LGBTQTA student athlete welfare.

### **Comments from Student Athletic Advisory Committee**

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-Informed the committee that the conference SAAC meeting was well attended and discussed the same topics the Dr. Racchini brought up. In addition they focused on developing Student Athlete Leadership.

### **Academic Computing Policy Advisory Committee (Senator McLaughlin)**

The next meeting date was announced.

### **University Budget Advisory Committee (Senator Soni)**

Senator Soni went over five documents from UBAC that were previously sent to all senators.

### **New Business**

- Senator Asamoah spoke about the importance of the senate having firm deadlines so that we have no longer having a rolling agenda.
- Secretary Stocker stated that the minutes will be sent to all senators as soon as possible. Senator Korn will then send a link for an electronic vote to approve the minutes.
- Senator Moeck reminded the senate that the minutes need to be approved by May 5 if we want curriculum issues to be considered by the Council of Trustees.

The meeting was adjourned at 5:07 PM.

Respectfully submitted by  
Russell Stocker  
University Senate Secretary