## December 6, 2016

Chairperson Piper called the December 6, 2016 meeting of the University Senate to order at 3:32 PM, in Eberly Auditorium.

Attendance at the Senate meeting is on the Senate website under Meeting Minutes.

A motion to approve the revised minutes from the October 4, 2016 meeting was **APPROVED.**

The minutes from the November 1, 2016 meeting were **APPROVED**.

Agenda items for the December 6, 2016 meeting were **APPROVED**.

## REPORTS AND ANNOUNCEMENTS

### President's Report

President Driscoll began by discussing the following:

- We are at the time of the semester were everyone is busy and dealing with extra stress. Please be kind to each other.
- Thank you for all of the great work.
- Dr. Driscoll's mid-semester briefing is available on-line.
- Everyone have a good and restful break.

President Driscoll then discussed the budget.

- There is a hiring freeze in place for all positions, but there is also a process to request exceptions.
- There is a 5 million dollar budget deficit and we are serving approximately 2,500 less students. We need to be very careful with our resources.
- UBAC is meeting later this week to continue working on the budget.

### Provost's Report

Good afternoon.

- Thank you to Dr. Laura Delbrugge who served as the Provost Associate. Dr. Delbrugge is moving on to a well-deserved sabbatical. The new Provost Associate is Dr. Shari Robertson.
- Information from the University Commencement Committee. After careful consideration, there will be changes made to the May commencement.

- o There will be a separate graduate ceremony, some time on Friday evening before the university-wide commencement on Saturday. Thank you to the Multicultural Center and the Honors College who made slight adjustments to allow the graduate ceremony to be moved to Friday evening.
- o Saturday ceremonies will now be ticketed. Attendance has been rising and we are treading on the fire marshal limit for safety. This change will allow families to be in person vs. watching it on a screen. This is a more equitable approach, but it is also the right thing to do.

Curriculum Revisions

In response to the Senate recommendations from the November 1, 2016 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- The following courses are approved by me and may be offered immediately:
  - FDNT 471 – Integrative Nutrition in Complementary and Alternative Healthcare
  - GEOG 105 – Our Digital Earth: Mobile Devices, Web Applications, and Geospatial Technology.

- Program revisions from the following departments that will be forwarded to the Council of Trustees for final approval:
  - Bachelor of Science - Bachelor of Science – Management/Operations Management including a track name change from Operations Management to Supply Chain Management, and the Minor in Entrepreneurship for Fine Arts from the department of Management.
  - Bachelor of Fine Arts/ Music Performance from the department of Music.
  - Certificate in Vocational-Technical Education from the Center for Career and Technical Personnel Preparation.=

- New track in the Bachelor of Science in Communications Media/Media Marketing from the Communication Media department.

- New track in the Bachelor of Arts in Theater/Musical Theater from the Theater department.

From the University-Wide Graduate Committee:

A. The following courses are approved by me and may be offered immediately:
  - ACE 660 – Introduction to Instructional Design
  - ACE 610 – Learning Management Systems
  - ACE 617 – Distance Education Technology

- ACE 622 – Program and Project Planning
- ACE 630 – Distance Education and Pedagogy
- ACE 700 – Advanced Instructional Design
- ACE 744 – Program and Project Evaluation

B. Program revisions from the following departments that will be forwarded to the Council of Trustees for final approval:
   - Master of Arts in Adult and Community Education/Adult Education and Communications Technology, including a track name change to Instructional Design and Technology from the Adult and Community Education department.
   - Doctor of Philosophy in Nursing from the department of Nursing and Allied Health Professions

## Chairperson's Report

- This is the last Senate meeting for the Fall 2016 semester. Thank you for the excellent work.
- Senator Bowers and Senator Simon are retiring. We greatly appreciate both their work and contributions to the Senate.

## Vice Chairperson's Report

- This semester was a transitional one for SGA. The committee assignment process will work more smoothly next semester.
- Please encourage any students with potential leadership abilities to join SGA.
- SGA is still in need of a faculty advisor.

## Rules Committee (Senator Korns)

- The process of Senate elections begins at the start of next semester.
- We thank Senator Bowers for her hard work on the committee.
- The committee will meet next Tuesday, December 13 at 3:30 pm in Davis Hall.

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

## FOR INFORMATION:

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

- **THTR 321 Stage Lighting Design**
- **ENGL 210 British Literature to 1660**
- **ENGL 265 Law and Literature**

**FOR ACTION:**

1. **Department of Nursing and Allied Health Professions—New Course and Program Revisions**        **APPROVED**

   a. **New Course:**

   **NURS 414 Health Policy and Patient Advocacy**        **3c-0l-3cr**
   **Prerequisite:** Junior Standing
   Focuses on the legislative, regulatory, political and advocacy issues including safeguarding autonomy, and promoting the social justice process that impacts the health care delivery services in the United States. Examines the impact of policy and politics on health care, social equity, accessibility, cost, and affordability. Examines their role in health policy development at the federal, state, and local level. Analyzes selected policies for their effect on social issues, health care finance and delivery. Explores the influence of global health.

   **Rationale:** This course will be added to the revised RN to BSN program; students in the BS Nursing could also take it as a free elective.

   b. **Program Revisions:**

**i. Current Program:**                Proposed Program:

**Bachelor of Science—Nursing/Licensed Practical Nurse Track**

| | Current | | | Proposed | |
|---|---|---|---|---|---|
| **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:<br>**Dimensions of Wellness:** fulfilled by the major<br>**Mathematics:** MATH 217<br>**Natural Science:** CHEM 101-102 (CHEM 111-112 could fulfill with permission)<br>**Social Science:** PSYC 101, SOC 151<br>**Liberal Studies Electives:** 5cr, PSYC 310, no course with NURS prefix | 43 | | **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:<br>**Dimensions of Wellness:** fulfilled by the major<br>**Mathematics:** MATH 217<br>**Natural Science:** CHEM 101-102 (CHEM 111-112 could fulfill with permission)<br>**Social Science:** PSYC 101, SOC 151<br>**Liberal Studies Electives:** 5cr, PSYC 310, no course with NURS prefix | 43 |
| **Major:** | 49-52 | | **Major:** | 50-53 | |
| **Required Courses:** | | | **Required Courses:** | | |
| NURS 214 Health Assessment | 3cr | | NURS 214 Health Assessment | 3cr | |
| NURS 312 Professional Nursing | 2cr | | NURS 312 Professional Nursing | 2cr | |
| NURS 316 Evidence-Based Practice in Nursing | 3cr | | NURS 316 Evidence-Based Practice in Nursing | 3cr | |
| NURS 334 Transitions in Professional Nursing | 3cr | | NURS 334 Transitions in Professional Nursing | 3cr | |
| NURS 412 Nursing Management | 2cr | | NURS 412 Nursing Management | 2cr | |
| NURS 431 Public/Community Nursing Clinical | 2.5cr | | NURS 431 Public/Community Nursing Clinical | 2cr | |
| NURS 432 Psychiatric/Mental Health | 2cr | | NURS 432 Psychiatric/Mental Health | 2cr | |
| NURS 433 Psychiatric/Mental Health Clinical | 2.5cr | | NURS 433 Psychiatric/Mental Health Clinical | 2cr | |
| NURS 434 Public/Community Nursing | 2cr | | NURS 434 Public/Community Nursing | 2cr | |
| NURS 436 Adult Health II | 4cr | | NURS 436 Adult Health II | 4cr | |
| NURS 437 Adult Health II Clinical | 2.5cr | | NURS 437 Adult Health II Clinical | 2cr | |

**Left column (current):**

| 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 | 4cr |
|---|---|---|
| NURS 337 | Adult Health Clinical I | 5cr |
| *OR* | | |
| | Credits by Exam (3) *and* | 8cr |
| NURS 493 | Internship | 1cr |

**Adult Health:**

| 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 Clinical | 2.5cr |
| *OR* | | |
| | Credits by Exam (3) *and* | 8cr |
| NURS 493 | Internship | 1cr |

**Other Requirements**: 15

| BIOL 150 | Human Anatomy | 4cr |
|---|---|---|
| BIOL 240 | Human Physiology | 4cr |
| BIOL 241 | Introductory Medical Microbiology | 4cr |
| FDNT 212 | Nutrition | 3cr |

**Free Electives:** 10-13

**Total Degree Requirements:** 120

(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.

**Right column (proposed):**

| NURS 440 | Nursing Management Clinical | 2cr |
|---|---|---|
| NURS 450 | A Cognitive Approach to Clinical | |
| | Problem Solving (2) | 3cr |
| NURS 493 | Internship | 1cr |
| | Advisor approved NURS elective | 3cr |

**Adult Health:**

| NURS 336 | Adult Health I | 4cr |
|---|---|---|
| NURS 337 | Adult Health I Clinical | 5cr |
| *OR* | | |
| | Credits by Exam (3) *and* | 8cr |
| NURS 493 | Internship | 1cr |

**Maternal Neonatal Health:**

| NURS 330 | Care of the Child and Family | 2cr |
|---|---|---|
| NURS 331 | Care of the Child and Family Clinical | 2cr |
| NURS 332 | Maternal-Neonatal Health | 2cr |
| NURS 333 | Maternal-Neonatal Clinical | 2cr |
| *OR* | Credits by Exam (3) *and* | 7cr |
| NURS 493 | Internship | 1cr |

**Other Requirements**: 15

| BIOL 150 | Human Anatomy | 4cr |
|---|---|---|
| BIOL 240 | Human Physiology | 4cr |
| BIOL 241 | Introductory Medical Microbiology | 4cr |
| FDNT 212 | Nutrition | 3cr |

**Free Electives:** 9-12

**Total Degree Requirements:** 120

(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 12 credits of free electives.

(3) Students have the option of earning up to 15cr via examination and taking NURS 493 (up to 2cr) or completing NURS 330, 331, 332, 333, 336, and 337 (17cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.

**Rationale:** This change is based on our student data, which indicates that we need to provide students with a stronger foundation in fundamentals and management of patient care. This data is collected through the Department's Systematic Program Assessment Plan (SPAP). During our last major curriculum revision in 2013 we attempted to strengthen the fundamentals course and created a management clinical course – which was a change moving towards improvement – but it appears to not be enough. Our data indicate we need to strengthen the content and application of both the fundamentals of patient care and management of patient care in the program.

With the proposed changes, students in the LPN track will be short two NURS credits–they do not need to take NURS 212 or NURS 236, which are each receiving 1 credit from clinical courses/credits by exam.

## ii. Current Program:

# Bachelor of Science—Nursing (*)

**Liberal Studies:** As outlined in Liberal Studies section
with the following specifications:                                            44
**Mathematics:** MATH 217 (1)
**Natural Science:** CHEM 101-102 (CHEM 111-112
could fulfill with permission)
**Social Science:** PSYC 101, SOC 151
**Liberal Studies Electives:** 3cr, PSYC 310, no course
with NURS prefix

**Major:**                                                                    52-55
**Required Courses:**

| | | |
|---|---|---|
| NURS 211 | Fundamentals I Clinical | 1cr |
| NURS 212 | Fundamentals I Theory | 2cr |
| NURS 213 | Fundamentals II Clinical | 1cr |
| NURS 214 | Health Assessment | 3cr |
| NURS 236 | Fundamentals II Theory | 2cr |
| NURS 312 | Professional Nursing | 2cr |
| NURS 316 | Evidence-Based Practice in Nursing | 3cr |
| 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 |
| NURS 336 | Adult Health I | 4cr |
| NURS 337 | Adult Health I Clinical | 5cr |
| NURS 412 | Nursing Management | 2cr |
| NURS 431 | Public/Community Nursing Clinical | 2cr |
| 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 |

**Other Requirements:**
**Science Sequence:**

| | | |
|---|---|---|
| BIOL 150 | Human Anatomy | 4cr |
| BIOL 240 | Human Physiology | 4cr |
| BIOL 241 | Introductory Medical Microbiology | 4cr |
| FDNT 212 | Nutrition | 3cr |

**Free Electives:**                                                           6-9

**(#) Total Degree Requirements:**                                            120

(*)  The Pennsylvania State Board of Nursing requires two units
of high school mathematics (one of which is algebra) for
admission to the Nursing Major.
(1)  Students who achieve a higher score than a specified
minimum on a department-required standard test(s) are
exempt from NURS 450. These students would need 9cr of
Free Electives.
(#)  See advisory paragraph "Timely Completion of Degree
Requirements" in the section on Requirements for
Graduation.

## Proposed Program:

# Bachelor of Science--Nursing (*)

**Liberal Studies:** As outlined in Liberal Studies section
with the following specifications:                                            44
**Mathematics:** MATH 217 (1)
**Natural Science:** CHEM 101-102 (CHEM 111-112
could fulfill with permission)
**Social Science:** PSYC 101, SOC 151
**Liberal Studies Electives:** 3cr, PSYC 310, no course
with NURS prefix

**Major:**                                                                    52-55
**Required Courses:**

| | | |
|---|---|---|
| NURS 211 | Fundamentals I Clinical | 1cr |
| NURS 212 | Fundamentals I  Theory | 3cr |
| NURS 213 | Fundamentals II Clinical | 1cr |
| NURS 214 | Health Assessment | 3cr |
| NURS 236 | Fundamentals II Theory | 3cr |
| NURS 312 | Professional Nursing I | 2cr |
| NURS 316 | Evidence-Based Practice in Nursing | 3cr |
| NURS 330 | Care of the Child and Family | 2cr |
| NURS 331 | Care of the Child and Family Clinical | 2cr |
| NURS 332 | Maternal-Neonatal Health | 2cr |
| NURS 333 | Maternal-Neonatal Health Clinical | 2cr |
| NURS 336 | Adult Health I | 4cr |
| NURS 337 | Adult Health I Clinical | 5cr |
| NURS 412 | Nursing Management | 2cr |
| NURS 431 | Public/Community Nursing Clinical | 2cr |
| NURS 432 | Psychiatric/Mental Health | 2cr |
| NURS 433 | Psychiatric/Mental Health Clinical | 2cr |
| NURS 434 | Public/Community Nursing | 2cr |
| NURS 436 | Adult Health II | 4cr |
| NURS 437 | Adult Health II Clinical | 2cr |
| NURS 440 | Nursing Management Clinical | 2cr |
| NURS 450 | A Cognitive Approach to Clinical Problem Solving (2) | 3cr |
| NURS 493 | Internship | 1cr |

**Other Requirements:**
**Science Sequence:**

| | | |
|---|---|---|
| BIOL 150 | Human Anatomy | 4cr |
| BIOL 240 | Human Physiology | 4cr |
| BIOL 241 | Introductory Medical Microbiology | 4cr |
| FDNT 212 | Nutrition | 3cr |

**Free Electives:**                                                           6-9

**(#) Total Degree Requirements:**                                            120

(*)  The Pennsylvania State Board of Nursing requires two units
of high school mathematics (one of which is algebra) for
admission to the Nursing Major.
(1)  Students who achieve a higher score than a specified
minimum on a department-required standard test(s) are
exempt from NURS 450.  These students would need 9cr of
Free Electives.
(#)  See advisory paragraph "Timely Completion of Degree
Requirements" in the section on Requirements for
Graduation.

**Rationale:** This change is based on our student data, which indicates that we need to provide students with a stronger foundation in fundamentals and management of patient care. This data is collected through the Department's Systematic Program Assessment Plan (SPAP). During our last major curriculum revision in 2013 we attempted to strengthen the fundamentals course and created a management clinical course – which was a change moving towards improvement – but it appears to not be enough. Our data indicate we need to strengthen the content and application of both the fundamentals of patient care and management of patient care in the program.

## 2. Department of Finance and Legal Studies—Program Revision        APPROVED

### Current Program:

### Bachelor of Science—Finance

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

| **College: Business Administration Core** | | 33 |
|---|---|---|
| **Required Courses:** | | |
| ACCT 201 | Accounting Principles I | 3cr |
| ACCT 202 | Accounting Principles II | 3cr |
| BCOM 321 | Business and Interpersonal | |
| | Communications | 3cr |
| BLAW 235 | Legal Environment of Business | 3cr |
| FIN 310 | Fundamentals of Finance | 3cr |
| IFMG 300 | Information Systems: | |
| | Theory and Practice | 3cr |
| MGMT 310 | Principles of Management | 3cr |
| MGMT 330 | Production and Operations Management | 3cr |
| MGMT 495 | Business Policy | 3cr |
| MKTG 320 | Principles of Marketing | 3cr |
| QBUS 215 | Business Statistics | 3cr |

| **Major: Finance** | | 30 |
|---|---|---|
| **Required Courses:** | | |
| FIN 315 | Financial Analysis Using Electronic | |
| | Spreadsheets | 3cr |
| FIN 320 | Corporate Finance | 3cr |
| FIN 324 | Principles of Investments | 3cr |
| FIN 360 | Insurance and Risk Management | 3cr |
| FIN 410 | Financial Institutions and Markets | 3cr |
| FIN 422 | Seminar in Finance | 3cr |
| FIN 425 | Financial Derivatives | 3cr |
| **Controlled Electives:** | | 9 |
| Two courses from the following: ACCT 305, 421, | | |
| BLAW 336, 440, FIN 350, 420, 424, 481, 493, | | |
| REAL 383 | | |
| One course from the following: ECON 325, 334, 345, | | |
| 356 | | |

### Proposed Program:

### Bachelor of Science—Finance

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

| **College: Business Administration Core** | | 33 |
|---|---|---|
| **Required Courses:** | | |
| ACCT 201 | Accounting Principles I | 3cr |
| ACCT 202 | Accounting Principles II | 3cr |
| BCOM 321 | Business and Interpersonal | |
| | Communications | 3cr |
| BLAW 235 | Legal Environment of Business | 3cr |
| FIN 310 | Fundamentals of Finance | 3cr |
| IFMG 300 | Management Information Systems: | |
| | Theory and Practice | 3cr |
| MGMT 310 | Principles of Management | 3cr |
| MGMT 330 | Production and Operations | |
| | Management | 3cr |
| MGMT 495 | Business Policy | 3cr |
| MKTG 320 | Principles of Marketing | 3cr |
| QBUS 215 | Business Statistics | 3cr |

| **Major: Finance** | | 27 |
|---|---|---|
| **Required Courses:** | | |
| FIN 315 | Financial Analysis Using Electronic | |
| | Spreadsheets | 3cr |
| FIN 320 | Corporate Finance | 3cr |
| FIN 324 | Principles of Investments | 3cr |
| FIN 360 | Insurance and Risk Management | 3cr |
| FIN 410 | Financial Institutions and Markets | 3cr |
| FIN 422 | Seminar in Finance | 3cr |
| FIN 425 | Financial Derivatives | 3cr |
| **Controlled Electives:** | | 6 |
| One course from the following: ACCT 305, 421, | | |
| BLAW 336, FIN 365 and 366 (1), 420, 424, 481, | | |
| 493, REAL 382 | | |

|  | | One course from the following: ECON 325, 334, 345, 356 | |
|---|---|---|---|
| **Free Electives:** | 7-8 | **Free Electives:** | 10-11 |
| **Total Degree Requirements:** | 120 | **Total Degree Requirements:** | 120 |

(1) In order for FIN 365 Student Managed Investment Portfolio I—Valuation and FIN 366 Student Managed Investment Portfolio II—Performance to count as a controlled elective, you must complete both FIN 365 (1.5cr) and FIN 366 (1.5cr).

**Rationale:** FIN 425 Financial Derivatives, was changed from a controlled elective to a required course beginning in Fall 2012. Credit hours for required courses increased from 18 to 21, and credit hours for free electives dropped 3 hours. The Bachelor of Science Degree in Finance included 33 credit hours in the business core and 30 credit hours in the finance major, for a total of 63 required credit hours. In 2013, our department realized that PA State System of Higher Education Policy 1990-06-A: Academic Degrees, Amended January 19, 2012, restricted the number of courses required by the major to 60 semester hours. Our department then reduced the credit hours for controlled major electives internally from nine to six, and increased the credit hours for free electives by three. Although the Department of Finance and Legal Studies has been following the 60 semester hour rule, the Undergraduate Catalog still shows that 63 hours are required in the major. This proposal is to correct that error, to reduce the credit hours for controlled major electives by three, and to increase the credit hours in free electives by three. Additionally several inactive courses were replaced, the correct title of IFMG 300 was added, and an incorrect REAL course number was corrected.

## 3. Department of Information Systems and Decision Sciences—Program Revision
## APPROVED

**Current Program:**

**Proposed Program:**

### Bachelor of Science—Management Information Systems/Information Systems Track (*)

### Bachelor of Science—Management Information Systems/Information Systems Track (*)

| Current | | Proposed | |
|---|---|---|---|
| **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:<br>**Mathematics:** MATH 115 (1)<br>**Social Science:** ECON 121, PSYC 101<br>**Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 (2), no courses with MGMT prefix | 49-50 | **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:<br>**Mathematics:** MATH 115 (1)<br>**Social Science:** ECON 121, PSYC 101<br>**Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 (2), no courses with MGMT prefix | 49-50 |
| **College: Business Administration Core**<br>**Required Courses:** | 33 | **College: Business Administration Core**<br>**Required Courses:** | 33 |
| ACCT 201    Accounting Principles I | 3cr | ACCT 201    Accounting Principles I | 3cr |
| ACCT 202    Accounting Principles II | 3cr | ACCT 202    Accounting Principles II | 3cr |
| BCOM 321    Business and Interpersonal Communications | 3cr | BCOM 321    Business and Interpersonal Communications | 3cr |
| BLAW 235    Legal Environment of Business | 3cr | BLAW 235    Legal Environment of Business | 3cr |

| | | | | | | |
|---|---|---|---|---|---|---|
| FIN 310 | Fundamentals of Finance | 3cr | FIN 310 | Fundamentals of Finance | 3cr |
| IFMG 300 | Information Systems: Theory and Practice | 3cr | IFMG 300 | Management Information Systems: Theory and Practice | |
| MGMT 310 | Principles of Management | 3cr | MGMT 310 | Principles of Management | 3cr |
| MGMT 330 | Production and Operations Management | 3cr | MGMT 330 | Production and Operations Management | 3cr |
| MGMT 495 | Business Policy | 3cr | MGMT 495 | Business Policy | 3cr |
| MKTG 320 | Principles of Marketing | 3cr | MKTG 320 | Principles of Marketing | 3cr |
| QBUS 215 | Business Statistics | 3cr | QBUS 215 | Business Statistics | 3cr |
| | | 3cr | | | 3cr |

**Major: Information Systems Track**

**Required Courses:** 21

| | | | |
|---|---|---|---|
| IFMG 210 | Introduction to Front-End Business Applications | |
| IFMG 230 | Introduction to Back-End Business Applications | 3cr |
| IFMG 250 | Business Systems Technology | 3cr |
| IFMG/COSC 352 LAN Design and Installation | | 3cr |
| IFMG 390 | Database Theory and Practice | 3cr |
| IFMG 460 | Analysis and Logical Design | 3cr |
| IFMG 475 | Project Management and Implementation | 3cr |

**Controlled Electives:** (3) 3cr

Two courses from the following: 6

*Software Development:* COSC 210, 300, 310, 362, 365, IFMG 330, 414

*Networks and Cybersecurity:* COSC 316, 345, 356, CRIM 321, 323, IFMG 368, 382

*Database and Decision Support:* IFMG 455, 465, QBUS 380, 401, 450, 481

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

**Free Electives:** 10-11

**Total Degree Requirements:** 120

(1) MATH 115 or 121 or 125.
(2) MATH 214 or 216 or 217.
(3) A student may choose to fulfill the 6cr requirements through one or more internship(s).

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**Major: Information Systems Track**

**Required Courses:** 21

| | | | |
|---|---|---|---|
| IFMG 210 | Introduction to Front-End Business Applications | |
| IFMG 230 | Introduction to Back-End Business Applications | 3cr |
| IFMG 250 | Business Systems Technology | 3cr |
| IFMG/COSC 352 LAN Design and Installation | | 3cr |
| IFMG 390 | Database Theory and Practice | 3cr |
| IFMG 460 | Analysis and Logical Design | 3cr |
| IFMG 475 | Project Management and Implementation | 3cr |

**Controlled Electives:** (3) 3cr

Two courses from the following: 6

*Software Development:* COSC 210, 300, 310, 362, 365, IFMG 330

*Networks and Cybersecurity:* COSC 316, 345, 356, CRIM 321, 323, IFMG 368, 382

*Database and Decision Support:* IFMG 455, 456, 465, QBUS 380, 401, 450, 481

*Information Technology:* IFMG 360, 414, 470

*Special Topics and Internships:* IFMG 481, 493

**Free Electives:** 10-11

**Total Degree Requirements:** 120

(1) MATH 115 or 121 or 125.
(2) MATH 214 or 216 or 217.
(3) A student may choose to fulfill the 6cr requirements through one or more internship(s).

**Rationale:** To include more elective courses so the program can accommodate the need of the students who want to take this as a second track. We determined that this change is helpful to the students in light of introducing two tracks into our program - Information Systems and Information Technology tracks.

4. **Department of Geosciences—Modification of Course Prerequisites**     **APPROVED**

   a. **Current Course Title and Prerequisites:**

   **GEOS 301 Mineralogy**                                                 **3c-3l-4cr**
   **Prerequisite:** Grade of C or better in GEOS 201 and 202; CHEM 111 or 113

   **Proposed Course Title and Prerequisites:**

   **GEOS 301 Mineralogy**                                                 **3c-3l-4cr**
   **Prerequisite:** Grade of C or better in GEOS 201

   b.  **Current Course Title and Prerequisites:**

   **GEOS 303 Field Geology**                                         **3c-3l-4cr**
   **Prerequisite:** Grade of C or better in GEOS 201 and 202


   **Proposed Course Title and Prerequisites:**

   **GEOS 303 Field Geology**                                         **3c-3l-4cr**
   **Prerequisite:** Grade of C or better in GEOS 201


   **Rationale**: This request is to remove CHEM 111 or 113 and GEOS 202 as prerequisites from GEOS 301 Mineralogy, as well as GEOS 202 as a prerequisite from courses, including GEOS 303 Field Geology for which they are no longer necessary. This will also simplify sequencing of upper-level geoscience courses for majors and minors, as well as providing more upper-level course opportunities to students from majors such as geography and anthropology that take GEOS 201 but not GEOS 202.

5. **Department of Kinesiology, Health, and Sport Science—New Course, Course Revision, Catalog Description Change and Credit Hour Change**                     **APPROVED**

   a. **New Course**

   **KHSS 145 Foundations of Exercise Science**                        **1c-0l-1cr**
   Examines the historical development of the exercise science field. Focuses on the importance of professionalism, certifications, and credentialing to be successful in the field. Reviews a variety of sub-disciplines, research, and current career opportunities in the field.

   **Rationale:** The 3-credit HPED 142 Foundations of HPE course for all KHSS majors no longer exists. The BS Exercise Science program has added a 1-credit foundations course that will specifically address the opportunities and expectations in the field of exercise science and prepare students for successful completion of the exercise science program.

   b.  **Course Revision, Catalog Description Change and Credit Hour Change**

   **Current Catalog Description**

   **KHSS 286 Strength/Personal Training Practicum**                   **1c-1l-2cr**
   **Prerequisite:** Physical education and sport/exercise science majors and a grade of "C" of better in KHSS 221 or BIOL 150, or athletic training majors
   Provides theoretical knowledge of leadership skills necessary to design, implement, and evaluate safe and effective personal training programs. An emphasis will be placed on individualized fitness instruction and the development of training programs for cardiovascular fitness and strength. Observations within the field will be available as well

as opportunities to apply introductory concepts of exercise training through practical application.

**Proposed Catalog Description:**

**KHSS 286 Personal Training Practicum**             **2c-1l-3cr**
**Prerequisite:** KHSS 221 or BIOL 150
Provides theoretical knowledge of leadership skills necessary
to design, implement, and evaluate safe and effective personal training programs. Requires networking within the field as well as opportunities to apply introductory concepts of exercise training and business development through practical application.

**Rationale:** Due to recent modifications to the current exercise science program there is an opportunity to add an additional credit to the current personal training course. This is a necessary addition in order to cover all the basic skills that set a foundation necessary for success in the upper level sequence of courses in the exercise science program.

6. **Department of Employment and Labor Relations—Course Revision and Catalog Description Change**            **APPROVED**

**Current Catalog Description:**

**ELR 480 Introduction to Negotiations and Conflict Resolution**      **3c-0l-3cr**
Deals with negotiations and conflict resolution techniques. Introduces students to current concepts and theories of negotiations and resolving conflict and their application generally to everyday issues. Prepares students to engage in these techniques in workplace issues such as collective bargaining, negotiating contracts and agreements internally as well as externally.

**Proposed Catalog Description:**

**ELR 480 Introduction to Negotiations and Conflict Resolution**      **3c-0l-3cr**
Deals with negotiations and conflict resolution techniques. Introduces students to current concepts and theories of negotiations and resolving conflict and their application generally to everyday issues. Prepares students to engage in these techniques in workplace issues such as collective bargaining, negotiating contracts and agreements internally as well as externally.

**Rationale:** This course provides undergraduate and graduate students with an introduction to the nature, background, research-based approaches and effective strategies for negotiations and conflict resolution within employment settings. It provides a framework to address the underlying concepts, tactics and challenges of effective negotiations, both within collective bargaining environments and in larger organizational settings.

In addition to serving as an elective graduate course for Employment and Labor Relations majors, students in other degree programs whose interest includes these workplace processes

will be able to take the class. As a dual level course, it will also be available to early admission students in the Employment and Labor Relations program.

7. **Department of Communication Disorders, Special Education, and Disability Services— Course Revisions**                                                        **APPROVED**

   a. **Current Catalog Description:**

   **EDEX 440 Ethical and Professional Behavior**                              **1c-0l-1cr**
   **Prerequisites:** Departmental permission, successful completion of Step 1 of the 3-Step process
   Emphasizes ethical and professional behavior for student teachers and professional employees. Possibilities for and methods of initiating and profiting from postbaccalaureate study are indicated. Student teachers are required to complete and present a curriculum book regarding each student-teaching experience.

   **Proposed Catalog Description:**

   **EDEX 440 Ethical and Professional Behavior**                              **1c-0l-1cr**
   Emphasizes ethical and professional behavior for educational professionals working with individuals with special needs. Focuses on responsible and ethical conduct as it relates to interaction with students and other professionals in direct service, instructional and/or supervisory roles. Also addresses legal implications related to these roles.

   **Rationale:** This one credit course on ethical and professional behavior is being updated to reflect changes in the future professional roles of the students participating the course. As the fields related to working with individuals with special needs change and evolve, it is important for this course to keep up with the implications those changes may impose upon professional behavior and questions of an ethical nature.

   b. **Catalog Description**

   **SPLP 420 Speech Clinic**                                                  **1c-0l-1cr**
   **Prerequisites:** EDUC 242, 342, GPA of 3.0 or better, all major courses, program director's permission
   Experience in working with individuals or groups of persons who exhibit speech or hearing problems. Lesson planning, writing of reports, and case histories of a detailed nature.

   **Proposed Catalog Description:**

   **SPLP 420 Undergraduate Clinic**                                           **1c-0l-1cr**
   **Prerequisites:** Junior standing, program director's permission

Experience in working with individuals or groups of persons who exhibit speech, language or hearing problems. Treatment planning, documentation, and service delivery.

**Rationale:** Catalog prerequisites currently listed for SPLP 420 require an update subsequent to last year's program revision. As this clinic elective is also offered to undergraduates pursing the minor in audiology, broadening the course title and catalog description will make it more accurately descriptive of their experience.

**University Wide Graduate Committee (Senator Moore)**

**FOR CORRECTION:**

A.  REMOVE UNDERGRADUATE PREREQUISITES.

Undergraduate prerequisites were inadvertently listed by the proposing programs for both the undergraduate and graduate levels of these dual-listed courses.  These prerequisites are not required for the graduate levels of these courses.

1.  ANTH 587:  Geoarchaeology

2.  EDSP 576  Foundations of Behavior Analysis

**FOR ACTION:**

**1.  REVISED POLICIES**                                          **APPROVED**

The following are revisions to current policies from the SGSR**A.  Academic Integrity Policy**

**B.  Candidacy/Qualifier Exam Policy**

**C.  Comprehensive Exam Policy**

**D.  Course Overlap in Degree Program Policy**

**E.  Continuous Credit Registration for Thesis/Dissertation**

**F.  Reexamination Policy**

**G.  Transfer Credit Policy**

**H.  Transfer Credit for Certificate Policy**

A.  POLICY STATEMENT

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Subject: Academic Integrity Policy

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| Date: | Distribution: | Reference Number: |
| --- | --- | --- |
| Revision Date: November 7, 2016 | | |

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Addition   __X__ (red print)          Originating Office: SGSR          President's Approval:

Deletion   ____

New Item   ____

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PURPOSE: The Academic Integrity Policy (AIP) for graduate students needs to be updated to align with the procedural changes made to the AIP for undergraduate students which was approved in the April 26, 2016 Senate Meeting. (Revised additions are in red print.)

SCOPE: This policy applies to all graduate studies university-wide.

POLICY:        **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.

8. *Unethical or Hazardous Behavior*
Behavior that is unethical or hazardous in professional experience activities for example, internship; practicum; service learning experience out of the classroom experience.

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/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/administrator must use one of the following *two options* to resolve the alleged violation.
**Option 1. *Resolution by Documented Agreement***

The faculty member or 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. The faculty member/administrator is responsible for convening the meeting with the student. 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 Provost's Office 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 (AIB).

**Option 2.** *Resolution by Formal Adjudication*

A faculty member/administrator should pursue formal adjudication if: **(a)** 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 if (b)** 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 are only levied at AIB.

A faculty member/administrator has one of two options for formal adjudication: (a.) with a department chair appointed by the Provost (or Provost's Designee); or (b) with AIB.

The faculty member/administrator should file an Academic Integrity Referral form with the Provost's Office 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.

The **Formal Adjudication (not AIB)** must include the student, a department chair appointed by the Provost (or Provost's Designee) to serve as the chair of the formal adjudication hearing, the faculty member/administrator, and the Dean of the School of Graduate Studies and Research (or Dean's designee). All parties may invite others with pertinent information. The student and the faculty member/administrator must be given the opportunity to submit written, physical, and testimonial evidence, and to question witnesses. The Provost's Office is responsible for

<span style="color:red">working with the appointed department chair to convene the Formal Adjudication.</span>

### Academic Integrity Board (AlB)

The AlB <u>may be asked</u> to hear cases filed at the Resolution by Formal Adjudication level. In addition, the AlB will hear all cases in which appeals to the Resolution by Formal Adjudication decisions are accepted by the provost/designee. The AlB will also review sanctions in cases of multiple violations.

For <span style="color:red">graduate level</span> cases reviewed by the AIB, there must be four (4) <span style="color:red">graduate</span> faculty members, one of whom will chair the AIB; two (2) graduate students; <span style="color:red">and the Dean of the School of Graduate Studies and Research (or Dean's Designee).</span> A quorum requires the presence of four (4) people, at least one of whom must be a graduate student. All members, including the chair of the AIB, 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 graduate cases resolved through formal adjudication. Cases of academic integrity that are resolved through Document Agreement cannot be appealed.

After receiving the report regarding the outcome(s) of the Formal Adjudication, if 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 and must detail 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 the 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 <u>only after</u> 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 Formal Adjudication at the department 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 in writing to the provost/designee under the appeal guidelines within ten (10) calendar

days. 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 sanctions, <u>Formal Adjudication</u> may result in:**

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. If Formal Adjudication recommends Involuntary Withdrawal from the program, the student may not apply to another graduate program at IUP.

**In addition to the above Sanctions, the <u>Academic Integrity Board</u> may impose the following Sanctions:**

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. If the AIB recommends Involuntary Withdrawal from the program, the student may not apply to another graduate program at IUP.

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).

**Current 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.

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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)

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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 Jaws; 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).

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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 (AlB)

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

For undergraduate hearings and reviews, the AlB 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 AlB 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 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 AlB 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 AlB.

Unless the recommended sanction is suspension, expulsion, or rescission of a degree, the decision of the AlB is final and will be implemented by the provost/designee. Suspension, expulsion, or rescission of a degree may be recommended by the AlB 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 AlB 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 AlB 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 AlB may determine whether a more severe sanction is appropriate.

The AlB 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 AlB 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).

# B.  POLICY STATEMENT

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Subject: Candidacy/Qualifier Exam

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| Date: | Distribution: | Reference Number: |
|---|---|---|

Revision Date: November 7, 2016

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| Addition    __X__ (red print) | Originating Office: SGSR | President's Approval: |
|---|---|---|

Deletion  ____

New Item  ____

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PURPOSE: The written procedure for taking the candidacy/qualifier exam is in place; however, lacking is written procedure for providing student feedback for candidacy and/or qualifier exams.

SCOPE:     This policy applies to all graduate studies university-wide.

POLICY:     **Candidacy/Qualifier Exam**

In departments which require it, the candidacy/qualifier examination is administered by the department in the student's field of specialization. The examination may be written, oral, or both, as determined by the sponsoring department, and it may also serve as the final examination for the master's degree if a department so prescribes. The examination may not be taken until the student has completed at least one year of study beyond the bachelor's degree. In addition to having written procedures for taking the candidacy/qualifier exam, departments must also have written procedures regarding providing student feedback for candidacy and/or qualifier exams.

**Current Candidacy Exam Policy**

In departments which require it, the candidacy examination is administered by the department in the student's field of specialization. The examination may be written, oral, or both, as determined by the sponsoring department, and it may also serve as the final examination for the master's degree if a department so prescribes. The examination may not be taken until the student has completed at least one year of study beyond the bachelor's degree.

# C. POLICY STATEMENT

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Subject: Comprehensive Exam

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| Date: | Distribution: | Reference Number: |
|---|---|---|
| Revision Date: November 7, 2016 | | |

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| Addition  __X__ (red print) | Originating Office: SGSR | President's Approval: |
|---|---|---|
| Deletion  ____ | | |
| New Item  ____ | | |

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PURPOSE:  The written procedure for taking the comprehensive exam is in place; however, lacking is written procedure for providing student feedback for candidacy and/or qualifier exams.

SCOPE:      This policy applies to all graduate studies university-wide.

POLICY:      **Comprehensive Exam**

This examination is given, usually upon the candidate's completion of course work, to determine the student's progress in the degree field and fields related to it and the student's likelihood of success in his/her research-dissertation phase. The examination may be written, oral, or both and is not necessarily limited to areas in which the

candidate has taken course work. In addition to having written procedures for taking the comprehensive exam, departments must also have written procedures regarding providing student feedback for comprehensive exams.

### Current Comprehensive Exam Policy

This examination is given, usually upon the candidate's completion of course work, to determine the student's progress in the degree field and fields related to it and the student's likelihood of success in his/he research-dissertation phase. The examination may be written, oral, or both and is not necessarily limited to areas in which the candidate has taken course work

## D. POLICY STATEMENT

Subject: Course Overlap in Degree Programs

| Date: | Distribution: | Reference Number: |
|---|---|---|
| Revision Date: November 7, 2016 | | |

| Addition  __X__ (red print) | Originating Office: SGSR | President's Approval: |
|---|---|---|
| Deletion  ____ | | |
| New Item  ____ | | |

PURPOSE: The PASSHE Transfer Credit permits a combination of transfer credits earned at another institution and those earned at IUP up to a maximum of one third (1/3) of the total required credits for the program. Since the Course Overlap in Degree Programs treat credits requested for use in a second degree program to be treated as transfer credits, the 1/3 rule must be applied to Course Overlap in Degree Programs as well.

SCOPE:        This policy applies to all graduate studies university-wide.

POLICY:        **Course Overlap in Degree Programs**
                With departmental and School of Graduate Studies and Research
                approval, a student may use the same course to count in two different

IUP graduate degree programs, if the course meets the published graduation requirements in both programs.

However, the number of overlap credits counted toward a second graduate degree will be limited to a maximum of one third (1/3) of the credits, if department approved, in the second graduate degree program. Should credits be requested for use in a second degree program, they will be treated as transfer credits and will therefore count toward the one third (1/3) credit maximum permitted by the Transfer Credit Policy.

In order to receive the doctorate as a second degree, doctoral students using credits earned in a previous IUP graduate degree program must meet the minimum doctoral degree credit requirement of 60 graduate credits earned beyond the bachelor's degree, exclusive of dissertation credits and course overlap credits.

### Current Course Overlap in Degree Programs

With departmental and School of Graduate Studies and Research approval, a student may use the same course to count in two different IUP graduate degree programs, if the course meets the published graduation requirements in both programs.

However, the number of overlap credits counted toward a second graduate degree will be limited to a maximum of 12 in the second graduate degree program. Should credits be requested for use in a second degree program, they will be treated as transfer credits and will therefore count toward the 12-credit maximum permitted by the Transfer Credit Policy.

In order to receive the doctorate as a second degree, doctoral students using credits earned in a previous IUP graduate degree program must meet the minimum doctoral degree credit requirement of 60 graduate credits earned beyond the bachelor's degree, exclusive of dissertation credits and course overlap credits.

## E.  POLICY STATEMENT

Subject: Continuous Graduate Registration for Dissertation and Thesis

Date:                            Distribution:                        Reference Number:

Revision Date: November 7, 2016

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Addition    __X__ (red print)        Originating Office: SGSR              President's Approval:

Deletion   ____

New Item   ____

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PURPOSE:  Just as the University commits to providing services to the student every semester from matriculation to graduation; the student must commit as well by continuously registering for at least one dissertation or thesis credit every fall and spring in order to receive University services. Therefore, all masters and doctoral students engaged in thesis or dissertation will commit to fall/spring continuous registration until degree completion (including the graduation semester) or the student reaches program time limitations (see Time Limitations Policy).


SCOPE:        This policy applies to all graduate studies university-wide.


POLICY:        **Continuous Graduate Registration for Dissertation and Thesis**

Following completion of course work, including internship or practicum; (excluding comprehensive exam or qualifiers) **all doctoral and masters thesis students** must be continuously enrolled for at least one credit of dissertation or thesis each semester (Fall and Spring) annually, through the graduation of the student or until the time limit is exceeded. There is no separation between completions of course work, internship or practicum and initiation of dissertation or thesis credit registration.

Once the student has registered for the number of dissertation credits required by the program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one dissertation or one thesis credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or masters student.

All dissertation and thesis credits will be pass/fail credits. Students must complete the minimum number of dissertation or masters thesis

credits required by their program, but may take additional dissertation or thesis credits as is necessary to comply with the Continuous Graduate Registration for Dissertation and Thesis policy.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

**Current Dissertation, MFA Credit, Extended Credit Registration**

Following completion of all course, language, and skill requirements and of the comprehensive examination requirement where applicable, doctoral and M.F.A. students must enroll for at least one credit of dissertation or thesis each semester (Fall/Spring).

Once the student has registered for the number of dissertation credits required by their program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one extended credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or M.F.A. student.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits, including the extended credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

Grades earned for dissertation and thesis credits will remain part of the cumulative grade calculation; however, grades posted for extended credit registration will be excluded from the cumulative grade calculation.

**Note:** The Continuous Dissertation policy has been in place since 1990. Students failing to register as directed by this policy will be registered by their program coordinator and billed accordingly. If it is the doctoral or M.F.A. student's intent to

"quit" the program, he/she should schedule an appointment with the graduate coordinator as soon as possible to avoid any further registration and subsequent assessment.

# F. POLICY STATEMENT

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Subject: Reexamination Policy: Candidacy/Comprehensive Examination

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Date:                                    Distribution:                              Reference Number:

Revision Date: November 7, 2016

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Addition    __X__ (red print)        Originating Office: SGSR          President's Approval:

Deletion   ____

New Item   ____

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PURPOSE:  To streamline the decision-rendering process directly to the appropriate authorities, the department and the School of Graduate Studies and Research.

SCOPE:      This policy applies to all graduate studies university-wide.

POLICY:      **Reexamination Policy: Candidacy/Comprehensive Examination**

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

**Current Reexamination Policy (Candidacy Examination: Comprehensive)**

A student who fails the candidacy examination, or any part of the comprehensive examination, qualifying examination, or any of the

examinations in foreign languages and/or computer language may request reexamination not earlier than one semester following the time of failure, nor later than one year after that date. No student is permitted a third examination without a recommendation to that effect from the degree program's sponsoring department and the approval of the University-Wide Graduate Committee. Exceptions to this policy for programs can be made only with the approval of the University-Wide Graduate Committee.

# G.  POLICY STATEMENT

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Subject: Transfer Credit Policy

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Date:                                    Distribution:                          Reference Number:

Revision Date: November 7, 2016

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Addition    __X__ (red print)        Originating Office: SGSR          President's Approval:

Deletion   ____

New Item   ____

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PURPOSE:  To align the IUP Transfer Credit policy with the PAASHE Transfer Credit policy that permits up to one third **(1/3)** of the required credits for the graduate student's program at IUP to be transferred from another institution.

SCOPE:      This policy applies to all graduate studies university-wide.

POLICY:     **Transfer Credit Policy**

A student may transfer graduate credits from another institution, with Department approval, up to one third (**1/3**) of the required credits for the graduate student's program at IUP. These graduate courses must have been taken from a regionally accredited institution, within the past five years, and the grade earned must be a "B" or its equivalent or better. The time limitation rule and residency requirements pertain without modification to transfer credits.

Up to one third (**1/3)** graduate credits originally earned in one graduate program at IUP may be applied toward a different graduate program if: 1) the receiving department and 2) the School of Graduate Studies and Research both approve the credits as meeting degree requirements. These courses must have been completed within the past five years, and the grade earned must be a "B" or its equivalent or better.

The combination of transfer graduate credits earned at another institution and those earned at IUP may not exceed one third (**1/3)** of the total required graduate credits for the program.

To request transfer credits, the student must complete the Request for Graduate Transfer Credit Review form and follow the instructions listed on the form. A catalog course description or course syllabus must accompany the request. An official graduate transcript showing the earned graduate credits must be provided by the school at which the credits were taken. To be considered official, the transcript must arrive in a sealed envelope bearing the official seal of the issuing institution. The request is reviewed in the School of Graduate Studies and Research and the academic department. After review, the student's program coordinator and the student are notified of the transfer decision.

It is strongly recommended that students seeking to transfer graduate credits from another institution while enrolled at IUP receive advance written authorization for credit acceptance from the School of Graduate Studies and Research and the academic department prior to enrolling in that course.

If graduate credits earned at another institution are approved for transfer, only the credit, not the grade or accompanying quality points, will appear on the student's IUP transcript.

Graduate credits earned at IUP that are approved for transfer to a second program will not be posted to the transcript a second time.

**Current Transfer Credit Policy**

Up to 6 credits of graduate work taken as a graduate student at another institution may, with written approval, be incorporated as part of the graduate student's program at IUP. These courses must be taken from a regionally accredited institution, within the past five years, and the grade earned must be a "B" or its equivalent or better.

The time limitation rule and residency requirements pertain without modification to transfer credits.

Up to twelve graduate credits originally earned in one graduate program at IUP may be applied toward a different graduate program if: 1) the receiving department and 2) the School of Graduate Studies and Research both approve the credits as meeting degree requirements. These courses must have been completed within the past five years, and the grade earned must be a "B" or its equivalent or better. The combination of transfer credits earned at another institution and those earned at IUP may not exceed 12 credits. To request transfer credits, the student must complete the Request for Graduate Transfer Credit Review form and follow the instructions listed on the form. A catalog course description or course syllabus must accompany the request. An official graduate transcript showing the earned credits must be provided by the school at which the credits were taken. To be considered official, the transcript must arrive in a sealed envelope bearing the official seal of the issuing institution. The request is reviewed in the School of Graduate Studies and Research and the academic department. After review, the student's department and the student are notified of the transfer decision.

It is strongly recommended that students seeking to transfer credits from another institution while enrolled at IUP receive advance written authorization for credit acceptance from the School of Graduate Studies and Research and the academic department prior to enrolling in that course.

If credits earned at another institution are approved for transfer, only the credit, not the grade or accompanying quality points, will appear on the student's IUP transcript.

Credits earned at IUP that are approved for transfer to a second program will not be posted to the transcript a second time.

# H. POLICY STATEMENT

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Subject: Transfer Credit for Certificates

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Date:                               Distribution:                          Reference Number:

Revision Date: November 7, 2016

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Addition  __X__ (red print)  Originating Office: SGSR  President's Approval:

Deletion  ____

New Item  ____

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PURPOSE:  Simplify the policy for transfer credits for Certificates and align it with the IUP Transfer Credit Policy.

SCOPE:  This policy applies to all graduate studies university-wide.

POLICY:  **Transfer Credit for Certificates**

Transfer credits for Certificates must comply fully with the Transfer Credit Policy.

**Current Transfer Credits for Certificates of Recognition**
All credits may be transferred between a COR and a graduate degree program at the recommendation of the program and approval of the School of Graduate Studies and Research, and these transfer credits must otherwise adhere to existing SGSR transfer credit policy. Transfer credits from other institutions are not permitted, unless the COR is part of an inter-institutional cooperative program

**2.  NEW POLICIES**                                                   **APPROVED**

The following are new policies from the SGSR

**A.  Implement Pass or Fail as Final Evaluation for Dissertation and Thesis**

**B. Eliminate Letter Grade for Dissertation and Thesis Credits**

**C.  Eliminate Dissertation, MFA Extended Credit Registration**

**D . Program Level Exams Appeal Policy**

**E.  Time-to-Degree Dismissal Policy.**

## A. POLICY STATEMENT

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Subject:  Implement Pass or Fail as Final Evaluation Outcome for Dissertation and Thesis Credits

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Date:  November 7, 2016                    Distribution:                    Reference Number:

Revision Date:

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Addition    ____                    Originating Office: SGSR                    President's Approval:

Deletion    ____

**New Item   __X__**

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PURPOSE:  Institute Pass/Fail for dissertation and thesis credits as the final evaluation outcome for the credits.

SCOPE:        This policy applies to all graduate studies university-wide.

POLICY:        Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's grade point average.

## B. POLICY STATEMENT

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Subject: Eliminate Letter Grade for Dissertation and Thesis Credits

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Date:  November 7, 2016                    Distribution:                    Reference Number:

Revision Date:

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Addition    ____                    Originating Office: SGSR                    President's Approval:

Deletion   __(X)__ Deleting policy regarding grades for dissertation and thesis and replacing with new Policy (B)

New Item   __ __

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PURPOSE:  Eliminate letter grades (A, B, C, F) for dissertation and thesis credits. Institute Pass/Fail for dissertation and thesis credits as a final evaluation outcome (see Pass/Fail Policy).

SCOPE:        This policy applies to all graduate studies university-wide.

POLICY:       Assigning a letter grade of A, B, C, or F will be eliminated and will no longer be calculated in a student's grade point average. Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for credits and carry no quality points weighted towards a student's grade point average (see Pass/Fail as Final Evaluation Outcome for Dissertation and Thesis Credits).

# C.  POLICY STATEMENT

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Subject: Eliminate Dissertation, MFA, Extended Credit Registration

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Date:                                          Distribution:                              Reference Number:

Revision Date: November 7, 2016

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Addition    ____                      Originating Office: SGSR              President's Approval:

Deletion   _(X)__ Deleting Policy related to a distinction between dissertation/thesis credits and "extended" dissertation/thesis credits.

New Item   _X___

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PURPOSE:  Eliminate "extended" credits and the distinction between dissertation/thesis credits and "extended" dissertation/thesis credits. Currently, extended dissertation/thesis credits are used once the student has registered for the number of dissertation credits required by the student's doctoral or MFA program. Extended credits are not calculated in the student's grade point average. By implementing a Pass/Fail final evaluation outcome for dissertation/thesis credits; there is not a

need for any credit distinction between dissertation/thesis credits and "extended" dissertation/thesis credits.

SCOPE:       This policy applies to all graduate studies university-wide.

POLICY:      <span style="color:red">Eliminate distinction between dissertation/thesis credits and "extended" dissertation/thesis credits.</span>

# D.   POLICY STATEMENT

Subject: Program Level Exams Appeal Policy

Date:  November 7, 2016              Distribution:                    Reference Number:

Revision Date:

Addition    ____                  Originating Office: SGSR         President's Approval:

Deletion    ____

**New Item   __X__**

PURPOSE:  To develop a graduate level written policy and appeal process for program level examination appeals.

SCOPE:       This policy applies to all graduate studies university-wide.

POLICY:       **Program Level Exams Appeal Policy**

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the Dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program /department failed to follow program/department and/or

University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within **30** days of receipt of the outcome of the examination.

Upon receipt of the written appeal to the Dean of the SGSR, the Dean will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.**

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

## E. POLICY STATEMENT

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Subject: Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

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Date:  November 7, 2016                 Distribution:                        Reference Number:

Revision Date:

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Addition    ____                 Originating Office: SGSR              President's Approval:

Deletion    ____

**New Item   __X__**

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PURPOSE:  To develop a graduate level written policy and appeal process for time-to-degree dismissal.

SCOPE:    This policy applies to all graduate studies university-wide.

POLICY:    **Time-to-Degree Masters/Doctoral Dismissal Appeal Policy**

A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.

The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR **within 30 days** of receipt of the dismissal letter.

Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.**

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.

    a.  Masters student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.

    b.  Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will

be required to justify the requests for the extension and amount of time by the Dean (or designee) of the SGSR to support the request.

No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).

## 3. DEPARTMENT OF EMPLOYMENT AND LABOR RELATIONS                **APPROVED**

**A.  COURSE REVISION** (add dual level)

**Course:** ELR (480)/580: Introduction to Negotiation and Conflict Resolution

**Rationale:**

This course provides undergraduate and graduate students with an introduction to the nature, background, research-based approaches and effective strategies for negotiations and conflict resolution within employment settings.  It provides a framework to address the underlying concepts, tactics and challenges of effective negotiations, both within collective bargaining environments and in larger organizational settings.

In addition to serving as an elective graduate course for Employment and Labor Relations majors, this course will be offered as an elective to students in other degree programs whose interest includes these workplace processes. As a dual level course, it will also be available to early admission students in the Employment and Labor Relations program.

|  | Current Course Information | Proposed Course Information |
|---|---|---|
| **Title** | ELR 480: Introduction to Negotiations and Conflict Resolution | ELR (480)/580: Introduction to Negotiations and Conflict Resolution |

## 4.  DEPARTMENT: COMMUNICATION DISORDERS, SPECIAL EDUCATION, AND DISABILITY SERVICES **APPROVED**

**A. COURSE REVISION** (add co-requisite)

**Courses:** SPLP 662: Diagnostic Clinic and SPLP 604: Diagnostic Methods

**Rationale:**

SPLP 662 Diagnostic Clinic and SPLP 604 Diagnostic Methods have been offered in co-requisite fashion for more than two decades, and is reflective of the significant workload and content interrelationships between the two offerings. Making them co-requisites simply assures that students register for the two sections correctly.

| | Current Course Information | Proposed Course Information |
|---|---|---|
| Co-requisite | N/A | Must be enrolled in the following Majors: Speech-Language Pathology<br>Co-requisite: SPLP 604 Diagnostic Methods |

## B. NEW CERTIFICATE

**Title: Autism Spectrum Disorder**

**Rationale:**

To provide educational professionals the opportunity to specialize in an area of growing need. Completion of this Certificate enhances the teaching professionals' credentials.

| | |
|---|---|
| **Title** | **Autism Spectrum Disorder** |
| **Credits** | **12** |
| **Catalog Description** | Graduate students holding Pennsylvania Department of Education (PDE) certification can complete the following 12 credits of coursework in order to receive a Certificate related to working with students with Autism Spectrum Disorder. Completion of these courses also provides students with eligibility for the PDE Endorsement Certificate in Autism Spectrum Disorder. All courses are offered via distance education. Incorporated within the four courses are 80 hours of field observation. |
| **Requirements** | EDEX 520    3cr    Characteristics and Etiology: A Theoretical and Practical Introduction to Autism Spectrum Disorder (with 10 Hour Field Experience)<br>EDEX 750    3cr    Assessment for Instructional Planning for Students with Autism Spectrum Disorders (with 30 Hour Field Experience)<br>EDEX 751    3cr    Instructional Interventions and Methods for Students with Autism Spectrum   Disorder ( with 30 Hour Field Experience)<br>EDEX 755    3cr    Family, Agency and Community Collaboration and Team Building for Special Educators ( with 10 Hour Field Experience) |

## 5. DEPARTMENT OF NURSING AND ALLIED HEALTH PROFESSIONS          **APPROVED**

## A. COURSE REVISION

**Course:** NURS/HSAD 730: Financial Management in Health Care

**Rationale:**

The nursing administration courses have not been updated in the last 10 years. Student feedback through the annual focus group indicated the need for a more current and stronger foundation to meet the change in health care delivery system in USA.

| | Current Course Information | Proposed Course Information |
|---|---|---|

| Description | This course will provide an opportunity for students to examine the financial decision-making processes used by health care administrators.  Emphasis will be on understanding health care payment systems, assessing and developing financial plans, and making financial decisions in a variety of health care settings. | Provides an opportunity for students to examine the financial decision-making processes used by health care administrators.  Emphasis will be placed on understanding health care payment systems, assessing and developing financial plans, and making financial decisions in a variety of health care settings. |
|---|---|---|

**B. NEW COURSE**

**Course:** NURS 744: Advanced Nursing Roles

**Rationale:**
This course is part of the curriculum revision for the MS in Nursing program.

**Summary:**

| Course | NURS 744: Advanced Nursing Roles |
|---|---|
| Credits | 3 |
| Prerequisites | NURS 623, 722, 723, and 725 **OR** NURS 623, 729 and 730 or by permission |
| Description | Examines issues that impact nurses in advanced administrator or educator roles.  Through a mentored immersion experience, students will demonstrate integration of advanced nursing knowledge in the health care and/or education setting.  This course provides students an opportunity to develop a culminating advanced role project that uses research, critical thinking and leadership skills to address an identified need in the health care and/or education setting. |

**C. PROGRAM REVISION**
**Degree:**  M.S. in Nursing

**Rationale:**

The curriculum has been revised to address the American Association of Colleges of Nursing's (AACN) and the American Nurses Association (ANA)revised curriculum guidelines, the Essentials of Master's Education in Nursing, and the Scope and standards of Practice for Nursing administration . This document contains new core areas for all master's in nursing programs regardless of the type of program, major, or practice setting (AACN, 2011, ANA 2016 ). The Department of Nursing and Allied Health Professions is accredited by the Commission on Collegiate Nursing Education (CCNE). The master's curriculum must align with these curriculum guidelines for accreditation.  The Master's

Program Committee reviewed all graduate courses in relation to the revised curriculum guidelines to identify areas of content that was missing, outdated, or no longer applicable.  Content that was missing from the curriculum was added to existing courses or new courses were identified. Based on this intensive review it was determined that that the contents of both EDUCATION AND ADMINISTRATION CAPSTONE COURSES are very similar and outdated. The committee decided to combine the two clinical capstone courses for education and administration tracks into one core capstone experience in order to avoid redundancy, save resources and enhance collaboration between students of both tracks. A new course advanced Nursing role (NURS 744)  is added as a core course for both tracks. Also, the committee found that the content of the nursing administration courses (Nurs 730 & Nurs 732) were outdated and needed to be updated. The content and title have been changed to meet the new core standards and competency of the Nurse administrators developed by the American Nurses Association (ANA 2016) and the needs  for the master's student in Health services administration.

*Side by side comparison of Current vs. Proposed program  (Bolded items are where changes have been made)

| Current Curriculum | Proposed Curriculum |
|---|---|
| **Required Core Courses** | **Required Core Courses** |
| NURS 610  Health Promotion and Social  Issues | NURS 610  Health Promotion and Social  Issues |
| NURS/HSAD 614  Health Policy *and Advocacy* | NURS 614  *Health Policy and Advocacy* |
| NURS 619  Leadership Strategies in Health care | NURS 619  *Leadership in Health Care* |
| NURS 628  Advanced Professional Role Development | NURS 628 *Advanced Professional Role Development* |
| NURS 623 *Translating Research into Nursing Practice* | NURS 623 *Translating Research into Nursing Practice* |
| NURS 629 Healthcare Quality and Safety | NURS 629 Healthcare Quality and Safety |
| NURS/HSAD 555 Healthcare Informatics | NURS/HSAD 555 Healthcare Informatics |
| Elective | |

21 Core Credits

| **Education Track Courses** | **Education Track Courses** |
|---|---|

| NURS 722  Measurement and Evaluation in Nursing Education | NURS 722  Measurement and Evaluation in Nursing Education |
|---|---|
| NURS 723  Program Development in Nursing Education | NURS 723  Program Development in Nursing Education |
| NURS 725  Teaching Strategies for Nursing Curricula | NURS 725  Teaching Strategies for Nursing Curricula |
| NURS 721 Advanced Clinical Practice for the Nurse Educator | NURS 721 Advanced Clinical Practice for the Nurse Educator |
| NURS 743  Nursing Education Capstone | **NURS 744 Advanced Nursing  Role** |

15 Education Track Credits

| **Administrative Track Courses** | **Administrative Track Courses** |
|---|---|
| NURS 729  Nursing Administration | NURS 729  Nursing Administration |
| NURS/HSAD 730  Financial Management in Health Care | **NURS/HSAD 730  Financial Management in Health Care** |
| NURS 731  Nursing Administration Capstone I | **NURS 744 Advanced Nursing Roles** |
| NURS 732  Nursing Administration Capstone II | **NURS 732  Organizational Behavior in Health care administration** |
|  | Elective or additional administrative track course |

15 Administration Track Credits

## 6. DEPARTMENT OF EDUCATIONAL AND SCHOOL PSYCHOLOGY                    APPROVED

### A. NEW CERTIFICATE

**Title of Certificate:** Graduate Certificate in Behavior Analysis

The Graduate Certificate in Behavior Analysis is proposed to create a new cross-departmental graduate curriculum program that prepares students for eligibility to become a Board Certified Behavior Analyst (BCBA).  The departments involved are the Educational and School Psychology Department (EDSP) and

the Department of Communication Disorders, Special Education, and Clinical Services (EDEX) at Indiana University of Pennsylvania (IUP).

This credential allows professionals to work with a variety of individuals with disabilities across the life span and in a variety of settings (e.g., schools, community, home, work).  Specifically, professionals with the BCBA assist individuals with disabilities and their families in an effort to positively affect behavioral changes that promote inclusion of individuals with disabilities within non-disabled peers and community members.

| Catalog Description | The Graduate Certificate in Behavior Analysis (18 credits) is designed to provide the student with specific knowledge and clinical skills necessary to function as a BCBA.  Courses are aligned to the BACB's current task list and course content allocation (http://bacb.com/bcba-option-1/).  These domains include foundational knowledge related to behaviorism and behavioral principles, basic behavior analytic skills, and client-centered practices.  Successful completion of the Graduate Certificate in Behavior Analysis will fulfill one of the three requirements for eligibility to become a BCBA.  The two remaining requirements, completion of a supervised clinical experience and earning a passing score on the BCBA Examination, are not part of this Graduate Certificate in Behavior Analysis.  However, successful completion of the Graduate Certificate in Behavior Analysis will allow graduates to complete the remaining two requirements for the BCBA credential. |
| --- | --- |
|  | It is important to highlight that the BACB does not accredit programs or course sequences (email communication from BACB to T. Runge, October 12, 2016).  That communication stated that the "BACB does not provide accreditation for programs, rather we pre-approve course sequences as having met certain minimum criteria.  There is no cost associated with the application for an Approved Course Sequence."  Therefore, there should be no costs incurred by IUP to have this certificate pre-approved by the BACB.  Therefore, graduates of this certificate would meet one of the eligibility requirements for national licensure as a BCBA.  The other two criteria for national licensure (i.e., completion of a supervised clinical experience; earning a passing score on the BCBA Examination) would be the responsibility of the student and not part of this proposed Graduate Certificate in Behavior Analysis. |
|  | Admissions Criteria |
|  | Applicants must have earned a baccalaureate degree prior to enrolling in the Graduate Certificate in Behavior Analysis program.  While not required, preference is made to applicants with an undergraduate degree in psychology, education, human development, social work, or other aligned disciplines.  Admission to the Graduate Certificate in Behavior Analysis is based on an evaluation of undergraduate transcripts, letters of recommendation, work history, and professional goals.  No one criterion dominates in the admission decision, provided there is evidence of the basic ability to do graduate work. Students must have completed an undergraduate |

<table>
<tr><td></td><td colspan="3">degree prior to matriculation into the Graduate Certificate in Behavior Analysis.

Students must maintain a grade point average of at least 3.25 and earn a grade of B or better in all courses while enrolled in the program.  Continuous enrollment is also required unless waived by the Coordinator of the Graduate Certificate in Behavior Analysis.

All graduate students enrolled in this program are required to maintain current Pennsylvania Criminal Record (Act 34) and Child Abuse Clearances (Act 151) as well as Act 114 (FBI Fingerprinting Record) while completing the course sequence.  Applicants should be aware that some internship sites and employers may not accept placements if any criminal record is reflected on these background checks.  Applicants with a criminal record, even summary offenses, are asked to disclose this history to the Coordinator of the Graduate Certificate in Behavior Analysis upon entry to and during the completion of the program.  Some serious offenses, typically involving child welfare, preclude national credentialing.

**Program Requirements**

**Required coursework includes:**</td></tr>
</table>

| EDSP 576 | Foundations of Behavior Analysis | 3 cr. |
|---|---|---|
| EDSP 748 | Fundamentals of Behavior Change | 3 cr. |
| EDSP 758 | Advanced Behavioral Assessment and Intervention | 3 cr. |
| EDEX 750 | Assessment for Instructional Planning for Students with Autism Spectrum Disorders | 3 cr. |
| EDEX 753 | Research Seminar in Special Education | 3 cr. |
| EDSP 911 | Legal and Ethical Principles in School Psychology | 3 cr. |

**Requirements**

| Course Number | Course Title |
|---|---|
| EDSP 576 | Foundations of Behavior Analysis |
| EDSP 748 | Fundamentals of Behavior Change |
| EDSP 758 | Advanced Behavioral Assessment and Intervention |

| | EDEX 750 | Assessment for Instructional Planning for Students with Autism Spectrum Disorders |
|---|---|---|
| | EDEX 753 | Research Seminar in Special Education |
| | EDSP 911 | Legal and Ethical Principles in School Psychology |

**7. COURSE DELETIONS**                                                                        <span style="color:red">**APPROVED**</span>

**Department:** Communication Disorders, Special Education, and Disability Services

**Courses:**

SPLP 671: Advanced Clinical Practicum II

SPLP 640: Diagnostic Audiology

## FOR INFORMATION:

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

MEDU 761: Community and Culture

MEDU 765: Curriculum and Instruction

LTCY 635: Literacy in Inclusive Classrooms

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

## FOR INFORMATION:

**November 8, 2016**

**COMMITTEE MEMBERS PRESENT:** Therese O'Neil, Jeff Santicola, Marcy Rearick, Tim Mack, Sudipta Majumdar, Melanie Duncan.

**Career Center:** Dr. Tammy Manko, Director

Dr. Manko has been the Career Center directory for the past seven years. She has an administrative staff of three and a graduate staff of two.

The Career center hosts a myriad of services for undergraduate students, graduate students, alumni, employers, faculty, staff and families.

**The goal of the Career Center:**

To help students to become more confident in their professional development and networking abilities so they can make informed decisions about graduate schools and career opportunities.

**Services provided:**

- Career coaching appointments
- Resume and cover letter reviews
- Job and internship search strategies
- Mock interviews
- Job fairs
- Career workshops
- Service learning opportunities
- On-campus recruiting
- Placing students at the Washington Center
- National student exchange
- Disney college program
- Networking opportunities

**How do the students know they are there?**

The Center has a presence on most social media sites where they announce services and workshops. They are open from 8:00 am to 4:30 pm on Monday, Thursday and Friday. On Tuesdays and Wednesdays, they stay open until 7:00 pm. They are piloting a website called 'Handshake' whereby employers will post positions and students can apply directly from the website. They send out a brochure to the homes of freshmen that is a checklist to help the students identity and manage their careers. They send sophomores and juniors a magnet and they send post cards to seniors. Currently only 30% of students are taking advantage of the Career Center.

**Recommendations from the Committee:**

The Center needs assistance in integrating their services throughout the campus. We believe that this office needs to have a more centralized physical presence on campus. A possibility would be in the library.

We also suggest that Dr. Manko look into using the Education Advisory Board/Student Success Collaborative (EAB/SSC) platform's predictive analytics to identify students who are at risk in their current academic field for the purpose of reaching out to students who may benefit from a change in major/career path. EAB/SSC also evaluates a student's academic strengths and

utilizes Burning Glass as a data resource for identifying major to career relationships to provide customized recommendations for successful major to career path options.

**Library and Education Services Committee (Senator McLaughlin)**

The committee is meeting next Tuesday, December 13 at 3:30 pm in Stapleton 203.

**Research Committee (Senator Gossett)**

The committee is meeting next Tuesday, December 13 at 3:30 pm in Stright 301.

**FOR INFORMATION:**

The University Senate Research Committee met on November 8, 2016. The first part of the meeting was devoted to committee business, while the latter reviewed small grant proposals. There were 14 USRC small grant proposals. The decision was made to fund ten, totaling $10,941.80.

The USRC funded projects by

- Dr. Shundong Bi
- Dr. Todd Thompson
- Dr. Jana Villemain
- Dr. Jill Brady
- Dr. Bitna Kim
- Dr. Yongtaek Kim
- Dr. Lisa Hammett Price
- Dr. Stephanie Taylor-Davis
- Dr. Veronica Watson
- Dr. Emily Wender

**Student Affairs Committee (Senator Stocker)**

The committee will not meet until Spring 2016.

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

The committee is meeting next Tuesday, December 13 at 3:30 pm in Stapleton 202.

**Academic Affairs Committee (Senator Dugan)**

**FOR ACTION:**

- The committee commends Dr. Bob Simon for his service over the last 16 years.
- The committee will not meet again until next semester.

## 1. EMERITUS FACULTY NOMINATIONS                    **APPROVED**

The Academic Committee recommends that the following faculty be granted Emeritus Faculty status:

| Candidate | Department |
|---|---|
| Dr. John Baker | Mathematics |
| Dr. George Bieger | Professional Studies in Education |
| Dr. Edward Donley | Mathematics |
| Dr. Robert Heasley | Sociology |
| Dr. Valeri Helterbran | Professional Studies in Education |
| Dr. Mary Jane Kuffner- Hirt | Political Science |
| Mr. Blaine Knupp | Library |
| Dr. Sally Lipsky | Developmental Studies |
| Dr. Helen ("Nan") Sitler | English |
| Dr. Mark Staszkiewicz | Educational and School Psychology |
| Dr. John F. Taylor | Geoscience |
| Dr. Michael M. Williamson | English |
| Chef Albert Wutsch | IUP Academy of Culinary Arts |
| Dr. Keith Young | Music |

## 2. IUP Policy for Enrolled Students Called to Active Military Service          **APPROVED**

## ORIGINAL

### IUP Policy for Enrolled Students Called to Active Military Service

IUP provides two options for students who are currently enrolled but called to active military duty before the end of the semester:

### Option 1
The student may choose to do a total semester withdrawal from all his/her classes and, under a State System of Higher Education policy, receive a full refund for tuition and fees; any university

room and dining hall contract fees would be refunded on a prorated basis for the actual services the student has received up to the date of the withdrawal. This option requires that the student withdraw from every course and receive no grade for any course taken in that semester.

To process a total semester withdrawal, undergraduate students must contact the Advising and Testing Center, 216 Pratt Hall, 724-357-4067, (*www. iup.edu/advisingtesting* or e-mail at *advising-testing@iup.edu*) to complete the necessary paperwork to assign the course withdrawal designations and to start the process for refunds; graduate students must notify the School of Graduate Studies and Research, 101 Stright Hall, 724-357-2222 (*www.iup. edu/graduate*).

Any student who has elected to use this option shall be granted readmission for the next semester in which the student wishes to return to IUP. The student's academic standing at the time of readmission shall remain as it was before the call to active military duty.

For federal student aid recipients, the return of Title IV student aid will be applicable.

**Option 2**
If a substantial part of the semester (typically two-thirds to three-quarters of the semester) has been completed by the time the student is called for active military duty, he/she may meet with each instructor to determine an appropriate grade. Since assignment of grades is the responsibility of the instructor, he/she may assign whatever grade is appropriate. If the appropriate grade is an "incomplete," IUP will extend the deadline by which the incomplete must be removed to *180 days from the time the student returns from active duty*. Any university room and dining hall contract fees would be refunded on a prorated basis for the actual services the student has received up to the date of leaving the university for active duty.

Undergraduate students must contact the Advising and Testing Center to complete the necessary paperwork to start the process for refunds; graduate students must notify the School of Graduate Studies and Research.

Any student who has elected to use Option 2 who wishes to return to IUP must contact the Office of the Registrar to have his/her status reactivated.
Questions may be addressed to the Office of the Registrar, 300 Clark Hall, 724-357-2217 (*www.iup.edu/registrar*).


**REVISED - FOR ACTION**

**IUP Policy for Enrolled Students Called to Active Military Service**

IUP provides two options for students who are currently enrolled but called to active military duty before the end of the semester:

**Option 1**

The student may choose to do a total semester withdrawal from all his/her classes and, under a State System of Higher Education policy, receive a full refund for tuition and fees; any university room and dining hall contract fees would be refunded on a prorated basis for the actual services the student has received up to the date of the withdrawal. This option requires that the student withdraw from every course and receive no grade for any course taken in that semester.

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Any student who has elected to use this option shall be granted readmission for the next semester in which the student wishes to return to IUP. The student's academic standing at the time of readmission shall remain as it was before the call to active military duty.

For federal student aid recipients, the return of Title IV student aid will be applicable. Students who previously received a refund from their Title IV federal aid awards, may have to return these funds to the university so that federal aid programs can be credited appropriately.

**Option 2**

If a substantial part of the semester (typically two-thirds to three-quarters of the semester) has been completed by the time the student is called for active military duty, he/she may meet with each instructor to determine an appropriate grade. Since assignment of grades is the responsibility of the instructor, he/she may assign whatever grade is appropriate. If the appropriate grade is an "incomplete," IUP will extend the deadline by which the incomplete must be removed to 180 days from the time the student returns from active duty. Any university room and dining hall contract fees would be refunded on a prorated basis for the actual services the student has received up to the date of leaving the university for active duty.

Undergraduate students must contact the Advising and Testing Center to complete the necessary paperwork to start the process for refunds; graduate students must notify the School of Graduate Studies and Research.

Any student who has elected to use Option 2 who wishes to return to IUP must apply for readmission, which will be granted under this policy.

Questions may be addressed to the Office of the Registrar, 300 Clark Hall, (www.iup.edu/registrar).

**RATIONALE**

Review incorporated stronger language regarding financial aid and clarified language about readmission. Specifically added: "Students who previously received a refund from their Title IV federal aid awards, may have to return these funds to the university so that federal aid programs can be credited appropriately." All phone numbers were removed, leaving office names and locations. That the application for readmission is required was clarified.

**Awards Committee (Senator Lipinski)**

- The committee is currently accepting nominations. Please take the time to nominate any outstanding individuals at IUP.
- The committee will not meet again until next semester.

**University Planning Council (Senator Stocker)**

There was no report.

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

**FOR INFORMATION:**

**Welcome and introductions**

**Comments from the Athletic Director, Steve Roach**

-Presented by-law proposals that will be voted on at the NCAA Convention in January. The committee provided their thoughts on possible issues with each of the proposals.

-Updated the committee on the current success with each of the sports.

**Comments from the Faculty Athletic Representative, Dr. Jim Racchini**

-Dr. Jim Racchini -Provided information regarding the online academic grade reporting results for faculty to utilize. It appears that faculty have been responsive to this and it has been helping identify problematic behavior in student-athletes earlier.

**Comments from the Vice President of Advancement, Bill Speidl**

-Provided the committee with information regarding the University's Comprehensive Campaign which is in the quiet phase.

**Comments from Student Athletic Advisory Committee**

-Informed the committee that they also reviewed the by-law proposals for the NCAA Convention in January.

-Discussed the possibility of having a Student-Athlete social or field day.

**Comments from the PAAC Chair, Dr. Joshua Castle**

-Most of the meeting was dedicated to a focus group format. Athletics is currently in the process of developing a strategic plan. Dr. Castle sought input from PAAC and afterwards provided some preliminary findings from some of the other focus groups. Discussion occurred on various topics related to the findings. A draft of the strategic plan, is scheduled to be introduced in the spring semester.

**Academic Computing Policy Advisory Committee (Senator Schaney)**

There was no report.

**University Budget Advisory Committee (Senator Soni)**

Dr. Driscoll did a good job of summarizing the current budget outlook.

The meeting adjourned at 4:03 PM.


Respectfully submitted by
Russell Stocker
University Senate Secretary