OCTOBER 2, 2018

Chairperson Piper called the October 2, 2018 meeting of the University Senate to order at 3:30 PM, in Eberly Auditorium.

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

The minutes from the September 11, 2018 meeting were **APPROVED**.

Agenda items for the October 2, 2018 meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

- The official Fall 2018 enrollment numbers for IUP are now available. These include the following:
  - 11,325 students are enrolled in for credit programs and 256 students are enrolled in career preparation programs.
  - There are 9,215 undergraduates and 2,110 graduate students.
  - There are 2,528 new freshmen and transfer students.
  - There are 1,009 military and military-affiliated students.
- The current budget is balanced.
- Graduate enrollment is below target and the retention percentage for last year's freshman class is unchanged from the previous year.
- The search committee for the new Vice President of Student Affairs has not yet been formed, but it will be soon.
- A work group is being formed to make recommendations for an informal dispute resolution process.
- Chancellor Greenstein is visiting IUP on October 26, 2018. The state system board of governors will be at IUP on October 10 and 11.
- Homecoming is this week. Thanks to everyone who has worked on this event.
- IUP research expenditures for 2017-2018 is 9.4 million dollars.
- President Driscoll is impressed with the new chancellor.

Provost's Report

Good afternoon.
  - University College renovations are moving forward. We anticipate moving on to internal renovations in near future.

Curriculum Revisions

In response to the Senate recommendations from the September 11, 2018 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

A. Program revision(s) from the following departments(s) that will be forwarded to the Council of Trustees for final approval:
- Bachelor of Science Marketing from the department of Marketing.
- Bachelor of Science in Management Information Systems/Information Systems track and Bachelor of Science in Management Information Systems/Information Technology track the from the department of Information Systems and Decision Sciences.
- Bachelor of Science in Management/General Management track, the Bachelor of Science in Management/Energy Management track, the Bachelor of Science in Management/Entrepreneurship and Small Business Management track, the Bachelor of Science in Human Resource Management, and the Bachelor of Science in International Business from the department of Management.
- Bachelor of Science in Finance from the department of Finance and Legal Studies.
- Bachelor of Science in Accounting from the department of Accounting.
- Certification in Vocational and Technical Education, including a name change from Certificate in Vocational and Technical Education to Certification in Vocational and Technical Education.

Joint proposals from both the UWUCC and GCC regarding modification of the curriculum workflow to incorporate the Assessment of Student Learning Assessment Committee (ASLAC) in an advisory role regarding programmatic Student Learning Outcomes. This review will occur during the open review period that is already in place in the curriculum workflow process.

From the University-Wide Graduate Curriculum Committee:

A. New and revised graduate level policies regarding:
- Final Exam - new
- Graduate Good Standing – revised
- Graduate Course Attendance – new

Question: Senator Stocker inquired about the creation of final exam dates for online classes.

Answer: Provost Moerland responded by stating that we are looking at several scheduling issues in terms of grades and exams. This includes the topics of final exam dates for online classes.

Chairperson's Report

- The Senate had a meeting of standing committee chairs and an orientation on September 27, 2018.
- Thank you to Senators Korns and Parliamentarian Smith-Sherwood for their work on the orientation.
- Homecoming is this weekend. Chairperson Piper hopes everyone gets a chance to participate in the activities.

Vice Chairperson's Report

- Crimson Blast was a success for SGA and other multicultural organizations on Friday, September 21st. Performances and conversations were made to help bring the IUP community closer.

- Our SHOR meeting happened last Wednesday for all representatives to meet and discuss upcoming events and collaborations.

- Our collaborated Halloween Party with GSA and PASA will be happening on Halloween night as a charity fundraiser.

- Our Housing Expo will be happening on October 18th for students to meet local landlords and University Housing to talk about potential housing options for next year.

Rules Committee (Senator Korns)

- Thank you to everyone who attended the Senate Orientation. A survey will be sent to all participants via email.
- The committee will meet on October 16 at 3:30 PM in Davis 418.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

- **CRIM 323 Cybersecurity and the Law**
- **HOSP 335 Legal Issues in Hospitality**
- **PHIL 100 Introduction to Philosophy**

FOR ACTION:

1. **Academic Affairs—Colleges of Health and Human Services, Humanities and Social Sciences, and Natural Sciences and Mathematics—Public Health—Program Revisions**
APPROVED

a. Current Program:	Proposed Program:
Bachelor of Science in Public Health-Behavioral and Mental Health Concentration	**Bachelor of Science in Public Health-Behavioral and Mental Health Concentration**
Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 46-47 **Humanities:** PHIL 122 or 130 **Mathematics:** MATH 217 **Natural Science:** BIOL 104, 119 **Social Science:** ANTH 110, PSYC 101, SOC 151 or 161 **Liberal Studies Electives:** ECON 122, FDNT 145	**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: 46-47 **Humanities:** PHIL 122 or 130 **Mathematics:** MATH 217 **Natural Science:** BIOL 104, 119 **Social Science:** Choose 3 courses from ANTH 110 or 211, GEOG 104 or RGPL 103, PSYC 101, SOC 151 or 161 **Liberal Studies Electives:** ECON 122, FDNT 145
Public Health Core 30-33 …	**Public Health Core** 30-33 …
Concentration: Behavioral and Mental Health 18 PSYC 332 and 374; SOC 361 or 362 or 363; SOC 448 and 2 electives	**Concentration: Behavioral and Mental Health** 18 PSYC 332 and 374; SOC 361 or 362 or 363; SOC 448 and two controlled electives (1)
Free Electives: (1) 22-26	**Free Electives:** (2) 22-26
Total Degree Requirements: 120	**Total Degree Requirements:** 120
(1) Minor or certificate recommended.	(1) See advisor. (2) Minor or certificate recommended.

b. Current Program:	Proposed Program:
Bachelor of Science in Public Health-Environmental and Occupational Health Concentration	**Bachelor of Science in Public Health-Environmental and Occupational Health Concentration**
Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 46-47 **Humanities:** PHIL 122 or 130 **Mathematics:** MATH 217 **Natural Science:** BIOL 104, 119 **Social Science:** ANTH 110, PSYC 101, SOC 151 or 161 **Liberal Studies Electives:** ECON 122, FDNT 145	**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: 46-47 **Humanities:** PHIL 122 or 130 **Mathematics:** MATH 217 **Natural Science:** BIOL 104, 119 **Social Science:** Choose 3 courses from ANTH 110 or 211, GEOG 104 or RGPL 103, PSYC 101, SOC 151 or 161 **Liberal Studies Electives:** ECON 122, FDNT 145

c. Current Program:	Proposed Program:
Bachelor of Science in Public Health-Global and Rural Communities Concentration	**Bachelor of Science in Public Health-Global and Rural Communities Concentration**
Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 46-47	**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: 46-47

Humanities: PHIL 122 or 130 **Mathematics:** MATH 217 **Natural Science:** BIOL 104, 119 **Social Science:** ANTH 110, PSYC 101, SOC 151 or 161 **Liberal Studies Electives:** ECON 122, FDNT 145	**Humanities:** PHIL 122 or 130 **Mathematics:** MATH 217 **Natural Science:** BIOL 104, 119 **Social Science:** Choose 3 courses from ANTH 110 or 211, GEOG 104 or RGPL 103, PSYC 101, SOC 151 or 161 **Liberal Studies Electives:** ECON 122, FDNT 145

d. Current Program: **Bachelor of Science in Public Health-Epidemiology and Biostatistics Concentration**	**Proposed Program:** **Bachelor of Science in Public Health-Epidemiology and Biostatistics Concentration**
Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 46-47 **Humanities:** PHIL 122 or 130 **Mathematics:** MATH 121 **Natural Science:** BIOL 104, 119 **Social Science:** ANTH 110, PSYC 101, SOC 151 or 161 **Liberal Studies Electives:** ECON 122, FDNT 145	**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: 46-47 **Humanities:** PHIL 122 or 130 **Mathematics:** MATH 121 **Natural Science:** BIOL 104, 119 **Social Science:** Choose 3 courses from ANTH 110 or 211, GEOG 104 or RGPL 103, PSYC 101, SOC 151 or 161 **Liberal Studies Electives:** ECON 122, FDNT 145

Rationale: Liberal Studies social sciences course requirements for all BS Public Health programs are being revised to enable students to meet articulated student learning outcomes. In the Behavioral and Mental Health Concentration a clarification footnote about controlled electives was added to the program.

2. Department of Mathematical and Computer Sciences—Program Revision   **APPROVED**

Current Program: **Bachelor of Science in Education – Mathematics Education (*)**			**Proposed Program:** **Bachelor of Science in Education – Mathematics Education (*)**		
Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics**: MATH 125 **Social Science:** PSYC 101 **Liberal Studies Electives**: 3cr, no courses with MATH prefix		43-44	**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **Mathematics**: MATH 125 **Social Science:** PSYC 101 **Liberal Studies Electives**: 3cr, no courses with MATH prefix		43-44
College:		31	**College**:		31
Preprofessional Education Sequence:			**Preprofessional Education Sequence:**		
ACE 103	Digital Instructional Technology	3cr	ACE 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr	EDSP 102	Educational Psychology	3cr
Professional Education Sequence:			**Professional Education Sequence:**		
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr	EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr	EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-student Teaching Clinical Experience I	1cr	EDUC 242	Pre-student Teaching Clinical Experience I	1cr

EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 441	Student Teaching	12cr
EDUC 442	School Law	1cr
EDUC 456	Teaching Mathematics in the Secondary Schools	3cr

Major: 36

Required Courses:

MATH 126	Calculus II/Physics, Chemistry, Mathematics	3cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Sciences	3cr
MATH 225	Calculus III/Physics, Chemistry, Mathematics	3cr
MATH 271	Introduction to Mathematical Proofs I	3cr
MATH 272	Introduction to Mathematical Proofs II	3cr
MATH 340	Principles of Secondary School Mathematics	3cr
MATH 350	History of Mathematics	3cr
MATH 353	Theory of Numbers	3cr
MATH 355	Foundations of Geometry I	3cr
MATH 430	Seminar in Teaching Secondary School Mathematics	3cr
MATH 460	Technology in Mathematics Instruction	3cr

Other Requirements: 3

| COSC 110 | Problem Solving and Structured Programming | 3cr |

Free Electives: 6-7

Total Degree Requirements: 120

(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Communications section of this catalog.

EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 441	Student Teaching	12cr
EDUC 442	School Law	1cr
EDUC 456	Teaching Mathematics in the Secondary Schools	3cr

Major: 37

Required Courses:

MATH 111	First-year Seminar	1cr
MATH 126	Calculus II/Physics, Chemistry, Mathematics	3cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Sciences	3cr
MATH 225	Calculus III/Physics, Chemistry, Mathematics	3cr
MATH 271	Introduction to Mathematical Proofs I	3cr
MATH 272	Introduction to Mathematical Proofs II	3cr
MATH 340	Principles of Secondary School Mathematics	3cr
MATH 350	History of Mathematics	3cr
MATH 353	Theory of Numbers	3cr
MATH 355	Foundations of Geometry I	3cr
MATH 430	Seminar in Teaching Secondary School Mathematics	3cr
MATH 460	Technology in Mathematics Instruction	3cr

Other Requirements: 3

| COSC 110 | Problem Solving and Structured Programming | 3cr |

Free Electives: 5-6

Total Degree Requirements: 120

(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Communications section of this catalog.

Rationale: We want to add MATH 111 to our program requirements. MATH 111 is designed to help math education majors acclimate to the university and facilitate cohort-building and student engagement, all of which are indicated by research to improve student retention. Various strategies to improve academic performance and mental well-being will be discussed.

3. Department of Information Systems and Decision Sciences—Prerequisite Modification and Program Revisions   **APPROVED**

a. Prerequisite Modification:

Current Couse Title and Prerequisite:

IFMG 250 Business Systems Technology   **3c-0l-3cr**
Prerequisite: BTED/COSC/IFMG 101 or COSC 110

Proposed Course Title and Prerequisite:

IFMG 250 Business Systems Technology   **3c-0l-3cr**
Prerequisite: COSC/IFMG 101 or IFMG 110

Rationale: Modifying the prerequisites to include IFMG 110 which is a new liberal studies elective and dropping BTED 101 since it is being no longer offered. COSC 110 is being dropped since it is a more advanced course as compared to IFMG 101/CSOC 101 or IFMG 110. We treat COSC 110 as equivalent to IFMG 210. COSC majors do not take IFMG 250. If a COSC major transfers to the ISDS department we substitute for COSC 105 for IFMG 101.

b. Program Revisions

i. Current Approved Program: Proposed Program:

Bachelor of Science—Management Information Systems/Information Systems Track

Bachelor of Science—Management Information Systems/Information Systems Track

Current Approved Program			Proposed Program		
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	46-47		**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:	46-47	
Mathematics: MATH 115 (1)			**Mathematics:** MATH 115 (1)		
Social Science: ECON 121, PSYC 101			**Social Science:** ECON 121, PYSC 101		
Liberal Studies Electives: 6cr, ECON 122, MATH 214 (2), no IFMG prefix			**Liberal Studies Electives:** 6cr, ECON 122, MATH 214 (2), no courses with IFMG prefix		

College: Business Administration Core		36	College: Business Administration Core		36
Required Courses:			**Required Courses:**		
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
COSC/IFMG 101 Computer Literacy *or*			COSC/IFMG 101 Computer Literacy *or*		
or IFMG 110 (3) Business Spreadsheet Computing		3cr	*or* IFMG 110 (3) Business Spreadsheet Computing		3cr
FIN 310	Fundamentals of Finance	3cr	FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr	IFMG 300	Information Systems: Theory and Practice	3cr
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

Major: Information Technology Track		21	Major: Information Technology Track		21
Required Courses:			**Required Courses:**		
IFMG 210	Introduction to Front-End Business Applications	3cr	IFMG 210	Introduction to Front-End Business Applications	3cr
IFMG 230	Introduction to Back-End Business Applications	3cr	IFMG 230	Introduction to Back-End Business Applications	3cr
IFMG 250	Business Systems Technology	3cr	IFMG 250	Business Systems Technology	3cr
IFMG/COSC 352 LAN Design and Installation		3cr	IFMG/COSC 352 LAN Design and Installation		3cr
IFMG 390	Database Theory and Practice	3cr	IFMG 390	Database Theory and Practice	3cr
IFMG 460	Analysis and Logical Design	3cr	IFMG 460	Analysis and Logical Design	3cr
IFMG 475	Project Management and Implementation	3cr	IFMG 475	Project Management and Implementation	3cr

Controlled Electives: (4)   3
One course from the following:
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, 471
Special Topics and Internships: IFMG 481, 493

Free Electives: 13-14

Total Degree Requirements: 120

(1) MATH 115 or 121 or 125.
(2) MATH 214 or 216 or 217.
(3) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.
(4) A student may choose to fulfill the requirements through an internship.

Controlled Electives: (4)   3
CRIM 321 or 323 or any course with prefix COSC, IFMG (except IFMG 300) or QBUS 300 and above.

Free Electives:
                                                            13-14
Total Degree Requirements:
                                                             120
(1) MATH 115 or 121 or 125.

(2) MATH 214 or 216 or 217.
(3) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.
(4) A student may choose to fulfill the requirements through an internship.

ii. Current Approved Program:

Bachelor of Science—Management Information Systems/Information Technology Track

Liberal Studies: As outlined in Liberal Studies   46-47
section with the following specifications:
Mathematics: MATH 115 (1)
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 6cr, ECON 122, MATH 214 (2), no IFMG prefix

College: Business Administration Core		36
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
COSC/IFMG 101 Computer Literacy *or*		
or IFMG 110 (3) Business Spreadsheet Computing		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: Information Technology Track		21
Required Courses:		
IFMG 210 *or* 230	Introduction to Front-End Business Applications *or* Introduction to Back-End Business Applications	3cr
IFMG 250	Business Systems Technology	3cr
IFMG 254	Computer Technology Virtualization	3cr
IFMG/COSC 352 LAN Design and Installation		3cr

Proposed Program:

Bachelor of Science—Management Information Systems/Information Technology Track

Liberal Studies: As outlined in Liberal Studies   46-47
section with the following specifications:
Mathematics: MATH 115 (1)
Social Science: ECON 121, PYSC 101
Liberal Studies Electives: 6cr, ECON 122, MATH 214 (2), no courses with IFMG prefix

College: Business Administration Core		36
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
COSC/IFMG 101 Computer Literacy *or*		
or IFMG 110 (3) Business Spreadsheet Computing		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: Information Technology Track		21
Required Courses:		
IFMG 210 *or* 230	Introduction to Front-End Business Applications *or* Introduction to Back-End Business Applications	3cr
IFMG 250	Business Systems Technology	3cr
IFMG 254	Computer Technology Virtualization	3cr
IFMG/COSC 352 LAN Design and Installation		3cr

IFMG 360	Information Storage and Management	3cr 3cr		IFMG 360	Information Storage and Management	3cr 3cr
IFMG 390	Database Theory and Practice	3cr		IFMG 390	Database Theory and Practice	3cr
IFMG 471	Data Center and Cloud Computing			IFMG 471	Data Center and Cloud Computing	
			3			3

Controlled Electives: (4)

~~One course from the following: IFMG 368, 414, 455, 456, 460, 475, 481, 493, COSC/IFMG 354, COSC 345, 362~~

Controlled Electives: (4)

CRIM 321 or 323 or any course with prefix COSC, IFMG (except IFMG 300) or QBUS 300 and above.

Free Electives:	13-14		**Free Electives:**	13-14
Total Degree Requirements:	120		**Total Degree Requirements:**	120

(1) MATH 115 or 121 or 125.
(2) MATH 214 or 216 or 217.
(3) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.
(4) A student may choose to fulfill the 6cr requirements through one or more internship(s).

(1) MATH 115 or 121 or 125.
(2) MATH 214 or 216 or 217.
(3) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.
(4) A student may choose to fulfill the 6cr requirements through one or more internship(s).

Rationale: The controlled electives are being modified to be less restrictive.

4. Department of Accounting—Program Revision   **APPROVED**

Current Approved Program: Proposed Program:

Bachelor of Science—Accounting   **Bachelor of Science—Accounting**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 115 (1) **Social Science:** ECON 121, PYSC 101 **Liberal Studies Electives:** 6cr, ECON 122, MATH 214 (2), no courses with ACCT prefix	46-47	**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 115 (1) **Social Science:** ECON 121, PYSC 101 **Liberal Studies Electives:** 6cr, ECON 122, MATH 214 (2), no courses with ACCT prefix	46-47

College: Business Administration Core **Required Courses:**		36		**College: Business Administration Core** **Required Courses:**		36
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
COSC/IFMG 101 Computer Literacy *or* *or* IFMG 110	Business Spreadsheet Computing (3)	3cr		COSC/IFMG 101 Computer Literacy *or* *or* IFMG 110	Business Spreadsheet Computing (3)	3cr
FIN 310	Fundamentals of Finance	3cr		FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr		IFMG 300	Information Systems: Theory and Practice	3cr
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
Major: Accounting (4) **Required Courses:**		24		**Major: Accounting** (4) **Required Courses:**		24
ACCT 304	Intermediate Accounting I	3cr		ACCT 304	Intermediate Accounting I	3cr
ACCT 305	Intermediate Accounting II	3cr		ACCT 305	Intermediate Accounting II	3cr
ACCT 311	Cost Accounting	3cr		ACCT 311	Cost Accounting	3cr
ACCT 401	Advanced Accounting	3cr		ACCT 401	Advanced Accounting	3cr
ACCT 421	Federal Tax I	3cr		ACCT 421	Federal Tax I	3cr
ACCT 431	Auditing	3cr		ACCT 431	Auditing	3cr
		6cr				6cr

Controlled Electives: ~~Two courses from any ACCT 300 level or above (except for ACCT 493) that are not included in the accounting major core and/or BLAW 336, or with approval of the chairperson~~

Free Electives: (5, 6)   13-14

Total Degree Requirements: 120

(1) MATH 115 or 121 or 125.
(2) MATH 214 or 216 or 217.
(3) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.
(4) Students must meet the grade prerequisite(s) listed in the course description section of this catalog before advancing to the next course.
(5) Students interested in pursuing the following career paths should consider:
  — **Certified Public Accountant (CPA):** ACCT 422, 441, 493, and BLAW 336. Students seeking certification as a CPA will be required to satisfy the educational requirement of 150cr.
  — **Certified Management Accountant (CMA):** ACCT 412, 432, 461, 493
  — **Certified Fraud Examiner (CFE):** ACCT 432, 493, ECON 223, CRIM 101.
(6) Students may be able to apply these credits in conjunction with the controlled electives to earn a minor in another discipline, such as finance, marketing, economics, and pre-law. Students should follow the advice of their faculty advisor to fulfill the above requirements.

Controlled Electives: Any two courses from the following: ACCT 303, 412, 422, 432, 441, 461

                                                                                         13-14

Free Electives: (5, 6)

Total Degree Requirements: 120

(1) MATH 115 or 121 or 125.
(2) MATH 214 or 216 or 217.
(3) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.
(4) Students must meet the grade prerequisite(s) listed in the course description section of this catalog before advancing to the next course.
(5) Students interested in pursuing the following career paths should consider:
  — **Certified Public Accountant (CPA):** ACCT 422, 441, 493, and BLAW 336. Students seeking certification as a CPA will be required to satisfy the educational requirement of 150cr.
  — **Certified Management Accountant (CMA):** ACCT 412, 432, 461, 493
  — **Certified Fraud Examiner (CFE):** ACCT 432, 493, CRIM 101, ECON 223.
(6) Students may be able to apply these credits in conjunction with the controlled electives to earn a minor in another discipline, such as finance, marketing, economics, and pre-law. Students should follow the advice of their faculty advisor to fulfill the above requirements.

Rationale: The controlled electives are being made more specific and in footnote five courses are switched to be in alphabetical order.

5. **Department of Theater and Dance—Course Revision, Course Number Change, and Catalog Description Change**   **APPROVED**

Current Catalog Description:

THTR 231 Improvisation and Creativity   **3c-0l-3cr**
Prerequisite: THTR 140 or instructor permission
Introduces short- and long-form improvisation techniques and scene practice. Explores an overview of improvisatory styles and practitioners. Analyze show social mores, world events, and prevailing attitudes shaped and continue to shape the world of improvisational theater throughout theater history. Studies and practices culminate in final improvisation performance project.

Proposed Catalog Description:

THTR 331 Improvisation and Creativity   **3c-0l-3cr**
Prerequisite: THTR 140 or instructor permission
Synthesizes short- and long-form improvisation techniques and scene practice. Interprets an overview of improvisation styles and practitioners. Analyzes how social mores, world events, and prevailing attitudes shaped and continue to shape the world of improvisational theater throughout theater history. Culminates in final improvisation performance project.

Rationale: Improvisation and creativity will be a course that requires foundational acting skills learned in lower-level acting courses, giving undergraduate students an opportunity to use these acting skills in non-traditional and advanced ways that further enhance their performance work and work within ensembles and small groups.

6. The Department of Chemistry—Program Catalog Description Change   **APPROVED**

Current Catalog Description:

The BS degree program in biochemistry is a four-year degree curriculum offered as a cooperative program by the Biology and Chemistry departments. This program also offers the Biochemistry minor.

The curriculum leading to a BS degree with a major in biochemistry begins with foundation courses in biology, chemistry, mathematics, and physics in the first two years. Specialization in biochemistry commences in the third year with courses in biochemistry, genetics, physical chemistry, special topics in biochemistry, and biochemistry seminar. Completion of one chemistry course as a controlled elective allows students the option to receive a biochemistry degree certified by the American Chemical Society.

A unique feature of this undergraduate program is that biochemistry research is a requirement. After consultation with faculty, the students will define a problem and devise an experimental plan through library research. Laboratory research will be done under the direct supervision of a faculty member. Finally, the student will report on the results of the research in both written and oral forms.

This program is intended for students whose interests lie in a most exciting field of modern science. Graduates can expect to be qualified to enter graduate programs in biochemistry, biology, chemistry, and molecular biology; professional schools in the health sciences; and positions in industrial and government research laboratories and in industrial production facilities.

Proposed Couse Description:

The BS degree in biochemistry is a four-year degree, and the Biochemistry minor, are offered by the Chemistry department.

The curriculum leading to a BS degree with a major in biochemistry begins with foundation courses in biology, chemistry, mathematics, and physics in the first two years. Specialization in biochemistry commences in the third year with courses in biochemistry, genetics, physical chemistry, special topics in biochemistry, and biochemistry seminar. Completion of one chemistry course as a controlled elective allows students the option to receive a biochemistry degree certified by the American Chemical Society.

A unique feature of this undergraduate program is that biochemistry research is a requirement. After consultation with faculty, the students will define a problem and devise an experimental plan through library research. Laboratory research will be done under the direct supervision of a faculty member. Finally, the student will report on the results of the research in both written and oral forms.

This program is intended for students whose interests lie in a most exciting field of modern science. Graduates can expect to be qualified to enter graduate programs in biochemistry, biology, chemistry,

and molecular biology; professional schools in the health sciences; and positions in industrial and government research laboratories and in industrial production facilities.

Rationale: Moving the program from under the college to the Chemistry Department.

7. **Department of Communication Disorders, Special Education, and Disability Services— New Certificate, Program Revision, and Crosslisting Courses** **APPROVED**

   a. **New Program:**

   Certificate--Behavior Analysis

   Provides the student with the specific knowledge and skills necessary to function as a Board Certified Assistant Behavior Analyst (BCaBA). Courses are aligned to the requirements of the Behavior Analyst Certification Board and satisfy one of the three requirements to be eligible to become a BCaBA. The two remaining requirements, supervised field experience and earning a passing score on the BCaBA examination, are not part of this undergraduate certificate.

   Certificate--Behavior Analysis   **13**

   Required Courses:

EDEX 340	Introduction to Behavior Management in Special Education	3cr
EDEX 435	Methods and Curriculum - Severe Cognitive Disabilities	3cr
EDEX 440	Ethical and Professional Behavior	1cr
EDEX 469	Education of Persons with Emotional Disabilities/Behavioral Disabilities/Learning Disabilities/Traumatic Brain Injury	3cr
EDSP 476	Foundations of Behavioral Analysis	3cr

   Rationale: Students preparing to work with individuals with behavioral concerns are increasingly being required to gain specific training and certifications by employers. The Behavior Analysis Certification Board is a national organization that provides certification for both graduate level and undergraduate level students. Undergraduates can attain the Board Certified Assistant Behavior Analyst credential by completing coursework, field hours and passing a national examination. The courses comprising the proposed certificate program prepare undergraduates to work with individuals of all ages, who demonstrate the need for well-designed behavioral planning. All the courses are currently being taught and cover the required content material to allow students to pursue the national certification. Having completed this course work during their undergraduate studies (the first of three requirements and the only requirement covered by IUP), our graduates will be able to sit for the national exam and begin the supervised field hours required, as soon as they are employed. This will be attractive to all employers who require the Board Certified Assistant Behavior Analysis credential (such as school districts, social agencies, private schools, etc.)

   b. **Program Revision:**

Current Program:	**New Program:**
Bachelor of Science–Disability Services	**Bachelor of Science–Disability Services**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 43-44
Mathematics: 3cr
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 3cr, CDFR 224

Major: 49
Required Courses:

CDFR 218	Child Development	3cr
CDFR 310	Childhood Observation and Assessment	3cr
CDFR 315	Introduction to Early Intervention	3cr
DISB 440	Ethical and Professional Behaviors	1cr
EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 340	Introduction to Behavior Management in Special Education	3cr
EDEX 415	Preschool Education for Children with Disabilities	3cr
EDEX 458	Transition for Youth with Disabilities	3cr
EDEX 460	Family Perspectives on Disability	3cr
EDEX 469	Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury	3cr
EDEX 478	Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities	3cr
EDEX 493	Internship/Field Training	12cr
EDHL 114	Introduction to Deaf and Hard-of-Hearing Persons	3cr
EDHL 115	Introduction to American Sign Language	3cr

Other Requirements: 6
Professional Sequence:
EDEX 103 Special Education Technology *or* ~~ACE 103 Digital Instructional Technology~~   3cr
EDSP 102 Educational Psychology   3cr

Free Electives: (1)   22-23
Students may use these 18cr toward study of a minor discipline and/or as free electives.

Total Degree Requirements: 120

(1) It is recommended that students pursue minor studies in one of the following minor tracks: Child Development and Family Relations (18cr), Deaf Studies (18cr), Educational Psychology (15cr), Psychology (18cr), or Sociology (18cr).

Rationale: In order to collect data within our DISB program, we can no longer list ACE 103 since we are collecting program data via EDEX 103. This will not alter the credits or requirements in any other section of the program.

c. **Crosslisting Courses**:

i. **Current Catalog Description:**

EDEX 111 Introduction to Exceptional Persons   3c-0l-3cr

13

Prerequisites: Department majors, dual majors, ECED majors, minors, and official incoming transfers only
Surveys characteristics, needs, problems, and behavior patterns of individuals who have disabilities or who are gifted. Students develop an understanding and knowledge of individuals with sensory, behavioral, physical, cognitive, language, and learning disabilities. Acquaints students with history and legislative bases of special education.

Proposed Catalog Descriptions:

DISB 111 Introduction to Exceptional Persons   **3c-0l-3cr**
Prerequisites: Department majors, dual majors, ECED majors, minors, and official incoming transfers only
Surveys characteristics, needs, problems, and behavior patterns of individuals who have disabilities or who are gifted. Develops an understanding and knowledge of individuals with sensory, behavioral, physical, cognitive, language, and learning disabilities. Includes history and legislative bases of special education. (Also offered as EDEX 111; may not be taken for duplicate credit.)

EDEX 111 Introduction to Exceptional Persons   **3c-0l-3cr**
Prerequisites: Department majors, dual majors, ECED majors, minors, and official incoming transfers only
Surveys characteristics, needs, problems, and behavior patterns of individuals who have disabilities or who are gifted. Develops an understanding and knowledge of individuals with sensory, behavioral, physical, cognitive, language, and learning disabilities. Includes history and legislative bases of special education. (Also offered as DISB 111; may not be taken for duplicate credit.)

ii. Current Catalog Description:

EDEX 114 Atypical Development in Infants, Children, and Adolescents   3c-0l-3cr
Prerequisites: PSYC 101, EDEX 111
Presents foundations of human growth from conception to age 21. Atypical development related to special needs is emphasized with regard to cognitive, physical, and social-emotional development. A foundation for the understanding of the needs of students with developmental disabilities ranging from early intervention to the end of their high school years.

Proposed Catalog Descriptions:

DISB 114 Atypical Development in Infants, Children, and Adolescents   3c-0l-3cr
Prerequisites: PSYC 101, DISB/EDEX 111
Emphasizes foundations of human growth from conception to age 21, plus atypical development related to special needs with regard to cognitive, physical, and social-emotional development. Provides a foundation for the understanding of the needs of students with developmental disabilities ranging from early intervention to the end of their high school years. (Also offered as EDEX 111; may not be taken for duplicate credit.)

EDEX 114 Atypical Development in Infants, Children, and Adolescents   3c-0l-3cr
Prerequisites: PSYC 101, EDEX/DISB 111
Emphasizes foundations of human growth from conception to age 21, plus atypical development related to special needs with regard to cognitive, physical, and social-emotional development. Provides a foundation for the understanding of the needs of students with developmental disabilities ranging from early intervention to the end of their high school years. (Also offered as DISB 111; may not be taken for duplicate credit.)

iii. Current Catalog Description:

EDEX 340 Introduction to Behavior Management in Special Education   3c-0l-3cr
Prerequisites: EDEX 111, 112, PSYC 101
An overview of systematic behavioral change techniques for use with students in a variety of special education settings, including integrated, resource, self-contained, special school, and residential. Emphasizes a case analysis approach to creating and evaluating behavioral changes for students with mild to severe disabilities.

Proposed Catalog Descriptions:

DISB 340 Introduction to Behavior Management in Special Education   3c-0l-3cr
Prerequisites: DISB/EDEX 111, 114, PSYC 101
An overview of systematic behavioral change techniques for use with students in a variety of special education settings, including integrated, resource, self-contained, special school, and residential. Emphasizes a case analysis approach to creating and evaluating behavioral changes for students with mild to severe disabilities. (Also offered as EDEX 340; may not be taken for duplicate credit.)

EDEX 340 Introduction to Behavior Management in Special Education   3c-0l-3cr
Prerequisites: EDEX/DISB 111, 114, PSYC 101
An overview of systematic behavioral change techniques for use with students in a variety of special education settings, including integrated, resource, self-contained, special school, and residential. Emphasizes a case analysis approach to creating and evaluating behavioral changes for students with mild to severe disabilities. (Also offered as DISB 340; may not be taken for duplicate credit.)

Rationale for Prerequisite Change: EDEX 114 Atypical Development in Infants, Children and Adolescents is a new course addressing all aspects of human development in persons with disabilities from birth to adulthood. This course was designed specifically to meet the needs of students in the Disability Services and Special Education K-12 with Reading Specialist programs. Ergo, the need for change in prerequisites.

iv. Current 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.

Proposed Catalog Descriptions:

DISB 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. Addresses legal implications related to these roles. (Also offered as EDEX 440; may not be taken for duplicate credit.)

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. Addresses legal implications related to these roles. (Also offered as DISB 440; may not be taken for duplicate credit.)

v.   **Current Catalog Description:**

EDEX 458 Transition Assessment and Planning for Youth with Disabilities 3c-0l-3cr
Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to adult life. Transition service elements are, at a minimum, post-secondary education and training, employment, and community living. For students with disabilities, successful outcomes require self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the entire transition planning process.

Proposed Catalog Descriptions:

DISB 458 Transition Assessment and Planning for Youth with Disabilities 3c-0l-3cr
Reviews litigation and legislation leading to the legal requirement for the provision of Transition Planning for adolescents with disabilities to include post-secondary education and training, employment, and community living outcomes. Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to adult life. Addresses the importance self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the transition planning/implementation process. (Also offered as EDEX 458; may not be taken for duplicate credit.)

EDEX 458 Transition Assessment and Planning for Youth with Disabilities 3c-0l-3cr
Reviews litigation and legislation leading to the legal requirement for the provision of Transition Planning for adolescents with disabilities to include post-secondary education and training, employment, and community living outcomes. Develops competencies in

the skills necessary to help students with disabilities make a successful transition from school to adult life. Addresses the importance self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the transition planning/implementation process. (Also offered as DISB 458; may not be taken for duplicate credit.)

vi. **Current Catalog Description:**

EDEX 460 Family Perspectives on Disability   **3c-0l-3cr**
Prerequisites: PSYC 101
For any major who will work with families and youth with disabilities. By understanding families as competent and resourceful systems, students critically examine ways to collaborate effectively with family members. Focuses on legal and philosophical bases for supporting families in making important decisions affecting the education and care of their children.

Proposed Catalog Descriptions:

DISB 460 Family Perspectives on Disability   **3c-0l-3cr**
Prerequisites: PSYC 101
Critically examines families as competent and resourceful systems, students explore ways to collaborate effectively with family members. Focuses on legal and philosophical bases for supporting families in making important decisions affecting the education and care of their children (Also offered as EDEX 460; may not be taken for duplicate credit.)

EDEX 460 Family Perspectives on Disability   **3c-0l-3cr**
Prerequisites: PSYC 101
Critically examines families as competent and resourceful systems, students explore ways to collaborate effectively with family members. Focuses on legal and philosophical bases for supporting families in making important decisions affecting the education and care of their children. (Also offered as DISB 460; may not be taken for duplicate credit.)

vii. **Current Catalog Description:**

EDEX 469 Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities or Brain Injury   **3c-0l-3cr**
Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities and brain injury; definition and identification of the populations; and educational approaches. Reviews research in the field, including current issues, trends, educational practices, and services. Uses a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using internet resources and electronic format.

Proposed Catalog Descriptions:

EDEX 469 Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities or Brain Injury 3c-0l-3cr

Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities and brain injury; definition and identification of the populations; and educational approaches. Reviews research in the field, including current issues, trends, educational practices, and services. Uses a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) to facilitate acquisition of new knowledge and skills. (Also offered as DISB 469; may not be taken for duplicate credit.)

DISB 469 Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities or Brain Injury 3c-0l-3cr

Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities and brain injury; definition and identification of the populations; and educational approaches. Reviews research in the field, including current issues, trends, educational practices, and services. Uses a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) to facilitate acquisition of new knowledge and skills. (Also offered as EDEX 469; may not be taken for duplicate credit.)

Rationale for Crosslisting these Courses: These EDEX courses are utilized by two programs, Special Education and Disability Services. The cross listing is being requested so, when offered, the course prefix reflects the program offering the course. The request is based on feedback from the Disability Services Five-Year review that pointed out the paucity of courses bearing Disability Services program prefix (DISB). There are only five courses listed in the catalog with the DISB prefix and only one of those courses is in the major. The outside reviewer's suggestion was to cross list the EDEX courses currently used by Disability Services to reflect the program's prefix given that no other substantive changes would need to be made in the courses except the addition of the new prefix and associated prerequisite prefix changes.

8. **Department of Safety Sciences—Course Revision and Modification of Prerequisites**
APPROVED

a. Course Revision:

Current/Proposed Catalog Description: (Catalog description not changing)

SAFE 100 The Science of Living Safely 3c-0l-3cr
Prerequisite: Non Safety, Health and Environmental Applied Sciences Major and Minor
Examines the relevance, impact and role that safety plays in the
world today, especially in the workplace. Includes the historical and scientific development of safety and health regulations, the impact of injury on society, identification of hazards and hazard controls in specific industrial processes, and the personal and ethical responsibilities that individuals have for the safety and health protection of themselves, others and their community.

Rationale: Since SAFE 100 is a Liberal Studies Elective, we must have the Student Learning Outcomes mapped to the Expected Undergraduate Student Learning Outcomes. In addition to, a measurement tool to assess those outcomes is being included.

b. Modification of Prerequisites:

i. Current Title and Prerequisites:

SAFE 330 Recognition, Evaluation, and Control of Occupational Health Hazards I   3c-3l-4cr
Prerequisites: CHEM 101; safety, health, and environmental applied sciences majors only or instructor permission
Prerequisites or Corequisite: BIOL 104 or 155

Proposed Title and Prerequisites:

SAFE 330 Recognition, Evaluation, and Control of Occupational Health Hazards I   3c-3l-4cr
Prerequisites: CHEM 101, safety, health, and environmental applied sciences majors only, PUBH-ENOC majors, or instructor permission
Prerequisites or Corequisite: BIOL 104 or 155

ii. Current Title and Prerequisites:

SAFE 361 Air and Water Pollution   2c-0l-2cr
Prerequisites: SAFE 220 or instructor permission.

Proposed Title and Prerequisites:

SAFE 361 Air and Water Pollution   2c-0l-2cr
Prerequisites: SAFE 220, or PUBH-ENOC majors, or instructor permission

iii. Current Title and Prerequisites:

SAFE 430 Recognition, Evaluation, and Control of Occupational Health Hazards II   3c-0l-4cr
Prerequisites: BIOL 104 or 155; PHYS 111; SAFE majors only or instructor permission

Proposed Title and Prerequisites:

SAFE 430 Recognition, Evaluation, and Control of Occupational Health Hazards II   3c-0l-4cr
Prerequisites: BIOL 104 or 155, PHYS 111 or CHEM 101 (for PUBH-ENOC majors), safety, health, and environmental applied sciences majors, PUBH-ENOC majors only, or instructor permission

Rationale: The prerequisites have been edited to facilitate the registration process for Public Health majors, thus not requiring them to receive an override to take this course, which is being offered in the Public Health degree program. The current prerequisites require the students to be a SAFE major. These changes to the prerequisites would now

allow Public Health majors with a concentration in Environmental and Occupational Health (ENOC) into the course without an override.

9. **Department of Nursing and Allied Health Professions--Program Revision and Modification of Prerequisites**   **APPROVED**

    a. **Program Revision:**

Current Program:	Proposed Program:
Gerontology Certificate Program　　　　**21**	**Gerontology Certificate**　　　　**21**
Core Courses:　　　9 KHSS 350　Health Aspects of Aging　　3cr PSYC 312　Adult Development and Aging　3cr SOC 357　Sociology of Aging and the Life-course 3cr	**Core Courses:**　　　9 KHSS 350　Health Aspects of Aging *or* 　*or* 413　Physical Activity and Aging　　3cr PSYC 312　Adult Development and Aging　3cr SOC 357　Sociology of Aging and the Life-course 3cr
Controlled Electives:　　　9 9cr from the following: ANTH 444, CDFR 428, FCSE 315, GERN 281, ~~481, 482, KHSS 413,~~ MGMT 300, 311, PHIL 122, 240, PSYC 376, 378 ~~RHAB 312, SAFE 380,~~ SOC 336, ~~342,~~ 345, ~~452,~~ FDNT 410	**Controlled Electives:**　　　9 9cr from the following: ANTH 340, 444, CDFR 428, FCSE 315, FDNT 212, 410, GERN 281, MGMT 300, 311, PHIL 122, 130, 240, PSYC 313, 376, 378, SOC 336, 345, 442
Other Requirements:　　　3 Internship (GERN 493 or internship in student's major)　　　3cr	**Other Requirements:**　　　3 Internship (GERN 493 or internship in student's major)　　　3cr

Rationale: Core Courses and Controlled Elective offerings have changed. I am updating the options for students in the Gerontology Certificate Program based on feedback from various Departmental Chairs.

    b. **Modification of Prerequisites:**

    Current Title and Prerequisites:

    NURS 306 Problem Solving in Nursing   **3c-0l-3cr**

    Proposed Title and Prerequisites:

    NURS 306 Problem Solving in Nursing   **3c-0l-3cr**
    Prerequisites: NURS 213, 214, and 236 or special permission

    Rationale: The prerequisites are being added to this course. Students will need to complete all sophomore level courses prior to taking this course or receive special permission. Students need to have the clinical knowledge base provided at the sophomore level to be able to use the strategies being taught in this course effectively.

10. **Department of Psychology—New Course, Course Revision, Catalog Description Change, and Course Title Change**   **APPROVED**

    a. **New Course:**

PSYC 250 Introduction to Applied Psychology   **3c-0l-3cr**
Prerequisite: PSYC 101
Surveys the various settings and professions that require the use and application of psychology and psychological principles to solve human problems. Explores the types of skills required in the applied professions and the clienteles served, as well as the theoretical bases for applied work in different contexts.

Rationale: This course is designed to educate students about the range of applications of psychology to broaden their perspective of the psychology field and prepare them for more advanced coursework and practica in specific psychology applications. The course will serve as an introduction to skills needed to be effective in an interpersonal context and will provide a foundation for development of more advanced skills in subsequent coursework. This course will be a requirement for the Applied Track in Psychology that is currently under revision.

b. **Course Revision, Catalog Description Change, and Course Title Change**

   Current Catalog Description:

   PSYC 450 Introduction to Clinical Psychology   **3c-01-3cr**
   Prerequisites: PSYC 101, 320, and 321, or instructor permission
   An overview of clinical psychology, with emphasis on clinician's use of methods of evaluation and on treatment and modification of behavior.

   Proposed Catalog Description:

   PSYC 450 Counseling Skills   **3c-01-3cr**
   Prerequisites: PSYC 101, 290, and 321, or instructor permission
   Introduces students to the skills necessary to be effective in a mental health service delivery field, as well as the foundational "helping skills" required to form a therapeutic alliance with a client and evidence-based methods of evaluation and treatment.

   Rationale: PSYC 450 Introduction to Clinical Psychology was revised to broaden the course beyond the field of clinical psychology, as this is only one path available to students interested in a career in the mental health field. As avenues for clinical service delivery at the bachelor's and master's level have become more prevalent, the need to prepare students for these careers has grown. The revisions to this course will introduce students to the array of mental health careers available and will focus on development of basic clinical skills that are necessary for any clinical profession. This is expected to broaden the appeal of this course to students who do not intend to pursue doctoral study in clinical psychology, while still preparing those who do. The revision of prerequisites is expected to make the course more accessible to Psychology Majors, who do not typically take both PSYC 320 and 321, as only one is required. The addition of PSYC 290 is expected to ensure that students are prepared to understand and evaluate psychotherapy research, as well as limit enrollment to upper level students.

11. **Department of Geography and Regional Planning—New Course, Course Number Change, and New Certificate**   **APPROVED**

a. **New Course:**

GEOG 488 Geospatial Intelligence Capstone   **3c-0l-3cr**
Prerequisites: GEOG/RGPL 213, 316, 415, and MLSC 204 or PLSC 465
Synthesizes concepts, skills and techniques learned in prerequisite courses in the
Geospatial Intelligence certificate curriculum to develop an applied geo intelligence
project. Includes spatial data acquisition, processing, analysis and reporting to geospatial
intelligence tradecraft standards, as well as a culminating presentation of the project.

Rationale: GEOG 488 is being proposed as the capstone course for an undergraduate
certificate in Geospatial Intelligence, which will provide students the opportunity to
integrate the concepts and techniques learned in certificate courses. The rest of the
required courses in the certificate program are existing courses.

b. **Course Number Change:**

Current Course Numbers and Titles:

GEOG 412 Research Seminar   **3c-0l-3cr**

RGPL 412 Community Planning Practicum   **3c-0l-3cr**

Proposed Couse Titles and Numbers:

GEOG 498 Research Seminar   **3c-0l-3cr**

RGPL 498 Community Planning Practicum   **3c-0l-3cr**

Rationale: The course numbers for this crosslisted course are being changed from 412 to
498. Since these courses are capstone courses that a student takes near the end of their
program, the faculty decided that they should have the highest number to indicate their
sequence in the curriculum.

c. **New Program:**

Certificate—Geospatial Intelligence

This certificate prepares students to undertake the use and analysis of imagery, imagery
intelligence, and geospatial information to describe, assess, and visually depict physical
features and geographically-referenced activities on the Earth's surface for intelligence
purposes. Students will learn the context, geographic information science, and geo
intelligence tradecraft techniques to be well prepared to enter the workforce as an entry-
level geospatial intelligence analyst for federal intelligence agencies or private
intelligence contractors.

Certificate—Geospatial Intelligence   **21**

Required Courses:
GEOG/RGPL 213   Cartography and Map Design   3cr
GEOG/RGPL 316   Introduction to Geographic Information Systems   3cr

GEOG/RGPL 415	Introduction to Remote Sensing	3cr
GEOG/RGPL 424	Technical Issues in Geographical Information Systems	3cr
GEOG/RGPL 455	Advanced Remote Sensing	3cr
GEOG 488	Geospatial Intelligence Capstone	3cr
MLSC 204	National Security and Fundamentals of Military Topography *or*	
or PLSC 465	Intelligence Process an Policy	3cr

Rationale: The Certificate in Geospatial Intelligence is being proposed because of the many employment and career opportunities that exist in geospatial intelligence in the United States. The certificate offers IUP students the opportunity to become well-qualified for a career in geo intelligence by completing the certificate requirements. The Department of Geography and Regional Planning will seek accreditation of the Undergraduate Certificate in Geospatial Intelligence through the United States Geospatial Intelligence Foundation (USGIF), which will both verify that the curriculum meets intelligence community standards and will provide students with significant professional development opportunities.

12. Liberal Studies Report **APPROVED**

- **SAFE 100 The Science of Living Safely was reapproved as a Liberal Studies Elective in the Information Literacy and Scientific Literacy categories.**

University-Wide Graduate Curriculum Committee (Senator Moore)

FOR ACTION:

1. DEPARTMENT OF GEOGRAPHY AND REGIONAL PLANNING **APPROVED**

Course Deletion GEOG 545: Energy Development and Compliance II
Rationale: Course contents have been folded into Energy Development and Compliance (GEOG 544). Larger changes to the graduate curriculum no longer require the level of detail this course provided.
This course is no longer needed in tracks and it is no longer offered at undergraduate level.

FOR INFORMATION:

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

- COMM 611
- COMM 612
- ARED 730
- ELR 851

Academic Affairs Committee (Senator Dugan)

- The deadline for Emeritus applications was clarified.
- The committee will next meet Tuesday, October 9 at 3:30 PM in the Conemaugh room of the HUB

Awards Committee (Senator Lipinski)

The date of the next meeting was sent out via email.

Noncredit Committee (Senator O'Neil)

The committee meet today and will share its report at the next Senate meeting.

Library and Education Services Committee (Senator McLaughlin)

The committee will next meet Tuesday, October 9 at 3:30 PM in 203 Stabley.

Research Committee (Senator Delbrugge)

There were 6 USRC Small Grant proposals for review and the decision was made to fund 6 proposals totaling $4,358.

Section One: Research & Scholarship (Categories A-E):

- Yuliya Melnikova, Kristen Lawson, and Yongtao Cao were awarded $2,000 for their project "The Effects of a Pre-Semester Freshman Program on Students' Self-Efficacy."

Section Two: Travel to Present Papers/Scholarly Work (Categories A & B):

- Chauna Craig was awarded $680 for domestic travel to present "The Ethics of Nonfiction with and about the Incarcerated" at the NonfictioNOW conference to be held November 1-4, 2018 in Phoenix, AZ.
- Terrence Fries was awarded $1,000 for domestic travel to present at the "Intelligent Control and Motion Planning in Robotic Systems" session at the 44th Annual Conference of the IEEE Industrial Electronics Society to be held October 21-23, 2018 in Washington, D.C.
- Sung Namkung was awarded $1,000, pending submission of a revised budget, for international travel to present "Different Knowledge Sources of New Ventures' Product Market Scope Strategy in a Nascent Industry" at the Strategic Management Society's 38th Annual Conference to be held September 23-25, 2018 in Paris, France.
- Cristina Sanchez-Martin was awarded $1,000, pending confirmation that no IRB approval is necessary, for international travel to present "Languaging, Composing, and Learning as Activity Systems: P-CHAT and Translingualism as a Pedagogical Framework for Diverse Student Writers" at the international conference of the Latin American Association of Writing Studies in Higher Education and Professional Contexts to be held October 9-11, 2018 in Santiago, Chile.
- Nashat Zuraikat was awarded $678 for international travel to present "Before Anger is an Option: Violence towards Health Care Professionals" at the Sixth International

Conference on Violence in the Health Sector of Toronto to be held October 24-26, 2018 in Toronto, Canada.

FOR ACTION:

1. Eligibility to Serve as a Principal Investigator on Externally Funded Grant or Contract Projects Policy **APPROVED**

Rationale: The policy was initialed approved by the Senate during its December 2017 meeting. Minor language changes were requested by the President's cabinet. The revised policy addresses the requested changes.

Previous Approved Policy:

POLICY STATEMENT

Subject: Eligibility to Serve as a Principal Investigator on Externally Funded Projects

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Date: November 21, 2017   Distribution: All faculty and administrators

Reference Number: Revision Date: None

Addition   ____   Originating Office: President's Approval

Deletion   ____   School of Graduate Studies and Research

New Item   __X__

PURPOSE:

When seeking funding from external (non-IUP) sponsors, a lead person known as the Principal Investigator (PI) must be named. The PI is responsible for overseeing all aspects of the project. This policy describes the qualifications required for a person to serve as a PI on externally funded projects.

SCOPE:

This policy applies to all individuals seeking external (non-IUP) funding who wish to be named as the project PI.

OBJECTIVE:

The objective of this policy is to provide guidance on who may act as a Principal Investigator on externally funded projects.

POLICY:

The Principal Investigator (PI) is the lead person on the research project and is responsible for the ethical and professional conduct of all aspects of the project, including being responsible for overseeing/managing all personnel to whom tasks are delegated, ensuring compliance with all applicable federal, state, and local laws and policies, and also for the fiscal management of the project.

The following positions/personnel are eligible for service as a PI on externally funded projects.

1. Full-time, tenure track faculty members; temporary faculty can serve with the approval of the Dean of SGSR and the provost.

2. Administrators holding the titles of president, vice president, associate vice president, assistant vice president, associate provost, dean, associate dean, assistant dean, and center/institute director may be named as PI on projects directly related to the mission and responsibilities of their units/offices. An Emeritus full or associate professor may serve as Co-PI with another eligible current employee of IUP. Emeritus full and associate professors may serve as PI, with permission of the Provost and Dean of the School of Graduate Studies and Research.

3. Doctoral students seeking funding for fellowships, tuition, or support of research leading to the dissertation may be named as PI as appropriate or required by the funding agency, but a full-time tenure track faculty member must be named on the project as a Co-PI when permissible by the funding agency. The faculty Co-PI will be responsible for monitoring and ensuring that the terms of the grant/contract are fulfilled.

4. Requests for exceptions for others within Academic Affairs can be made by the unit head with the written approval of the college dean, the Dean of the School of Graduate Studies and Research, the Provost, and the President.

5. For exceptions in divisions other than Academic Affairs, an application for an exception must be recommended by the unit head and approved by the corresponding vice president. All requests must be accompanied by the qualifications of the prospective investigator to serve in the role of PI on the respective project.

6. Exceptions may be granted on a one time or permanent basis, at the discretion of the appropriate divisional Vice President. The School of Graduate Studies and Research will maintain a list of individuals who have been granted exceptions (to this policy) to serve as a PI and the status of that exception (i.e., one time or permanent).

7. Approval to serve as PI can be revoked under appropriate circumstances (e.g., a finding of research misconduct). A decision to revoke would be made after review of the circumstances by the Dean of SGSR/Research Misconduct Officer, the Provost, and the President.

10/2/2018

RECISION:

None.

Proposed Policy:

POLICY STATEMENT

Subject: Eligibility to Serve as a Principal Investigator on Externally Funded Grant or Contract Projects

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Date: ***********   Distribution: All faculty and administrators

Reference Number: Revision Date: None

Addition _____   Originating Office: President's Approval

Deletion _____   School of Graduate Studies and Research

New Item __X__

PURPOSE:

When seeking grant or contract funding from external (non-IUP) sponsors, a lead person known as the Principal Investigator (PI) must be named. The PI is responsible for overseeing all aspects of the project. This policy describes the qualifications required for a person to serve as a PI on externally funded grant or contract projects.

SCOPE:

This policy applies to all individuals seeking external (non-IUP) funding who wish to be named as the project PI. The PI is the lead person on an externally funded grant or contract project that produces specified deliverables within a designated time frame. This policy is not intended to apply to philanthropic activities. In instances where the external sponsor engages in both grant and philanthropic activities (e.g., a private foundation) collaboration among the School of Graduate Studies and Research, The Division of University Advancement, and the IUP Research Institute should occur to identify potential project overlaps or conflicts.

OBJECTIVE:

The objective of this policy is to provide guidance on who may act as a Principal Investigator on externally funded grant and contract projects.

POLICY:

The Principal Investigator (PI) is the lead person on a research project or contract that is to produce specified deliverables. The PI is responsible for the ethical and professional conduct of all aspects of the project, including being responsible for overseeing/managing all personnel to whom tasks are delegated, ensuring compliance with all applicable federal, state, and local laws and policies, and also for the fiscal management of the project.

The following positions/personnel are eligible for service as a PI on externally funded projects.

1. Full-time, tenure track faculty members; temporary faculty can serve with the approval of the Dean of SGSR and the provost.

2. Administrators holding the titles of president, vice president, associate vice president, assistant vice president, associate provost, dean, associate dean, assistant dean, and center/institute director may be named as PI on projects directly related to the mission and responsibilities of their units/offices. An Emeritus full or associate professor may serve as Co-PI with another eligible current employee of IUP. Emeritus full and associate professors may serve as PI, with permission of the Provost and Dean of the School of Graduate Studies and Research.

3. Doctoral students seeking funding for fellowships, tuition, or support of research leading to the dissertation may be named as PI as appropriate or required by the funding agency, but a full-time tenure track faculty member must be named on the project as a Co-PI when permissible by the funding agency. The faculty Co-PI will be responsible for monitoring and ensuring that the terms of the grant/contract are fulfilled.

4. Requests for approval of others within Academic Affairs can be made by the unit head with the written approval of the college dean, the Dean of the School of Graduate Studies and Research, the Provost, and the President.

5. Requests for approval of others in divisions other than Academic Affairs must be recommended by the unit head and approved by the corresponding Vice President. All requests must be accompanied by the qualifications of the person recommended to serve in the role of PI on the respective project.

6. Other approvals may be granted on a one time or permanent basis, at the discretion of the appropriate divisional Vice President. The School of Graduate Studies and Research will maintain a list of individuals who have been granted approvals (under this policy) to serve as a PI and the status of that exception (i.e., one time or permanent).

7. Approval to serve as PI can be revoked under appropriate circumstances (e.g., a finding of research misconduct). A decision to revoke would be made after review of the circumstances by the Dean of SGSR/Research Misconduct Officer, the Provost, and the President.

RECISION: None.

DISTRIBUTION:

All faculty and all administrators.

- The committee will meet on Tuesday, October 9 at 3:30 PM in Stright 101.

Students Affairs Committee (Senator Stocker)

The committee will meet on Tuesday, October 9 at 3:30 PM in the Knowlton Room of the HUB.

University Development and Finance Committee (Senator Mount)

There was no report.

University Planning Council (Senator Stocker)

There was no report.

Presidential Athletic Advisory Committee (Senator Castle)

There was no report.

Academic Computing Policy Advisory Council (Senator Chadwick)

The next meeting is October 17 at 3 PM in Stouffer 138.

University Budget Advisory Committee (Senator Soni)

- The committee met last month, and the budget proposal was presented to the committee.
- The administration did a good job of making that the budget is balanced.
- The next meeting is October 16, 2018.

New Business

There was no new business.

The meeting adjourned at 4:01 PM.

Respectfully submitted by
Russell Stocker
University Senate Secretary