

**MINUTES OF THE
IUP UNIVERSITY SENATE**

NOVEMBER 6, 2018

Chairperson Piper was not able to attend the meeting. Vice Chairperson Hale presided over the meeting.

Vice Chairperson Hale called the November 6, 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 October 2, 2018 meeting were **APPROVED**.

Agenda items for the November 6, 2018 meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

- Dr. Driscoll gave his condolences to Chairperson Piper whose father-in-law recently passed away.
- Thank you to everyone who helped with Chancellor Greenstein's recent visit to IUP. He was very impressed with the university.
- The second phase of the system redesign is moving forward. Committees were formed and the Chancellor is making sure that all parties have representation.
- The Board of Governors approved an appropriations request.
 - 505.8 million dollars is being requested. This is an increase of 37.7 million dollars.
 - The request anticipates a 3% increase in tuition. Up to three-quarters of the increase will be used to help aid students whose family incomes are less than \$110,000.
- Dr. Wooten has accepted a new position. An interim Vice President for Administration and Finance will be chosen and a search committee will be formed in the near future. Dr. Wooten did an excellent job while at IUP.

Provost's Report

Good afternoon.

- Regarding the ongoing Dean searches. I received library dean recommendations today, the second candidate for the Health and Human Services will be on campus and the Fine Arts search is progressing.
- We are currently admitting students for the Fall 2019 semester. As you know, all undeclared students will be admitted to the University College either in focused areas related to colleges or what we are terming exploratory/exploratory – for those who are

11/6/2018

not sure which direction they want to focus. What is interesting is that currently that is the most popular designation.

- As we are coming into the holiday season, please be aware that this is a stressful time. Mental health concerns for our students are a reality, and please do not hesitate to reach out for help.

Curriculum Revisions

In response to the Senate recommendations from the October 2, 2018 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:
 - PSYC 250 – Introduction to Applied Psychology
 - GEOG 488 – Geospatial Intelligence Capstone

- B. Program revision(s) from the following departments(s) that will be forwarded to the Council of Trustees for final approval:
 - Bachelor of Science in Public Health/Behavioral and Mental Health concentration; the Bachelor of Science in Public Health/Global and Rural Communities concentration; the Bachelor of Science in Public Health/Epidemiology and Biostatistics concentration, and the Bachelor of Science in Public Health/Environmental and Occupational Health from the Colleges of Health and Human Services, Humanities and Social Sciences, and Natural Sciences and Mathematics.
 - Bachelor of Science in Education/Mathematics Education from the department of Mathematical and Computer Science.
 - Bachelor of Science in Management Information Systems/Information Systems track and the Bachelor of Science in Management Information Systems/Information Technology track from the department of Information Systems and Decision Sciences.
 - from the department of Information Systems and Decision Sciences.
 - Bachelor of Science in Accounting from the department of Accounting.
 - Bachelor of Science in Disability Services from the department of Communication Disorders, Special Education, and Disability Services.
 - Gerontology Certificate from the department of Nursing and Allied Health Professions.

- C. New post-baccalaureate certificate in Behavior Analysis from the department of Communication Disorders, Special Education, and Disability Services.

- D. New sub-baccalaureate certificate in Geospatial Intelligence from the department of Geography and Regional Planning.

From the University-Wide Graduate Curriculum Committee:

- A. The following courses are to be deleted:
 - GEOG 545 – Energy Development and Compliance II

11/6/2018

Chairperson's Report

Vice Chairperson Hale read comments provided by Chairperson Piper.

- He apologizes for not being able to attend the meeting.
- He wishes everyone a happy Thanksgiving break.

Vice Chairperson's Report

- SGA had its housing expo on October 18, 2018. Around 15 to 16 landlords and campus housing participated.
- A Halloween charity ball was jointly held by SGA and GSA. All the money was given to the Help a Hawk project. SGA is also raising additional funds for this project.
- SGA is having an event on November 14 at 5 PM to let students get better acquainted with their SGA representatives. Following this event, SGA will have a meeting at 7:30 PM.
- SGA held a Doughnut Forget to Vote event.

Rules Committee (Senator Korn)

- According to Senate Bylaws if the Chairperson can not attend a Senate Meeting then the Vice Chairperson will preside over the meeting. If the Vice Chairperson can also not attend the meeting then the chair of the Rules Committee will preside over the meeting.
- There have been problems with microphones during Senate meetings. IT believes this is not a technical issue, but instead is due to human error. IT demonstrated how to use the microphones correctly. Issues with microphones at Senate meetings will hopefully no longer be an issue.
- Senate Bylaws state if a senator misses two Senate meetings in a row or three during an academic year then the chair of the Rules Committee can inquire about these absences. The Rules Committee will be doing this soon. It will want to know if senators whose absences fall within the aforementioned criteria will be able to attend meetings in the future.
- Committee attendance is also very important. Committee chairs are supposed to notify the Rules Committee if any member has missed two consecutive meetings or three or more during an academic year. Additionally, Ex Officio members are supposed to attend committee meetings or they need to have a representative attend the meeting in their place.
- The committee will meet next Tuesday, November 13 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 374 Environmental Crime and Justice**
- **ENGL 349 English Bible as Literature**
- **MATH 420 Patterns and Functions for Elementary/Middle-Level Teachers**

- **MATH 461 Discrete Mathematics for Elementary/Middle-Level Teachers**

FOR ACTION:

**1. Department of Communication Disorders, Special Education, and Disability Services—
Crosslisting Course** **APPROVED**

a. Current Catalog Description:

EDEX 103 Special Education Technology **3c-01-3cr**

Addresses the use of assistive technology in the classroom in areas of communication, mobility, education, recreation, vocation, independence, and therapy/rehabilitation. The emphasis is on developing awareness of the diversity of assistive technology currently available for individuals with disabilities. Specific applications of assistive technology devices, which improve and maintain the functioning capabilities of individuals with disabilities, are presented. Students engage in independent learning activities and receive information that enables them to gather information about assistive technology devices, companies, and related services.

Proposed Catalog Descriptions:

DISB 103 Special Education Technology **3c-01-3cr**

Addresses the use of assistive technology in the classroom in areas of communication, mobility, education, recreation, vocation, independence, and therapy/rehabilitation. Emphasizes developing awareness of the diversity of assistive technology currently available for individuals with disabilities. Presents specific applications of assistive technology devices, which improve and maintain the functioning capabilities of individuals with disabilities. Includes independent learning activities and information that enables the students to gather information about assistive technology devices, companies, and related services. (Also offered as EDEX 103; may not be taken for duplicate credit.)

EDEX 103 Special Education Technology **3c-01-3cr**

Addresses the use of assistive technology in the classroom in areas of communication, mobility, education, recreation, vocation, independence, and therapy/rehabilitation. Emphasizes developing awareness of the diversity of assistive technology currently available for individuals with disabilities. Presents specific applications of assistive technology devices, which improve and maintain the functioning capabilities of individuals with disabilities. Includes independent learning activities and information that enables the students to gather information about assistive technology devices, companies, and related services. (Also offered as DISB 103; may not be taken for duplicate credit.)

Rationale: EDEX 103 Special Education Technology is a course utilized by two programs, Special Education and Disability Services. The dual listing is being requested so when offered the course prefix reflects the program offering the course. Nothing substantive in the course is changing except the addition of the new prefix and associated prerequisite prefix changes.

2. Department of Human Development, Fashion, and Interior Design—Course Revision, Catalog Description Change, Course Title Change, Modification of Prerequisites, Class Lab Hour Change **APPROVED**

a. Current Catalog Description:

CDFR 429 Teaching in Child Development Centers **2c-4l-4cr**

Prerequisites: C grade or better in 218, 310, 315, 321, 322, 323, 410, 426; compliance with current agency regulations; and enrolled in major or instructor permission.

Participation in a laboratory child development/early care and education center as a teacher's assistant. Applying principles and concepts of child development is the major focus of this course. Techniques of planning developmentally appropriate activities and utilizing positive guidance with a group of diverse preschool children are emphasized.

Proposed Catalog Description:

CDFR 429 Teaching in Community Settings **3c-0l-3cr**

Prerequisites: CDFR 321, 410; compliance with current agency regulations; major/minor or instructor permission; 90+ credits

Provides experience in developmentally appropriate guidance and programming for children through participation as a teacher assistant in a community early care or school age center. Focuses on the application of principles and concepts of child development. Emphasizes techniques of planning developmentally appropriate activities and utilizing positive guidance with groups of diverse children.

Rationale: In our self-study for our 5-year review, we discovered a high concentration of coursework in early childhood courses. Our alumni are placed in diverse child and family related settings and so we are including more diverse settings in this teaching course.

b. Current Catalog Description:

CDFR 493 Internship **0c-6 to 12l-6-12cr**

Prerequisites: Permission of child development and family relations program, human development, fashion, and interior design department, and college dean; completion of at least 75cr; minimum GPA of 2.5 in major; compliance with current agency regulations; and enrolled in major.

Practical field experience related to the student's major area of study. Specific objectives are developed individually in consultation with the internship coordinator and/or university faculty member who supervises the internship. Logs and major paper required. May be taken for 6 to 12 credits.

Proposed Catalog Description:

CDFR 493 Internship **var-1-12cr**

Prerequisites: Permission of CDFR Program, HDFID Department and College Dean; earned at least 75 credits; minimum GPA of 2.5 in major; compliance with current agency regulations; and enrolled in major.

Provides students with practical field experience related to the student's major area of study. Develops specific objectives individually in consultation with the internship coordinator and/or the university faculty member who supervises the internship.

Rationale: The course description was shortened to better reflect the overall content of the course. The course objectives were adjusted to align with the new program level student learning outcomes (PLSLOS). The updated objectives directly address four out of the six PLSLO's. The credit hours were adjusted to allow for students to take any number of credit hours for their internship from one to twelve.

3. Department of Art—Program Revision

APPROVED

Current Program:

Minor—Art Studio

Three courses from the following:

ART 111	Figure Drawing	3cr
ART 112	Fundamentals of Drawing	3cr
ART 113	Three-Dimensional Design	3cr
ART 114	Color and Two-Dimensional Design	3cr
ART 211	Painting	3cr
ART 213	Woodworking: Function and Form	3cr
ART 214	Ceramics	3cr
ART 215	Sculpture	3cr
ART 216	Jewelry and Metals (1)	3cr
ART 217	Print Media	3cr
ART 218	Introduction to Graphic Design (1)	3cr
ART 219	Fibers	3cr
ART 281	Special Topics	3cr

Three courses from the following:

ART 316	Intermediate Jewelry and Metals	3cr
ART 355	Intermediate Graphic Design I	3cr
ART 356	Intermediate Graphic Design II	3cr
ART 421	Advanced Drawing	3cr
ART 451	Advanced Woodworking: Function and Form	3cr
ART 452	Advanced Ceramics	3cr
ART 453	Advanced Sculpture	3cr
ART 454	Advanced Painting	3cr
ART 455	Advanced Graphic Design I	3cr
ART 456	Advanced Graphic Design II	3cr
ART 457	Advanced Print Media	3cr
ART 459	Advanced Fibers	3cr
ART 460	Advanced Jewelry and Metals	3cr
ART 481	Special Topics	3cr

(1) Courses have prerequisites. Check the catalog for details and discuss course of study with minor advisor. The instructor may choose to waive the prerequisite for art studio minors.

Proposed Program:

18 Minor—Art Studio

Three courses from the following:

ART 111	Figure Drawing	3cr
ART 112	Fundamentals of Drawing	3cr
ART 113	Three-Dimensional Design	3cr
ART 114	Color and Two-Dimensional Design	3cr
ART 211	Painting	3cr
ART 213	Woodworking: Function and Form	3cr
ART 214	Ceramics	3cr
ART 215	Sculpture	3cr
ART 216	Jewelry and Metals (1)	3cr
ART 217	Print Media	3cr
ART 218	Introduction to Graphic Design (1)	3cr
ART 281	Special Topics	3cr

Three courses from the following:

ART 316	Intermediate Jewelry and Metals	3cr
ART 355	Intermediate Graphic Design I	3cr
ART 356	Intermediate Graphic Design II	3cr
ART 421	Advanced Drawing	3cr
ART 451	Advanced Woodworking: Function and Form	3cr
ART 452	Advanced Ceramics	3cr
ART 453	Advanced Sculpture	3cr
ART 454	Advanced Painting	3cr
ART 455	Advanced Graphic Design I	3cr
ART 456	Advanced Graphic Design II	3cr
ART 457	Advanced Print Media	3cr
ART 460	Advanced Jewelry and Metals	3cr
ART 481	Special Topics	3cr

(1) Courses have prerequisites. Check the catalog for details and discuss course of study with minor advisor. The instructor may choose to waive the prerequisite for art studio minors.

(2) Art Minors are permitted to repeat any advanced 400 level advanced studio course multiple times to fulfill the 9cr requirement.

(3) Art Minors are not permitted to take section 002 of any 400-level advanced studio course for six credits.

Rational: The Department of Art would like to make some minor clarifications to the current art minor guidelines. This includes the addition of language that states that an art minor student is permitted to enroll in the same 400 level studio course multiple times to fulfill the 9-credit advanced studio requirement portion of the overall 18 credit hour requirement for the art minor. (Our 400 level studios are repeatable courses.) The Department of Art also requires removal of ART 219 Fibers and ART 459 Advanced Fibers, as the courses are no longer taught due to changes within the department. Lastly, it should be clarified that the six credit, 400 level advanced studios are not available to Art Minors, as these sections are reserved for BA and BFA Art Majors.

4. Department of Kinesiology, Health, and Sport Science—New Program **APPROVED**

Exercise Science Minor

The minor in Exercise Science provides students who have an interest in fitness with knowledge to educate and skills to lead exercise for individuals who wish to achieve their personal fitness goals. At the completion of the minor, students will have the knowledge and skills to perform basic fitness assessments and provide individual/small group exercise training. Students will possess the knowledge, skills and abilities to take a variety of national certification examinations at the personal trainer level.

Minor-Exercise Science (1,2) 18

Required courses: 12

KHSS 221	Human Structure and Function (3)	3cr
KHSS 285	Group/Individual Exercise Leadership	3cr
KHSS 286	Personal Training Practicum	3cr
KHSS 343	Physiology of Exercise	3cr

Controlled Electives: 6

Two courses from the following:

KHSS 375, 411, 413, 415

- (1) Completion of the Exercise Science minor does not guarantee entry into the Exercise Science major. Students desiring transfer into the Exercise Science major must have a minimum 2.5 overall GPA.
- (2) Students must attain a grade "C" or better in each of the courses.
- (3) Students must take KHSS 221 before any other class in the minor. BIOL 150 may be substituted.

Rationale: According to the US Department of Labor Statistics, job growth for personal trainers is predicted to increase about 8%, especially in areas related to exercise for older populations, youth and adolescence to deal with the obesity crisis and in the corporate wellness area. For

many students personally interested in exercise, performance, and health this is an excellent part time/full time career opportunity. According to the American College of Sports Medicine, (ACSM), while a BS degree is not required for a national Personal Trainer certification the vast majority of personal trainers, over 50%, possess a BS degree.

This program would serve to enhance educational opportunities and provide for personal enrichment for students from a variety of majors across IUP. This would include students from Food and Nutrition, Physical Education and Sport, Health and Physical Education, Hospitality Management, Natural Sciences, and Business to name a few.

5. Department of Geography and Regional Planning—New Courses

APPROVED

a. GEOG 222 Geography of National Parks

3c-01-3cr

Analyzes the spatial characteristics of America's National Park System. Examines the National Parks idea with respect to wilderness conservation, preservation, and public presentation of natural and historic sites and landscapes; investigates the physical geography of National Parks as defined by ecoregions (physiography, climate, natural vegetation); and evaluates landscape designs within the National Parks System relative to dominant planning techniques of the past and present.

Rationale: Geography of National Parks is designed to augment the Geography and Regional Planning programs with a course relevant to both Geography's Environmental program, and the Regional Planning program. It is also designed in coordination with the Geoscience Department and GEOS 150 Geology of National Parks to attract students interested in Environmental Studies and the National Park System into both courses.

b. GEOG 427 GeoDesign

3c-01-3cr

Prerequisite: GEOG/RGPL 424

Provides an introduction and application of the theory and techniques of the GeoDesign framework. Involves data-driven decision making for collaborative community development and land-use planning and is an emerging conceptual framework for place-based decisions and designs. Integrates knowledge of community planning, decision making, landscape design, and Geospatial techniques to produce a professional quality project. (Also offered as RGPL 427; may not be taken for duplicate credit.)

RGPL 427 GeoDesign

3c-01-3cr

Prerequisite: GEOG/RGPL 424

Provides an introduction and application of the theory and techniques of the GeoDesign framework. Involves data-driven decision making for collaborative community development and land-use planning and is an emerging conceptual framework for place-based decisions and designs. Integrates knowledge of community planning, decision making, landscape design, and Geospatial techniques to produce a professional quality project. (Also offered as GEOG 427; may not be taken for duplicate credit.)

Rationale: The GeoDesign concept is a movement in data-driven decision making for collaborative community development and land-use planning. It is an emerging conceptual framework for place-based decisions and designs. GeoDesign’s goal is to translate data from a variety of different resources into a coherent platform for designing and planning. GeoDesign is the intersection between location-based services, people, geospatial science, the design arts, and information technology. GeoDesigners are professionals the same as architects, urban designers, and community planners. Commercially, the simulated 3D geovisualizations of location-based data is publicly exploiting the rapid expansion of cartography, data analytics, decision-science, the design arts, and information technology on desktop and mobile applications.

University Wide Graduate Committee (Senator Moore)

FOR ACTION:

**1. DEPARTMENT: ART
PROGRAM REVISION**

APPROVED

Program: Master of Arts in Art – Art Education Track

Rationale: The Master of Arts in Art - Pedagogical Theory Track was approved by senate May 2018 with an implementation date of summer 2019. After meeting with the marketing team to begin the recruitment phase for the new program, and comparing similar programs offered by other universities in the region, the art department recognized that our program title, Pedagogical Theory Track, may cause some confusion for potential students when searching online for Master programs in Art Education. By changing the title to Master of Arts in Art -Art Education Track it is more closely aligned with similar programs, making it easier for potential applicants to find our program in their online searches, as well as compare the unique aspects of our program with competing institutions. Several NASAD accredited universities that offer a similar Master of Arts in Art Education or Master of Arts with an Art Education concentration include Ohio State, Edinboro, Kent State, Florida State and Boston. We believe our program requirements, flexibility, convenience and affordability compare favorably to these programs.

Due to its start date of summer 2019, the new Pedagogical Theory Track is not included in the current catalog, nor have applicants begun to apply for the new track. The new track is due to be added in the 2019-2020 Graduate Catalog edition, thus the name change if approved this fall will take place before any students enter the program and the next catalog is updated and printed.

The catalog description as approved by Senate May 2018 also requires revision to accommodate the track title change.

Current Program Title: Master of Arts in Art – Pedagogical Theory Track	Proposed Program Title: Master of Arts in Art – Art Education Track
<p>Current Catalog Description: Approved by Senate May 2018 but not included in the 2018-19 catalog.</p> <p>The 30 credit M.A. in Art conveys the precepts of contemporary fine art aesthetics and professional practices directed toward</p>	<p>Proposed Catalog Description: The 30 credit M.A. in Art conveys the precepts of contemporary fine art aesthetics and professional practices directed toward the creation of works of art, the application of creative ideas, and the transmission of knowledge about works of art and their</p>

<p>the creation of works of art, the application of creative ideas, and the transmission of knowledge about works of art and their interrelationships. Students must choose between two tracks, a practice-oriented studio track or a research-based pedagogy track. Both tracks deliver a hybrid of online study and face to face courses, and are designed to accommodate the schedules of working artists and art educators. Both tracks are appropriate for educators seeking to fulfill PDE Level II Certification requirements.</p> <p>Individuals seeking admission to graduate study within the Department of Art must meet the general admission standards and adhere to academic policies established by the School of Graduate Studies and Research at IUP. These specific policies are described in the Graduate Catalog.</p> <p>The M.A. in Art/Pedagogical Theory Track is a research-oriented program concerned with contemporary theories and developments in art and art education. The program is directed toward a deepening understanding of the relationships among art and design specializations in areas such as studio, curriculum, art theory and visual culture through pedagogical research and/or practice, and culminates in an independent research project.</p> <p>The Pedagogical Theory Track is designed to accommodate the working art educator and is offered mostly online with an intensive 3 week face to face studio course required over two consecutive summers. The Pedagogical Theory Track requires two years of consecutive part-time study to complete the program.</p> <p>Applicants must be a graduate of an accredited B.F.A., B.A., or B.S.E.D. in Art Education, or be judged to possess the necessary proficiencies. Admission into the Master of Arts in Art/Pedagogical Theory Track program of the Department of Art is</p>	<p>interrelationships. Students must choose between two tracks, a practice-oriented studio track or a research-based art education track. Both tracks deliver a hybrid of online study and face to face courses, and are designed to accommodate the schedules of working artists and art educators. Both tracks are appropriate for educators seeking to fulfill PDE Level II Certification requirements.</p> <p>Individuals seeking admission to graduate study within the Department of Art must meet the general admission standards and adhere to academic policies established by the School of Graduate Studies and Research at IUP. These specific policies are described in the Graduate Catalog.</p> <p>The M.A in Art/Art Education Track is a research-oriented program concerned with contemporary theories and developments in art and art education. The program is directed toward a deepening understanding of the relationships among art and design specializations in areas such as studio, curriculum, art theory and visual culture through pedagogical research and/or practice, and culminates in an independent research project.</p> <p>The Art Education Track is designed to accommodate the working art educator and is offered mostly online with an intensive 3 week face to face studio course required over two consecutive summers. The Art Education Track requires two years of consecutive part-time study to complete the program.</p> <p>Applicants must be a graduate of an accredited B.F.A., B.A., or B.S.Ed. in Art Education, or be judged to possess the necessary proficiencies. Admission into the Master of Arts in Art/Art Education Track program of the Department of Art is based on the nature, extent, and quality of the preparation in studio, art teaching, contemporary art theory, and other academic subjects. If an applicant is deemed to be deficient in any of these particular areas, the</p>
---	---

<p>based on the nature, extent, and quality of the preparation in studio, art teaching, contemporary art theory, and other academic subjects. If an applicant is deemed to be deficient in any of these particular areas, the graduate committee may require satisfactory completion of certain undergraduate courses.</p> <p>Applicants must submit items required by graduate admissions including two letters of recommendation, official transcripts, and professional goal statement.</p>	<p>graduate committee may require satisfactory completion of certain undergraduate courses.</p> <p>Applicants must submit items required by graduate admissions including two letters of recommendation, official transcripts, and professional goal statement.</p>
--	---

2. DEPARTMENT: COMMUNICATION DISORDERS, SPECIAL EDUCATION AND DISABILITIES SERVICES
COURSE REVISION

APPROVED

Course: EDEX 578: Education of Persons with Intellectual/Developmental Disabilities and Physical/Multiple Disabilities

Rationale: The term "mental retardation" is no longer an acceptable terminology to be used when describing individuals with disabilities. We now use the term "intellectual disability". Graduate students taking this course for their major have already taken the prerequisite courses during their undergraduate program at other universities. This is verified during the acceptance process by the program coordinator.

<p>Current Course Title: Education of Persons with Mental Retardation/Development Disabilities and Physical/Multiple Disabilities</p>	<p>Proposed Course Title: Education of Persons with Intellectual/Developmental Disabilities and Physical/Multiple Disabilities</p>
<p>Current Prerequisite(s): Certification or EDEX 650 or EDEX 111 or EDEX 300.</p>	<p>Proposed Prerequisite(s): No prerequisites</p>
<p>Current Catalog Description: Focus on major theoretical positions regarding etiology of mental retardation, developmental disabilities, a wide and diverse range of physical/multiple disabilities, and other health impairments. Definitions, population characteristics, and educational approaches are discussed. Reviews research in the field, including current issues, trends, practices, and services.</p>	<p>Proposed Catalog Description: Focus on major theoretical positions regarding etiology of intellectual disabilities, developmental disabilities, a wide and diverse range of physical/multiple disabilities, and other health impairments. Definitions, population characteristics, and educational approaches are discussed. Reviews research in the field, including current issues, trends, practices, and services.</p>

3. DEPARTMENT: EDUCATIONAL AND SCHOOL PSYCHOLOGY
COURSE REVISION

APPROVED

Course: EDSP 942: Neuropsychology of Children’s Learning Disorders

Rationale: The Educational and School Psychology (EDSP) department is currently phasing out their Doctor of Education (D.Ed.) program in School Psychology and has replaced this degree program with a Doctor of Philosophy (Ph.D.) program in School Psychology. As a result, the EDSP department proposes

11/6/2018

that the internship prerequisite is removed from EDSP 942 to conform to the Ph.D. program's course sequence.

Current Prerequisite(s): EDSP 952 (Specialist Internship) or permission of program director	Proposed Prerequisite(s): Student in the Ph.D. school psychology program or permission of program director
--	---

4. DEPARTMENT: GEOGRAPHY

APPROVED

COURSE REVISION

Course: GEOG 550: Introduction to Community Planning

Rationale: When the title for RGPL 350 was changed last academic year, the title for the dual listed GEOG 550 was not changed. This request to change the title is to make the graduate name the same as the undergraduate version of the course.

Current Course Title: Introduction to Planning	Proposed Course Title: Introduction to Community Planning
---	--

NEW COURSE

Course: GEOG 588: Geospatial Intelligence Capstone

Rationale: GEOG 588 is being proposed as the capstone course for a graduate certificate in Geospatial Intelligence Analysis, which will provide students the opportunity to integrate the concepts and techniques learned in certificate courses. The main products in this course are an applied geointelligence project report and presentation. The processes students will learn and apply in this course will meet intelligence tradecraft standards and meet the United States Geospatial Intelligence Foundation requirements for accreditation of the certificate.

Summary:

Course	GEOG 588 Geospatial Intelligence Capstone
Credits	3
Prerequisite	GEOG/RGPL 515, GEOG/RGPL 516, and PLSC 565
Description	Involves synthesizing concepts, skills and techniques learned in prerequisite courses in the Geospatial Intelligence certificate curriculum to develop an applied geointelligence project. Major tasks include spatial data acquisition, processing, analysis and reporting to geospatial intelligence tradecraft standards, as well as a culminating presentation of the project.

5. DEPARTMENT: GEOGRAPHY AND REGIONAL PLANNING

APPROVED

NEW CERTIFICATE IN GEOSPATIAL INTELLIGENCE ANALYSIS

Rationale: The Certificate in Geospatial Intelligence Analysis 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 geointelligence by completing the certificate requirements. The Department of Geography & Regional Planning will seek

11/6/2018

accreditation of the Graduate Certificate in Geospatial Intelligence Analysis 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.

Catalog Description: The certificate in Geospatial Intelligence Analysis prepares students to undertake the use, processing 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, spatial analysis, and geointelligence tradecraft techniques to be well prepared to enter the workforce as an entry to secondary-level geospatial intelligence analysts for federal intelligence agencies or private intelligence contractors.

Requirements: This 21-credit program educates students in the use of geospatial technologies, spatial problem-solving, human and physical geographic knowledge, and intelligence tradecraft techniques. The Certificate in Geospatial Intelligence Analysis integrates knowledge and technical skills with critical geospatial thinking to prepare students for careers in the rapidly-expanding geospatial intelligence field.

GEOG 515 – Introduction to Remote Sensing 3cr

GEOG 516 – Introduction to Geographic Information Systems 3cr

GEOG 588 – Geospatial Intelligence Capstone 3cr

GEOG 624 – Technical Issues in GIS 3cr

GEOG 655 – Advanced Remote Sensing 3cr

GEOG 618 – GIS Applications Development or GEOG 675 – Spatial Analysis Techniques 3cr

PLSC 565 - Intelligence Process and Policy 3cr

6. DEPARTMENT: PSYCHOLOGY

APPROVED

NEW COURSE

Course: PSYC 921: Professional Issues and Ethics II

Rationale: PSYC 920 was previously a 3-credit course taught at the end of their clinical training. The program feels that being exposed to ethical and practice issues earlier in training is more appropriate and so material contained in old PSYC 920 is being distributed in PSYC 920, 921 and 922 with material in each course appropriate for the student's stage of professional development

Summary:

Course	PSYC 921: Professional Issues and Ethics II
Credits	1
Prerequisite	CNPC-PSYD students only; PSYC 920
Description	Reviews risk management regarding compliance with the legal and ethical standards set forth by APA, local and regional governing bodies. Particular emphasis is placed on professional practices for which psychologist are more likely to be sanctioned by national and regional regulatory bodies and best practices within ethical and legal boundaries for the profession. Prerequisite: Permission: PSYC 920

Course: PSYC 922: Professional Issues and Ethics III

Rationale: The content of this course was previously included in the 3 credit PSYC981, which occurred at the end of student's training. It is felt that earlier exposure to the professional/ethical issues in this course will better prepare students for external clinical practicum experiences. The course content in this proposed course is not new, only that it is being separated out of the old 3 credit course into three 1 credit courses taught in three consecutive summers instead of one 3 credit course taught at the end of student's training. Therefore, material is presented in a graduated manner so basic ethical issues are covered in 920 with 921 and 922 (proposed courses) covering more advanced professional issue topics. Topics covered are selected to meet requirements of the program's accrediting body (i.e., American Psychological Association.)

Summary:

Course	PSYC 922: Professional Issues and Ethics III
Credits	1
Prerequisite	CNPC-PSYD students only; PSYC 920 and PSYC 921
Description	Serves as capstone course for this sequence. Emphasis will be on APA practice guidelines and state rules governing the profession. Additionally, legal aspect of clinical practice will be examined including responding to subpoenas, legal decisions impacting the profession, the role of state boards, etc. Ethical and practice issues related to the interface with insurance companies and panels will also be covered including credentialing, billing and reporting issues. Ethical issues will be integrated with student's clinical experiences.

COURSE REVISIONS

Rationale for All Course Revisions: Terminology within the field of clinical psychology has changed since original course descriptions that date back to the program origins in the 1980s. As a result, new course titles and descriptions that reflect current terminology are deemed appropriate. These name changes are for increased correspondence with the intended course content and the relation of some courses in the curriculum to other courses in the program. In addition, greater detail in what the course covers is included in the new course descriptions.

Course: PSYC 801: Univariate Research Methods in Psychology

Current Course Title: Research Methods in Psychology I	Proposed Course Title: Univariate Research Methods in Psychology
Current Prerequisite(s): Permission	Proposed Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: The design, statistical analysis, and report of laboratory experiments will be studied	Proposed Catalog Description: Covers basic principles of design and analysis in psychological research focusing primarily on univariate analyses and methodological issues in clinical research

Course: PSYC 802: Multivariate Research Methods

Current Course Title: Clinical Research Methods		Proposed Course Title: Multivariate Research Methods
Current Prerequisite(s): Permission		Proposed Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Introduction to data analysis techniques and methodological problems commonly encountered in clinical research. Methods appropriate for single subjects as well as groups are explored.		Proposed Catalog Description: Covers advanced principles of design and analysis that are particularly appropriate to clinical research and being competent consumers and designers of clinical research. Topics to be covered include: MANOVA, Logistic Regression, exploratory factor analysis, structural equation modeling, and general latent variable modeling.

Course: PSYC 803: Applied Research Methods

Current Course Title: Evaluation Research Methods in Psychology	Proposed Course Title: Applied Research Methods
Current Prerequisite(s): Permission, PSYC 801 or equivalent	Proposed Prerequisite(s): CNPC-PSYD students only; PSYC 801 or equivalent
Current Catalog Description: Introduction to the methodological issues involved in validly assessing the effectiveness of intervention programs relevant to psychology (e.g., human service programs), including a consideration of how the results of evaluation research can be used to improve such programs. Students will participate in either actual or simulated evaluation research projects.	Proposed Catalog Description: Provide students with skills to integrate information from their statistical and clinical courses so that they are able to take on the mindset of a local clinical scientist. The course will have both a conceptual and practical focus. Topics covered include: an introduction to quasi-experimental designs and methods for use in valid program evaluation.

Course: PSYC 810: Historical Trends in Psychology

Current Course Prerequisite(s): Permission	Proposed Prerequisite(s): CNPC-PSYD or SPSY-PHD students only
Current Catalog Description: Comprehensive overview of historical antecedents of contemporary psychology.	Proposed Catalog Description: Examines important themes in the field of psychology that serve as the foundation for psychology as a science and practice.

Course: PSYC 811: Teaching of Psychology

Current Course Prerequisite(s): Instructor Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Basic dimensions of the teaching process are discussed, including course planning and structure, developing and presenting lectures, using alternative pedagogical techniques, evaluating student performance, addressing issues of diversity in the classroom, etc. Skill-practice in these areas is emphasized.	Proposed Catalog Description: Introduces the basic dimensions of the teaching process, including course planning and structure, developing and presenting lectures, using alternative pedagogical techniques, evaluating student performance, and addressing issues of diversity in the classroom. Skill-practice in these areas is emphasized.

Course: PSYC 830: Introduction to Therapeutic Techniques

Current Course Title: Methods of Intervention I	Proposed Course Title: Introduction to Therapeutic Techniques
Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Methods of studying and improving competency in interpersonal skills as a necessary ingredient of most models of therapy, such as psychoanalysis, client-centered, and behavior modification. Emphasis is placed on theory, research, and personal competence in communication.	Proposed Catalog Description: Provides skill building in the development of effective treatment relationships as informed by the research literature on what makes psychotherapy and psychotherapists effective. Important professional and ethical issues in providing treatment to clients are raised. Didactic training is provided in carrying out an effective intake with clients that takes into account issues of individual differences and diversity of both client and therapist.

Course: PSYC 831: Advanced Therapeutic Techniques

Current Course Title: Methods of Intervention II	Proposed Course Title: Advanced Therapeutic Techniques
Current Course Prerequisite(s): PSYC 830 and Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only; PSYC 830
Current Catalog Description: Emphasis is placed upon the systematic study and application of social influence techniques to the modification of clinical problems. A broad spectrum of cognitive, physiological, and behavior change procedures are studied and evaluated with regard to their cost and effectiveness. A general problem-solving	Proposed Catalog Description: Provides didactic training in developing in-depth case conceptualizations and treatment plans using a variety of psychological perspectives. How these clinical tools can be used to provide a coherent and hope enhancing context for treatment are emphasized along with other factors that research has found enhance client outcomes.

model for decision making, case evaluation, and accountability is advanced.	There is an emphasis on applying knowledge of client strengths as well as weaknesses to this process as well as an understanding of the client's unique identity/diversity.
---	---

Course: PSYC 832: Therapeutic Techniques Lab

Rationale: In addition, this course content could not be adequately covered within the time frame of 2 credits, so an increase to 3 credits was deemed appropriate.

Current Course Prerequisite(s): PSYC 830 or equivalent, simultaneous enrollment in PSYC 831, and instructor permission	Proposed Course Prerequisite(s): CNPC-PSYD students only; PSYC 830 or equivalent
Current Catalog Description: Presents didactic and experiential training in tactics of achieving insight, emotional awareness, emotional escalation or reduction, cognitive-perceptual change, and behavior change for use in individual psychotherapy.	Proposed Catalog Description: Provides didactic and experiential training in the tactics of achieving person, symptom, and system relevant change. Students will have the opportunity to provide treatment to a client through the therapy process
Current Credits: 2	Proposed Credits: 3

Course: PSYC 833: Clinical Group Techniques

Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Provides instruction and experience in a variety of group techniques. Includes lectures, demonstrations, and participation in group exercises useful in the clinical psychology profession.	Proposed Catalog Description: Introduces students to the theory and practice of therapeutic group work. Students will be provided both instruction and experience with a variety of group techniques.

Course: PSYC 834: Couple and Family Therapy

Current Course Title: Family Therapy	Proposed Course Title: Couple and Family Therapy
Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Introduction to family and marital therapy. Both systems theory approaches and behavioral approaches will be considered. Process and outcome research will be reviewed.	Proposed Catalog Description: Provides an overview of theoretical models covering the treatment of couples and families. Current research findings that form an empirical base for couple and family therapy are highlighted. Students are introduced to the basic clinical skills required for work with families and couples.

Course: PSYC 835: Adult Psychopathology

Current Course Title: Advanced Psychopathology	Proposed Course Title: Adult Psychopathology
Current Course Prerequisite(s): Previous undergraduate course in Abnormal Psychology and permission	Proposed Course Prerequisite(s): CNPC-PSYD or SPSY-PHD students only
Current Catalog Description: An in-depth study of the description, causes, and treatment of behaviors considered abnormal by our society. Integrates and extends previous materials in abnormal behavior, assessment, therapy, research methodology, and professional practice.	Proposed Catalog Description: Examines current diagnostic systems in use for understanding psychological disorders. Descriptions and causes of disorder covered in-depth and implications for treatment are drawn. Students will gain facility with the accurate use of formal diagnostic systems.

Course: PSYC 836: Personality and Psychotherapy

Current Course Title: Personality and Systems of Psychotherapy		Proposed Course Title: Personality and Psychotherapy
Current Course Prerequisite(s): Permission		Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Several major personality theories are reviewed in a comparative manner with emphasis placed upon issues such as the assumptions about the basic nature of man, personality development, normal and pathological development, and philosophy of treatment for each theory.		Proposed Catalog Description: Reviews personality systems, including classic and integrative approaches, in a comparative manner. The underlying theoretical bases for major therapeutic approaches are covered.

Course: PSYC 841: Psychological Assessment I

Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Beginning course in theoretical issues and development of skills in assessing psychological functioning	Proposed Catalog Description: Provides an introduction to theoretical and practical issues in assessment of psychological functioning

and in report writing. Beginning emphasis on intellectual assessment, followed by the development of an increasing variety of assessment tools..	including conceptualizations of intelligence and ethical issues in its assessment. Principles of test construction and basic psychometrics will also be covered. Emphasis is on intellectual assessment of adults and children including administration, scoring, interpretation and report writing of standard cognitive measures. Exposure to a variety of cognitive assessment tools will occur as well as development of clinical skills (interviewing, history taking) within the context of intellectual assessment.
--	--

Course: PSYC 842: Assessment of Personality and Psychopathology

Current Course Title: Psychological Assessment II	Proposed Course Title: Assessment of Personality and Psychopathology
Current Course Prerequisite(s): PSYC 841 and Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only; PSYC 841
Current Catalog Description: Continuation of PSYC 841 with increased emphasis on development of skills in areas of objective and projective tests, behavioral observations, self-report measures, and other assessment techniques.	Proposed Catalog Description: Provides an introduction to theoretical and practical issues in assessment of psychological functioning in the areas of objective and projective tests, behavioral observations, and self-report measures and other assessment techniques. Emphasis is on personality assessment of adults and children including administration, scoring, interpretation and report writing. Exposure to a variety of personality assessment tools will occur as well as development of clinical skills (interviewing, history taking) within the context of the assessment of personality and psychopathology.

Course: PSYC 852: Behavioral, Cognitive, and Affective Basis of Behavior

Current Course Title: Models of Learning	Proposed Course Title: Behavioral, Cognitive, and Affective Basis of Behavior
Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD or SPSY-PHD students only
Current Catalog Description: Several learning paradigms are described. Emphasis is on the theoretical assumptions underlying the models and their strengths and weaknesses. Applications of the models to changing maladaptive behavior are discussed.	Proposed Catalog Description: Reviews major theories, principles, laws, and concepts in the psychology of behavior, cognition, and affect. Topics include classical, operant, cognitive, evolutionary, social, and connectionist models of learning. Applications of learning theory principles in changing maladaptive behavior both for individuals and groups will be emphasized.

Course: PSYC 853: Issues in Developmental Psychology

Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: The processes and structures of life span development are studied. Cognitive, emotional, social, and physical development will be explored, emphasizing the interactive effects of the person's environment, developmental level, and psychological state.	Proposed Catalog Description: Provides an overview of some of the primary issues discussed by developmental psychologists and the interface of these issues within clinical psychology. In particular this course explores theories of development and developmental changes in human cognition, social interaction and personality with age and as they inform clinical psychology across the lifespan. Topics include: historical and current theories of cognitive and personality change, attachment, and issues in aging.

Course: PSYC 855: Human Diversity

Current Course Title: Racial, Cultural, and Gender Issues in Psychology	Proposed Course Title: Human Diversity
Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: The operation of cultural, racial, and gender issues in the theory, research, and practice of psychology is examined. The ways in which a psychologist's own culture, race, and gender may influence professional practice are explored.	Proposed Catalog Description: Examines the way(s) in which differences among people impact human interactions. The differences addressed include: ethnicity, race, social class, gender, sexual orientation and ability status. Theory, research and practice issues are examined in relation to themes of diversity including: identity, assimilation, culture, family, worldviews, systems of oppression, privilege, and intergroup conflict.

Course: PSYC 856: Psychopharmacology

Current Course Title: Drugs and Behavior	Proposed Course Title: Psychopharmacology
Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Introduction to various aspects of drugs and behavior. Includes exploration of factors influencing drug effects, problems in drug research, therapeutic use of drugs, legal use and abuse of drugs, and social aspects of drug experience.	Proposed Catalog Description: Provides an introduction to various aspects of drugs and behavior. Topics include exploration of factors influencing drug effects, problems in drug research, therapeutic use of drugs, legal use and abuse of drugs, and social aspects of drug experiences.

Course: PSYC 857: Clinical Neuropsychology

Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: The study of the relationship between human brain dysfunction and abnormal behavior. Includes assessment techniques used to diagnose brain damage.	Proposed Catalog Description: Introduces the study of brain-behavior relationships as they relate to clinical phenomena. Coverage will include clinical conditions: traumatic brain injuries, neoplasms, epilepsy, cerebrovascular dysfunction, amnesic disorders, and neurocognitive disorders (dementia, delirium). Neuropsychological assessment techniques will be included in the discussion of the clinical conditions.

Course: PSYC 858: Advanced Social Psychology

Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD or SPSY-PHD students only
Current Catalog Description: Advanced survey of the relationship between the social environment and human behavior. Topics include social influence, attitude formation and change, attribution and social cognition, interpersonal attraction, aggression, altruism, small group interaction, and environmental psychology.	Proposed Catalog Description: Provides an advanced survey of the relationship between the social environment and human behavior. Topics include situational and environmental influences on behavior, social perception, human relationships, human behavior in social groups, inter-group conflict, and attitudes and attitude change. Contributions of social psychological research to clinical psychology will be examined.

Course: PSYC 860: Psychopathology of Children, Adolescents & Families

Current Course Title: Child Clinical Psychology	Proposed Course Title: Psychopathology of Children, Adolescents & Families
Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Approaches unique to child psychopathology, assessment, and intervention are explored. Ages from birth to adolescence are covered.	Proposed Catalog Description: Provides an introduction to how the process of development influences what is considered normal and abnormal as they relate to children, adolescents and families. The research literature relevant to, and the clinical characteristics of, the major disorders of childhood are covered. Topics covered include: assessment, diagnosis, and primary prevention.

Course: PSYC 861: Psychology and Medicine

Current Course Title: Psychology and Medicine I	Proposed Course Title: Psychology and Medicine
Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: The area of health psychology and its role in behavioral medicine are introduced. Psychophysiology, which provides much of the foundation for health psychology, is studied through readings, lectures, and hands-on experiences with psychophysiological recording equipment.	Proposed Catalog Description: Provides an introduction to health psychology and its role in behavioral medicine and primary care. Psychophysiology, pain management, lifestyle behavior change, and interfacing with the medical professions will be addressed.

Course: PSYC 920: Professional Issues and Ethics I

Rationale: In addition, to expose students to ethical issues earlier in their training this three credit course is being divided into three 1 credit courses with material in each course provided during the points in clinical training when it is most relevant.

Current Course Title: Professional Issues	Proposed Course Title: Professional Issues and Ethics I
Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: An examination of professional problems in the field of clinical psychology. Includes topics such as training philosophies, licensure, legal issues such as involuntary commitment and expert witness, ethical standards, and professional organizations.	Proposed Catalog Description: Provides an understanding of the major legal and ethical issues important to professional competency in the science and practice of psychology. Emphasis is placed on the regulation of the practice of psychology, American Psychological Association and state governance, theories of ethical conduct and fundamentals of ethical decision making.
Current Credits: 3	Proposed Credits: 1
<ol style="list-style-type: none"> 1. Current Course Outcomes: 2. Understand the essential ethical foundations of professional roles. 3. Understand, remember, and apply the APA Ethics Code, Canadian code, and Belmont Report in historical and contemporary forms. 4. To develop an acute awareness of the self-governing mechanisms that regulate the profession of psychology. Understand and remember resources associated with the regulation of professional psychology. 5. To practice ethical reasoning across professional contexts and 	Proposed Course Outcomes: <ul style="list-style-type: none"> Understand the essential ethical foundations of professional roles. Understand and apply the APA Ethics Code and practice guidelines. Develop an awareness of the self-governing mechanisms that regulate the profession of psychology. Understand and remember resources associated with the regulation of professional psychology. Practice ethical reasoning across professional contexts and develop skills for effective documentation of the ethical decision-making process used in professional practice.

<p>develop skills for effective documentation of the ethical decision-making process used in professional practice.</p> <ol style="list-style-type: none"> 6. To encourage the development of a personal decision-making strategy for the identification potential dilemmas, and of and ethical practice in professional contexts. Examine the interaction among personal ethical codes, professional codes, and professional practice. Analyze and articulate consistency and discrepancies between professional standards and personal values. 7. To understand how to utilize professional principles to provide a direction for decision-making in situations not adequately or specifically covered by ethical and/or legal regulations. Articulate standards associated with Informed consent, confidentiality, and conditions in which confidentiality must be breached, such as dangerousness to self, danger to others, and high-risk behavior. 8. Articulate and apply mechanisms for effective and ethical record keeping 9. Articulate standards associated with teaching and supervision, including FERPA 10. Identify strategies for interacting with organizations responsible for enforcement of ethical and legal standards. 11. Understand and articulate concepts of aspirational and positive ethics. 12. Create practice scenarios for professional dilemmas. 	
---	--

Current Course Title: Advanced Psychotherapy with Children	Proposed Course Title: Psychotherapeutic Techniques with Children, Adolescents and Families
Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Theories and treatment interventions used in therapy with children are explored. Opportunities to practice basic psychotherapeutic skills in interviewing, treatment planning, and intervention provided under intensive supervision.	Proposed Catalog Description: Provides an introduction to how the process of development influences what styles of communication, treatment strategies, and assessment strategies are most effective for minors of different ages. How the diversity of the clinician, minor, and minor's family can interact within the treatment and assessment process are explored. Topics will include a review of empirically supported treatments for the major disorders of childhood and adolescence and ethical issues that arise in clinical practice with minors. Experiential practice in effective treatment and assessment strategies may also be provided.

Course: PSYC 962: Clinical Hypnosis

Current Course Title: Hypnotic Methods in Psychotherapy	Proposed Course Title: Clinical Hypnosis
Current Course Prerequisite(s): PSYC 830, PSYC 835, or their equivalents, and instructor permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: In-depth study of theory, research, and the clinical practice of hypnosis	Proposed Catalog Description: Provides an in-depth study of theory, research, and the clinical practice of hypnosis. Students will practice hypnotic induction and hypnotic suggestions tailored to different clinical conditions.

Course: PSYC 971: Therapy Clinic I

Rationale for PSYC 971 and 972: In addition, there is no change in course content. PSYC971 and PSYC972 are essentially the same "course". They have the same course outlines, outcomes and catalog descriptions. However, they are different "courses" in that they are training clinics. Each clinic will be supervised by a different clinical faculty member, with different clinical expertise. As such, the patient population treated and treatment methods will differ depending on who is "teaching" (i.e., supervising) in the clinic that semester. The same goal- proficiency in delivering psychotherapeutic services- can be achieved by using cognitive-behavioral therapy with children, or psychodynamic psychotherapy with adults. Thus, each of these courses will be different enough that they do not constitute sections of the same course, but two different courses. Since the supervisors will change from semester-to-semester or year-to-year, the course descriptions of necessity need to be general and not specific to a particular faculty member's clinical orientation, which is expected to change as faculty change. Exposure to

11/6/2018

different therapeutic orientations and clinical populations is also required by the programs accrediting body.

Current Course Title: Family and Couples Clinic	Proposed Course Title: Therapy Clinic I
Current Course Prerequisite(s): PSYC 834 or its equivalent, successful supervised clinical experience, and instructor permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Students will be assigned clients in the Family Clinic. A team training model is used with close supervision by the instructor. Available for variable credit and repeated enrollment.	Proposed Catalog Description: Provides practicum experience within the Center for Applied Psychology. All therapeutic services are carried out under the supervision of a licensed clinical psychologist. A team training model will be used, wherein students will observe the work of their peers and participate in pre-session and post-session conferences.
Current Credits: 1-6	Proposed Credits: 3

Course: PSYC 972: Therapy Clinic II

Current Course Title: Stress and Habit Disorders Clinic	Proposed Course Title: Therapy Clinic II
Current Course Prerequisite(s): PSYC 831, PSYC 835 or their equivalents, and instructor permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: A seminar/clinic in the assessment and treatment of stress and habit disorders. Clients are assigned to students from the Stress and Habit Disorders Clinic. Available for variable credit and for repeated enrollment.	Proposed Catalog Description: Provides practicum experience within the Center for Applied Psychology. All therapeutic services are carried out under the supervision of a licensed clinical psychologist. A team training model will be used, wherein students will observe the work of their peers and participate in pre-session and post-session conferences.
Current Credits: 1-6	Proposed Credits: 3

Course: PSYC 973: Assessment Clinic I

Current Course Title: Assessment Clinic	Proposed Course Title: Assessment Clinic I
Current Course Prerequisite(s): PSYC 841, PSYC 842 or their equivalents, and instructor permission	Proposed Course Prerequisite(s): CNPC-PSYD students only
Current Catalog Description: Students will be assigned clients from the Assessment Clinic. Emphasis is placed on skill development in interviewing, administration and scoring of psychological assessment instruments, writing of reports, consultation with referral sources,	Proposed Catalog Description: Practicum experience within the Assessment Clinic of the Center for Applied Psychology. A team training model (open group supervision) combined with close individual supervision is utilized. Emphasis is on skill development in interviewing,

and supervision. A team training model is used with close supervision by the instructor. Available for variable credit and for repeated enrollment.	administration and scoring of psychological and neuropsychological assessment instruments, report writing, and consultation with community agencies and health care professionals. This course can be repeated.
Current Credits: 1-6	Proposed Credits: 3

Course: PSYC 994: Internship

Current Course Prerequisite(s): Permission	Proposed Course Prerequisite(s): CNPC-PSYD students only; Successful completion of the Clinical Proficiency Examination and proposal meeting for Dissertation.
Current Catalog Description: An in-depth supervised experience designed to assure a professional level of competence in several skill areas and to assist in developing an identity as a health care professional. May be taken full-time for twelve months or half-time for twenty-four months.	Proposed Catalog Description: This one-year clinical experience is an in-depth supervised experience designed to assure a professional level of competence in several skill areas and to assist in developing an identity as a health care professional. This may/can involve clinical assessment and/or therapy. Gaining an internship is a competitive experience involving considerable preparation prior to application. This application process, and how matching between student and internship site occurs, follows the procedures of the American Psychological Association. This is a full-time experience for twelve months.

Course: PSYC 995: Doctoral Dissertation

Current Course Title: Doctoral Project (Dissertation)	Proposed Course Title: Doctoral Dissertation
Current Catalog Description: A culminating scholarly activity requiring the mastery of an area of professional interest. Requires a review of relevant literature and the collection and analysis of data. An oral presentation of the proposal and an oral defense of the finished product are required.	Proposed Catalog Description: Culminating scholarly activity requiring the mastery of an area of professional interest. It requires a review of relevant literature and the collection and analysis of data. An oral presentation of the proposal prior to carrying it out and an oral defense of the finished project are required.

PROGRAM REVISION**Program:** Doctoral Program in Clinical Psychology**Rationale:** The curriculum within the Doctoral Program in Clinical Psychology has not undergone a significant revision since the program was first developed in the 1980s. Changes in the field over time include increased practicum hours necessary for applying for internships and changes in state licensing

requirements. In response the program now requires the addition of new courses and/or substantive changes in existing courses. For example, in order to become a license psychologist in Pennsylvania and many other states, a person must have formal coursework in clinical supervision. Therefore, this has become a required course in the new proposed curriculum. The Clinical Training Committee (CTC) did not feel it was appropriate to increase the number of credits necessary for graduation in order to accommodate the additional Supervision course requirement. This ran the risk of increasing the length of time it took to complete this 5 year program, which is one of the factors that our accrediting body (American Psychological Association’s Committee on Accreditation) reviews when making determinations regarding program accreditation. Therefore, it was decided to remove PSYC843: Psychological Assessment III as a course requirement since students take two courses on psychological assessment and frequently do practicum in PSYC973: Assessment Clinic. Psychological Assessment III will be moved to an elective in the new curriculum. Further, according to alumni surveys, the majority of program graduates do not do group psychotherapy. Therefore, the Clinical Group Techniques (PSYC 833) is no longer a requirement in the new curriculum but will be an elective for those students going into areas where group psychotherapy is employed regularly (e.g., college counseling centers).

In addition, terminology within the field has changed and new course titles and descriptions are deemed appropriate. These name changes are for increased correspondence with the intended course content and the relation of some courses to other courses in the program.

The CTC believes that there are a number of areas in which there is a rational sequence of course progressions. Some courses serve as foundations for other courses. In addition, some courses are deemed more appropriate to take earlier in training than was previously the case.

For example, there is a persuasive argument for PSYC920: Professional Issues course to appear at the beginning of clinical training. There is also a persuasive argument that students benefit most when the course is presented after the students have had significant professional experiences, thus placing the course near the end of clinical training. The CTC concluded that the course should be distributed throughout the training by dividing the course into three parts.

A final issue is demonstration of acquisition of discipline-specific knowledge and competencies as articulated by the Committee on Accreditation of the American Psychological Association. Based on their recommendation we are changing our grading requirements such that all students must achieve a grade of A or B in all courses. Students receiving grades lower than this must repeat the course until a grade of A or B is achieved.

Current Program	Proposed Program
<p>A. Core Course Work (57 cr.) The core courses are required of all students. These courses cover several areas of psychology and provide the scientific basis for professional practice.</p> <p>1. Methods of Behavior Change</p>	<p>A. Core Course Work (54 cr.) The core courses are required of all students. These courses cover several areas of psychology and provide the scientific basis for professional practice.</p> <p>1. Methods of Behavior Change</p>

<p>PSYC 830 Methods of Intervention I 3 cr. PSYC 831 Methods of Intervention II 3 cr. PSYC 833 <u>Clinical Group Techniques</u> 3 cr. PSYC 834 Family Therapy 3 cr.</p> <p>2. Methods of Assessment and Evaluation</p> <p>PSYC 841 Psychological Assessment I 3 cr. PSYC 842 Psychological Assessment II 3 cr. PSYC 843 <u>Psychological Assessment III</u> 3 cr.</p> <p>3. Research and Methodology</p> <p>PSYC 801 Research Methods in Psychology I 3 cr. PSYC 803 Evaluation Research 3 cr. PSYC 802 Clinical Research Methods 3 cr.</p> <p>4. Individual Differences</p> <p>PSYC 835 Advanced Psychopathology 3 cr. PSYC 836 Personality Theory and Systems of Psychotherapy 3 cr. PSYC 853 Issues in Developmental Psychology 3 cr.</p> <p>5. Physiological Bases of Behavior:</p> <p>PSYC 856 Drugs and Behavior cr. 3 PSYC 857 Clinical Neuropsychology cr. 3</p> <p>6. Cognitive Bases of Behavior:</p> <p>PSYC 852 Models of Learning cr. 3</p> <p>7. Social Bases of Behavior:</p> <p>PSYC 855 Racial, Cultural, and Gender Issues in Psychology 3 cr. PSYC 858 Advanced Social Psychology 3 cr.</p> <p>8. History of Psychology:</p> <p>PSYC 810 Historical Trends in Psychology cr. 3</p> <p>B. Elective Course Work/Special Proficiency: three courses Students select three advanced courses in consultation with an advisor. <u>Special elective packages include Child/Family and Behavioral Medicine.</u></p> <p>C. Practicum, Internship, and Professional Issues (27 cr.)</p> <p>PSYC 920 Professional Issues 3 cr. PSYC 993 Advanced Psychological Practicum 21 cr.</p>	<p>PSYC 830 Introduction to Therapeutic Techniques 3 cr. PSYC 831 Advanced Therapeutic Techniques 3 cr. PSYC 832 Therapeutic Techniques Lab 3 cr. PSYC 834 Couple & Family Therapy 3 cr.</p> <p>2. Methods of Assessment and Evaluation</p> <p>PSYC 841 Psychological Assessment I 3 cr. PSYC 842 Assessment of Personality & Psychopathology 3 cr.</p> <p>3. Research and Methodology</p> <p>PSYC 801 Univariate Research Methods in Psychology 3 cr. PSYC 802 Multivariate Research Methods 3 cr. PSYC 803 Applied Research Methods 3 cr.</p> <p>4. Individual Differences</p> <p>PSYC 835 Adult Psychopathology 3 cr. PSYC 836 Personality and Psychotherapy 3 cr. PSYC 853 Issues in Developmental Psychology 3 cr.</p> <p>5. Physiological Bases of Behavior:</p> <p>PSYC 856 Psychopharmacology 3 cr. PSYC 857 Clinical Neuropsychology 3 cr.</p> <p>6. Cognitive Bases of Behavior:</p> <p>PSYC 852 Behavioral, Cognitive & Affective Basis of Behavioral 3 cr.</p> <p>7. Social Bases of Behavior:</p> <p>PSYC 855 Human Diversity 3 cr. PSYC 858 Advanced Social Psychology 3 cr.</p> <p>8. History of Psychology:</p> <p>PSYC 810 Historical Trends in Psychology 3 cr.</p> <p>B. Elective Course Work/Special Proficiency: three courses Students select three advanced courses in consultation with an advisor.</p> <p>C. Practicum, Internship, and Professional Issues (30 cr.)</p> <p>PSYC 920 Professional Issues & Ethics I 1 cr. PSYC 921 Professional Issues & Ethics II 1 cr. PSYC 922 Professional Issues & Ethics III 1 cr. PSYC 976 Introduction to Supervision & Consultation 3 cr. PSYC 971, 972, 973 Therapy Clinics I&II, Assessment Clinic 12 cr. PSYC 993 Advanced Psychological Practicum 21 cr. PSYC 994 Internship 3 cr.</p> <p>Students will typically register for practicum experience throughout their program with sampling from diverse settings. During the final year, a full-time professional</p>
--	--

<p>PSYC 994 Internship 3 cr. Students will typically register for practicum experience throughout their program with sampling from diverse settings. During the final year, a full-time professional internship emphasizing depth and long-term involvement is required.</p> <p>D. Doctoral Project (9 cr.)</p> <p>PSYC 995 Doctoral Project (Dissertation) 9 cr.</p>	<p>internship emphasizing depth and long-term involvement is required.</p> <p>D. Doctoral Project (9 cr.)</p> <p>PSYC 995 Doctoral Dissertation 9 cr.</p>
<p>Current Program Requirements:</p> <p>Fall, 1st Year (old):</p> <p>PSYC 801 Research Methods in Psychology 3 cr. PSYC 830 Methods of Intervention I 3 cr. PSYC 835 Advanced Psychopathology 3 cr. PSYC 841 Psychological Assessment I 3 cr.</p> <p>Spring, 1st Year (old):</p> <p>PSYC 802 Clinical Research Methods 3 cr. PSYC 831 Methods of Intervention II 3 cr. PSYC 832 Therapeutic Techniques Lab 2 cr. PSYC 842 Psychological Assessment II 3 cr.</p> <p>Summer I, 1st Year (old):</p> <p>PSYC 834 Family Therapy (or Fall 2nd Year) 3 cr PSYC 852 Models of Learning 3 cr</p> <p>Summer II, 1st Year (old):</p> <p>PSYC 836 Personality Theories 3 cr</p> <p>Fall, 2nd Year (old):</p> <p>PSYC 803 Evaluation Research 3 cr PSYC 834 Family Therapy 3 cr. Practicum 3 cr.</p> <p>Spring, 2nd Year (old):</p> <p>PSYC 846 Drugs and Behavior 3 cr. PSYC 858 Advanced Social Practicum 3 cr.</p> <p>Summer I, 2nd Year (old):</p> <p>PSYC 855 Race, Culture, Gender 3 cr. Practicum 3 cr.</p> <p>Summer II, 2nd Year (old):</p> <p>Practicum 3 cr.</p> <p>Fall, 3rd Year (old):</p>	<p>Proposed Program Requirements:</p> <p>Fall, 1st Year (new):</p> <p>PSYC 801 Univariate Research Methods 3 cr. PSYC 830 Introduction to Therapeutic Techniques 3 cr. PSYC 835 Adult Psychopathology 3 cr. PSYC 841 Psychological Assessment I 3 cr.</p> <p>Spring*, 1st Year (new):</p> <p>PSYC 802 Multivariate Research Methods 3 cr. PSYC 831 Advanced Therapeutic Techniques 3 cr. PSYC 832 Therapeutic Techniques Lab 3 cr. PSYC 842 Assessment of Personality and Psychopathology 3 cr.</p> <p>Summer* I, 1st Year (new):</p> <p>PSYC 834 Couple & Family Therapy 3 cr</p> <p>PSYC 920 Professional Issues and Ethics I 1 cr</p> <p>Summer* II, 1st Year (new):</p> <p>PSYC 836 Personality & Psychotherapy 3 cr PSYC 852 Behavioral, Cognitive, and Affective Basis of Behavior 3 cr.</p> <p>Fall*, 2nd Year (new):</p> <p>PSYC 803 Applied Research Methods 3 cr. PSYC 855 Human Diversity 3 cr.</p> <p>Spring*, 2nd Year (new):</p> <p>PSYC 846 Psychopharmacology 3 cr. PSYC 857 Clinical Neuropsychology 3 cr. Practicum 3 cr.</p> <p>Summer* I, 2nd Year (new):</p> <p>PSYC 921 Professional Issues and Ethics II 1 cr. Practicum 3 cr.</p>

PSYC 857 Clin Neuropsych	3 cr	Summer* II, 2nd Year (new):	
Elective	3 cr	Elective (Possible)	3 cr
Practicum	3 cr	Practicum	3 cr
Spring, 3rd Year (old):		Fall*, 3rd Year (new):	
PSYC 833 Clin Group Tech	3 cr	PSYC 853 Issues in Developmental Psychology	3 cr
PSYC 943 Method Assess III	3 cr	PSYC 858 Advanced Social Psychology	3 cr
Practicum	3 cr	PSYC 995 Doctoral Dissertation	3 cr
Summer I, 3rd Year (old):		Elective (Possible)	3 cr
PSYC 955 Doctoral Project	3 cr	Practicum	3 cr
Practicum	3 cr	Spring*, 3rd Year (new):	
Summer II, 3rd Year (old):		PSYC 976 Introduction to Supervision & Consultation	3 cr
PSYC 810 Historical Trends	3 cr	PSYC 995 Doctoral Dissertation	3 cr
PSYC 955 Doctoral Project	3 cr	Elective (Possible)	3 cr
Practicum	3 cr	Practicum	3 cr
Fall, 4th Year (old):		Summer* I, 3rd Year (new):	
PSYC 853 Issues in Development	3 cr	PSYC 922 Professional Issues & Ethics III	1 cr
PSYC 955 Doctoral Project	3 cr	PSYC 995 Doctoral Dissertation	3 cr
Elective	3 cr	Practicum	3 cr
Practicum	3 cr	Summer* II, 3rd Year (new):	
Spring, 4th Year (old):		PSYC 995 Doctoral Dissertation	3 cr
PSYC 920 Professional Issues	3 cr	Practicum	3 cr
Elective	3 cr	Fall*, 4th Year (new):	
Practicum	3 cr	PSYC 810 Historical Trends in Psychology	3 cr
Summer I, 4th Year (old):		PSYC 995 Doctoral Dissertation	3 cr
PSYC 955 Doctoral Project	3 cr	Elective	3 cr
Practicum	3 cr	Practicum	3 cr
Summer II, 4th Year (old):		Spring*, 4th Year (new):	
PSYC 955 Doctoral Project	3 cr	PSYC 995 Doctoral Dissertation	3 cr
Practicum	3 cr	Elective	3 cr
Fall, Spring, Summer, 5th Year (old):		Practicum	3 cr
PSYC 994 Internship	3 cr	Summer* I, 4th Year (new):	
		PSYC 995 Doctoral Dissertation	3 cr
		Practicum	3 cr

7. COURSE DELETION

Department: GEOGRAPHY

Course: GEOG 545

APPROVED

8. Degree Candidacy Policy

APPROVED

Rationale: The current policy was two separate policies representing masters and doctoral degree candidacy. They were revised into one policy and updated to be inclusive of degree candidacy practices.

Current Doctorate: Each student admitted to a doctoral program must receive doctoral degree candidacy after completing nine to fifteen graduate credits (specified by program) beyond the master's degree. Some departments have additional requirements for candidacy; consult the program coordinator for a listing of these requirements. The student's minimum grade point average for degree candidacy may be set higher, by the program's sponsoring department, than the School of Graduate Studies and Research requirement, but in no case may it be lower.

Current Masters: Students are reviewed for degree candidacy the semester following the completion of twelve hours of graduate credits. (Some departments require more than twelve credits for candidacy.) Students must be enrolled in course work to be reviewed for candidacy status. To be admitted to candidacy, students must have achieved a cumulative grade point average of 3.0 or higher in all graduate course work and must have met all program requirements to the satisfaction of the department. Students who are not granted candidacy after completing twelve graduate credits must satisfy all candidacy requirements during the next semester. At the end of this additional term, students will be granted candidacy or may be asked to leave the master's degree program.

Students with especially strong credentials may be granted candidacy upon admission to the School of Graduate Studies and Research if recommended by the academic department and if their files are complete in every respect.

Revised: Each student admitted to a masters or doctoral program must receive degree candidacy after completing no less than nine to no more than eighteen credits, as specified by the program(s). Some departments have additional requirements for degree candidacy. Students must consult the program coordinator and the program handbook for a listing of these requirements. The student's minimum grade point average for degree candidacy may be set higher than an overall 3.0 by a program; however, it cannot be set lower than the overall 3.0 grade point average per requirement of the School of Graduate Studies and Research.

FOR INFORMATION:

The following courses were approved for distance education:

- MATH/ELMA 420/520
- MATH/ELMA 461/561

Awards Committee (Senator Paul)

11/6/2018

There was no report.

Noncredit Committee (Senator O'Neil)

FOR INFORMATION:

The Non-Credit Committee interviewed Cynthia Strittmatter and Wendy Kopczyk of the Non-Credit Program, from the Economic Development and Management Assistance Program in the Eberly College of Business and Information Technology.

Committee Members Present: Tess O'Neil, Chair, Sudipta Majumdar, Vice-Chair, Ken Bohl, Mindy McIsaac, Marcy Rearick, excused: Mike Husenits

About the Programs

Mini MBA Program

The noncredit Mini MBA Program offered by the IUP Eberly College of Business and Information Technology will help you become a more effective manager. Faculty experts from the Eberly College will provide a comprehensive overview of each discipline along with the latest management theory. In addition, the faculty will assist you in developing team building and problem-solving skills that will provide you with an edge in today's competitive environment. **Participants are not required to have formal business education or previously earned a college degree.**

Our Mini MBA Program can be customized to meet the specific needs of your organization. The Mini MBA Program is a 60-hour program comprised of 10 sessions:

- Organizational Theory
- Human Resource Management
- Accounting Concepts for Decision Makers
- Marketing Management
- Strategic Communication
- Quality Management
- E-Commerce
- Lean Management/Operations
- Strategic Management
- Legal Environment

This program will provide you with a basic knowledge about all the functional areas of business and with critical skills that will enhance your success in today's dynamic business environment.

The last time this program was offered was in 2015. Cynthia stated that they feel they have saturated the market in this area, and the program has been on the back burner.

Marketing Program

11/6/2018

The non-credit Marketing Program is designed for individuals who have or anticipate having sales, advertising, marketing, promotion, public relations, and e-commerce responsibilities within an organization. The program will provide participants with tools and techniques to develop sales, advertising, and marketing tactics and strategies, prepare implementable plans, and participate in real-world case studies to increase their knowledge and decision-making skills in their organizations.

The Marketing Program is a 30-hour program consisting of six sessions:

- Marketing Basics
- Marketing Research
- Advertising and Branding
- Personal Selling
- E-Commerce
- Marketing Strategy

This program has not been offered in recent years.

Recommendations

The Committee feels that both programs need to be regenerated into the training market. The Mini MBA Program would be beneficial in the Monroeville area; using the Monroeville campus. There are many businesses in that area. In this time when attendance and revenue are down, we feel both of these areas would be an avenue in which to gain not only students but generate revenue as well.

Library and Education Services Committee (Senator McLaughlin)

The committee will meet Tuesday, November 13 at 3:30 in Stapleton 203.

Research Committee (Senator Delbrugge)

The committee will meet Tuesday, November 13 at 3:30 in Stright 101.

FOR INFORMATION:

There were five USRC Small Grant proposals for review and the decision was made to fund three proposals totaling \$2,641.

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

- Lisa Newell was awarded \$1,450 for her project “Social Aggression in Tweens’ TV Shows and Its Influence on Behaviors.”

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

11/6/2018

- Emily Wender was awarded \$791 for domestic travel to present at the National Council of Teachers of English Annual Conference to be held November 15-18, 2018 in Houston, TX.
- Mercan Haddad Derafshi was awarded \$400 for domestic travel to present at the 2018 International Textile and Apparel Association Annual Conference to be held November 6-9, 2018 in Cleveland, OH.

Students Affairs Committee (Senator Stocker)

The committee will meet on Tuesday, November 13 at 3:30 PM in the HUB.

University Development and Finance Committee (Senator Mount)

The committee will meet on Tuesday, November 13 at 3:30 PM in Walsh 101.

Academic Affairs Committee (Senator Dugan)

- The committee reviewed the timing of midterm grades. The policy states that the time frame is set by the Registrar's Office.
- Three student members are needed from SGA. The committee meets every week.
- The committee will meet on Tuesday, November 13 at 3:30 PM. An email will be sent to committee members about where the meeting will be held.

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 committee will meet November 28 at 3:30 PM in Stouffer 138.

University Budget Advisory Committee (Senator Soni)

- UBAC is engaging in a best practice project. The committee will consider cost reduction and revenue enhancement. There will be four subcommittees as part of this project.

New Business

There was no new business.

11/6/2018

The meeting adjourned at 4:10 PM.

Respectfully submitted by
Russell Stocker
University Senate Secretary