

# University Senate Minutes

April 28, 2020

3:30pm – 5:00pm, ZOOM

- Chairperson Piper called the April 28, 2020 meeting of the University Senate to order at 3:34pm
- Todd Cunningham, Executive Director of IT Services, provided an overview of how to use ZOOM to participate in the Senate meeting
- Minutes from the April 7, 2020 meeting were **APPROVED**
- Agenda items for the April 28, 2020 meeting were **APPROVED with the revisions that were shared via email on April 27, 2020 and these additional changes:**
  - LDSP 461 was changed from 3cr to 1cr on the side-by-side for the Minor in Leadership and Teamwork
  - The course name for ISDS 895 was changed to Doctoral Seminar in Information Systems and Decision Making
  - The course name for ISDS 995 was changed to Doctoral Dissertation in Information Systems and Decision Making
  - The current and proposed program catalog description for the M.A. in Art – Art Education Track was added
  - The current and proposed program catalog description for the Bachelor of Science in Education—Mathematics Education was added
  - The current and proposed catalog descriptions and course number changes for EDEX 469 and EDEX 472 were added
  - HOST 400 was changed to HOSP 400 on the DE approved course list

## Reports and Announcements

### A. President's Report:

- Congratulations! We've made it to this point in a semester that has been very challenging – but the end is in sight.
- Thank you to the Senate leadership, the Rules Committee Chair, the Vice Chair, Mr. Todd Cunningham, and Secretary Racchini.
- The Board of Governors will meet in an online virtual setting at noon on Thursday, April 29 for their public meeting. They will vote to set the tuition rate for the 20-21 academic year. The Board will also be looking to ratify agreements with a range of the bargaining units to allow for an enhanced sick leave payout program.
- The Council of Trustees will hold its meeting on May 7 in a virtual format. Check the IUP Daily for additional information.
- We are planning to host a replacement Commencement Ceremony on the weekend of September 12-13.

- There's still a great deal of uncertainty about the fall semester. We are planning for, and hoping for, face-to-face instruction, but everyone needs to be planning for other options too. These options may include starting the semester fully online or in a hybrid mode. We're working hard on that plan and will continue to communicate with everyone in the weeks ahead.
- A Town Hall meeting with the President is scheduled for the morning of May 14.
- IUP has received authorization to start awarding the first half of the Cares Act Recovery Funding (approximately \$5 million) to be used as direct support for students who have been impacted by COVID-19. We are finalizing the rules for distributing those funds in line with the requirements of the federal government.
- We've also submitted our application for the second portion of the Cares Act Recovery Funding (approximately \$5 million) to help buffer some of the impacts of the pandemic on our operations and our institutional budget.
- We are working on a second version of the Sustainability Plan that will try to capture the impacts of COVID-19. Senator Soni may provide further information during his UBAC report later in the meeting.

**B. Provost's Report:**

Good afternoon,

I would like to add my own congratulations and expression of thanks in addition to President Driscoll's. I appreciate everyone pulling together and achieving remarkable results this semester. You persevered through a thoroughly weird experience. You coped with uncertainty, and you showed compassion and ingenuity while you adapted on the fly. And, you did all this while keeping a focus on our students and on academic quality. IUP – that is, you and the people you represent here in Senate – truly showed the qualities that make it such a great place to be.

I would like to bring your attention to an upcoming event that has not yet been publicized. We are planning a professional development "Summer Academy" for staff and faculty this summer. The purpose is to provide an opportunity for people to hone their tools and skills in virtual formats. For example, this will be an opportunity for faculty to polish the online version of a course that was converted rapidly from face-to-face to online format. This event will also assist staff in student-facing positions to be more effective when it's not possible to be in the same room with our students. Thanks to our instructional design folks, who are pulling this together. More information will be coming very soon.

**Curriculum Revisions**

In response to the Senate recommendations from the April 7, 2020 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

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

- BIOL 430 – Gene Editing Tools in Medicine and Biotechnology
  - PSYC 102 – Identity and Interactions in a Diverse World
  - KHSS 270 – Sport Communication
  - ART 221 – Principles of Illustration
  - CHEM 401 – Advanced Chemistry Lab
  - COMM 270 – Sport Communication
  - ANTH 496 – Human Osteology
  - ANTH 497 – Forensic Anthropology
  - HIST 221 – The Historian’s Craft
2. Deletion of the following courses:
- LDSP 361 – Foundations of Leadership
3. Program revision(s) from the following department(s) that will be forwarded to the Council of Trustees for final approval:
- Bachelor of Science—Biology/Ecology, Conservation, and Evolutionary Biology Track (was Biology/Ecology, Conservation, and Environmental Biology Track) from the Department of Biology – includes program name change
  - Bachelor of Arts—Psychology from the Department of Psychology
  - Bachelor of Arts—Psychology /Honors Program in Psychology from the Department of Psychology
  - Minor—Psychology from the Department of Psychology
  - Bachelor of Science—Medical Imaging/Nuclear Medicine Technology from the Department of Nursing and Allied Health
  - Bachelor of Science—Medical Imaging/Diagnostic Medical Sonography (Ultrasound) from the Department of Nursing and Allied Health
  - Bachelor of Science—Medical Imaging/Echocardiography from the Department of Nursing and Allied Health
  - Bachelor of Science—Physical Education and Sport/Pre-Athletic Training from the Department of Kinesiology, Health, and Sport Science
  - Bachelor of Science in Education—Health and Physical Education/Community Health Track from the Department of Kinesiology, Health, and Sport Science
  - Minor—Sport Management from the Department of Kinesiology, Health, and Sport Science
  - Bachelor of Science in Education—Business Education from the Department of Professional Studies in Education
  - Bachelor of Arts—Geography and Geographic Information Science (GIS) (was Geography/Environment/Energy Track; Geospatial Information

Science and Technology Track) from the Department of Geography and Regional Planning –includes a program title change

4. New Minor—Neurobiology from the Department of Biology
5. B.S. Biology/Environmental Health Track program moratorium from the Department of Biology
6. Minor—Psychological Science program moratorium from the Department of Psychology
7. B.S. Chemistry/Interdisciplinary Chemistry Track program moratorium from the Department of Chemistry
8. B.S. Health and Physical Education/Recreation and Leisure Studies track deletion from the Department of Kinesiology, Health, and Sport Science
9. B.S. Physical Education and Sport/General track deletion from the Department of Kinesiology, Health, and Sport Science

From the University-Wide Graduate Curriculum Committee:

1. The following courses are approved by me and may be offered immediately:
  - GEOG 553 – Planning Design I
2. The following courses will be placed in moratorium:
  - ELMA 652 – Diagnosis and Remedial Teaching
  - ELMA 698 – Supervised Internship
  - COMM 720 plus COMM 820 – Political Communication
3. Program revision(s) from the following department(s) that will be forwarded to the Council of Trustees for final approval:
  - M.A. Art – Studio Track from the Department of Art and Design
  - M.Ed. in Education VOED from the Department of Professional Studies in Education
4. Comprehensive/Qualifying Examination policy change
5. Medical/Family Leave of Absence policy change

6. MEd in Mathematics Education – Elementary and Middle Level Mathematics Education program moratorium from the Department of Mathematics and Computer Science
7. MED / HPE – Athletic Coaching Track program moratorium from the Department of Kinesiology, Health, and Sport Science Department
8. MA – History program moratorium from the Department of History

**C. Chair's Report:**

- At the end of the meeting, we will have a new business item from the President, and I want to provide you with a little background. The President and I had an agreement that he would allow the Senate to vote on the curricular policies regarding pass/fail options. Under the Senate Bylaws those options can't go into effect until the approval of the Senate minutes. In order to expedite this process, Dr. Driscoll used his presidential right to unilaterally act on the policy change. The bylaws require the president to make note of this action, which will occur under "new business."
- I would like to take the opportunity to acknowledge all of the co-chairs of the standing committees and the Senator representatives.
  - A shout out goes to the Rules Committee who had some challenging times this semester and I appreciate everybody jumping on board to make this work.
  - I also want to acknowledge our Senate GA, Adam Harris, who spent a great deal of time behind the scenes working diligently with the elections.

**D. Vice Chairperson's Report:**

- SGA's debate was held on April 14 via Zoom and viewed live on Facebook.
- I want to congratulate the new board for the 2022 2021 school year:
  - Alex Fefolt, President
  - Jessica Poley, Vice President
  - August Bolinger, Chief Justice
- I want to thank you for last three years serving as a student Senator and then vice chair. It's been an honor to work with all of you.

**Standing Committee Reports**

**A. Rules Committee (Chair Smith-Sherwood)**

- Phase two of the elections will launch on Wednesday, April 29 and elections will close on Monday, May 4.
- Phase two elections are for the standing committees (not including UWGCC or UWUCC) and anyone on the Senate for the 20-21 academic year will be asked to vote via Qualtrics.

- The Rules Committee will meet to certify those results at our last meeting of the year on May 5 via Zoom.
- Thank you to the committee and the Senate GA, Adam Harris!

## B. University-Wide Undergraduate Curriculum Committee (Chair Sechrist)

### FOR INFORMATION:

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

- ACCT 200 Foundations of Accounting
- ANTH 310 Voyages of Discovery
- CDFR 310 Child Observation and Assessment
- CDFR 321 Preschool Education: Play and Developmentally Appropriate Practices
- CDFR 410 Infant and Toddler Development
- CDFR 420 Infant Toddler Mental Health
- DVST 110 Introduction to Critical Reading and Thinking
- HIST 201 Western Civilization Before 1600
- HIST 206 The History of East Asia
- HIST 265 The History of Power: Its Uses and Abuses
- HIST 305 Renaissance and Reformation
- HIST 306 Early Modern Europe
- HIST 394 Introduction to Classical Archaeology
- HIST 433 China 1300-1800: The Late Imperial Age
- HOSP 400 Hotel Revenue Management
- MATH 108 Applications of Business Mathematics

### FOR ACTION:

### APPROVED

## 1. Sustainability Studies—Program Revision

### Current Program:

#### Minor—Sustainability Studies

<b>Required course:</b>	<b>18</b>
SUST 201 Introduction to Sustainability	3
<b>Category A</b>	3cr
<b>Cluster I: Ethics, Culture, and Society</b>	12-15
ANTH 420 Environmental Anthropology	
ANTH 430 Anthropology of Food	3cr
ENGL 361 Environmental Literature	3cr
HIST 385 People in Nature	3cr
PHIL 270 Ethics and the Environment	3cr
RLST 365 Native North American Religions	3cr
<b>Cluster II: Natural Sciences and Environmental Stewardship</b>	
BIOL 103 Life on Earth	3cr
<del>BIOL 114 Environmental Science</del>	4cr
	<del>3cr</del>
BIOL 115 Biotic Diversity of North America	3cr

### Proposed Program:

#### Minor—Sustainability Studies

<b>Required course:</b>	<b>18</b>
SUST 201 Introduction to Sustainability	3
<b>Category A</b>	3cr
<b>Cluster I: Ethics, Culture, and Society</b>	12-15
ANTH 420 Environmental Anthropology	
ANTH 430 Anthropology of Food	3cr
<del>ANTH 470 Environmental Archaeology</del>	3cr
ENGL 361 Environmental Literature	<del>3cr</del>
<del>GEOG 230 Cultural Geography</del>	3cr
HIST 385 People in Nature	<del>3cr</del>
PHIL 270 Ethics and the Environment	3cr
RLST 365 Native North American Religions	3cr
<del>SOC 314 Sociology of Native Americans</del>	3cr
	<del>3cr</del>
<b>Cluster II: Natural Sciences and Environmental Stewardship</b>	

BIOL 201	Principles of Ecology and Evolution	4cr	BIOL 103	Life on Earth	4cr
BIOL 221	Environmental Health and Protection	4cr	BIOL 115	Biotic Diversity of North America	3cr
BIOL 272	Conservation of Plant and Animal Resources	3cr	BIOL 201	Principles of Ecology and Evolution	4cr
BIOL 450	Field Biology at Pymatuning Laboratory of Ecology	4cr	BIOL 221	Environmental Health and Protection	4cr
BIOL 490	Field Studies in Biology	<del>3cr</del>	BIOL 272	Conservation of Plant and Animal Resources	3cr
GEOS 101	The Dynamic Earth	3cr	<del>BIOL 362</del>	<del>Ecology</del>	<del>3cr</del>
GEOS 103	Oceans and Atmospheres	3cr	BIOL 450	Field Biology at Pymatuning Laboratory of Ecology	4cr
GEOS 310	Environmental Geology	4cr	BIOL 490	Field Studies in Biology	4cr
GEOS 370	Oceanography	4cr	<del>ENVE 301</del>	<del>Environmental Aquatic Chemistry</del>	<del>4cr</del>
PHYS 101	Energy and Our Environment	3cr	<del>GEOG 101</del>	<del>Geography of Human Environment Interaction</del>	<del>3cr</del>
PSYC 331	Environmental Psychology	3cr	<del>GEOG 341</del>	<del>Climatology</del>	<del>3cr</del>
<i>Cluster III: Environmental Policy, Economics, and Law</i>			<del>GEOG 435</del>	<del>Geography of Energy</del>	<del>3cr</del>
CRIM 374	Environmental Crime and Justice	3cr	GEOS 101	The Dynamic Earth	3cr
ECON 361	Environmental Economics	3cr	GEOS 103	Oceans and Atmospheres	3cr
FDNT 470	Human Food Consumption Patterns	3cr	<del>GEOS 155</del>	<del>Geology of Climate Change</del>	<del>3cr</del>
GEOG/RGPL 103	Global Cities: Issues in Planning and Development	3cr	<del>GEOS 156</del>	<del>Geology of Natural Disasters</del>	<del>3cr</del>
GEOG 104	World Geography: Global Context	3cr	<del>GEOS 204</del>	<del>Historical Geology</del>	<del>4cr</del>
GEOG/RGPL 343	Fresh Water Resources	3cr	GEOS 310	Environmental Geology	4cr
GEOG/RGPL 345	Biogeography for Environmental Managers	3cr	GEOS 370	Oceanography	4cr
GEOG/RGPL 440	Conservation: Environmental Analysis	3cr	PHYS 101	Energy and Our Environment	3cr
MKTG 444	Green Marketing	3cr	PSYC 331	Environmental Psychology	3cr
RGPL 426	Environmental Land Use Planning	3cr	<del>SAFE 310</del>	<del>Environmental Safety and Health Regulations and Sustainability</del>	<del>3cr</del>
<b>Category B</b>			<i>Cluster III: Environmental Policy, Economics, and Law</i>		
ANTH 110, 213, 314, 444, ART 113, 213, BIOL 323, <del>362</del> , 456, <del>460</del> , ECON 338, 339, 365, <del>GEOG 230, 435</del> , GEOS 150, 152, 201, 324, JRNL 375, 466, KHSS 143, NURS 143, PHIL 122, PLSC 250, 389, <del>PSYC 330</del> , RLST 485, SOC <del>314</del> , 337, 340, 417	0-3		CRIM 374	Environmental Crime and Justice	3cr
			ECON 361	Environmental Economics	3cr
			<del>ENVE 101</del>	<del>Introduction to Environmental Engineering</del>	<del>3cr</del>
			<del>FDNT 415</del>	<del>Sustainable Nutrition</del>	<del>3cr</del>
			FDNT 470	Human Food Consumption Patterns	3cr
			GEOG/RGPL 103	Global Cities: Issues in Planning and Development	3cr
			GEOG 104	World Geography: Global Context	3cr
			<del>GEOG 231</del>	<del>Economic Geography</del>	<del>3cr</del>
			GEOG/RGPL 343	Fresh Water Resources	3cr
			GEOG/RGPL 345	Biogeography for Environmental Managers	3cr
			GEOG/RGPL 440	Conservation: Environmental Analysis	3cr
			MKTG 444	Green Marketing	3cr
			RGPL 426	Environmental Land Use Planning	3cr
			<b>Category B</b>		
			0-3		
			ANTH 110, 213, <del>240</del> , 314, <del>352</del> , 444, ART 113, 213, BIOL <del>301</del> , 323, 456, ECON 338, 339, 365, GEOS 150, 152, 201, 324, JRNL 375, 466, KHSS 143, NURS <del>101</del> , 143, PHIL 122, <del>130</del> , PLSC 250, 389, RLST 485, SOC 337, 340, 417		

**Rationale:** Classes are being added to the Sustainability Studies minor such that students have a greater selection of courses to match their interests. This will also allow students to complete the minor without adding semesters to their graduation timeline. Furthermore, we are adding assessment criteria for Middle States. Additionally, the credits for BIOL 490 were listed incorrectly in the catalog.

## 2. Department of Chemistry—Program Revision, Program Catalog Description Change, and New Program **APPROVED**

### a. Program Revision:

**Current Program:****Bachelor of Science--Chemistry**

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

**Mathematics:** MATH 125

**Natural Sciences:** ~~PHYS 131-141 and 132-142~~

**Liberal Studies Elective:** 3cr, MATH 126

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

CHEM 111	General Chemistry I <i>or</i>	
<i>or</i> 113	Advanced General Chemistry I	4cr
CHEM 112	General Chemistry II <i>or</i>	
<i>or</i> 114	Advanced General Chemistry II	4cr
CHEM 314	<del>Intermediate</del> Inorganic Chemistry	<del>3cr</del>
CHEM 231	Organic Chemistry I	4cr
CHEM 332	Organic Chemistry II	4cr
CHEM 290	Chemistry Seminar I	1cr
CHEM 325	Analytical Chemistry I	4cr
<del>CHEM 326</del>	<del>Analytical Chemistry II</del>	<del>4cr</del>
CHEM 341	Physical Chemistry I	4cr
<del>CHEM 442</del>	<del>Advanced Physical Chemistry</del>	<del>3cr</del>
CHEM 343	Physical Chemistry Laboratory I	1cr
<del>CHEM 444</del>	<del>Advanced Physical Chemistry Laboratory</del>	<del>1cr</del>
CHEM 390	Chemistry Seminar II	1cr
<del>CHEM 411</del>	<del>Advanced Inorganic Chemistry</del>	<del>3cr</del>
<del>CHEM 490</del>	<del>Chemistry Seminar III</del>	<del>1cr</del>
CHEM 498	Problems in Chemistry	2cr
BIOC 301	Foundations of Biochemistry	3cr

**Controlled Electives:**

~~At least 3cr from CHEM or BIOC at or above the 300 level~~ ~~3cr~~

**Other Requirements:**

BIOL 202	Principles of Cell and Molecular Biology	4cr
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~~MATH 225~~ ~~Calculus III/Physics, Chemistry, Mathematics~~ ~~3cr~~

~~One course from the following: MATH 171, 216, or 344~~ ~~3cr~~

**Free Electives:**

**Total Degree Requirements:** 120

**Proposed Program:****Bachelor of Science--Chemistry**

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

**Mathematics:** MATH 121 or 125

**Natural Sciences:** ~~PHYS 111-121 and 112-122, or 131-141 and 132-142~~

**Liberal Studies Elective:** 3-4cr, MATH 122 or 126

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

CHEM 111	General Chemistry I <i>or</i>	
<i>or</i> 113	Advanced General Chemistry I	4cr
CHEM 112	General Chemistry II <i>or</i>	
<i>or</i> 114	Advanced General Chemistry II	4cr
CHEM 231	Organic Chemistry I	4cr
CHEM 290	Chemistry Seminar I	1cr
CHEM 314	<del>Inorganic Chemistry</del>	<del>4cr</del>
CHEM 325	Analytical Chemistry I	4cr
CHEM 332	Organic Chemistry II	4cr
CHEM 341	Physical Chemistry I	4cr
CHEM 343	Physical Chemistry Laboratory I	1cr
CHEM 390	Chemistry Seminar II	1cr
<del>CHEM 401</del>	<del>Advanced Chemistry Lab</del>	<del>4cr</del>
CHEM 498	Problems in Chemistry (2)	2cr
BIOC 301	Foundations of Biochemistry	3cr

**Controlled Electives: (2, 3)**

At least 9cr additional from CHEM or BIOC at the 400 level 9cr

MATH elective – Two courses from the following: 171, 216, 225, 341, 342 or 343 6cr

**Other Requirements:**

BIOL 202	Principles of Cell and Molecular Biology	4cr
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**Free Electives:**

**Total Degree Requirements:** 120

- (1) Students are required to complete the DUCK exam during their last semester at IUP.
- (2) CHEM 493 Internship in Chemistry may be used to satisfy 3cr of controlled elective or 2cr of CHEM 498.
- (3) Additional courses may be counted for this requirement, with permission of advisor and department chair. Students who dual-major may count 400-level courses from their second major for at least some of this requirement.

**b. Program Catalog Description Change:****Current Catalog Description:**

The BS degree ~~with a major~~ in Chemistry is designed for ~~a~~ student intending a career in chemistry and is certified by the American Chemical Society. The advanced courses ~~and strong-laboratory component in this degree~~ program gives the student excellent hands-on preparation for the challenges of employment or graduate school.

**Proposed Catalog Description:**



The BS degree in Chemistry is designed for students intending a career in chemistry and is certified by the American Chemical Society. The advanced courses in the Chemistry BS reflect trends in the modern field of chemistry, and the requirements are flexible enough to allow students to tailor the degree program to their specific needs and interests. There is also a strong laboratory component in the Chemistry BS, which gives the student excellent hands-on preparation for the challenges of employment or graduate school. An internship program with local chemical companies is available, and the credits from this internship can be counted to meet some of the program requirements.

The Chemistry BS degree is designed not only for traditional chemistry majors, but also for those students interested in cross-disciplinary fields that involve chemistry. Students intending to follow a dual-degree program should work with their Chemistry adviser, as courses from their other major can count for some of the requirements in the Chemistry BS degree.

**Rationale:** The BS degree in Chemistry is being revised to reduce low-enrolled upper-level courses and make the degree more flexible, so that more students can graduate in a timely manner. The changes in this degree program will allow the chemistry department to offer an American Chemical Society certified degree with fewer courses than are presently offered, and a better experience for the student. The changes in the structure of the program also encourages the faculty to offer upper-level courses that are more responsive to changes in the discipline. In order to increase the flexibility of the program, the mathematics, physical sciences and LS electives requirements have been expanded. The existing requirements were unnecessarily rigid, and this structure created an impediment to transfer students and generated a large number of requests for exceptions to degree requirements.

### c. New Certificate:

#### Certificate – Chemistry Honors (1)

26

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 14

**Mathematics:** MATH 125

**Natural Science:** PHYS 131-141 and 132-142

**Liberal Studies Elective:** 3cr, MATH 126

#### Core Courses:

9

CHEM 442	Advanced Physical Chemistry (2)	3cr
CHEM 498	Problems in Chemistry	3cr
MATH 225	Calculus III/Physics, Chemistry, Mathematics	3cr

#### Elective Course:

3

MATH 171, or any BIOL, COSC, GEOS, MATH or PHYS course at the 300-level or above (3)

(1) Honors certificate also requires a presentation of research during departmental seminar.

(2) Meets 3cr of CHEM controlled elective.

(3) This requirement may also be met by taking an additional 3cr at the 400-level in CHEM or BIOC.

**Rationale:** The revision of the Chemistry BS allows for a range of math, physics and upper-level chemistry courses to be taken, so that students with a variety of preparation and circumstances will be able to graduate in a timely manner. The Chemistry Honors certificate is

being offered as an inducement for students with a strong science and math background to take some challenging courses that will give them an excellent preparation for graduate school. This includes a more-challenging set of MATH courses, Physics with calculus, Advanced Physical Chemistry, and 3 credits of undergraduate research. The certificate contains 26cr, but most of it consists of specifying the more challenging courses where students have options in the new Chemistry BS degree program. We believe that student who complete this certificate will be highly successful with graduate school admissions, and with earning their post-graduate degrees.

### 3. Department of Mathematical and Computer Sciences—Program Revision and New Course, **and Program Catalog Description Change** **APPROVED**

#### a. New Course:

#### **MATH 150 Strategies for Success in Collegiate Mathematics** **1c-0l-1cr**

**Prerequisite:** none

Facilitates a successful transition from high school mathematics to collegiate mathematics. Includes explicit and implicit strategies for success in mathematics courses. Does not meet Liberal Studies math requirements.

Note: May not be taken after successfully completing MATH 105 or 110 or a calculus course without written Department of Mathematical and Computer Sciences chair approval.

**Rationale:** This course is being proposed primarily to be offered as part of the College Undergraduate Success Program (CUSP) Early Entrance Experience for incoming first-year students. It is designed to help prepare student to be successful in collegiate mathematics. It is based on math courses that have been offered as special topics courses during CUSP since 2017.

#### b. Program Revision:

##### Current Programs:

**Bachelor of Science in Education—  
Mathematics Education (\*)**  
**Bachelor of Science in Education—  
Middle-Level Education Grades 4-8/  
Mathematics Specialization (\*)**

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

**Mathematics:** MATH 125

**Social Science:** PSYC 101

**Liberal Studies Elective:** 3cr, no courses with MATH prefix

**College:**  
**Preprofessional Education Sequence:**

##### Proposed Program:

**Bachelor of Science in Education—  
Mathematics Education (\*)**

43-44 **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:

**Humanities:** HIST 196

**Mathematics:** MATH 125 **or** MATH 121 (1)

**Natural Science:** (2)

**Social Science:** (3)

**Liberal Studies Elective:** 3cr, **no courses with MATH prefix**

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

43-45

29-31

ACE 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr
<b>Professional Education Sequence:</b>		
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323	Instruction of English Language Learners with Special Needs (Math ED)	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 441	Student Teaching (plus 421 ML)	12cr
EDUC 442	School Law	1cr
<del>EDUC 456</del>	<del>Teaching Math in the Secondary Schools</del>	<del>3cr</del>

**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
<del>MATH 340</del>	<del>Principles of Secondary School Mathematics</del>	<del>3cr</del>
MATH 350	History of Mathematics	3cr
<del>MATH 353</del>	<del>Theory of Numbers</del>	<del>3cr</del>
<del>MATH 355</del>	<del>Foundations of Geometry I</del>	<del>3cr</del>
<del>MATH 430</del>	<del>Seminar in Teaching Secondary School Mathematics</del>	<del>3cr</del>
MATH 460	Technology in Mathematics Instruction	3cr

**Other Requirements:** 3

COSC 110	Problem Solving and Structured Programming	3cr
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**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.

**Middle-Level Education 4-8/Mathematics Specialization**

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

**Humanities:** HIST 196

**Mathematics:** ~~MATH 151~~

**Natural Science:** BIOL 103 or 104 or 106, SCI 105

**Social Science:** ECON 101 or 121; GEOG 101, 102, or 104; PLSC 101 or 111

**Liberal Studies Elective:** 3cr, ~~MATH 152~~

**College:** 28

**Preprofessional Education Sequence:**

ACE 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr

**Professional Education Sequence:**

ACE 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr
<b>Professional Education Sequence:</b>		
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323	Instruction of English Language Learners with Special Needs (4)	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
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
MATH 413	Methods for Teaching Mathematics	3cr

**Major:** 19

**Required Courses:**

MATH 111	First-year Seminar	1cr
<del>MATH 317</del>	<del>Probability and Statistics for Mathematics Instruction</del>	<del>3cr</del>
<del>MATH 456</del>	<del>Geometry Mathematics Instruction</del>	<del>3cr</del>
<del>MATH 457</del>	<del>Number Theory for Mathematics Instruction</del>	<del>3cr</del>
MATH 460	Technology in Mathematics Instruction	3cr
<del>MATH 461</del>	<del>Discrete Mathematics for Mathematics Instruction</del>	<del>3cr</del>
<del>MATH 471</del>	<del>Algebra for Mathematics Instruction</del>	<del>3cr</del>

**Concentration Area:** Select one concentration

**Secondary Mathematics Concentration** 24

COSC 110	Problem Solving and Structured Programming	3cr
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 350	History of Mathematics	3cr

**Free Electives Secondary Mathematics:** 2-3

**Total Degree Requirements Secondary Mathematics:** 120

**Middle Level Mathematics Concentration** 28

One additional math course (5)		3cr
GEOS 101	The Dynamic Earth (6)	3cr
GEOS 102	The Dynamic Earth Lab	1cr
MIDL 221	Literature for Middle Level	3cr
MIDL 222	Reading Instruction and Assessment in Grades 4-8	3cr
MIDL 310	Instructional Theory and Planning for the Middle Level	3cr
MIDL 311	Social Studies Instruction and Assessment in Grades 4-8	3cr
MIDL 312	Science Instruction and Assessment in Grades 4-8	3cr
MIDL 315	Classroom Management and Adolescent Development	3cr
MIDL 425	Methods of Teaching Language Arts in Grades 4-8	3cr

**Total Degree Requirement Middle Level Mathematics:** 121

(\*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of

EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr
<del>EDUC 421</del>	<del>Student Teaching (non-mathematics setting)</del>	<del>6cr</del>
EDUC 441	Student Teaching (mathematics setting)	6cr
EDUC 442	School Law	1cr
<del>EDUC 499</del>	<del>Multicultural/Multiethnic Education</del>	<del>2cr</del>

**Major:** 25

**Required Middle-Level Courses: (1)**

GEOS 101	The Dynamic Earth (2)	3cr
GEOS 102	The Dynamic Earth Lab	1cr
MIDL 221	Literature for Middle Level	3cr
MIDL 222	Reading Instruction and Assessment in Grades 4-8	3cr
MIDL 310	Instructional Theory and Planning for the Middle Level	3cr
MIDL 311	Social Studies Instruction and Assessment in Grades 4-8	3cr
MIDL 312	Science Instruction and Assessment in Grades 4-8	3cr
MIDL 315	Classroom Management and Adolescent Development	3cr
MIDL 425	Methods of Teaching Language Arts in Grades 4-8	3cr

**Mathematics Distribution Requirements:** 24

<del>MATH 153</del>	<del>Elements of Algebra</del>	<del>3cr</del>
MATH 317	Probability and Statistics for Elementary/Middle-Level Teachers	3cr
MATH 413	Methods of Teaching Mathematics at the Middle Level	3cr
<del>MATH 420</del>	<del>Patterns and Functions for Elementary/Middle-Level Teachers</del>	<del>3cr</del>
MATH 456	Geometry for Elementary/Middle-Level Teachers	3cr
<del>MATH 471</del>	<del>Algebra for Elementary/Middle-Level Teachers</del>	<del>3cr</del>
Two courses from the following: MATH 457, 458, 459, or 461		6cr

**Total Degree Requirements:** 121

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

- (1) The course meets the PDE requirement of 4cr in geoscience for Middle-Level Education Grades 4-8 certification.
- (2) A 3.0 cumulative GPA is required to register for the Teacher Certification Sequence courses.

Education and Communications section of this catalog.

- (1) Students in the secondary mathematics concentration take MATH 125 and students in the middle level concentration take MATH 121.
- (2) Students in the secondary mathematics concentration take PSYC 101 and students in the middle level concentration take ECON 101 or 121; GEOG 101, 102, 104; and PLSC 101 or 111.
- (3) Students in the middle level concentration take BIOL 103 or 104 or 106/116; SCI 105.
- (4) Students in the secondary education concentration only.
- (5) The following courses are excluded MATH 100, 101, and 150. This course can be used as part of the 6crs of math needed to apply for Step 1 of Teacher Education.
- (6) The course meets the PDE requirement of 4cr in geoscience for Middle- Level Education Grades 4-8 certification.

### c. Program Catalog Description Change:

#### Current Program Catalog Description:

The program leading to the BSED degree with a major in mathematics education prepares the student for teaching mathematics in grades 7-12. Many graduates, however, continue their formal education in mathematics at the graduate level or work in government or industry.

Students interested in the BSEd—Middle-Level Education 4-8/Mathematics specialization should refer to the College of Education and Communications, Department of Professional Studies in Education, section of the catalog.

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

The program leading to the BSEd degree with a major in mathematics education prepares the student for teaching mathematics at one of two different concentrations. The secondary mathematics concentration prepares the student for teaching mathematics in grades 7-12. The middle level education concentration prepares the student for teaching grades 4-8 with a specialization in mathematics. Graduates from the program also have the option to continue their formal education at the graduate level or work in government or industry.

**Rationale:** After consultation with the Department of Professional Studies in Education (PSE), we are combining the BSED-Middle-level Education 4-8/Mathematics Specialization program with the BSED-Mathematics Education to create a single BSED program with two concentrations. One will lead to 7-12 certification while the second will lead to 4-8/mathematics specialization certification. Currently the middle-level mathematics program is housed in PSE within the College of Education and Communications. Majors in this program take 30 credits in the Department of Mathematical and Computer Sciences. Mathematics Education faculty are also responsible for supervising the Middle Level mathematics student teaching experience. By combining both the secondary and middle level mathematics education majors both groups will take core mathematics pedagogy courses together that focus on problem-solving, reasoning, communicating mathematically, and connecting mathematics to the real world. In the past, these courses were offered to each group separately and so by having the students take the courses together it is a better use of our resources. In addition, rather than completing just a seven week student teaching mathematics experience, the 4-8 middle level majors will complete a 14 week mathematics students teaching experience in a middle level mathematics classroom.

## **4. Department of Professional Studies in Education—Program Revision and Program Catalog Description Change**

**APPROVED**

### **a. Program Revision:**

#### **Current Program:**

##### **Minor—Educational Technology**

**24**

##### **Required Courses:**

~~BTED/COSC/IFMG 101 Computer Literacy 3cr~~  
~~COMM 101 Communications Media in American Society 3cr~~  
~~COMM 460 Emerging Trends in Communication Technology 3cr~~  
~~COMM XXX Electives in Communications Media 15cr~~

#### **Proposed Program:**

##### **Minor—Educational Technology**

**18**

##### **Required Courses:**

ACE 103	Digital Instructional Technology	3cr
BTED 412	Methods in Business and Information Technology II	3cr
IDT 330	Technology in the Classroom	3cr
MIDL 321	21 <sup>st</sup> -Century Literacies for Diverse Learners	3cr
<b>Electives:</b> Two classes from: COMM 101, 240, 249, 271, COSC 110, 210		6cr

### **b. Program Catalog Description Change:**

**Current Catalog Description from the Department of Communications Media:**

The department offers a Bachelor of Science degree program in Communications Media, with three tracks as well as a minor in Communications Media and a minor in Educational Technology. The Communications Media minor is an 18-credit program designed to complement any major. The Educational Technology minor is a 24-credit program designed for students who are completing a teaching degree.

**Proposed Catalog Description for the Department of Professional Studies in Education:**

The department of Professional Studies in Education offers a minor in Educational Technology. The Educational Technology minor is an 18-credit program designed for students who are completing a teaching degree in any discipline. NOTE: No more than two classes in a student's core program can be utilized towards credits in a minor.

**Rationale:** The Department of Communications Media has given the Department of Professional Studies in Education (PSE) its Minor in Educational Technology. As listed in the 2018-19 undergraduate course catalog, "the minor in Educational Technology is a 24-credit program designed for students who are completing a teaching degree. The department also serves preservice teachers and other students who are required to complete COMM 103."

The Communications Department gave PSE permission to revise COMM 330 last year. PSE has done so, and it is now coded as IDT 330 Instructional Design and Technology. COMM 103 has also been revised as ACE 103, another course offered within PSE (with the reorganization last year of the Adult and Community Education Department). PSE plans to use COMM 330 and ACE 103 along with two other courses offered by PSE plus two electives to offer a Minor in Educational Technology for a total of 18 credits.

**5. Department of Biology—Program Revisions, Course Title Change, Modification of Prerequisites, Program Catalog Description Changes, and New Minors APPROVED**

**a. Modification of Prerequisites and other changes:**

**i. Current Course Title and Prerequisite:**

**BIOL 240 Human Physiology** **3c-2l-4cr**  
**Prerequisites:** BIOL 150 and CHEM 101; or BIOL 203; or KHSS 221; or instructor permission

**Proposed Course Title and Prerequisite:**

**BIOL 240 Human Physiology** **3c-2l-4cr**  
**Prerequisites:** BIOL 150 or 203 or KHSS 221

**Rationale:** This course is taken by students enrolled in departments and/or programs in KCNSM and HHS. Thus, we are trying to make more uniform the prerequisites for students coming from different programs.

**ii. Current Course Title and Prerequisite:**

**SCI 104 Fundamentals of Environmental Biology** **2c-2l-2.5cr**

**Prerequisites:** Early Childhood Education/Special Education major or instructor permission

**Proposed Course Title and Prerequisite:**

**SCI 104 Fundamentals of Environmental Biology** **2c-2l-2.5cr**

**Prerequisites:** Early Childhood Education/Special Education major or Early Childhood Education Major

**Rationale:** The Department of Professional Studies is now offering the Early Childhood/Special Education (ECSP) degree, and more recently, the Early Childhood Education (ECED) degree (without Special Education). The ECSP majors are able to register, but the current language restricts the ECED students, meaning that they need to get overrides into the course. This change will remove that restriction so students on both programs can register for the class.

**iii. Course Title Change:**

**Current Course Title: BIOL 300 Genetics and Medicine and Nutrition** **3c-0l-3cr**

**Proposed Course Title: BIOL 300 Genetics in Medicine and Nutrition** **3c-0l-3cr**

**Rationale:** This course title is listed incorrectly in the catalog. We are correcting it.

**iv. Modification of Prerequisite:**

**Current Course Title and Prerequisite:**

**BIOL 473 Seedless Vascular Plants: Ferns and Allied Flora** **2c-3l-3cr**

**Prerequisite:** BIOL 210

**Proposed Course Title and Prerequisite:**

**BIOL 473 Seedless Vascular Plants: Ferns and Allied Flora** **2c-3l-3cr**

**Prerequisite:** none

**Rationale:** Prerequisite course is no longer necessary for course content.

**b. New Minors:****i. Minor—Animal Behavior**

Animal Behavior is the study of how living organisms interact with their environment and each other. This minor is intended for our students to gain knowledge of key concepts and principles in animal behavior, cognition and evolutionary relationships. This minor will provide our students with an option beyond veterinary medicine, such as graduate school, further training as veterinary assistants, wildlife technicians, or working in government and private institutions, zoos, and conservation groups.

**Minor—Animal Behavior****18****Required Courses:**

BIOL 220	General Zoology	3cr
BIOL 455	Animal Behavior	3cr

**Controlled Electives: (1, 2)** 12cr

BIOL 205, 261, 272, 352, 362, 425, 431, 450 or 490, 451, 475, 481

- (1) Other appropriate BIOL courses at 200 level and above may be substituted with permission of the advisor and the Biology department chair in advance of taking the course.
- (2) No more than two of majors courses can apply (excluding prerequisite, liberal studies, cognate or college core courses) towards Minor.

**ii. Minor—Wildlife and Conservation Biology**

The Wildlife and Conservation Biology minor is intended for students to gain knowledge and tools to study, conserve and understand the impact of habitat on wildlife species. This minor would be a perfect fit for a Pre-veterinary major as it would provide skills and career opportunities in government, private, academic institutions in the area of aquatic or wildlife sciences, ecological conservation or management, and education.

**Minor—Wildlife and Conservation Biology****18-19****Required Courses:**

BIOL 205	Ecological Methods	3cr
BIOL 272	Conservation of Plant and Animal Resources	3cr
BIOL 362	Ecology	3cr

**Controlled Electives: (1,2)**

BIOL 261, 310, 352, 425, 431, 450 or 490, 451, 455, 475, 481

- (1) Other appropriate BIOL courses at 200 level and above may be substituted on permission of the advisor and the Biology department chair in advance of taking the course.
- (2) No more than two of major's courses can apply (excluding prerequisite, liberal studies, cognate or college core courses) towards minor.



### iii. Minor—Neurobiology

Students who obtain a Neurobiology minor would be able to demonstrate knowledge of the neurobiological processes in animals and humans. This minor is an excellent option for students who are (i) planning to pursue advanced study in any of several fields related to neurobiology or neuroscience whether it be cognitive, behavioral, developmental, computational, molecular; or (ii) seeking relevant training for jobs related to the assessment, rehabilitation, and treatment of traumatic brain injury, brain diseases, and addiction. Additionally, this minor could also be attractive to Psychology or other (Pre-) Health majors.

[Minor Listing itself was in previous Senate agenda]

**Rationale:** The Biology Department as a whole recently has been active in developing a series of minor options for our students, to allow them to make the collections of controlled electives they choose more transcriptable. For Pre-Veterinary students, new minors in Animal Behavior, Neurobiology, and Wildlife and Conservation Biology, are among the offerings that could be of interest. The program should become more attractive with the addition of minors that allow students to see how the minor can support alternative career paths that still involve working with animals, should veterinary school no longer be a viable option. This minor, similar to other Biology minors will utilize courses already taught in the department and so do not require additional material or personnel.

### c. Program Revisions:

#### i. Current and Proposed Program:

#### Minor—Forensic Biosciences (1) 19-20

<b>Foundation Courses:</b> (all majors)	12
BIOL 107 Introduction to Forensic Biology	3cr
BIOL 211 Investigative Biological Forensics	3cr
BIOL 313 Forensic Analysis of DNA	3cr
CHEM 105 The Forensic Chemistry of CSI	3cr
<b>Required Course:</b>	4
BIOL 411 Forensic Biology Laboratory Operations	4cr
<b>Controlled Elective:</b>	3-4
One course from the following: ANTH 488, 491, BIOL 103, 104, 105, 106, 115, 323, 364. 493, PSYC 388	

(1) Must have formal Biology Department approval to be admitted to the minor in Forensic Biosciences.

**Rationale:** We need to add the Assessments for our Student Learning Outcomes.

**ii. Current Program:****Bachelor of Science—Biology/Cell and Molecular Biology Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 45  
**Mathematics:** MATH 121  
**Natural Science:** CHEM 111-112 or CHEM 113-114  
**Liberal Studies Elective:** 3cr, no courses with BIOL prefix

**Major:** 37**Required Core Courses:**

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

**Required Biology Courses:**

BIOL 123—Perspectives in Cell and Molecular Biology 1cr  
BIOL 401—Laboratory Methods in Biology and Biotechnology 3cr  
 BIOL 405 Biology of the Cell 3cr  
 BIOL 410 Molecular Biology Topics 3cr  
BIOL 466—Virology 3cr  
BIOL 499—Research Biology/BIOL 493 Biology Internship/BIOL 482 Independent Study/BIOL 483 Honors Thesis Independent Study 3cr

**Controlled Biology Electives: (1)** 9cr

BIOL 240, 250, 262, 269, 271, 281 (2), 310, 323, 331, 352, 362, 363, 364, 453, 460, 477, 481 (2), 482 (2), 483, 484, 493 (2), or other biology major courses by permission of advisor and department chair

**Other Science Requirements:** 23**Organic Chemistry Sequence:**

CHEM 231 Organic Chemistry I 4cr  
CHEM 332—Organic Chemistry II 4cr

**Biochemistry Sequence:**

BIOC 301—Foundations of Biochemistry 3cr  
BIOC 402—Advanced Biochemistry 3cr  
BIOC 311—Biochemistry Laboratory I 1cr  
BIOC 412—Advanced Biochemistry Laboratory 1cr

**Other Science/Mathematics Requirements:**

PHYS 111 Physics I Lecture 3cr  
 PHYS 121 Physics I Lab 1cr  
MATH 216 Probability and Statistics for Natural Sciences or 217 Probability and Statistics 3cr

**Other Requirements:** 0-6

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

**Free Electives:** 9-15

**Total Degree Requirements:** 120

**Proposed Program:****Bachelor of Science—Biology/Cell and Molecular Biology Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 44-45

**Mathematics:** MATH 105 or 121

**Natural Science:** CHEM 111-112

**Social Science:** one course should also fulfill GMA requirement

**Liberal Studies Elective:** 3cr, MATH 216 or 217

**Major:** 48**Required Core Courses:**

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

**Required Biology Courses:**

BIOL 241 Introductory Medical Microbiology 4cr  
 BIOL 331 Developmental Biology 3cr  
 BIOL 405 The Biology of the Cell-Critical Thinking 2cr  
 BIOL 410 Molecular Biology Topics 3cr  
 BIOL 411 Forensic Biology Laboratory Operations 4cr

**Controlled Biology Electives: (1, 2)** 16-17cr

BIOL 105, 117, 123, 200, 281, 300, 301, 310, 323, 352, 364, 409, 430, 462, 466, 469, 477, 478, 479, 481, 482, 483, 484, 493, or other biology major courses by permission of advisor and department chairperson.

**Controlled Elective:** 3-4cr

Any BIOL course at 300 level or above; or CHEM 332 or BIOC course

**Required Science Courses:** 12

CHEM 231 Organic Chemistry I 4cr  
 CHEM 351 Biochemistry 4cr  
 PHYS 111 Physics I Lecture 3cr  
 PHYS 121 Physics I Lab 1cr

**Other Requirements:**

Exit survey for assessment purposes

**Free Electives: (3)** 15-16

**Total Degree Requirements:** 120

- (1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.
- (2) No more than 4cr can come from 100-level courses. Excluding prerequisite, cognate, liberal studies, college core courses, no more than 2 Majors courses can be shared between a major and minor.
- (3) Free electives may be used towards a Minor such as Animal Behavior, Biomedical Science, Forensic Biosciences, Environmental Microbiology, Neurobiology, or other minors of interest.

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

~~(2) No more than 3cr may count toward Controlled Elective requirements.~~

~~(3) (a) Two courses in one language, including the placement course; or (b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of two courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/ RGPL 213, 314, 316, 415, 417).~~

**Rationale:** We consider our Cell and Molecular Biology track to build upon Biology Department's commitment to improving the world and training students to apply their scientific training to this service. The influence of this field of study is widespread and essential to any Biology program. It plays a foundational role in medical care, biotechnology, forensics, agriculture, and other biologically related industries and organizations.

This past year, we began preparing our Cell and Molecular Biology Track revision as we recognized changes were needed to address low enrollment, student concerns for the courses offered, and to include training that would benefit our students' post-graduation.

We believe that our proposed revisions will better meet the needs of our students by streamlining and clarifying our track requirements, clearly identifying opportunities to prepare for career areas via associated minors; and allow students to more easily transfer into the program from related tracks and majors. These proposed changes will increase our program's visibility, serve to make this important track a more attractive option and address low enrollment by supporting/ increasing our recruitment and retention efforts. No new resources are necessary to implement this revised Cell and Molecular Biology Track. The Biology courses required for the track are already offered in the Biology Department.

### iii. Current Program:

#### Bachelor of Arts--Biology

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 44-45

**Mathematics:** MATH 121 ~~or 217~~

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

**Liberal Studies Elective:** 3cr, ~~no courses with BIOL prefix~~

#### Major:

##### Required Core Courses:

BIOL 201 Principles of Ecology and Evolution 4cr 33

BIOL 202 Principles of Cell and Molecular Biology 4cr

BIOL 203 Principles of Genetics and Development 4cr

Controlled Electives: 23-24

~~Biology electives (major courses only) (1)~~ 21cr

#### Other Requirements:

PHYS 111 Physics I Lecture 3cr

PHYS 121 Physics I Lab 1cr

~~Ancillary Science Courses:~~ 4-5cr

~~An additional 4-5cr from the following (2, 3):~~

### Proposed Program:

#### Bachelor of Arts--Biology

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 44-45

**Mathematics:** MATH 105 or 121

**Natural Science:** CHEM 111-112

**Social Science:** one course should also fulfill GMA requirement

**Liberal Studies Elective:** 3cr, MATH 217

#### Major:

##### Required Core Courses:

BIOL 201 Principles of Ecology and Evolution 4cr 37

BIOL 202 Principles of Cell and Molecular Biology 4cr

BIOL 203 Principles of Genetics and Development 4cr

Controlled Electives: 21cr

~~Biology major courses only (1, 2)~~

#### Other Requirements:

PHYS 111 Physics I Lecture 3cr

PHYS 121 Physics I Lab 1cr

BIOC 301, 402, 311, 412, 401, 480, 490  
 CHEM 231, 332, 325, 326, 351  
 GEOS 201, 202, 203, 303, 310, 311, 312, 313, 351,  
 352, 353, 354, 362, 370, 371  
 MATH 122, 417, 418  
 PHYS 112, 122, 151, 161  
 PSYC 290, 291, 315, 331, 341, 342 or 345, 350,  
 355, 356, 359, 372

**Planned Program in Complementary Field** 15cr  
 (requires 15cr advisor approval) with at least 6cr in  
 300-/400-level courses (4)

**Other Requirements:** 0-6  
~~Foreign Language Intermediate Level (5)~~ 0-6cr  
 Exit survey for assessment purposes

**Free Electives:** 12-20

**Total Degree Requirements:** 120

- (1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.
- ~~(2) If MATH 121 (4cr) is elected as the Liberal Studies Mathematics course the additional requirement is 4cr; if MATH 217 (3cr) is elected, the additional requirement is 5cr. The mathematics course counted in Liberal Studies cannot also count in ancillary courses.~~
- ~~(3) Other appropriate major courses at 200-level and above (excluding Liberal Studies courses) in the above departments may be substituted with permission of the advisor and the Biology Department chair in advance of taking the course.~~
- ~~(4) Recommended complementary fields include anthropology; art, business, chemistry, communications media, computer science, criminology, dietetics, economics, English, foreign language, geography, geoscience, journalism and public relations, mathematics, philosophy, physics, political science, psychology, regional planning, or safety science. Some courses in complementary field may also fulfill Liberal Studies requirements (see Liberal Studies section). However, if complementary field selected is chemistry, geoscience, mathematics, physics, or psychology, courses used to fulfill other requirements above may not be applied to the complementary field requirement of 15cr. Students are encouraged to seek additional interdisciplinary connections not listed here.~~
- ~~(5) (a) Two courses in one language, including the placement course; or (b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or geography/regional planning from the following: GEOG/RGPL 213, 314, 316, 415, 417.~~

**Planned Minor in Complementary Field (3)** 18-20  
 (requires advisor approval)

**Other Requirements:**  
 Exit survey for assessment purposes

**Free Electives: (4)** 18-21

**Total Degree Requirements:** 120

- (1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.
- (2) No more than 4cr can come from 100-level courses. Excluding prerequisite, cognate, liberal studies, college core courses, no more than two majors' courses can be shared between a major and minor.
- (3) Courses appropriate for a Minor in a complementary field of interest should be selected. Please refer to BA-Biology catalog description for details.
- (4) Free electives may be used towards a Biology Department Minor such as Animal Behavior, Biomedical Science, Forensic Biosciences, Environmental Microbiology, Neurobiology, Wildlife and Conservation Biology, or other minors of interest.

## Current Program Catalog Description:

### BA-Biology

The bachelor of arts degree program in biology is designed for students who wish to combine a primary academic interest in biology with a secondary interest in a complementary field. Through the choice of complementary field and free electives, this curriculum allows the greatest overall flexibility in a student's program of study. The complementary field also allows pursuit of a minor or a double major in the secondary area of interest. The primary biology major

combined with a double major or a minor in the complementary field can make an attractive educational package for the student and for potential employers. Examples of complementary fields that might enhance a student's competitiveness in the job market include anthropology, business administration, computer science, criminology (forensic science), English (for technical writing), foreign language, geoscience, marketing, pre-law, or psychology.

## Proposed Program Catalog Description:

### BA-Biology

The bachelor of arts degree program in biology is designed for students who wish to combine a primary academic interest in biology with additional training in a complementary field. This curriculum allows the greatest overall flexibility in a student's program of study by providing them with the opportunity to earn a minor in their complementary field as well as a second minor through their free electives. The primary biology major combined with two minors can make an attractive educational package for the student and for potential employers. Examples of complementary fields that might enhance a student's competitiveness in the job market include anthropology, business administration, criminology, economics, foreign language, LGBT&Q, marketing, pre-law, psychology, safety sciences, sociology, sustainability, women and gender studies, or others of interest.

**Rationale:** The BA Biology is being revised to expressly articulate the Planned Program in a Complementary Field with non-biology minors and to articulate the Biology elective credits to newly developed minors, such as Forensic Biosciences, Biomedical Science, Environmental Microbiology, Neurobiology, etc.

#### iv. Current Program:

##### Bachelor of Science--Biology

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 121  
**Natural Science:** CHEM 111-112 ~~or CHEM 113-114~~  
**Liberal Studies Elective:** 3cr, ~~no courses with BIOL prefix~~

##### Major:

##### Required Core Courses:

BIOL 201	Principles of Ecology and Evolution	4cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 203	Principles of Genetics and Development	4cr
<b>Controlled Biology Electives:</b>		24cr

Biology electives (major courses only) (4)

~~One course from each area: Cell and Molecular Area, Ecology Area, Organismal Area (A list of courses in each area is available on the Biology Department website or at the Biology office.)~~ A minimum of 12cr must be in courses at the ~~400~~ level.

##### Other Science Requirements:

<del>MATH 216</del>	<del>Probability and Statistics for Natural Sciences</del>	<del>23</del>
<del>PHYS 111</del>	<del>Physics I Lecture</del>	<del>3cr</del>
<del>PHYS 121</del>	<del>Physics I Lab</del>	<del>1cr</del>

#### Proposed Program:

##### Bachelor of Science--Biology

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

**Social Science:** one course should also fulfill GMA requirement

**Liberal Studies Elective:** 3cr, **MATH 216 or 217**

##### Major:

##### Required Core Courses:

BIOL 201	Principles of Ecology and Evolution	4cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 203	Principles of Genetics and Development	4cr
<b>Controlled Biology Electives:</b>		24cr

Biology electives (major courses only) (1, 2)

A minimum of 12cr must be in courses at the 300-400 level.

##### Controlled Electives:

**Biology Concentration:**

CHEM 231, CHEM 351 or BIOC 301 7-8cr

An additional 16-17cr from the following, requires advisor approval (3)

ANTH, BIOL majors' courses only, CAAST, CHEM, CRIM, GEOG, GEOS, FDNT, LGBT&Q,

<b>Ancillary Science Electives:</b>	16cr	MATH, MGMT, PHIL, PHYS, PLSC, PSYC, PUBH, RGPL, SAFE, SOC, SUST, WGS, or other courses of interest.
An additional 16cr from the following (2):		
BIOC 301, 402, 311, 412, 401, 480, 490		
CHEM 231, 332, 325, 326, 351		
GEOS 201, 202, 203, 303, 310, 311, 312, 313, 351, 352, 353, 354, 362, 370, 371		
MATH 122, 417, 418		
PHYS 112, 122, 151, 161		
PSYC 290, 291, 315, 331, 341, 342 or 345, 350, 355, 356, 359, 372		
<b>Other Requirements:</b>	0-6	Other Requirements: Exit survey for assessment purposes
<b>Foreign Language Intermediate Level (3)</b>	0-6cr	
Exit survey for assessment purposes		
<b>Free Electives:</b>	10-16	<b>Free Electives: (4)</b> 15
<b>Total Degree Requirements:</b>	120	<b>Total Degree Requirements:</b> 120
(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.		(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.
(2) Other appropriate major courses at 200-level and above (excluding Liberal Studies courses) in the above departments may be substituted with permission of the advisor and the Biology Department chair in advance of taking the course.		(2) No more than 4crs can come from 100-level courses. Excluding prerequisite, cognate, liberal studies, college core courses, no more than two majors' courses can be shared between a major and minor.
(3) (a) Two courses in one language, including the placement course; or (b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of two courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/RGPL 213, 314, 316, 415, 417).		(3) For BS Biology majors, courses appropriate for a Minor of interest should be selected.
		(4) Free Electives will be used toward a Minor such as Animal Behavior, Biomedical Science, Forensic Biosciences, Environmental Microbiology, Neurobiology, Wildlife and Conservation Biology, or other minors of interest.

**Rationale:** The course offerings in our proposed program should be positive as the curriculum will allow a student to strategically use their controlled elective and free elective credits towards two complementary Minors that would provide future career options.

## Current Catalog Description:

### BS—Biology

In addition to the bachelor of science degree with no specialization, the department also offers these specialized bachelor of science tracks: Cell and Molecular Biology; Ecology, Conservation, and Environmental Biology; Environmental Health; Honors Biology; Pre-medical Biology; and Pre-veterinary Biology. Students who pursue the Pre-medical or Pre-veterinary Track must maintain a minimum cumulative GPA of 3.0 after their third semester in the program to continue in that track. All students, including transfer students, must have a cumulative GPA of 3.0 or higher to transfer into the Pre-medical or Pre-veterinary Track after their third semester.

The bachelor of science degree ~~program~~ in biology with no specialization is designed to provide ~~maximum~~ depth in the sciences ~~and mathematics~~, combined with flexibility in the choice of ~~ancillary science~~ courses. This program allows the student (in consultation with the advisor) to select a suite of ancillary science and mathematics courses that is most appropriate to the student's specific interests within the field of biology. ~~With proper selections from among~~

~~ancillary science courses, a student could minor in any of the following: biochemistry, chemistry, geoscience, or applied statistics. Furthermore with proper selection of free electives, a student could minor in either mathematics or physics.~~

### **Proposed Catalog Description:**

#### **BS—Biology**

In addition to the bachelor of science degree with no specialization, the department also offers these specialized bachelor of science tracks: Cell and Molecular Biology; Ecology, Conservation, and ~~Environmental~~ Evolutionary Biology; ~~Environmental Health~~; Honors Biology; Pre-medical Biology; and Pre-veterinary Biology. Students who pursue the Pre-medical or Pre-veterinary Track must maintain a minimum cumulative GPA of 3.0 after their third semester in the program to continue in that track. All students, including transfer students, must have a cumulative GPA of 3.0 or higher to transfer into the Pre-medical or Pre-veterinary Track after their third semester. ~~For qualified BS Biology Pre-medical track students with a GPA of 3.25 and above, there is an interdisciplinary dual baccalaureate offering. Additionally, students in each track will have the opportunity to apply the free electives credits towards a minor from Biology, such as Animal Behavior, Biomedical Science, Forensic Biosciences, Environmental Microbiology, Neurobiology, Wildlife and Conservation Biology, or others of interest.~~

~~Please refer to the section on individual Biology department Minors for their description and curricular requirements. Also please refer to the different Biology degree program and tracks for detailed distribution of credits, curricular requirements, and interdisciplinary opportunities.~~

#### **Interdisciplinary Dual Baccalaureate: BS Biology/Pre-Medical Track and BS Medical Technology**

~~This dual baccalaureate is an interdisciplinary, collaborative program between two colleges to meet work force demands and provide viable career options to our post baccalaureate students. Dr. Joyce Shanty (Allied Health Professions Programs Coordinator, College of Health and Human Services) will collaborate with Biology faculty and help academically to advise students in the dual baccalaureate program.~~

~~The curricular structure in the dual Bachelor of Science degree in BS Biology/Pre-Medical Track and BS Medical Technology would be a natural fit for students seeking to work as a medical technologist in a clinical, laboratory, or biotechnology setting. This program would also benefit students seeking employment experience prior to medical or graduate school admissions.~~

~~Students with a GPA of 3.25 and above enrolled in the BS Medical Technology/BS Biology-Pre-Medical dual degree programs would be eligible to apply for a one year of clinical experience with an affiliated, hospital-based schools of Medical Technology. Areas of instruction will be consistent with requirements of the National Accrediting Agency of Clinical Laboratory Sciences. Following training the students will qualify for the national certification examination. Successful results on this examination will lead to certification as professionally qualified medical technologist/clinical laboratory scientist.~~



Upon completion of the clinical training at an articulated clinical affiliate, IUP will grant 30 credits that which will be applied to the student's transcript towards their Bachelor of Science degree in Medical Technology. Qualified students in this program would have completed a minimum of 150 credits, to receive a Dual Bachelor of Science in Biology/Pre-Medical Track and Medical Technology along with Certification to work as a professionally qualified medical technologist.

The bachelor of science degree in biology with no specialization is designed to provide depth in the **biological** sciences, combined with flexibility in the choice of courses **for an interdisciplinary minor**. This program allows the student (in consultation with the advisor) to graduate with an interdisciplinary minor and a minor from biology such as Animal Behavior, Environmental Microbiology, Forensic Biosciences, Biomedical Science, Neurobiology, or Wildlife and Conservation Biology.

### v. Current Program:

#### Bachelor of Science—Biology/Pre-medical Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 121  
**Natural Science:** CHEM 111-112 ~~or CHEM 113-114~~  
**Social Science:** ~~9cr~~, PSYC 101, SOC 151 or 161  
**Liberal Studies Elective:** 3cr, ~~no courses with BIOL prefix~~

#### Major:

##### Required Core Courses:

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

##### Required Biology Courses:

BIOL 240 Human Physiology 4cr  
~~BIOL 250 Principles of Microbiology 4cr~~  
 BIOL 331 ~~Animal~~ Developmental Biology 3cr  
 BIOL 402 Advanced Human Anatomy 4cr

##### Controlled Biology Electives: (1)

~~BIOL 200, 210, 221, 242, 271, 310, 323, 352, 364, 401, 405, 410, 460, 466, 475, 477, 481, 482, 483, 484, 491, 493, 499, or other biology major courses by permission of advisor and department chair~~

##### Ancillary Science Requirements:

CHEM 231 Organic Chemistry I 4cr  
~~CHEM 332 Organic Chemistry II 4cr~~  
 CHEM 351 Biochemistry 4cr  
~~MATH 216 Probability and Statistics for Natural Sciences 3cr~~  
~~or 217 Probability and Statistics~~

PHYS 111 Physics I Lecture 3cr  
 PHYS 121 Physics I Lab 1cr  
 PHYS 112 Physics II Lecture 3cr  
 PHYS 122 Physics II Lab 1cr

##### Other Requirements: ~~(2)~~

~~Foreign Language Intermediate Level 0-6cr~~

Exit survey for assessment purposes

### Proposed Program:

#### Bachelor of Science—Biology/Pre-medical Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 45  
**Mathematics:** MATH 121  
**Natural Science:** CHEM 111-112  
**Social Science:** PSYC 101, SOC 151 or 161(1)  
**Liberal Studies Elective:** 3cr, MATH 216 or 217

#### Major:

##### Required Core Courses:

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

##### Required Biology Courses:

BIOL 240 Human Physiology 4cr  
 BIOL 241 Introductory Medical Microbiology 4cr  
 BIOL 331 Developmental Biology 3cr  
 BIOL 402 Advanced Human Anatomy 4cr

##### Controlled Biology Electives: (2,3)

BIOL 105, 200, 221, 300, 301, 310, 323, 342, 352, 364, 405, 409, 410, 420, 430, 455, 456, 462, 466, 469, 476, 477, 478, 479, 480, 481, 482, 483, 484, 493, or other biology major courses by permission of advisor and department chairperson.

##### Controlled Electives:

Any BIOL course at 300 level or above; or CHEM 332 or BIOC 311 or 402 or 412 3-4cr

##### Ancillary Science Requirements:

CHEM 231 Organic Chemistry I 4cr  
 CHEM 351 Biochemistry 4cr  
~~or BIOC 301 Foundations of Biochemistry 3cr~~  
 PHYS 111 Physics I Lecture 3cr  
 PHYS 121 Physics I Lab 1cr  
 PHYS 112 Physics II Lecture 3cr  
 PHYS 122 Physics II Lab 1cr

##### Other Requirements:

Exit survey for assessment purposes



<b>Free Electives:</b>	<del>9-15</del>	<b>Free Electives: (4, 5)</b>	15
<b>Total Degree Requirements:</b>	120	<b>Total Degree Requirements:</b>	120
<del>(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.</del> <del>(2) (a) Two courses in one language, including the placement course; or (b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of two courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/RGPL 213, 314, 316, 415, 417).</del>		(1) If students enroll for SOC 151, then third Social Science course should also fulfill the GMA requirement. (2) A minimum of 12 credits must be in courses at 300-400 level. (3) No more than 4 credits can come from 100-level courses. No more than 6 credits total from Independent study, z Special Topics, or Internship applies to major. (4) Free electives may be used towards an Animal Behavior, Chemistry, Child and Adult Advocacy Studies (CAAST), Environmental Microbiology, Forensic Biosciences, Global Health, Neurobiology, Psychology, or other minors of interest. (5) Excluding prerequisite, cognate, liberal studies, college core courses, no more than two major's courses can be shared between a major and minor.	

**Rationale:** Our Biology Pre-medical track/program is being revised to update the relevance of courses taken by our students so that they are successful in their biomedical career. This past year, we began revising all of our Biology program/tracks. In the spirit of keeping our curriculum student-centered, rigorous and flexible, we also needed to include specific skills training (for example, Minors) that would benefit our students' post-graduation. For students unable to gain entry into Medical Schools in their first cycle, we would like to provide them with an option of our interdisciplinary dual baccalaureate degree option with IUP Medical Technology (MEDT) program. The curricular structure for both these programs would be a perfect fit for our students, who if qualify, to get their Pre-medical track degree (120 credits) from Biology, complete their MEDT curricular requirements, followed by a 1-year clinical internship, certification and a MEDT degree. This dual baccalaureate would provide additional career options for our Pre-medical Track students. We believe that our proposed revisions will better meet the needs of our students by streamlining and clarifying our track requirements, clearly identifying opportunities to prepare for career areas via associated minors; and allow students to more easily transfer into the program from related tracks and majors or a dual baccalaureate degree with increasing career or job options.

## vi. Current Program:

### Bachelor of Science—Biology/Pre-veterinary Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 121  
**Natural Science:** CHEM 111-112 ~~or CHEM 113-114~~  
**Liberal Studies Elective:** 3cr, ~~no courses with BIOL prefix~~

**Major:** ~~37~~  
**Required Core Courses:**  
BIOL 201 Principles of Ecology and Evolution 4cr  
BIOL 202 Principles of Cell and Molecular Biology 4cr  
BIOL 203 Principles of Genetics and Development 4cr  
**Required Biology Courses:**  
BIOL 220 General Zoology 3cr

## Proposed Program:

### Bachelor of Science—Biology/Pre-veterinary Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 121  
**Natural Science:** CHEM 111-112  
**Social Science:** one course should also fulfill GMA requirement  
**Liberal Studies Elective:** 3cr, **MATH 216 or 217**

**Major:** ~~37~~ **44-45**  
**Required Core Courses:**  
BIOL 201 Principles of Ecology and Evolution 4cr  
BIOL 202 Principles of Cell and Molecular Biology 4cr  
BIOL 203 Principles of Genetics and Development 4cr

<del>BIOL 242</del> <del>Comparative Vertebrate Anatomy</del>	<del>3cr</del>	<b>Required Biology Courses:</b>	
<del>BIOL 250</del> <del>Principles of Microbiology</del>	<del>4cr</del>	BIOL 220 General Zoology	3cr
<del>BIOL 310</del> <del>Applied Entomology and Zoonoses</del>	<del>3cr</del>	BIOL 241 Introductory Medical Microbiology	4cr
BIOL 352 Comparative Animal Physiology	3cr	BIOL 331 Developmental Biology	3cr
		BIOL 342 Comparative Vertebrate Anatomy	3cr
		BIOL 352 Comparative Animal Physiology	3cr
<b>Controlled Biology Electives: (1)</b>	<b>9cr</b>	<b>Controlled Biology Electives: (1, 2)</b>	<b>13cr</b>
<del>BIOL 200, 210, 221, 242, 271, 323, 331, 352, 364, 401, 405, 410, 460, 466, 475, 477, 481, 482, 483, 484, 491, 493, 499, or other biology major courses by permission of advisor and department chair</del>		Biology major courses only	
<b>Ancillary Science Requirements:</b>	<b>23</b>	<b>Controlled Electives:</b>	<b>3-4cr</b>
CHEM 231 Organic Chemistry I	4cr	Any BIOL course at 300 level or above; or CHEM 332 or BIOC 311 or 402 or 412	
<del>CHEM 332 Organic Chemistry II</del>	<del>4cr</del>		
CHEM 351 Biochemistry	4cr	<b>Ancillary Science Requirements:</b>	<b>15-16</b>
<del>MATH 216 Probability and Statistics for Natural Sciences</del>	<del>3cr</del>	CHEM 231 Organic Chemistry I	4cr
<del>or 217 Probability and Statistics</del>		CHEM 351 Biochemistry	4cr
PHYS 111 Physics I Lecture	3cr	<del>or BIOC 301 Foundations of Biochemistry</del>	<del>3cr</del>
PHYS 121 Physics I Lab	1cr	PHYS 111 Physics I Lecture	3cr
PHYS 112 Physics II Lecture	3cr	PHYS 121 Physics I Lab	1cr
PHYS 122 Physics II Lab	1cr	PHYS 112 Physics II Lecture	3cr
		PHYS 122 Physics II Lab	1cr
<b>Other Requirements: (2)</b>	<b>0-6</b>	<b>Other Requirements: (3)</b>	
<del>Foreign Language Intermediate Level</del>	<del>0-6cr</del>	Exit survey for assessment purposes	
Exit survey for assessment purposes			
		<b>Free Electives: (4)</b>	<b>15</b>
<b>Free Electives:</b>	<b>9-15</b>	<b>Total Degree Requirements:</b>	<b>120</b>
<b>Total Degree Requirements:</b>	<b>120</b>	(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.	
(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.		(2) No more than 4crs can come from 100-level courses. Excluding prerequisite, cognate, liberal studies, college core courses, no more than two major's courses can be shared between a major and minor.	
<del>(2) (a) Two courses in one language, including the placement course; or (b) intermediate level. In lieu of a foreign language, students may elect to take a sequence of two courses in either computer science, exclusive of COSC 101 (COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/ RGPL 213, 16, 415, 417).</del>		(3) With input from academic advisor, completion of at least four CITI modules in animal biology.	
		(4) Free electives may be used towards a Biology department Minor such as Animal Behavior, Biomedical Science, Environmental Microbiology, Forensic Biosciences, Neurobiology, Wildlife and Conservation Biology, or other minors of interest.	

**Rationale:** Since Summer 2019, the Biology Department has undertaken a major revision of its entire curriculum. One specific focus has been to revise course prerequisites, course sequencing, and course scheduling, to remove known bottlenecks in all of its tracks and programs. Several of the existing bottlenecks have been felt acutely within the PVET track in particular, and corrections for these bottlenecks are either already approved as revisions, or in the curriculum revision pipeline.

Retaining the Pre-veterinary Track is an important way of signaling to potential students that IUP is a comprehensive university. The program itself attracts many strong students who are interested in veterinary medicine, and who choose to stay on at IUP even if they do not continue in pre-veterinary studies. The relatively high first year retention rate likely reflects the above-average skills and motivation of these pre-veterinary students. In addition, development of a rich set of extra-curricular experiences will improve the collective environment for our PVET

students, enhancing their cohesiveness through shared activities in a way that has not previously been possible here at IUP.

### vii. Current Program:

#### **Certificate--Cell and Molecular Biology** **15**

##### **Core Courses:** **12**

~~BIOL 401 Laboratory Methods in Biology/Biotechnology~~ ~~3cr~~

~~BIOL 405 Biology of the Cell~~ ~~3cr~~

~~BIOL 410 Molecular Biology Topics~~ ~~3cr~~

~~BIOL 466 Principles of Virology~~ ~~3cr~~

##### **Elective Course:** **3**

~~One course from the following: BIOL 323, 364, 460, 481~~

### **Proposed Program:**

#### **Certificate--Cell and Molecular Biology**

**16**

BIOL 202 Principles of Cell and Molecular Biology 4cr

BIOL 203 Principles of Genetics and Development 4cr

BIOL 331 Developmental Biology 3cr

BIOL 405 The Biology of the Cell-Critical Thinking 2cr

BIOL 430 Gene Editing Tools in Medicine and Biotechnology 3cr

### **Current Catalog Description:**

For students who wish to obtain specialized training in cell and molecular biology without electing the major track, the department offers a 15-credit certificate program that consists of four core courses and one elective course. Completion of the certificate will help to prepare students for positions in the modern biotechnology workforce. Applications are available at 114 Weyandt Hall. For more information, call 724-357-2352.

### **Proposed Catalog Description:**

For Biology majors and non-majors who wish to obtain specialized training in cell and molecular biology, the department offers a 16-credit sub-baccalaureate certificate program that consists of a five core Biology course sequence. Completion of the certificate will help to prepare students for positions in the modern biotechnology workforce. Applications are available at 114 Weyandt Hall. For more information, call 724-357-2352.

**Rationale:** The current Certificate-Cell and Molecular Biology is a 15 credit, post-baccalaureate program intended only for Biology majors. Most of the required courses have prerequisites to fulfill, thus it is not a viable option for interested students from other programs or even our own (non-CMB track) Majors. Additionally, being a post-

baccalaureate certificate implies that a student has to graduate from IUP to be awarded this non-transcriptable/embedded certificate.

With this revision, we would like to remove restrictions for prerequisites, provide a balance of 200, 300, and 400 level course offerings relevant for student skill options; make it a sub-baccalaureate certificate so students even if they are unable to graduate from IUP, will be awarded this certificate that could be used as a stepping stone for their future careers/jobs. With these revisions in mind, we will be increasing the number of credits from 15cr to 16cr., thus our catalog description will need to be revised. We will also be adding SLOs and Assessments for this revised certificate.

**6. Department of Kinesiology, Health, and Sport Science—Program Revisions**  
**Program Catalog Description Change, New Courses, and**  
**Course Title Changes**

**APPROVED**

**a. New Courses:**

**i. KHSS 373 Business Administration in the Fitness Industry** **3c-0l-3cr**

**Prerequisite:** none

Provides practical tools regarding the feasibility of business planning, acquiring and managing a staff, operational concerns for each segment of the health and fitness industry (community, corporate, clinical, community and performance settings) and program development. Addresses the recommended guidelines set forth by the professional associations within the industry.

**Rationale:** The Exercise Science Program has aligned the course to address the job task analyses of the certification exams that exercise science students must take during their capstone course. Students select from the American College of Sports Medicine (ACSM) Certified Exercise Physiologist, American Council on Exercise (ACE) Medical Exercise Specialist, or National Strength and Conditioning (NSCA) Certified Strength and Conditioning Specialist.

**ii. KHSS 436 Corrective Exercise for the Health and Fitness Practitioner** **3c-0l-3cr**

**Prerequisite:** KHSS 375 or instructor permission

Enhances understanding of the foundation of movement patterns as they apply to efficient human motion. Addresses the analysis of human motion in order to teach, modify, and enhance human motion in clinical and performance settings.

**Rationale:** The Exercise Science Program is aligning the curriculum to meet the needs of future Fitness Practitioners. This course will prepare students with necessary background knowledge to attain various clinical and practical certification and/or licensure within the field. Various scientific organizations (ACSM, NSCA, NASM) are creating certification programs to address corrective exercise technique and programming, and this course specifically addresses current job task analyses from within these organizations.

**b. Course Title Changes:****i. Current Course Title: KHSS 413 Physical Activity and Aging**

**Proposed Course Title: KHSS 413 Physical Activity and Aging Across the Lifespan**

**Rationale:** The course name is being revised to utilize more contemporary terminology and to better reflect the course objectives and content.

**ii. Current Course Title: KHSS 415 Lifestyle Behavior Management for Physical Activity**

**Proposed Course Title: KHSS 415 Wellness Coaching for Lifestyle Behavior Management**

**Rationale:** The course name is being revised to use current contemporary terminology that is reflected in the profession of exercise science.

**iii. Current Course Title: KHSS 492 Health and Fitness Instruction**

**Proposed Course Title: KHSS 492 Senior Capstone in Exercise Science**

**Rationale:** The course name is being revised to utilize more contemporary terminology and to better reflect the purpose of the course.

**c. Program Revisions:****i. Current Program:****Bachelor of Science—Physical Education and Sport/Sport Administration**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 217  
**Natural Science:** Option ~~I~~—BIOL 104 and one ~~4cr~~ laboratory course  
**Social Science:** ECON 121, PSYC 101, Global and Multicultural Awareness course  
**Dimensions of Wellness:** KHSS 143 recommended or FDNT/NURS 143  
**Liberal Studies Electives:** 6cr, COSC/IFMG 101, ECON 122, ~~no course with KHSS prefix~~

**Major:** 60  
**Core Requirements:** ~~45~~  
 KHSS 135 Careers in Kinesiology, Health, and Sport 1cr  
 KHSS 175 Prevention and Care of Injuries to the Physically Active 2cr  
~~KHSS 209 Motor Behavior 3cr~~  
 KHSS 225 Social Issues in Sports 3cr  
 KHSS 341 ~~Evaluation in Health and Physical Education~~ 3cr  
~~KHSS 344 Adapted Physical Activity and Sport or~~ ~~3cr~~

**Proposed Program:****Bachelor of Science—Physical Education and Sport/Sport Administration**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 46  
**Mathematics:** MATH 217  
**Natural Science:** Option ~~I~~ **II**—BIOL 104 and one ~~4cr~~ **3cr** non-laboratory course  
**Social Science:** ECON 121, PSYC 101, Global and Multicultural Awareness course  
**Dimensions of Wellness:** KHSS 143 recommended or FDNT/NURS 143  
**Liberal Studies Electives:** 6cr, COSC/IFMG 101, ECON 122

**Major:** 60  
**Core Requirements:** ~~45~~ **9**  
 KHSS 135 Careers in Kinesiology, Health, and Sport 1cr  
 KHSS 175 Prevention and Care of Injuries to the Physically Active 2cr  
 KHSS 225 Social Issues in Sports 3cr  
 KHSS 341 ~~Evaluation in Health and Physical Education~~ **Evaluations and Analytics in Kinesiology** 3cr  
**Sport Administration Requirements:** **51**  
 ACCT 201 Accounting Principles I 3cr

<del>or 437</del> <del>Coaching Disability Sport</del>			
<b>Sport Administration Requirements:</b>	<del>45</del>		
ACCT 201 Accounting Principles I	3cr	KHSS 270 Sport Communication	3cr
<del>KHSS 256 Applied Human Structure and Conditioning</del>	<del>3cr</del>	KHSS 280 Aquatic Facilities Management	3cr
KHSS 280 Aquatic Facilities Management	3cr	KHSS 292 Introduction to Sport Management	3cr
KHSS 292 Introduction to Sport Management	3cr	KHSS 319 Field Practicum I	3cr
KHSS 319 Field Practicum I	3cr	KHSS 320 Managing Facilities and Events in Sports	3cr
KHSS 320 Managing Facilities and Events in Sports	3cr	KHSS 351 Managing Budgets and Technology in Sport	3cr
KHSS 351 Managing Budgets and Technology in Sport	3cr	KHSS 445 Business Practices in Sport	3cr
KHSS 445 Business Practices in Sport	3cr	KHSS 460 Law and Issues in Managing Sport	3cr
KHSS 460 Law and Issues in Managing Sport	3cr	KHSS 465 Sport Management Capstone	3cr
KHSS 465 Sport Management Capstone	3cr	KHSS 493 Internship	3cr
KHSS 493 Internship	3cr	<del>MGMT 300 Human Resource Management</del>	<del>3cr</del>
MGMT 310 Principles of Management	3cr	MGMT 310 Principles of Management	3cr
MKTG 320 Principles of Marketing	3cr	MKTG 320 Principles of Marketing	3cr
<b>Major Electives:</b> Two courses from the following:	6cr	<del>MKTG 435 Professional Selling and Sales Management</del>	<del>3cr</del>
ACCT 202, BCOM 321, COMM 150, 251, ECON 239, FIN 310, HOSP 235, 280, 347, KHSS 315, 333, 335, 343, 375, 412, 441, MGMT 275, 300, MKTG 321		<b>Major Electives:</b> Two courses from the following:	6cr
		ACCT 202, BCOM 321, COMM 150, 251, ECON 239, FIN 310, HOSP 235, 280, 347, KHSS 221, 315, 333, 335, 343, 375, 412, 437, 441, MGMT 275, 300, MKTG 321	
<b>Free Electives:</b>	<del>13</del>	<b>Free Electives:</b>	14
<b>Total Degree Requirements:</b>	120	<b>Total Degree Requirements:</b>	120

**Rationale:** These changes are designed to move our program to better align with the Commission On Sport Management Accreditation (COSMA) standards, update the program based off feedback from industry professionals, and have a more contemporary curriculum in sport management, which should assist in the recruitment of students. This revision will also enable students to be more competitive within the industry market place.

## ii. Current Program:

### Bachelor of Science—Physical Education and Sport Exercise Science

<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:	<del>47</del>
<b>Mathematics:</b> MATH <del>101</del>	
<b>Natural Science:</b> BIOL 104 <del>and 106</del> <del>or CHEM 101 and 102</del>	
<b>Social Science:</b> PSYC 101, <del>SOC 151 or 161</del>	
<b>Liberal Studies Electives:</b> <del>6cr, FDNT 145, MATH 217, no courses with KHSS prefix</del>	
<b>Major:</b>	<del>23</del>
<b>Core Requirements:</b>	
<del>KHSS 142 Foundations of Health, Physical Education, and Sport</del>	<del>3cr</del>
KHSS 175 Prevention and Care of Injuries to the Physically Active	2cr
KHSS 209 Motor Behavior	3cr
KHSS 221 Human Structure and Function	3cr
<del>KHSS 341 Evaluation in Health and Physical Education</del>	<del>3cr</del>
KHSS 343 Physiology of Exercise	3cr
KHSS 344 Adapted Physical Activity and Sport	3cr
KHSS 411 Physical Fitness Appraisal	3cr

## Proposed Program:

### Bachelor of Science—Physical Education and Sport/Exercise Science

<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:	44
<b>Mathematics:</b> MATH 217	
<b>Natural Science:</b> BIOL 104, 106, 116	
<b>Social Science:</b> PSYC 101	
<b>Liberal Studies Electives:</b> 3cr, FDNT 145	
<b>Major:</b>	57-58
<b>Exercise Science Requirements:</b>	
BIOL 240 Human Physiology	4cr
KHSS 146 Foundations of Exercise Science	1cr
KHSS 175 Prevention and Care of Injuries to the Physically Active	2cr
KHSS 209 Motor Behavior	3cr
KHSS 221 Human Structure and Function <del>or</del> <del>or BIOL 150 Human Anatomy</del>	3-4cr
KHSS 285 Group/Individual Exercise Leadership	3cr
KHSS 286 Personal Training Practicum	3cr
<del>KHSS 287 Aquatic Fitness Instruction</del>	<del>1cr</del>
KHSS 315 Biomechanics	3cr
KHSS 343 Physiology of Exercise	3cr
KHSS 344 Adapted Physical Activity and Sport	3cr
KHSS 347 Physiology of Exercise Laboratory	1cr



<b>Exercise Science Requirements:</b>		50		
BIOL 240	Human Physiology	4cr	KHSS 375	Physiological Basis of Strength Training 3cr
<del>KHSS 261</del>	<del>Water Safety Instructor</del>		KHSS 410	Exercise Prescription 3cr
<del>or 263</del>	<del>Aquatics</del>	4cr	KHSS 411	Physical Fitness Appraisal 3cr
KHSS 285	Group/Individual Exercise Leadership	3cr	KHSS 413	Physical Activity and Aging Across the Lifespan 3cr
KHSS 286	Personal Training Practicum	3cr	KHSS 414	Exercise Electrocardiography <i>or</i>
KHSS 315	Biomechanics	3cr	<i>or</i> 416	Functional Training for Strength and Conditioning 3cr
KHSS 347	Physiology of Exercise Laboratory	1cr	KHSS 415	Wellness Coaching for Lifestyle Behavior Management 3cr
KHSS 375	Physiological Basis of Strength Training	3cr	KHSS 492	Exercise Science Senior Capstone 3cr
KHSS 410	Exercise Prescription	3cr	KHSS 493	Internship 6cr
KHSS 411	Physical Fitness Appraisal	3cr		
KHSS 413	Physical Activity and Aging	3cr	<b>Controlled Electives:</b>	2-3
KHSS 414	Exercise Electrocardiography	3cr	BIOL 200	Medical Terminology 2cr
KHSS 415	Lifestyle Behavior Management for Physical Activity	3cr	KHSS 292	Introduction to Sport Management 3cr
KHSS 416	Functional Training for Strength and Conditioning	1cr	KHSS 373	Business Administration in the Fitness Industry 3cr
KHSS 492	Health Fitness Instruction	3cr	KHSS 436	Corrective Exercise for the Health and Fitness Practitioner 3cr
KHSS 493	Internship	9cr	KHSS 493	Internship (addition to 6cr) 3cr
<del>PHYS 151</del>	<del>Medical Physics Lecture</del>	3cr		
<b>Total Degree Requirements:</b>		120	<b>Free Electives:</b>	15-17
			<b>Total Degree Requirements:</b>	120

## b. Program Catalog Description Change:

### Current Catalog Description:

#### Exercise Science

IUP's Exercise Science program is accredited by the Committee on Accreditation for the Exercise Sciences under the auspices of the Commission on Accreditation of Allied Health Education Programs. This program provides students with the knowledge, skills, and abilities to seek employment in private and commercial fitness clubs, medical fitness facilities, sport-specific and conditioning facilities, and clinical settings such as cardiac and pulmonary rehabilitation programs. This program has an academic core, specialty classes in exercise assessment, programming, and prescription, and opportunities for work-site experience. While students may select Exercise Science as one of several tracks in the Kinesiology, Health, and Sport Science Department, students must demonstrate above-average academic performance by maintaining programmatic standards including (1) minimum 2.5 cumulative GPA for transfer students outside and within IUP; (2) a minimum of a "C" grade in major/core exercise science classes, including KHSS 285, 286, 343, 347, 375, 410, 411, 414, 492, and 493; and (3) before graduation, successful completion of an NCCA (National Commission for Certifying Agencies) approved health and fitness certification. Student transcripts will be reviewed each semester by the individual academic advisor and reported to the Exercise Science program coordinator for compliance with the academic requirements. Specific work-site experiences may be contingent upon students' obtaining student liability insurance and selected health clearances such as physical, TB, and drug screening. Purchase of small equipment such as stethoscopes and digital heart rate monitors will be required.

## Proposed Catalog Description:

### Exercise Science

IUP's Exercise Science program is accredited by the Committee on Accreditation for the Exercise Sciences under the auspices of the Commission on Accreditation of Allied Health Education Programs. This program provides students with the knowledge, skills, and abilities to seek employment in private and commercial fitness clubs, medical fitness facilities, sport-specific and conditioning facilities, and clinical settings such as cardiac and pulmonary rehabilitation programs. This program has an academic core, specialty classes in exercise assessment, programming, and prescription, and opportunities for work-site experience.

While students may select Exercise Science as one of several tracks in the Kinesiology, Health, and Sport Science Department, students must demonstrate above-average academic performance by maintaining programmatic standards including (1) minimum 2.5 cumulative GPA for transfer students outside and within IUP; (2) a minimum of a "C" grade in major/core exercise science classes, including KHSS 221 or BIO 150, 285, 286, 343, 347, 375, 410, 411, 413, 414, 415, 416, 492, and 493; and (3) before graduation, successful completion of an NCCA (National Commission for Certifying Agencies) approved health and fitness certification. Student transcripts will be reviewed each semester by the individual academic advisor and reported to the Exercise Science program coordinator for compliance with the academic requirements. Specific work-site experiences may be contingent upon students' obtaining student liability insurance and selected health clearances such as physical, TB, and drug screening. Purchase of small equipment such as stethoscopes and digital heart rate monitors will be required.

**Rationale:** This program is being revised to come into compliance with 60cr maximum credits in any IUP major. Additionally, the undergraduate Exercise Science curriculum requires updating necessary to come into compliance with new standards published in 2017 and reflected in national certification exams in 2020. Additionally, this revision accommodates students desire for free electives, thus maximizing potential for students to obtain minors in several from different departments across campus or complete prerequisite coursework for graduate education.

## 7. Department of History— New Course and Course Revisions

**APPROVED**

### a. New Course:

#### **HIST 265 The History of Power: Its Uses and Abuses**

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

**Prerequisite:** none

Explores the many forms that power has taken in the past, from the soft power of persuasion to the hard power of law and government. Focuses on Western Europe and the United States, from the Renaissance to the mid-twentieth century, and on issues of political control, race, and gender.



**Rationale:** The course will allow students to understand the many forms that power has taken in the past, from the soft power of persuasion to the hard power of law and government. Students will identify continuities of approach, how approaches changed over time and culture, and how "soft" and "hard" power have worked together towards a desired end. These conditions will be studied as applied to Western Europe and the United States. In the process, students will also learn how to find, analyze, and use primary sources and visual materials as historical sources. This course will enhance and complement research and critical thinking skills, as well as multimedia communication skills.

## **b. Course Revisions:**

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

**HIST 201 Western Civilization Before 1600** **3c-01-3cr**

**Prerequisite:** 3cr of college history, or current major in any of the following: history, history/pre-law, middle-level education grades 4-8/social studies specialization, or secondary social studies

A survey course presenting in various forms the origin and development of major political, social, religious, and intellectual institutions in Western civilization to approximately 1600. For history majors or by instructor's permission.

### **Proposed Catalog Description:**

**HIST 201 Western Civilization Before 1600** **3c-01-3cr**

**Prerequisite:** 3cr of college history, or current major in any of the following: history, history/pre-law, middle-level education grades 4-8/social studies specialization, or secondary social studies

Examines the history of Western Civilization from its beginnings in the Ancient Near East to the Age of Discovery. Focuses on the major political, social, religious, and intellectual institutions in Western civilization to approximately 1600.

**Rationale:** The course is being updated to reflect new SLOs and to bring the course in line with more current thinking about Western Civilization and what/whom it includes.

### **ii. Current and Proposed Catalog Description:**

**HIST 305 Renaissance and Reformation** **3c-01-3cr**

**Prerequisites:** Sophomore standing, 3cr of college history

History of Europe from approximately 1250; rise of commercial city, kings, and pressures on Christian Church to 1600. Some consideration of technology and voyages.

**Rationale:** This course is well-suited to support the aims of the liberal studies agenda as it encourages students to think about the issues of access to political power and the formation of the modern nation-state, as well gender discrimination, religious suppression, and the position of non-Europeans in the social and political order. Distance education will allow greater access to the full range of IUP students.

### iii. Current and Proposed Catalog Description:

#### **HIST 306 Early Modern Europe**

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

**Prerequisite:** Sophomore standing; 3 credits of college history

Greatness of France under Louis XIV; Sweden; Thirty Years' War. Emergence of modern society; French Revolution.

**Rationale:** This course is well-suited to support the aims of the liberal studies agenda as it encourages students to think about the issues of access to political power and the formation of the modern nation-state, as well gender discrimination, religious suppression, and the position of non-Europeans in the social and political order. Distance education will allow greater access to the full range of IUP students.

### 8. Department of Human Development, Fashion, and Interior Design—New Course, Course Revisions, Catalog Description Changes, Modification of Prerequisites, Class Hour Change, and Program Revision of Liberal Studies Section **APPROVED**

#### a. New Course

##### **FSMR 195 Computer Aided Design for Professionals for Fashion Professionals 3c-0l-3cr**

**Prerequisite:** none

Explores the functions and tools of Adobe Illustrator and Photoshop in the creation of technical fashion drawings, manipulated photographs, trend boards, and textile patterns.

**Rationale:** Learning vector (Adobe Illustrator) and raster-based (Adobe Photoshop) software programs are essential for fashion students to be prepared for the apparel industry today. Skills in using these software programs regularly appear in job advertisements for all aspects of the industry including product development, merchandising, and consumer advertising sectors.

#### b. Course Revision, Catalog Description Change, Modification of Prerequisites, and Class Hour Change

##### **Current Catalog Description:**

##### **CDFR 310 Child Observation and Assessment**

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

**Prerequisites:** Grade of “C” or better in CDFR 218 and enrolled in minor or major or instructor permission

A study of two important aspects of child development as a course of study: observational assessment and theory. Observational assessment methods are taught and mastered by the students. Relevant theories of child development are discussed. Students integrate their observational assessment experience with the child development theories via a case study project.

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

##### **CDFR 310 Child Observation and Assessment**

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

**Prerequisites:** Grade of C or better in CDFR 218 or ECED 112 or ECSP 112, or instructor permission

Examines the appropriate use of assessment and observational strategies to document children's behavior, learning, and development. Discusses principles of assessment across contexts. Methods of analysis for observation data are also reviewed.

**Rationale:** We recently updated our program objectives and we will be revising many of our courses. The proposed course objectives will align with the updated program objectives. Updating the prerequisites will allow for students in other majors (i.e. Early Childhood Education and Special Education) to register for the course without issues. Adding the Distance Education option will increase enrollment opportunities for both traditional and non-traditional students, and better meet the needs of our existing non-traditional students. In addition, we have been partnering with community agencies through a state grant award. One of the products from that work includes an infant-toddler certificate for early care workers. The providers and early care workers expressed a strong need for distance education options.

**c. Course Revision, Modification of Prerequisites, and Catalog Description Change:**

**Current Catalog Description:**

**CDFR 321 Preschool Education: Play and Developmentally Appropriate Practices 3c-0l-3cr**

**Prerequisites:** Grade of "C" or better in CDFR 218

Emphasizes play as a developmental process, the primary vehicle for early learning and as the major aspect of the preschool curriculum. Utilizes the child development philosophy as the basis for early learning environments. Provides students with knowledge to implement developmentally appropriate curriculum and methods for preschool education programming.

**Proposed Catalog Description:**

**CDFR 321 Preschool Education: Play and Developmentally Appropriate Practices 3c-0l-3cr**

**Prerequisites:** Grade of C or better in CDFR 218 or instructor permission

Emphasizes play as a developmental process, the primary vehicle for early learning and as the major aspect of the preschool curriculum. Utilizes development theories as the basis for early learning environments. Provides students with knowledge to implement developmentally appropriate curriculum and methods for preschool education programming in multiple settings (e.g., home, classroom, community).

**Rationale:** The course objectives are being revised to align with the updated program objectives and to better meet the needs of students. The Distance Education option is being added to meet the needs of traditional and non-traditional students. We have recently partnered with community agencies through a state grant award. A survey conducted through those community partners with early childhood education providers revealed a strong need for distance education options.

**d. Modification of Prerequisites:**

**Current Course Title and Prerequisites:****CDFR 410 Infant and Toddler Development** **3c-0l-3cr**

**Prerequisites:** Grade of "C" or better in CDFR 218, 310, 315, 321; compliance with current agency regulations; and enrolled in major or instructor permission

**Proposed Course Title and Prerequisites:****CDFR 410 Infant and Toddler Development** **3c-0l-3cr**

**Prerequisites:** CDFR 218 (C grade or better) and CDFR 310; compliance with current agency regulations; or instruction permission.

**Rationale:** The prerequisites need to be updated to reflect changes in our curriculum. Several of the courses are no longer required. Updating the prerequisites will make it easier for students to register while still maintaining the sequencing of the program.

**e. Program Revision of Liberal Studies Section:****Current Program:****Bachelor of Science in Education—K-12  
Family and Consumer Sciences Education  
(\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 47  
**Mathematics:** MATH 151  
**Natural Science:** ~~Option H:~~ BIOL 104 ~~recommended,~~  
 or CHEM 101-102 or CHEM 111-112  
**Social Science:** PSYC 101, SOC 151 or 161,  
 ANTH 110 or any global or multicultural social science  
**Liberal Studies Electives:** 6cr, CDFR 218, MATH  
 152, no courses with FCSE prefix

**Proposed Program:****Bachelor of Science in Education—K-12  
Family and Consumer Sciences Education  
(\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 47  
**Mathematics:** MATH 151  
**Natural Science:** BIOL 104-106, or  
 CHEM 101-102 or CHEM 111-112  
**Social Science:** PSYC 101, SOC 151 or 161,  
 ANTH 110 or any global or multicultural social science  
**Liberal Studies Electives:** 6cr, CDFR 218, MATH  
 152, no courses with FCSE prefix

**Rationale:** The prerequisite courses for FDNT 212 are BIOL 106 or CHEM 102 or CHEM 112. Family and Consumer Sciences Education (FCSE) majors are required to take FDNT 212. CHEM 102 or CHEM 112 are listed as required natural science courses for them, but BIOL 106 is not listed. The required natural science courses are based on the prerequisite courses listed for FDNT 150/151 and FDNT 212, since those courses are required for FCSE. BIOL 104 or CHEM 101 or CHEM 111 are required for FDNT 150/151. These courses are currently listed as options for the FCSE natural science requirements. The only course missing is BIOL 106.

**9. Department of Art and Design—New Courses****APPROVED****i. ART 423 Drawing: Materials and Process** **0c-6l-3cr**

**Prerequisite:** ART 112

Investigates essential materials and processes used in contemporary drawing (course is repeatable up to 9 credits).

**ii. ART 424 Drawing: Ideation and Concept****0c-6l-3cr****Prerequisite:** ART 112

Investigates ideational and conceptual skills utilized in contemporary drawing and design (course is repeatable for up to 9 credits).

**Rationale:** ART 423 and 424 are new courses that serve students interested in fine art drawing as well as those interested in illustration and graphic design, two areas of rapidly growing interest within the student population of the Department of Art and Design. The new courses will replace our current offering of ART 421 Advanced Drawing, which has proven insufficient to cover a wide enough range of essential topics.

**10. Department of Foreign Languages—Catalog Description Change and Modification of Prerequisite** **APPROVED**

**a. Catalog Description Change:****Current Catalog Description:**

**GRMN 372 Childhood Enchantment: The Fairy Tale in German Culture and Literature**

**3c-0l-3cr****Prerequisite:** GRMN 201

Analyzes the role fairy tales have played in German culture and literature over time. Emphasizes the complex reflection of socio-political processes and realities in folk tales and literary fairy tales (*Kunstmärchen*), as well as the use of fairy tale motifs in other literary genres, film, the arts, and music, advertising, and everyday life. Topics to be discussed may include, but are not limited to, gender roles, family relationships, the motif of the quest, the depiction of heroes and heroines, the conflict between good and evil, crime and punishment, the idea of justice, altruism versus egotism, the fairy tale and politics, etc. Taught in German.

**Proposed Catalog Description:**

**GRMN 372 Childhood Enchantment: The Fairy Tale in German Culture and Literature**

**3c-0l-3cr****Prerequisite:** none

Analyzes the role fairy tales have played in German culture and literature over time. Emphasizes the complex reflection of socio-political processes and realities in folk tales and literary fairy tales (*Kunstmärchen*), as well as the use of fairy tale motifs in other literary genres, film, the arts, and music, advertising, and everyday life. Topics to be discussed may include, but are not limited to, gender roles, family relationships, the motif of the quest, the depiction of heroes and heroines, the conflict between good and evil, crime and punishment, the idea of justice, altruism versus egotism, the fairy tale and politics, etc.

**Rationale:** In order to fit changed student needs and add flexibility to their schedules, the prerequisite of GRMN 201 should be removed, so that students can take GRMN 372 whenever it is offered. Reduced course offerings in German and occasional class

cancellations may otherwise make it impossible for students to take this course when it is offered. GRMN 372 is currently not offered at regular intervals. The catalog statement “Taught in German” should also be removed to allow this course to be offered to a bigger audience. Non-German language students interested in German culture, and fairy tales in particular, would then also be able to take this class. It is envisioned that this course be shared with sister schools in the future, and the removal of the GRMN 201 prerequisite and the “Taught in German” statement would make it easier for students to enroll. GRMN 372 is already approved for distance education

**11. Department of Communication Disorders, Special Education, and Disability Services—  
Course Number Changes, Catalog Description Changes, Modification of  
Prerequisites, Program Revision, Program Name Change, and Program Catalog  
Description Change** **APPROVED**

**a. Catalog Description and Number Changes**

**i. Current Catalog Description:**

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

**Prerequisite:** none

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.)

**Proposed Catalog Description:**

**DISB 369 Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities, or Brain Injury** **3c-0l-3cr**

**Prerequisite:** none

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 369; may not be taken for duplicate credit.)

**Rationale:** DISB 469 is being revised to become DISB 369. This course can be crosslisted with EDEX 369. Therefore, EDEX will change the number in order to continue to be listed with DISB 369.

**ii. Current Catalog Description:****DISB 478 Education of Persons with Intellectual/Developmental Disabilities and Physical/Multiple Disabilities 3c-0l-3cr****Prerequisite:** none

Focuses on major theoretical positions regarding etiology of intellectual disabilities, developmental disabilities, a wide and diverse range of physical/ multiple disabilities, and other health impairments. Discusses definitions, population characteristics, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services. (Also offered as EDEX 478; may not be taken for duplicate credits.)

**Proposed Catalog Description:****DISB 378 Education of Persons with Intellectual/Developmental Disabilities and Physical/Multiple Disabilities 3c-0l-3cr****Prerequisite:** none

Focuses on major theoretical positions regarding etiology of intellectual disabilities, developmental disabilities, a wide and diverse range of physical/ multiple disabilities, and other health impairments. Discusses definitions, population characteristics, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services. (Also offered as EDEX 378; may not be taken for duplicate credit.)

**Rationale:** Disability Services majors take this course. This course is crosslisted with EDEX. Because EDEX is changing the course from EDEX 478 to EDEX 378, Disability Services is changing the course number as well.

**iii. Current Catalog Description:****EDEX 469 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury 3c-0l-3cr****Prerequisites:** none

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.)

**Proposed Catalog Description:****EDEX 369 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury 3c-0l-3cr****Prerequisites:** none

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 369; may not be taken for duplicate credit.)

**iv. Current Catalog Description:**

**EDEX 478 Education of Persons with Intellectual/Developmental Disabilities and Physical/ Multiple Disabilities** **3c-0l-3cr**

**Prerequisites:** none

Focuses on major theoretical positions regarding etiology of intellectual disabilities, developmental disabilities, a wide and diverse range of physical/ multiple disabilities, and other health impairments. Discusses definitions, population characteristics, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services. (Also offered as DISB 478; may not be taken for duplicate credit.)

**Proposed Catalog Description:**

**EDEX 378 Education of Persons with Intellectual/Developmental Disabilities and Physical/ Multiple Disabilities** **3c-0l-3cr**

**Prerequisites:** none

Focuses on major theoretical positions regarding etiology of intellectual disabilities, developmental disabilities, a wide and diverse range of physical/ multiple disabilities, and other health impairments. Discusses definitions, population characteristics, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services. (Also offered as DISB 378; may not be taken for duplicate credit.)

**Rationale:** The course numbers are changing because the course content needs to be offered earlier in the course sequence before students take the methods course. The catalog descriptions are changed because these courses can be listed with DISB 378, therefore, a separate proposal to change the DISB course number is also being proposed.

**b. Modification of Prerequisites**

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

**EDEX 222 Methods of Teaching Language Arts to Secondary Students with Disabilities**

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

**Prerequisite:** EDEX 111, Methods of Teaching Language Arts to Secondary Students with Disabilities



**Proposed Course Title and Prerequisite:**

**EDEX 222 Methods of Teaching Language Arts to Secondary Students with Disabilities** 3c-01-3cr  
**Prerequisite:** EDEX 111

**Rationale:** Due to the changes to certification boards changing special education to PreK-12 for anyone being certified in special education, this course is no longer just for secondary education majors.

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

**EDEX 223 Reading Methods and Strategies for Students with Disabilities** 3c-01-3cr  
**Prerequisites:** EDEX 103, 111, 113

**Proposed Course Title and Prerequisite:**

**EDEX 223 Reading Methods and Strategies for Students with Disabilities** 3c-01-3cr  
**Prerequisites:** EDEX 103, 111

**Rationale:** Keeping EDEX 103, 111 and dropping EDEX 113 - this course does not exist.

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

**EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities** 3c-01-3cr  
**Prerequisites:** EDEX 111, 222, SPLP, 3.0 GPA

**Proposed Course Title and Prerequisite:**

**EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities** 3c-01-3cr  
**Prerequisite:** EDEX 111

**Rationale:** SPLP 254 is no longer a course that is offered. Students do not have to have EDEX 222 before taking this course

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

**EDEX 415 Preschool Education for Children with Disabilities** 3c-01-3cr  
**Prerequisites:** Disability services majors, special education majors, special education minors, 2.75 GPA

**Proposed Course Title and Prerequisite:**

**EDEX 415 Preschool Education for Children with Disabilities** 3c-01-3cr  
**Prerequisite:** none

**Rationale:** Removing the course prerequisite to open the course to other majors and minors.

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

**EDEX 424 Strategic Assessment and Instruction in Expository Texts** **3c-01-3cr**

**Prerequisites:** Early childhood education/special education majors, completion of Step 1 of the 3-Step Process

**Proposed Course Title and Prerequisite:**

**EDEX 424 Strategic Assessment and Instruction in Expository Texts** **3c-01-3cr**

**Prerequisite:** Special Education majors, Early childhood education/special education majors, completion of Step 1 of the 3-Step Process

**Rationale:** Adding Special Education as a major to the prerequisites.

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

**EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities)** **3c-01-3cr**

**Prerequisites:** EDEX 221, 222, 231, 321, 340, successful completion of Step 1 of the 3-Step Process

**Proposed Course Title and Prerequisites:**

**EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities)** **3c-01-3cr**

**Prerequisites:** Special Education majors, Early Childhood Education/Special Education majors, completion of Step 1 of the 3-Step Process

**Rationale:** Adding Special Education majors and Early childhood/special education majors. Removing the list of specific courses.

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

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

**Prerequisites:** Successful completion of Step 1 of the 3-Step Process, early childhood education/special education, PreK-8/7-12 special education and reading specialist, secondary content/grades 7-12 special education certification majors or permission

**Proposed Course Title and Prerequisites:**

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

**Prerequisites:** Special Education majors, Early childhood education/special education majors, completion of Step 1 of the 3-Step Process or permission

**Rationale:** Due to the changes to certification bands changing special education to PreK-

12 for anyone being certified in special education, this course is required for Special Education majors.

### c. Program Revision:

#### Current Program:

#### Bachelor of Science in Education—Special Education PreK-8/7-12 with Reading Specialist (\*)

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

**Mathematics:** MATH 151

**Natural Science:** Laboratory Science sequence required (SCI 105-107 and SCI 117 recommended)

**Social Science:** PSYC 101

**Liberal Studies Electives:** 3cr, MATH 152 required

#### College:

##### Preprofessional Education Sequence:

EDEX 103 Special Education Technology 3cr  
EDSP 102 Educational Psychology 3cr

##### Professional Education Sequence:

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
EDUC 242 Pre-student Teaching Clinical Experience I (~~Early Education~~) 1cr  
EDUC 342 Pre-student Teaching Clinical Experience II (~~Special Education-Severe~~) 1cr  
EDUC 421 Student Teaching (~~Special Education-PreK-8~~) 6cr  
EDUC 441 Student Teaching (~~Special Education-7-12~~) 6cr

#### Major:

##### Required Courses:

EDEX 111 Introduction to Exceptional Persons 3cr  
EDEX 114 Atypical Development in Infants, Children, and Adolescents 3cr  
~~EDEX 221 Methods of Teaching Mathematics to Secondary Students with Disabilities 2cr~~  
~~EDEX 222 Methods of Teaching Language Arts to Secondary Students with Disabilities 2cr~~  
EDEX 223 Reading Methods and Strategies for Students with Disabilities 3cr  
~~EDEX 231 Methods of Teaching Content Area Subjects to Persons with Disabilities 3cr~~  
EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities 3cr  
EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
EDEX 340 Behavior Management in Special Education 3cr  
EDEX 415 Preschool Education for Children with Disabilities 3cr  
EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities) 3cr

#### Proposed Program:

#### Bachelor of Science in Education—Special Education PreK-12 (\*)

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

**Mathematics:** MATH 151

**Natural Science:** Laboratory Science sequence required (SCI 105, 107 and SCI 117 recommended)

**Social Science:** PSYC 101

**Liberal Studies Electives:** 3cr, MATH 152 required

#### College:

##### Preprofessional Education Sequence:

EDEX 103 Special Education Technology 3cr  
EDSP 102 Educational Psychology 3cr

##### Professional Education Sequence:

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
EDUC 242 Pre-student Teaching Clinical Experience I 1cr  
EDUC 342 Pre-student Teaching Clinical Experience II 1cr  
EDUC 421 Student Teaching 6cr  
EDUC 441 Student Teaching 6cr

#### Major:

##### Required Courses:

EDEX 111 Introduction to Exceptional Persons 3cr  
EDEX 114 Atypical Development in Infants, Children, and Adolescents 3cr  
EDEX 223 Reading Methods and Strategies for Students with Disabilities 3cr  
EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities 3cr  
EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
EDEX 340 Behavior Management in Special Education 3cr  
~~EDEX 369 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury 3cr~~  
~~EDEX 378 Education of Persons with Intellectual/Developmental Disabilities and Physical/Multiple Disabilities 3cr~~  
EDEX 415 Preschool Education for Children with Disabilities 3cr  
~~EDEX 424 Strategic Assessment and Instruction in Expository Texts 3cr~~  
EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities) 3cr  
EDEX 435 Methods and Curriculum—Severe Cognitive Disabilities 3cr  
EDEX 440 Ethical and Professional Behavior 3cr

EDEX 435	Methods and Curriculum—Severe Cognitive Disabilities	3cr	EDEX 458	Transition for Youth with Disabilities	1cr
EDEX 440	Ethical and Professional Behavior		EDEX 460	Family Perspectives on Disability	3cr
EDEX 458	Transition for Youth with Disabilities	1cr	<del>EDHL 308</del>	<del>Supporting Language and Communication for Deaf/Hard-of-Hearing English Language Learners, and Individuals with Language Disorders</del>	<del>3cr</del>
EDEX 460	Family Perspectives on Disability		ENGL 323	Teaching Literature and Reading in the Secondary School	3cr
<del>EDEX 469</del>	<del>Education of Persons with Emotional Disabilities/Behavioral Disabilities/Learning Disabilities/Traumatic Brain Injury</del>	<del>3cr</del>	MATH 330	Teaching Mathematics in the Elementary School	3cr
MATH 330	Teaching Mathematics in the Elementary School	3cr	MATH 413	Methods for Teaching Mathematics	3cr
<del>SPLP 254</del>	<del>Classroom Management of Language Disorders</del>	<del>3cr</del>	<b>Total Degree Requirements:</b>		122
<del>Reading Specialist</del>			(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Communications section of this catalog.		
<del>LTCY 600</del>	<del>Foundations of Literary Instruction (1)</del>	<del>3cr</del>			
<b>Total Degree Requirements:</b>		<del>122</del>			

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

(1) This course satisfies 3cr of the reading specialist requirements.

**Rationale:** The PA House Bill 1386 legislated a return to a PK-12 stand-alone Special Education certification band by December 31, 2021. Therefore The UG Special Education PreK-Grade 8/ Grades 7-12 with Reading Specialist Program will be revised to become a stand-alone PreK-12 Special Education Certification program. The option to use the stand-alone PreK-12 program to secure a fifth year Reading Specialist certificate would remain a viable option for interested students.

## 12. Department of Anthropology—Course Number Change, Dual Listing, Track Deletion, and Program Revision **APPROVED**

### a. Course Number Change:

**Current Course Number and Title:** ANTH 360 Applied Anthropology

**Proposed Course Number and Title:** ANTH 457 Applied Anthropology

**Rationale:** We are revising our undergraduate Anthropology curriculum according to our approved INSPIRE proposal. We are collapsing the General Track into the Applied Anthropology Track. We will sequence two methods classes: ANTH 360 Applied Anthropology will follow ANTH 456 Ethnographic Research Methods. As such, we seek to change the designation of ANTH 360 to ANTH 457.

### b. Dual Listing was approved for:

ANTH 496 Human Osteology  
ANTH 497 Forensic Anthropology

### c. Track Deletion: B.A. Anthropology/General Track

**Rationale:** The Anthropology Department proposes to combine the General and Applied tracks into a single Applied Track. Applied Anthropology is the application of anthropological methods and perspectives to address real-world problems. The new Applied Track will have student FTE and degrees awarded counts higher than the INSPIRE-specified thresholds.

Focusing on the Applied track is consistent with the Department and University's ethos of foregrounding the real-world applications of higher education. The preparation that students receive in the Applied Track positions them to excel in a global workspace, meeting the needs of society and employers. The new Applied Track will also contribute to IUP's distinctiveness. The new track will be larger than both the mean (22 students) and median (12 students) national averages for Anthropology Departments according to IPEDS (when the Archaeology Track is added, IUP's Anthropology Department is significantly larger than average). More importantly, the change will have a positive outcome for graduates of the track and allow the Department, Admissions, Marketing, and Advancement to more effectively present the benefits of Anthropology to a diverse range of prospective students and supporters. The field of Anthropology struggles to attract students immediately out of high school in part because the subject is not often taught in high school.

### c. Program Revision:

#### Current Program:

##### Bachelor of Arts—Anthropology/Applied Anthropology Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 46-47  
**Mathematics:** MATH 217  
**Social Science:** GEOG 104 (recommended)  
**Liberal Studies Electives:** 6cr, no courses with ANTH prefix

**College:**  
 Foreign Language Intermediate Level (1) 0-8

**Major:** 36

##### Required Courses:

ANTH 211 Cultural Anthropology 3cr  
 ANTH 222 Biological Anthropology 3cr  
 ANTH 233 Language and Culture 3cr  
 ANTH 244 Basic Archaeology 3cr  
 Two methods courses: ANTH ~~360~~, 456 6cr  
 One theory course: ANTH 480 3cr

##### Controlled Electives:

One area course from the following: ANTH 271, 272, 273, 274, 314, 370 3cr  
~~Two~~ additional ANTH electives (300 or 400 level) ~~6cr~~  
 ANTH 493 Internship in Anthropology *or* ~~6cr~~  
*or* 460 Ethnographic Field School (2)

**Free Electives:** (3) ~~29-38~~

**Total Degree Requirements:** 120

#### Proposed Program:

##### Bachelor of Arts—Anthropology/Applied Anthropology Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 46-47  
**Mathematics:** MATH 217  
**Social Science:** GEOG 104 (recommended)  
**Liberal Studies Electives:** 6cr, no courses with ANTH prefix

**College:**  
 Foreign Language Intermediate Level (1) 0-8

**Major:** 36

##### Required Courses:

ANTH 211 Cultural Anthropology 3cr  
 ANTH 222 Biological Anthropology 3cr  
 ANTH 233 Language and Culture 3cr  
 ANTH 244 Basic Archaeology 3cr  
 Two methods courses: ANTH 456, ~~457~~ 6cr  
 One theory course: ANTH 480 3cr

##### Controlled Electives:

One area course from the following: ANTH 271, 272, 273, 274, 314, 370 3cr  
~~One~~ additional ANTH electives (300 or 400 level) ~~3cr~~  
 ANTH 493 Internship in Anthropology *or* ~~3-6cr~~  
*or* 460 Ethnographic Field School (2)

**Free Electives:** (3) 26-38

**Total Degree Requirements:** 120

- |   |   |
|---|---|
| (1) Intermediate-level foreign language may be included in Liberal Studies electives.<br>(2) An internship or ethnographic field school is highly desirable but may be replaced by <del>6cr</del> of pragmatic skill courses upon approval of the advisor.<br>(3) State System Board of Governors policy states that at least 40 percent of the course work in a degree must consist of courses numbered 300 and above. | (1) Intermediate-level foreign language may be included in Liberal Studies electives.<br>(2) An internship or ethnographic field school is highly desirable but may be replaced by <b>3-6cr</b> of pragmatic skill courses upon approval of the advisor.<br>(3) State System Board of Governors policy states that at least 40 percent of the course work in a degree must consist of courses numbered 300 and above. |
|---|---|

**Rationale:** This program is being revised as part of our INSPIRE plan. The Anthropology Department proposes to combine the General and Applied tracks into a single Applied Track. Applied Anthropology is the application of anthropological methods and perspectives to address real-world problems. The new Applied Track will have student FTE and degrees awarded counts higher than the specified thresholds. As detailed in our INSPIRE plan, the Applied track is consistent with the Department and University's ethos of foregrounding the real-world applications of higher education and meets the aspirations of students who wish to make a difference in the world. The preparation that students receive in the Applied Track positions them to excel in a global workspace, meeting the needs of society and employers.

### 13. Department of Sociology—New Certificate, Modification of Prerequisites, and Catalog Description Changes **APPROVED**

#### a. New Certificate

##### **Sociology for Human Services Certificate**

The certificate in **Sociology for Human Services** seeks to provide students with sociological knowledge and skills that will help them pursue further education and careers in the field of human services. Human service practitioners rely on a broad base of knowledge and skills as they interact with diverse populations to prevent and remediate problems. This certificate provides the student with flexibility in selecting courses that best fit with the student's areas of interest and future goals while also providing core courses designed to familiarize students with the sociology of human services and enhance skills and preparation for work in these fields.

#### **Certificate—Sociology for Human Services 12**

##### **Core Courses: 6**

SOC 391	Foundations of Sociological Practice	3cr
SOC 392	Clinical Sociological Practice	3cr

##### **Social Stratification Elective: 3**

##### **One course from the following:**

SOC 361	Social Stratification	3cr
SOC 362	Racial and Ethnic Minorities	3cr
SOC 363	Sociology of Gender	3cr
SOC 452	Disability and Society	3cr

##### **Controlled Electives:**

One course from the following: SOC 251, 333, 357, 427, 428	<span style="float: right;">3</span>
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**Rationale:** This certificate will serve as a way to micro-credential students interested in pursuing higher education or a career in human services. It provides students with knowledge and skills that will enhance their preparation for working with diverse populations in a variety of human services fields. Students completing this certificate will be introduced to sociological approaches to human services issues with a focus on developing applied skills and an understanding of diversity. The BA Sociology/ Human Services includes these courses. This certificate uses this existing curriculum and allows students who are not Sociology majors to benefit from the preparation this curriculum offers.

## **b. Modification of Prerequisites**

### **i. Current Course Title and Prerequisites:**

**SOC 427 Social Perspectives on Intimate Partner Violence** **3c-0l-3cr**  
**Prerequisite:** SOC 151 or 161

### **Proposed Course Title and Prerequisites:**

**SOC 427 Social Perspectives on Intimate Partner Violence** **3c-0l-3cr**  
**Prerequisite:** SOC 151 or 161 and junior standing or permission of instructor

### **ii. Current Course Title and Prerequisite:**

**SOC 428 Child Abuse** **3c-0l-3cr**  
**Prerequisite:** : SOC 151 or 161

### **Proposed Course Title and Prerequisites:**

**SOC 428 Child Abuse** **3c-0l-3cr**  
**Prerequisite:** : SOC 151 or 161 and junior standing or permission of instructor

**Rationale:** The only change being proposed for these courses is a modification of the prerequisites to add junior standing or permission of the instructor. These are 400-level courses and the level of instruction is intended for students at the junior level and above. Given the nature of the course content, students with more exposure to college-level content are better prepared to understand, process, and apply the material in the course. Recently we have seen an increase in first and second year students enrolling in these courses and therefore we seek to make junior standing an additional prerequisite.

## **c. Catalog Description Changes:**

### **i. Current Catalog Descriptions:**

**SOC 151 Principles of Sociology** **3c-0l-3cr**  
**Prerequisite:** none  
 A Scientific study of the structure of human societies and the behavior of individual

people and groups in society. Examines the relationship between individuals and societal institutions, processes, and interactions. Provides an overview of the discipline including key concepts, main theoretical perspectives, the methods and research findings of sociologists, and social inequalities. Meets Social Science requirement for Liberal Studies. SOC 151 and 161 may be substituted interchangeably as prerequisites only. SOC 151 and 161 cannot be substituted interchangeably for D/F repeats and may not be used for duplicate credit.

**SOC 161 Foundations of Sociology: Social Relations in Groups and Organizations**

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

**Prerequisite:** none

Studies the structure of human societies and the behavior of individual people, groups, and teams in society. Examines the relationship between individual and societal institutions, processes, and interactions with emphasis on the ways power/status are reflected. Explores the relationship between individual identity and team dynamics as it pertains to race, gender, class, sexuality, ability, and age while relating to the methods and research findings of sociologists. Applies decision making and problem solving as members of small teams work to achieve a shared objective within a larger organizational context. For those seeking a minor in Professional Teamwork and Leadership. SOC 161 is required for the Effective Teamwork and Communication minor. Meets Social Science and Global and Multicultural Awareness requirements for Liberal Studies. SOC 151 and 161 may be substituted interchangeably as prerequisites only. SOC 151 and 161 cannot be substituted interchangeably for D/F repeats and may not be used for duplicate credit.

**Proposed Catalog Descriptions:**

**SOC 151 Principles of Sociology**

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

**Prerequisite:** none

A scientific study of the structure of human societies and the behavior of individual people, groups, institutions, processes, and interactions. Examines the relationship between individuals and societal institutions, processes, and interactions. Provides an overview of the discipline including key concepts, main theoretical perspectives, the methods and research findings of sociologists, and social inequalities. Meets Social Science requirement for Liberal Studies. SOC 151 and 161 cannot be substituted interchangeably for D/F repeats.

**SOC 161 Foundations of Sociology: Social Relations in Groups and Organizations**

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

**Prerequisite:** none

Studies the structure of human societies and the behavior of individual people, groups, and teams in society. Examines the relationship between individual and societal institutions, processes, and interactions with emphasis on the ways power/status are reflected. Explores the relationship between individual identity and team dynamics as it pertains to race, gender, class, sexuality, ability, and age while relating to the methods and research findings of sociologists. Applies decision making and problem



solving as members of small teams work to achieve a shared objective within a larger organizational context. For those seeking a minor in Professional Teamwork and Leadership. Meets Social Science and Global and Multicultural Awareness requirements for Liberal Studies. SOC 151 and 161 cannot be substituted interchangeably for D/F repeats.

**Rationale:** A statement about duplicate credit and D/F repeats that originally appeared in both course catalog descriptions has been updated to resolve a technical issue that caused incorrect course scheduling in Banner.

#### 14. Department of Management—Catalog Description Change, Course Title Change, **APPROVED** Modification of Prerequisites

##### a. Catalog Description and Title Change

###### Current Catalog Description:

**MGMT 461 Business Leadership Theory** **3c-0l-3cr**

**Prerequisite:** Junior Standing or faculty permission

Introduces the various leadership styles such as autocratic, laissez-faire, transformational, transnational, visionary and others as they relate to today's global business/corporate environment. These styles and their effectiveness as well as examples of application are discussed.

###### Proposed Catalog Description:

**MGMT 461 Organizational Leadership Theory** **3c-0l-3cr**

**Prerequisite:** Junior Standing, Eberly Business Majors; junior status, for Non-Business Majors or Instructor's permission

Introduces the various leadership styles such as autocratic, laissez-faire, transformational, transnational, visionary and others as they relate to today's global business/corporate environment. These styles and their effectiveness as well as examples of application are discussed.

**Rationale:** This course is being modified in order to accommodate students enrolled in the university-wide Team and Leadership Studies and will fulfill the requirement previously filled by LDSP 361. In doing so we will be able to increase overall class size and diversity while eliminating the need to conduct two classes with similar content.

##### b. Current Course Title and Prerequisite:

**MGMT 330 Production and Operations Management** **3c-0l-3cr**

**Prerequisite:** MATH 107 or MATH 105, and MATH 214, junior standing, Eberly College of Business and Information Technology or approved major

###### Proposed Course Title and Prerequisite:

**MGMT 330 Production and Operations Management****3c-01-3cr**

**Prerequisite:** MATH 107 or 105, and MATH 214 or 216 or 217, junior standing, Eberly College of Business and Information Technology or approved major

**Rationale:** Many students who transfer to ECOBIT from other majors or other universities/colleges often transfer in MATH 217 or 216. We accept those courses as substitute for MATH 214. However, the students often face difficulty in signing up for this class and require departmental prerequisite override. Similarly, it is a frustrating experience for many other IUP students (Safety Science, Computer Science, and maybe some other majors) who take this course as an elective but cannot register for this course without first obtaining a prerequisite override. This proposed prerequisite change will make it easy for most such students to sign up for this course without the hassle or first seeking a prerequisite override from the Management Department.

**15. Department of Theatre, Dance, and Performance—Course Title Change, Catalog Description Change, and Course Revision**

**APPROVED****Current Catalog Description and Title:****THTR 101 Introduction to Theater****3c-01-3cr****Prerequisite:** none

An exploration of the theater arts, examining its major conceptual and aesthetic underpinnings, major periods of theater history, selected works of dramatic literature, and the primary theater arts of acting, directing, design, and technical theater. Class experience includes the analysis of at least two major works of drama, attending two live productions, and viewing of selected televised plays and musicals. Meets Fine Arts requirement for Liberal Studies. THTR 101 and 161 may be substituted interchangeably for D/F repeats. THTR 101 and THTR 161 may not be used for duplicate credit. THTR 161 is required for the Effective Teamwork and Communication minor.

**Proposed Catalog Description and Title:****THTR 101 Introduction to Theatre****3-01-3cr****Prerequisite:** none

Explores major conceptual, philosophical, and aesthetic underpinnings of theatre arts. Includes the analysis of major historical and contemporary works of drama through dramatic literature and live and mediated performance. Introduces key elements of theatre through examining the roles and functions of acting, playwriting, directing, and design. Meets Fine Arts requirement for Liberal Studies. THTR 101 and 161 may be substituted interchangeably for D/F repeats. THTR 101 and THTR 161 may not be used for duplicate credit. THTR 161 is required for the Effective Teamwork and Communication minor.

**Rationale:** This course is being revised to fix title spelling to parallel department title change, to map the SLOs to the EUSLOs, and to include an assessment tool.

**16. Department of Geosciences—Course Revisions****APPROVED****Current and Proposed Catalog Descriptions:****GEOS 101 The Dynamic Earth****3c-0l-3cr****Prerequisite:** No geoscience majors/minors

Examines the constant changes that affect the rocky surface of our planet. From volcanic eruptions and catastrophic earthquakes to the slow drift of continents and passage of ice ages, earth processes have shaped the history of life and altered the development of human civilization.

**GEOS 102 The Dynamic Earth Lab****0c-2l-1cr****Prerequisite:** No geoscience majors/minors**Corequisite:** Enrollment in GEOS 102 requires corequisite or previous enrollment in GEOS 101

Introduces the techniques geologists use to study the earth and reconstruct its past. Labs cover minerals, rocks, map interpretation, and fossil identification and may include field trips during the scheduled lab period.

**GEOS 204 Historical Geology****3c-3l-4cr****Prerequisite:** Grade of “C” or better in GEOS 201

An introduction to the historical development of geology as a scientific discipline and an overview of the methods used by geologists to reconstruct the Earth’s past history. Studies the rock and fossil record in lecture, lab, and field outcrops to discover how our planet formed, how plate tectonic activity shaped ocean basins and continents, how geologic processes created economic resources, and how the history of life is recorded by ancient rock deposits. Includes required field trips on weekends.

**Rationale:** GEOS 101 The Dynamic Earth, GEOS 102, and 204 are being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program.

**17. Teamwork and Leadership Studies—Program Revision****APPROVED****Current Approved Program:****Proposed Program:****Minor—Professional Teamwork and Leadership****19-20****Minor—Professional Teamwork and Leadership****19-20****Core Courses: (1)****10**

<del>LDSP 361</del>	<del>Introduction to Leadership</del>	<del>3cr</del>
LDSP 461	Leadership Capstone	1cr
SOC 161	Foundations of Sociology: Social Relations in Groups and Organizations	3cr
THTR 161	Introduction to Theater: Interpersonal Practices	3cr

**Core Courses: (1)****13**

LDSP 461	Leadership Capstone	1cr
MGMT 461	Business Leadership Theory	3cr
SOC 161	Foundations of Sociology: Social Relations in Groups and Organizations	3cr
THTR 161	Introduction to Theater: Interpersonal Practices	3cr
	Any 100-level PHIL course	3cr

**Select one Professional Teamwork and Leadership Pathway****Select one Professional Teamwork and Leadership Pathway****Applications of Teamwork and Leadership****6-7****Applications of Teamwork and Leadership****8-10**

Links the theory of teamwork and leadership to applications

Links the theory of teamwork and leadership to applications within your chosen field. Employers seek graduates who pursue opportunities to develop and apply their team and leadership skills through current, real-world problems that graduates will face during employment.

COMM 261 Teamwork and Communication 3cr  
Skills for College and Career or  
**or** JRNL 361 Presentation Making  
A Teamwork-Intensive Course (2) 3-4cr

~~Available Teamwork-Intensive Courses: BCOM 321, CHEM 326, 481, FDNT 355, 415, GEOG 440, GEOS 356, PSYC 350, THTR 281  
1-3 credits from the following: LDSP 482, PHIL 122, 1-3cr independent study, honors thesis, or undergraduate research~~

**Business Leadership Theory** 9

Explores top leadership theories and models, motivation of teams, cooperate social responsibility, foundations of commercial sustainability, and corporate ethics in the regional and global marketplaces.

BCOM 321 Business and Interpersonal Communications 3cr  
MGMT 461 Applied Business Leadership Skills 3cr  
~~3ers from the following: MGMT 311, 432, or 462 3cr~~

**Community and Civic Leadership Theory** 8-9

Explores the team and leadership theories regarding evaluation and planning of services, managing, and motivating teams of volunteers while building inter-governmental and intra-organizational relationships.

COMM 261 Teamwork and Communication  
Skills for College and Career **or**  
**or** JRNL 361 Presentation Making 3cr

PLSC 370 The Practice of Public Administration **or**  
**or** PSYC 390 Industrial-Organization Psychology 3cr  
~~2-3 credits from the following: LDSP 482, PHIL 122, 2-3cr SOC 345~~

- (1) COMM 261, JRNL 361, PHIL 122, THTR 161, and SOC 161 can count as one or more liberal studies requirements. Honors College students can satisfy PHIL 122, THTR 161, and SOC 161 by taking the appropriate HRNC core courses. THTR 111 is a substitute for THTR 161.
- (2) At least one course from pathway is required to be of 300- or 400-level coursework. If possible, take an in-major teamwork- intensive course or elective. Ensure the section chosen has the Teamwork-Intensive course attribute.

within your chosen field. Employers seek graduates who pursue opportunities to develop and apply their team and leadership skills through current, real-world problems that graduates will face during employment.

COMM 261 Teamwork and Communication 3cr  
Skills for College and Career or  
**or** JRNL 361 Presentation Making  
A Teamwork-Intensive Course (2) 3-4cr

**Business Leadership Theory** (3) 6

Explores top leadership theories and models, motivation of teams, cooperate social responsibility, foundations of commercial sustainability, and corporate ethics in the regional and global marketplaces.

BCOM 321 Business and Interpersonal Communications 3cr  
MGMT 461 Applied Business Leadership Skills 3cr

**Community and Civic Leadership Theory** 8-9

Explores the team and leadership theories regarding evaluation and planning of services, managing, and motivating teams of volunteers while building inter-governmental and intra-organizational relationships.

COMM 261 Teamwork and Communication  
Skills for College and Career **or**  
**or** JRNL 361 Presentation Making 3cr  
PLSC 370 The Practice of Public Administration **or**  
**or** PSYC 390 Industrial-Organization Psychology  
**or** SOC 345 Sociological Social Psychology 3cr

- (1) COMM 261, JRNL 361, PHIL 122, THTR 161, and SOC 161 can count as one or more liberal studies requirements. Honors College students can satisfy PHIL 122, THTR 161, and SOC 161 by taking the appropriate HRNC core courses. THTR 111 is a substitute for THTR 161.
- (2) At least one course from pathway is required to be of 300- or 400-level coursework. If possible, take an in-major teamwork- intensive course, **elective, or writing intensive requirement.** Ensure the section chosen has the Teamwork-Intensive course attribute.
- (3) **Non-MGMT students in the Business Leadership Theory pathway may substitute the following courses for the core PHIL course: MGMT 311 or MGMT 432.**

**Rationale:** This program revision is a part of the INSPIRE program review. The program will eliminate LDSP 361 Introduction to Leadership. LDSP 361 will be replaced with an updated version of MGMT 461 that includes the core leadership material needed to become one of the minor's core courses. We further eliminated LSDP 482, another minor specific course to minimize lower enrolled courses. Minor now allows any 100-level PHIL course rather than only PHIL 122, opening up options for students. The undergraduate catalog was not updated correctly after last year's revisions. The layout of the minor has been optimized for display in Degreeworks with help from the Registrars' office. This includes specific mention of which courses have been approved as Teamwork-Intensive courses, which locks students into only those that had been approved at the time of admission to IUP. Furthermore, we are adding assessment criteria for Middle States.

**18. Department of Educational and School Psychology—New Course****APPROVED****EDSP 157 Introduction to Professions in Education****3c-01-3cr****Prerequisite:** none

Introduces high school students to the field of education, as well as the various professions within the field. Acquaints students with the history of education and discusses current issues and trends including societal, political, and cultural influences on the field of education. Familiarizes students with the process of earning a degree in educator preparation at IUP, as well as achieving certification from the Pennsylvania Department of Education (PDE).

**Rationale:** This course is for high school students only who are dual enrolled and not for current IUP students. This course seeks to address the decline in numbers of students entering professions in the field of education. This course attempts to increase the number of high school students considering teaching and other aligned education professions (e.g., school psychology, school counseling) by introducing them to the topics in high school. IUP is working in collaboration with two urban school districts and five local school districts to achieve this goal, although students from other high schools will not be prohibited from taking the course.

**19. Department of Nursing and Allied Health—Program Revision and Program Catalog Description Change****APPROVED****a. Program Revision:****Current Programs:****Proposed Program:****Bachelor of Science--Respiratory Care****Bachelor of Science--Respiratory Care**

**Liberal Studies:** As outlined in Liberal Studies section with **the following specifications:**  
**Mathematics:** MATH 105 or higher level  
**Natural Science:** CHEM 101-102  
**Social Science:** PSYC 101, SOC 151 or 161, global and multicultural awareness course  
**Writing Intensive:** not required  
**Liberal Studies Elective:** 3cr, no courses with RESP prefix

44 **Liberal Studies:** As outlined in Liberal Studies section with **the following specifications:**  
**Mathematics:** MATH 105 or higher level  
**Natural Science:** CHEM 101-102  
**Social Science:** PSYC 101, SOC 151 or 161, global and multicultural awareness course  
**Writing Intensive:** not required  
**Liberal Studies Elective:** 3cr, no courses with RESP prefix

**Major:**

56

**Major:**

56

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

RESP 101	The Profession of Respiratory Care	1cr
RESP 326	Respiratory Care Clinical Practice I	3cr
RESP 327	Pharmacology	3cr
RESP 328	Applied Concepts in Respiratory Care	3cr
RESP 329	Respiratory Care Equipment	4cr
RESP 333	Respiratory Care Clinical Practice II	3cr
RESP 334	Respiratory Care Instrumentation and Application	4cr
RESP 335	Patient Care and Emergency Skills	4cr
RESP 336	Cardiopulmonary Evaluation and Clinical Correlation	4cr
RESP 425	Clinical Case Studies	3cr
RESP 426	Respiratory Care Clinical Practice III	4cr
RESP 429	Respiratory Care Leadership	3cr

RESP 101	The Profession of Respiratory Care	1cr
RESP 326	Respiratory Care Clinical Practice I	3cr
RESP 327	Pharmacology	3cr
RESP 328	Applied Concepts in Respiratory Care	3cr
RESP 329	Respiratory Care Equipment	4cr
RESP 333	Respiratory Care Clinical Practice II	3cr
RESP 334	Respiratory Care Instrumentation and Application	4cr
RESP 335	Patient Care and Emergency Skills	4cr
RESP 336	Cardiopulmonary Evaluation and Clinical Correlation	4cr
RESP 425	Clinical Case Studies	3cr
RESP 426	Respiratory Care Clinical Practice III	4cr
RESP 429	Respiratory Care Leadership	3cr

RESP 430	Cardiopulmonary Diagnostics	3cr
RESP 432	Neonatal and Pediatric Respiratory Care	3cr
RESP 433	Respiratory Care Clinical Practice IV	4cr
RESP 435	Respiratory Care Across the Continuum	3cr
RESP 441	Respiratory Care Professional I	2cr
RESP 451	Respiratory Care Professional II	2cr

**Other Requirements:** 15

**Science Courses:**

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
PHYS 151	Medical Physics	3cr

**Free Electives:** 5

**Total Degree Requirements:** 120

(1) RESP 300- and 400- level courses are completed at IUP Northpointe Regional Campus.

RESP 430	Cardiopulmonary Diagnostics	3cr
RESP 432	Neonatal and Pediatric Respiratory Care	3cr
RESP 433	Respiratory Care Clinical Practice IV	4cr
RESP 435	Respiratory Care Across the Continuum	3cr
RESP 441	Respiratory Care Professional I	2cr
RESP 451	Respiratory Care Professional II	2cr

**Other Requirements:** 15

**Science Courses:**

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
PHYS 151	Medical Physics	3cr

**Free Electives:** 5

**Total Degree Requirements:** 120

(1) RESP 300- and 400- level courses are completed at IUP Northpointe Regional Campus.

## Bachelor of Science--Respiratory Care/ Certified Respiratory Therapist Track

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

**Mathematics:** 3cr

**Natural Science:** CHEM 101-102

**Social Science:** PSYC 101, SOC 151 or 161, global and multicultural awareness course

**Writing Intensive:** not required

**Liberal Studies Elective:** 3cr, no courses with RESP prefix

**Major:** 56

RESP credits via articulation (1) 29cr

**Required Courses:** (2) 27cr

RESP 425	Clinical Case Studies	3cr
RESP 426	Respiratory Care Clinical Practice III	4cr
RESP 429	Respiratory Care Leadership	3cr
RESP 430	Cardiopulmonary Diagnostics	3cr
RESP 432	Neonatal and Pediatric Respiratory Care	3cr
RESP 433	Respiratory Care Clinical Practice IV	4cr
RESP 435	Respiratory Care Across the Continuum	3cr
RESP 441	Respiratory Care Professional I	2cr
RESP 451	Respiratory Care Professional II	2cr

**Free Electives:** 20

**Total Degree Requirements:** 120

(1) Students in this track may be exempt from the 100- and 300-level courses in the Respiratory Care program and may receive 29cr via articulation.

(2) RESP 300- and 400- level courses are completed at IUP Northpointe Regional Campus.

**Rationale:** This program is being revised secondary to recommendations from the INSPIRE committee. The embedding of the CRT track INTO the BS Respiratory Care will have the potential to increase students taking the 400 level courses in RESP. In addition, the narrative that

was published in the 2019-2020 catalog is inaccurate; it is not the narrative from the 2018 curriculum revision. It is important to note that while the *narrative* will show a change in credits, *NO credits/courses are changed from what was approved in Spring 2018.*

## **b. Program Catalog Description Change:**

### **Current Catalog Description:**

#### **Respiratory Care**

~~Alan Lantzy~~, MD, Medical Director

The bachelor of science degree program in respiratory care prepares the graduate for a career as a registered respiratory care practitioner. Respiratory care practitioners evaluate, treat, and care for people with breathing problems. They assist physicians in the evaluation and treatment of heart and lung disorders. Respiratory care practitioners are experts in the therapeutic use of medical gases, oxygen administration, pulmonary resuscitation, and artificial airways. They are employed in hospitals, extended care facilities, clinics, rehabilitation centers, physicians' offices, ~~private companies providing~~ home care services, ~~and municipal organizations.~~

The program is accredited by the Commission on Accreditation for Respiratory Care. The program consists of two academic years of preclinical studies (~~61~~ credits) on the Indiana campus and two academic years (~~59~~ credits) of clinical study at the IUP Northpointe Regional Campus. Students are expected to earn a GPA of at least 2.25 in the required Natural Sciences and Mathematics courses and an overall GPA of at least 2.0 to be considered for admission into the clinical years ~~in respiratory care~~. However, since admission to the clinical years is competitive, IUP cannot guarantee ~~admission~~. Upon graduation, graduates are eligible for certification (CRT) and registration (RRT) in respiratory care. The granting of the degree is not contingent upon passing the examinations. Graduates are prepared for graduate degrees that may lead to careers in administration, education, and medicine.

~~The bachelor of science degree program in respiratory care is offered for certified respiratory therapists (CRTs) who are graduates of an accredited certificate or associate degree respiratory care program. CRT students may be awarded advanced standing (33 credits) based on prior academic work completed in a respiratory care program. Students fulfill degree requirements set by the university. This track is designed to prepare the CRT to function in an advanced practice role.~~

Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, and professional uniforms.

Change of major applications and criteria are available online through the IUP Department of Nursing and Allied Health Professions.

### **Proposed Catalog Description:**

#### **Respiratory Care**

**Subbarao Elapavaluru**, MD, Medical Director\*



The bachelor of science degree program in respiratory care prepares the graduate for a career as a registered respiratory care practitioner. Respiratory care practitioners evaluate, treat, and care for people with breathing problems. They assist physicians in the evaluation and treatment of heart and lung disorders. Respiratory care practitioners are experts in the therapeutic use of medical gases, oxygen administration, pulmonary resuscitation, and artificial airways. They are employed in hospitals, extended care facilities, clinics, rehabilitation centers, physicians' offices, educational programs, home care services, as well as, national and international medical device companies.

The program is accredited by the Commission on Accreditation for Respiratory Care (CoARC). The program consists of two academic years of preclinical studies (65 credits) on the Indiana campus and two academic years (59 credits) of clinical study at the IUP Northpointe Regional Campus. Students are expected to earn a GPA of at least 2.25 in the required Natural Sciences and Mathematics courses (includes "C" or higher in BIOL 150 and 240), and an overall GPA of at least 2.0 to be considered for Fall semester admission into the clinical years in respiratory care. However, since admission to the clinical years is competitive, IUP cannot guarantee progression.

Respiratory Care majors must earn a minimum grade of "C" in all required RESP 300 level and 400 level courses to progress. A grade of "D" in a RESP course may hinder progression to the next level of required courses when mastery of the content is essential for success and certification.

Upon graduation, graduates are eligible for certification (CRT) and registration (RRT) in respiratory care. The granting of the degree is not contingent upon passing the credential examinations. Graduates are prepared for graduate degrees that may lead to careers in administration, education, and medicine.

This program is also available to Certified Respiratory Therapists (CRTs) who are graduates of a USDE-accredited, Associate degree respiratory care program. Based upon successful completion and prior approval to transfer academic credits from another respiratory care program, CRT students may be exempt from the RESP 100 and 300 level courses (29 credits). Students who are A.S., CRT must complete 27 credits from the 400-level RESP courses (see list below), which are available on a full-time or part-time basis. There is potential for additional course exemptions that meet prior approval for transfer (liberal studies, math, science); several of these courses may be available online. CRT candidates must provide proof of a valid NBRC credential and a current respiratory license for the state of Pennsylvania.

Detailed information regarding requirements such as health screening, liability insurance, legal clearance, and professional uniforms is available in the Nursing and Allied Health Department office and on the IUP website.

Criteria for change of major and applications are available online through the IUP Department of Nursing and Allied Health Professions.

\* pending final paperwork to appoint medical director



## 20. Liberal Studies and UWUCC Approved

### Current Language:

#### Writing Plans

The departments of Anthropology, Biology, English, Food and Nutrition, Foreign Languages, History, Hospitality Management, Journalism and Public Relations, Nursing and Allied Health, Philosophy, Religious Studies, and Sociology currently have approved writing plans. Students majoring in programs in these departments are not required to take writing-intensive course courses.

### Proposed Language:

#### Writing Plans

The departments of Anthropology, Biology, English, Food and Nutrition, Foreign Languages, History, Hospitality Management, Journalism and Public Relations, **Nursing and Allied Health (NURS majors only)**, Philosophy, **Political Science, Professional Studies in Education, Psychology, Religious Studies, Safety Sciences**, and Sociology currently have approved writing plans. Students majoring in programs in these departments are not required to take writing-intensive courses.

- **HIST 265 The History of Power: Its Uses and Abuses was approved as a Liberal Studies Elective class (Information Literacy) and with an assessment plan**
- **HIST 305 Renaissance and Reformation was approved as a Liberal Studies Elective class (Information Literacy) and with an assessment plan**
- **HIST 306 Early Modern Europe was approved as a Liberal Studies Elective class (Information Literacy) and with an assessment plan**
- **THTR 101 Introduction to Theatre was approved with a new assessment plan**
- **GEOS 101 Dynamic Earth was approved with a new assessment plan**
- **GEOS 102 Dynamic Earth Lab was approved with a new assessment plan**
- **GEOS 204 Historical Geology was approved with a new assessment plan**

### C. University-Wide Graduate Curriculum Committee (Chair Moore)

#### **FOR INFORMATION:**

1. The following courses have been approved to be placed into Moratorium:
  - ELMA 654: Teaching Problem Solving in the Elementary and Middle School
  - ELMA 681: Special Topics
  - ELMA 795: Thesis
2. The following courses were approved by the UWGC to be offered as a distance education course:
  - EDSP 945: Clinical Supervision in Psychology
  - MAED 617: Teaching Proportional Reasoning
  - SAFE 647: Applied Ergonomics
  - SAFE 660: Applied Industrial Hygiene

#### **FOR ACTION:**

1. SPLP 630 has been previously passed. The new course number was previously mistyped on the 9.10.19 Senate Agenda. Listed below are the previous and current course numbers.

**APPROVED**

**Current Number:**  
630

**Proposed Number:**  
611

**Current Title:**  
Language Disorders of Children

**Proposed Title:**  
Pediatric Speech & Language Disorders

2. **POLICY CHANGE**  
**SCHOOL OF GRADUATE STUDIES AND RESEARCH**  
**Policy:** DE for Summer

**APPROVED**

**Rationale:** Since a number of departments have expressed interest in obtaining DE approval for courses, the curriculum committees propose the following temporary change to the curriculum flow for only the summer of 2020. The goal is to allow departments and proposers the opportunity to move ahead with DE development without having to wait until the fall semester to begin the approval process.

**Policy:** The University-Wide Undergraduate Curriculum Committee and the University-Wide Graduate Committee propose the creation of a small subcommittee comprised of two members from the UWUCC and two members of the UWGC which will meet during the summer of 2020 to approve only DE add-ons for existing courses. The committee will not consider any other curricular changes (new courses, course revisions, program revisions, etc.) during their meetings. The current approval process (iwiki workflow and questions) will remain unchanged. The approved DE add-ons will be presented at the first University Senate meeting of the fall 2020 semester.

**3. DEPARTMENT: Accounting  
NEW COURSE**

**APPROVED**

**Course: ACCT/FIN 995**

**Rationale:** This is the culminating scholarly activity in the Ph.D. Program

**Summary:**

<b>Course Title</b>	Doctoral Dissertation in Accounting & Finance
<b>Number of Credits</b>	Class Hours per Week: Lab Hours: Credits: 12
<b>Prerequisites</b>	Student in the PhD Program or permission.
<b>Catalog Description</b>	Provides a culminating scholarly activity requiring independent original research, literature review, data collection, analysis, and written and oral dissemination of findings. The dissertation defense is required.

**4. DEPARTMENT: Accounting  
NEW COURSE:**

**APPROVED**

**Course: ACCT/FIN 895**

**Rationale:** This is the course between the core classes and dissertation in the Ph.D. Program

**Summary:**

<b>Course Title</b>	Doctoral Seminar in Accounting & Finance
<b>Number of Credits</b>	Class Hours per Week: Lab Hours: Credits: 6
<b>Prerequisites</b>	Student in the PhD Program or permission
<b>Catalog Description</b>	Introduces Ph.D. students to basic and applied research in a specific area of business—accounting and finance.

**5. DEPARTMENT: ART & DESIGN  
PROGRAM REVISION**

**APPROVED**

**Program: M.A. in Art – Art Education Track**

**Rationale:**

Three changes are being proposed to the MA in Art - Art Education Track.

1. The Art Education track is moving fully online in Summer 2020. ART 610 & 611 will be eliminated as requirements. Student Learning Outcome 4 will also be eliminated as it was specific to these courses.
2. Two new courses are being added to replace ART 610 & ART 611 - ARED 524: Special Populations in Art Education and ARED 523: Community-Based and Museum Art Education. These courses reflect contemporary shifts in the field of Art

Education as well as the interests of MA in Art - Art Education Track students working in these settings.

3. Language in the catalog description is revised to reflect a shift in the delivery of the MA in Art - Art Education Track. The program was originally designed to accommodate the schedules of working art educators by offering a full-time summer intensive option with online courses during the academic year. After initially offering the program in this way in Summer 2019, we found art educators were not interested in a full-time summer residency, preferring instead a fully online program. Language describing the hybrid delivery of the program in the catalog is being replaced with language describing the program as fully online.

### **Current Program 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 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.

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.

**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.

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.

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 proficiency. 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 graduate committee may require satisfactory completion of certain undergraduate courses.

Applicants must submit items required by graduate admissions including two letters of recommendation, official transcripts, and professional goal statement.

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

#### **Master of Arts in Art/Art Education Track**

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 interrelationships. Students must choose between two tracks, a practice-oriented studio track or a research-based art education track. The Studio Track requires on-campus attendance in mostly face-to-face courses. The Art Education Track is delivered fully online study, and designed to accommodate the schedules of working art educators. Both tracks are appropriate for educators seeking to fulfill PDE Level II Certification requirements.

Individuals seeking admission to graduate study within the Department of Art and Design 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.

**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.

The Art Education Track is designed to accommodate the working art educator and is offered fully online. The Art Education Track requires two years of consecutive part-time study to complete the program.

Applicants must be a graduate of an accredited B.A. or B.S. in Art Education or be judged to possess the necessary prerequisite proficiency. 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 graduate committee may require satisfactory completion of certain undergraduate courses.

Applicants must submit items required by graduate admissions including two letters of recommendation, official transcripts, and professional goal statement.

#### **Master of Arts in Art/Art Education Track**

#### **Current Program Requirements**

**I. Major Concentration<sup>1</sup> (24 credits)**

ART 610	Creative Inquiry: Visual Concepts	3 credits
ART 611	Creative Inquiry: Inter-Media Contexts	3 credits
ART 525	Critical Practice	3 credits
ART 620	Art and Visual Culture	3 credits
ART 615	Art Seminar	3 credits
ARED 640	Curriculum Theory and Practice	3 credits
ARED 730	Teaching Studio Art	3 credits
	<i>Select one course from the following:</i>	3 credits
ACE 600	Introduction to Instructional Technology Design	3 credits
ACE 640	Community Based Education	3 credits
EDEX 569	Education of Personals with Emotional, Behavioral Disorders, Learning Disabilities or Brain Injury	3 credits
EDEX 578	Education of Persons with Mental Retardation, Developmental Disabilities and Physical/Multiple Disabilities	3 credits
EDSP 748	Fundamental of Behavior Change	3 credits
EDSP 576	Foundations of Behavior Analysis	3 credits
EDSP 577	Assessment of Student Learning	3 credits

**IV. Graduate Level Elective (3 credits)****V. Synthesis (3 credits)**

ART 699	Independent Study <sup>1</sup>	3 credits
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**Total 30 credits**

<sup>1</sup>. Student will submit a proposal for their Synthesis Independent Research Project and undergo a candidacy review upon the completion of 12-15 credits

**Proposed Program Requirements****I. Major Concentration<sup>1</sup> (24 credits)**

ARED 523	Community-Based and Museum Art Education	3 credits
ARED 524	Special Populations in Art Education	3 credits
ARED 640	Curriculum Theory and Practice	3 credits
ARED 730	Teaching Studio Art	3 credits
ART 525	Critical Practice	3 credits
ART 615	Art Seminar	3 credits
ART 620	Art and Visual Culture	3 credits
	<i>Select one course from the following:</i>	
ACE 600	Introduction to Instructional Technology Design	3 credits
ACE 640	Community Based Education	3 credits
EDEX 569	Education of Personals with Emotional, Behavioral Disorders, Learning Disabilities or Brain Injury	3 credits

EDEX 578	Education of Persons with Mental Retardation, Developmental Disabilities and Physical/Multiple Disabilities	3 credits
EDSP 748	Fundamental of Behavior Change	3 credits
EDSP 576	Foundations of Behavior Analysis	3 credits
EDSP 577	Assessment of Student Learning	3 credits

**II. Graduate Level Elective (3 credits)**

**III. Synthesis (3 credits)**

ART 699	Independent Study <sup>1</sup>	3 credits
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**Total 30 credits**

<sup>1</sup>. Student will submit a proposal for their Synthesis Independent Research Project and undergo a candidacy review upon the completion of 12-15 credits

**6. DEPARTMENT: BIOL**

**APPROVED**

**COURSE REVISIONS**

**Course: BIOL 501**

**Rationale:** All specific undergraduate prerequisite courses are being removed from graduate courses to reduce the number of overrides.

**Summary:**

**Current Course Title:**

Fundamental of Epidemiology

**Proposed Course Title:**

Fundamental of Epidemiology

**Current Prerequisite(s):**

MATH 216 or 217; BIOL 104 and 119, or  
BIOL 203; or permission of the instructor.

**Proposed Prerequisite(s):**

none

**COURSE REVISIONS**

**Course: BIOL 555**

**Rationale:** Removal of specific undergraduate prerequisites and replacing with general content prerequisite. This will allow graduate students to register for this course without having taken a specific undergraduate course.

**Summary:**

**Current Course Title:**

Animal Behavior

**Proposed Title:**

Animal Behavior

**Current Prerequisite(s):**

BIOL 220 or permission of the instructor

**Proposed Prerequisite(s):**

One Evolutionary Biology course

**COURSE REVISIONS****Course: BIOL 571**

**Rationale:** Shortening course title and removing all undergraduate prerequisites from the course. Course description is being replaced to maintain consistency with the dual-listed undergraduate course BIOL 471.

**Summary:****Current Course Title:**

Dendrology of the Eastern U.S.

**Proposed Title:**

**Dendrology**

**Current Prerequisite(s):**

BIOL 210 or instructor permission

**Proposed Prerequisite(s):**

**none**

**Current Catalog Description:**

A field course that examines the taxonomy, morphology, and ecology of the tree species in the eastern portion of North America. The forests of Pennsylvania will be emphasized in the course.

**Proposed Catalog Description:**

**A comprehensive survey of the tree species in eastern North America with an emphasis on Pennsylvania forests.**

**COURSE REVISIONS****Course: BIOL 573**

**Rationale:** We are removing all specific undergraduate prerequisites from our graduate courses.

**Summary:****Current Course Title:**

Seedless Vascular Plants: Ferns and Allied Flora

**Proposed Title:**

Seedless Vascular Plants: Ferns and Allied Flora

**Current Prerequisite(s):**

BIOL 210

**Proposed Prerequisite(s):**

**none**

**COURSE REVISIONS****Course: BIOL 574**

**Rationale:** We are removing all specific undergraduate prerequisites from our graduate courses.

**Summary:****Current Course Title:**

Spring Flora of the Northeastern U.S

**Proposed Title:**

Spring Flora of the Northeastern U.S

**Current Prerequisite(s):**

BIOL 210 or permission of instructor

**Proposed Prerequisite(s):**

**none**



**COURSE REVISIONS****Course: BIOL 622**

**Rationale:** Catalog description has been changed to better reflect the course and a prerequisite has been added, which should be at least one undergraduate course in Ecology

**Summary:****Current Course Title:**

Advanced Ornithology

**Proposed Title:**

Advanced Ornithology

**Current Prerequisite(s):**

None

**Proposed Prerequisite(s):**

One undergraduate course in Ecology

**Current Catalog Description:**

A detailed study of bird populations, behavior, and movement, including the annual cycle.

**Proposed Catalog Description:**

Study of bird populations, behavior, and movement, including the full annual cycle. This course has a strong focus of understanding concepts and methodologies that are used to better understand avian ecology and to advance the conservation of birds and their habitats. Portions of this course will be off-campus and in field settings. Students will be expected to learn how to identify local bird species by sight and sound.

**COURSE REVISIONS****Course: BIOL 645**

**Rationale:** Adding a course prerequisite for general content.

**Summary:****Current Course Title:**

Behavioral Ecology

**Proposed Title:**

Behavioral Ecology

**Current Prerequisite(s):**

None

**Proposed Prerequisite(s):**

One course in Ecology

**7. DEPARTMENT: BIOL  
NEW COURSE****Course: BIOL 630**

**Rationale:** The course is being proposed because of the recent advances in genome engineering that allow genetic editing on unprecedented scale at a very low cost. The course is proposed as a controlled elective for graduate MS biology students whose research involves genome editing. Biology Honors Program students are also required to take a 500 or 600-level BIOL course-this course could fulfill that requirement.

**APPROVED**

**Summary:**

<b>Course Title</b>	Gene Editing Tools in Medicine and Biotechnology
<b>Number of Credits</b>	Class Hours per Week: 3 Lab Hours: 0 Credits: 3
<b>Prerequisites</b>	None
<b>Catalog Description</b>	Focuses on editing concepts and techniques involved in modern biotechnology as it relates to genome engineering. Understand the principles and techniques governing the gene editing tools such as CRISPR in microbiology, agriculture, animal sciences, and human health. Emphasizes acquisition of the knowledge and skills necessary to undertake gene editing using CRISPR. Addresses issues concerning their ethical, legal, and social implications in the United States and the world.

**8. DEPARTMENT: COMM**  
**NEW COURSE**

**APPROVED****Course: COMM 577**

**Rationale:** This course is being proposed to prepare our students to enter the work force as freelance or independent business owners. By teaching them how to manage self-employment and freelance work, we give them another opportunity to become successful after graduation. In our field, becoming a freelance media producer is a viable career path and so we propose this class to show students the different ways to accomplish this.

**Summary:**

<b>Course Title</b>	Freelancing and Entrepreneurship in Media
<b>Number of Credits</b>	Class Hours per Week: Lab Hours: Credits: 3
<b>Prerequisites</b>	Communications Media major or minor.
<b>Catalog Description</b>	Explores the professional fields of freelance, enterprise start-up and entrepreneurship in media and communication. Surveys professional, financial and legal responsibilities for freelance and self-employed media professionals. Identifies and compares different types of freelance and media businesses to develop business plans.

**9. DEPARTMENT: EDSP**  
**PROGRAM REVISION:**

**APPROVED**

**Program: PhD School Psychology Rationale:** The PhD in School Psychology Program is being revised for three reasons: 1) to permit students with related masters degree to enter into the PhD Program with recognition of their masters degree and 2) to change the internship requirements from 9 credits to 6 credits to more accurately reflect the demands

of the course and align with the norms within the field and 3) to update the catalogue description based on an inaccuracy and the elimination of the Pupil Services Program.

### Summary:

#### Current Course Sequence

##### Year One

##### Summer I

EDEX 650: Exceptional Children and Youth

##### Summer II

**EDSP 476/576: Foundations of Behavioral Analysis**

GSR 615: Elements of Research

##### Fall

EDSP 711: Introduction to School Psychology

EDSP 755\*†/855: Practicum I

EDSP 789: Psychometric Theory

***EDEX 751: Instructional Interventions and Methods for Students with Autism Spectrum Disorder***

PSYC 835: Advanced Psychopathology

##### Spring

EDSP 746: Academic Interventions

EDSP 755†/855: Practicum I

EDSP 766: Biological Bases of Behavior

EDSP 813: Academic Assessment

**BOLD = BCBA only**

*Italics = Not required for PHD*

\*EDSP 755 will be taken with 1 credit associated with EDSP 711

†EDSP 755 will be taken with 1 credit associated with EDSP 813 and 1 credit associated with EDSP 746

#### Proposed Course Sequence

##### Year One

##### Summer I

EDEX 650: Exceptional Children and Youth

##### Summer II

**EDSP 476/576: Foundations of Behavioral Analysis**

GSR 615: Elements of Research

##### Fall

EDSP 711: Introduction to School Psychology

EDSP 755\*†/855: Practicum I

EDSP 789: Psychometric Theory

***EDEX 751: Instructional Interventions and Methods for Students with Autism Spectrum Disorder***

PSYC 835: Advanced Psychopathology

##### Spring

EDSP 746: Academic Interventions

EDSP 755†/855: Practicum I

EDSP 766: Biological Bases of Behavior

EDSP 813: Academic Assessment

**BOLD = Graduate Certificate in Behavior Analysis**

*Italics = Not required for PHD*

\*EDSP 755 will be taken with 1 credit associated with EDSP 711

†EDSP 755 will be taken with 1 credit associated with EDSP 813 and 1 credit associated with EDSP 746

##### Year Two

##### Summer I

##### Year Two

##### Summer I

EDSP 705: Multicultural Issues in Schools and Communities

EDSP 747: Psychology of Human Development

### **Summer II**

PSYC 810: Historical Trends in Psychology

PSYC 852: Behavioral, Cognitive, and Affective Processes

### **Fall**

EDSP 745: Counseling for School Psychologists

EDSP 755†/855: Practicum I

EDSP 812: Cognitive Assessment

EDSP 763: Assessment of Personality and Behavior

### **Spring**

EDSP 755\*†/855: Practicum I

EDSP 760: Group Counseling for School Psychologists

EDSP 814: Advanced Assessment of Low-Incidence Disabilities

EDSP 818: Consultation in Applied Settings

EDSP 849/949: Advanced Practicum in School Psychology and Supervision

\* EDSP 755 will be taken with 1 credit associated with EDSP 760

†EDSP 755 will be taken with 1 credit associated with EDSP 812 and 1 credit EDSP 863

EDSP 705: Multicultural Issues in Schools and Communities

EDSP 747: Psychology of Human Development

### **Summer II**

PSYC 810: Historical Trends in Psychology

PSYC 852: Behavioral, Cognitive, and Affective Processes

### **Fall**

EDSP 745: Counseling for School Psychologists

EDSP 755†/855: Practicum I

EDSP 812: Cognitive Assessment

EDSP 763: Assessment of Personality and Behavior

### **Spring**

EDSP 755\*†/855: Practicum I

EDSP 760: Group Counseling for School Psychologists

EDSP 814: Advanced Assessment of Low-Incidence Disabilities

EDSP 818: Consultation in Applied Settings

EDSP 849/949: Advanced Practicum in School Psychology and Supervision

\* EDSP 755 will be taken with 1 credit associated with EDSP 760

†EDSP 755 will be taken with 1 credit associated with EDSP 812 and 1 credit EDSP 863

## **Year 3**

### **Summer I**

**EDSP 748: Fundamentals of Behavior Change**

EDSP 849/949: Advanced Practicum in School Psychology and Supervision

### **Summer II**

## **Year 3**

### **Summer I**

**EDSP 748: Fundamentals of Behavior Change**

EDSP 849/949: Advanced Practicum in School Psychology and Supervision

### **Summer II**

EDSP 717/817: Applied Educational  
Research Methods  
**EDSP 758: Advanced Behavioral  
Assessment and Intervention**

**Fall**

EDSP 755/855\*: Practicum I  
**EDSP 911: Legal and Ethical Principles  
in School Psychology**  
EDSP 915: Doctoral Seminar in Applied  
Educational Research  
EDSP 942: Neuropsychology of  
Children's Learning Disorders

**Spring**

EDSP 916: Doctoral Seminar in Advanced  
Educational Research  
EDSP 978: School Counseling Practicum  
**EDEX 753: Research Seminar in Special  
Education** or ELECTIVE  
PSYC 858: Advanced Social Psychology

**BOLD = BCBA only**

*Italics = Not required for PHD*

\* EDSP 855 will be taken with 1 credit  
associated with EDSP 942

EDSP 717/817: Applied Educational  
Research Methods  
**EDSP 758: Advanced Behavioral  
Assessment and Intervention**

**Fall**

EDSP 755/855\*: Practicum I  
**EDSP 911: Legal and Ethical Principles  
in School Psychology**  
EDSP 915: Doctoral Seminar in Applied  
Educational Research  
EDSP 942: Neuropsychology of  
Children's Disorders

**Spring**

EDSP 916: Doctoral Seminar in Advanced  
Educational Research  
EDSP 978: School Counseling Practicum  
**EDEX 753: Research Seminar in Special  
Education** or ELECTIVE  
PSYC 858: Advanced Social Psychology

**BOLD = Graduate Certificate in  
Behavior Analysis**

*Italics = Not required for PHD*

\* EDSP 855 will be taken with 1 credit  
associated with EDSP 942

**Year 4****Summer I**

EDSP 945: Clinical Supervision in  
Psychology  
EDSP 949: Advanced Practicum in School  
Psychology and Supervision

**Summer II**

EDSP 994: Introduction to Dissertation  
EDSP 836: Personality Theory and  
Systems of Psychology  
(Prospectus meeting and RTAF required)

**Fall and Spring**

\*EDSP 995 or EDSP 952: Dissertation or  
Internship

**Year 4****Summer I**

EDSP 945: Clinical Supervision in  
Psychology  
EDSP 949: Advanced Practicum in School  
Psychology and Supervision

**Summer II**

EDSP 994: Introduction to Dissertation  
EDSP 836: Personality Theory and  
Systems of Psychology  
(Prospectus meeting and RTAF required)

**Fall and Spring**

\*EDSP 995 or EDSP 952: Dissertation or  
Internship

\*Students who take EDSP 955 in Year 4 should defend by end of Year 5

\*Students who take EDSP 955 in Year 4 should defend by end of Year 5

### Year 5

### Year 5

#### Summer I and II

EDSP 952: Internship

#### ~~Summer I and II~~

~~EDSP 952: Internship~~

#### Fall and Spring

\*EDSP 995 or EDSP 952: Dissertation or Internship

#### Fall and Spring

\*EDSP 995 or EDSP 952: Dissertation or Internship

#### Winter

*EDSP 975 (optional): Supervision of Pupil Services*

#### ~~Winter~~

~~*EDSP 975 (optional): Supervision of Pupil Services*~~

*Italics = Not required for PHD*

\*Students who take EDSP 955 in Year 5 should defend by end of Year 5

*Italics = Not required for PHD*

*Italics = Not required for PHD*

\*Students who take EDSP 955 in Year 5 should defend by end of Year 5

*Italics = Not required for PHD*

## 10. DEPARTMENT: ISDS

**APPROVED**

### NEW COURSE

#### Course: ISDS 895

**Rationale:** This is the course between the core classes and dissertation in the Ph.D. Program in business. Students will take the course before taking the comprehensive exam

#### Summary:

<b>Course Title</b>	Doctoral Seminar in Information Systems and Decision Making
<b>Number of Credits</b>	Class Hours per Week: 6 Lab Hours:0 Credits: 6
<b>Prerequisites</b>	Students enrolled in PhD program or permission from department chairperson
<b>Catalog Description</b>	Employs applied research methods in a specific area of business—information systems.

## 11. DEPARTMENT: ISDS

**APPROVED**

### NEW COURSE

#### Course: ISDS 995

**Rationale:** This is the culminating scholarly activity in the Ph.D. Program.

#### Summary:

<b>Course Title</b>	Doctoral Dissertation in Information Systems and Decision Making
<b>Number of Credits</b>	Class Hours per Week: Lab Hours: Credits: 1-12
<b>Prerequisites</b>	Students in the PhD program or permission of department chairperson
<b>Catalog Description</b>	Provides students an opportunity to conduct independent original research and disseminate their findings in oral and written formats. Dissertation defense is required. Culminating scholarly activity for the PhD in Business program.

**12. DEPARTMENT: KHSS****APPROVED****COURSE REVISION:****Course: KHSS 515**

**Rationale:** The course name is being revised to use current contemporary terminology that is reflected in the profession of exercise science.

**Summary:****Current Course Title:**

Lifestyle Behavior Management for Physical Activity

**Proposed Course Title:**

Wellness Coaching for Lifestyle Behavior Management

**13. DEPARTMENT: MACS****APPROVED****PROGRAM REVISION****Program: Mathematics Education Secondary Mathematics Education**

**Rationale:** As a result of the department's review after being placed in Phase 1 of INSPIRE we are combining our Master in Education-Elementary and Middle Level (MAED-EMLM) and our Master in Education-Secondary Mathematics Education (MAED-SMAE) into one masters with two specializations. One specialization for will be for teachers who would like to pursue contents courses that pertain to elementary and middle level content and the second specialization is for teachers interested in secondary mathematics content. There will be a set of core courses that focus on Mathematics Education and Education Research that all students will take regardless of their specialization.

**Summary:****Current Program Title:**

Mathematics Education Secondary  
Mathematics Education

**Proposed Program Title:**

Mathematics Education

**Current Catalog Description:**

The Master of Education in Mathematics Education is ideal for elementary, middle, and secondary school teachers. Its purpose is to

**Proposed Catalog Description:**

The Master of Education in Mathematics Education is ideal for elementary, middle, and secondary school teachers. Its purpose is to provide an

provide an opportunity for graduate students to increase their knowledge of mathematics and pedagogy, as well as to become aware of research and innovations in mathematics education. Upon completion of the program, graduate students will be prepared to serve as leaders of mathematics education in their school districts or to pursue a doctoral degree in mathematics education. Completion of this degree meets the requirements for Level II certification. The program consists of 36 credits in four broad areas: Education and Educational Research (6 credits), Mathematics Education Core (12 credits), Mathematics Education Content (12 credits), and Mathematics Education Electives (6 credits). The program consists of two tracks – one track in Secondary Mathematics Education and one track in Elementary and Middle School Mathematics Education.

### **Current Program Requirements:**

MEd in Mathematics Education – Secondary Mathematics Education Track

#### **I. Education and Educational Research (6 cr.)**

GSR 615 Elements of Research (3 cr)  
 One of the following courses:  
 EDSP 704 Advanced Educational Psychology (3 cr)  
 EDSP 746 Learning and Instruction (3 cr)  
 EDSP 747 Advanced Psychology of Adolescent Education (3 cr)  
 EDSP 748 Advanced Studies in Behavioral Problems (3 cr)

#### **II. Mathematics Education Core (12 cr.)**

MAED 650 Curriculum and Instruction in Mathematics Education (3 cr)  
 MAED 654 Teaching Problem Solving in Mathematics Education (3 cr)

opportunity for graduate students to increase their knowledge of mathematics and pedagogy, as well as to become aware of research and innovations in mathematics education. Upon completion of the program, graduate students will be prepared to serve as leaders of mathematics education in their school districts or to pursue a doctoral degree in mathematics education. Completion of this degree meets the requirements for Level II certification. The program consists of 36 credits in four broad areas: Education and Educational Research (6 credits), Mathematics Education Core (12 credits), Mathematics Education Content (12 credits), and Mathematics Education Electives (6 credits). The program consists of two tracks – one track in Secondary Mathematics Education and one track in Elementary and Middle School Mathematics Education.

### **Proposed Program Requirements:**

MEd in Mathematics Education

#### **I. Education and Educational Research (6 cr.)**

GSR 615 Elements of Research (3 cr)  
 One course from:  
 EDEX 569 Education of Persons with Emotional, Behavioral Disorders, Learning Disabilities or Brain Injury (3 cr)  
 EDEX 578 Education of Persons with Intellectual/Developmental Disabilities and Physical/Multiple Disabilities (3 cr)  
 EDEX 650 Exceptional Children and Youth (3 cr)  
 EDEX 750 Assessment for Instructional Planning for Students with Autism Spectrum Disorder (3 cr)  
 EDEX 751 Instructional Interventions and Methods for Students with Autism Spectrum Disorder (3 cr)  
 EDEX 752 Assessment of Persons with Disabilities (3 cr)  
 EDSP 577 Assessment of Student Learning (3 cr)  
 EDSP 704 Advanced Educational Psychology (3 cr)  
 EDSP 746 Learning and Instruction (3 cr)  
 EDSP 747 Advanced Psychology of Adolescent Education (3 cr)  
 EDSP 748 Advanced Studies in Behavioral Problems (3 cr)

#### **II. Mathematics Education Core (12 cr.)**

MAED 650 Curriculum and Instruction in Mathematics Education (3 cr)  
 MAED 652 Differentiated Instruction in Mathematics Education (3 cr)



MAED 660 Survey of Research in Mathematics Education (3 cr)

~~One of the Following Courses:~~

MAED 652 ~~Differentiating~~ Instruction in Secondary Mathematics Education (3 cr)

~~ELMA 652 Diagnosis and Remedial Teaching of Mathematics (3 cr)~~

### III. Mathematics Education Content (12 cr.)

MAED 611 Algebra for Secondary Teachers (3 cr)

MAED 612 Geometry for Secondary Teachers (3 cr)

MAED 613 Probability and Statistics for Secondary Teachers (3 cr)

MAED 614 Pre-Calculus and Discrete Mathematics for Secondary Teachers (3 cr)

~~MAED~~ 650 Themes in History of Mathematics (3 cr)

### IV. Mathematics Education Electives (6 cr.)

~~ELMA~~ 559 ~~Computer~~ Related Topics in Mathematics Education (3 cr)

MAED 616 Writing in Mathematics Education (3 cr)

MAED 681 Special Topics in Mathematics Education (3 cr)

MAED 698 Internship in Mathematics Education\* (3 cr)

MAED 795 Thesis in Mathematics Education (3 cr)

Any course from Category III

\*The internship may be used to do preliminary work related to a thesis. This is by permission only.

MAED 654 Teaching Problem Solving in Mathematics Education (3 cr)

MAED 660 Survey of Research in Mathematics Education (3 cr)

### III. Mathematics Education Electives (6 cr.)

~~MAED~~ 559 ~~Technology~~-Related Topics in Mathematics Education (3 cr)

MAED 616 Writing in Mathematics Education (3 cr)

MAED 681 Special Topics in Mathematics Education (3 cr)

MAED 698 Internship in Mathematics Education\* (3 cr)

MAED 795 Thesis in Mathematics Education (3 cr)

Any course from Category IV

### IV. Mathematics Education Content (12 cr)

**Students in the Elementary and Middle Level Specialization select from Option I. Students in the Secondary Mathematics Specialization select from Option II.**

#### Option I

~~MAED~~ 517 Probability and Statistics for Elementary/Middle Level Teachers (3 cr)

~~MAED~~ 520 Patterns and Functions for Elementary/Middle Level Teachers (3 cr)

~~MAED~~ 556 Geometry for Elementary/Middle Level Teachers (3 cr)

~~MAED~~ 557 Introduction to Number Theory (3 cr)

~~MAED~~ 558 Introduction to Logic and Logical Games (3 cr)

~~MAED~~ 561 Discrete Math for Elementary/Middle Level Teachers (3 cr)

~~MAED~~ 571 Algebra for Elementary/Middle Level Teachers (3 cr)

~~MAED~~ 617 Teaching Proportional Reasoning (3 cr)

#### **Option II**

MAED 611 Algebra for Secondary Teachers (3 cr)

MAED 612 Geometry for Secondary Teachers (3 cr)

MAED 613 Probability and Statistics for Secondary Teachers (3 cr)

MAED 614 Pre-Calculus and Discrete Mathematics for Secondary Teachers (3 cr)

~~MAED~~ 617 Teaching Proportional Reasoning (3 cr)

~~MATH~~ 650 Themes in History of Mathematics (3 cr)

\*The internship may be used to do preliminary work related to a thesis. This is by permission only.

## 14. DEPARTMENT: MACS NEW COURSE

**Course: MAED 617**

**Rationale:** The course is being proposed as part of the M.Ed. in Mathematics Education Program. This course provides teachers with the opportunity to learn about one of the

**APPROVED**

most important concepts that permeates the mathematics classroom K-16 - proportional reasoning. This is a topic that is not often addressed in depth in many teacher preparation programs.

**Summary:**

<b>Course Title</b>	Teaching Proportional Reasoning
<b>Number of Credits</b>	Class Hours per Week: 3 Lab Hours: 0 Credits: 3
<b>Prerequisites</b>	Enrolled in the Master of Education in Mathematics Education or instructor permission.
<b>Catalog Description</b>	Explores essential components of proportional reasoning; extends understanding of the underlying concepts of proportional reasoning taught at the elementary, middle, and secondary levels; examines appropriate use of technology and manipulatives, innovative curricula and materials, and methods, research and standards related to teaching proportional reasoning at all levels.

**15. DEPARTMENT: MACS  
COURSE REVISIONS**

**APPROVED**

**Course: MAED 517**

**Rationale:** The course is being revised to change the pre-requisite from a particular undergraduate courses taught here at IUP to one that states students need to be enrolled in the Master of Education in Mathematics Education. The prefix is being changed so that all courses in the Master of Education in Mathematics Education have the same prefix. And finally the catalog description is being revised in include reference to statistics as well as middle level mathematics concepts which are covered in the course.

**Summary:**

<b>Current Prefix:</b> ELMA	<b>Proposed Prefix:</b> MAED
<b>Current Course Title:</b> Introduction to Probability and Statistics	<b>Proposed Course Title:</b> Probability and Statistics for Elementary/Middle Level Teachers
<b>Current Prerequisite(s):</b> MATH 152 or equivalent.	<b>Proposed Prerequisite(s):</b> Enrolled in the Master of Education Mathematics Education
<b>Current Catalog Description:</b> Introduces students to elementary concepts of probability which will enable them to analyze	<b>Proposed Catalog Description:</b> Explores the concepts of teaching of probability and statistics to elementary and middle level students. Explores curricular materials, resources,

data, make predictions, and determine what concepts may be used with children.

and activities relevant to teaching diverse groups at the elementary and middle level.

## COURSE REVISIONS

### Course: MAED 520

**Rationale:** The course is being revised to change the pre-requisite from a particular undergraduate course taught here at IUP to one that states students need to be enrolled in the Master of Education in Mathematics Education. The prefix is being changed so that all courses in the Master of Education in Mathematics Education have the same prefix. And finally the course title and catalog description are being revised to include reference to patterns and functions as well as middle level mathematics concepts which are covered in the course.

### Summary:

#### Current Prefix:

ELMA

#### Proposed Prefix:

MAED

#### Current Course Title:

Pre-Calculus Mathematics I

#### Proposed Course Title:

Patterns and Functions

#### Current Prerequisite(s):

MATH 152 or equivalent.

#### Proposed Prerequisite(s):

Enrolled in the Master of Education Mathematics Education

#### Current Catalog Description:

Examines the function concept as applied to elementary real-number functions and graphing techniques for these functions. Topics include real-number functions, such as absolute value, step, linear, quadratic and other polynomial functions, trigonometric and other periodic functions, exponential, logarithmic functions, and all other inverse functions. Students will examine curricular materials that develop function concepts in grades K-8.

#### Proposed Catalog Description:

Examines the function concept as applied to elementary and middle level real-number functions and graphing techniques for these functions. Topics include real-number functions, such as absolute value, linear, quadratic and other polynomial functions, trigonometric and other periodic functions, exponential, logarithmic functions, and all other inverse functions. Introduces beginning calculus concepts. Explores curricular materials that develop function concepts in grades Pre-K-8.

## COURSE REVISIONS

### Course: MAED 556

**Rationale:** The prefix is being changed so that all courses in the Master of Education in Mathematics Education have the same prefix. The wording of the pre-requisite is being changed to match that of other courses in the program. Wording changes are being made to the catalog description.

### Summary:

**Current Prefix:**

ELMA

**Proposed Prefix:**

MAED

**Current Course Title:**

Geometry for Elementary and Middle Level Teachers

**Proposed Course Title:**

Geometry for Elementary and Middle Level Teachers

**Current Prerequisite(s):**

Enrolled in Master of Education in Elementary and Middle School Mathematics Education or permission of instructor.

**Proposed Prerequisite(s):**

Enrolled in Master of Education in Mathematics Education

**Current Catalog Description:**

Students become acquainted with an informal, intuitive approach to geometry. Activities and materials for teaching geometrical concepts to children are an integral part of the course.

**Proposed Catalog Description:**

Explores an informal, intuitive approach to teaching geometry to elementary and middle level students. Activities and materials for teaching geometrical concepts to Pre-K-8 are an integral part of the course

**COURSE REVISIONS****Course: MAED 559**

**Rationale:** The course is being revised to change the pre-requisite from a particular undergraduate courses taught here at IUP to one that states students need to be enrolled in the Master of Education in Mathematics Education. The prefix is being changed so that all courses in the Master of Education in Mathematics Education have the same prefix. The catalog description is being updated

**Summary:****Current Prefix:**

ELMA

**Proposed Prefix:**

MAED

**Current Course Title:**

Computer-Related Topics in the Elementary and Middle School

**Proposed Course Title:**

Technology-Related Topics in Mathematics Education

**Current Prerequisite(s):**

MATH 152 or equivalent.

**Proposed Prerequisite(s):**

Enrolled in the Master of Education Mathematics Education

**Current Catalog Description:**

Provides teachers with the concepts and techniques necessary to teach computer-related topics to children in the elementary and middle schools.

**Proposed Catalog Description:**

Provides teachers with skills that will enable them to use technology as a tool to support students' engagement in and learning of mathematics. Examines grade-level appropriate technologies and

their effective uses in the mathematics classrooms such as dynamic geometry software, interactive web applications, calculators, and data collection probes.

## **COURSE REVISIONS**

### **Course: MAED 561**

**Rationale:** The course is being revised to change the pre-requisite from a particular undergraduate courses taught here at IUP to one that states students need to be enrolled in the Master of Education in Mathematics Education. The prefix is being changed so that all courses in the Master of Education in Mathematics Education have the same prefix. The catalog description, outcomes, and assessments are being updated. The revision also includes a proposal for Distance Education as our the Elementary and Middle Level specialization of the Master of Education in Mathematics Education is moving to being completely online.

### **Summary:**

**Current Prefix:**  
ELMA

**Proposed Prefix:**  
MAED

**Current Course Title:**  
Discrete Mathematics for Elementary/Middle Level Teachers

**Proposed Course Title:**  
Discrete Mathematics for Elementary/Middle Level Teachers

**Current Prerequisite(s):**  
Enrolled in Master of Education in Elementary and Middle School Mathematics Education, or permission of instructor.

**Proposed Prerequisite(s):**  
Enrolled in Master of Education in Mathematics Education.

**Current Catalog Description:**  
Topics in discrete mathematics, including systematic counting, graph coloring, networks, and their applications, as well as the historical background and the role of discrete mathematics in today's world. Uses a problem-solving, hands-on approach to content. Explores curricular materials, resources, and activities relevant to teaching discrete mathematics at the Elementary/Middle Level. This is a dual level course.

**Proposed Catalog Description:**  
Examines topics in discrete mathematics, including systematic counting, graph coloring, networks, and their applications, as well as the historical background and the role of discrete mathematics in today's world. Uses a problem-solving, hands-on approach to content. Explores curricular materials, resources, and activities relevant to teaching discrete mathematics at the Elementary/Middle Level.

## **COURSE REVISIONS**

### **Course: MAED 571**

**Rationale:** The course is being revised to change the pre-requisite to the correct name of the program. The prefix is being changed so that all courses in the Master of Education in Mathematics Education have the same prefix.

**Summary:**

**Current Prefix:**

ELMA

**Proposed Prefix:**

MAED

**Current Course Title:**

Algebra for Elementary/Middle Level Teachers

**Proposed Course Title:**

Algebra for Elementary/Middle Level Teachers

**Current Prerequisite(s):**

Enrolled in Master of Education in Elementary and Middle School Mathematics Education or permission of instructor.

**Proposed Prerequisite(s):**

Enrolled in Master of Education in Mathematics Education.

**Current Catalog Description:**

Topics include multiple representations of sequences, integers, expressions, equations, systems of equations, inequalities, and matrices. Representations of expressions and equations will be employed through the use of hand-on and visual aids and with appropriate technology. Connections will be made with the teaching and learning of algebraic concepts at the Elementary and Middle Level.

**Proposed Catalog Description:**

Includes multiple representations of sequences, integers, expressions, equations, systems of equations, inequalities, and matrices. Examines different representations of expressions and equations will be employed through the use of hand-on and visual aids and with appropriate technology. Makes connections with the teaching and learning of algebraic concepts at the Elementary and Middle Level.

**COURSE REVISIONS**

**Course: MAED 650**

**Rationale:** The prefix is being changed to remove the cross listing from the title. The pre-requisite is being modified to match the pre-requisites of the other courses in the program.

**Summary:**

**Current Prefix:**

MAED/ELMA

**Proposed Prefix:**

MAED

**Current Course Title:**

Curriculum and Instruction in Mathematics Education

**Proposed Course Title:**

Curriculum and Instruction in Mathematics Education

**Current Prerequisite(s):**

Appropriate major or permission of the instructor.

**Proposed Prerequisite(s):**

Enrolled in the Master of Education Mathematics Education.

**Current Catalog Description:**

The purpose of this course is to familiarize the K-12 teacher with the philosophical and psychological issues that guide the development of mathematics curricula. Topics include a history of the development of mathematics curriculum; innovative curricula that have had impact on teaching and learning; state and national standards and their impact on mathematics curricula; methods of implementing a contemporary program; and analysis of current curricula.

**Proposed Catalog Description:**

**Familiarizes K-12 teacher** with the philosophical and psychological issues that guide the development of mathematics curricula. Topics include a history of the development of mathematics curriculum; innovative curricula that have had impact on teaching and learning; state and national standards and their impact on mathematics curricula; methods of implementing a contemporary program; and analysis of current curricula.

**COURSE REVISIONS****Course: MAED 652**

**Rationale:** The course is being modified to give the correct title of the course, to modify the pre-requisite to match other courses in the program, and to update the wording in the catalog description.

**Summary:****Current Prefix:**

MAED

**Proposed Prefix:**

MAED

**Current Course Title:**

Differentiation Instruction in Secondary Mathematics

**Proposed Course Title:**

Differentiated Instruction in **Mathematics Education**

**Current Prerequisite(s):**

Appropriate major or permission of the instructor.

**Proposed Prerequisite(s):**

**Enrolled in Master of Education in Mathematics Education.**

**Current Catalog Description:**

Participants will deepen their knowledge about topics relating to essential components of differentiated instruction in a secondary math classroom through the exploration of tools, simulations, discussions, and research. They will apply this knowledge through the creation of original differentiated products and will reflect on how differentiated instruction connects to their work in the classroom. Throughout the course, differentiated strategies will be embedded and modeled.

**Proposed Catalog Description:**

**Explores topics related to essential components of differentiated instruction in a mathematics classroom through the exploration of tools, simulations, discussions, and research. Provides opportunities to create original differentiated products and reflect on how differentiated instruction connects to the classroom. Differentiated strategies will be embedded and modeled.**

**COURSE REVISIONS****Course: MAED 699**

**Rationale:** The prefix is being revised so that all courses in the Master of Education in Mathematics Education have the same prefix. The title is being revised to better reflect the program.

**Summary:****Current Prefix:**

ELMA

**Proposed Prefix:****MAED****Current Course Title:**

Elementary Math--Independent Study

**Proposed Course Title:****Mathematics Education**--Independent Study**Current Catalog Description:**

Under the guidance of a faculty member, a student may study some area of mathematics or mathematics education not covered in regular courses.

**Proposed Catalog Description:**

**Allows for the study in some area of mathematics or mathematics education not covered in regular courses.**

**16. DEPARTMENT: KHSS****APPROVED****COURSE REVISIONS****Course: KHSS 513**

**Rationale:** The course name is being revised to utilize more contemporary terminology and to better reflect the course objectives and content.

**Summary:****Current Course Title:**

Physical Activity &amp; Aging

**Proposed Course Title:**Physical Activity & Aging **Across the Lifespan****17. DEPARTMENT: KHSS****APPROVED****PROGRAM REVISION****Program: MED-HPE / Adapted Physical Activity**

**Rationale:** This track is being slightly updated (swapping one course) to better merge the Athletic Coaching Track, which is being closed, as part of the INSPIRE committee recommendation.

**Summary:****Current Program****Program Requirements****I. Core Courses (12 cr.)**

KHSS 517 Contemporary Issues in School and  
Community Health 3 cr.

KHSS 634 Current Literature in Health, Fitness,

**Proposed Changes****Program Requirements****I. Core Courses (12 cr.)**

KHSS 517 Contemporary Issues in School and  
Community Health 3 cr.

KHSS 634 Current Literature in Health, Fitness,



and Sport 3 cr.  
 KHSS 640 Research Methods for Health, Sport,  
 and Physical Activity 3 cr.  
 KHSS 680 Seminar 3 cr.

## II. Tracks

### A. Teacher Certification\* (24 cr.)

KHSS 526 Health Science Instruction 3 cr.  
 KHSS 615 Program Design and Assessment in  
 Health and Physical Education 3 cr.  
 KHSS 631 Motor Learning 3 cr.  
 KHSS 645 Advanced Teaching Techniques in  
 Physical Education 3 cr.  
 KHSS 655 Health and Fitness for Elementary  
 Children 3 cr.  
 KHSS 670 Advanced Seminar in Adapted Health  
 Physical Education 3 cr.  
 KHSS 675 Fitness Technology for Health and  
 Physical Educators 3 cr.  
 Any EDEX course 500 level or higher

### B. Community Health Education (12 cr.)

KHSS 520 Health Education and Promotion at the  
 Workplace 3 cr.  
 NURS 610 Health Promotion and  
 Social Issues 3 cr.  
 HSAD 605 Epi in Health Service  
 Administration 3 cr.  
 OR  
 KHSS 672 Epidemiology of Physical Activity 3 cr.  
 KHSS 698 Internship 3 cr.

### C. Adapted Physical Activity (12 cr.)

EDEX 650 Exceptional Children and Youth 3 cr.  
 KHSS 537 Coaching Disability Sport 3 cr.  
~~KHSS 670 Advanced Seminar in Adapted and~~  
~~Physical Education 3 cr.~~  
 KHSS 698 Internship 3 cr.

### ~~D. Athletic Coaching Education (12 cr.)~~

~~KHSS 602 Sport Psychology 3 cr.~~  
~~KHSS 603 Physiological Basis of Sport 3 cr.~~  
~~KHSS 610 Coaching Management 3 cr.~~  
~~KHSS 698 Internship 3 cr.~~

and Sport 3 cr.  
 KHSS 640 Research Methods for Health, Sport,  
 and Physical Activity 3 cr.  
 KHSS 680 Seminar 3 cr.

## II. Tracks

### A. Teacher Certification\* (24 cr.)

KHSS 526 Health Science Instruction 3 cr.  
 KHSS 615 Program Design and Assessment in  
 Health and Physical Education 3 cr.  
 KHSS 631 Motor Learning 3 cr.  
 KHSS 645 Advanced Teaching Techniques in  
 Physical Education 3 cr.  
 KHSS 655 Health and Fitness for Elementary  
 Children 3 cr.  
 KHSS 670 Advanced Seminar in Adapted Health  
 Physical Education 3 cr.  
 KHSS 675 Fitness Technology for Health and  
 Physical Educators 3 cr.  
 Any EDEX course 500 level or higher

### B. Community Health Education (12 cr.)

KHSS 520 Health Education and Promotion at the  
 Workplace 3 cr.  
 NURS 610 Health Promotion and  
 Social Issues 3 cr.  
 HSAD 605 Epi in Health Service  
 Administration 3 cr.  
 OR  
 KHSS 672 Epidemiology of Physical Activity 3 cr.  
 KHSS 698 Internship 3 cr.

### C. Adapted Physical Activity (12 cr.)

EDEX 650 Exceptional Children and Youth 3 cr.  
 KHSS 537 Coaching Disability Sport 3 cr.  
~~KHSS 670 Advanced Seminar in Adapted and~~  
~~Physical Education 3 cr.~~  
 KHSS 698 Internship 3 cr.

## III. Electives and/or Thesis (Choose One)

### A. Thesis Option (9 cr.)

KHSS 795 Thesis 6 cr.  
 Electives in KHSS or related fields. 3 cr.

### B. Non-Thesis Option (12 cr.)

Electives in KHSS or related fields. 12 cr.

\*Students completing Track A: Teacher

**III. Electives and/or Thesis (Choose One)****A. Thesis Option (9 cr.)**

KHSS 795 Thesis 6 cr.

Electives in KHSS or related fields. 3 cr.

**B. Non-Thesis Option (12 cr.)**

Electives in KHSS or related fields. 12 cr.

\*Students completing Track A: Teacher Certification do not require elective or thesis credits. Those students follow Professional Practice requirements outlined below.

**Professional Practice for Teacher Certification (6-12 cr.)**

Students seeking certification as health and physical education teachers must also student teach as required by the Pennsylvania Department of Education. Students demonstrating acceptable levels of knowledge, skills, and disposition will be permitted to enroll in EDUC 421 and/or EDUC 441 Student Teaching. A review of student teaching applicant's graduate record will be conducted by the HPE Graduate Pedagogy Committee, which will determine if the student has met all requirements to move ahead with certification. Those who are determined to be deficient will not be permitted to student teach. They will receive a degree without Pennsylvania teaching certification. Those who are certified as elementary teachers will complete 6 credits in secondary student teaching. Those certified as secondary teachers will complete 6 hours of elementary student teaching. Non-certified students must complete both the elementary and secondary student teaching for a total of 12 credits. A culminating activity is required. The total credit hours for the teacher certification track is 36 credits, and the total credit hours with certification is 42- 48 credits.

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

Certification do not require elective or thesis credits. Those students follow Professional Practice requirements outlined below.

**Professional Practice for Teacher Certification (6-12 cr.)**

Students seeking certification as health and physical education teachers must also student teach as required by the Pennsylvania Department of Education. Students demonstrating acceptable levels of knowledge, skills, and disposition will be permitted to enroll in EDUC 421 and/or EDUC 441 Student Teaching. A review of student teaching applicant's graduate record will be conducted by the HPE Graduate Pedagogy Committee, which will determine if the student has met all requirements to move ahead with certification. Those who are determined to be deficient will not be permitted to student teach. They will receive a degree without Pennsylvania teaching certification. Those who are certified as elementary teachers will complete 6 credits in secondary student teaching. Those certified as secondary teachers will complete 6 hours of elementary student teaching. Non-certified students must complete both the elementary and secondary student teaching for a total of 12 credits. A culminating activity is required. The total credit hours for the teacher certification track is 36 credits, and the total credit hours with certification is 42- 48 credits.

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

**18. DEPARTMENT: Business****NEW COURSE****Course: MGMT/MKTG 895**

**Rationale:** This is the course between the core classes and the dissertation in the Business PhD program

**Summary:****APPROVED**

<b>Course Title</b>	Doctoral Seminar in Supply Chain Management and Marketing
<b>Number of Credits</b>	Class Hours per Week:6 Lab Hours:0 Credits:6
<b>Prerequisites</b>	Student in the Business PhD Program or permission
<b>Catalog Description</b>	Engages the Business PhD students in further depth toward scholarly basic and applied research in Supply Chain Management and Marketing.

**19. DEPARTMENT: Business****APPROVED****NEW COURSE****Course: MGMT 896**

**Rationale:** This is a core course for the PhD in Business program and allows students to pursue an in-depth specialization topic in preparation for their dissertation.

**Summary:**

<b>Course Title</b>	Doctoral Seminar in Management
<b>Number of Credits</b>	Class Hours per Week: Lab Hours: Credits: 6
<b>Prerequisites</b>	Enrollment in the PhD in Business program or permission.
<b>Catalog Description</b>	Introduces Ph.D. students to basic and applied research in a specific area of business—organizational behavior and human resources management.

**20. DEPARTMENT: Business****APPROVED****NEW COURSE****Course: MGMT/MKTG 995**

**Rationale:** This is the culminating scholarly activity in the Business PhD program

**Summary:**

<b>Course Title</b>	Doctoral Dissertation in Supply Chain Management and Marketing
<b>Number of Credits</b>	Class Hours per Week: Lab Hours: Credits: 1 - 12
<b>Prerequisites</b>	Student enrolled in the Business PhD program or Permission
<b>Catalog Description</b>	Provides students an opportunity to conduct independent original research and disseminate their findings in oral and written formats. Dissertation defense is required. Culminating scholarly activity for the PhD in Business program.

**21. DEPARTMENT: Business****APPROVED****NEW COURSE**

**Course: MGMT 996**

**Rationale:** This course is the required culminating activity in the Ph.D. in Business program.

**Summary:**

<b>Course Title</b>	PhD Dissertation: Management
<b>Number of Credits</b>	Class Hours per Week: Lab Hours: Credits: 1-12
<b>Prerequisites</b>	Qualified IUP Business PhD candidates or permission.
<b>Catalog Description</b>	Provides students an opportunity to conduct independent original research and disseminate their findings in oral and written formats. Dissertation defense is required. Culminating scholarly activity for the PhD in Business program.

**22. DEPARTMENT: Professional Studies in Education****APPROVED****COURSE REVISIONS****Course: LTCY 705**

**Rationale:** Our Specialized Program Association (SPA), the International Literacy Association (ILA) published new standards in May (2018). As a result, the course description, objectives, and assessments need to be revised to be aligned to the new standards. In addition, all revised course in the program must align with CAEP standards

**Summary:**

**Current Course Title:**  
Organization and Administration of  
Reading/Writing Program

**Proposed Course Title:**  
**Literacy Leadership and Collaboration**

**Current Prerequisite(s):**  
LTCY 607, 644, 698, 701, and 702

**Proposed Prerequisite(s):**  
LTCY 607, 644, 698, 701, and 702

**Current Catalog Description:**  
Acquaints students with issues in analyzing and improving curriculum, evaluating approaches to instruction, providing guidelines for selection of textbooks, materials, and technology, exploring challenges of family and community involvement, implementing changes, and conducting staff development. Emphasizes the role of reading specialist, resource specialist, supervisors and classroom teachers.

**Proposed Catalog Description:**  
**Acquaints students with issues in professional learning and leadership. Requires students to apply knowledge of adult learning to collaborate with colleagues, families, and stakeholders in literacy instruction. Describes the various roles of literacy professionals. Develops leadership skills and the ability to advocate on behalf of students, families, and teachers. Analysis of curriculum and development of literacy professional learning opportunities are emphasized.**

**23. DEPARTMENT: Professional Studies in Education  
NEW TRACK****APPROVED****Track: M.Ed. in Education Developmental Education**

**Rationale:** In recent years, there has been an increase in under-prepared students in higher education. This track in Developmental Education is being proposed to adequately prepare higher education professionals for teaching developmental education in college settings as well as prepare developmental education professionals. The collaboration between two departments, Professional Studies and Developmental Studies, provides graduate students pursuing the degree with a broad understanding and practically applicable competencies in developmental education.

Nationally, there are few institutions of higher education that focus on developmental education at the graduate-level, none in Pennsylvania. This program will therefore fulfill a niche currently unmet in our geographic region. Further, since the program is offered exclusively online, it is available to professionals beyond our region.

**Summary:**

<b>Track Title</b>	Developmental Education
<b>Number of Credits</b>	30
<b>Catalog Description</b>	<p>This online program uses an integrated curriculum to prepare educators to be more effective and innovative in the classroom. The Developmental Education track prepares individuals to work with post-secondary learners served by developmental education programs in universities, community colleges, and other educational institutions or entities. Successful graduates will be equipped with the ability, knowledge, and skills to apply research-based theory to instructional and leadership practices in the field of developmental education, as defined by nationally recognized organizations, such as the National Association for Student Success and the National Center for Developmental Education. Coursework is centered on the following:</p> <ul style="list-style-type: none"><li>• Understanding the historical perspective of the need for developmental education</li><li>• Theories and research in student development</li><li>• Strategies for effective teaching, advising, and assessment of learners in developmental programs</li><li>• Designing and implementing developmental programs</li></ul>

Program Requirements	MEDU CORE CLASSES (15 credits)		
	Class	Name	Credits
	MEDU 761	Instruction, Assessment, and Reflection (Connecting Community & School)	3
	MEDU 762	Teaching Academically-Diverse Learners	3
	MEDU 763	Educational Research and Practical Application	3
	MEDU 764	Educational Technology for Today and Tomorrow	3
	MEDU 765	Curriculum, Assessment, and Reflection	3
	Developmental Education Courses (15 credits)		
	Class	Name	Credits
	DVST 600	Principles of Developmental Education	3
	DVST 605	Foundations of Academic Advising	3
	DVST 700	Curriculum Design in Developmental Education	3
	DVST 710	Strategies for Teaching Developmental Students	3
	DVST 720	Critical Issues in Developmental Education	3

**24. DEPARTMENT: Professional Studies in Education****APPROVED****NEW TRACK****Track: M.Ed. in Education Vocational Administration Education****Rationale:****Summary:**

<b>Track Title</b>	Career and Technical Administration
<b>Number of Credits</b>	33
<b>Catalog Description</b>	This 33-credit program is structured to address the educational needs of several types of graduate students who enter and proceed through the program. The program's integrated curriculum is designed to prepare educators to be more effective and innovative in the classroom, in the school systems, and in their own

communities. This program is designed to teach in a hybrid and online format, allowing for flexibility for professionals seeking a masters degree.

The IUP Vocational Administrative Director Certificate program is based on standards established by PDE and prepares individuals to assume the role of institutional leader for long-range planning, effectively promoting community involvement, providing for sound business and financial management, and providing facilities and state-of-the-art equipment. A vocational director creates a climate that allows the management team, faculty, and support staff to function in a self-directed manner and assume responsibility for their actions.

The IUP Vocational Administrative Director certification program is composed of graduate-level courses that are offered in a blended format with the majority of instruction completed online and utilizing video conferencing. Students will be required to work closely with a school administrator who has demonstrated a willingness to sponsor the student to complete the field experiences or course assignments in a real life setting. The program includes 500 hours of authentic simulation and field or internship experiences which are embedded throughout the program. This approach allows students to gain valuable field experience every step of the way, all while learning the related theory. This certification program is designed to be completed in two years.

### Program

### Requirements

#### **MEDU CORE CLASSES** **15**

<b>Class</b>	<b>Name</b>	<b>Credit</b>
MEDU 761	Instruction, Assessment, and Reflection (Connecting Community & School)	3
MEDU 762	Teaching Academically – Diverse Learners	3
MEDU 763	Educational Research and Practical Application	3
MEDU 764	Educational Technology for Today and Tomorrow	3
MEDU 765	Curriculum, Assessment, and Reflection	3

#### **Vocational Administrative Education Courses (18 credits)** **18**

<b>Class</b>	<b>Name</b>	<b>Credit</b>
VOED 610	Personnel Supervision & Student Management in CTE	3
VOED 611	School Code and Policy in CTE	3

VOED 612	Fiscal Responsibility & Financial Oversight in CTE	3
VOED 613	School Law and Legal Responsibilities in CTE	3
VOED 614	Curriculum Development and Analysis in CTE	3
VOED 615	Administrative Leadership in CTE	3
<b>TOTAL</b>		<b>33</b>

#### **D. Research Committee (Chair Marin)**

- The last meeting of the semester will Tuesday, May 5 @ 3:30

#### **FOR INFORMATION:**

##### **University Senate Research Committee**

##### **Meeting Minutes – April 14, 2020**

Members Present: Robert Gretta, Lorraine Guth, Luz Marin, Laurie Roehrich, Lisa Sciulli, Alexi Thompson

Members Excused: Hilliary Creely

Dr. Marin convened the meeting at 3:30 pm. The meeting was devoted to reviewing the University Research Committee proposals. There were 3 USRC Small Grant proposals for review and the decision was made to fund 3 proposals totaling \$3,716.

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

- Shijuan Liu was awarded \$2,000 for her project “Teaching and Learning Chinese Online: Perspectives and Practice of Instructors and Students in Higher Education.”

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

Marin recused herself from the review of the travel applications as she was PI on the submitted proposals.

All travel funding is only valid if done in compliance with all university, state, or government restrictions.

- Luz Marin was awarded \$716 for domestic travel to present “SafManagement Systems to Improve Hispanic Workers’ Safety” at the American Society of Safety Professionals (ASSP) conference to be held June 23-26, 2020 in Orlando, FL.
- Luz Marin was awarded \$1,000 for international travel, pending submission of an acceptance letter and IRB approval, to present “Overlapping Factors in Workplace Sexual Harassment Experienced by Low-Wage Hispanic Women” at the World Congress on Safety and Health at Work to be held October 4-6, 2020 in Toronto, Canada.



New Business

The committee recommended that grant awardees be reminded that if their travel has been cancelled, or they will not be using their grant for another reason, they should return their award. Bethany Jackson will send out this email and facilitate closing the unneeded accounts.

The meeting adjourned at 3:50 p.m.

Prepared by Bethany Jackson, Administrative Assistant, School of Graduate Studies and Research

Submitted by



Laurie Roehrich, Ph.D.  
Secretary, University Senate Research Committee

**E. Student Affairs Committee (Chair Erwin)**

**FOR ACTION:**

**APPROVED**

**POLICY STATEMENT**

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**Subject: Student Organization Review Policy**

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Date Established: February 2004      Revision Date: XXXXX XX, 2020

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Originating Office:	Distribution Code: A
Office of Student Conduct	Presidential Approval:
	Michael A. Driscoll, XX, 2019

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**Office of Student Conduct (OSC) Phone: 724-357-1264 Email: [Student-Conduct@iup.edu](mailto:Student-Conduct@iup.edu)**  
[www.iup.edu/studentconduct](http://www.iup.edu/studentconduct)

**A. Introduction**

This policy and the procedures herein are established by Indiana University of Pennsylvania to adjudicate allegations of misconduct against student organizations.

All allegations of sexual misconduct are investigated under the Sexual Discrimination/Misconduct Policy and may result in adjudication as outlined in this policy.

All allegations of organizational hazing are investigated under the Anti-Hazing Policy and may result in adjudication as outlined in this policy.

Allegations against an organization for behavior that involves individual students do not preclude the University from adjudicating the individual student as outlined in the Code of Student Conduct and Procedures. Such a process may run concurrent with the Student Organization Review process.

The standard of evidence used to determine whether an alleged misconduct occurred is the preponderance of the evidence. Preponderance is defined as evidence to suggest it is more likely than not that alleged misconduct did occur.

## **B. Definitions**

1. Anti-Hazing Policy – The policy which outlines the University’s response to allegations of hazing. A copy of the Anti-Hazing Policy may be obtained by contacting the Office of Student Conduct.
2. Board – a panel consisting of trained staff, faculty, and/or students who review allegations of violations and adjudicate organizations.
3. Charge – any alleged violation of the Student Organization Review Policy, Code of Student Conduct and Procedures, Sexual Discrimination/Misconduct Policy, Anti-Hazing Policy, or any other policy, law, ordinance, or regulation.
4. Code of Student Conduct and Procedures – The policy which outlines the University’s response to allegations of student misconduct. A copy of the Code of Student Conduct and Procedures may be obtained by contacting the Office of Student Conduct.
5. Contempt – disorderly or disrespectful conduct or intentional misrepresentation of facts.
6. Formal Recognition – the process outlined by the Student Government Association by which an organization may access specific benefits.
7. Hearing Officer – any University staff or faculty who has been appointed by the Vice President for Student Affairs to adjudicate any allegation against an organization.
8. Organization – organizations that include, but are not limited to, any of the following: a fraternity, sorority, association, corporation, order, society, corps, team, club, or service, social/academic or similar group, whose members are students of the University. University employees or volunteers who act as sponsors, counselors, advocates, or advisors of any organization, as defined, are also members.
9. Referral – the process by which the Office of Student Conduct is made aware of allegations.
10. Responding Organization – any organization accused of misconduct through this policy.

11. Sanction – requirements set forth upon a finding or an organization accepting responsibility for a violation of rules, regulations, or policies through the student organization review process.
12. Sexual Discrimination/Misconduct Policy – The policy which outlines the University's response to allegations of sexual misconduct. A copy of the Sexual Discrimination/Misconduct Policy may be obtained by contacting the Office of Social Equity.
13. Statement of Relationship – The guiding document which outlines the relationship between general Fraternities and Sororities and the University.
14. Student – a person who is enrolled in a course of study at Indiana University of Pennsylvania which is subject to the provisions hereof.
15. Student Government Association – the representative body of all IUP students.

### **C. Referral Process**

Any Indiana University of Pennsylvania student, staff, faculty, or community member may file a referral against an organization. Any allegation of misconduct by an organization should be referred to the Office of Student Conduct. The Office of Student Conduct may determine whether an allegation shall be adjudicated through the arbitration process or the board process.

### **D. Charges**

Any alleged violation of the Code of Student Conduct and Procedures, Sexual Discrimination/Misconduct Policy, Anti-Hazing Policy, or any other policy, law, ordinance, or regulation may be charged through the Student Organization Review Policy. Processes to adjudicate these charges may run concurrent with the processes to adjudicate the charges listed below.

1. Non-Compliance: Failure of an organization to comply with a reasonable request from a University, Student Cooperative Association, or law enforcement official or an official University or organizational governing body.
2. Statement of Relationship: Failure to meet expectations outlined in the Statement of Relationship between a general fraternity or sorority and the University.
3. Misuse of Student Organization or University Funds: The improper use of any funds as determined by PASSHE, the University, Student Cooperative Association policy, organizational guidelines, and/or local, state, or federal laws.
4. Organizational Complicity: Active association with or active encouragement of another person or organization whose conduct is in violation of any of the Student Organization Review Policy, Anti-Hazing Policy, University Policy, or applicable laws.

5. Other: Any alleged violation of federal, state, or local laws, regulations, or ordinances and other University policies and regulations.

### **E. Preliminary Review**

Upon receipt of a referral, the Office of Student Conduct may conduct a preliminary review of the allegation. The preliminary review may result in a decision to proceed to the Allegation Review or Board procedure.

### **F. Allegation Review Procedure**

Allegations against an organization may be resolved through the allegation review process according to the following conditions:

1. The Responding Organization will be presented an opportunity to review all evidence and the allegation which has been submitted to the Office of Student Conduct.
2. The Responding Organization will have an opportunity to respond to the allegation and the evidence provided.
3. Following the completion of the examination of evidence and sharing of information, the allegation review procedure may result in the following outcomes:
  - a. A resolution of the allegation is agreed upon by the Hearing Officer and Responding Organization. This resolution is documented and distributed to the appropriate parties. These resolutions may not result in the withdrawal of University recognition. These resolutions are final and binding.
  - b. The Office of Student Conduct may refer the allegation for other forms of appropriate conflict resolution. All parties involved in the conflict resolution must agree to and be bound by the agreed upon outcomes.
  - c. If the Hearing Officer and the Responding Organization do not come to agreement on the outcomes or sanctions, the allegation may be adjudicated by a Board.
4. The outcome of the allegation review will be documented and distributed to the appropriate parties.

### **G. Board Procedure**

The Office of Student Conduct may initiate the Board procedure upon receipt of a referral alleging organizational misconduct.

1. Composition of the Board  
The Office of Student Conduct is responsible for assembling the Board according to the following guidelines:

- a. The membership of the board is selected from a pool of students, faculty, and staff appointed by the Vice President for Student Affairs and trained through the Office of Student Conduct.
  - b. A board may proceed with as few as three members and no more than six. A board will be chosen from the available pool and may be comprised of at least one member of the Student Government Association, one faculty member, and one staff member. In the instance that no member of the Student Government Association is available, a board may proceed with a student from the general student body.
  - c. A Hearing Officer from the Office of Student Conduct will serve as a non-voting facilitator of the Board who will assure that Indiana University of Pennsylvania procedures and due process are followed throughout the proceeding.
2. Notice of Hearing  
Once a determination is made that the Board procedure shall commence, formal notice will be given to the responding organization.
3. Board Hearing Procedure  
The responding organization shall have their case adjudicated by an impartial Board. Once membership of the board is selected, they may not publicly or privately discuss the merits of the complaint with anyone not involved in the proceedings, the responding organization, or anyone acting on behalf of the responding organization.

All Board hearings are closed except to participants designated and approved by the Office of Student Conduct. Board hearings are digitally recorded and made available to the referring party and the responding organization upon written request to the Office of Student Conduct.

A responding organization shall have a fair and reasonable opportunity to answer, explain, and defend themselves against charges presented at the hearing. Further, they will have an opportunity to question the referring party and any witnesses brought before them. They will maintain the right to provide witnesses on their behalf. Should an organization or referring party seek witnesses at the hearing, the Office of Student Conduct must be notified at least one business day prior to the hearing.

The responding organization may challenge the presence of any member of the Board. Upon hearing the details of the challenge, the Board will, by majority vote (the challenged member not voting), either uphold or deny the challenge.

A board member will withdraw from participating in any case in which they are unable to be impartial and reach a fair and objective decision.

If the responding organization chooses not to appear before the Board, the charges against them will be adjudicated in their absence based upon the available information and balanced against the standard of evidence.

The hearing officer shall have the authority during the Board proceedings to hold an individual in contempt. Individuals found to be in contempt may be removed from the hearing and may face further referral to the Office of Student Conduct.

After hearing all information and evidence presented, the Board will privately deliberate to make a finding for each alleged violation and, if necessary, sanction appropriately.

If the responding organization is found to be in violation of any of the alleged misconduct, all materials within the organization's past and present file may be used to determine appropriate sanctions.

The responding organization will receive a written account of the decision of the Board. This decision is subject to appeal as outlined in *Section J* of this policy.

## **H. Sanctions**

The arbitration or board processes may result in any one or more of the following sanctions:

1. **Disciplinary Warning:** a written warning may be given to an organization indicating they have been found to be in violation of a University policy, regulation, law, or ordinance.
2. **Disciplinary Probation:** an indication that an organization's status at the University is seriously jeopardized. During the probationary period, if the organization fails to complete other assigned sanctions or is found to be in violation of any new allegations of misconduct, a more serious sanction may be levied.
3. **Mandatory Activity:** the required participation by the organization in specified activities, community reparations projects, educational programs, or other assignments.
4. **Formal Recognition:** an organization that has not gone through the formal recognition process as outlined by the Student Government Association may be required to do so.
5. **Financial Restitution:** if any property damage, loss, or personal injury occurs as a result of an organization's misconduct, that organization may be required to make restitution to the party.
6. **Social Limitations or Suspension:** the denial of formal or informal sponsorship of, or participation in, any event for a specified period of time.
7. **Suspension of Recognition Benefits:** a specific length of time in which the organization maintains university recognition but is denied one or more benefits of recognition which may include, but is not limited to, access to Student Cooperative Association funding, use

of Student Cooperative or university space, ability to advertise on campus, and/or other specified benefits of University recognition.

8. Withdrawal of University Recognition: a specified or indefinite length of time in which University recognition is withdrawn in whole, part, or conditionally. The organization and any semblance of its membership ceases to function at the University and is denied all benefits of University recognition.
9. Other: any additional sanction may be imposed through the Student Organization Review process.

## **I. Interim Measures**

In a situation where it is determined that a continuation of the present circumstances presents a potential danger to the health, safety, or welfare of the University community, the Vice President for Student Affairs or designee may implement interim measures. An interim measure will remain in effect pending the final disposition of the case.

After an interim measure is implemented, the following process will commence:

1. Within ten (10) calendar days of issuance of the interim measure, a Board will be convened to adjudicate the allegation unless circumstances warrant an extension as approved by the Vice President for Student Affairs or designee.
  - a. If there is an extension warranted, an Interim Suspension Review will take place within ten (10) calendar days to determine whether or not to uphold the Interim Suspension.
2. If the board does not uphold the interim measure upon adjudication, the interim measure will no longer be in effect and the organization will be allowed to operate as prior to the implementation of the interim measure.
3. When an interim measure has been implemented, upheld by a board, and appealed by the organization, the interim measure will remain in effect until the final disposition of the appeal.

Indiana University of Pennsylvania reserves the right to exercise its authority of interim measures upon notification that an organization is facing criminal investigation and/or complaint.

## **J. Appeal**

An organization may appeal the outcome of a board for one or more of the following reasons:

1. Procedural Error – an error in due process or procedure which likely impacted the outcome of the hearing.

2. New Information – new information for which there is a legitimate reason to explain why the information could not be presented at the original hearing.
3. Unreasonable Sanction – sanctions for which there is demonstration of a clear error in judgment. The appellant must show the decision was not based upon consideration of relevant factors, reason, or judgment and was an abuse of discretion or otherwise not in accordance with the Student Organization Review Policy.

The individual submitting the appeal must present a written request that specifically articulated one or more reasons for appeal from the grounds listed above to the Office of Student Conduct within five (5) calendar days of notification of the hearing decision. The five (5) day requirement may be waived where extenuating circumstances prevail and only if the grounds for appeal are met. The individual submitting the appeal must include in the written appeal the reason for the appeal and all supporting facts and documentation. An appeal is not a rehearing of the matter and will not have merit simply because the person submitting the appeal disagrees with the outcome.

Once the appeal has been received and is determined by the Office of Student Conduct to be timely and to have merit based on the above listed grounds for appeal, it will be referred to the Vice President for Student Affairs or designee for review. If an appeal is determined to not be timely or not have merit, the original finding and sanctions will stand, and the decision is final.

In cases that do not involve interim measures, once an appeal is filed, all sanctions may be placed on hold.

Upon consideration of the appeal, the Vice President for Student Affairs or designee may uphold the original finding and sanctioning of the board, amend the sanctioning of the board, determine that the original board should rehear the case, or determine that the case should be reheard by a new board.

All appeal decisions are final.

## **K. Interpretation and Revision**

Interpretation of the Student Organization Review Policy is at the discretion of the Office of Student Conduct. Any question of interpretation of the Student Organization Review Policy may be referred to the Vice President for Student Affairs, whose interpretation is final.

The Student Organization Review Policy shall be reviewed at least every three years. The Student Organization Review Policy shall be updated as necessary to comply with applicable law, policy, or regulation. The review process shall be coordinated by the Vice President for Student Affairs or designee.

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## Summary of Changes to the RORB/SORP

1. **Name Change:** The name of the policy has changed from the Recognized Organization Review Board Policy to the Student Organization Review Policy. This name change reflects the PA Anti-Hazing Law's definition of organization and allows the University to hold any organization, recognized or otherwise, accountable through this process. Also, it removes the word "board" from the policy name allowing organizations to be adjudicated through both informal and formal means.
2. **Definition of Organization:** As stated above, the definition of organization now matches that in the PA Anti Hazing Law and the IUP Anti Hazing Policy. This includes recognized and non-recognized organizations.
3. **Alignment with Other Policies:** This new policy now aligns itself with the IUP Code of Student Conduct, IUP Anti-Hazing Policy, and IUP Sexual Discrimination and Sexual Misconduct Policy. The definitions, formal procedures, interim measures, and appeal procedures now align.
4. **Clear Inclusion of Student Government without Stopping Process:** Previously, the policy required involvement from SGA, but did not have a provision to move forward if SGA were not to cooperate or if SGA were to be the organization being reviewed. Now, SGA's involvement is preferred but not required.
5. **New Charge to Hold Organizations Accountable to Governing Bodies:** The new definition of the Non-Compliance charge includes "organization governing body." This could be SGA, IFC, Pan-Hellenic, National Organization, NCAA, etc. Now, an organization can be held accountable to the University for not complying with its national standards or with a registration requirement of SGA, to name a couple.
6. **Defined Informal Process:** The informal procedure is better defined to allow more alleged organizational misconduct to be resolved without necessitating a board.

### F. University Development and Finance Committee (Senator Mount)

- No report; I would like to thank the committee for their hard work.

### G. Academic Affairs Committee (Chair Dugan)

**FOR ACTION:**

**APPROVED**

## **Current Policy**

### **L (Late Grade, Continuing Course) Policy**

The designation of "L" (Late grade, continuing course) is appropriate for cases in which student work is expected to extend beyond a given semester/session. The designation of "L" is not to be confused with a designation of "I," which is only appropriate for individual students unable to

complete their course work because of unexpected illness or personal emergency. “L” designations are appropriate for

- a. internships, practicums, field experience courses, workshops, and independent studies that, by design, extend beyond the normal end of the grading period,
- b. others as approved by the department chair and the dean of the college in which the course is taught. If a specific course is always eligible for “L” designations, the dean may grant standing approval for “L” designations every time the course is offered.

Faculty members wanting to use the “L” option for eligible courses must notify the registrar two weeks before the end of classes so that the grades can be pre-entered. “L” designations that are not precoded may be given only with the permission of the department chair and the dean of the college in which the designation is awarded.

Instructors will convert “L” designations to letter grades at the end of the course. Unless an extension is obtained from the dean of the college in which the course was taught, an “L” designation unresolved at the end of one year will be converted to an F.

To monitor “L” designations, the registrar shall submit to each faculty member routine semester reports of all outstanding “L” designations awarded by that faculty member. The purpose of these reports is to help inform faculty members as they help students complete their course work.

*The “L” designation is considered as having MET the prerequisite for subsequent course enrollments.*

### **Revised Policy**

#### **L (Late Grade, Continuing Course) Policy**

The designation of “L” (Late grade, continuing course) is appropriate for cases in which student work is expected to extend beyond a given semester/session. The designation of “L” is not to be confused with a designation of “I,” which is only appropriate for individual students unable to complete their course work because of unexpected illness or personal emergency. “L” designations are appropriate for

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*The “L” designation is considered as having MET the prerequisite for subsequent course enrollments.*

### **Rationale**

The policy was reviewed as a part of the five-year policy review plan. Discussion revealed that no changes were needed.

### **FOR ACTION:**

### **APPROVED**

### **Current Policy**

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

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

It is recommended that each syllabus include:

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

### **Revised Policy**

#### **Policy on Semester Course Syllabi**

A syllabus is a document that specifies the expectations and requirements of a given course and protects the interests of faculty and students.

Each course instructor shall distribute a course syllabus, without charge, to each student by the first day of the course. The syllabus may be distributed in hard copy or electronic formats. The syllabus will be consistent with the course content and catalog description approved by the University Senate.

Each syllabus shall contain the following, unless otherwise noted:

**1. Instructor Contact Information**

- a. Name and office location
- b. IUP e-mail address
- c. Office phone, if available
- d. Schedule of office hours. Note: Full time faculty must maintain a minimum of five office hours per week spread across three days. For online courses, the method and times for instructor availability to consult with students must be included.

**2. Course Information**

- a. Title, number, and section of the course
- b. Meeting times and building/room location
- c. Catalog or course description
- d. Prerequisites, as appropriate
- e. Learning objectives, specific to discipline or department.

**3. Course Materials**

- a. Required book(s) with title, author, edition, and ISBN
- b. Other required materials, technologies, or software to be purchased or made available to students
- c. A list of readings, as appropriate
- d. Information on learning management systems and delivery modes (e.g., D2L, Moodle, Zoom), as appropriate.

**4. Course Requirements**

- a. Outline of topics
- b. Description of course assignments and dates for major assignments and tests
- c. Listed culminating activity, such as a final examination. Note: Each course shall have a culminating activity given during the scheduled final examination period.

**5. Grading Information**

- a. Description and listing of the grading components (e.g., quiz, midterm, final examination, term papers, homework, class participation, etc.) and the relative contributions of assignments/activities/participation to the final grade
- b. Description of the grading scale.

**6. Course Policies and Statements**

Syllabi *shall* contain the following policies and statements:

- a. Policy on course attendance. The policy must be consistent with IUP's policies on Undergraduate and Graduate Course Attendance, Bereavement-related Class Absences, and Anticipated Class Absence for University Representation and Participation, available at <https://www.iup.edu/registrar/catalog/>
- b. Policy on class disruption, consistent with IUP Undergraduate and Graduate Policies on Class Disruption available at <https://www.iup.edu/registrar/catalog/>
- c. Complete text on Title IX and Protection of Minors Compliance required by the Board of Governors of the State System of Higher Education, available at <https://www.iup.edu/social-equity/policies/title-ix/>

- d. Statement on academic integrity, consistent with IUP Undergraduate and Graduate Policies on Academic Integrity, available at <https://www.iup.edu/registrar/catalog/>
- e. Statement on accommodations for students with disabilities, consistent with IUP's mission and vision on Accommodations for Students with Disabilities, available at [www.iup.edu/disabilitysupport](http://www.iup.edu/disabilitysupport).

Syllabi *should* contain the following policies and statements as best practices:

- a. Policy on student participation. The policy should include language regarding what constitutes participation and how participation or lack of participation may impact the student's grade.
- b. Policy, including penalties if appropriate, on make-up exams and late submission of assignments.
- c. Statement that IUP email is IUP's official means of communicating with the student during the course.
- d. The following statement on use of plagiarism detection services: "IUP is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that academic work must be the result of an individual's own effort. To assist instructors in detecting plagiarism, and to protect students from plagiarism, your written work may be submitted to a detection service that reviews submitted material for originality of content."
- e. Additional instructor policies as appropriate.

### **Rationale:**

As the committee reviewed and revised other policies this year, the importance of the syllabus in providing clear course content and expectations was amplified. Conversations with students, faculty, chairpersons and associate deans, revealed numerous weakness and inconsistencies among current syllabi, and provided multiple examples that serve neither student nor instructor. As such, we began a review of syllabus policies, settling herein on several national best practices and examples provided by other PASSHE universities. The revised policy reflects best practices (and inclusions) as represented by, among others, examples from PASSHE universities, CMU, The University of North Carolina-Chapel Hill, and The University of Pennsylvania. Throughout the discussion, the committee viewed the syllabus as an instructional overview and guide, consistent with helping set course expectations and supporting the IUP goal of a student-centered approach.

### **H. Awards Committee (Chair Paul)**

- I would like to thank the committee for their hard work. I would like to acknowledge and congratulate the following awards winners:
  - Senate Award for Teaching: John Lipinski
  - Senate Award for Faculty Service: Francisco Alarcón
  - Senate Award for Research: Dana Driscoll
  - Senate Award for Creative Arts: Stephanie Calder
  - Senate Award for Staff Service: Julene Pinto-Dyczewski

**I. Non-credit Committee (Chair O'Neil)****FOR INFORMATION:**

**New Clock Hour Programs  
School Security Personnel Basic Training  
Emergency Medical Technician**

**Zoom meeting Thursday, April 23, 2020**

**Attendees:** Tess O'Neil, Chair, committee members: Marcy Rearick, Michael Husenits, Carrie Bishop. Excused: Andrew Nutter

**Interviewee:** Dennis Marsili

**School Security Personnel Basic Training Program**

School Security Personnel Basic Training is a non-degree certificate program offered through the IUP Criminal Justice Training Center specifically designed to satisfy the requirements for the PA Act 67 of 2019: School Safety and Security that extends for two years, followed by refreshers to stay current.

The School Security Personnel (SSP) Basic Training Program is a forty-hour (40) block of instruction designed for law enforcement officers and school safety professionals working in an educational environment with school administrators. The course provides tools for officers to build positive relationships with both students and staff. The course is also beneficial for educational professionals dedicated to providing a safe learning environment and provides a more in-depth understanding of the role and functions of a SSP.

Accreditation by the Pennsylvania Commission on Crime and Delinquency (PCCD) is pending, with the first cohort slated for June 2020.

Admission to the SSP program requires a HS Diploma/GED, approval of the Director of IUP's Criminal Justice Training Center, and various clearances.

The 40-hour (pass/fail) program may be offered in person or on-line over a period of 5-6 weeks throughout the year. Successful completion requires students to pass unit quizzes and deliver a culminating presentation. Students will receive a certificate upon passing the program. A course representing the SSP program will appear on the student's IUP clock hour transcript which will serve as official confirmation of completion.

More details outlining the program's curriculum, fees, and required clearances will be outlined on the IUP Criminal Justice webpage <https://www.iup.edu/crimjustice/>.

## **Emergency Medical Technician**

Emergency Medical Technician (EMT) is a non-degree certificate program offered through the IUP Institute for Rural Health and Safety provides the necessary coursework to apply for the National Registry and Pennsylvania EMT certification or licensure, Issued by National Registry and Pennsylvania Department of Health. Certification or licensure is valid for 3 years.

The Emergency Medical Technician (EMT) program will primarily be designed for future emergency medical service personnel but is appropriate for anyone who may respond to emergencies, including fire/rescue personnel, nurses, coaches, athletic trainers, and safety professionals. Participants who successfully complete this program are eligible to take National Registry of EMT certification exams for both Pennsylvania certification and national certification as an EMT. The EMT program does have an articulation agreement for credit transfer, but only in the Kinesiology, Health and Sport Science Program. Other departments could embed EMT into their programs, for example: Athletic Training, Biology Pre-Med, Public Health, Natural Science Pre-Physical Therapy and Physician's Assistant.

The EMT program is accredited by Pennsylvania Department of Health. This pursuant to the Emergency Medical Services System, Act of August 18, 2009, P.L. 308, No. 37 as amended, and as set forth in the rules and regulations. The Pennsylvania Department of Health hereby issues this certificate of accreditation to conduct education programs for prehospital personnel in the Commonwealth of Pennsylvania.

- Accreditation Number: 0068110165
- Types of Training Programs: BLS and ALS
- Date of Issue: 11/28/2018
- Expiration: 12/31/2021
- Region: EMS West

Admission to the EMT program requires a HS Diploma/GED, approval of the Director of Emergency Services Training, and various clearances.

The 152-hour (pass/fail) program may be offered at IUP's Indiana campus, and the West Pike Institute for Rural Health and Safety or Monroeville sites. Successful completion requires students to pass all modular exams and the final exam with 70% or greater, have a minimum of 10 patient contacts in the clinical/field, and graded as competent in the cognitive, affective and psychomotor domains.

Students will receive a certificate upon passing the program. A course representing the EMT program will appear on the student's IUP clock hour transcript which will serve as official confirmation of completion.

More details outlining the program's curriculum, fees, and required clearances are outlined on the IUP Institute for Rural Health and Safety webpage <https://www.iup.edu/est/emt-training/>

**J. Library and Education Services Committee (Chair O'Neil)**

- I would like to thank the committee. Our last meeting is Tuesday, May 5 at 3:30.

**Senate Representative Reports**

**K. University Planning Council (Chair Moore)**

- UPC met with approximately 40 different groups across campus. They are in the final stages of completing their draft. They hope to have it completed within the next two weeks with a rollout in the fall semester.

**L. President's Athletic Advisory Committee (Chair Castle)**

**FOR INFORMATION:**

**Monday, April 20, 2020**

**2:00 p.m., ZOOM**

**Welcome and Remarks – Dr. Joshua Castle, Chair**

- Provided the committee with an update on Athletic Gender Equity Committee. The Committee reviewed scholarship and participation for the athletic department. It also voted on the results of the fall Interest and Abilities Survey, which passed unanimously. Todd Garzarelli provided the committee with an update on locker-room arrangements in the Fieldhouse.
- New Chairs of AGECE and IACC-Dr. Patti McCarthy has stepped down as the Chair of the Intercollegiate Athletic Compliance Committee. Dr. Castle thanked her for her service, a point echoed by the President. The new Chair of the Committee will be Dr. Joshua Castle. Subsequently, Dr. Castle resigned from being Chair of the Athletic Gender Equity Committee. Dr. Amber Racchini will be assuming the role of Chair for the AGECE.

**Remarks from Dr. Michael Driscoll**

- Commented that we should be proud how Student-Athletes, Coaches and the Athletic Department as a whole have handled this disappointing and challenging time. There have been a number of decisions made at the NCAA and conference levels to deal with the Covid-19. This includes the suspension of sports and camps to help prevent the spread. Opportunities to open Fall Sports and Championships are still being discussed as the situation remains fluid. There were significant cuts to Division II budgets because the NCAA Division I Basketball Tournament was not held. Because of this PSAC Conference reserves could be activated. There will be a meeting in May to discuss the option. We must keep students safe.



**Remarks from Dr. Tom Segar**

- Mentioned that he attended SAAC Meeting. The discussion with student-athletes centered around learning in remote fashion and dealing with the transition.
  - MarCom has put together a virtual tour for recruiting and was really impressed with the work and the final project.
- Discussed how teams were staying connected through social media.

**Report from Athletic Administration – Todd Garzarelli**

- Commented on how proud he was of our coaches staying engaged with student-athletes and recruits.
- Discussed the different scenarios for the reactivation of sports activities.
- Recognized both Men's and Women's Basketball teams were number 1 in region at the time of the shutdown. Women's swimming had top 25 finish and Paige Mikesell and Rachel Johnson were named CSCAA All-Americans. Dre carter, Track & Field was set to compete at the 2020 NCAA Division II Indoor Track and Field Championships. Additionally, IUP men's golfers Jeremy Eckenrode, Shaun Fedor and Jack Buccigross were honored as the Pennsylvania State Athletic Conference (PSAC) announced it's 2020 all-league teams as part of its postseason awards.
- Sam Traver: Talked about the changes in recruiting, safety and maintaining a competitive advantage. Complimented the Administrative Committee of the NCAA with how they are dealing with the Covid-19 crisis. Stated the communication between IUP and the NCAA/Conference has been very effective during this time. There has been a lot of time spent staying up-to-date with university changes such as pass/fail and how it impacts student-athlete eligibility.
- Jess Baum: Discussed the Arrington settlement and submitted check list and policies through IUP legal. She indicated that we are in good shape for meeting the new standards. At week end of last week the NCAA changed some of the documentation and limiting exposure to head-trauma. She is working on creating D2L education modules for concussion and other injury issues.

**Report from IACC – Dr. Patti McCarthy**

- Reported on their meeting earlier in the semester and mentioned the next meeting would take place the day after this PAAC meeting.
- She was thanked for her service by President.

**Remarks from Coach Villa-Head Swimming Coach**

- A great deal of time was spent discussing the day-to-day operations of coaching staffs. Coach Villa provided a contrast to what was taking place prior to Covid-19 and what is currently being done in response. He highlighted how disappointing this has been for both current IUP athletes and recruits. He stated how proud he was of his athletes for handling the situation with a great deal of maturity and understanding. Additionally, he discussed how teams might deal with not being able to offer camps and clinics over the summer and how that will impact recruiting and budgets. They are continuing to have virtual recruiting days and alumni celebrations to keep all parties actively engaged.

Coach Villa commented on some of the needs and concerns that coaches have. These include the need to continue to work with dining and housing to bring prospective students for camps and clinics. The need to add Athletic Department nutritionist and strength conditioning coaches. He finished with expressing his concern with the students' mental challenges during this time and that he misses his student-athletes.

### **Report from University Advancement – Khatmeh Osseiran Hanna**

- Talked about the re-message to alumni and how IUP is dealing with covid-19. Updated the committee on emergency fund which is at \$179,000 from 320 donors. The Comprehensive Campaign is at 93%. They are working on how to conduct large alumni events in the fall and are working on staying engaged with alumni via virtual 5k. Shared that she attended a conference with all the PSAC Fundraisers.

### **Report from Faculty Athletics' Representative – Dr. Jim Racchini**

- Reported that the student-athlete progress reports were collected and there were 699 reports submitted. 71% indicated students were earning an A or a B and 85% were on pace to earn a C or better. Paige Mikesell was named to the Pennsylvania State Athletic Conference (PSAC) Winter Top 10 Team. Mikesell boasts a perfect 4.0 cumulative grade point average as a health & physical education major. Discussed pass/fail and how that has benefited with all students including student-athletes.

### **Report from Student Athletic Advisory Committee – Madison Burns**

- SAAC has had three meetings since leaving campus. Talked about how student-athletes are dealing with cancelled seasons together. Indicated, there are lots of social media posts occurring. She thanked Todd and Ryan Rebholz for their help and support. #UnitedAsOne. Athletes are remaining optimistic about the fall.

### **M. Academic Computing Policy Advisory Committee (Chair Ford)**

### **FOR INFORMATION:**

### **ACPAC 2019-2020 Year End Review**

During this academic year, the Academic Computing Policy Advisory Committee (ACPAC) undertook the following activities:

1. Developed revised computer replacement plan for student computer labs.
2. Developed revised faculty computer replacement plan.
3. Researched, tested, and recommended software and hardware for "next generation" multi-media classrooms.
4. Reviewed Student Technology Fee funded software and recommended software to be discontinued or transferred off the Technology Fee fund.
5. Awarded approximately \$30,000 of Innovation Grant funding to IUP faculty and staff.

Congratulations to the Innovation Grant Recipients:

- Sean Derry, Eric Morschhauser - Steamshop 3D Scanning Initiative: Biology, Art
- Ben Ford - Submillimeter Photogrammetry for Multiscalar Archaeological Applications
- Annah Hill, Mariaha Shields - Empowering and Engaging Students and Faculty Through 3D Printing Technology
- Kathryn Kinderman - Improving Simulated Patient Resuscitation Efforts: Respiratory Care Simulation Technology
- Laurel Liu, Andrew Zhou, Xinmen Wu - Integrating Chinese language and culture with science and technology through 3D printing
- Sharon Massey - Vinyl Plotter for Introduction to Digital Fabrication
- Gregory J. Mount - Cloud connected weather and soil monitoring for undergraduates in Dynamic Earth Classes
- Wanda Minnick, Luz Marin, Majed Zreiqat - Wearable Technology in the Ergonomics Lab
- Andrew Bryan Seal - Portable Photoionization Detector (PID) for Air Quality
- Stan Solbolewski - Using Augmented Reality (AR) to enhance understanding of Kinematics Graphs
- Michelle Tweardy - Using and Evaluating Videography and Photography Tools for Instruction, Food Documentation and Demonstration, and Student Assessment in FNDT & FCSE
- Matt Vetter, Melanie Holm - Meeting Owl Audio/Video Conferencing Tool for Remote and Distributed Meetings in English Graduate Programs' Professionalization
- Gail Wilson - Sports Production graphic and data software

About ACPAC: The Academic Computing Policy Advisory Committee (ACPAC) shall recommend, to the appropriate university unit, policy related to technology in support of the academic mission. These units include but are not limited to: the President, the Provost, the University Senate, the Deans' Council, and the Office of the CIO. Members of ACPAC are appointed by college deans, vice presidents, or organizations being represented and serve until replaced because of changes in membership on the college technology committee, separation from the university, or other reasons. A majority of the membership of ACPAC consists of faculty members.

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

- IUP processed student refunds for housing, dining, fees, etc.
  - They estimated refunding 10.26 million but the actual amount was 9.94 million, which was less than the budgeted amount.
- IUP is in the process of creating a 2<sup>nd</sup> version of the Sustainability Plan. There are two drafts being created. One draft is based on a 3.45% reduction in enrollment for the 20-21 academic year. The second draft is based on a 13.45% reduction in enrollment for the 20-21 academic year.
- Handouts from the meeting are included below.

**New Business**

**FOR ACTION:**

**APPROVED**

- President Driscoll:
  - At the April 7 meeting, the Senate passed several temporary policy changes that came from the Academic Affairs Committee. Given the time it would take to approve the minutes of that meeting, I exercised the authority that I'm granted in the Constitution to approve those policies as passed by the Senate (with no change), but prior to the official approval of the minutes that occurred at this meeting. I appreciate the Senate for recognizing that possibility in the Constitution and being able to make that change based on your direction.

**Adjournment**

- The meeting adjourned at 4:45pm.

Respectfully submitted:

*Amber N. Racchini*

**University Budget Advisory Committee Minutes**

February 14, 2020

Attendees: Dr. Yaw Asamoah, Mr. Bill Balint, Dr. Matt Baumer, Ms. Sandra Beck, Mr. Craig Bickley, Mr. Bob Deemer, Mr. Mark Dellett, Dr. Sondra Dennison, Dr. Michael Driscoll, Dr. Debra Fitzsimons, Mr. Alex Fefolt, Dr. Sylvia Gaiko, Dr. Alex Heckert, Ms. Farzaneh Jahangiri, Dr. John Kilmarx, Dr. Nadene L'Amoreaux, Dr. Lara Luetkehans, Dr. Patti McCarthy, Dr. Tim Moerland, Ms. Barbe Moore, Dr. R. Scott Moore, Mr. Richard Muth, Mr. Chris Noah, Dr. Erik Nordberg, Ms. Khatmeh Osseiran-Hanna, Dr. Curtis Scheib, Dr. Tom Segar, Dr. Deanne Snavelly, Dr. Ramesh Soni, Ms. Paula Stossel, Dr. Cyndy Strittmatter, Mr. Rick White

Guests: Mrs. Marcy Barna, Mrs. Jodie Cadile

Excused: Dr. Robert Camp, Dr. Erika Frenzel, Ann Sesti, Dr. Malaika Turner

Absent: Mr. Ehap Alahmead, Ms. Lisa Baker, Ms. Valerie Baroni, Mr. Anthony Cancro, Mr. Melvin Cornell, Dr. Claire Dandeneau, Mrs. Erin Fritz Wood, Ms. Elise Glenn, Ms. Elizabeth Houser, Dr. Randy Martin, Ms. Jill Miller, Ms. Bobbie Zapor

- I. Mr. Balint called the UBAC meeting to order. Mr. Balint welcomed everyone to the first meeting of the Spring 2020 semester.
- II. Dr. Driscoll introduced and welcomed Dr. Debra Fitzsimons, Vice President for Administration and Finance. Dr. Driscoll noted that Dr. Fitzsimons comes to IUP with an incredible range of experience and knowledge and is a great member of the Administrative team.  
  
Dr. Driscoll stated that today's agenda covers a lot of material. Dr. Driscoll asked if there were any additions to the agenda and there were none.
- III. The University Budget Advisory Committee minutes from the November 20, 2019 meeting were approved as presented.
- IV. Governor's Budget Proposal – Dr. Driscoll  
  
Dr. Driscoll noted that two and one-half weeks ago, the presidents of the State System institutions received a letter requesting they attend the Governor's budget proposal session in Harrisburg. Dr. Driscoll noted the Governor is proposing \$12.9M as a one-time investment to support the System redesign. Dr. Driscoll also noted that the

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proposed budget did not include any increase in appropriations for PASSHE or other state universities.

Dr. Driscoll stated that the Governor's budget proposal includes \$204M to support the Nellie Bly Scholarship Program. Nellie Bly, also known as Elizabeth Cochran, attended one semester at Indiana Normal School in 1879. The Nellie Bly program targets students attending one of the 14 PA System Schools. This program will provide financial assistance in the form of a grant to students that agree to stay in Pennsylvania for the same number of years for which they receive the benefit. If a student moves out of the commonwealth during the commitment period, the scholarship converts to a loan and must be paid back for the equivalent number of years. The \$204M is being proposed to be funded from the Pennsylvania Race Horse Development Trust Fund. This is a remarkable investment in higher education in Pennsylvania and will encourage students to remain in Pennsylvania. This initiative could affect up to 25,000 students. There will be more details available if this program moves forward.

Dr. Driscoll said that the Governor will be shifting capital dollars to help address paying off Cheney's loan to the System. The Governor has requested a transfer of \$45M over three years. There are complex transactions necessary to make this happen.

V. Presentation - Financial Sustainability – Dr. Driscoll, Dr. Moerland, Dr. Fitzsimons, Dr. McCarthy and Ms. Barbe Moore

Dr. Driscoll stated that the bulk of today's discussion is an update on the Draft Financial Sustainability plan for IUP. All 14 universities were placed in one of the four plans developed by the State System:

- Stable
- Plan 1
- Plan 2
- Plan 3

Placement in the plans was based on four key metrics. The universities were allowed to appeal their placement, but no movement occurred based upon those appeals. Dr. Driscoll noted that any university that was not placed in the Stable category had to submit a Financial Sustainability Plan. Dr. Driscoll stressed the importance of formulating a plan, and that is an important exercise to undertake for IUP.

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Dr. Driscoll stated that IUP was placed in Plan 2, primarily due to IUP's decline in enrollment. There are many initiatives already taking place to help address IUP's Financial Sustainability:

- Aligning revenues and expenses over time
- Diversification of revenue streams
- Project INSPIRE
- Campaign fundraising and donor/alumni engagement
- New branding and marketing initiatives
- Facilities master plan
- Strategic enrollment initiatives
- University-wide Retention and Persistence Committee
- University Planning Council – leading the creation of the 2020 – 2025 Strategic Plan

Dr. Driscoll said that IUP's financial sustainability plan was due to the System office on January 17, 2020. On January 24, 2020, the plan was presented to the State System CAO/CFO/SA-EM group (referred to as SLG).

Dr. Moerland, Dr. Fitzsimons, Dr. McCarthy and Ms. Moore each reviewed their portion of the financial sustainability plan:

- Dr. Moerland – INSPIRE initiative
- Dr. McCarthy – Enrollment and Retention/Persistence
- Ms. Moore – Annualized Five Year University Goal Setting
- Dr. Fitzsimons – Expenses and Revenues

Dr. Driscoll noted there is a high level of confidence in the projections. In moving forward, we will set goals, check progress through multiple milestones, and adjust as we need to. Dr. Driscoll expressed his appreciation to everyone for their hard work and engagement so far with IUP's financial sustainability plan. Dr. Driscoll said there is a lot of hard work to do.

Dr. Driscoll stated that the Financial Sustainability PowerPoint presentation will be revised as needed and placed on the X-drive for the committee. The Vice President for Administration and Finance office will notify the committee when the additional documents are available on the X-drive.

Dr. Fitzsimons provided a hand-out to the committee – A memo from the Office of the Chancellor, System Financial Sustainability Guidelines.

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VI. Enrollment Update – Dr. McCarthy

Due to time constraints, Dr. McCarthy was not able to provide an update on enrollment. Dr. McCarthy did note that currently enrollment looks good.

VII. Closing Remarks

Dr. Driscoll thanked everyone for attending today's meeting.

The next UBAC meeting will be held on Thursday, March 26, 2020 from 1:30 pm – 3:00 pm in the Humanities and Social Sciences building, Room 114.



**From:** [Greenstein, Daniel](#)  
**Subject:** Financial Sustainability Plan Template Instructions  
**Date:** Monday, April 13, 2020 12:13:36 PM

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Dear SLG Colleagues (Presidents, CAOs, CFOs, SAEM, OOC):

Given the impact of COVID-19 on university operations, the following changes to the sustainability plans are being implemented:

1. All plans should be developed according to my [February 13, 2020 letter](#) to the universities.
2. Per the March 27, 2020 direction, all universities must submit a sustainability plan; the five universities that did not submit a first draft are required to submit data only (no narrative).
3. Given the uncertainty in the environment, the second draft of the sustainability plans should provide revised data for the following periods FY2019/20, FY 2020/21, and FY 2021/22.
4. All universities should submit plans that achieve their 2010/11 student/faculty and student/nonfaculty ratios over a two-year period (by FY2021-22).
5. All universities should submit the following versions:
  - Plan 2a. Face-to-face instruction occurs beginning fall 2020 with your university's best enrollment estimates and housing/dining estimates.
  - Plan 2b. In addition to Plan 2a, the impacts of an additional reduction of 10% enrollment.

#### ASSUMPTIONS

- **Tuition and Fee Rates—CHANGED FROM DRAFT 1 ASSUMPTIONS**—Assume a flat rate for tuition and the technology tuition fee. All university-based fees should be incorporated into the projections for FY 2020/21. FY 2021/22 tuition should assume 1.5% to approximate the rate of inflation.
- **State Appropriations—UNCHANGED FROM DRAFT 1 ASSUMPTIONS**—Over the past five years, the State System has received appropriation increases annually, ranging from 5.0 percent in FY 2015/16 to 2.0 percent in both FY 2017/18 and 2019/20. Recognizing this trend for moderate increases in state funding, it is appropriate to incorporate an estimated 2.0 percent increase in state appropriations for all years. Although this projection will be applied to each university based on the FY 2019/20 appropriation allocation, efforts are underway to develop a new allocation formula that may result in a different allocation of appropriations across all 14 universities.
- **COVID-19—(NEW)** —Please include known CARES Act funding (excluding funds targeted to students) as well as any adjustments to revenue or expenses associated any additional savings or costs associated with COVID-19.

Draft 2 Sustainability Plan templates are due to Barbara Linnehan ([blinnehan@passhe.edu](mailto:blinnehan@passhe.edu)) by close of business **Thursday, June 19, 2020**. If you need the template or have questions, please contact Lois Johnson, Associate Vice Chancellor for Administration and Finance ([ljohnson@passhe.edu](mailto:ljohnson@passhe.edu)) or Ginger Coleman, Budget Director ([gcoleman@passhe.edu](mailto:gcoleman@passhe.edu)).

#### TEMPLATE COMMUNICATION AND REVIEW PROCESS

*The Financial Sustainability Plan Template is being developed through a collaborative, transparent process, seeking input from various leadership groups. The following chart reflects the process being followed in the development and review of these materials.*

Date	Description	Party
11/6/19	CalU sample financial sustainability plan finalized	Investment Team
11/19/19	CalU sample financial sustainability plan shared	ELG

11/18-22/19	Sustainability plan draft templates developed	Investment and Budget Teams
11/25/19	Sustainability plan draft templates distributed for review; feedback due December 2, 2019	CAOs/CFOs/Presidents
12/3/19	A&F VP meeting; review feedback and potential changes	CFOs, team leads
12/4/19	Final Sustainability templates distributed for use	Presidents/CAOs/CFOs
12/31/19	Goals template and strategies due (all universities)	Universities
1/17/20	Sustainability plan templates due (9 universities)	Universities
1/17/20	Tuition plan proposals, draft concepts due	Universities
1/24/20	Review of goals, sustainability plans, tuition plan proposals	CAOs/CFOs
1/31/20	Final tuition plan proposals due	Universities
2/10-12/20	ELG Retreat review of documents and recommendations from CAOs and CFOs	ELG
2/13/2020	Chancellor letter to ELG regarding Draft Version 2 sustainability plan requirements	ELG, SLG, Campus Communities
3/27/2020	Chancellor email to presidents regarding sustainability, including sustainability provided from remaining 5 universities that were not required to complete a draft 1 sustainability plan	Presidents
4/10/2020	Updated Sustainability Plan Draft Version 2 requirements	Universities (SLG)
6/19/2020	Draft Version 2 Sustainability Plans due	Universities
6/19-26/ 2020	SLG/ELG review cycles—review will occur in respective functional leadership groups	SLG/ELG

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## Sustainability Highlights

### Enrollment Tab:

		January 17, 2020	April 22, 2020	
<b>Fall FY2020-21</b>	Fall 2019 Actual	Scenario #1	Scenario #2a	Scenario #2b
Reduction Percentage			-3.45%	-13.45%
Fall Credited Headcount	10,348	9,893	9,525	8,257
Clock Hours	288	335	350	290
Total Fall Credited Headcount and Clock Hours	10,636	10,228	9,875	8,547

The attrition rate was revised from 8.5% in Scenario #1 to 9.6% in Scenario #2a and #2b. The revision reflects the actual attrition from Fall 2019 to Spring 2020.

The fall credited headcount in Scenario #1, #2a and #2b include the RNL enrollment attributed to the RNL scholarship initiative.

### Workforce Tab:

No change from the January 17, 2020 Scenario #1 submittal to the System Office.

The directive from Chancellor Greenstein's memo dated 4/13/2020 for reaching target for student/faculty ratio from 2010-2011 of 20.1 and non-faculty ratio from 2010-11 of 17.7 within two years was not included in this draft.

### E&G Tab:

FY2019-20:

Revenue was adjusted to reflect the student refunds for transportation and wellness fee, \$85,553 and \$463,166, respectively.

FY2020-21 through FY2023-24:

Tuition and Fees were adjusted for changes in enrollment for both scenarios.

FY2020-21 assumes a flat rate for tuition and technology fee per the Chancellor directive dated April 13, 2020.

FY2021-22 through FY2023-24 assumes a 1.5 percent increase in tuition and fees per the Chancellor directive dated April 13, 2020.

Operating costs were adjusted for the decrease in revenue from Technology Fee and ESF

Faculty personnel costs were updated to reflect the retirements resulting from the Enhanced Sick Leave Payout Incentive and known changes as of March 31, 2020

Non-faculty personnel costs were updated to reflect known changes as of March 31, 2020

**Revenue Less Expenditures Surplus (Annual Shortfall)**

	January 17, 2020	April 22, 2020	
	Scenario #1	Scenario #2a	Scenario #2b
FY2020-21	\$ (8,851,683)	\$ (15,710,152)	\$ (28,879,271)
FY2021-22	\$ (8,744,477)	\$ (16,218,417)	\$ (26,021,070)
FY2022-23	\$ (5,846,085)	\$ (11,712,958)	\$ (16,111,307)
FY2023-24	\$ (1,053,500)	\$ (7,266,358)	\$ (10,177,801)

<i>Balance of Unrestricted Net Assets:</i>	Scenario #1	April 22, 2020	
	Base Case	Scenario #2a	Scenario #2b
Beginning Balance on July 1, 2019	\$ 80,035,143	\$ 80,035,143	\$ 80,035,143
Ending Balance on June 30, 2024	\$ 64,139,644	\$ 37,178,785	\$ 6,897,221

**Auxiliary Tab:****FY2019-20:**

The CARES Act only impacts FY2019-20 and has not been included in the analysis. Waiting for further guidance.

Housing and dining revenues were adjusted by the student refunds applied as of 4/15/2020 for IUP owned housing and dining (\$477,774 and \$3,316,061, respectively)

Revenue received from Privatized Housing was reduced by \$1.5M

FY2020-21 assumes no increase in fees

FY2021-22 through FY2023-24 assumes a 1.5% increase in fees

Housing - FY2020-21 includes additional revenue of \$150,000 from athletic scholarships.

FY2021-22 through FY2023-24 includes \$1.2M of additional revenue from athletic scholarships

**Expenses :**

Expenses were adjusted for changes in enrollment for both scenarios.

Expenses were reduced for the following items:

Cable elimination - Reduction of \$165,000 per year (reduced from \$250K Scenario #1)

Changes in trash pick-up - Reduction of \$100,000 per year

Reduction in Aramark operations - \$1.5M per year

**Highlight Footnotes:**

Revenues were adjusted by changes in enrollment for both scenarios.

Expenses were adjusted by changes in enrollment for both scenarios.

**Revenue Less Expenditures Surplus (Annual Shortfall)**

	January 17, 2020	April 22, 2020	
	Scenario #1	Scenario #2a	Scenario #2b
FY2020-21	\$ (3,410,759)	\$ (3,688,931)	\$ (4,356,051)
FY2021-22	\$ (2,760,591)	\$ (3,076,572)	\$ (3,499,546)
FY2022-23	\$ (2,873,737)	\$ (3,009,310)	\$ (3,028,764)
FY2023-24	\$ (3,159,594)	\$ (3,219,512)	\$ (3,121,246)

	January 17, 2020	April 22, 2020	
	Scenario #1	Scenario #2a	Scenario #2b
<i>Balance of Unrestricted Net Assets:</i>			
Beginning Balance on July 1, 2019	\$ 9,409,022	\$ 9,409,022	\$ 9,409,022
Ending Balance on June 30, 2024	\$ (6,862,830)	\$ (12,946,309)	\$ (13,957,591)

**Summary Tab:**

	January 17, 2020	April 22, 2020	
	Scenario #1	Scenario #2a	Scenario #2b
<i>Balance of Unrestricted Net Assets:</i>			
Beginning Balance on July 1, 2019	\$ 89,444,165	\$ 89,444,165	\$ 89,444,165
Ending Balance on June 30, 2024	\$ 57,276,814	\$ 24,232,476	\$ (7,060,370)

***Student to Faculty Ratio:***

	January 17, 2020	April 22, 2020	
	Scenario #1	Scenario #2a	Scenario #2b
FY2019-20	16.2	16.2	16.2
FY2020-21	16.2	15.6	13.5
FY2021-22	16.4	15.7	14.1
FY2022-23	16.9	16.5	15.7
FY2023-24	17.6	17.3	16.7

*Student to Non-Faculty Ratio:*

	January 17, 2020	April 22, 2020	
	Scenario #1	Scenario #2a	Scenario #2b
FY2019-20	13.4	13.4	13.4
FY2020-21	13.1	12.6	10.9
FY2021-22	13.1	12.5	11.3
FY2022-23	13.5	13.2	12.6
FY2023-24	13.9	13.7	13.3

*Annual Operating Margin:*<sup>1</sup>

	January 17, 2020	April 22, 2020	
	Scenario #1	Scenario #2a	Scenario #2b
FY2019-20	-0.3%	-2.9%	-2.9%
FY2020-21	-0.1%	-3.4%	-10.8%
FY2021-22	0.4%	-3.2%	-8.5%
FY2022-23	1.1%	-1.6%	-3.7%
FY2023-24	3.1%	0.3%	-0.9%

<sup>1</sup> Target - 3 year Moving Average	2.0%
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The Operating Margin is the Year End Surplus (Deficit) excluding transfers to plant divided by Total Revenues

*Annual Primary Reserve Ratio:*<sup>2</sup>

	January 17, 2020	April 22, 2020	
	Scenario #1	Scenario #2a	Scenario #2b
FY2019-20	35.6%	33.0%	33.0%
FY2020-21	32.2%	26.6%	20.7%
FY2021-22	28.6%	19.5%	8.7%
FY2022-23	26.1%	14.2%	1.4%
FY2023-24	25.8%	10.9%	-3.2%

<sup>2</sup> Target - 3 year Moving Average	40.0%
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The Primary Reserve Ratio is the estimated End of Year Balance in Net Assets divided by Total Expenses.