

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

December 1, 2015
3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes from November 3, 2015 Senate meeting
- B. Approval of current agenda items and order

Reports and Announcements

- A. President Driscoll
- B. Provost Moerland
- C. Chairperson Piper
- D. Parliamentarian Smith-Sherwood
- E. Vice Chairperson Snead

Appendix

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Standing Committee Reports

Chairperson

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New Business

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**Appendix A
Rules Committee
Chair Korns**

FOR INFORMATION:

Senate Bylaws Change Request

Proposal: Amend Bylaws V. C and V. D regarding inconsistencies in the language between the University-Wide Undergraduate Curriculum Committee and University Wide Graduate Committee.

Rationale: There were numerous inconsistencies in language in the bylaws for these committees. This amendment will make language consistent where it is appropriate to do so. Also, membership for the UWUCC is revised to remove the president of APSCUF as an ex-officio member. This was not the intent in the original language but instead for the president of APSCUF to appoint a co-chair to the committee, as stated in the membership for the UWGC.

Current Bylaw:

C. University-Wide Undergraduate Curriculum Committee

1. Function: The area of responsibility of the committee shall be degree requirements and all matters relating to undergraduate programs and curricula except as herein after relegated to the charge of another committee.
 - a. During the UWUCC's deliberations on curricular proposals, the APSCUF-appointed co-chair shall be responsible for informing the UWUCC of any CBA compliance problems identified by APSCUF.
 - b. The APSCUF co-chair of the UWUCC is responsible for communicating APSCUF's position(s) on curricular matters to the University Senate.
 - c. The committee shall present its curricular recommendations to the University Senate.
 - d. Any senator may request the chair of the University Senate, in consultation with the attending chair(s) of the committee and/or representatives of the originating department, to rule whether a change proposed on the floor is substantive. If substantive changes are made on the University Senate floor, the proposal shall return to the originator for possible re-submission.
2. Membership:
 - a. Ex officio: The provost and vice president for Academic Affairs, and the president of APSCUF or her/his designee from the FACULTY. The APSCUF co-chair of the UWUCC is responsible for communicating APSCUF's position(s) on curricular matters to the University Senate.
 - b. Elected: Twelve members shall be elected by and from the FACULTY in university-wide elections. FACULTY members elected to the UWUCC shall be automatically elected to the at-large portion of the faculty segment of the University Senate. A committee member who resigns from the UWUCC shall at the same time relinquish her/his at-large seat in the University Senate. A

FACULTY member elected to the University-Wide Undergraduate Curriculum Committee who is also elected as a department representative to the University Senate, shall notify the chair of the Rules Committee immediately, who will then fill the at-large vacancy from the list of alternates. If a department representative resigns or is removed from the UWUCC during a term of office, the seat will be filled from the University Senate by the next highest vote recipient in the UWUCC election who is available to serve. If no vote recipient for the UWUCC is available to serve, the seat will remain vacant until the next regular University Senate election. If two or more seats are vacant on either or both of the UWGC or the UWUCC, or if any academic college lacks representation, a special election shall be scheduled to fill the vacant seats from the University Senate.

- c. Three students shall be appointed by and from the Student Government Association.
 - d. Each academic college shall have FACULTY representation on this committee.
 - e. No more than one FACULTY member from the same department may serve on this committee.
 - f. No more than four FACULTY members of any individual college or unit may serve on this committee.
3. Officers:
- a. Co-chairs shall be named from the FACULTY. The president of APSCUF or his/her designee shall serve as one of the co-chairs. Upon appointment, the APSCUF-designated co-chair shall be automatically elected to the at-large portion of the faculty segment. If the APSCUF president or designated co-chair resigns as committee co-chair, at the same time, he/she shall relinquish his/her at-large seat in the University Senate. The APSCUF-designated co-chair cannot serve as a department representative. The other co-chair shall be elected by the committee from its membership.
 - b. The secretary shall be elected by the committee from its membership.
4. Meetings: All regular meetings of the committee shall be open.

Proposed Bylaw:

C. University-Wide Undergraduate Curriculum Committee

1. Function: The area of responsibility of the committee shall be degree requirements and all matters relating to undergraduate programs and curricula except as herein after relegated to the charge of another committee.
 - a. During the UWUCC's deliberations on curricular proposals, the APSCUF-appointed co-chair shall be responsible for informing the UWUCC of any CBA compliance problems identified by APSCUF.
 - b. The APSCUF appointed co-chair of the UWUCC is responsible for communicating APSCUF's position(s) on curricular matters to the University Senate.
 - c. The committee shall present its curricular recommendations to the University Senate.
 - d. Any senator may request the chair of the University Senate, in consultation with the attending chair(s) of the committee and/or representatives of the originating department, to rule whether a change proposed on the floor is substantive. If

substantive changes are made on the University Senate floor, the proposal shall return to the originator for possible resubmission.

2. Membership:
 - g. Ex officio: The provost and vice president for Academic Affairs, or her/his designee.
 - h. Elected: Twelve members shall be elected by and from the FACULTY in university-wide elections. FACULTY members elected to the UWUCC shall be automatically elected to the at-large portion of the faculty segment of the University Senate. A committee member who resigns from the UWUCC shall at the same time relinquish her/his at-large seat in the University Senate. A FACULTY member elected to the University-Wide Undergraduate Curriculum Committee who is also elected as a department representative to the University Senate, shall notify the chair of the Rules Committee immediately, who will then fill the at-large vacancy from the list of alternates. If a department representative resigns or is removed from the UWUCC during a term of office, the seat will be filled from the University Senate by the next highest vote recipient in the UWUCC election who is available to serve. If no vote recipient for the UWUCC is available to serve, the seat will remain vacant until the next regular University Senate election. If two or more seats are vacant on either or both of the UWGC or the UWUCC, or if any academic college lacks representation, a special election shall be scheduled to fill the vacant seats from the University Senate.
 - i. Three undergraduate students appointed by and from the Student Government Association.
 - j. Each academic college shall have FACULTY representation on this committee.
 - k. No more than one FACULTY member from the same department may serve on this committee.
 - l. No more than four FACULTY members of any individual college or unit may serve on this committee.
3. Officers:
 - b. Co-chairs shall be named from the FACULTY. The president of APSCUF or his/her designee shall serve as one of the co-chairs. Upon appointment, the APSCUF-designated co-chair shall be automatically elected to the at-large portion of the faculty segment of the University Senate. If the APSCUF president or designated co-chair resigns as committee co-chair, at the same time, she/he shall relinquish her/his at-large seat in the University Senate. The APSCUF-designated co-chair cannot serve as a department representative. The other co-chair shall be elected by the committee from its membership.
 - b. The secretary shall be elected by the committee from its membership.
4. Meetings: All regular meetings of the committee shall be open.

Current Bylaw:

D. University-Wide Graduate Committee

1. Function: The area of responsibility of the committee shall be degree requirements, all matters relating to graduate curricula, general policies for admission, scholarships, assistantships, and other matters pertaining to the graduate students and the School of Graduate Studies and Research.

- a. During the UWGC's deliberations on curricular proposals, the APSCUF-appointed co-chair shall be responsible for informing the UWGC of any CBA compliance problems identified by APSCUF. The APSCUF-appointed co-chair of the UWGC is responsible for communicating APSCUF's position(s) on curricular matters to the University Senate. On non-curricular matters that come before the UWGC, the APSCUF-appointed co-chair shall participate simply as a committee member and shall not chair or direct the deliberations.
 - b. The committee shall present its curricular recommendations to the University Senate.
 - c. Any senator may request the chair of the University Senate, in consultation with the attending chair(s) of the committee and/or representatives of the originating department, to rule whether a suggested change is substantive. If substantive changes to curricular proposals are made on the University Senate floor, the proposal shall return to the originator for possible resubmission.
2. Membership:
- a. Ex officio: The dean of the School of Graduate Studies and Research or his or her designee.
 - b. Elected: Twelve members shall be elected by and from the FACULTY in university-wide elections. FACULTY members elected to the University-Wide Graduate Committee shall be automatically elected to the at-large portion of the faculty segment. A committee member who resigns from the UWGC shall at the same time relinquish his/her at-large seat in the University Senate. A FACULTY member elected to the University-Wide Graduate Committee who is also elected as a department representative to the Senate, shall notify the chair of the Rules Committee immediately, who will then fill the at-large vacancy from the list of alternates. If a department representative resigns or is removed from the UWGC during a term of office, the seat will be filled from the University Senate by the next highest vote recipient in the UWGC election who is available to serve. If no vote recipient for the UWGC is available to serve, the seat will remain vacant until the next regular University Senate election. If two or more seats are vacant on either or both of the UWGC or the UWUCC, or if any academic college lacks UWUCC or UWGC representation, a special election shall be scheduled to fill the vacant seats from the University Senate.
 - c. Three graduate students appointed by and from the Graduate Student Assembly.
 - d. Each academic college that has a graduate program shall have FACULTY representation on this committee.
 - e. No more than one FACULTY member of a department may serve on the committee.
 - f. No more than four members of any individual college or unit may serve on the committee.
3. Officers:
- a. Chairs shall be named from the FACULTY. The president of APSCUF or her/his designee shall serve as one of the co-chairs. Upon appointment, the APSCUF-designated co-chair shall be automatically elected to the at-large portion of the faculty segment. If the APSCUF president or designated co-chair resigns as committee co-chair, at the same time, she/he shall relinquish her/his at-large seat in the University Senate. The APSCUF-designated co-chair cannot serve as a department representative. The other co-chair shall be elected by the committee from its membership.

- b. The secretary shall be elected by the committee from its membership
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Proposed Bylaw:

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 - b. The APSCUF-appointed co-chair of the UWGC is responsible for communicating APSCUF's position(s) on curricular matters to the University Senate. On non-curricular matters that come before the UWGC, the APSCUF-appointed co-chair shall participate simply as a committee member and shall not chair or direct the deliberations.
 - c. The committee shall present its curricular recommendations to the University Senate.
 - d. Any senator may request the chair of the University Senate, in consultation with the attending chair(s) of the committee and/or representatives of the originating department, to rule whether a suggested change is substantive. If substantive changes to curricular proposals are made on the University Senate floor, the proposal shall return to the originator for possible resubmission.
- 2. Membership:
 - a. Ex officio: The dean of the School of Graduate Studies and Research or her/his designee.
 - b. Elected: Twelve members shall be elected by and from the FACULTY in university-wide elections. FACULTY members elected to the University-Wide Graduate Committee shall be automatically elected to the at-large portion of the faculty segment of the University Senate. A committee member who resigns from the UWGC shall at the same time relinquish his/her at-large seat in the University Senate. A FACULTY member elected to the University-Wide Graduate Committee who is also elected as a department representative to the University Senate, shall notify the chair of the Rules Committee immediately, who will then fill the at-large vacancy from the list of alternates. If a department representative resigns or is removed from the UWGC during a term of office, the seat will be filled from the University Senate by the next highest vote recipient in the UWGC election who is available to serve. If no vote recipient for the UWGC is available to serve, the seat will remain vacant until the next regular University Senate election. If two or more seats are vacant on either or both of the UWGC or the UWUCC, or if any academic college lacks UWUCC or UWGC representation, a special election shall be scheduled to fill the vacant seats from the University Senate.
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 - b. The secretary shall be elected by the committee from its membership.
4. Meetings: All regular meetings of the committee shall be open.

Proposal: Amend Bylaw V. J.

Rationale: Some functions of the Office of Extended Studies are related to non-credit instruction and it was determined the director of the Office of Extended Studies was the appropriate position to serve as an ex-officio member of the Non-credit Instruction Committee.

Current Bylaw:

J. Non-credit Instruction Committee

- 1. Functions: The committee shall oversee non-credit instruction and activities sponsored by the university. The committee shall advise administrators and administrative offices responsible for non-credit instruction and activities. The committee shall formulate policy recommendations in the areas related to non-credit instruction and activities including non-credit short courses, workshops, conferences, training, etc.
- 2. Membership:
 - a. Ex officio: The associate vice president for Enrollment Management.
 - b. Elected: Four faculty members and one additional administrator/manager shall be elected by and from the University Senate. There shall be no student members on the committee.
 - c. One staff member may be elected.
- 3. Officers: chair, vice chair, and secretary shall be elected by the committee from its membership.
- 4. Meetings: All regular meetings of the committee shall be open.

Approved Amendment:

J. Non-credit Instruction Committee

1. Functions: The committee shall oversee non-credit instruction and activities sponsored by the university. The committee shall advise administrators and administrative offices responsible for non-credit instruction and activities. The committee shall formulate policy recommendations in the areas related to non-credit instruction and activities including non-credit short courses, workshops, conferences, training, etc.
2. Membership:
 - a. Ex officio: The Dean of the Office of Extended Studies.
 - b. Elected: Four faculty members and one additional administrator/manager shall be elected by and from the University Senate. There shall be no student members on the committee.
 - c. One staff member may be elected.
3. Officers: chair, vice chair, and secretary shall be elected by the committee from its membership.
4. Meetings: All regular meetings of the committee shall be open.

Revision to Amendment:

J. Non-credit Instruction Committee

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2. Membership:
 - a. Ex officio: The director of the Office of Extended Studies.
 - b. Elected: Four faculty members and one additional administrator/manager shall be elected by and from the University Senate. There shall be no student members on the committee.
 - c. One staff member may be elected.
3. Officers: chair, vice chair, and secretary shall be elected by the committee from its membership.
4. Meetings: All regular meetings of the committee shall be open.

Appendix B
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Lewis

FOR INFORMATION:

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

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

CHEM 481 Organic Chemistry of Biological Processes
FIN 315 Financial Analysis Using Electronic Spreadsheets
NURS 202 Foundations of Child Health
NURS 340 Nursing Pharmacology

FOR ACTION:

1. Department of Psychology—New Courses

a. PSYC 313 Non-normative Development in Adulthood (CAAST) 3c-0l-3cr

Prerequisite: PSYC 101

A survey of non-normative transitions for younger, middle-aged, and older adults. Emphasis on how various losses, neurocognitive disorders, abuse and neglect affect adult development. A component of the interdisciplinary Child and Adult Advocacy Studies (CAAST) minor and certificate programs. May not get credit for both PSYC 312 and 313.

Rationale: This is an elective offered in Psychology and will also be an elective in the interdisciplinary Child and Adult Advocacy Studies minor and certificate programs sponsored by the Psychology and Sociology Departments.

b. PSYC 314 Child and Adolescent Psychopathology (CAAST) 3c-0l-3cr

Prerequisite: PSYC 101

An in-depth examination of theories and research related to risk factors and protective factors in the development of children and adolescents. Highlights how physical, cognitive and social development can be impacted by violence. A component of the interdisciplinary Child and Adult Advocacy Studies (CAAST) minor and certificate programs. May not get credit for both PSYC 311 and 314.

Rationale: This is an elective offered in Psychology and also an elective in the Child and Adult Advocacy Studies minor and certificate programs sponsored by the Psychology and Sociology Departments. This course covers unique content in how children and adolescents are impacted by many forms of violence and trauma.

c. PSYC 332 Community Psychology and Prevention Science (CAAST) 3c-0l-3cr

Prerequisite: PSYC 101 or instructor permission

Introduces students to the guiding principles of community psychology with an emphasis on prevention. Employs team work and service activities to apply students' new knowledge in addressing social and/or health issues impacting their communities. A component of the Child and Adult Advocacy Studies (CAAST) curriculum.

Rationale: This is an elective offered in Psychology and will also be a course included as an elective in the certificate/minor in violence education, CAAST (Child Abuse and Adult Advocacy Studies). It covers unique content on the use of psychology to promote social justice through direct action across many social institutions.

2. Department of Information Systems and Decision Sciences—New Courses

a. IFMG 255 Computer Technology Virtualization 3c-0l-3cr

Prerequisite: IFMG 250

Introduces virtualization technology in the computing environment through the study of various related tools. Highlights key issues related to creating and using the virtual environment infrastructure. Presents alternatives for incorporating virtualization solutions at organizations. Uses technological case studies and practical applications. Prepares students to propose virtualization solutions for enterprise computing environments.

Rationale: It is one of four courses being proposed for a new Information Technology (IT) track that is being worked on by our department. This course explains about a growing solution for prevalent technology problems in the industry. Students from other departments (or from the industry) may find it useful in their programs or for their organizations.

b. IFMG 360 Information Storage and Management 3c-0l-3cr

Prerequisite: IFMG 352

Provides the knowledge for understanding the storage infrastructure required to store this information in personal, enterprise, and cloud computing settings. Focuses on the different components of storage infrastructure and how to successfully manage it. Examines basic and advanced concepts of storage technology to enable evaluation and design of storage architectures with features to meet a variety of technical and business needs. Considers disaster recovery and business continuity solutions such as backups, replication, and archiving which is related to the broader field of information assurance.

Rationale: The ISDS department is in process of floating an IT track to augment its curriculum offering. The purpose of the IT track is to develop professionals to fulfill the demands of managing the IT infrastructure that is coming online on a large scale and rapid fashion scale due to establishment of data centers to service personal, private, public, and hybrid cloud infrastructure. This course is likely to be part of this IT track as well being offered as an elective to students interested learning more about information and storage management. Information is the new oil of the information age. Information is not only coming online at a large scale but also in a rapid fashion. This course addresses the knowledge areas needed to store and manage the storage in efficient and effective manner.

c. IFMG 414 Internet of Things

3c-01-3cr

Prerequisite: IFMG 352 and (IFMG 210 or 230)

Introduces the world of the Internet of Things (IoT) including conceptual foundations and practical applications. Presents the theoretical concepts and the hands on knowledge on creating and managing IoT applications through assigned readings, prototyping, simulation and mock-up exercises. Classifies business models applicable to IoT. Examines the ethical standards pertinent to the field of IoT.

Rationale: It is part of a new IT track that is proposed in our department. There is a strong demand for a new course in this viable technology, thus we introduce it here

d. IFMG 470 Data Center and Cloud Computing

3c-01-3cr

Prerequisites: IFMG 255 and 360

Introduces the building and managing of data centers as a cloud on the network. Focuses on the fundamentals regarding data center system configuration, networking, storage and application. Examines different kinds of cloud service and delivery models. Discusses the management of data center security.

Rationale: Cloud computing through data centers is a trendy development and is gaining momentum quarter by quarter. Leading IT vendors such as Amazon, Google, Oracle, IBM, Microsoft and Salesforce.com, etc. all have invested billions of dollars providing cloud computing service. Cloud computing knowledge and concepts will be a building block to develop further skills in IT and computing industries.

3. Department of Communications Media—Catalog Description Changes

a. Current Catalog Description:

COMM 303 Scriptwriting

3c-01-3cr

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

An introduction to the design of media materials and script writing. Style and techniques of writing are analyzed. Classroom emphasis is on writing critiques, and revision of designs and scripts. Scripts for audio, multimedia presentations and motion picture and television productions will be written.

Proposed Catalog Description:

COMM 303 Scriptwriting

3c-01-3cr

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

An introduction to the design of media materials and script writing. Style and techniques of writing are analyzed. Classroom emphasis is on writing critiques, and revision of designs and scripts. Scripts for audio, multimedia presentations and motion picture and television productions will be written. May be offered under a different topic area such as: COMM 303 Scriptwriting: Comedy or COMM 303 Scriptwriting: Drama. May be

repeated for a maximum of six credits under a different topic area. Students who need to D/F repeat COMM 303 may repeat the course under a different variable title.

Rationale: This curriculum revision requests the ability to offer COMM 303 under a variable course name. The rationale for this request is based on the desire of Communications Media students to have course content that is more focused in a specific area within the communications media field. The ability to offer this course with variable names will provide that opportunity.

b. Current Catalog Description:

COMM 351 Advanced Video Production **3c-01-3cr**
Prerequisite: COMM 251

A production course that emphasizes advanced field production techniques. Some of the topics covered will include; field lighting, video post-production editing with A-B roll, on-line editing, and non-linear editing. Provides hands-on experience through projects and field trips.

Proposed Catalog Description:

COMM 351 Advanced Video Production **3c-01-3cr**
Prerequisite: COMM 251

A production course that emphasizes advanced field production techniques. Some of the topics covered include; field lighting, video post-production editing with A-B roll, on-line editing, and non-linear editing. Provides hands-on experience through projects and field trips. May be offered under a different topic area such as: COMM 351 Advanced Video Production: Documentary Video or COMM 351 Advanced Video Production: Music Videos. May be repeated for a maximum of six credits under a different topic area. Students who need to D/F repeat COMM 351 may repeat the course under a different variable title.

Rationale: This curriculum revision requests the ability to offer COMM 351 under a variable course name. The rationale for this request is based on the desire of Communications Media students to have course content focused in a specific area. The ability to offer this course with variable names will provide that opportunity. The objectives of this course do not need to change to accommodate this request. The students enrolled in any section will still be able to meet the approved course objectives with the content focused on a specific area. Examples of the variable name are included with the revised course description.

c. Current Catalog Description:

COMM 449 Advanced Audio Recording Techniques **3c-01-3cr**
Prerequisites: COMM 249, permission

Sound recording utilizing advanced techniques and concentrating on specific applications. Students participate in an intensive lab experience utilizing the most advanced equipment

available. Emphasizes application, editing, signal processing, and multitrack recording. Student is expected to produce a sound recording for a specific use of professional quality.

Proposed Catalog Description:

COMM 449 Advanced Audio Recording Techniques 3c-01-3cr

Prerequisites: COMM 249, permission

Sound recording utilizing advanced techniques and concentrating on specific applications. Students participate in an intensive lab experience utilizing the most advanced equipment available. Emphasizes application, editing, signal processing, and multitrack recording. Student is expected to produce a sound recording for a specific use of professional quality. May be offered under a different topic area such as: COMM 449 Advanced Audio Recording Techniques: Music Recording or COMM 449 Advanced Audio Recording Techniques: Instructional Media. May be repeated for a maximum of six credits under a different topic area. Students who need to D/F repeat COMM 449 may repeat the course under a different variable title.

Rationale: This curriculum revision requests the ability to offer COMM 449 under a variable course name. The rationale for this request is based on the desire of Communications Media students to have course content focused in a specific area. The ability to offer this course with variable names will provide that opportunity.

4. Department of Nursing and Allied Health Professions—Program Revision

Current Program:

Proposed Program:

Gerontology Certificate Program

21

Gerontology Certificate Program

21

Core Courses:

HPED 350 Health Aspects of Aging
 PSYC 312 Adult Development and Aging
 SOC 357 Sociology of Aging

9

Core Courses:

HPED 350 Health Aspects of Aging
 PSYC 312 Adult Development and Aging
 SOC 357 Sociology of Aging

9

Controlled Electives:

Select 9cr from the following:
 ANTH 340, 444, CDFR 428, FCSE 315, GERN 281, 481, 482, HPED 413, MGMT 300, 311, PHIL 400, 405, PSYC 376, 378, RHAB 312, SAFE 380, SOC 336, 342, 345

9

Controlled Electives:

Select 9cr from the following:
 ANTH 340, 444, CDFR 428, FCSE 315, GERN 281, 481, 482, HPED 413, MGMT 300, 311, PHIL 122, 240, PSYC 376, 378, RHAB 312, SAFE 380, SOC 336, 342, 345, FDNT 410

9

Other Requirements:

Internship (GERN 493 or internship in student’s major)

3

Other Requirements:

Internship (GERN 493 or internship in student’s major)

3cr

Rationale: PHIL 400 and 405 are no longer being offered. PHIL 122 and 240 are being added per the suggestion of Mary MacLeod, to provide students with additional options. Also in discussion with FDNT chair, FDNT 410 is being added.

5. Department of Anthropology—New Courses

a. ANTH 486 Historic Artifacts

3c-01-3cr

Focuses on techniques for collecting, analyzing, and interpreting data from historic period (1500 to present) artifacts commonly found on North American archaeological sites. Analytic techniques, including classification, quantification of attributes, relating artifact patterns to human activities, and statistical interpretation are taught in a hands-on environment. Outlines the history of technology as a means to identify the age and use of artifacts. Considers that all objects occurred as a thought before they were made material and how to work backwards from the material to the thought.

Rationale: The proposed course has been taught three times previously under the generic title of ANTH 484/584 Specialized Methods in Archaeology. Granting this course its own number codifies past practice and allows current and prospective students to better plan for the course as part of their curriculum.

b. ANTH 491 Zooarcheology **3c-0l-3cr**

Introduces the archaeological specialty of zooarchaeology, which is the study of human-animal interactions through the analysis of archaeological remains from archaeological sites. Explores the basics of vertebrate osteology through lectures and hands-on exercises as well as the nature of various types of zooarchaeological interpretation such as studies of hunting and butchering practices, dietary importance, seasonality, domestication, paleopathology and past environment.

Rationale: This course has been taught as one option in ANTH 484/584 Specialized Methods in Archaeology, but since it has been taught on a regular basis for more than a decade, it makes more sense for it to be a stand-alone course.

6. Department of Kinesiology, Health, and Sport Science—Catalog Description Changes

a. Current Catalog Description:

HPED 376 Athletic Training Clinical Practicum I **0c-2l-1cr**

Prerequisites: HPED 251, 345, 346

The opportunity to develop and demonstrate proficient psychomotor skills within the domains of athletic injury prevention and acute care, in coordination with a one-semester clinical field experience. This clinical field experience allows an opportunity to practice and apply skills taught under the direction of a clinical instructor within the IUP Athletic Department or an affiliated clinical site. Specific skills emphasized include, but are not limited to, those relating to safety/risk management, conditioning, equipment fitting, taping and wrapping, acute care, and transportation/transfer of the injured athlete. Restricted to students seeking certification by the National Athletic Trainers Association.

Proposed Catalog Description:

HPED 376 Athletic Training Clinical Practicum I **0c-2l-1cr**

Prerequisites: HPED 345, 346

Develops and demonstrates proficient psychomotor skills within the domains of athletic injury prevention and acute care, in coordination with a one-semester clinical field

experience. Allows an opportunity to practice and apply skills taught under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as those relating to safety/risk management, conditioning, equipment fitting, taping and wrapping, acute care, and transportation/transfer of the injured athlete. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) for the Athletic Trainer examination.

Rationale: To upgrade outdated professional terminology to the up-to-date equivalents. Required for our upcoming self-study site visit. Also removing HPED 251 as a prerequisite. It is an outdated course prerequisite.

b. Current Catalog Description:

HPED 377 Athletic Training Clinical Practicum I

0c-2l-1cr

Prerequisites: HPED 365

The opportunity to develop and demonstrate proficient psychomotor skills within the domain of athletic injury assessment, in coordination with a one-semester clinical field experience. This clinical field experience allows an opportunity to practice and apply skills taught under the direction of a clinical instructor within the IUP Athletic Department or an affiliated clinical site. Specific skills emphasized include, but are not limited to, those relating to anatomical landmarks' identification, orthopedic and neurological evaluation, and general medical examination. Restricted to students seeking certification by the National Athletic Trainers Association.

Proposed Catalog Description:

HPED 377 Athletic Training Clinical Practicum I

0c-2l-1cr

Develops and demonstrates proficient psychomotor skills within the domain of athletic injury assessment, in coordination with a one-semester clinical field experience. Allows an opportunity to practice and apply skills taught under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as those relating to anatomical landmarks' identification, orthopedic and neurological evaluation, and general medical examination. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) for the Athletic Trainer examination.

Rationale: To upgrade outdated professional terminology to the up-to-date equivalents. Required for our upcoming self-study site visit.

c. Current Catalog Description:

HPED 476 Athletic Training Clinical Practicum III

0c-2l-1cr

Prerequisites: HPED 365

An opportunity to develop and demonstrate proficient psychomotor skills within the domains of athletic training organization/administration and education/guidance, in coordination with a one-semester clinical field experience. This clinical field experience allows an opportunity to practice and apply skills under the direction of a clinical instructor

within the IUP Athletic Department or an affiliated clinical site. Specific skills emphasized include, but are not limited to, those relating to communication, recordkeeping, planning, budgeting and purchasing, facility design, policies/procedures, and other athletic health care managerial/administrative duties. Athletic training instruction and guidance skills are also addressed. Restricted to students seeking certification by the National Athletic Trainers Association.

Proposed Catalog Description:

HPED 476 Athletic Training Clinical Practicum III **0c-2l-1cr**

Develops and demonstrates proficient psychomotor skills within the domains of athletic training organization/administration and education/guidance, in coordination with a one-semester clinical field experience. Allows an opportunity to practice and apply skills under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as those relating to communication, recordkeeping, planning, budgeting and purchasing, facility design, policies/procedures, and other athletic health care managerial/administrative duties. Athletic training instruction and guidance skills are also addressed. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) for the Athletic Trainer examination.

Rationale: To upgrade outdated professional terminology to the up-to-date equivalents. Required for our upcoming self-study site visit.

d. Current Catalog Description:

HPED 477 Athletic Training Clinical Practicum IV **0c-2l-1cr**

Prerequisites: HPED 446, 448

The opportunity to develop and demonstrate proficient psychomotor skills within the domain of athletic injury rehabilitation, in coordination with a one-semester clinical field experience. This clinical field experience allows an opportunity to practice and apply skills under the direction of a clinical instructor within the IUP Athletic Department or an affiliated clinical site. Specific skills emphasized include, but are not limited to, exercise, manual therapy, and other advanced musculoskeletal screening and therapeutic intervention techniques. Restricted to students seeking certification by the National Athletic Trainers Association.

Proposed Catalog Description:

HPED 477 Athletic Training Clinical Practicum IV **0c-2l-1cr**

Develops and demonstrates proficient psychomotor skills within the domain of athletic injury rehabilitation, in coordination with a one-semester clinical field experience. Allows an opportunity to practice and apply skills under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as exercise, manual therapy, and other advanced musculoskeletal screening and therapeutic intervention techniques. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) for the Athletic Trainer examination.

Rationale: To upgrade outdated professional terminology to the up-to-date equivalents. Required for our upcoming self-study site visit.

7. Department of Biology—New Course

BIOL 300 Genetics and Medicine and Nutrition

3c-01-3cr

Prerequisite: BIOL 203 or 241 or CHEM 255

Examines how our genes play a role in disease and diet. Includes a fundamental background of genetics as well as specific diseases that are caused by defective genes. Explores how nutrition interacts with the genome and its impact on health and disease.

Rationale: This course is being proposed to provide students with a medical application for genetics. The target audience for this course includes Biology Pre-Medical, Nursing, and Nutrition students. This course is especially important for Biology students as the recently revised MCAT description requires students to understand the transmission of genetic information from gene to protein. This course will provide students with the foundation for understanding how genetic function contributes to health and can lead to disease.

8. Department of Finance—Course Revision

Current Catalog Description:

FIN 320 Corporate Finance

3c-01-3cr

Prerequisite: FIN 310

The study of corporate financial management and decision making, its theory, and application. Provides a higher level of study and many of the same topics covering in Fundamentals of Finance, particularly in the area of capital budgeting. Other topics include capital asset pricing models, costs of capital, capital structure, leasing bond refunding, and financial distress.

Proposed Catalog Description:

FIN 320 Corporate Finance

3c-01-3cr

Prerequisite: Grade of C or better in FIN 310

The study of corporate financial management and decision making, its theory, and application. Provides a higher level of study and many of the same topics covering in Fundamentals of Finance, particularly in the area of capital budgeting. Other topics include capital asset pricing models, costs of capital, capital structure, leasing bond refunding, and financial distress.

Rationale: Although a "D" is a passing grade for FIN 310, Fundamentals of Finance, FIN 320, Corporate Finance, requires a solid understanding of the concepts covered in FIN 310 and experience indicates that students who struggle in FIN 310 do not perform well in FIN 320, often repeating the class or perhaps choosing another major within the Eberly College of Business, and Information Technology, but after receiving a "D" or "F" in FIN 320.

Therefore, it is reasonable to demand that students demonstrate an understanding of financial fundamentals by earning a grade of "C" or higher in FIN 310 before taking FIN 320.

9. Department of Chemistry—Catalog Description Correction

Current Catalog Description:

CHEM 290 Chemistry Seminar I **1c-01-3cr**

Prerequisite: CHEM 100, 111 or 113

Provides knowledge to students concerning undergraduate research and career possibilities based on a degree in chemistry or biochemistry. Much of this class will consist of presentations to students by research faculty in chemistry, biochemistry, and other departments across the university.

Proposed Catalog Description:

CHEM 290 Chemistry Seminar I **1c-01-3cr**

Prerequisite: CHEM 100 or 111 or 113

Provides knowledge to students concerning undergraduate research and career possibilities based on a degree in chemistry or biochemistry. Much of this class will consist of presentations to students by research faculty in chemistry, biochemistry, and other departments across the university.

Rationale: This change is being made to clarify what the department intended with the prerequisites.

10. Liberal Studies Report:

The Liberal Studies Committee and the UWUCC approved the following:

- **ACCT 431 Auditing, Type II Departmental Recommitment Writing Intensive**

Appendix C
University Wide Graduate Committee
Chairs: Moore and Baumer

1. Educational and School Psychology

COURSE REVISION (Title Change)

Course: EDSP 746/846

Rationale:

This course is being revised to align with the accreditation standards of the American Psychological Association so that it is inclusive of life-span development while emphasizing school-age populations.

	Current Course Information	Proposed Course Information
Title	EDSP 746/846 Learning and Instruction	EDSP 746 Academic Interventions

2. Information Systems and Decision Making

COURSE REVISION, DUAL LEVEL (Title Change, add dual level)

Course: IFMG 555

Rationale:

Relational database technologies have changed rapidly, this requires changing content of data warehousing courses to keep up with the changes in technology. New content added to offer it as a graduate course as well.

	Current Course Information	Proposed Course Information
Title	IFMG 455 Data Warehouse and Data Mining	IFMG 455/555 Business Data Mining

3. Anthropology

A. COURSE REVISION (Modify Prerequisite)

Course: ANTH 720

Rationale:

The prerequisite for this course is being removed because the prerequisite is not necessary to succeed in the course. Additionally, over the past several years, approximately 1/3 to 1/2 of the course enrollment has been drawn from outside of Anthropology requiring several instructor permissions. Permission has been refused. The course benefits from a wide range of perspectives, so making enrollment easier for non-Anthropology students improves the learning experience of all enrolled students.

	Current Course Information	Proposed Course Information
Title	ANTH 720 Issues in Historic Preservation	ANTH 720 Issues in Historic Preservation
Description	Designed to examine the history, theory, and current issues of preservation practice in the United States. Will discuss theories of what, how, and why we preserve, within the context of the evolution of the field of historic preservation. The focus will be on exploring current issues in the field of history preservation and the role of applied archaeology. Prerequisite: ANTH 612 or instructor permission.	Designed to examine the history, theory, and current issues of preservation practice in the United States. Will discuss theories of what, how, and why we preserve, within the context of the evolution of the field of historic preservation. The focus will be on exploring current issues in the field of history preservation and the role of applied archaeology.
Prereq	ANTH 612	None

B. NEW DUAL LEVEL COURSE

Course: ANTH 486/586

Rationale:

The proposed course has been taught three times previously under the generic title of ANTH 484/584 Specialized Methods in Archaeology. Granting this course its own number codifies past practice and allows current and prospective students to better plan for the course as part of their curriculum.

Summary:

Course	ANTH 486/586 Historic Artifact Analysis
Credits	3
Prerequisites	None
Catalog Description	Focuses on techniques for collecting, analyzing, and interpreting data from historic period (1500 to present) artifacts commonly found on North American archaeological sites. Analytic techniques, including classification, quantification of attributes, relating artifact patterns to human activities, and statistical interpretation are taught in a hands-on environment. Outlines the history of technology as a means to identify the age and use of artifacts. Considers that all objects occurred as a thought before they were made material and how to work backwards from the material to the thought.

4. Kinesiology, Health, and Sport Science

A. NEW COURSE

Course: HPED 501

Rationale:

This course will be required in the proposed Masters of Science in Athletic Training program and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic Training Education. It serves as the introductory course in the program and provides a foundation in knowledge and skills that will be needed in courses throughout the curriculum.

Summary

Course	HPED 501: Foundations of Athletic Training
Credits	3
Prerequisites	Masters of Science in Athletic Training Major or Instructor Permission
Catalog Description	Introduces the domains and competencies of athletic training. Addresses the historical development and current status of the profession. Provides the foundational concepts of evidence-based practice. Laboratory component includes basic assessment skills and protective taping and bracing techniques.

B. NEW COURSE

Course: HPED 545

Rationale:

This course will be required in the proposed Masters of Science in Athletic Training program, and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). It addresses critical knowledge in the athletic training domains of prevention/risk management, clinical examination, and acute care.

Summary

Course	HPED 545: Survey of Orthopedic Injuries in Sport and Exercise
Credits	3
Prerequisites	Master of Science in Athletic Training students, or by instruction permission
Catalog Description	Surveys common orthopedic injuries associated with participation in physical activity and sport. Course entails a detailed study of joint structure and function, and comprehensive review of the etiology, pathophysiology, and classification of common musculoskeletal injuries. General injury management procedures are also presented.

C. NEW COURSE

Course: HPED 565

Rationale:

This course will be required in the proposed Masters of Science in Athletic Training program and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic

Training Education. Specific content to include: Orthopedic injury assessment/evaluation and injury documentation.

Summary

Course	HPED 565: Orthopedic Injury Assessment
Credits	4
Prerequisites	Masters of Science in Athletic Training Major or Instructor Permission
Catalog Description	Identifies and applies assessment procedures, evaluation techniques, and proper athletic training protocol for neuromuscular and musculoskeletal injuries. In addition, administrative issues in athletic training will be addressed as they pertain to the collection and documentation of subjective and objective evaluation data

D. NEW COURSE

Course: HPED 577

Rationale:

This course will be required in the proposed Masters of Science in Athletic Training program and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic Training Education. Specific content to include: assessment of psychomotor skills in the areas of orthopedic injury assessment/evaluation and injury documentation.

Summary

Course	HPED 577: Athletic Training Clinical Practicum II
Credits	1
Prerequisites	HPED 565, HPED 576
Catalog Description	Assesses proficiency of psychomotor and clinical reasoning skills within the domain of athletic injury assessment in coordination with a one-semester clinical field experience. This clinical field experience will allow each student an opportunity to practice and apply skills previously learned under the direction of a qualified preceptor within the IUP Athletic Department or an affiliated clinical site. Specific skills emphasized include but are not limited to those relating to anatomical landmarks' identification, orthopedic and neurological evaluation.

E. NEW COURSE

Course: HPED 580

Rationale:

This course will be required in the proposed Masters of Science in Athletic Training program and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic Training Education. Specific content to include: Allied Health Organization and Administration.

Summary

Course	HPED 580: Organization and Administration in Athletic Training
Credits	3
Prerequisites	Master of Science in Athletic Training Major or Instructor Permission
Catalog Description	Provides comprehensive instruction in the areas of health care administration. Topics to include, but not limited to, program development, human resource management, information management, third party reimbursement, patient privacy, ethics, state and national statutes and legal liability as it relates to the athletic training profession

F. NEW COURSE

Course: HPED 643

Rationale:

This new course proposal is part of a minor revision in the MS Sports Science program, track in Exercise Science. This course will be required for all students electing the newly proposed Clinical/Research or Strength and Conditioning concentrations in the Exercise Science program

Summary:

Course	HPED 643: Advanced Exercise Physiology
Credits	3
Prerequisites	Undergraduate class in exercise physiology or anatomy and human physiology or instructor permission
Catalog Description	Examines advanced concepts within the discipline of exercise physiology. Includes an in-depth study of physiological factors that influence exercise and sport performance. Interpretation of current literature within the discipline and integration of physiological concepts into exercise program design will be emphasized.

G. NEW COURSE

Course: HPED 646

Rationale:

This course will be required in the proposed Masters of Science in Athletic Training program, and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). It addresses critical Athletic Training knowledge and skills in the domains of evidence-based practice and therapeutic interventions.

Summary:

Course	HPED 646: Rehabilitation Methods and Therapeutic Exercises for Orthopedic Injuries
Credits	4
Prerequisites	HPED 565 or by instructor permission
Catalog Description	Explores the theory and application of exercise and exercise equipment, and other therapeutic interventions/techniques for the rehabilitation of orthopedic injuries. Emphasis is given to the understanding of the relationship between healing and appropriate therapeutic interventions, and the development of a broad theoretical knowledge base for non-surgical and post-surgical rehabilitation, and the return to pre-injury activity levels. Laboratory component will address the development of therapeutic skills necessary for the implementation of comprehensive orthopedic rehabilitation programs.

H. NEW COURSE

Course: HPED 648

Rationale:

This course will be required in the proposed Masters of Science in Athletic Training program and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic Training Education. Specific content to include: therapeutic modalities in the treatment of athletic related injuries.

Summary:

Course	HPED 648: Therapeutic Modalities
Credits	4
Prerequisites	Master of Science in Athletic Training Major or Instructor Permission
Catalog Description	Explores therapeutic modalities used in the care of musculoskeletal and neurological injuries with regard to the physics, physiological effects, indications, contraindications and progression of each form of physical agent. A laboratory component will also be included providing an opportunity to practice those psychomotor skills taught.

I. NEW COURSE

Course: HPED 660

Rationale:

This course is being proposed as part of the MS- Sport Science-Sport Management Revision. It will also serve as an elective in the MS-Sport Science-Sport Studies curriculum.

Summary

Course	HPED 660: Governance in Intercollegiate Athletics
Credits	3
Prerequisites	N/A
Catalog Description	Designed to be a study of issues evident in the governance of intercollegiate sport. The course will focus on evaluation of policies established, ramifications for violation of rules and the procedures utilized by the NCAA to govern intercollegiate athletics. Features discussion of the various topics related to college athletics, with an emphasis upon concepts and ideals that underlie the major legal and social issues affecting contemporary intercollegiate athletics

J. NEW COURSE

Department: Kinesiology, Health, and Sport Science

Course: HPED 673

Rationale:

This new course proposal is part of a minor revision in the MS Sports Science program, track in Exercise Science. This course will be required for all students electing the newly proposed Strength and Conditioning concentration in the Exercise Science program.

Summary

Course	HPED 673: Strength & Conditioning for Individual & Team Athletes
Credits	3
Prerequisites	Undergraduate coursework in strength and conditioning or permission of instructor.
Catalog Description	Examines advanced methods of strength & conditioning for a variety of team & individual sports. Emphasis will be placed on proper form and utilization of various workout designs to complement larger training goals for individual athletes and team sports. Students will gain experience in the theoretical and practical aspects of designing individual and group workout sessions

K. NEW COURSE

Department: Kinesiology, Health, and Sport Science

Course: HPED 674

Rationale:

This new course proposal is part of a minor revision in the MS Sports Science program, track in Exercise Science. This course will be required for all students electing the newly proposed Strength and Conditioning concentration.

Summary

Course	HPED 674: Functional & Tactical Strength & Conditioning; Theory & Practice
Credits	3
Prerequisites	Undergraduate coursework in strength and conditioning or instructor permission.
Catalog Description	Applies scientific knowledge of strength and conditioning to maximize training of military, fire and rescue, law enforcement, protective services and other emergency personnel to improve performance, promote wellness and decrease risk of injury

L. NEW COURSE

Course: HPED 677

Rationale:

This course will be required in the proposed Masters of Science in Athletic Training program and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic Training Education. It addresses critical skills in the domain of athletic injury rehabilitation.

Summary

Course	HPED 677: Athletic Training Clinical Practicum IV
Credits	2
Prerequisites	HPED 676
Catalog Description	Assesses proficiency of psychomotor and clinical reasoning skills in the domain of injury rehabilitation in coordination with a one-semester clinical field experience. Field experience will allow each student an opportunity to practice and apply skills previously learned, under the direction of a qualified preceptor within the IUP Department of Athletics and/or an affiliated clinical site. Specific skills emphasized include but are not limited to: evaluation of body alignment and motion, manual therapy, exercise instruction, therapeutic intervention techniques/methods, and strength and functional testing.

M. NEW COURSE

Department: Kinesiology, Health, and Sport Science

Course: HPED 685

Rationale:

This course will be required in the proposed Masters of Science in Athletic Training program and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic

Training Education. It will serve as the program's capstone course and address the topics and issues vitals for individuals preparing to enter the athletic training profession.

Summary

Course	HPED 685: Professional Issues in Athletic Training
Credits	3
Prerequisites	HPED 677
Catalog Description	Explores topics related to professional development and responsibility in athletic training. An application of current research findings in athletic training will be examined and preparation for the Board of Certification (BOC) examination will be addressed.

N. PROGRAM REVISION

Degree Program: M.S. in Sport Science: Sport Studies Track

Catalog Start Term: Spring, 2016

Rationale:

The MS Sport Science program, track in Sport Studies has not been revised in many years. The sport studies field is changing consistently. By replacing HPED 603 Physiological Basis of Sport with HPED 602 Sport Psychology under core course, and add HPED 603 Physiological Basis of Sport, HPED601 Sport and Society and HPED 680 Seminar as required courses, Sport Studies graduate students will be able to learn more practical experience and knowledge in their major and they can benefit more from the course and be able to apply these professional knowledge into their future career in the areas of sport studies, health and fitness and sport management, etc.

	Current	Proposed
Catalog Description	The Master of Science degree in Sport Science is designed to meet the needs of students from nonteaching professions, as well as from the teaching profession. The program is discipline-specific with provision for students to choose from among different academic tracks: Sport Management, Exercise Science, and Sport Studies. According to their selected program of study, students are prepared for a variety of competitive employment opportunities, including management and administration of sport and athletic programs, corporate and community health and fitness facilities, hospital and medical-based exercise programs, and recreational programs in school and community settings	The Master of Science degree in Sport Science is designed to meet the needs of students with interest in sport, health, and fitness professions. The program is discipline-specific with provision for students to choose from three programs of study: Sport Management, Exercise Science, and Sport Studies. Based upon their selected program of study students are prepared for a variety of competitive employment opportunities as clinicians, coaches, fitness specialists, and administrators of sport and athletic programs. Students will be able to obtain employment in a variety of settings including: professional, college and amateur athletics, allied health, corporate fitness, community health and recreation programs, hospital and medical-based exercise

		programs. Additionally, employment can be found in strength and conditioning facilities working with a variety of athletes as well as tactical programs such as police, firefighters, EMTs, and military settings.
Program Requirements	<p>Sport Studies Track</p> <p>Thesis Track</p> <p>A. Core Courses (12cr.)</p> <p>HPED 601 Sport and Society 3 cr.</p> <p>HPED 603 Physiological Basis of Sport 3 cr.</p> <p>HPED 634 Current Literature in Health, Fitness, and Sport 3 cr.</p> <p>HPED 640 Research Methods for Health, Sport, and Physical Activity Health, 3 cr.</p> <p>B. Required Courses (3 cr.)</p> <p>HPED 795 Thesis 3 cr.</p> <p>C. Elective Courses (15 cr.)</p> <p>Students may select graduate level electives with advisor permission. Nine credits must be HPED graduate level courses.</p> <p>Total 30 cr.</p> <p>Non-Thesis Track</p> <p>A. Core Courses (12cr.)</p> <p>HPED 601 Sport and Society 3 cr.</p> <p>HPED 603 Physiological Basis of Sport 3 cr.</p> <p>HPED 634 Current Literature in Health, Fitness, and Sport 3 cr.</p> <p>HPED 640 Research Methods for Health,</p>	<p>Sport Studies Track</p> <p>I. Thesis Track</p> <p>A. Core Courses (9 cr.)</p> <p>HPED 602 Sport Psychology 3cr.</p> <p>HPED 634 Current Literature 3 cr.</p> <p>HPED 640 Research Methods for Health, Sport, and Physical Activity Health 3cr.</p> <p>B. Required Courses (12 cr.)</p> <p>HPED 795 Thesis 3 cr.</p> <p>HPED 603 Physiological Basis of Sport 3 cr.</p> <p>HPED 601 Sport and Society 3 cr.</p> <p>HPED 680 Seminar 3 cr.</p> <p>C. Elective Courses (9 cr.)</p> <p>HPED 513 Physical Activity and Aging 3 cr.</p> <p>HPED 515 Lifestyle Behavior Management & Physical Activity 3 cr.</p> <p>HPED 603 Physiological Basis of Sport 3 cr.</p> <p>HPED 610 Coaching Management 3 cr.</p> <p>HPED 625 Management Concept in Fitness 3 cr.</p> <p>HPED 632 Assessment of Human Physiological Functions 3 cr.</p> <p>HPED 635 Sport Leadership 3 cr.</p> <p>HPED 637 Sport Facilities Management 3 cr.</p>

	<p style="text-align: center;">Sport, and Physical Activity ealth, 3 cr.</p> <p>C. Elective Courses (24 cr.)</p> <p>Students may select graduate level electives with advisor permission. Nine credits must be HPED graduate level courses.</p> <p>Total 36 cr.</p>	<p>HPED 641 Administration of Aquatic Programs 3 cr.</p> <p>HPED 642 Design and Operation of Aquatic Programs 3 cr.</p> <p>HPED 652 Globalization of Sport Business 3 cr.</p> <p>HPED 660 Governance of Intercollegiate Athletics 3 cr.</p> <p>HPED 698 Internship 3 cr.</p> <p>HPED 673 Strength & Conditioning for Individual & Team Athletes 3 cr.</p> <p>ELR 615 Dispute Settlement 3 cr.</p> <p>ELR 631 Human Resource Management 3 cr.</p> <p>ELR 651 Conflict Resolution 3 cr.</p> <p>Students may select graduate level electives with advisor permission.</p> <p>Total 30 cr.</p> <p>Non-Thesis Track</p> <p>A. Core Courses (9 cr.)</p> <p>HPED 602 Sport Psychology 3 cr.</p> <p>HPED 634 Current Literature 3 cr.</p> <p>HPED 640 Research Methods 3 cr.</p> <p>B. Required Courses (12 cr.)</p> <p>HPED 603 Physiological Basis of Sport 3 cr.</p> <p>HPED 601 Sport and Society 3 cr.</p> <p>HPED 680 Seminar 3 cr.</p> <p>HPED 698 Internship 3 cr.</p> <p>C. Elective Courses (15 cr.)</p>
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		<p>HPED 513 Physical Activity and Aging 3 cr.</p> <p>HPED 515 Lifestyle Behavior Management & Physical Activity 3 cr.</p> <p>HPED 603 Physiological Basis of Sport 3 cr.</p> <p>HPED 610 Coaching Management 3 cr.</p> <p>HPED 625 Management Concept in Fitness 3 cr.</p> <p>HPED 632 Assessment of Human Physiological Functions 3 cr.</p> <p>HPED 635 Sport Leadership 3 cr.</p> <p>HPED 637 Sport Facilities Management 3 cr.</p> <p>HPED 641 Administration of Aquatic Programs 3 cr.</p> <p>HPED 642 Design and Operation of Aquatic Programs 3 cr.</p> <p>HPED 652 Globalization of Sport Business 3 cr.</p> <p>HPED 660 Governance of Intercollegiate Athletics 3 cr.</p> <p>HPED 673 Strength & Conditioning for Individual & Team Athletes 3 cr.</p> <p>ELR 615 Dispute Settlement 3 cr.</p> <p>ELR 631 Human Resource Management 3 cr.</p> <p>ELR 651 Conflict Resolution 3 cr.</p> <p>Students may select another graduate-level elective with advisor permission.</p> <p style="text-align: right;">Total 36 cr.</p>
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O. PROGRAM REVISION

Degree Program: M.S. in Sport Science: Sport Management Track

Catalog Start Term: Spring, 2016

Rationale:

The MS Sport Science program, track in Sport Management has not been revised in many years. The sport management field is changing consistently. By replacing HPED 603 Physiological Basis of Sport with HPED 602 Sport Psychology under core courses, and BTST 670 Organizational Communications with be replaced by HPED 660 Governance of Intercollegiate Athletics under required courses, Sport management graduate students can learn more practical experience and knowledge in their major and they can benefit more from this particular course and be able to apply these professional knowledge into their future career in the area of sport management, sport business and sport marketing, etc.

	Current	Proposed
Catalog Description	The Master of Science degree in Sport Science is designed to meet the needs of students from nonteaching professions, as well as from the teaching profession. The program is discipline-specific with provision for students to choose from among different academic tracks: Sport Management, Exercise Science, and Sport Studies. According to their selected program of study, students are prepared for a variety of competitive employment opportunities, including management and administration of sport and athletic programs, corporate and community health and fitness facilities, hospital and medical-based exercise programs, and recreational programs in school and community settings	The Master of Science degree in Sport Science is designed to meet the needs of students with interest in sport, health, and fitness professions. The program is discipline-specific with provision for students to choose from three programs of study: Sport Management, Exercise Science, and Sport Studies. Based upon their selected program of study students are prepared for a variety of competitive employment opportunities as clinicians, coaches, fitness specialists, and administrators of sport and athletic programs. Students will be able to obtain employment in a variety of settings including: professional, college and amateur athletics, allied health, corporate fitness, community health and recreation programs, hospital and medical-based exercise programs. Additionally, employment can be found in strength and conditioning facilities working with a variety of athletes as well as tactical programs such as police, firefighters, EMTs, and military settings.
Program Requirements	I. Thesis Track A. Core Courses (12cr) HPED 601 Sport and Society 3 cr. HPED 603 Physiological Basis of Sport 3 cr. HPED 634 Current Literature in Health, Fitness, and Sport 3 cr. HPED 640 Research Methods for Health,	I. Thesis Track A. Core Courses (9 cr) HPED 602 Sport Psychology 3cr HPED 634 Current Literature in Health, Fitness, and Sport 3cr HPED 640 Research Methods for Health, Sport, and Physical Activity Health 3cr B. Required Courses (21cr) HPED 601 Sport and Society

	Sport, and Physical Activity Health 3 cr.		3 cr.
	B. Required Courses (18 cr.)		
	HPED 635 Sports Leadership 3 cr.	HPED 635 Sports Leadership	3 cr.
	HPED 637 Sport Facilities Management 3 cr.	HPED 637 Sport Facilities Management	3 cr.
	HPED 652 Globalization of Sport Business 3 cr.	HPED 652 Globalization of Sport Business	3 cr.
	HPED 795 Thesis 3 cr.	HPED 795 Thesis	3 cr.
	BTST 670 Organizational Communications 3 cr.	HPED660 Governance of Intercollegiate Athletics	3 cr.
	ELR 631 Human Resource Management 3 cr.	ELR 631 Human Resource Management	3 cr.
	3 cr.	Total	30 cr.
	Total 30 cr.		
	I. Non- Thesis Track	I. Non-Thesis option	
	A. Core Courses (12 cr.)	A. Core Courses (9 cr)	
	HPED 601 Sport and Society 3 cr.	HPED 602 Sport Psychology	3cr
	HPED 603 Physiological Basis of Sport 3 cr.	HPED 634 Current Literature in Health, Fitness, and Sport	3cr
	HPED 634 Current Literature in Health, Fitness, and Sport 3 cr.	HPED 640 Research Methods	3cr
	HPED 640 Research Methods or Health, Sport, and Physical Activity 3 cr.	Required Courses (21 cr)	
	B. Required Courses (18 cr.)	HPED 601 Sport and Society	3 cr.
	HPED 635 Sports Leadership 3 cr.	HPED 635 Sports Leadership	3 cr.
	HPED 637 Sport Facilities Management 3 cr.	HPED 637 Sport Facilities Management	3 cr.
	HPED 652 Globalization of Sports Business 3 cr.	HPED 652 Globalization of Sports Business	3 cr.
	HPED 698 Internship 3 cr.	HPED 698 Internship	3 cr.
	BTST 670 Organizational Communications	HPED660 Governance of Intercollegiate Athletics	3 cr.
		ELR 631 Human Resource Management	3 cr.
		C. Elective Courses (6 cr.)	

	3 cr.	HPED 513 Physical Activity and Aging	3 cr.
ELR 631 Human Resource Management	3	HPED 515 Lifestyle Behavior Management & Physical Activity	3 cr.
cr.			
C. Elective Courses	(6 cr.)	HPED 603 Physiological Basis of Sport	3 cr.
HPED 512 Physical Activity and Stress Management	3 cr.	HPED 610 Coaching Management	3 cr.
HPED 513 Physical Activity and Aging	3 cr.	HPED 625 Management Concept in Fitness	3 cr.
HPED 610 Coaching Management	3 cr.	HPED 632 Assessment of Human Physiological Functions	3 cr.
HPED 625 Management Concept in Fitness	3 cr.	HPED 641 Administration of Aquatic Programs	3 cr.
HPED 641 Administration of Aquatic Programs	3 cr.	HPED 642 Design and Operation of Aquatic Programs	3 cr.
HPED 642 Design and Operation of Aquatic Programs	3 cr.	HPED 673 Strength & Conditioning for Individual & Team Athletes	3 cr.
HPED 680 Seminar	3 cr.	HPED 680 Seminar	3 cr.
ELR 610 Employee Rights Under Law	3	ELR 615 Dispute Settlement	3 cr.
cr.			
ELR 615 Dispute Settlement	3	ELR 640 Negotiations	3 cr.
cr.			
ELR 625 Collective Bargaining	3	ELR 651 Conflict Resolution	3 cr.
cr.			
ELR 640 Negotiations	3		
cr.			
ELR 651 Conflict Resolution	3	Students may select another graduate-level elective with advisor permission.	
cr.			
MGMT 503 Small Business Planning	3		
cr.			
MGMT 613 Organizational Analysis	3		
cr.			
MKTG 603 Marketing Management	3		
cr.			
GSR 615 Elements of Research	3		
cr.			
ECON 501 Foundations of Modern Economics	3		
cr.			
Students may select another graduate-level elective with advisor permission.			
Total 36 cr.			Total 36 cr.

HPED 601 Sport and Society	3 cr.	HPED 634 Current Literature in Health, Fitness, and Sport	3 cr.
HPED 603 Physiological Basis of Sport	3 cr.	HPED 640 Research Methods for Health, Sport, and Physical Activity	3 cr.
HPED 634 Current Literature in Health, Fitness, and Sport	3 cr.	B. Required Courses (21 cr.)	
HPED 640 Research Methods for Health, Sport, and Physical Activity,	3 cr.	HPED 514 Exercise Electrocardiography	3 cr.
B. Required Courses (18 cr.)		HPED 515 Lifestyle Behavior Management for Physical Activity	3 cr.
HPED 512 Physical Activity and Stress Management	3 cr.	HPED 620 Exercise Prescription for Chronic Diseases	3 cr.
HPED 620 Exercise Prescription for Chronic Diseases	3 cr.	HPED 632 Assessment of Human Physiological Function	3 cr.
HPED 625 Management Concepts in Fitness	3 cr.	HPED 643 Advanced Exercise Physiology	3 cr.
HPED 632 Assessment of Human Physiological Function	3 cr.	HPED 672 Physical Activity Epidemiology	3 cr.
HPED 672 Epidemiology of Physical Activity	3 cr.	HPED 795 Thesis	3 cr.
HPED 795 Thesis	3 cr.	Total 30 cr.	
Total 30 cr.		Exercise Science Track Clinical/Research Concentration	
I. Non- Thesis Track		I. Non-Thesis option	
A. Core Courses (12 cr.)		A. Core Courses (9 cr.)	
HPED 601 Sport and Society	3 cr.	HPED 602 Sport Psychology	3 cr.
HPED 603 Physiological Basis of Sport	3 cr.	HPED 634 Current Literature in Health, Fitness, and Sport	3 cr.
HPED 634 Current Literature in Health, Fitness, and Sport	3 cr.	HPED 640 Research Methods for Health, Sport and Physical Activity	3 cr.
HPED 640 Research Methods or Health, Sport, and Physical Activity	3 cr.	B. Required Courses (27 cr.)	
		HPED 514 Exercise Electrocardiography	3 cr.
		HPED 515 Lifestyle Behavior Management for Physical Activity	3 cr.
		HPED 620 Exercise Prescription for Chronic Diseases	3 cr.
		HPED 625 Management Concepts in Fitness	3 cr.
		HPED 632 Assessment of Human Physiological Function	3 cr.
		HPED 643 Advanced Exercise Physiology	3 cr.
		HPED 672 Physical Activity Epidemiology	3 cr.
		HPED 680 Seminar	3 cr.
		HPED 698 Internship	3 cr.

	<p>B. Required Courses (18 cr.)</p> <p>HPED 512 Physical Activity and Stress Management 3 cr.</p> <p>HPED 620 Exercise Prescription for Chronic Diseases 3 cr.</p> <p>HPED 625 Management Concepts in Fitness 3 cr.</p> <p>HPED 632 Assessment of Human Physiological Functions 3 cr.</p> <p>HPED 672 Epidemiology of Physical Activity 3 cr.</p> <p>HPED 698 Internship 3 cr.</p> <p>C. Elective Courses 6 cr.</p> <p>HPED 510 Exercise Prescription 3 cr.</p> <p>HPED 513 Physical Activity and Aging 3 cr.</p> <p>HPED 602 Sport Psychology 3 cr.</p> <p>HPED 631 Motor Learning 3 cr.</p> <p>HPED 633 Kinesiological Principles 3 cr.</p> <p>HPED 680 Seminar 3 cr.</p> <p>Students may select another graduate-level elective with adviser permission.</p> <p>Total 36 cr.</p>	<p>Total 36 cr.</p> <p>Exercise Science Track Strength and Conditioning Concentration</p> <p>I. Thesis Track</p> <p>A. Core Curriculum (9 cr.)</p> <p>HPED 602 Sport Psychology 3 cr.</p> <p>HPED 634 Current Literature in Health, Fitness, and Sport 3 cr.</p> <p>HPED 640 Research Methods for Health, Sport and Physical Activity 3 cr.</p> <p>B. Required Courses (21 cr.)</p> <p>FDNT 558 Advanced Human Nutrition 3 cr.</p> <p>HPED 625 Management Concepts In Fitness 3 cr.</p> <p>HPED 632 Assessment of Human Physiological Function 3 cr.</p> <p>HPED 643 Advanced Exercise Physiology 3 cr.</p> <p>HPED 673 Strength & Conditioning Techniques for the Individual & Team Athlete 3 cr.</p> <p>HPED 674 Functional & Tactical Strength & Conditioning: Theory & Practice 3 cr.</p> <p>HPED 795 Thesis 3 cr.</p> <p>Total 30 cr.</p> <p>Exercise Science Track Strength and Conditioning Concentration</p> <p>I. Non Thesis Track</p> <p>A. Core Curriculum (9 cr.)</p> <p>HPED 602 Sport Psychology 3 cr.</p> <p>HPED 634 Current Literature in Health, Fitness, and Sport 3 cr.</p> <p>HPED 640 Research Methods for Health, Sport and Physical Activity 3 cr.</p> <p>B. Required Courses (21 cr.)</p> <p>FDNT 558 Advanced Human Nutrition 3 cr.</p> <p>HPED 625 Management Concepts In Fitness 3 cr.</p> <p>HPED 632 Assessment of Human Physiological Function 3 cr.</p> <p>HPED 643 Advanced Exercise Physiology 3 cr.</p> <p>HPED 673 Strength & Conditioning Techniques for the Individual</p>
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		& Team Athlete 3 cr. HPED 674 Functional & Tactical Strength & Conditioning: Theory & Practice 3 cr. HPED 680 Seminar 3 cr. HPED 698 Internship 3 cr. C. Electives (3 cr.) HPED 513 Physical Activity and Aging 3 cr. HPED 516 Functional Strength Training 3 cr. FDNT 645 Fats, Carbohydrates, Proteins 3 cr. FDNT 646 Vitamins and Minerals 3 cr. HPED 672 Physical Activity Epidemiology 3 cr. Students may select another graduate-level electives with adviser permission. Total 36 cr.
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5. Professional Studies in Education

PROGRAM REVISION

Degree Program: M.Ed in Literacy and/or Reading Specialist Certification

Catalog Start Term: Spring, 2016

Rationale:

To update the list of electives, which is Section E of the Program Requirements in the Catalog. Some courses are no longer offered and others have had name changes. Also, there is now a requirement for an EDEX elective depending on the year of initial certification. The students in this situation have been taking EDEX electives and therefore the list needs to be updated to include these courses.

Summary

	Current	Proposed
Catalog Description		NO CHANGES
Program Requirements	E. Electives 3 cr. (omit if selecting thesis option) EDSP 747 Advanced Psychology of Adolescent Education 3cr. ENGL 518 Literature for Adolescents 3cr. LTCY 648 Creativity and the Elementary School Child 3cr. LTCY 697 Seminar in Special Problems in Reading 3cr.	E. Elective* 3 cr. (omit if selecting thesis option) EDEX 558 Vocational Preparation and Transition for Youth with Disabilities 3cr. EDEX 752 Assessment of Persons with Disabilities 3cr. EDEX 753 Research Seminar in Special Education 3cr. EDEX 754 Advanced Instruction Design in Special Education 3cr.

	<p>LTCY 699 Independent Study in Reading Education 3cr. ENGL 690 Writing as a Way of Learning* 3cr. Other current graduate courses that address literacy, learning, or reading/writing could be applicable as an elective. *With special permission from coordinator.</p>	<p>EDEX 755 Professional Collaboration and Team Building for Special Educators 3cr. EDEX 560 Family Perspectives 3cr. EDSP 747 Child and Adolescent Development 3cr. ENGL 518 Young Adult Literature 3cr. LTCY 648 Creativity and the Elementary School Child 3cr. *Candidates must seek permission from the Literacy program coordinator before taking an elective course. Other current graduate courses that address literacy, learning, or reading/writing could be applicable as an elective. Students who received initial certification after September 2007 and before 2013 must select an EDEX elective.</p>
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FOR INFORMATION:

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

CHEM 581: Organic Chemistry of Biological Processes

GEOG 513: Cartography II

GEOG 514 Map and Photo Interpretation

GEOG 516- Introduction to Geographic Information Systems

GEOG/RGPL 517- Technical Issues in Geographic Information Systems

NURS 555: Health Care Informatics

Appendix D
Noncredit Committee
Chair O'Neil

FOR INFORMATION:

Administrative & Leadership Studies Research & Training Center
Dixon University Center
Harrisburg, PA
December 1, 2015

The committee met on Friday, November 13, 2015 remotely with Dr. John Anderson, Director and Sherri Zimmerman, Managing Director.

Present: Therese O'Neil, Lloyd Onyett, David Lorenzi, Sudipta Majumdar.

Excused: Patricia McCarthy, Jeff Santicola

The Administration and Leadership Studies Research and Training Center (ALS-RTC) is an applied, interdisciplinary center that supports sponsored research, program evaluation, policy analysis, technology transfer, and training.

Following are some of the services provided:

- ▶ Provides expertise in the fields of research, program evaluation, training, and administration and leadership.
- ▶ Builds partnerships with and among nonprofit, government, and research communities.
- ▶ Provides support for research education and outreach efforts
- ▶ Identifies, plans, and implements new research projects
- ▶ Participates in local, state, regional, and national conferences.

The ALS Research and Training Center offers services and training to businesses and Commonwealth government agencies by:

- ▶ Offering and facilitating agency-oriented training and conference activities
- ▶ Developing training and education programs aimed at addressing knowledge gaps for specific target audiences as determined through needs assessment surveys, focus groups, etc.
- ▶ Carrying out coordination and training services for Pennsylvania state agencies

One such example is the Maintenance Activity Training (MAT) project that provides an electronic training platform for specific highway maintenance activities for PennDOT personnel responsible for planning, scheduling, conducting, and/or assessing maintenance

activities. However, IUP can adapt the individual training packages for use by any agency responsible for the maintenance of roadways.

The ALS Research and Training Center also supports faculty and student research by providing:

- ▶ Assistance to faculty, students, and staff in the development of seminars and workshops pertaining to administration and leadership studies
- ▶ Support and assistantship opportunities to graduate students through funded projects
- ▶ Easy access to ALS-RTC documents, reports, and relevant educational materials for educators and professionals

The ALS-RTC promotes interdisciplinary studies on specific themes and develops contacts among researchers across geographical areas to foster an exchange of information and to encourage the development of research and training.

Dr. Anderson cited that since these are grant-funded projects. Challenges arise in personnel issues in terms of budget (salaries, benefits, etc.).

For more information about the Center, go to:

<http://www.iup.edu/sociology/als/research/>

Appendix E
Research Committee
Chair Gossett

FOR INFORMATION:

The University Senate Research Committee met on November 10, 2015. The first part of the meeting was devoted to committee business and meeting the new student representatives. The rest of the meeting focused on reviewing proposals. Overall, there were 8 USRC Small Grant proposals and the decision was made to fund 7 proposals totaling \$7601.28. The next meeting is December 8th at 3:30 pm in Stright Hall.

The USRC funded projects by

- Drs. Christopher Janicak and Tracy Cekada
- Dr. Annalia Palumbo
- Dr. Jonathan Warnock
- Drs. Susan Zimny and Margaret Reardon
- Dr. Lisa Andrus
- Dr. James Jozefowicz
- Dr. Gregory Mount

Appendix F
Academic Affairs Committee
Co-Chairs Dugan and Witthöft

FOR ACTION:

1. Midterm Grade Report Policy

Current Policy

To help undergraduate students monitor their academic performance, faculty members will provide a warning to students with unsatisfactory performance at midterm. Each semester, the registrar will establish and announce the dates for the window within which midterm grades may be posted by faculty members and read by students and advisors. Faculty members will assign a midterm grade of D (danger or potential failure) or F (failure) by using MyIUP (*my.iup.edu*).

The midterm grade is an advisory grade and is not a permanent part of a student's academic history. It is not used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.

Proposed Policy

To help undergraduate students monitor their academic performance, faculty members will provide a warning to students with unsatisfactory performance at midterm. Each semester, the registrar will establish and announce the dates for the window within which midterm grades may be posted by faculty members and read by students and advisors. Faculty members will assign a midterm grade of D (danger or potential failure) or F (failure) by using MyIUP (*my.iup.edu*).

The midterm grade is an advisory grade and is not a permanent part of a student's academic history. It is not used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.

Rationale

No changes were proposed, when the policy was reviewed as part of a five year review cycle.

2. Grade Change Policy

Current Policy

Once earned grades have been recorded, they may be changed only in the case of clerical and/or calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based on options, such as supplemental assignments, that are not equally available to all

students. The deadline for corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded.

Revised Policy

Once earned grades have been recorded, they may be changed only in the case of clerical and/or calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based on options, such as supplemental assignments, that are not equally available to all students. The deadline for corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded.

Rationale

The policy was reviewed as part of a five year cycle and no changes were suggested.

3. Emeritus Nominations

Name	Department
Ciganko , Richard	Art
Glor-scheib , Susan J	Special Ed & Clinical Services
Henry , Marion R	Human Development & Environ Studies
Holmes , Janice Lynn	Nursing and Allied Health Professions
Hurlbert , C M	English
Jalongo , Mary R	Professional Studies In Education
Kaufman , Cathy C	Professional Studies In Education
Matsubara , Fuyuko	Art
Rotigel , Jennifer Vickers	Professional Studies In Education
Sitton , John F	Political Science
Stamp , John E Jr	Music

Appendix G
Presidential Athletic Advisory Committee
Senator Castle

FOR INFORMATION:

Observations from the November 2, 2015 Meeting

Welcome and introductions

Comments from Dr. Driscoll

- Provided the committee with information regarding how athletics fits into the university's new strategic plan.
- Discussed the new media opportunities for athletics that Gail Wilson in Communications Media Department is doing.
- Also discussed the new media contracts being developed by the conference for online streaming of athletic contests throughout the conference.

Comments from PAAC Chair, Dr. Joshua Castle

- Provided the committee with a report from the October 12 Athletic Gender Equity Committee (AGEC). The AGECE is a newly formed presidentially appointed committee charged with analyzing gender equity issues within the athletic department.

Comments from the Interim Athletic Director, Steve Roach

- Discussed the athletic department's initiatives to further academic support to student-athletes. These included the learning communities, progress reports, and the new study hall program.
- Provided a report regarding the newly formed Intercollegiate Athletic Compliance Committee (IACC). The IACC is an external committee from athletic department that provides a checks and balance to ensure compliance with NCAA issues, in particular the committee looks at financial aid, initial eligibility and continuing eligibility of student athletes. This committee is to provide the athletic department with a self-check and strengthen institutional control.
- Provided the committee with an update on the survey of athletic interests. There was a 21% response rate and the data will be assessed by the AGECE.
- Informed the committee that an outside consulting group will coming in the spring. The focus of this group will be developing a strategic plan for athletics that aligns with the university's new strategic plan. The consulting firm will also make suggestions for a scholarship funding model.

-The KCAC will have a new management team. Pinnacle Venue Services will take over the management of the building from Global Spectrum beginning in the spring of 2016.

-Discussed the current budget model for supporting scholarships.

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

Comments from the Vice President of Advancement, Bill Speidl

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

Comments from the Faculty Athletic Representative, Dr. Jim Racchini

-Dr. Jim Racchini and Dr. Amber Racchini provided the committee with an update on the student-athlete learning community. There are currently 101 students enrolled in both HPED 143 and DVST courses that are designed to meet not only the LS requirements but also meet NCAA Life-skills recommendations.

-Updated the committee that the Attendance Policy in the Undergraduate Handbook was changed and is now more student organization friendly.

Comments from Student Athletic Advisory Committee

-At their last meeting voted on proposed NCAA by-law changes.

-SAAC is planning a community outreach day in the spring that will include all athletes at IUP.

-Informed the committee that IUP came placed second in the conference for the Make-a-Wish Challenge. IUP raised over \$5,000.