

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

March 1, 2016
3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes from February 2, 2016 Senate meeting
- B. Approval of current agenda items and order

Reports and Announcements

Appendix

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

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Chairperson

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| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Lewis | A | 2-24 |
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New Business

Adjournment

Appendix A
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.

- HPED 465 Sport Management Capstone
- COMM 240 Communications Graphics
- HOSP 259 Hospitality Purchasing

FOR ACTION:

1. Departments of Psychology and Sociology—New Programs, New Program Catalog Descriptions, Course Title Changes, and Course Revision

a. Course Title Change

Current Approved Course Title from November 2015 Senate Agenda:

PSYC 380 Gender and Violence (CAAST) 3c-0l-3cr

Proposed Course Title:

PSYC 380 Gender and Violence 3c-0l-3cr

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

Current Catalog Description:

SOC 357 Sociology of Aging 3c-0l-3cr

Prerequisite: SOC 151

An introduction to various problems faced in the process of growing older. Attitudes of society toward elderly and social and cultural impact of an aging US population examined.

Proposed Catalog Description:

SOC 357 Sociology of Aging and the Life-course 3c-0l-3cr

Prerequisite: SOC 151

An introduction to the various problems faced in the process of growing older including ageism, social support, elder abuse, financial exploitation, etc. Attitudes of society toward the elderly and the social and cultural impact of an aging U.S. population are examined.

Rationale: Two new interdisciplinary Child and Adult Advocacy Studies (CAAST) programs are being developed within the Sociology and Psychology Departments: 1) a

CAAST Minor for currently enrolled IUP students; and 2) a CAAST Certificate that is designed for college graduates seeking additional training. New material is being added to the Sociology of Aging course so that it meets the CAAST guidelines. The new material will cover elder abuse, neglect, and maltreatment by family members, economic abuse/ exploitation of the elderly, and elder abuse, neglect, and maltreatment by nurses and health-care workers.

c. New Program Catalog Description:

Minor--Child and Adult Advocacy Studies (CAAST)

Child and Adult Advocacy Studies is an 18 credit interdisciplinary undergraduate minor. It is designed for current undergraduate students enrolled at IUP. It provides mandated reporters and first responders in criminology, education, family studies, medicine, nursing, psychology, public health, sociology, social work and other disciplines with evidence-based, culturally relevant knowledge and skills to improve the outcomes for victims and perpetrators of interpersonal violence across the lifespan. A student's major determines which CAAST minor s/he pursues: one minor has been designed for Psychology majors, one minor has been designed for Sociology majors, and one minor has been designed for all other majors.

d. New Programs:

i. Minor – Child and Adult Advocacy Studies (CAAST) for Psychology majors (1, 2) 18

Required Courses:

PSYC 101	General Psychology (3)	*cr
PSYC 322	Violence Across the Life Span	3cr
SOC 151	Principles of Sociology (3)	*cr
SOC 391	Foundations of Sociological Practice	3cr
SOC 392	Clinical Sociological Practice	3cr

Controlled Electives:

<i>One</i> additional PSYC course from the following list:	3cr
PSYC 313	Non-normative Development and Aging
PSYC 314	Child and Adolescent Psychopathology
PSYC 332	Community Psychology and Prevention Science
PSYC 380	Gender and Violence
PSYC 493	Psychological Practicum
<i>Two</i> additional SOC courses from the following list:	6cr
SOC 357	Sociology of Aging and the Life-course
SOC 427	Social Perspectives on Intimate Partner Violence
SOC 428	Child Abuse

(1) Students majoring in Sociology/Human Services Track are not eligible to take this minor; instead, they must take the CAAST minor that has been designed for students pursuing a major in Sociology/Human Services Track.

- (2) Students who are Psychology majors can only have two PSYC courses that count for their major and the CAAST minor.
- (3) Credits counted in Liberal Studies, not in the minor.

ii. Minor – Child and Adult Advocacy Studies (CAAST) for Sociology/Human Services Track majors (1, 2, 3) 18

Required Courses:

PSYC 101	General Psychology (4)	*cr
PSYC 313	Non-normative Development and Aging <i>or</i>	3cr
<i>or</i> 314	Child and Adolescent Psychopathology	
PSYC 322	Violence Across the Life Span	3cr
PSYC 332	Community Psychology and Prevention Science	3cr
PSYC 380	Gender and Violence	3cr
SOC 151	Principles of Sociology (4)	*cr

Controlled Electives:

Two SOC courses from the following list:		6cr
SOC 357	Sociology of Aging and the Life-course	
SOC 427	Social Perspectives on Intimate Partner Violence	
SOC 428	Child Abuse	

- (1) Students majoring in Psychology are not eligible to take this minor; instead, they must take the CAAST minor that has been designed for students pursuing a major in Psychology.
- (2) Students who are Sociology/Human Services Track majors can only have two SOC courses that count for their major and the CAAST minor.
- (3) Sociology/General Track majors who wish to get a CAAST minor must take SOC 391 and SOC 392 as part of their free electives.
- (4) Credits counted in Liberal Studies, not in the minor.

iii. Minor – Child and Adult Advocacy Studies (CAAST) for majors other than Psychology and Sociology 18

Required Courses:

PSYC 101	General Psychology (1)	*cr
PSYC 322	Violence Across the Life Span	3cr
SOC 151	Principles of Sociology (1)	*cr
SOC 391	Foundations of Sociological Practice	3cr
SOC 392	Clinical Sociological Practice	3cr

Elective Choices: (2)

<i>Three</i> additional courses from the following list:		9cr
PSYC 313	Non-normative Development and Aging <i>or</i>	
<i>or</i> 314	Child and Adolescent Psychopathology	
PSYC 332	Community Psychology and Prevention Science	
PSYC 380	Gender and Violence	
SOC 357	Sociology of Aging and the Life-course	

SOC 427 Social Perspectives on Intimate Partner Violence
SOC 428 Child Abuse

- (1) Credits counted in Liberal Studies, not in the minor.
- (2) With the aid of a CAAST minor advisor, students will select classes a) from *both* PSYC and SOC; and b) that will cover the spectrum of violence across the lifespan.

Rationale: The World Health Organization declared interpersonal violence in the United States a public health crisis. Dramatic episodes of violence, such as the school shootings at Sandy Hook Elementary, and the shootings of 17 year-olds Trayvon Martin and Jordan Davis in 2012 instigate an immediate burst of community interest in violence prevention. While any particular incident of violence is hard to predict, research has identified what steps could be taken to drastically reduce acts of violence. Violence education is a critical component to ending interpersonal violence in the long run. This minor is being proposed so that students will be prepared to be effective mandated reporters who get vulnerable children and adults reported into the system. If students take a job as a first responder, they will know how to work together with other professionals to insure that victims of violence have their cases thoroughly investigated and prosecuted if need be. If students take on a job as a caseworkers, case managers, human service professionals, they will understand the most effective strategies for intervention to remediate trauma and work effectively with members of other disciplines involved with their clients. Thus, this minor will help train students to be ready to pursue a variety of professions that deal with cases of interpersonal violence. Each of the minors will not cover the exact same content; however, they all cover a comprehensive understanding of the role of many forms of violence in dysfunctional behavior, skill building of value to mandated reporters and first responders, skills in multidisciplinary collaboration, and how to be an advocate on the personal, social, and political level in support of violence prevention. Psychology majors pursuing the CAAST minor will have exposure to sociological perspectives on interpersonal violence, whereas Sociology majors pursuing the CAAST minor will have exposure to the psychological perspective on interpersonal violence. Students with majors outside of these two disciplines will have exposure to interdisciplinary perspectives on interpersonal violence.

iv. New Certificate

Certificate--Child and Adult Advocacy Studies (CAAST)

The Child and Adult Advocacy Studies Certificate is a 12 credit interdisciplinary program designed for individuals who are already working in professional environments and are seeking additional training/knowledge relevant to their work. It provides mandated reporters and first responders in child protection, child advocacy, criminal justice, domestic violence, education, medicine, nursing, older adult protective services, older adult advocacy, psychology, sociology, social work and other disciplines with evidence-based, culturally relevant knowledge and skills to improve the outcomes for victims and perpetrators of interpersonal violence across the lifespan.

Certificate--Child and Adult Advocacy Studies (CAAST) 12

Prerequisites: Program Coordinator(s) approval

Required Courses:

PSYC 322 Violence Across the Lifespan 3cr

Controlled Electives:

One additional PSYC course from the following list: 3cr

PSYC 313 Non-normative Development and Aging

PSYC 314 Child and Adolescent Psychopathology

PSYC 332 Community Psychology and Prevention Science

PSYC 380 Gender and Violence

Two SOC courses from the following list: 6cr

SOC 357 Sociology of Aging and the Life-course

SOC 427 Social Perspectives on Intimate Partner Violence

SOC 428 Child Abuse

Rationale: Violence education is a critical component to ending interpersonal violence in the long run. This certificate program is being proposed so that individuals working with cases of interpersonal violence within the community will be prepared to be effective mandated reporters who get vulnerable children and adults reported into the system. If they already have a position as a first responder, they will know how to work more effectively with other professionals to insure that victims of violence have their cases thoroughly investigated and prosecuted if need be. If they are seeking new employment as a caseworker, case manager, human service professionals, they will understand the most effective strategies for intervention to remediate trauma and work effectively with members of other disciplines involved with their clients. This certificate program will train community members in skills relevant to work with both perpetrators and victims of interpersonal violence.

The three minors and certificate are to be listed under each department and additionally under the College of Natural Sciences and Mathematics and the College of Humanities and Social Sciences.

2. Department of Anthropology—New Courses

a. ANTH 487 Geoarchaeology 3c-0l-3cr

Prerequisite: ANTH 244 or GEOS 201, or instructor permission

Surveys geological methods and techniques used to investigate archaeological research questions. Includes sedimentary and geomorphic processes affecting the formation and preservation of archaeological sites; methods of paleoenvironment and paleoclimate reconstruction, and radiometric dating techniques. Illustrates the importance for archaeologists to understand the geological processes that affect archaeological sites—before, during, and after people have been there. Understanding these processes is crucial to accurately reconstructing the dynamics of human behavior.

Rationale: Geoarchaeology has previously been taught as one of our many ANTH 484/584 Specialized Methods topics. Because these are taught regularly and because it would benefit students to know which specialized methods are offered, we plan to make each course that is taught regularly a separate course.

- b. ANTH 488 Geophysical Applications in Archaeology** **3c-01-3cr**
Provides the methodological and technological knowledge to apply various geophysical systems used in archaeological investigations. These systems may include, but are not limited to, Ground-Penetrating Radar, Magnetometry, Electrical Resistivity, Conductivity, and Susceptibility.

Rationale: This course has been offered regularly as an option under ANTH 484/584 Specialized Methods in Archaeology for many years to both undergraduate and graduate students. The new course number codifies past practice of offering this course as part of the regular Anthropology curriculum.

3. Department of Foreign Languages—New Course

KORE 101 Elementary Korean I

For beginning students. Introduces the Korean language, with attention focused on three modes of communication in present and past time frames: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. Also imparts knowledge of Korean culture and society. Attendance is required. Students may not register for or take a D/F repeat in KORE 101 when credit has already been received for a higher-numbered KORE course.

Rationale: Beginning Korean is currently being offered as CRLG 109 Korean I, one of four 3-credit courses in a sequence. Now with KORE 101, there will be a shift from Korean being offered as a three-credit course to a four-credit course so that it will follow the same structure as for the instruction of all languages taught in the department. In the strongest Korean language programs in the United States, classes meet either four or five times per week. Changing to a four-credit class will allow us to conform to such a model, enabling students to progress that much faster in their Korean. It will also make it possible for those students taking the language to fulfill a language requirement to do so in three semesters instead of four, a schedule preferred by students.

4. Department of Computer Science—Course Revision and Catalog Description Change, Program Title Change

a. Current Catalog Description:

COSC 405 Artificial Intelligence

3c-01-3cr

Prerequisite: COSC 310

An introduction to the field of artificial intelligence, i.e., the study of ideas that enable computers to process data in a more intelligent way than conventional practice allows. Covers many information representation and information processing techniques. Explores

the underlying theory including matching, goal reduction, constraint exploration, search, control, problem solving, and logic.

Proposed Catalog Description:

COSC 405 Artificial Intelligence

3c-01-3cr

Prerequisite: Grade of C or better in COSC 310

Introduces the field of artificial intelligence. Explores and implements solutions using classical and modern artificial intelligence techniques. Includes state space search, logical inference, expert systems, optimization, knowledge representation, machine learning, handling uncertainty, and soft computing.

Rationale: Modifications are being made to the catalog description and student learning outcomes to reflect more up-to-date topics and techniques in artificial intelligence. The modifications also address requirements of the ABET accreditation agency. Additionally, a grade of C or better will be required for the prerequisite COSC 310 to ensure that students are prepared for the rigorous programming tasks required.

b. Program Title Change

Current Program Name:

Bachelor of Science—Computer Science/Information Assurance Track

Proposed Program Name:

Bachelor of Science—Computer Science/Cyber Security Track

Rationale: The track name is being changed to correspond with current degrees in the field.

5. Department of Human Development and Environmental Studies—Course Number Change, Catalog Description Changes, Course Revision, and Prefix Change

a. Course Number Change

Current Course Number: FSMR 358 Fashion Show Production **3c-01-3cr**

Proposed Course Number: FSMR 158 Fashion Show Production **3c-01-3cr**

Rationale: The FSMR faculty feel that the 300-level designation is too high given the course content. We believe lowering it to 100-level will allow all our students to benefit from this course earlier in their program of study.

b. Catalog Description Changes

i. Current Catalog Description:

FSMR 252 Aesthetics of Fashion

1c-01-3cr

Prerequisite: Sophomore standing

The study of contemporary apparel design and the relationship of design elements and principles to personal characteristics and social/professional orientation.

Proposed Catalog Description:

FSMR 252 Aesthetics of Fashion

3c-01-3cr

The study of contemporary apparel design and the relationship of design elements and principles to personal characteristics and social/professional orientation.

Rationale: We simply want to remove the Sophomore standing prerequisite from this course to enable freshmen to freely enroll in FSMR 252. Additionally the class hours were listed incorrectly in the catalog so that is being corrected.

ii. Current Catalog Description:

FSMR 280 Introduction to Apparel Buying

3c-01-3cr

Prerequisites: FSMR 180 with a grade of C or better, and Liberal Studies MATH 101 or higher

Focuses on using mathematical concepts in merchandising applications used for apparel buying. Students develop and determine assortment plans, cost of merchandise, profitability, and retail sale prices.

Proposed Catalog Description:

FSMR 280 Introduction to Apparel Buying

3c-01-3cr

Prerequisites: FSMR 180 with a grade of C or better and ACCT 201

Focuses on using mathematical concepts in merchandising applications used for apparel buying. Students develop and determine assortment plans, cost of merchandise, profitability, and retail sale prices.

Rationale: Our students currently take ACCT 201 as an outside requirement for our Fashion Merchandising program. We believe that this type of math would better prepare our students for the content of FSMR 280 rather than the currently required MATH 101 or higher requirement in which variable math topics are taught.

iii. Current Catalog Description:

FSMR 303 Visual Merchandising

3c-01-3cr

Students design and arrange display and selling areas in relationship to merchandising trends and consumer demands. Emphasizes promotion techniques and merchandise sales through effective use of space, design, and color.

Proposed Catalog Description:

FSMR 303 Visual Merchandising

3c-01-3cr

Prerequisite: Junior standing

Students design and arrange display and selling areas in relationship to merchandising trends and consumer demands. Emphasizes promotion techniques and merchandise sales through effective use of space, design, and color.

Rationale: Our rationale for adding a pre-requisite of "junior standing" is to allow those students finishing their degree program to have the opportunity to enroll in the course before graduation.

iv. Current Catalog Description:

FSMR 357 Global Issues in Textiles and Apparel **3c-0l-3cr**

Prerequisite: ECON 121

The study of the global textiles and apparel industry with emphasis on the US textile complex and the US market with an international context.

Proposed Catalog Description:

FSMR 357 Global Issues in Textiles and Apparel **3c-0l-3cr**

Prerequisite: Junior standing

The study of the global textiles and apparel industry with emphasis on the US textile complex and the US market with an international context.

Rationale: ECON 121 has been deemed by faculty as being inconsequential to student success in this course. It is felt that a more appropriate prerequisite would be Junior standing because of the 300-level designation.

v. Current Catalog Description:

FMSR 385 Ready to Wear Analysis **1c-3l-3cr**

Prerequisites: FSMR 112, 350

An examination and evaluation of the quality of ready-to-wear apparel through construction, style, fit, marketability, and price.

Proposed Catalog Description:

FMSR 385 Ready to Wear Analysis **1c-3l-3cr**

Prerequisites: FSMR 112

An examination and evaluation of the quality of ready-to-wear apparel through construction, style, fit, marketability, and price.

Rationale: As stated above, one prior prerequisite no longer exists as part of the FMSR program. Students are unable to enroll in FMSR 385 currently without receiving an override from the HDES departmental office. This course is offered both Fall and Spring semesters with an average enrollment of 25 students.

c. Course Revision and Course Prefix Change

Current Catalog Description:

CNSV 493 Internship

var-1-12cr

Prerequisites: Approval of instructor and department chairperson; upper level standing. A practical experience related to the student's major area of study with objectives, supervised experience, and evaluation. May be repeated for a total of 12cr.

Proposed Catalog Description:

FSMR 493 Internship

var-1-12cr

Prerequisites: Approval of instructor and department chairperson; upper level standing. A practical experience related to the student's major area of study with objectives, supervised experience, and evaluation. May be repeated for a total of 12cr.

Rationale: FSMR students still use CNSV 493 to earn credits for professional internship experiences as part of their Free Elective options. We believe it is time to update, and instead of using a generalized internship course, the Fashion Merchandising faculty has chosen to modify the course to reflect the current professional needs of our students.

6. Department of Biology—New Courses and New Minor

a. New Courses

i. BIOL 211 Investigative Biological Forensics

3c-01-3cr

Prerequisite: BIOL 107 or equivalent or instructor permission

The lecture-only course examines how to collect and analyze biological evidences found on clothing, bones, insects, plants, weapons, and other surfaces to help identify victims and support criminal investigations. Covers a variety of subjects intimately linked including forensic anatomy, odontology, anthropology, pathology, entomology, botany, and environmental contamination. Presents case studies for each set of biological materials like insects, plants, bones, and fluids. Features in-depth discussion and writing.

Rationale: This is one of three courses being developed for a Biology minor in Forensic Biosciences. BIOL 211 will introduce students to the biological evidence collected at crime scenes through a variety of lecture topics. Students will learn how to identify and analyze key elements of the environment as they relate to a criminal investigation. This minor is intended to increase students understanding of biological evidence and how best to describe such evidence in the court systems.

ii. BIOL 313 Forensic Analysis of DNA

3c-01-3cr

Prerequisite: BIOL 211 or equivalent or permission of instructor

The lecture-only course introduces the identification and assessment of biological evidence in criminal matters using DNA. Presents routinely used broad based protocols for DNA typing, sample collection, and techniques applied in quality assurance during

DNA profiling. Covers important questions about the use of DNA by criminal justice system.

Rationale: This is one of three courses being developed for a Biology minor in Forensic Biosciences. BIOL 313 will introduce students to the DNA evidence collected at crime scenes. Lecture topics will highlight how DNA analysis and quantification are performed while avoiding common procedural mistakes that might contaminate DNA samples. This minor is intended to increase students understanding of biological evidence and how best to describe such evidence in the court systems.

iii. BIOL 411 Forensic Biology laboratory Operations **2c-2l-4cr**

Prerequisite: BIOL 313 or equivalent or permission of instructor

Provides a broad-based learning experience in multiple areas of Biological Forensics with special emphasis in unique nucleic acid and protein signature(s) patterns associated with the forensic biological evidence. Applies the theory and practice of presumptive and confirmatory testing methods on materials of forensic interest. Features in-depth discussion that integrates advanced characterization of biological evidences as it relates to criminal investigation and interpretation of the criminal justice system.

Rationale: This is one of three courses being developed for a Biology minor in Forensic Biosciences. BIOL 411 is a capstone course that will require students analyze the biological evidence collected at crime scenes. Students will use lecture concepts from BIOL 211 and BIOL 313 to determine the perpetrator(s) of a crime. This minor is intended to increase students understanding of biological evidence and how best to describe such evidence in the court systems

b. New Minor

Minor—Forensic Biosciences

The goal of the interdisciplinary minor is to provide students with a broad-based understanding of the field of forensic biosciences. The minor allows students to gain both a deep understanding of a traditional discipline through their major field of study while gaining experience with various aspects of forensic biology and criminal investigations. It is not designed to provide students necessarily with the methods and measures of forensics, which will come from student's undergraduate fields of study and/or future graduate study. The purpose is to give students an understanding of the basic issues and the applications of those methods within the context of forensic biology.

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

Foundation Courses: (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

Required Course:		4
BIOL 411	Forensic Biology Laboratory Operations	4cr
Electives: (*Choose one)		3-4
ANTH 488	Geophysical Application in Archaeology	3cr
ANTH 491	Zooarchaeology	3cr
BIOL 103	Life on Earth	4cr
BIOL 104	Human Biology: How the Human Body Works	4cr
BIOL 105	Cell Biology	3cr
BIOL 106	Human Genetics and Health	4cr
BIOL 115	Biotic Diversity of North America	3cr
BIOL 323	Introduction to Toxicology & Risk Assessment	3cr
BIOL 364	Immunology	3cr
BIOL 493	Biology Internship	3cr
PSYC 388	Forensic Psychology	3cr

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

Rationale: This minor is being proposed to provide students intending to work in the criminal justice system with the ability to correctly collect and describe the role of forensic biological evidence. Many criminal investigations are lost in the court room when forensic evidence is incorrectly described by key witnesses. As such, this minor will provide students with a better understanding of the physical evidence collected from crime scenes.

7. Department of Economics—Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

ECON 360 Economics of Health Services **3c-0l-3cr**

Prerequisite: ECON 101 or 122 or instructor permission

An analysis of the allocation of resources in the health sector using demand and supply techniques. Pricing and output decisions by physicians, hospitals, and other health agencies are considered along with other current policy issues.

Proposed Catalog Description:

ECON 360 Health Economics **3c-0l-3cr**

Prerequisite: ECON 122

Analyzes the market for healthcare: demand by individual consumers and supply by health workers and hospitals. Considers the problems of information, risk, and externalities in making health decisions and the role of insurance. Explores public health policies, both in a world and domestic context. Introduces economic methods for program/policy research: elasticity estimation, cost-benefit analysis, and supply-demand modeling.

Rationale: A revision of ECON 360 is necessary for two reasons. First, as the course has not been taught in some time, there is no syllabus of record for the course and the course is not

currently listed in the catalog. Second, revisions to the name, description, and learning objectives will help bring this course in line with current issues, texts, methods, and best practices for teaching the course. Additionally, revision of ECON 360 allows for the course to be offered in Fall 2016 to meet a large student demand to study issues related to health economic and policy. Such demand may increase due to the proposed Undergraduate Public Health major, of which ECON 360 would be a core course requirement.

8. College of Humanities and Social Sciences—Women’s and Gender Studies Program—Prefix Changes

Current Prefixes and Titles:

- WMST 200 Introduction to Women’s and Gender Studies**
- WMST 301 Asian American and Asian Diasporic Women’s Literature**
- WMST 400 Feminist Theories**
- WMST 482 Independent Study**

Proposed Prefixes and Titles:

- WGS 200 Introduction to Women’s and Gender Studies**
- WGS 301 Asian American and Asian Diasporic Women’s Literature**
- WGS 400 Feminist Theories**
- WGS 482 Independent Study**

Rationale: Last spring when the program name change was approved UWUCC delayed the approval of the prefix change until the new Program Director had a chance to assume her role. Last fall the Women’s and Gender Studies Committee voted to change WMST to WGS.

9. Department of English—Program Deletion

Program to be deleted: Bachelor of Arts—English/Language Studies Track

Rationale: The BA—English/Language Studies Track program listing and narrative description is to be removed from the next catalog. The track is being removed because it had very low enrollment. Students will no longer be able to select the Language Studies Track. Students who are currently enrolled in the track will be able to finish their degrees by completing the track requirements.

10. Department of Communications Media—Catalog Description Changes

a. Current Catalog Description

COMM 150 Aesthetics and Theory of Communications Media **3c-01-3cr**

Prerequisite: COMM 101

Examines the theoretical assumptions of sight, sound, and motion as applied to the design of communication products for different media formats. Demonstrates strategies for creative composition. Discusses psychological and physiological implications of images.

Proposed Catalog Description:

COMM 150 Aesthetics and Theory of Communications Media **3c-01-3cr**

Prerequisite: COMM 101 or JRNL 105

Examines the theoretical assumptions of sight, sound, and motion as applied to the design of communication products for different media formats. Demonstrates strategies for creative composition. Discusses psychological and physiological implications of images.

Rationale: The prerequisites for COMM 150 are being revised to include JRNL 105. The COMM and JRNL departments have agreed that the content of these two courses are very similar to the point that JRNL 105 is an acceptable substitution for COMM 101 and vice versa. Adding JRNL 105 to the prerequisite list allows students who have taken JRNL 105 to register for COMM 150 without requesting an override.

b. Current Catalog Description:

COMM 249 Basic Audio Recording Techniques **3c-01-3cr**

Prerequisite: COMM 101, permission

Theory and practice of recording sound, developing an understanding of the language of sound recording as well as the ability to make sound recordings. Offers exposure to recording for various media including radio, music, motion pictures, television, and multimedia production. Material also appropriate for teachers who wish to make use of tape recorder in the classroom. Provides hands-on experience through labs and projects to be completed outside of class. Students are expected to provide an audio tape recorder.

COMM 249 Basic Audio Recording Techniques **3c-01-3cr**

Prerequisite: COMM 101 or POPM certificate enrollment or instructor permission

Theory and practice of recording sound, developing an understanding of the language of sound recording as well as the ability to make sound recordings. Offers exposure to recording for various media including radio, music, motion pictures, television, and multimedia production. Material also appropriate for teachers who wish to make use of audio recording in the classroom. Provides hands-on experience through labs and projects to be completed outside of class.

Rationale: The prerequisite is changed to accommodate non-Communications Media majors who are enrolled in the Certificate in Popular Music (POPM). Additionally, the course description is revised to eliminate references to audio tape, as that is no longer appropriate terminology.

c. Current Catalog Description:

COMM 407 Television Feature Production **3c-01-3cr**

Prerequisite: COMM 351

Teaches students the creative and technical elements necessary to produce feature programming for television. Combines theory and practice, with an emphasis on practice. Provides knowledge and skills on video capture, audio pick-up and mixing, and lighting

design for field production and in-studio production. Produces feature stories for television, which includes filming on and off campus, script writing, interviewing, and editing as practiced at an international level.

Proposed Catalog Description:

COMM 407 Television Feature Production

3c-01-3cr

Prerequisite: COMM 251

Teaches the creative and technical elements necessary to produce feature programming for television. Combines theory and practice, with an emphasis on practice. Provides knowledge and skills on video capture, audio pick-up and mixing, and lighting design for field production and in-studio production. Produces feature stories for television, which includes filming on and off campus, script writing, interviewing, and editing as practiced at an international level.

Rationale: COMM 407 is revised to change the prerequisite from COMM 351 to COMM 251. The advanced video production (351) requirement is not necessary for successful completion of the course as basic television production (251) is sufficient. The advanced prerequisite prohibits registration and requires students to request overrides for enrollment in COMM 407.

d. Current Catalog Description:

COMM 414 Music, Media, and Culture

3c-01-3cr

Prerequisite: COMM 150, communications media major or communications media minor

Examines the intersections between media technologies, popular music, and culture. May include technology's constant influence in musical performance, production, and distribution; the music industry's marketing of popular music; popular music's relationship to cultural identity (e.g., race, gender, sexuality); and music as a cultural practice.

Proposed Catalog Description:

COMM 414 Music, Media, and Culture

3c-01-3cr

Prerequisite: Communications media major or minor, or POPM certificate and junior standing

Examines the intersections between media technologies, popular music, and culture. May include technology's constant influence in musical performance, production, and distribution; the music industry's marketing of popular music; popular music's relationship to cultural identity (e.g., race, gender, sexuality); and music as a cultural practice.

Rationale: The prerequisite is being changed to accommodate students who are enrolled in the Certificate in Popular Music (POPM) but are not communications media majors or minors.

e. Current Catalog Description:

COMM 451 Broadcast News Process

3c-01-3cr

Prerequisites: COMM 251, 349, permission

Reporting and presenting radio and TV news programs. Analysis of news and public affairs broadcasting.

Proposed Catalog Description:

COMM 451 Broadcast News Process

3c-01-3cr

Prerequisites: COMM 251 or permission

Engages in reporting and presenting broadcast news programs. Content and assignments include analysis of news and public affairs broadcasting.

Rationale: The course description is revised to more accurately reflect the course content. The students in the course produce news for IUP-TV but typically not for radio. The prerequisite is revised to remove COMM 349, Radio Production.

11. Department of Chemistry—New Program, Program Description Change and Program Revision

a. Current Program Description:

Degree programs offered by the Department of Chemistry are the bachelor of science program in chemistry, the bachelor of science program in chemistry/pre-medical, the bachelor of arts program in chemistry, and the bachelor of science in education program in chemistry. A Pre-medical concentration is available in the BA curricula. Preparatory programs for other professional schools can be developed for either degree. A Chemistry minor is also offered. The BS degree in chemistry is a professional degree and is certified by the American Chemical Society. The student completing this degree should be qualified to assume a position in industry or government as a chemist or to pursue graduate studies leading to the MS or PhD degree in chemistry, biochemistry, materials science, forensic science, or an associated field. The Pre-medical Track includes all courses required for entrance into medical school and gives the student the flexibility of choosing medical school or graduate school after graduation. The curriculum leading to the BA degree in chemistry is designed to allow for the workable union of other disciplines with chemistry in such a way as to retain the fundamental science and mathematics requirements needed for a career in chemistry. A careful selection of electives will qualify the student for entrance into many fields in which there is an acute need for people with scientific training, and, at the same time, satisfy the entrance requirements of various professional and graduate schools. This degree may also be of interest to students who have completed a significant number of credits in another degree program and decide they want to earn a degree in chemistry. The Pre-medical concentration includes all courses required for entrance into medical school.

The BA degree program in chemistry can incorporate a complementary program in almost any other field in the university; some disciplines that make useful combinations include biology, business administration, computer science, criminology (forensic science), English (technical writing), geoscience, government, physics, and safety science. In particular, a student seeking a career in forensic science should major in chemistry. Either degree in chemistry provides excellent preparation for entrance into a variety of professional schools, including dental, veterinary, pharmacy, chiropractic, and law. The student considering going to one of these professional schools after completion of a chemistry degree should work closely with his or her advisor and select additional courses as required by the professional school. The curriculum leading to the BSEd degree in chemistry is designed to prepare the student to teach chemistry at the secondary school level. Upon completion of the specified course work and the requirements of the teacher certification process, the student is eligible for Pennsylvania certification by the Pennsylvania Department of Education.

Proposed Program Description:

Degree programs offered by the Department of Chemistry are the Bachelor of Science (BS) in chemistry, the Bachelor of Arts (BA) in chemistry and the BS in education in chemistry. Additionally, Pre-medical and Pre-pharmacy tracks are available in the BS program. Preparatory programs for other professional schools can also be developed, using the BA degree, and a chemistry minor is offered.

Chemistry is a field that has historically enjoyed very strong career possibilities. Many students are employed directly after their undergraduate education by the chemical, pharmaceutical or related industries, in jobs that have excellent career prospects. Graduate school in chemistry or biochemistry usually includes very generous financial support, and can lead to outstanding career paths in industry, government or academic areas. These opportunities are available to students completing any of the degree programs offered by the IUP Department of Chemistry, and graduates of these programs have gone on to industrial leadership positions, and some of the most prestigious graduate programs in the country.

The BS degree 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 preparation for the challenges of employment or graduate school.

The Pre-medical and Pre-pharmacy tracks of the BS degree allow students to take all courses required for entrance into their intended professional health program, and gives them the flexibility to tailor their program to meet their individual needs. Students in these tracks retain the option of: a) attending medical or pharmacy school; b) attending graduate school in chemistry, biochemistry, pharmacology, or a variety of medically-related Ph.D. programs; c) employment in the chemistry or pharmaceutical industry. Additionally, the flexibility of these tracks allows students to change the focus of their degree program during their undergraduate experience.

The curriculum leading to the BA degree in chemistry is designed to allow for the workable union of other disciplines with chemistry in such a way as to retain the fundamental science and mathematics requirements needed for a career in chemistry. The BA degree in chemistry also provides excellent preparation for entrance into a variety of professional schools, including dental, veterinary, chiropractic, and law. The student considering going to one of these professional schools after completion of a chemistry degree should work closely with their advisor and select additional courses as required by the professional school. This degree may also be of interest to students who have completed a significant number of credits in another degree program and decide they want to earn a degree in chemistry. The BA degree program in chemistry can incorporate a complementary program in almost any other field in the university; some disciplines that make useful combinations include biology, business administration, computer science, criminology (forensic science), English (technical writing), geoscience, government, physics, and safety science. In particular, a student seeking a career in forensic science should major in chemistry.

The curriculum leading to the BSEd degree in chemistry is designed to prepare the student to teach chemistry at the secondary school level. Upon completion of the specified course work and the requirements of the teacher certification process, the student is eligible for Pennsylvania certification by the Pennsylvania Department of Education.

b. New Program

Bachelor of Science—Chemistry/Pre-pharmacy Track

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

Mathematics: MATH 125 (1)

Natural Sciences: PHYS 111/121 and 112/122 or 131/141 and 132/142

Philosophy/Religious Studies: PHIL 122

Social Science: PSYC 101, and ECON 101 or 122 (2,3)

Liberal Studies Elective: 3cr, MATH 126 (1), no course with CHEM prefix

Major: **49**

Required Courses:

CHEM 111	General Chemistry I <i>or</i>	4cr
	<i>or</i> 113	Advanced General Chemistry I
CHEM 112	General Chemistry II <i>or</i>	4cr
	<i>or</i> 114	Advanced General Chemistry II
CHEM 214	Intermediate Inorganic Chemistry (3)	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 290	Chemistry Seminar I	1cr
CHEM 325	Analytical Chemistry I (3)	4cr
CHEM 341	Physical Chemistry I (3)	4cr
CHEM 390	Chemistry Seminar II	1cr

CHEM 490	Chemistry Seminar III	1cr	
Controlled Electives: (2, 3, 4)			
At least 19cr, consisting of:		19cr	
1) BIOC 301 and 302 (6cr)			
<i>or</i> CHEM 351 (4cr)			
2) Courses from the following list:			
BCOM 321 or ENGL 310			
BIOC: 311, 312, 481			
BIOL: 150, 240, 241, 250			
CHEM: 326, 331, 342, 343, 344, 411, 481, 498			
MATH: 225			
Other Requirements:			11
BIOL 202	Principles of Cell and Molecular Biology	4cr	
BIOL 203	Principles of Genetics and Development	4cr	
MATH 216	Probability and Statistics for Natural Sciences	3cr	
Free Electives: (2, 3)			16
Total Degree Requirements:			120

- (1) For students transferring into the program, MATH 121 and 122 may be substituted for MATH 125 and 126, respectively.
- (2) The application requirements of specific Schools of Pharmacy may result in the need to take additional courses. Students should be aware of the requirements at each program in which they are interested, and plan to take courses accordingly to meet these requirements.
- (3) Students enrolled at an accredited School of Pharmacy after three years at IUP may count the following toward the requirements for the Bachelor of Science–Chemistry/Pre-Pharmacy Track: 3cr of LS social science; 11cr of required CHEM courses (see below); 13cr of free electives (total 27cr). Upon completing the first year of Pharmacy School, students electing this option are not required to take CHEM 214, 325 and 341. If these CHEM courses are taken, they may be counted toward the controlled elective requirement.
- (4) To qualify for an ACS-certified degree in chemistry, students must take BIOC 311 and CHEM 498. Additionally, they must take three lecture courses and one lab course from the following list: BIOC 302, 312, 481, CHEM 326, 331, 342, 343, 411, 481. CHEM 326 and 411 count as both a lecture and a lab course

Rationale: The BS in Chemistry/Pre-pharmacy Track is intended for students who are possibly interested in going to pharmacy school, but also desire the option of a career track in chemistry and related sciences. Research has shown that over 50% of students change their majors from matriculation to graduation, so it is highly advantageous to the student to follow a pre-pharmacy degree program that also includes the possibilities of graduate school in chemistry, or employment in the chemical industry. This program has been developed after careful analysis of the courses required by pharmacy schools in the region,

and includes the flexibility necessary to allow students to apply to pharmacy schools while still preserving the opportunity of a career path in chemistry. There is also a 3+1 option, so that students accepted to an accredited pharmacy school in their junior year can receive an IUP undergraduate diploma.

c. Program Revision

Current Program: Bachelor of Science– Chemistry/Pre-Medical Track

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

Mathematics: MATH 125

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

Philosophy or Religious Studies: PHIL 222

Social Science: PSYC 101, SOC 151

Liberal Studies Elective: 3cr, MATH 126, no courses with CHEM prefix

Major: **46-47**

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 214	Intermediate Inorganic Chemistry	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 290	Chemistry Seminar I	1cr
CHEM 325	Analytical Chemistry I	4cr
CHEM 341	Physical Chemistry I	4cr
CHEM 343	Physical Chemistry Laboratory I	1cr
CHEM 390	Chemistry Seminar II	1cr
CHEM 490	Chemistry Seminar III	1cr
CHEM 498	Problems in Chemistry	2cr
BIOC 301	Foundations of Biochemistry	3cr
BIOC 302	Advanced Biochemistry	3cr

Controlled Electives:

Two of the following: CHEM 326, 342 and 344, or 411 **7cr-8cr**

Other Requirements:

BIOL 202	Principles of Cell and Molecular Biology	19-20
BIOL 241	Introductory Medical Microbiology	4cr
At least 6cr from the following list: BIOL 150, 240, 263, 363, 364		4cr
MATH 216	Probability and Statistics for Sciences	6cr-7cr
MATH 225	Calculus III for Physics, Chemistry, and Mathematics	3cr
		3cr

Free Electives: **9-11**

Total Degree Requirements: **120**

Proposed Program: Bachelor of Science– Chemistry/Pre-Medical Track

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

Mathematics: MATH 125 (1)

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

Philosophy or Religious Studies: PHIL 122

Social Science: PSYC 101, SOC 151 or ANTH 110 or ANTH 211 (2, 3)

Liberal Studies Elective: 3cr, MATH 126 (1), no courses with CHEM prefix

Major: **49**

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 214	Intermediate Inorganic Chemistry (3)	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 290	Chemistry Seminar I	1cr
CHEM 325	Analytical Chemistry I (3)	4cr
CHEM 341	Physical Chemistry I (3)	4cr
CHEM 390	Chemistry Seminar II	1cr
CHEM 490	Chemistry Seminar III	1cr
CHEM 498	Problems in Chemistry	2cr
BIOC 301	Foundations of Biochemistry	3cr
BIOC 302	Advanced Biochemistry	3cr

Controlled Electives:

At least 11cr additional from the following list: (2, 3, 5) **11cr**

BIOC: 311, 312, 481

BIOL: 150, 240, 241, 250, 331

CHEM: 326, 331, 342, 343, 344, 411, 481

MATH: 225

Other Requirements:

BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
MATH 216	Probability and Statistics for Sciences	3cr

Free Electives: **16**

Total Degree Requirements: **120**

(1) For students transferring into the program, MATH 121 and 122 may be substituted for MATH 125 and 126, respectively.

- (2) The application requirements of specific Schools of Medicine may result in the need to take additional courses. Students should be aware of the requirements at each program in which they are interested, and plan to take courses accordingly to meet these requirements.
- (3) Students enrolled at an accredited School of Medicine after three years at IUP may count the following toward the requirements for the Bachelor of Science – Chemistry/Pre-Medical Track: 3cr of LS social science; 11cr of required CHEM courses (see below); 13cr of free electives (total 27cr). Upon completing the first year of Medical School, students electing this option are not required to take CHEM 214, 325 and 341. If these CHEM courses are taken, they may be counted toward the controlled elective requirement.
- (4) To qualify for an ACS-certified degree in chemistry, students must take BIOC 311, CHEM 343, and two courses from the following list: BIOC 481, CHEM 326, 331, 342, 411 or 481.

Rationale: Existing program is inflexible and requires over 60cr. Proposed program increases flexibility for the student, meets the needs for medical school admission, and retains the option of gaining an ACS certified degree.

12. Department of Geography and Regional Planning–Catalog Description Changes and Course Number Change

a. Current Catalog Descriptions:

GEOG 316 Introduction to Geographic Information Systems **3c-01-3cr**

Prerequisite: GEOG 213, or equivalent, or instructor permission

Automated methods for creating, maintaining, and analyzing spatial data are presented. Topics include (1) specialized GIS hardware and software, (2) vector vs. raster vs. object-oriented spatial data structures, (3) creation and manipulation of geographic data files, (4) database design and management concepts, (5) spatial analysis, and (6) cartographic design. (Also offered as RGPL 316; may not be taken for duplicate credit.)

RGPL 316 Introduction to Geographic Information Systems **3c-01-3cr**

Prerequisite: RGPL 213, or equivalent, or instructor permission

Automated methods for creating, maintaining, and analyzing spatial data are presented. Topics include (1) specialized GIS hardware and software, (2) vector vs. raster vs. object-oriented spatial data structures, (3) creation and manipulation of geographic data files, (4) database design and management concepts, (5) spatial analysis, and (6) cartographic design. (Also offered as GEOG 316; may not be taken for duplicate credit.)

Proposed Catalog Descriptions:

GEOG 316 Introduction to Geographic Information Systems **3c-01-3cr**

Presents automated methods for creating, maintaining, and analyzing spatial data. Includes (1) specialized GIS hardware and software, (2) vector vs. raster vs. object-oriented spatial data structures, (3) creation and manipulation of geographic data files, (4) database design and management concepts, (5) spatial analysis, and (6) cartographic design. (Also offered as RGPL 316; may not be taken for duplicate credit.)

RGPL 316 Introduction to Geographic Information Systems **3c-01-3cr**

Presents automated methods for creating, maintaining, and analyzing spatial data. Includes (1) specialized GIS hardware and software, (2) vector vs. raster vs. object-oriented spatial data structures, (3) creation and manipulation of geographic data files, (4) database design and management concepts, (5) spatial analysis, and (6) cartographic design. (Also offered as GEOG 316; may not be taken for duplicate credit.)

Rationale: The prerequisite for the course is being removed to make it easier for nonmajors to register for the course. This is particularly being done because GEOG 316 will be part of the core for the new Public Health major. Geography and Regional Planning majors will be advised to take GEOG/RGPL 213 Cartography I prior to taking Introduction to GIS because it is the best course for sequencing, but the content of the course is not essential prior to taking Introduction to GIS.

b. Current Catalog Descriptions and Course Numbers:

GEOG 417 Technical Issues in Geographic Information Systems **3c-01-3cr**

Prerequisite: GEOG 316

A project-based class in which students learn the skills to develop and maintain a geographic information system. Through cooperative learning, students design and implement functional systems. Methods for designing GIS to user specification, data collection, data input, project management, and system documentation are covered. (Also offered as RGPL 417; may not be taken for duplicate credit.)

RGPL 417 Technical Issues in Geographic Information Systems **3c-01-3cr**

Prerequisite: RGPL 316

A project-based class in which students learn the skills to develop and maintain a geographic information system. Through cooperative learning, students design and implement functional systems. Methods for designing GIS to user specification, data collection, data input, project management, and system documentation are covered. (Also offered as GEOG 417; may not be taken for duplicate credit.)

Proposed Catalog Descriptions:

GEOG 420 Technical Issues in Geographic Information Systems **3c-01-3cr**

Prerequisite: GEOG 316 or 419

Uses project-based approach to develop and maintain a geographic information system (GIS). Designs and implements functional systems through cooperative learning. Covers methods for designing GIS to user specification, data collection, data input, project management, and system documentation. (Also offered as RGPL 420; may not be taken for duplicate credit.)

RGPL 420 Technical Issues in Geographic Information Systems **3c-01-3cr**

Prerequisite: RGPL 316 or GEOG 419

Uses project-based approach to develop and maintain a geographic information system (GIS). Designs and implements functional systems through cooperative learning. Covers

methods for designing GIS to user specification, data collection, data input, project management, and system documentation. (Also offered as GEOG 420; may not be taken for duplicate credit.)

Rationale: The course is being revised to add another course as an acceptable prerequisite for this course, and to change the number from 417 to 420 to make it a higher number than both listed prerequisites. When this course was originally created, GEOG 419/519 GIS for Environmental Applications did not exist, and therefore was not listed as a prerequisite. We are adding GEOG 419/519 and as a prerequisite now so that students who take this course can move on to GEOG 420 Technical Issues in GIS seamlessly.

13. Liberal Studies Report:

The Liberal Studies Committee and the UWUCC approved the following:

- PHYS 331 Modern Physics, as a Type II Writing Re-Commitment, Department Commitment.
- ENGL 324 Teaching and Evaluating Writing, as a Type II Writing Re-Commitment, Department Commitment.

**Appendix B
Graduate Committee
Co-Chairs Moore and Frenzel**

FOR ACTION:

1. DEPARTMENT OF ANTHROPOLOGY

A. Course Revision

Course: ANTH 612: Seminar in Cultural Resource Management I: Method and Theory (prerequisite change)

Rationale:

The prerequisites for ANTH 612 (Seminar in Cultural Resource Management I: Method and Theory) are being changed to allow for a change in course sequencing. ANTH 610 (Archaeological Laws and Ethics) will now be taught concurrently with ANTH 612, so it will be required that students take ANTH 612 after or concurrently with ANTH 610.

Summary:

	Current Course Information	Proposed Course Information
Title	ANTH 612: Seminar in Cultural Resource Management I: Method and Theory	ANTH 612: Seminar in Cultural Resource Management I: Method and Theory
Description	Discussion of the theory and methods involved in the current practice of cultural resource management and how these relate to the development of research designs, proposal writing, field strategies for archaeological survey and testing, and development of project budgets. Prerequisite: ANTH 610 or instructor permission.	Discussion of the theory and methods involved in the current practice of cultural resource management and how these relate to the development of research designs, proposal writing, field strategies for archaeological survey and testing, and development of project budgets. Prerequisite: Must be taken after or concurrent with ANTH 610, or instructor permission.
Prereq	ANTH 610 or instructor permission	Must be taken after or concurrent with ANTH 610, or instructor permission

B. New Course

Course: ANTH 591: Zooarchaeology (dual level)

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.

Summary:

Course	ANTH 591 Zooarchaeology (Dual Level with ANTH 491)
Credits	3
Prerequisites	None
Catalog Description	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.

C. New Course

Course: ANTH 592 Soil Science: Archaeological and Geoenvironmental Applications (Dual Level)

Rationale:

The proposed new course will expand the curriculum of both Anthropology and Geoscience. The area of soil science is an important growing knowledge base important to both geoscientists and archaeologists in understanding the relationship between human use of the land and issues of sustainability. The Department of Anthropology has the expertise to teach this course and it is supported by the Department of Geoscience.

Summary:

Course	ANTH 592 Soil Science: Archaeological and Geoenvironmental Applications (Dual level with ANTH 492)
Credits	3
Prerequisites	None
Catalog Description	Introduces students to the ways in which archaeologists and geoscientists define, recognize, examine, and interpret soils in both the field and the laboratory. Examines (1) how the interactions of landform, topography, climate, and biota result in patterns of soil development and the distribution of soils that we observe within the landscape; (2) the significance of soils to other disciplines, including archaeology, Quaternary geology, and geoenvironmental science; and (3) how the physical, chemical and biological properties of soils are influenced by human activities both past and present. Includes field trips that may occur on weekends.

D. New Course

Course: ANTH 587: Geoarchaeology (dual level)

Rationale:

The proposed course has been taught previously under the generic title of ANTH 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 587: Geoarchaeology (dual level with ANTH 487)
Credits	3
Prerequisites	ANTH 244 or GEOS 201, or instructor permission
Catalog Description	Surveys geological methods and techniques used to investigate archaeological research questions. Include sedimentary and geomorphic processes affecting the formation and preservation of archaeological sites; methods of paleoenvironment and paleoclimate reconstruction, and radiometric dating techniques. Illustrates the importance for archaeologists to understand the geological processes that affect archaeological sites—before, during, and after people have been there. Understanding these processes is crucial to accurately reconstructing the dynamics of human behavior.

E. New Course

Course: ANTH 588: Geophysical Applications in Archaeology (dual level)

Rationale:

This course has been offered regularly as an option under ANTH 584 Specialized Methods in Archaeology for many years to both undergraduate and graduate students. The new course number codifies past practice of offering this course as part of the regular Anthropology curriculum.

Summary:

Course	ANTH 588: Geophysical Applications in Archaeology (dual level with ANTH 488)
Credits	3
Prerequisites	None
Catalog Description	Provides the methodological and technological knowledge to apply various geophysical systems used in archaeological investigations. These systems may include, but are not limited to, Ground-Penetrating Radar, Magnetometry, Electrical Resistivity, Conductivity, and Susceptibility.

F. New Course

Course: ANTH 589: Prehistoric Technologies of Eastern North America (dual level)

Rationale:

This course will fill a deficiency in the Anthropology Department Archaeology Track and Applied Archaeology MA program. The ability to identify and analyze pre-Contact Native American Artifacts is a fundamental skill for practicing archaeologists. This course will complement the other artifact analysis courses offered by the department.

Summary:

Course	ANTH 589: Prehistoric Technologies of Eastern North America (dual level with ANTH 489)
Credits	3
Prerequisites	None
Catalog Description	An introduction to the prehistoric technologies of Eastern North America. The course focuses on the material culture commonly recovered from pre European Contact Native American archaeological sites, including stone, ceramic, bone and native metal artifacts. Analytical techniques will include classification, quantification and interpretation linking artifacts to human behavior.

G. Program Revision

Degree: MA in Applied Archeology

Summary/Rationale:

The MA in Applied Archaeology was originally proposed in 2007 and has been active since 2009. The proposed program revision is intended to update the program to reflect courses currently taught within the Anthropology Department and related departments. Many of the new Anthropology courses were previously taught under the generic title of ANTH 584 Specialized Methods in Archaeology. The Departments of History and Geography have revised their programs in recent years and the proposed changes reflect their current programs. ANTH 730 Archaeology of Pennsylvania was removed from the program because it has never been taught. ANTH 745 was added as a required course because this class has proven particularly useful to students when completing their theses. Clarification of the role of field programs is also provided.

	Current	Proposed
Catalog Description	<p>M.A. in Applied Archaeology</p> <p>The Department of Anthropology offers a graduate program leading to a degree of Master of Arts in Applied Archaeology. The M.A. program in applied archaeology</p>	<p>M.A. in Applied Archaeology</p> <p>The Department of Anthropology offers a graduate program leading to a degree of Master of Arts in Applied Archaeology. The M.A. program in</p>

	<p>is designed to meet a need for increased training of professional archaeologists employed in the fields of historic preservation, cultural resource management, and heritage planning and tourism.</p> <p>The program is designed to prepare students to meet the U.S. Secretary of the Interior’s standards for professional archaeologists upon graduation (an option for individuals already employed in the field of cultural resource management) or to meet all the requirements except for a full year of experience as a project supervisor (an option for students who enter the program immediately after graduation with a B.A. degree). Students are trained in the current relevant subjects for professional archaeologists including preservation law, ethics, business, and archaeology, have the writing skills to prepare technical reports as well as publications for the general public, and have specialized training in technical skills such as human osteology, faunal analysis, and geophysical surveys, which are critical to professionals in this field.</p> <p>Department resources include faculty members who are experienced teachers and active researchers in different aspects of cultural resource management and applied archaeology. They have held leadership positions in state and national professional organizations. Archaeological Services, an externally funded research center associated with the Anthropology Department, may provide funding and professional experience for students prior to graduation.</p> <p>Admission Criteria</p> <p>Students who enter the program usually hold a bachelor’s degree in anthropology,</p>	<p>applied archaeology is designed to meet a need for increased training of professional archaeologists employed in the fields of historic preservation, cultural resource management, and heritage planning and tourism.</p> <p>The program is designed to prepare students to meet the U.S. Secretary of the Interior’s standards for professional archaeologists upon graduation (an option for individuals already employed in the field of cultural resource management) or to meet all the requirements except for a full year of experience as a project supervisor (an option for students who enter the program immediately after graduation with a B.A. degree). Students are trained in the current relevant subjects for professional archaeologists including preservation law, ethics, business, and archaeology, have the writing skills to prepare technical reports as well as publications for the general public, and have specialized training in technical skills such as artifact analysis, faunal analysis, and geophysical surveys, which are critical to professionals in this field.</p> <p>Department resources include faculty members who are experienced teachers and active researchers in different aspects of cultural resource management and applied archaeology. They have held leadership positions in state and national professional organizations. Archaeological Services, an externally funded research center associated with the Anthropology Department, may provide funding</p>
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	<p>history, geography, or a related field. Depending on their undergraduate coursework, students may be required to take courses as a condition of their admission to prepare for the program, especially courses in archaeological theory and artifact analysis and an archaeological field school. Applicants must meet all the requirements of the School of Graduate Studies and Research and must take the General Test of the Graduate Record Exam (GRE) before admission.</p>	<p>and professional experience for students prior to graduation.</p> <p>Admission Criteria</p> <p>Students who enter the program usually hold a bachelor’s degree in anthropology, history, geography, or a related field. Depending on their undergraduate coursework, students may be required to take courses as a condition of their admission to prepare for the program, especially courses in archaeological theory and artifact analysis and an archaeological field school. Applicants must meet all the requirements of the School of Graduate Studies and Research and must take the General Test of the Graduate Record Exam (GRE) before admission.</p>
<p>Program Requirements</p>	<p>Program Requirements</p> <p>The degree program requires a minimum of 36 semester hours of credit including the thesis credits. The program includes five core courses: ANTH 610, ANTH 612, ANTH 616, ANTH 618, and ANTH 714 in addition to 15 semester hours of electives, an optional internship, and required thesis. At least 9 credits of electives must be from courses with Anthropology prefixes; the remaining credits may be from related departments. Students may arrange an internship as part of their degree for up to three credits. All students will be required to complete a thesis, which may be in the form of a cultural resource management report or policy study of a cultural resource issue. The internship may be used as preparation for the thesis. Six credits of the electives may be taken from the Geography Department’s Geographic Information</p>	<p>Program Requirements</p> <p>The degree program requires a minimum of 36 semester hours of credit including the thesis credits. The program includes six core courses: ANTH 610, ANTH 612, ANTH 616, ANTH 618, ANTH 714 and ANTH 745 in addition to 12 semester hours of electives, an optional internship, and required thesis. At least 9 credits of electives must be from courses with Anthropology prefixes; the remaining credits may be from related departments. Students may arrange an internship as part of their degree for up to three credits. All students will be required to complete a thesis, which may be in the form of a cultural resource management report, policy study of a cultural</p>

	<p>System (GIS) courses. Students may elect to take an additional four courses which are not part of the Applied Archaeology degree in order to receive a certificate in Geographic Information Science and Geospatial Techniques from the Geography Department. The Applied Archaeology program advisor will work with students to arrange their schedules to meet the requirements of the GIS certificate program expeditiously; however, there is no guarantee that both programs can be completed within two academic years.</p> <p>I. Core Program (15 cr.)</p> <p>ANTH 610 Archaeological Laws and Ethics 3 cr.</p> <p>ANTH 612 Seminar in Cultural Resource Management I: Method and Theory 3 cr.</p> <p>ANTH 616 Pre-Columbian North American Archaeology 3 cr.</p> <p>ANTH 618 Historical Archaeology 3 cr.</p> <p>ANTH 714 Seminar in Cultural Resources Management II: Analysis and Interpretation 3 cr.</p> <p>II. Electives (15 cr.)</p> <p>(At least 9 credits must have ANTH prefix; at least one of the ANTH courses should be a non-archaeology elective)</p> <p>ACCT 502 Foundations of Financial Accounting 3 cr.</p> <p>ACCT 607 Management Accounting 3 cr.</p>	<p>resource issue, or research thesis. The internship may be used as preparation for the thesis. Students are encouraged to enroll in the certificate in Geographic Information Science and Geospatial Techniques from the Geography Department, or other relevant certificate program from another department. Courses in these certificate programs can also be used to fulfill the non-ANTH electives for the MA in Applied Archaeology.</p> <p>I. Core Program (18 cr.)</p> <p>ANTH 610 Archaeological Laws and Ethics 3 cr.</p> <p>ANTH 612 Seminar in Cultural Resource Management I: Method and Theory 3 cr.</p> <p>ANTH 616 Pre-Columbian North American Archaeology 3 cr.</p> <p>ANTH 618 Historical Archaeology 3 cr.</p> <p>ANTH 714 Seminar in Cultural Resources Management II: Analysis and Interpretation 3 cr.</p> <p>ANTH 745 Seminar in Archaeological Interpretation 3 cr.</p> <p>II. Electives (12 cr.)</p> <p>(At least 9 credits must have ANTH prefix)</p>
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<p>ANTH 514 Native Americans 3 cr.</p> <p>ANTH 556 Ethnographic Research Methods 3 cr.</p> <p>ANTH 560 Ethnographic Field School 6 cr.</p> <p>ANTH 581 Special Topics 3 cr.</p> <p>ANTH 584 Specialized Methods in Archaeology 3 cr.</p> <p>ANTH 625 Public Archaeology 3 cr.</p> <p>ANTH 694 Anthropology Seminar 3 cr.</p> <p>ANTH 699 Independent Study 3 cr.</p> <p>ANTH 720 Issues in Historic Preservation 3 cr.</p> <p>ANTH 730 Archaeology of Pennsylvania 3 cr.</p> <p>ANTH 740 Advanced Archaeological Field Methods 3-6 cr.</p> <p>ANTH 745 Seminar in Archaeological Interpretation 3 cr.</p> <p>GEOG 516 Introduction to Geographical Information Systems 3 cr.</p> <p>GEOG 517 Technical Issues in GIS 3 cr.</p> <p>GEOG 625 Environmental Planning 3 cr.</p> <p>HIST 605 Introduction to Public History 3 cr.</p> <p>HIST 606 Topics in Public History 3 cr.</p> <p>HIST 614 Research Methods 3 cr.</p>	<p>ACCT 502 Foundations of Financial Accounting 3 cr.</p> <p>ACCT 607 Management Accounting 3 cr.</p> <p>ANTH 514 Native Americans 3 cr.</p> <p>ANTH 556 Ethnographic Research Methods 3 cr.</p> <p>ANTH 560 Ethnographic Field School 6 cr.</p> <p>ANTH 581 Special Topics 3 cr.</p> <p>ANTH 584 Specialized Methods in Archaeology 3 cr.</p> <p>ANTH 586 Historic Artifact Analysis 3 cr.</p> <p>ANTH 587 Geoarchaeology 3 cr.</p> <p>ANTH 588 Geophysical Applications in Archaeology 3 cr.</p> <p>ANTH 589 Prehistoric Technologies 3 cr.</p> <p>ANTH 590 Applied Geospatial Technologies in Anthropology 3 cr.</p> <p>ANTH 591 Zooarchaeology 3 cr.</p> <p>ANTH 592 Soils Science: Archaeological and Geoenvironmental Applications 3 cr.</p> <p>ANTH 625 Public Archaeology 3 cr.</p> <p>ANTH 694 Anthropology Seminar 3 cr.</p> <p>ANTH 699 Independent Study 3 cr.</p>
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	<p>Other elective courses may be approved by the faculty on an individual basis.</p> <p>III. Internship and Thesis (6 cr.)</p> <p>ANTH 698 Internship 3 cr.</p> <p>Students may elect to take a faculty-supervised internship either on or off campus with organizations utilizing archaeological skills in nonacademic settings. Off-campus internships may include cultural resource management companies, government agencies, private, nonprofit organizations, tribal governments, and museums. Students who do not elect to take an internship will be required to take 6 thesis credits.</p> <p>ANTH 795 Thesis 3-6 cr.</p> <p>All students will be required to write a thesis either in the form of a cultural resource management project report or a policy paper on a cultural resource issue.</p>	<p>ANTH 720 Issues in Historic Preservation 3 cr.</p> <p>ANTH 740 Advanced Archaeological Field Methods 3-6 cr.</p> <p>GEOG 515 Remote Sensing 3 cr.</p> <p>GEOG 516 Introduction to Geographical Information Systems 3 cr.</p> <p>GEOG 517 Technical Issues in GIS 3 cr.</p> <p>GEOG 519 Geographic Information Systems (GIS) for Environmental Applications 3 cr.</p> <p>GEOG 625 Environmental Planning 3 cr.</p> <p>HIST 606 Topics in Public History 3 cr.</p> <p>HIST 770 Archival Principles and Practice 3 cr.</p> <p>HIST 771 Museum Studies 3 cr.</p> <p>HIST 772 Oral History Theory and Method 3 cr.</p> <p>Other elective courses may be approved by the faculty on an individual basis.</p> <p>Up to 3 credits of ANTH 740 may be applied to program requirements.</p> <p>Up to 3 credits of ANTH 560 may be applied to program requirements.</p> <p>III. Internship and Thesis (6 cr.)</p>
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		<p>ANTH 698 Internship 3 cr.</p> <p>Students may elect to take a faculty-supervised internship either on or off campus with organizations utilizing archaeological skills in nonacademic settings. Off-campus internships may include cultural resource management companies, government agencies, private, nonprofit organizations, tribal governments, and museums. Students who do not elect to take an internship will be required to take 6 thesis credits.</p> <p>ANTH 795 Thesis 3-6 cr.</p> <p>All students will be required to write a thesis either in the form of a cultural resource management project report or a policy paper on a cultural resource issue.</p>
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2. DEPARTMENT OF KINESIOLOGY HEALTH AND SPORT SCIENCE

A. New Course

Course: HPED 576: Athletic Training Clinical Practicum I

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 required athletic training education competencies and is designed to test psychomotor skills in the areas of athletic taping and wrapping, contemporary immobilization and ambulation devices, protective sports equipment, transportation and transfer of the injured athlete and basic assessment techniques.

Course	HPED 576: Athletic Training Clinical Practicum I
Credits	1
Prerequisites	None
Catalog Description	Assesses proficient psychomotor and clinical reasoning skills within the domain of athletic injury management 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 taught under the direction of a qualified preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasis will be directed towards athletic taping and wrapping, contemporary immobilization and ambulation devices, protective sports equipment, transportation and transfer of the injured athlete and basic assessment techniques.
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B. New Course

Course: HPED 676: Athletic Training Clinical Practicum III

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: psychomotor skills related to manual muscle testing, general medical evaluation and modality application.

Course	HPED 676: Athletic Training Clinical Practicum III
Credits	2
Prerequisites	HPED 577 HPED 585 HPED 648
Catalog Description	Assesses proficient psychomotor and clinical reasoning skills within the domains of general medical evaluation, manual muscle testing and modality application, 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 taught under the direction of a qualified preceptor within the IUP Athletic Department or an affiliated clinical site. Specific skills emphasized include skills related to torso, head and neck evaluation, high-fidelity simulation evaluation, manual muscle testing, therapeutic modality selection and application.

C. New Course

Course: HPED 585: Assessment and Management of General Medical Conditions in Athletic Training

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: Clinical Examination

and Diagnosis, Acute Care of Injury and Illness, Therapeutic Interventions and Psychosocial Strategies and Referral.

Course	HPED 585: Assessment and Management of General Medical Conditions in Athletic Training
Credits	4
Prerequisites	Masters of Science in Athletic Training Major or Instructor Permission
Catalog Description	Examines general health assessment and physical examination techniques related to the physically active. A systemic approach is used to address issues related to the anatomy, pathology, physiology, diagnostic testing and therapeutic intervention of both non-orthopedic conditions and diseases of the human body in sport and physical activity.

D. New Program

Degree Program: Masters of Science Degree - Athletic Training

Catalog Start Term: Spring 2018

Rationale:

Over the past two and a half years the Athletic Training Strategic Alliance, which is comprised of the Board of Certification (BOC), Commission for the Accreditation of Athletic Training Education (CAATE), National Athletic Trainers Association (NATA) and NATA Research & Education Foundation, were actively engaged in a critical examination of what the appropriate professional degree level should be to best prepare athletic trainers for an integral role in the evolving health care system. In May of 2015, the NATA Board of Directors and the Commissioners of the CAATE, with the full support of the BOC and the NATA Research & Education Foundation, have agreed to establish the professional degree in athletic training at the master’s level. Thus, in order for an existing athletic training academic program to continue preparing candidates to sit for the BOC examination and enter the field of athletic training, the transition to a masters degree is required.

Catalog Description	Professional Athletic Training education programs use a competency-based approach in both the classroom and clinical settings. Using a medical-based education model, Athletic Training students are educated to provide comprehensive client/patient care in five domains of clinical practice: prevention; clinical evaluation and diagnosis; immediate and emergency care; treatment and rehabilitation; and organization and professional health and well-being. The educational requirements for CAATE-accredited Athletic Training education programs include acquisition of knowledge, skills, and clinical abilities along with a broad scope of foundational behaviors of professional practice. Students complete an extensive clinical learning requirement that is embodied in the clinical integration proficiencies (professional, practice-oriented outcomes) as identified in the <i>Athletic Training Education Competencies</i> . Students must receive formal instruction in the following specific subject matter areas identified in the <i>Competencies</i> : Evidence-based Practice, Prevention and Health Promotion, Clinical Examination and Diagnosis, Acute Care of Injury and Illness, Therapeutic Interventions,
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	<p>Psychosocial Strategies and Referral, Healthcare Administration, Professional Development and Responsibility.</p> <p>The Masters of Science in Athletic Training program prepares students in a cohort-based model to serve as health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. The program has both an academic and a clinical education component. The clinical education component entails a series of sequential laboratory courses and a minimum of four semesters of practicum coursework that includes supervised field experiences with the IUP Department of Athletics and affiliated clinical sites (sports medicine clinics, physicians' offices/hospitals, high schools, and additional collegiate settings). Additionally, program retention, completion, and Board of Certification examination endorsement are contingent upon students passing comprehensive examinations including a mock/practice certification exam.</p> <p>Students must obtain the <i>Athletic Training Program Overview</i> document from the department website for full details regarding program progression, mediation, retention, and Board of Certification examination endorsement.</p> <p>First Masters of Science in Athletic Training Cohort will begin in June 2018.</p>
<p>Program Requirements</p>	<p>In addition to meeting IUP's School of Graduate Studies and Research's admission requirements, students must meet the following entrance criteria:</p> <ul style="list-style-type: none"> • Undergraduate GPA of 3.0 and completion of the following pre-requisite coursework with a C or better: <ul style="list-style-type: none"> - Human Anatomy - Human Physiology - Exercise Physiology - Kinesiology/Biomechanics - Nutrition - Statistics • Minimum of 40 hours of direct clinical observation under the guidance of a Certified Athletic Trainer in a minimum of two different settings. A letter of verification is required from each supervising Certified Athletic Trainer. • Current Emergency Cardiac Care (ECC) certification. Acceptable ECC providers are those adhering to the most current International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care. • Completion of an interview with the program director and faculty (as needed). • Additional details and required documentation (clearances, Tuberculin (TB) skin test, liability insurance) are outlined in the Athletic Training Program Overview which is available on the department website. <p>Additionally, students enrolled in IUP's Physical Education and Sport undergraduate program may be eligible for early admission into the Masters of Science in Athletic</p>

	<p>Training program. Please refer to IUP's School of Graduate Studies and Research's guidelines for early admission.</p> <p>Degree Requirements</p> <p>HPED 501 Foundations of Athletic Training 4</p> <p>HPED 515 Lifestyle Behavior Management for Physical Activity 3</p> <p>HPED 545 Survey of Orthopedic Injuries in Sport and Exercise 3</p> <p>HPED 565 Orthopedic Injury Assessment 4</p> <p>HPED 576 Athletic Training Clinical Practicum I 1</p> <p>HPED 577 Athletic Training Clinical Practicum II 1</p> <p>HPED 580 Organization and Administration in Athletic Training 3</p> <p>HPED 585 Assessment and Management of General Medical Conditions in Athletic Training 4</p> <p>HPED 602 Sports Psychology 3</p> <p>HPED 632 Assessment of Human Physiological Function 3</p> <p>HPED 634 Current Literature in Health, Fitness, and Sport 3</p> <p>HPED 640 Research Methods for Health, Sport, and Physical Activity 3</p> <p>HPED 646 Rehabilitation Methods and Therapeutic Exercises for Orthopedic Injuries 4</p> <p>HPED 648 Therapeutic Modalities 4</p> <p>HPED 676 Athletic Training Clinical Practicum III 2</p> <p>HPED 677 Athletic Training Clinical Practicum IV 2</p> <p>HPED 685 Professional Issues in Athletic Training 3</p> <p>Total Credits 50</p>
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3. DEPARTMENT OF HISTORY

A. Program Revision – Catalog Description Change, Program Revision, Program Title Change

Degree Program: M.A. in History

Rationale:

The History Department faculty have decided to focus on what has become the graduate program’s strength – Public History. Program revisions within the past few years as well as the hiring of Public History trained faculty have further strengthened what was formally a Public History track within the History M.A. Applicants have trended towards the Public History track, as well as have admissions. The program’s concentration on Public History will make it more competitive in the mid-Atlantic region and grow enrollment. The changing atmosphere of both employment, as well as admissions to Ph.D. programs, are making the traditional thesis route obsolete. Secondary education social science teachers, traditionally the applicant pool for the non-thesis M.A., have declined in recent years. The program’s name change to M.A. in Public History will provide a stronger focus and identity for the program. We will be the only M.A. in Public History in the PASSHE system in the western part of the state.

	Current	Proposed
Title	M.A. in History	M.A. in Public History
Catalog Description	<p>The Department of History offers a 36 credit M.A. degree with a thesis, non-thesis, or public history option. Students must complete a research requirement and a subject matter requirement. Courses in American, European, Non-Western, and public history are available.</p> <p>Traditionally, most historians have become teachers. But increasingly, historians are seeking employment in nonteaching fields, including careers in museum, archival, library work, public policy, tourism, and travel. Historical societies provide editorial and administrative openings, and publishing companies hire historians for both sales and editorial services. The history graduate program is designed to provide students with training appropriate to a wide range of professional goals in the field of history.</p> <p>Students pursuing the thesis option are required to take HIST 614: Research Methods, two sections of HIST 601: History Seminar, and six credits of HIST 795: Thesis. The remainder of the credits are electives, with no more than 12 credits coming from 500-level courses. No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the History Department graduate advisor/program coordinator.</p> <p>Students pursuing the public history option are required to take HIST 614: Research Methods, HIST 605: Introduction to Public History, one section of HIST 601: History Seminar, six credits from public history courses (HIST 606, 770, 771, 772), and HIST</p>	<p>The Department of History offers a 36 credit M.A. degree in Public History</p> <p>In today's society the number of careers for historians outside of the field of teaching is rapidly growing. Historians are seeking employment in fields including careers in museum, archival, library work, public policy, tourism, cultural resource management, and travel. Historical societies provide editorial and administrative openings, and publishing companies hire historians for both sales and editorial services. The history graduate program is designed to provide students with training appropriate to a wide range of professional goals in the field of public history.</p> <p>Students are required to take HIST 614: Research Methods, HIST 605: Introduction to Public History, one section of HIST 601: History Seminar, six credits from public history courses (HIST 606, 770, 771, 772), and HIST 790: Seminar in Public History. Students are also required to take six credits of HIST 698: History internship. This internship may be taken as two three-credit courses or one six-credit course. Remaining courses are to be subject specific electives, with no more than six credits coming from outside the discipline (and with advisor approval), and no more than nine credits from 500-level courses.</p>

	<p>790: Seminar in Public History. Students are also required to take six credits of HIST 698: History internship. This internship may be taken as two three-credit courses. Remaining courses are to be subject specific electives, with no more than three credits coming from an advisor-approved related field, and no more than nine credits from 500-level courses.</p> <p>Students pursuing the non-thesis option are required to take HIST 614: Research Methods, and two sections of HIST 601: History Seminar. The remainder of the credits are electives, with no more than 15 credits coming from 500-level courses. No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the History Department graduate advisor/program coordinator.</p>																
<p>Program Requirements</p>	<p>STUDENTS PURSUING THE THESIS TRACK MUST COMPLETE 36 SEMESTER HOURS AS OUTLINED BELOW:</p> <p><i>HIST 614</i> Research Methods 3 cr. <i>HIST 795</i> Thesis 6 cr. <i>HIST 601</i> History Seminar 6 cr.</p> <p>HIST 601 is a seminar course focusing on area research which culminates in a final paper. All graduate students pursuing a thesis track are required to take at least two HIST 601 courses as course workload demands that students exercise the necessary research and writing skills required by thesis work, the groundwork for which is established during the HIST 614 course.</p> <p>No more than six credits may be taken outside of the program. This credit allowance is given only with advanced</p>	<table border="0"> <tr> <td><i>HIST 614</i></td> <td>Research Methods</td> <td>3 cr.</td> </tr> <tr> <td><i>HIST 605</i></td> <td>Introduction to Public History</td> <td>3 cr.</td> </tr> <tr> <td><i>HIST 601</i></td> <td>History Seminar</td> <td>3 cr.</td> </tr> <tr> <td><i>HIST 790</i></td> <td>Seminar in Public History</td> <td>3 cr.</td> </tr> <tr> <td><i>HIST 698</i></td> <td>Internship</td> <td>6 cr.</td> </tr> </table> <p>HIST 790: Seminar in Public History is the degree's capstone course.</p> <p>Students are required to take six credits selected from the following options: HIST 606, HIST 770, HIST 771, HIST 772. If their schedule permits and the appropriate offerings exist, students may take more than six credits from the above selections.</p>	<i>HIST 614</i>	Research Methods	3 cr.	<i>HIST 605</i>	Introduction to Public History	3 cr.	<i>HIST 601</i>	History Seminar	3 cr.	<i>HIST 790</i>	Seminar in Public History	3 cr.	<i>HIST 698</i>	Internship	6 cr.
<i>HIST 614</i>	Research Methods	3 cr.															
<i>HIST 605</i>	Introduction to Public History	3 cr.															
<i>HIST 601</i>	History Seminar	3 cr.															
<i>HIST 790</i>	Seminar in Public History	3 cr.															
<i>HIST 698</i>	Internship	6 cr.															

<p>permission and at the discretion of the History Department graduate advisor/program coordinator.</p> <p>No more than twelve credits at the 500-level.</p> <p>Remaining credits to come from 600 or above level graduate courses. This coursework will come from HIST 600 and HIST 601, at least one section of each is offered each semester. Furthermore, with instructor's permission, thesis students may take a course from the Public History track.</p> <p>STUDENTS PURSUING THE PUBLIC HISTORY OPTION MUST COMPLETE 36 SEMESTER HOURS AS OUTLINED BELOW:</p> <table border="0" data-bbox="406 966 925 1365"> <tr> <td><i>HIST</i> 614</td> <td>Research Methods</td> <td>3 cr.</td> </tr> <tr> <td><i>HIST</i> 605</td> <td>Introduction to Public History</td> <td>3 cr.</td> </tr> <tr> <td><i>HIST</i> 601</td> <td>History Seminar</td> <td>3 cr.</td> </tr> <tr> <td><i>HIST</i> 790</td> <td>Seminar in Public History</td> <td>3 cr.</td> </tr> <tr> <td><i>HIST</i> 698</td> <td>Internship</td> <td>6 cr.</td> </tr> </table> <p>Students may take HIST 606 as an elective.</p> <p>There is no thesis option for students in the Public History track. HIST 790: Seminar in Public History will be a comparative capstone course for Public History track students.</p> <p>No more than six credits may be taken outside of the program. This credit allowance is given only with advanced</p>	<i>HIST</i> 614	Research Methods	3 cr.	<i>HIST</i> 605	Introduction to Public History	3 cr.	<i>HIST</i> 601	History Seminar	3 cr.	<i>HIST</i> 790	Seminar in Public History	3 cr.	<i>HIST</i> 698	Internship	6 cr.	<p>The twelve remaining credits are filled as electives. No more than nine credits may be 500-level History courses. No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the History Department graduate advisor/program coordinator.</p>
<i>HIST</i> 614	Research Methods	3 cr.														
<i>HIST</i> 605	Introduction to Public History	3 cr.														
<i>HIST</i> 601	History Seminar	3 cr.														
<i>HIST</i> 790	Seminar in Public History	3 cr.														
<i>HIST</i> 698	Internship	6 cr.														

	<p>permission and at the discretion of the History Department graduate advisor/program coordinator.</p> <p>Students are required to take six credits selected from the following options: HIST 606, HIST 770, HIST 771, HIST 772. If their schedule permits and the appropriate offerings exist, students may take more than six credits from the above selections. Public history content courses are critical to the education of students in the Public History track.</p> <p>Twelve remaining credits as electives. No more than six may come from a related discipline. No more than nine credits may be 500 level History courses.</p> <p>STUDENTS PURSUING THE NON-THESIS OPTION MUST COMPLETE 36 SEMESTER HOURS AS OUTLINED BELOW:</p> <p><i>HIST 614</i> Research Methods 3 cr. <i>HIST 601</i> History Seminar 6 cr.</p> <p>No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the History Department graduate advisor/program coordinator.</p> <p>There is no internship option for non-thesis option students.</p> <p>No more than 15 credits may come from 500-level history courses. HIST 600 and HIST 601 are offered with such frequency that non-thesis students have the option to take three to six credits each semester. Students may also take HIST 605.</p>	
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4. DEPARTMENT OF ENGLISH

A. New Certificate

Title of Certificate: English as a Second Language Specialist Certificate

Rationale:

This proposal is for a Certificate of Recognition (COR) for the ESL Specialist Certification which uses graduate courses currently in place in the Department of English. The Certification Program is a 15 credit program that meets all of the requirements for a certification as an ESL program specialist by the Pennsylvania Department of Education.

Catalog Description	The English as a Second Language (ESL) Specialist Program certificate is a graduate certificate which recognizes students have taken courses ESL pedagogy, theory, materials development, and assessment. This certificate is also in line with the requirements from Pennsylvania Department of Education to be awarded a specialist endorsement to students currently holding a Teaching certificate.
Program Requirements	Course: ENGL 641: Topics in ESL Pedagogy, 3 credits ENGL 644: ESL Material and Media, 3 credits ENGL 724: Second Language Acquisition, 3 credits ENGL 742: Cross-cultural Communication, 3 credits ENGL 681: Field Internship, 3 credits Number of Credits: 15

5. DEPARTMENT OF GEOGRAPHY AND REGIONAL PLANNING

A. Course Revision

Course: GEOG 520: Technical Issues in Geographic Information Systems (Dual Level)

Rationale:

The course is being revised to add another course as an acceptable prerequisite for this course, and to change the number from 517 to 520 to make it a higher number than both listed prerequisites. When this course was originally created, GEOG 519 GIS for Environmental Applications did not exist, and therefore was not listed as a prerequisite. We are adding GEOG 519 as a prerequisite now so that students who take this course can move on to GEOG 520 Technical Issues in GIS seamlessly.

	Current Course Information	Proposed Course Information
Title	GEOG 517: Technical Issues in Geographic Information Systems (dual level with GEOG 417)	GEOG 520: Technical Issues in Geographic Information Systems (dual level with GEOG 420)
Description	A project-based class in which students learn the skills to develop and maintain a geographic information system. Through cooperative learning, students design and implement functional systems. Methods for designing GIS to user specification, data collection, data input, project management, and system documentation are covered. (Also offered as RGPL 417; may not be taken for duplicate credit.)	Uses project-based approach to develop and maintain a geographic information system. Designs and implements functional systems through cooperative learning. Covers methods for designing GIS to user specification, data collection, data input, project management, and system documentation.
Prereq	GEOG 516	GEOG 416/516 or GEOG 419/519

B. Course Revision

Proposing Department: Geography and Regional Planning

Course: GEOG 516: Introduction to Geographic Information Systems (Dual Level)

Rationale:

The prerequisite for the course is being removed to make it easier for students coming from other universities to register. Graduate students in the GIS/Cartography Track will likely continue to take GEOG 513 Cartography if they have not already taken it.

	Current Course Information	Proposed Course Information
Title	GEOG 516: Introduction to Geographic Information Systems	GEOG 516: Introduction to Geographic Information Systems (dual level with GEOG 316)
Description	Automated methods for creating, maintaining, and analyzing spatial data are presented. Topics include (1) specialized GIS hardware and software, (2) vector vs. raster vs. object-oriented spatial data structures, (3) creation and manipulation of geographic data files, (4) database design and management concepts, (5) spatial analysis, and (6) cartographic design.	Presents automated methods for creating, maintaining, and analyzing spatial data. Includes (1) specialized GIS hardware and software, (2) vector vs. raster vs. object-oriented spatial data structures, (3) creation and manipulation of geographic data files, (4) database design and management concepts, (5) spatial analysis, and (6) cartographic design.
Prereq	GEOG 513 or equivalent or permission of instructor (GR)	None

6. DEPARTMENT OF COUNSELING

A. Course Revisions

Courses:

COUN 634: Assessment Procedures for Clinical Mental Health Counselors

COUN 639: Group Counseling Theory and Experience

COUN 671: Introduction to Diagnostic Issues for Counselors

COUN 720: Professional Orientation and Ethical Practice in Counseling

Rationale:

Course objectives have been added or modified to meet current accreditation standards for the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

7. COURSE DELETIONS

Department: Biology

Courses: BIOL 654: Endocrinology

Department: Anthropology

Courses: ANTH 591: Studies in Anthropology

ANTH 592: Comparative Culture

FOR INFORMATION:

**The following were approved by the UWGC to be offered as distance education courses:
(Provost provides final approval)**

NURS 629: Sport Psychology

CRIM 681: Special Topics- Community College Teaching

LTCY 698: Analysis of Research in Literacy

HPED 634: Current Literature in Health, Fitness and Sport

ELR 640: Negotiations

Appendix C
Research Committee
Chair Gossett

The University Senate Research Committee met on February 9, 2016. The first part of the meeting was devoted to committee business. The rest of the meeting focused on reviewing proposals. Overall, there were 17 USRC Small Grant proposals and the decision was made to fund 13 proposals totaling \$12,469.00. The next meeting is March 15th at 3:30 pm in Stright Hall.

The USRC funded projects by

- Dr. Nicholas Deardoff
- Dr. William Meil
- Dr. Francis Allard
- Dr. Holly Belch
- Dr. Mimi Benjamin
- Dr. Roger Briscoe
- Dr. Mary Beth Leidman
- Dr. John Lowery
- Dr. John Mueller
- Dr. Margaret Reardon
- Dr. Marissa McClure Sweeny
- Dr. Todd Thompson
- Dr. Danhua Wang

Appendix D
University Development and Finance Committee
Chair Wick

FOR ACTION

Proposed Five-Year Priority Spending Plan
Indiana University of Pennsylvania

The following is the proposed five-year project funding priority order of commonwealth capital projects for IUP:

Proposed 2015-16

Replacement of Weyandt and Walsh Halls – Design

Proposed 2016-17

Replacement of Weyandt and Walsh Halls—Phase I Construction

Proposed 2017-18

Replacement of Weyandt and Walsh Halls—Phase II Construction
Replacement of Weyandt and Walsh Halls - Original Furnishings and
Equipment (OF & E)

Proposed 2018-19

No IUP Appropriation

Proposed 2019-20

Demolition of Foster Hall for a Proposed Academic Commons Building

 2/9/16

Proposal Accepted and Voted upon by the Development & Finance Committee

Appendix E
Academic Affairs
Co-Chairs Dugan and Witthöft

FOR ACTION:

The six policies given below have been brought for action by the Academic Affairs Committee.

1) Individual Course Withdrawal Policy

ORIGINAL

Individual Course Withdrawal Policy

The Individual Course Withdrawal Policy provides students who are unable to complete a course with the option of withdrawing from that course. This option should be taken only after other options have been discussed with the instructor and/or the student's advisor.

During the fall and spring semesters, Individual Course Withdrawals may be processed by signing in to MyIUP (*my.iup.edu*) between the day after the conclusion of the drop/add period and the end of the first two-thirds of the academic semester, or part-of-term. During summer parts-of-term, the deadline is the two-thirds point of each summer course for which the student is registered. After the two-thirds point of each semester or summer part-of term, students may no longer process Individual Course Withdrawals.

A student needing to withdraw from a course after the deadline must process a Request for Exception to Course Scheduling Deadlines through the office of the dean of his or her college. Approval of the waiver is contingent on documentation of catastrophic circumstances preventing the student from completing the semester. If a waiver is approved, the college office will arrange for recording the "W" designation.

Since instructors inform students of their unsatisfactory performance in class before the two-thirds point of the semester (Midterm Grade Report Policy), students will be able to discuss course withdrawals with instructors and/or academic advisors to assess alternatives. Students should be aware of the potential impact of course withdrawal on activities that require full-time status, such as financial aid eligibility (percent of completion and eligibility to move to the next class level), athletic eligibility, and health insurance. Students are also cautioned to consider the detrimental impact of "Ws" in a transcript review by a prospective employer or graduate school.

REVISED – FOR ACTION

Individual Course Withdrawal Policy

The Individual Course Withdrawal Policy provides students who are unable to complete a course with the option of withdrawing from that course. This option should be taken only after other options have been discussed with the instructor and/or the student's advisor.

Individual Course Withdrawals may be processed by signing in to MyIUP (*my.iup.edu*) between the day after the conclusion of the drop/add period and the end of the first two-thirds of the course. After the two-thirds point of a course, students may no longer process Individual Course Withdrawals.

A student needing to withdraw from a course after the deadline must process a request for through the office of the dean of his or her college. Approval of the late withdrawal is contingent on documentation of catastrophic circumstances preventing the student from completing the course. If approved, the college office will arrange for recording the "W" designation.

Since instructors inform students of their unsatisfactory performance in class before the withdrawal deadline (Midterm Grade Report Policy), students will be able to discuss course withdrawals with instructors and/or academic advisors to assess alternatives. Students should be aware of the potential impact of course withdrawal on activities that require full-time status, such as financial aid eligibility (percent of completion and eligibility to move to the next class level), athletic eligibility, and health insurance. Students are also cautioned to consider the detrimental impact of "Ws" in a transcript review by a prospective employer or graduate school.

RATIONALE: Upon five year review, the policy was found to be wordy, awkward and confusing in the way it separately described the deadline for regular fall/spring semesters, versus shorter courses versus summer terms. Nor did the current wording mention withdrawal deadlines for winter sessions. Other minor changes in wording were also recommended.

2) Total University Withdrawal Policy

ORIGINAL POLICY

Total University Withdrawal Policy

The Total University Withdrawal Policy provides students who are unable to complete a semester with the option of withdrawing from all classes, and thus from the university, for that semester. During the fall and spring semesters, Total University Withdrawals may be processed

between the first day of classes and the end of the 11th week of the semester. During summer parts-of-term, the deadline is the two-thirds point of each summer course for which the student is registered. Questions about academic impact of withdrawal should be directed to the Advising and Testing Center (see “Process” below). Questions about the financial impact of withdrawal should be addressed to the Office of the Bursar and/or the Office of Financial Aid.

Late Withdrawal: Any undergraduate student who needs to withdraw from the university after the deadline must process a waiver through the office of the dean of his or her college. Approval of the waiver is contingent on documentation of catastrophic circumstances preventing the student from completing the semester or summer part-of-term. Approved waivers must be submitted to the Advising and Testing Center and attached to the Total University Withdrawal form for processing as below.

Involuntary Withdrawal: Any undergraduate student involuntarily withdrawing from the university as a result of suspension or expulsion unrelated to violations of the Academic Integrity Policy will automatically have the designation of “W” assigned to each registered course as a result of such judicial action.

Process: Undergraduate students voluntarily withdrawing from the university during the fall, spring, or summer semesters should first review information on withdrawals on the Advising and Testing website (www.iup.edu/advisingtesting) and check the financial impact of withdrawal. Then they must process a Total University Withdrawal either via MyIUP (my.iup.edu) or by form completion with the Advising and Testing Center, Pratt Hall, 724-357-4067 (V/TD; advising-testing@iup.edu). Once the Total University Withdrawal has been processed, a withdrawal designation (“W”) will be assigned to all registered courses in the semester from which the student is withdrawing. It should be noted that there are no leniencies for withdrawals caused by medical situations. IUP’s percent of forfeiture rates follow state and federal dictates, which do not address medical situations.

Readmission: Students should refer to the Readmission Policy in the Admissions section of this catalog for further information about returning to IUP.

REVISED – FOR ACTION

Total University Withdrawal Policy

The Total University Withdrawal Policy provides students who are unable to complete a semester with the option of withdrawing from all classes, and thus from the university, for that term. During the fall and spring, Total University Withdrawals may be processed between the first day of classes and the end of the 11th week of the semester. During summer and winter, the deadline is the two-thirds point of each course for which the student is registered. Questions about academic impact of withdrawal should be directed to the Advising and Testing Center (see “Process” below). Questions about the financial impact of withdrawal should be addressed to the Office of the Bursar and/or the Office of Financial Aid.

Late Withdrawal: Any undergraduate student who needs to withdraw from the university after the deadline must process a waiver through the office of the dean of his or her college. Approval of the waiver is contingent on documentation of catastrophic circumstances preventing the student from completing the term. Approved waivers must be submitted to the Advising and Testing Center and attached to the Total University Withdrawal form for processing as below.

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Readmission: Students should refer to the Readmission Policy in the Admissions section of this catalog for further information about returning to IUP.

RATIONALE: As a result of five year review, minor changes were made to wording for consistency and clarity, as was clarification of terms.

3) Withdrawal form IUP and Its Impact on Student Financial Aid

ORIGINAL POLICY

Withdrawal from IUP and Its Impact on Student Financial Aid

Students taking a total university withdrawal from all of their courses at IUP may find their financial aid for that particular semester affected. The 1998 Reauthorization of the Higher Education Act requires educational institutions to calculate a Return of Federal Student Aid Funds (Title IV aid) for students who withdraw from all classes on or before the 60 percent attendance point in the semester. A pro-rata schedule is used to determine the percentage of the semester attended; that percentage determines the amount of federal funds earned. The Office of the Bursar applies the federal guidelines and returns the unearned portion to the federal programs in the following order: (1) Unsubsidized Federal Direct Loan, (2) Subsidized Federal Direct Loan, (3) Federal Perkins Loan, (4) Federal Direct PLUS Loan, (5) Federal Pell Grant, and (6) Federal Supplemental Educational Opportunity Grant.

Example: If a student withdrew on the 32nd calendar day of a semester that encompassed 106 calendar days (not including breaks of five or more days), the student would have attended 30

percent of the semester. Therefore, the student would have earned 30 percent of his or her federal aid.

In addition to affecting current eligibility, a total withdrawal can affect future eligibility for financial aid. Please refer to the section regarding satisfactory academic progress.

REVISED – FOR ACTION

Withdrawal from IUP and Its Impact on Student Financial Aid

Students taking a total university withdrawal from all of their courses at IUP may find their financial aid for that particular semester affected. The 1998 Reauthorization of the Higher Education Act requires educational institutions to calculate a Return of Federal Student Aid Funds (Title IV aid) for students who withdraw from all classes on or before the 60 percent attendance point in the semester. A pro-rata schedule is used to determine the percentage of the semester attended; that percentage determines the amount of federal funds earned. The Office of the Bursar applies the federal guidelines and returns the unearned portion to the federal programs in the following order: (1) Unsubsidized Federal Direct Loan, (2) Subsidized Federal Direct Loan, (3) Federal Perkins Loan, (4) Federal Direct PLUS Loan, (5) Federal Pell Grant, and (6) Federal Supplemental Educational Opportunity Grant.

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In addition to affecting current eligibility, a total withdrawal can affect future eligibility for financial aid. Please refer to the section regarding satisfactory academic progress.

RATIONALE: The policy was reviewed and the information within the policy checked. It was determined to be appropriate as is; therefore, no changes are recommended.

4) Class Disruptions Policy

Class Disruptions

CURRENT POLICY

Students and faculty alike should strive to create a class environment that reflects mutual respect and the importance of learning. If a student's behavior disrupts that environment, the faculty member has a responsibility to seek resolution of the problem.

A faculty member is empowered to request that a student leave during a particular class period if, in the measured opinion of that faculty member, the student (1) significantly disrupts the learning process or (2) is a threat to others.

If the student refuses to leave or if the faculty member deems it appropriate, law enforcement officers may be called to remove the student. If the behavior is especially egregious or potentially harmful, or if the student refuses to modify the behavior, the faculty member may, with the consent of his/her academic dean and in consultation with the department chairperson, keep the student from returning to class until the case can be adjudicated under the Academic Integrity Policy. When appropriate, criminal charges should also be filed.

If deemed appropriate, the adjudicators may render a decision that removes the offending student from the class or the university. If so, the university will assign, in lieu of a grade, a designation that indicates a withdrawal. If grades are due before a final decision has been reached, the instructor should assign a temporary designation of “I” (Incomplete).

If the student is allowed to return, the student will have the option of reentering another open section of the course if feasible. When appropriate, the student should be allowed a reasonable opportunity to make up any work missed during the forced absence.

If a student’s grade is adversely affected by a capricious forced absence, the student may file a grade appeal.

Proposed Policy - FOR ACTION

Students and faculty alike should strive to create a class environment that reflects mutual respect and the importance of learning. If a student’s behavior disrupts that environment, the faculty member has a responsibility to seek resolution of the problem.

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If a student’s grade is adversely affected by a capricious forced absence, the student may file a grade appeal.

Rationale: This policy was reviewed as part of the five year cycle. No changes were necessary.

5) Schedule Changes (Drop/Add)

ORIGINAL

Schedule Changes (Drop/Add)

From the student's initial registration time for a given semester through the end of the drop/add period, as defined by the academic calendar (www.iup.edu/academiccalendar), a student may modify his/her schedule to the extent that classes are available or permission to register for a closed or restricted section has been granted and entered into MyIUP. Each student is responsible for completing all appropriate transactions in MyIUP to ensure schedule accuracy. Note that, while the department may enter permission to register for a section, the student must complete the actual registration transaction in MyIUP.

REVISED – FOR ACTION

Schedule Changes (Drop/Add)

From the student's initial registration time for a given semester through the end of the drop/add period, as defined by the academic calendar (www.iup.edu/academiccalendar), a student may modify his/her schedule to the extent that classes are available or permission to register for a closed or restricted section has been granted and entered into MyIUP. Each student is responsible for completing all appropriate transactions in MyIUP to ensure schedule accuracy. Note that, while the department may enter permission to register for a section, the student must complete the actual registration transaction in MyIUP.

Rationale: Review found the policy to be accurate and effective as is. No changes recommended.

6) Eligibility and Application for Graduation

ORIGINAL

Eligibility and Application for Graduation

Commencement ceremonies at IUP are in May at the conclusion of the spring semester and in December at the conclusion of the fall semester. Students who have applied for graduation for May and August are invited to attend the May ceremony and are included in the commencement booklet.

Students are responsible for knowing and fulfilling the requirements for graduation in their degree program. All students who expect to graduate are required to apply for graduation. Dual baccalaureate degree students must file a separate graduation application for each degree. Undergraduate students should check the published deadlines for graduation application and

should apply on the web at MyIUP (*my.iup.edu*). Further information on applying for graduation may be obtained at the associate dean's office of the student's major college.

Degrees will not be posted until approval by the associate dean of the college of the student's primary major is received in the Office of the Registrar. Diplomas will then be issued provided all financial obligations and requirements (including primary major, secondary majors, and minors) have been satisfied.

REVISION – FOR ACTION

Eligibility and Application for Graduation

Commencement ceremonies at IUP are in May at the conclusion of the spring semester and in December at the conclusion of the fall semester. Students who have applied for graduation for May and August are invited to attend the May ceremony and are included in the commencement booklet.

Students are responsible for knowing and fulfilling the requirements for graduation in their degree program. All students who expect to graduate are required to apply for graduation. Dual baccalaureate degree students must file a separate graduation application for each degree. Undergraduate students should check the published deadlines for graduation application and should apply on the web at MyIUP (*my.iup.edu*). Further information on applying for graduation may be obtained at the dean's office of the student's primary major college.

Degrees will not be posted until approval by the dean or the dean's designee of the college of the student's primary major is received in the Office of the Registrar. Diplomas will then be issued provided all financial obligations and requirements (including primary major, secondary majors, and minors) have been satisfied.

RATIONALE: Five year review led to clarification of the location of information about applying for graduation and information about the final approval for degrees being posted.

Appendix F
Noncredit Committee
Chair O'Neil

The committee met on Friday, February 19, 2016 with Dr. Susan Fello

Present: Therese O'Neil, Lloyd Onyett, Sudipta Majumdar, Tim Mack

Excused: Jeff Santicola, David Lorenzi

The Literacy Center provides assessment and instruction for children and adolescents who need assistance with reading and writing. Tutoring is available every Monday through Thursday from 5:00 to 7:00 pm. This tutoring is available as an outreach program to the surrounding community.

The facility is state-of-the-art, however, currently the Literacy Center has no students. Dr. Fello mentioned that they have no funds in which to advertise their Center.

Following are recommendations for spreading the word to the community from the Committee:

- ▶ Contact the Indiana Library Reading Program
- ▶ Place fliers in some of the Chamber mailers, such as the Indiana Chamber and the Westmoreland Chamber.
- ▶ Send fliers with your student teachers to his/her respective assignments.
- ▶ Contact the ARIN IU and send information

Appendix G
Presidential Athletic Advisory Council
Senator Castle

Welcome and introductions

Comments from Dr. Driscoll

-Addressed the committee about the diversity and inclusion issues that happened toward the end of the fall semester. Dr. Driscoll applauded the leadership exhibited by the student athletes during this time.

Comments from PAAC Chair, Dr. Joshua Castle

-Congratulated Steve Roach on his appointment to Athletic Director.

-Provided the committee with a report from the February 4th Athletic Gender Equity Committee (AGEC). The committee reviewed survey results that analyzed student's athletic interests at IUP. The results indicate that the athletic department programming is accommodating the student body's interest.

Comments from the Vice President of Advancement, Bill Speidl

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

Comments from the Interim Athletic Director, Steve Roach

-Discussed the athletic department's initiatives to further academic support to student-athletes. The Athletic Department applied for a NCAA grant that would help with academic support for student-athletes. One of the goals is to have an earlier intervention strategy for student athletes that have a GPA between 2.00 and 2.25. Informed the committee that over 85 student athletes will be recognized at a basketball game for having over a 3.75 GPA.

-Provided a report regarding 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.

-Followed up with the committee regarding an outside consulting group 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 project is currently in Bid.

-Mr. Roach and Samantha Traver, provided the committee with information regarding new NCAA passed By-laws. Mrs. Traver also provided the committee with information regarding an NCAA website entitled “DII Path to Graduation Toolkit”.

-Discussed the current budget model for supporting scholarships.

Comments from the Faculty Athletic Representative, Dr. Jim Racchini

-Dr. Jim 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. The community seems to be a success and they are looking to continuing the program next year.

-Informed the committee that the average fall semester GPA for student athletes was 2.92. The general student body GPA was a 2.64. There were 15 student athletes that achieved a 4.00 GPA. He also discussed that a couple sports needed to improve.

Comments from Student Athletic Advisory Committee

-Reported that student athletes participated in bingo nights at various retirement homes in Indiana

-Discussed the APPLE Conference which will be held this summer. The APPLE Conference is a national training symposiums dedicated to substance abuse prevention and health promotion for student athletes and athletics department administrators. The focus of this conference will be social norming.