

**MINUTES OF THE
IUP UNIVERSITY SENATE**

October 6, 2015

Chairperson Piper called the October 6, 2015 meeting of the University Senate to order at 3:32 PM, in Eberly Auditorium.

Attendance at the Senate meeting can be found on the Senate website under Meeting Minutes.

Agenda items for the October 6, 2015 meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

President Driscoll was not able to attend the meeting. Chairman Piper presented his report.

- Dr. Driscoll is very proud of the work conducted by students, faculty, staff and community leaders that resulted in a great homecoming weekend.
- Dr. Driscoll was also pleased with the continued progress that is being made in regards to having safe and good behavior at events like homecoming.

Provost's Report

Provost Moreland was not able to attend the meeting. Chairman Piper presented his report.

Provost Moreland encourages everyone to provide feedback on the draft copy of the IUP Self Study that has been constructed as part of the Middle States Accreditation.

- Dr. Katherine Conway-Turner, the Middle States Accreditation Visiting Team Chair, will be at IUP November 2-4.
- The electronic curriculum process is now being used. The first item to go through that process is in the current Senate Agenda.

In addition, Provost Moerland has provided the information given below regarding curriculum revisions.

Curriculum Revisions

In response to the Senate recommendations from the September 8, 2015 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

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

- CHEM 460 Chemistry and Physics of Materials
- CHEM 461 Modern Diffraction
- BIOL 200 Medical Terminology

B. The following courses are to be deleted as approved by University Senate:

- CHEM 321 Quantitative Analysis
- CHEM 323 Analytical Methods

C. A new track within the Bachelor of Science- Natural Science program – Pre-Physician Assistant Track

Chairperson's Report

- The Middle States Commission is having public forums on the draft copy of the IUP Self Study on October 14 (9:30-11:00 AM and 5:00-6:30 PM) and October 15 (2:00-3:30 PM) in Gorell Recital Hall. He encourages everyone to attend one of these sessions.

Parliamentarian's Report

Parliamentarian Smith-Sherwood was very happy with the Senate Orientation. She also provided the tip of the month given below.

Tip of the Month:

Did the Chair err? Err on the side of caution!

Use the *incidental motion*

Point of Order

- “Any member may call the attention of the chair to a violation of the rules” (90).
- “To do so, you stand up, interrupt the chair or a speaker if necessary, and without waiting to be recognized, call out, ‘Point of order!’” (90).
- “Anyone speaking takes a seat” (90).
- “You then tell how you think the rules are being broken, and sit down” (90).

Senator: “Point of order!”

Chair: “The member will state the point of order.”

Senator: “I make the point of order that XYZ.”

NB: In most instances, a *point of order* must be timely. If, for example, a motion required but did not receive a second and is already being debated, a *point of order* is, in effect, out of order.

Robert’s Rules of Order Newly Revised (In Brief) (2011)

Parliamentarian Smith-Sherwood then advised that according to the Senate Constitution and Bylaws, an official vote is needed to formally elect Mr. Tyrone Snead as the Vice Chairperson.

MOTION: Chairman Piper then called a vote for the Vice Chairperson.

Mr. Tyrone Snead was elected Vice Chairperson.

Vice Chairperson’s Report

- Homecoming was a great event and the Student Government Association participated in a cleanup on the Sunday after homecoming.
- All committee chairs are asked to contact him if student senators are absent from meetings.

Rules Committee Report (Senator Korns)

Senator Korns requested that if a senator is going to speak at the University Senate Meeting then they should wait for a student to bring them a microphone. He also asked senators to identify themselves before speaking.

The Rules Committee is meeting on October 13 at 3:30 pm in room 6 of Keith Hall.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

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.

- **GEOS 119 Geology of Energy Resources**
- **SAFE 104 Introduction to Safety in the Natural Gas Industry**
- **MATH 317 Probability and Statistics for Elementary/Middle Level Teachers**
- **INDS 380 History of Interior Design and Architecture II**
- **ENGL 281 Special Topics: Sports Film and Literature**
- **SCI 101 Fundamentals of Physics**
- **GEOG 109 Geographic Information Science and Systems for Energy Applications**
- **GEOG/RGPL 313 Cartography II**
- **GEOG/RGPL 314 Map and Photograph Interpretation**
- **GEOG/RGPL 316 Introduction to Geographic Information Systems**
- **GEOG 409 Spatial Analysis Applications in the Energy Sectors Workshop**
- **GEOG/RGPL 417 Technical Issues in Geographic Information Systems**

FOR ACTION:

1. Department of Geosciences--New Courses

APPROVED

a. GEOS 119 Geology of Energy Resources

3c-0l-3cr

Examines the geological environments that create energy resources. Compares patterns of energy development globally and nationally with particular emphasis placed on the development of Pennsylvania's energy resources. Studies relationships of environmental impacts to current levels of energy use, both in terms of climate and water. Culminates with a look at factors that affect future energy demand in terms of population growth and standard of living.

Rationale: This course is designed for non-majors as both a Liberal Studies non-lab elective and as a tool for work-force development for energy resources management. Students majoring in non-scientific fields such as business, regional planning, safety science and political science will gain a broad understanding of how natural energy resources such as shale gas form and what environmental impacts are created by their development and use. With this understanding, students will be better prepared to make more informed decisions about energy development, efficient use of energy, and reduce environmental risks and negative impacts of energy usage. Existing courses such as GEOS 101 The Dynamic Earth must cover the entire span of geologic processes and earth features, and usually cover energy-related topics in a week or less. This new course will cover the material in much more depth, allowing students to debate and respond to energy related issues in a way that will help them become Responsible as well as Informed and Empowered Learners.

b. GEOS 409 Geology of Shale Gas – Field Workshop

2c-3l-3cr

Prerequisite: GEOS 119

Intensive laboratory and field based investigations of the geology of shale gas energy formation, development and extraction. Explores the geological formation and history of natural gas found in deep shale deposits and investigate technology used to extract these from the subsurface and how economic, environmental and political factors influence the development of shale gas resources. Includes travel to field-based locations and rig-floor environments.

Rationale: This course is designed for students seeking a deeper understanding of the geological factors that influence the development and extraction of natural gas from deep shale units. Geoscience Majors and well as non-science majors in fields such as energy management, geography and regional planning, safety science and political science will benefit from this course. With this understanding, students will be better prepared to make more informed decisions about energy development, efficient use of energy, and reduce environmental risks and negative impacts of energy usage. This new course will cover the material using team-based laboratory exercises and field-based instruction, allowing students to explore energy related issues in a way that will help them become Responsible as well as Informed and Empowered Learners. In addition, this course will serve as part of the requirements for a professional certificate program in Shale Gas Studies that we hope to propose in the near future.

2. Department of Kinesiology, Health, and Sport Science—Program Revision and Program Catalog Description Change **APPROVED**

a. Program Revision

Current Program:

Bachelor of Science—Physical Education and Sport—Sport Administration

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

Major:

Core Requirements:

HPED 142	Foundations of Health, Physical Education, and Sport	3cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 344	Adapted Physical Activity and Sport	3cr

Proposed Program:

Bachelor of Science—Physical Education and Sport—Sport Administration

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

17 Major:

Core Requirements:

HPED 135	Careers in Kinesiology, Health, and Sport	1cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 225	Social Issues in Sport	3cr
HPED 341	Evaluation in Health and Physical Education	3cr

HPED 441	Psychosocial Implications for Health and Physical Education	3cr	HPED 344	Adapted Physical Activity and Sport <i>or</i>	
			<i>or</i> 337	Coaching Disability Sport	3cr
Sport Administration Requirements:		35	Sport Administration Requirements:		44
HPED 256	Applied Human Structure and Conditioning	3cr	ACCT 201	Accounting Principles I	3cr
HPED 280	Aquatic Facilities Management	2cr	HPED 256	Applied Human Structure and Conditioning	3cr
HPED 292	Introduction to Sport Management	3cr	HPED 280	Aquatic Facilities Management	2cr
HPED 319	Preprofessional Experience II	3cr	HPED 292	Introduction to Sport Management	3cr
HPED 320	Managing Facilities and Events in Sport	3cr	HPED 319	Preprofessional Experience II	3cr
HPED 351	Managing Budgets and Technology in Sport	3cr	HPED 320	Managing Facilities and Events in Sport	3cr
HPED 445	Business Practices in Sport	3cr	HPED 351	Managing Budgets and Technology in Sport	3cr
HPED 460	Law and Issues in Managing Sport	3cr	HPED 445	Business Practices in Sport	3cr
HPED 465	Sport Management Capstone	3cr	HPED 460	Law and Issues in Managing Sport	3cr
HPED 493	Internship	3cr	HPED 465	Sport Management Capstone	3cr
Major Electives: Select two courses from the following: ECON 239, HPED 315, 335, 343, 375, 412, MGMT 105, 275, 300, MKTG 321		6cr	HPED 493	Internship	3cr
			MGMT 310	Principles of Management	3cr
			MKTG 320	Principles of Marketing	3cr
Business Minor Requirements:		21	Major Electives: Select two courses from the following:		6cr
ACCT 201	Accounting Principles I	3cr	ACCT 202, BCOM 321, COMM 150, 251, ECON 239, FIN 310, HOSP 115, 280, HPED 315, 333, 335, 343, 375, 412, 441, MGMT 275, 300, MKTG 321		
ACCT 202	Accounting Principles II	3cr			
BCOM 321	Business and Interpersonal Communications	3cr			
BLAW 235	Legal Environment of Business	3cr	Free Electives:		
FIN 310	Fundamentals of Finance	3cr			
MGMT 310	Principles of Management	3cr	Total Degree Requirements:		
MKTG 320	Principles of Marketing	3cr	120		
Total Degree Requirements:		120			

b. Program Catalog Description Change:

Current Catalog Description:

Sport Administration

This program prepares students to use a variety of skills to function in a management capacity within the sport industry. Graduates of this program can seek employment in such areas as school and college athletic departments, coaching, community recreation organizations, minor and major league sports franchises, commercial sport facilities, and golf courses, as well as other athletic and sports-related industries. Students acquire management skills that can be used in multiple career tracks. Successful completion of this program will also earn the student a minor in business from IUP's Eberly College of Business and Information Technology.

Proposed Catalog Description:

Sport Administration

This program prepares students to use a variety of skills to function in a management capacity within the sport industry. Graduates of this program can seek employment in such areas as school and college athletic departments, coaching, community recreation organizations, minor and major league sports franchises, commercial sport facilities, and golf courses, as well as other athletic and sports-related industries. Students acquire management skills that can be used in multiple career tracks. Students are encourage a minor that will enhance their career objectives.

Rationale: This revision will allow students to enroll in minors other than business. The sport industry has a broad spectrum of specialty areas. This revision will allow students to select a minor that will help them better meet their professional goals in these specialty areas. All students will be strongly encouraged to pursue a minor.

3. Department of Safety Sciences—New Courses

APPROVED

- a. SAFE 104 Introduction to Safety in the Natural Gas Industry** **3c-01-3cr**
Introduces the student to safety and health issues in the natural gas industry through the study of historical events and the changes that resulted. Students gain an understanding of key safety and health programs for the natural gas industry, such as OSHA compliance and workers' compensation, accident investigation, occupational health hazards, emergency response, ergonomics, fleet safety, ethics, and safety program success measurement. Case studies and small group activities prepare students for further in-depth study of these topics and their roles as safety and health professionals.

Rationale: In response to growing emphasis on natural gas procurement, development and transport in the US, a collaborative effort with the Geosciences and Geography and Regional Planning Departments has been established to offer a Shale Gas Interdisciplinary Certificate. This course and the proposed SAFE 204 course will be a part of that certificate program, in addition to being a free elective for students primarily in the Safety, Health and Environmental (SHE) Applied Sciences program.

- b. SAFE 204 Principles of Safety in the Natural Gas Industry** **3c-01-3cr**
Prerequisite: SAFE 104

Examines safety, health, fire and environmental issues in the natural gas procurement process by showcasing the complexity of hazard control. The course uses applicable OSHA-promulgated standards, American Petroleum Institute standards and various consensus standards as a basis for understanding hazards and their control requirements, such as the use of personal protective equipment. Emphasis is given to well site construction, layout and equipment, and hazards associated with gas procurement construction and operations, such as fall potential, confined spaces, fire and explosion, trenching and excavation, and health hazards. Safety program implementation and interaction with enforcement agencies is also highlighted.

Rationale: In response to growing emphasis on natural gas extraction in the U.S., a collaborative effort with IUP's Geosciences and Geography and Regional Planning Departments has been established to offer a shale gas interdisciplinary certificate. This course and the proposed SAFE 104 course will be a part of that certificate program, in addition to being a free elective to students primarily in the Safety, Health, and Environmental Applied Sciences program.

4. Department of Music—Course Revision, Catalog Description Change and Course Title Change

APPROVED

Current Catalog Description:

MUSC 132 Women's Chorus
Prerequisite: Restricted to Music Majors

var-0-1cr

Proposed Catalog Description:

MUSC 132 Men's or Women's Chorus

var-0-1cr

Provides choral ensemble experience for men's and women's voices respectively.

Rationale: This course has not been taught or revised since 2002. The Department of Music would like to revive the course because we believe that all students on the IUP campus should have the opportunity, regardless of major, past experience, or ability level, to sing in a quality choral ensemble. Single-sex choirs are particularly well suited to build skills and appreciation via the performance and study of music for men's and/or women's voices.

5. Department of Anthropology—Catalog Description Change and Course Title Change
APPROVED

Current Catalog Description:

ANTH 314 Native Americans

3c-0l-3cr

A survey of culture history and culture area characteristics of the Indians of North America. Detailed study of representative groups related to historical, functional, and ecological concepts.

Proposed Catalog Description:

ANTH 314 Contemporary Native American Cultures

3c-0l-3cr

Introduces Native American cultures of North America north of Mexico from an anthropological perspective with an emphasis on historical and contemporary cultural diversity. Emphasizes the history of culture change and continuity as well as current political, economic, and cultural issues among the Native nations of the United States and Canada.

Current Listing in Also fulfills LS elective requirement (pages 43-44):

ANTH 314 Native Americans [same as SOC 314]
SOC 314 Sociology of Native Americans [same as ANTH 314]

Proposed Listing in Also fulfills LS elective requirement (pages 43-44):

ANTH 314 Contemporary Native American Cultures
SOC 314 Sociology of Native Americans

Current Category B in Minor—Sustainability Studies:

ANTH/SOC 314 Sociology of Native Americans

Proposed Category B in Minor—Sustainability Studies:

ANTH 314 Contemporary Native American Cultures
SOC 314 Sociology of Native Americans

Rationale: The change in title clarifies the subject matter covered in this course by indicating the focus on contemporary Native cultures. It also further distinguishes ANTH 314 from the formerly cross listed course SOC 314 Sociology of Native Americans (Also formerly just called Native Americans). Neither department has been treating ANTH 314 and SOC 314 as the same, cross-listed course for some years, as reflected in the lists of required and elective courses for each program, but the Requirements for Graduation section of the catalog does not reflect this fact. The content of these courses is not identical and they have not been actually taught as a cross-listed course for several decades. The revised description better reflects the current course content and removes outdated references to functional and ecological concepts.

6. Department of Professional Studies in Education—New Course, Course Revisions, Course Title Changes, Course Prefix Change, Catalog Description Changes, Program Revision, Program Catalog Description Change, and Program Title Change

APPROVED

a. New Course

ECED 112 Childhood Development Birth-Age 5 3c-01-3cr

Presents the foundations, theoretical, and practical aspects of the development of young children, focusing on various learning theories/theorists and the developmental stages and needs of children from birth through age five. Examines the various stages of child development with a focus on a review of the research, theories and theoretical program models, and types of early childhood programs; discusses available community resources, professional organizations, and standards of ethical behavior and practice all in an exploration of child development and contemporary educational, cultural, social and emotional issues for children, ages birth to five and their families.

Rationale: This course is required according to PDE guidelines for early childhood programs, because two courses in child development are recommended, one that addresses child development, Birth–Age 5 and the other for Kindergarten-Grade 4. This proposed course will address the child development, birth-age 5. ECED 215 will address child development in grades kindergarten through grade 4. These two courses are derived from the former ELED 215 Child Development that spanned development from Birth-adolescence.

b. Course Revisions, Course Title Changes, and Catalog Description Change

i. Current Catalog Description:

ECED 220 Children’s Literature to Enhance Emergent and Beginning Reading 3c-01-3cr

Designed to focus on the study of young children's acquisition of speaking, listening, reading and writing skills and the importance of a developmentally appropriate and effective language arts curriculum for young children. Strategies for developing children's literacy skills and integrating children's literature throughout the early childhood curriculum are emphasized. Observations, interviews, and teaching experiences are an integral part of the course. Seven hours of service learning are a required component. (Offered as writing-intensive).

Proposed Catalog Description:

ECED 220 Differentiating Literacy Instruction through Children's Literature 3c-01-3cr

Provides a survey of children's literature for children from preschool through grade 4. Describes selection and evaluation criteria for choosing children's literature to differentiate literacy instruction. Emphasizes strategies for differentiating instruction to develop children's literacy skills and integrating children's literature throughout the early childhood curriculum. Stresses motivational approaches for encouraging children's engagement with and response to literature.

Rationale: This course is being revised because our department is revising our old Early Childhood PreK-Grade 6 program to become an Early Childhood/M.Ed. in Literacy program. Although the course is not in the catalog, due to changes in certification by the Pennsylvania Department of Education (PDE), the course is still "on the books." This course will be offered as an alternative for LTCY 600, for those students who are not eligible for Early Admittance into the M.Ed. in Literacy Program. This change is recommended according to the PDE guidelines for early childhood programs, because of the emphasis that is placed on differentiated reading instruction.

ii. Current Catalog Description:

ELED 425 Language Arts Across the Curriculum

3c-01-3cr

This course emphasizes the art of communication as an interrelated process. The task of the classroom teacher is to integrate the language arts throughout the curriculum. Techniques for teaching and assessing oral and written communication, spelling, handwriting, vocabulary development, listening, and viewing will be presented. Special emphasis will be given to recent trends and research including the writing process and responses to literature. This course is writing intensive.

Proposed Catalog Description:

ECED 425 Methods of Teaching and Assessing Language Arts: Pre-K to Grade 4 Learners

3c-01-3cr

Prerequisite: ECED 351

Emphasizes the art of communication as an interrelated process. The task of the early childhood teacher is to develop and integrate the language arts throughout the curriculum. Techniques for teaching and assessing developmentally-appropriate oral and written communication, spelling, handwriting, and vocabulary are presented. Special emphasis is given to developmental writing approaches. Course is writing intensive.

Rationale: This course is being changed because our department is revising our old Early Childhood PreK-Grade 6 program to become an Early Childhood/M.Ed. in Literacy program. Although the course is not in the current catalog, due to changes in certification by the Pennsylvania Department of Education (PDE), the course is still “on the books.” This course is being revised to focus on PreK-Grade 4, rather than ELED K-6. It will be used as an alternative to taking LTCY 644, for those students who do not qualify for early admittance into the M.Ed. in Literacy Program.

c. Program Catalog Description Revision:

Current Program Description from the 2009-2010 Undergraduate Catalog, p. 63:

Early Childhood Education/PreK-Grade 6 Program

This program is designed to assist students in becoming highly competent and effective teachers of children in Preschool through Grade 6. The program has an emphasis on early childhood education and the teaching of reading. Students in this program will meet the academic requirements for certification in both Early Childhood Education and Elementary Education with an academic concentration in the Teaching of Reading.

This unique cohort program, combining coursework, extensive field experiences, and community involvement, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand children’s cognitive, language, social, emotional, and physical development. As all field experiences take place in specific school districts and communities in a collaborative professional development school model, student teaching abroad and the urban elementary education track are not options for students in this major. Twenty hours of service learning are a requirement of this program and are incorporated into major courses. The reading concentration for this major includes the following courses: ECED 220, ECED 451, EDUC 408, ELED 422, and ELED 425.

Admission to this selective program requires satisfactory completion of an interview in addition to the college requirements for Step 1 in the 3-Step Process for Teacher Education. Students interested in this program should enroll in the university as Elementary Education majors. Interviews and candidate screening will be held in the fall and spring. Interview dates and relevant information are available at ww.iup.edu/pse/programs. A 3.0 GPA is required to apply for teacher certification, to take major courses in the department, and to student teach. Students must meet the requirements leading to teacher certification as outlined in this catalog.

Proposed Catalog Description:

Bachelor of Science in Education-Early Childhood Education/Master of Education in Literacy-Reading Specialist

This program, which emphasizes early childhood education and literacy, is designed to assist undergraduate students in becoming highly competent and effective teachers of children in Preschool through Grade 4. As undergraduates, students in this program meet the academic requirements for certification in Early Childhood Education and earn a Bachelor of Science in Education degree. Students enrolled in this program have the opportunity to apply for Early Admission to the School of Graduate Studies and Research and begin taking graduate courses that apply toward the M.Ed. in Literacy program.

Upon successful completion of the required graduate coursework, candidates become certified as

Reading Specialists in Kindergarten through Grade 12 and earn a Master of Education degree in Literacy. This program prepares students to become professional educators who are well-qualified to utilize appropriate techniques and strategies to expand children’s cognitive, language, social, emotional, and physical development.

During the semester in which they earn 90+ credits, students follow the School of Graduate Studies and Research Early Admission Policy and apply for early admittance to the M.Ed. in Literacy/ Reading Specialist program at IUP. A minimum 3.25 GPA is required to apply for early admittance to the graduate program. Once accepted for early admission to this program, students begin taking graduate courses in Literacy to work toward earning Reading Specialist Certification and a Master of Education degree in Literacy. Acceptance into the graduate program is contingent upon the student maintaining and graduating with a 3.0 minimum GPA.

Students who are accepted for early admission into the M.Ed. in Literacy program take the following courses as undergraduates, as long as they continue to have 90+ credits and a minimum 3.0 GPA: LTCY 600 Foundations of Literacy Instruction (in place of ECED 220 Differentiating Literacy Instruction through Children’s Literature); LTCY 635 Literacy in Inclusive Classrooms (in place of EDEX 323 English Language Learners); LTCY 644 Issues and Trends in the Language Arts (in place of ECED 425 Methods of Teaching and Assessing Language Arts: PreK-Grade 4 Learners); and LTCY 701 Assessment and Acceleration (in place of CDFR 310 Child Observation and Assessment). A minimum 3.0 GPA is required to apply for teacher certification, to take major courses in the department, student teach, graduate with the B.S. Ed. degree, and be accepted into the M.Ed. in Literacy program.

Students automatically become graduate students upon completion of the B.S. Ed. in Early Childhood Education as long as a minimum 3.0 GPA is maintained and criteria in the Early Admissions policy are met. In the event that a student would fail to maintain the requirements of early admission to the graduate program, they may reapply when qualified to do so. Students must meet the requirements leading to teacher certification as outlined in this catalog.

d. Program Revision

Current Program:

Bachelor of Science in Education—Early Childhood Education/PreK-Grade 6 (*)

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

Mathematics: MATH 151

Natural Science: SCI 101, 102, 103, and 104

Social Science: GEOG 101, 102, or 104, PSYC 101

Liberal Studies Electives: 6cr, must include MATH 152, no courses with ECED prefix, not to include CDFR 218

College:

Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr

EDUC 242 Pre-Student Teaching Clinical Experience I 1cr

EDUC 342 Pre-Student Teaching Clinical Experience II 1cr

Proposed Program:

Bachelor of Science in Education—Early Childhood Education/Master of Education-Literacy (*)

53 Liberal Studies: As outlined in Liberal Studies section with the following specifications: **43.5**

Humanities: HIST 196

Mathematics: MATH 151

Natural Science: SCI 101, 102, 103, and 104 (3 of 4 required)

Social Science: GEOG 101, 102, or 104, PSYC 101

Liberal Studies Electives: 3cr, MATH 152

24 College: **23**

Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr

EDUC 242 Pre-Student Teaching Clinical Experience I 1cr

EDUC 342 Pre-Student Teaching Clinical Experience II 1cr

EDUC 441	Student Teaching	12cr		(first placement)	1cr
EDUC 442	School Law	1cr	EDUC 342	Pre-Student Teaching Clinical Experience II (second placement)	1cr
Major:		43	EDUC 441	Student Teaching	10cr
Required Courses: (1)			EDUC 442	School Law	1cr
CDFR 426	Techniques of Parent Education	3cr	Major:		58
ECED 180	Orientation to the ECED/PreK–Grade 6 Program	1cr	Required Courses: (1, 2)		
ECED 200	Introduction to Early Childhood Education	3cr	CDFR 310	Child Observation and Assessment (3, 4)	3cr
ECED 220	Children’s Literature to Enhance Emergent and Beginning Reading	3cr	ECED 112	Childhood Development Birth-Age 5	3cr
ECED 280	Maximizing Learning	3cr	ECED 117	Family, Community, and School Relationships in a Diverse Society	2cr
ECED 310	Science and Health in the Literacy-based Early Childhood Curriculum	3cr	ECED 200	Introduction to Early Childhood Education	3cr
ECED 314	Creative Experiences to Enhance Literacy Acquisition	3cr	ECED 215	The Developing Child: K-4 th Grade	3cr
ECED 451	Teaching Primary Reading	3cr	ECED 220	Differentiating Literacy Instruction through Children’s Literature (4)	3cr
ECED 480	Professional Seminar: Teacher as Researcher and Advocate 1cr	1cr	ECED 250	Language Development	3cr
EDEX 300	Education of Students with Disabilities in Inclusive Elementary Classrooms	2cr	ECED 280	Maximizing Learning: Engaging All PreK to Grade 4 Learners	3cr
EDEX 415	Preschool Education for Children with Disabilities	3cr	ECED 310	Science, Health, and Safety for All PreK to Grade 4 Learners	3cr
EDUC 408	Reading in the Content Areas	3cr	ECED 351	Literacy for the Emergent Reader: PreK to Grade 1 Learners	3cr
ELED 215	Child Development	3cr	ECED 411	Social Studies for All PreK to Grade 4 Learners	3cr
ELED 313	Teaching Mathematics in the Elementary School	3cr	ECED 425	Methods of Teaching and Assessing Language Arts: PreK-Grade 4 Learners (4)	3cr
ELED 422	Diagnostic and Remedial Reading	3cr	ECED 451	Literacy for the Developing Reader: Grades 2-4 Learners	3cr
ELED 425	Language Arts Across the Curriculum	3cr	ECED 499	Advocacy and Collaboration in Diverse Families and Communities	3cr
Total Degree Requirements:		120	ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners	3cr
			EDEX 111	Introduction to Exceptional Persons	3cr
			EDEX 269	Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence	3cr
			EDEX 323	Instruction of English Language Learners with Special Needs (4)	2cr
			MATH 320	Mathematics for Early Childhood	3cr
			MATH 330	Teaching Mathematics in the Elementary School	3cr
			Total Degree Requirements:		124.5

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

(1) A 3.0 cumulative GPA is required to register for major courses.

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

(1) A 3.0 cumulative GPA is required to apply for teacher certification, register for major courses, and student teach.

(2) In the semester in which students earn 90+ credits, they will apply to the School of Graduate Studies and Research for Early Admittance to the M.Ed. in Literacy/Reading Specialist Program. Students must have a minimum 3.25 GPA to apply. Students must follow the Early Admission to Graduate Program Policy. Students who are accepted will automatically become graduate students at IUP upon degree completion with a minimum 3.0 GPA, and fulfillment of criteria outlined in IUP’s Early Admission to Graduate Program Policy.

(3) Students must have a grade of “C” or better in PSYC 101 and CDFR 218 OR a grade of “C” or better in PSYC 101 and ECED 112 Child Development Birth-Age 5 to register for this course.

(4) Students who are accepted for early admission to the M.Ed. in Literacy program take the graduate course outlined in the program’s Catalog description rather than the undergraduate course listed.

Rationale: The Department of Professional Studies in Education has undergone several recent changes that have contributed in part to a drop in enrollment. This program is being revised in an effort to expand our department offerings and thus to boost enrollment. The Pennsylvania

Department of Education (PDE) recently eliminated certification in Elementary Education (K-6) and replaced it with certification in Early Childhood Education defined as Pre-K-Grade 4. The Dean of the College of Education at that time met the new requirements with a new dual-certification Early Childhood Special Education (ECSP) program co-offered by Professional Studies in Education and Special Education and Clinical Services. While these changes were being made, the early childhood program under revision remained “on the books” but inactive. This early childhood major included a reading concentration and emphasized the development of literacy in young children. The proposed program captures this emphasis on literacy by blending Early Childhood Education and coursework required to earn a Reading Specialist certification in Pennsylvania. The reading specialist program is obtained through the M.Ed. in Literacy program at IUP. Through the Early Admittance policy to graduate studies at IUP, this proposed program revision allows majors to earn dual certification in Early Childhood Education (undergraduate) and Reading Specialist (graduate). This revised program will be offered as a choice along with the continuing ECSP program to provide a new option for a major in our department.

7. Department of Nursing and Allied Health Professions—Program Revision and Course Title Corrections **APPROVED**

a. Program Revision

Current Program:

Bachelor of Science—Nursing

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217 (1)
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 3cr, PSYC 310, no courses with NURS prefix.

Major:

Required Courses:

NURS 211	Fundamentals I Clinical	1cr
NURS 212	Fundamentals I Theory	2cr
NURS 213	Fundamentals II Clinical	1cr
NURS 214	Health Assessment	3cr
NURS 236	Fundamentals II Theory	2cr
NURS 312	Professional Nursing	2cr
NURS 316	Evidence-Based Practice in Nursing	3cr
NURS 330	Care of the Child and Family	2cr
NURS 331	Care of the Child and Family Clinical	2.5cr
NURS 332	Maternal-Neonatal Health	2cr
NURS 333	Maternal-Neonatal Health Clinical	2.5cr
NURS 336	Adult Health I	4cr
NURS 337	Adult Health I Clinical	5cr
NURS 412	Nursing Management	2cr
NURS 431	Public/Community Nursing Clinical	2.5cr
NURS 432	Psychiatric/Mental Health	2cr
NURS 433	Psychiatric/Mental Health Clinical	2.5cr
NURS 434	Public/Community Nursing	2cr
NURS 436	Adult Health II	4cr
NURS 437	Adult Health II Clinical	2.5cr
NURS 440	Nursing Management Clinical	2.5cr
NURS 450	A Cognitive Approach to Clinical Problem Solving (2)	3cr

Other Requirements:

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Proposed Program:

Bachelor of Science—Nursing (1)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Mathematics: MATH 217
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 3cr, PSYC 310, no courses with NURS prefix.

Major:

Required Courses:

NURS 211	Fundamentals I Clinical	1cr
NURS 212	Fundamentals I Theory	2cr
NURS 213	Fundamentals II Clinical	1cr
NURS 214	Health Assessment	3cr
NURS 236	Fundamentals II Theory	2cr
NURS 312	Professional Nursing	2cr
NURS 316	Evidence-Based Practice in Nursing	3cr
NURS 330	Care of the Child and Family	2cr
NURS 331	Care of the Child and Family Clinical	2.5cr
NURS 332	Maternal-Neonatal Health	2cr
NURS 333	Maternal-Neonatal Health Clinical	2.5cr
NURS 336	Adult Health I	4cr
NURS 337	Adult Health I Clinical	5cr
NURS 412	Nursing Management	2cr
NURS 431	Public/Community Nursing Clinical	2.5cr
NURS 432	Psychiatric/Mental Health	2cr
NURS 433	Psychiatric/Mental Health Clinical	2.5cr
NURS 434	Public/Community Nursing	2cr
NURS 436	Adult Health II	4cr
NURS 437	Adult Health II Clinical	2.5cr
NURS 440	Nursing Management Clinical	2.5cr
NURS 450	A Cognitive Approach to Clinical Problem Solving (2)	3cr

Other Requirements:

52-55

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Science Sequence:			Science Sequence:		
BIOL 105	Cell Biology	3cr (3)	BIOL 150	Human Anatomy	4cr
BIOL 150	Human Anatomy	4cr	BIOL 240	Human Physiology	4cr
BIOL 240	Human Physiology	4cr	BIOL 241	Introductory Medical Microbiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr	FDNT 212	Nutrition	3cr
FDNT 212	Nutrition	3cr			
Free Electives:		5-8	Free Electives:		6-9
(#) Total Degree Requirements:		120	(#) Total Degree Requirements:		120
(1) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the Nursing Major.			(1) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the Nursing Major.		
(2) Students who achieve a higher score than a specified minimum on a department-required standard test(s) are exempt from NURS 450. These students would need 8cr of Free Electives.			(2) Students who achieve a higher score than a specified minimum on a department-required standard test(s) are exempt from NURS 450. These students would need to take a total of 9cr of Free Electives.		
(3) Biology course requirement changes are pending. Please see your advisor for further information.			(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.		
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.					

Rationale: Changes to the Bachelors of Science in Nursing curriculum are a result of changes in the Biology Department curriculum. These changes are supported by Nursing.

b. Course Title Corrections:

Current Titles in Catalog:

NURS 332 Maternal-Neonate Health
NURS 333 Maternal-Neonate Clinical

Corrected Titles:

NURS 332 Maternal-Neonatal Health
NURS 333 Maternal-Neonatal Clinical

Rationale: These courses were last revised in 2013 and in the Senate Agenda on Feb. 26, 2013 the incorrect titles appeared in the Agenda.

**8. Department of Communication Disorders, Special Education, and Disability Services—
New Course APPROVED**

EDEX 114 Atypical Development in Infants, Children and Adolescents 3c-0l-3cr

Prerequisites: PSYC 101 and EDEX 111

Presents foundations of human growth from conception to age 21. Atypical development related to special needs is emphasized with regard to cognitive, physical and social-emotional development. Provides a foundation for the understanding of the needs of students with developmental disabilities ranging from early intervention to the end of their high school years.

Rationale: This course is proposed to fulfill a requirement of the Pre-K; 7-12 Special Education Certification program as outlined by the Pennsylvania Department of Education. As this name indicates the major will prepare teachers to work with special education students from preschool until age 21. Currently there are no courses covering this age range and the competencies required for this major area of study.

9. Department of Human Development and Environmental Studies—New Course
APPROVED

CDFR 420 Infant Toddler Mental Health**3c-01-3cr****Prerequisite:** CDFR 410

Provides an introduction and overview of Infant Mental Health. Focuses on strengths in infants and families, a relational framework for assessment and intervention, and a prevention orientation. Emphasizes an understanding of how principles of infant mental health provide a foundation for working with children and families across settings and disciplines.

Rationale: The course is unique as no other departments are currently offering such a course. However, we recognize the content may overlap with other disciplines and as such we have contacted the Psychology and the Communication Disorders, Special Education, Disability Services departments.

10. Department of Foreign Languages—Course Deletion and New Certificate**APPROVED****a. Course Deletion:****FRNC 254 Civilization of Modern France****3c-01-3cr**

Rationale: This course no longer fits into the configuration of the new minor in French, recently approved by Senate. Deleting the course will free up the FRNC 254 designation to be used for future new course development.

b. New Certificate:

**Certificate in Foreign Language concentrating in one of the following:
Chinese, French, German, Japanese or Spanish**

18cr**A) Initial Language Sequence****12cr**

Courses with these numbers are offered in CHIN, FRNC, GRMN, JAPN, and SPAN.

101 4cr

102 4cr

201 4cr

B) Intermediate Language Sequence**6cr**

To earn a Foreign Language Certificate in Spanish, students must complete SPAN 220 and three (3) additional credits above the 201 level. The three additional credits may be either SPAN 230 or another course related to Spanish, which must be approved by the Chair of the Department of Foreign Languages or the Chair's designee.

To earn a Foreign Language Certificate in French, students must complete FRNC 220 and three (3) additional credits above the 201 level. The three additional credits may be either FRNC 230 or another course related to French, which must be approved by the Chairperson of the Department of Foreign Languages or the Chairperson's designee.

To earn a Foreign Language Certificate in German, students must complete GRMN 220 and three (3) additional credits above the 201 level. The three additional credits may be either GRMN 230 or another course related to German, which must be approved by the Chairperson of the Department of Foreign Languages or the Chairperson's designee.

To earn a Foreign Language Certificate in Chinese, students must complete six (6) credits above the 201 level in coursework related to Chinese language or culture. The six additional credits must be approved by the Chairperson of the Department of Foreign Languages or the Chairperson's designee.

To earn a Foreign Language Certificate in Japanese, students must complete six (6) credits above the 201 level in coursework related to Japanese language or culture. The six additional credits must be approved by the Chair of the Department of Foreign Languages or the Chairperson's designee.

Courses taken in a study abroad context may also count toward the Certificate. Transfer credit received through study abroad experiences must be approved by the Chairperson of the Department of Foreign Languages or the Chairperson's designee or previously approved through the Transfer Credit Office.

C) Oral Proficiency Interview Exam

By the midterm of the final semester of coursework for the Certificate, students will be required to complete the Oral Proficiency Interview (OPI) or the Oral Proficiency Interview by Computer (OPIc), administered by Language Testing International (LTI). The OPI and OPIc provide an independent rating of the student's oral skills in the language, which may be useful for employment purposes. There is a fee for the OPI and the OPIc, for which students will be responsible.

Catalog Description:

Certificate in Foreign Language concentrating in one of the following: Chinese, French, German, Japanese or Spanish

The Foreign Language Certificate is an 18-credit program aimed at those who want to add a foreign language credential to their main academic preparation, either as a bachelor's degree in progress, or in a post-baccalaureate setting. The Certificate is an excellent opportunity for students in any college of the university, particularly those in colleges where foreign language study is not generally required, such as the Eberly College of Business and Information Technology and the College of Health and Human Services.

This Certificate offers students a variety of options for fulfilling the requirements. In addition to completing the course sequence, students may earn credits toward the Certificate by taking an Advanced Placement Exam, or they may earn ACE credits. Students with previous foreign language experience who do not earn credits through Advanced Placement or ACE are required to take a departmentally-approved language placement exam for possible exemption from some courses. Students are allowed to exempt out of up to 12 credits of the initial

language sequence either by exam or through transfer credits from another institution. All students, including returning, graduate and transfer students, are required to take at least six credits at IUP from Foreign language levels 220 and above.

Rationale: Department representatives have met with both the dean and numerous faculty from the College of Health and Human Services with the goal of finding ways to provide Foreign Language training to their students, who are hampered by limited space within their curriculum for additional classes. The proposed certificate seeks to address this question by reducing the time and potentially the number of credits required to complete the program. Our records indicate that less than 40% of students earning a BA in the College of Humanities and Social Sciences need to take 101, the rest placing out of 101 or 101 and 102, and some even placing out of 201. We have reason to believe that students for the other colleges have similar high school preparation, and if encouraged to take the appropriate placement exam, would be exempted from 4 or more credits of the certificate. By placing out of one or more of the required classes, the number of semesters required would be reduced. For example, students who placed out of 101 and 102 could complete the certificate in two semesters, taking 201 in the first semester, and 220 and another course in the second semester.

The proposed certificate program could open up some additional study abroad options for other colleges, by allowing for combined language/content classes in remote locations. It would also further cross-college collaborative efforts, such as the development of college-content specific sections of upper-level language courses. The proposed certificate program would represent an important step for faculty teaching German, French, Japanese and Chinese, because it would be a “degree” they could offer, which at the moment they lack. While French and German have minors, Japanese and Chinese, do not. We have reason to believe that this will help with recruitment for those languages.

The proposed certificate is in line with IUP’s current strategic plan, and in particular 2.3: “Prepare students to work in a culturally diverse and global future.” While the language requirement in CHSS gives its students the opportunity to study a language and with it, the opportunity to engage in a broad array of international and out-of-classroom experiences (Strategic Plan 2.3.5), the same cannot be said for students outside of CHSS. The proposed certificate is intended to meet similar needs outside of the CHSS, framed around the notion of the “value added” of a foreign language credential that is, nevertheless, sensitive to the curricular constraints of each college.

11. Department of Geography and Regional Planning—New Courses and Course Deletion **APPROVED**

a. New Courses:

i. GEOG 109 Geographic Information Science and Systems for Energy Applications 3c-01-3cr
Provides students with knowledge of the theoretical basis of Geographic Information Systems (GIS) and geospatial technologies and their application for the energy sectors. Covers the specifics of selected GIS and database software packages. Develops skills to conceptualize energy-related GIS applications, use GIS software packages, manipulate

and query geographic data to solve problems, perform simple spatial analysis, and understand how to utilize GIS for energy-related analyses

Rationale: As part of a multi-disciplinary Shale Gas Certificate in cooperation with Geoscience and Safety Sciences departments.

ii. GEOG 409 Spatial Analysis Applications in the Energy Sectors Workshop 3c-01-3cr

Prerequisite: GEOG 109

Characterizes the spatial representation and analysis techniques used by public, private and non-profit entities engaged in the energy industries. Focuses in particular on the implementation of energy resource applications including exploration and development, environmental and cultural compliance, logistics, production analysis, and infrastructure maintenance.

Rationale: As part of a multi-disciplinary Shale Gas Certificate in cooperation with Geoscience and Safety Sciences departments.

b. Course Deletion:

RGPL 464 Land Use Policy

3c-01-3cr

Rationale: This course has been replaced by RGPL 462 Planning Policy, Implementation and Administration and it no longer is in the Regional Planning program.

12. Liberal Studies Report:

APPROVED

The Liberal Studies Committee and the UWUCC approved the following:

- Stephanie Keppich, Communications Media, as a Type I Writing Commitment, Professor Commitment.
- Laura Strong, Professional Studies in Education, as a Type I Writing Commitment, Professor Commitment.

University Wide Graduate Committee (Senator Moore)

FOR ACTION:

1. COURSE REVISION (Title and Course Description)

APPROVED

Proposing Department: Anthropology

Course: ANTH 514

Catalog Start Term: Spring, 2016

Rationale:

The change in title clarifies the subject matter covered in this course by indicating the focus on contemporary Native cultures. It also further distinguishes Anthropology 314 from the formerly

cross listed course Sociology 314: Sociology of Native Americans (Also formerly just called Native Americans). Neither department has been treating Anthropology 314 and Sociology 314 as the same, cross-listed course for some years, as reflected in the lists of required and elective courses for each program, but the Requirements for Graduation section of the catalog does not reflect this fact. The content of these courses is not identical and they have not been actually taught as a cross-listed course for several decades.

The revised description better reflects the current course content and removes outdated references to functional and ecological concepts.

Current Course Information	Proposed Course Information
Title: Native Americans	Title: Contemporary Native American Cultures
Description A survey of culture history and culture area characteristics of the Indians of North America. Detailed study of representative groups related to historical, functional, and ecological concepts	Description This course is an introduction to the Native American cultures of North America north of Mexico from an anthropological perspective with an emphasis on historical and contemporary cultural diversity. There is a strong emphasis on the history of culture change and continuity as well as on current political, economic, and cultural issues among the Native nations of the U.S. and Canada

2. COURSE REVISION (Number and Title change)

APPROVED

Department: Kinesiology, Health and Sport Science

Courses: (Current) HPED 652

Catalog Start Term: Spring, 2016

Rationale

This course title change is being made to emphasize the global concepts of sports business and industry addressed in this graduate level course.

Current Course Information	Proposed Course Information
HPED 652	HPED 651
Sport Business	Globalization of Sports Business

3. COURSE REVISION (Title Change)

APPROVED

Department: English

Course: ENGL 518

Catalog Start Term: Spring, 2016

Rationale

We are requesting the ENGL 518 graduate-level course name change to match the same course title for the dual-listed ENGL 418 course at the undergraduate level. When the 418 title was changed last year, for some reason 518 did not also get changed. We want to rectify that oversight and have the course titles both match as being Young Adult Literature (formerly Adolescent Literature). Young Adult Literature is the term now commonly used in the field. Young Adult Literature is also a term approved by the National Council of Teachers of English as the suggested term for this type of literature

Current Number and Title	Proposed Number and Title
ENGL 518 Adolescent Literature	ENGL 518 Young Adult Literature

4. NEW COURSE

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 610: Sustainable Nutrition

Catalog Start Term: Spring, 2016

Rationale

Locally, nationally, and globally there is increased attention given to the concept of sustainability in many areas including food. Consumers, producers, and marketers of food have various reasons for their interest in sustainable practices, often driven by economic and environmental priorities. This course uses a systems approach to understand the agricultural implications and their relationship to food and nutrition policy nationally and internationally. Graduate students in food and nutrition need to have an evidence-based analysis of food sustainability so they can engage in the global discussion.

Summary

Course	FDNT 610: Sustainable Nutrition
Credits	3
Prerequisites	None
Catalog Description	Examines the agricultural methods, food production, distribution process, food consumption, dietary guidance, and food insecurity interventions for sustainability.

5. NEW COURSE

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 625: Community Nutrition and Policy

Catalog Start Term: Spring, 2016

Rationale

This course is an important addition to the MS in Food and Nutrition curriculum because it provides students with concepts and tools needed for the management of and advocacy for community nutrition programs. Many community nutrition programs are designed to address nutrition and hunger problems. Expertise to plan/examine and evaluate nutrition interventions as they related to food security as well as leadership, management, grant writing, and promotion skills are essential to practice effectively in the area of community nutrition. Food and nutrition professionals must be knowledgeable and encouraged to engage in the legislative process as it relates to the profession, community and public health nutrition organizations/agencies, and the provision of food and nutrition services for populations in socioeconomic need.

Summary

Course	FDNT 625: Community Nutrition and Policy
Credits	3
Prerequisites	Department Permission
Catalog Description	Examines the planning, organizing, implementing, supervising, and evaluating of community nutrition programs in profit and nonprofit settings

6. NEW COURSE

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 630: Connecting Theory to Research and Practice

Catalog Start Term: Spring, 2016

Rationale

Understanding factors that motivate people to adopt healthier food and lifestyle choices provide nutrition professionals with a foundation to promote positive food choice behaviors. Theories based on psycho-biological, social, cultural, and organizational frameworks are essential to the design of food and nutrition education efforts, counseling approaches, program interventions, and research. Theory-driven education, counseling, and interventions have a greater likelihood of success and garner more respect in professional practice, as well as the scientific and research arenas for publication and grant funding. **Summary**

Course	FDNT 630: Connecting Theory to Research and Practice
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Credits	3
Prerequisites	Department Permission
Catalog Description	Critical examination of the theories and models used in nutrition education, nutrition intervention, and nutrition counseling. Practice in using theories as a framework to guide effective research and intervention designs to promote positive food and nutrition behaviors provided.

7. NEW COURSE

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 635 Nutrition Intervention, Counseling, and Educational Strategies

Catalog Start Term: Spring, 2016

Rationale

This course provides the theoretical and scientific basis for best practices which are transferable to nutrition education, counseling, and intervention. Nutrition is a helping profession and the role of nutritionists and dietitians is grounded in the guidance model. Developing, implementing, and evaluating effective nutrition education, counseling, and intervention programs will position learners to promote optimal nutritional status in their work as food and nutrition professionals. Applying sound strategies and techniques to communicate accurate, evidence-based food and nutrition information appropriate for various audiences is essential to encourage positive food choices.

Summary

Course	FDNT 635 Nutrition Intervention, Counseling, and Educational Strategies
Credits	3
Prerequisites	Department Permission
Catalog Description	Addresses the selection or design, implementation, and evaluation of strategies to promote food, nutrition, and health information to diverse groups in a variety of settings. Focuses on the evidence-based approaches for food and nutrition intervention, counseling, and education to promote behavior change

8. NEW COURSE

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 647: Vitamins in Human Nutrition

Catalog Start Term: Spring, 2016

Rationale

The topic, Vitamins, was previously taught as part of FDNT646 Vitamins and Minerals. Separating Vitamins as its own 3 credit course separate from Minerals will enhance the depth to which this topic should be covered at the graduate level. This is particularly important as our program seeks to recruit more students who may not have an undergraduate degree in nutrition and thus, need more time to assimilate essential and required nutrition knowledge.

Summary

Course	FDNT 647: Vitamins in Human Nutrition
Credits	3
Prerequisites	Department Permission
Catalog Description	Focuses on biochemical role of vitamins in human metabolism. Examines biochemical and physiologic functions and current research implications in health and disease

9. NEW COURSE

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 648: Minerals and Water in Human Nutrition

Catalog Start Term: Spring, 2016

Rationale

The topic, Minerals, was previously taught as part of FDNT696 Vitamins and Minerals. Separating Minerals as its own 3 credit course separate from Vitamins will enhance the depth to which this topic should be covered at the graduate level. This is particularly important as our program seeks to recruit more students who may not have an undergraduate degree in nutrition who need more time to learn essential nutrition information. Water, essential for life, has not been listed in the title of an FDNT course as it should

Summary

Course	FDNT 648: Minerals and Water in Human Nutrition
Credits	3
Prerequisites	Department Permission
Catalog Description	Focuses on biochemical role of minerals and water in human metabolism. Examines biochemical and physiological functions and current research implications in health and disease.

10. NEW COURSE

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 661: Designing Effective Food and Nutrition Research Projects

Catalog Start Term: Spring, 2016

Rationale

The intent of the department is to increase the research expectation and rigor of the curriculum for non-thesis students. Over the last five years, the majority of our students have selected the non-thesis option. The department feels strongly that an MS degree must include sufficient science and methodology training in food and nutrition. Adding a 6 credit research requirement (fulfilled by enrollment in two, 3-credit courses: FDNT661 and FDNT662) will ensure that all graduates who choose not to develop a thesis project will still reach important benchmarks related to research competency

Summary

Course	FDNT 661: Designing Effective Food and Nutrition Research Projects
Credits	3
Prerequisites	Department Permission
Catalog Description	Enhances understanding and skills in food and nutrition research and evaluation with emphasis on survey methods. Examines decisions related to research ethics, study design, sampling, recruitment, instrument development and testing, data collection, and analysis plans. Development of a defensible proposal to conduct research in food and nutrition required

11. NEW COURSE

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 662 Applying Research Methods in Food and Nutrition

Catalog Start Term: Spring, 2016

Rationale

This is a research implementation course and is complementary to FDNT661. The intent of the department is to increase the research expectation and rigor of the curriculum for non-thesis students. Over the last five years, the majority of our students have selected the non-thesis

option. The department feels strongly that an MS degree must include sufficient science and methodology training in food and nutrition. Adding a 6 credit research requirement (fulfilled by enrollment in two, 3-credit courses: FDNT661 and FDNT662) will ensure that all graduates who choose not to complete a thesis will still reach important benchmarks related to research competency

Summary

Course	FDNT 662: Applying Research Methods in Food and Nutrition
Credits	3
Prerequisites	Department Permission and FDNT 661 minimum grade of C
Catalog Description	Conduct research in food and nutrition. Participate in decisions and activities related to study design, instrument construction and pilot testing, data management and analysis, interpretation and communication of results

12. Course Revision (Course Number, Title and Catalog Description Change, Modify Prerequisites)

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: (Current) FDNT 743

Catalog Start Term: Spring, 2016

Rationale

The course is updated to incorporate practice-based tools to teach the newest evidence available for each disease, including the pathophysiology, the use of nutrition focused physical assessment, and evidence-based nutrition intervention.

The course number change is requested because we would like to number our courses in a systematic way to aid in curriculum organization and advising.

The new title describes the course in meaningful language. The new title is more descriptive and reflects the difference between undergraduate medical nutrition therapy courses and this course. The new title will help in marketing the course to the diverse background of graduates in the Master of Science in Food and Nutrition.

Summary

Current Course Information	Proposed Course Information
Title: FDNT 743 Clinical Dietetics	Title: FDNT 773 Advanced Clinical Nutrition Therapy
Prerequisites: None	Prerequisite:

	Department Permission and undergraduate coursework in Medical Nutrition Therapy
Description: Examines nutritional management of the hospitalized patient with emphasis on the role of the dietitian. Research for a paper and oral critiques of current literature	Description: Provides in-depth investigation of diet and nutrition in the treatment of select diseases and conditions. Will address measures of nutritional status, intervention, monitoring and evaluation using nutrition standardized language and evidence based practice. Focus will be on current nutrition issues impacting clinical practice.

13. COURSE DELETIONS

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Courses to be deleted:

FDNT 544,547,601, 602,603,604,646,650, 652,660

Catalog Start Term: Spring, 2016

Deletion of these courses will allow for an update of our curriculum offerings and for course offerings to be accurately represented in the Graduate Catalog and in other marketing and recruitment efforts.

14. PROGRAM REVISION

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Catalog Start Term: Spring, 2016

Rationale and Summary:

The program is being revised to update and improve the curriculum to reflect current advances in the profession, to capitalize on the strengths of the faculty, to improve the ability to market the program, and to streamline admissions to meet growing demand for our program by new constituencies.

Changes are proposed to the: (A) Admission requirements, (B) Core courses, (C) the addition of two Tracks, (D) enhanced emphasis on the research requirement, (E) the addition of several new courses, (F) course revision, (G) the elimination of several courses, (H) course number changes, and (I) course prerequisite changes.

A. Admission Requirements changes include: (1) Elimination of the GRE requirement, (2) addition of a résumé, and (3) omission of the FDNT544 and FDNT558 as requirements for students who do not have a background in nutrition.

B. Professional Core course changes will enable the department to accept students into our program with a broader range of backgrounds and still ensure that the degree provides all graduates with an advanced and comprehensive background in food and nutrition science. Changing the Core enables students with more diverse academic preparation to enter the program and adds to the integrity of a Master of Science degree. To do this, changes in the Core necessitate an entirely different set of courses and a movement from 9 credits to 12 credits.

C. Addition of Two Tracks to the Department Core course requirement = The addition of tracks: (1) Administration, and (2) Education improves the marketability of the program and addresses the career interests and needs expressed by inquiries since our program went online.

D. Enhanced emphasis on research requirement

E. Addition of New Courses

Summary

Current Program Information	Proposed Program Information
M.S. in Food and Nutrition	M.S. in Food and Nutrition
<p>The Master of Science degree program is designed to prepare individuals with baccalaureate education in food and nutrition, education, or health-related disciplines by increasing the depth of their knowledge with respect to food and nutrition, developing research skills, and enhancing their application skills by specializing in the area of applied human nutrition.</p> <p>Course work in introductory nutrition (FDNT 212 Nutrition) is required for entrance into the program. FDNT 544 Food Composition and Biochemistry and FDNT558 Advanced Human Nutrition are required as part of the department core for students who have not completed equivalent courses prior to admission.</p> <p>Admission Criteria Prospective students apply for admission through the School of Graduate Studies and Research. Applications are then referred to the Food and Nutrition Department Graduate Studies Committee for review. All relevant official transcripts, Graduate Record Examination scores,</p>	<p>The Master of Science degree program is designed to provide advanced training in food and nutrition through both course work and research. The program prepares students for food- and nutrition-related careers or to complement their existing occupations by increasing the depth of their knowledge with respect to food and nutrition, developing research skills, and enhancing their application skills by specializing in the area of applied human nutrition. Students choose either the thesis or non-thesis option and also between two tracks: (1) Administration, or (2) Education.</p> <p>Graduates of the program are employed by hospitals, non-profit organizations, foodservice and hospitality industries, educational institutions, public health agencies, fitness facilities, and state and federal government. Students may continue their education to pursue doctoral degrees.</p> <p>Admission Criteria Students who enter the program usually have a baccalaureate degree in nutrition/dietetics or a</p>

<p>and letters of recommendation must be on file with the School of Graduate Studies and Research prior to any department decision. After acceptance, a faculty advisor will be assigned to each student.</p> <p>With the successful completion of 15 hours of graduate course work, students will qualify for degree candidacy.</p> <p>An accredited Academy of Nutrition and Dietetics internship is available in conjunction with the master’s program. Admission to this program requires a separate application. Information can be obtained by contacting the Food and Nutrition Dietetic Internship Program Director.</p> <p>Students may choose to complete a 4- to 6-credit thesis (FDNT795) as part of the department core requirement.</p>	<p>health-related field. Those with degrees in areas such as education, other sciences, and culinary arts may also qualify and value a graduate degree in food and nutrition. Admission requires courses in undergraduate biochemistry and human anatomy and physiology. In addition to the admissions application, all official transcripts, a goal statement, a resume, and letters of recommendation must be on file with the School of Graduate Studies and Research prior to any department decision.</p> <p>The department offers an accredited dietetic internship for those students interested in becoming a registered dietitian. Admission to this program requires a separate application and an Accreditation Council for Education in Nutrition and Dietetics Verification Statement. Information can be obtained by contacting the Food and Nutrition Dietetic Internship Program Director.</p>
<p>Thesis Degree Requirements (36 cr.)</p> <p>I. Professional Core Courses (9 cr.) BIOL 602 Biometry 3 cr. or GSR 516 Statistical Methods I 3 cr. GSR 615 Elements of Research 3 cr. FDNT 650 Seminar in Food and Nutrition I 1.5 cr. FDNT 660 Seminar in Food and Nutrition II 1.5 cr.</p> <p>II. Department Core Courses (18-21 cr.) FDNT 544 and FDNT 558 are required for students who have not completed equivalent courses prior to admission; where these courses are required, core requirement is 21 credits. FDNT 544 Food Composition and Biochemistry 3 cr. FDNT 547 Nutritional Aspects of Food Technology 3 cr. FDNT 558 Advanced Human Nutrition 3 cr. FDNT 564 Food and Nutrition Research Methods 3 cr. FDNT 601 Foodservice Management Theory and Practicum 3 cr. FDNT 602 Information Technology 1 cr. FDNT 603 Food and Nutrition Education 1 cr. FDNT 604 Medical Nutrition Therapy 2 cr.</p>	<p>Degree Requirements (36 cr.) Thesis and Non-Thesis Degree Options are distinguished based on III. Research Requirement</p> <p>I. Core Courses (12 cr.) FDNT 564 Nutrition Research Methods 3 cr. FDNT 645 Proteins, Carbohydrates, Fats 3 cr. FDNT 646 Vitamins 3 cr. FDNT 647 Minerals and Water 3 cr.</p> <p>II. Tracks – Select One (9 cr.) A. Administration Track FDNT 610 Sustainable Nutrition 3 cr. FDNT 612 Administration of Food Service Systems 3 cr. FDNT 625 Community Nutrition and Policy 3 cr.</p> <p>B. Education Track FDNT 630 Linking Nutrition Theory and Research to Practice 3 cr. FDNT 631 Eating Behaviors and Food Habits 3 cr. FDNT 635 Intervention and Education Strategies 3 cr.</p> <p>III. Research Requirement (6 cr.)</p>

FDNT 605 Nutrition Intervention Strategies 1 cr.
FDNT 612 Administration of Food Service Systems 3 cr.
FDNT 641 Eating Behaviors and Food Habits 3 cr.
FDNT 642 Contemporary Issues in Food and Nutrition 3 cr.
FDNT 645 Proteins, Carbohydrates, and Fats 3 cr.
FDNT 646 Vitamins and Minerals 3 cr.
FDNT 651 Professional Dietetic Practice 3 cr.
FDNT 652 Seminar in Institutional Foodservice Management 1 cr.
FDNT 711 Nutrition in the Life Cycle 3 cr.
FDNT 743 Clinical Dietetics 3 cr.
FDNT 795 Thesis 4-6 cr.

III. Electives (6-9 cr.)

Students will elect additional courses from the IUP Graduate Catalog (including FDNT courses) that are appropriate for their needs and interests as they work toward meeting the program objectives. Advisors will approve elective choices. Students may apply up to six credits of FDNT 696 or 698 Internship toward program electives.

Non-Thesis Degree Requirements (36 cr.)

I. Professional Core Courses (9 cr.)

BIOL 602 Biometry 3 cr. or GSR 516 Statistical Methods I 3 cr.
GSR 615 Elements of Research 3 cr.
FDNT 650 Seminar in Food and Nutrition I 1.5 cr.
FDNT 660 Seminar in Food and Nutrition II 1.5 cr.

II. Department Core Courses (18-21 cr.)

FDNT 544 and FDNT 558 are required for students who have not completed equivalent courses prior to admission; where these courses are required, core requirement is 21 credits.
FDNT 544 Food Composition and Biochemistry 3 cr. FDNT 547 Nutritional Aspects of Food Technology 3 cr.
FDNT 558 Advanced Human Nutrition 3 cr.
FDNT 564 Food and Nutrition Research Methods 3 cr. FDNT 601 Foodservice Management Theory and Practicum 3 cr.
FDNT 602 Information Technology 1 cr.
FDNT 603 Food and Nutrition Education 1 cr.
FDNT 604 Medical Nutrition Therapy 2 cr.

All students must engage in research. Thesis option students will complete 6 credits of FDNT795 Thesis. Non-thesis option students will enroll in FDNT 661 and FDNT 662.

FDNT 795 Thesis 6 cr.

OR

FDNT661 Designing Effective Food and Nutrition Research Projects 3 cr.

FDNT662 Applying Food and Nutrition Research Methods 3 cr.

IV. Electives (9 cr.)

Students will elect additional courses from the IUP Graduate Catalog (including FDNT courses) that are appropriate for their needs and interests as they work toward meeting the program objectives. The Graduate Coordinator or Department Chair will approve elective choices.

FDNT 558 Advanced Human Nutrition 3 cr.

FDNT 642 Contemporary Issues in Food and Nutrition 3 cr.

FDNT 651 Professional Dietetic Practice 3 cr.

FDNT 771 Lifecycle Nutrition 3 cr.

FDNT 773 Advanced Clinical Nutrition Therapy 3 cr.

FDNT 696 Dietetic Internship 1-6 cr.

FDNT 698 Internship 1-6 cr.

<p>FDNT 605 Nutrition Intervention Strategies 1 cr. FDNT 612 Administration of Food Service Systems 3 cr. FDNT 641 Eating Behaviors and Food Habits 3 cr. FDNT 642 Contemporary Issues in Food and Nutrition 3 cr. FDNT 645 Proteins, Carbohydrates, and Fats 3 cr. FDNT 646 Vitamins and Minerals 3 cr. FDNT 651 Professional Dietetic Practice 3 cr. FDNT 652 Seminar in Institutional Foodservice Management 3 cr. FDNT 711 Nutrition in the Life Cycle 3 cr. FDNT 743 Clinical Dietetics 3 cr.</p> <p>III. Electives (6-9 cr.) Students will elect additional courses from the IUP Graduate Catalog (including FDNT courses) that are appropriate for their needs and interests as they work toward meeting the program objectives. Advisors will approve elective choices. Students may apply up to six credits of FDNT 696 or 698 Internship toward program electives</p>	
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15. Program Revision - New Tracks

APPROVED

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Catalog Start Term: Spring, 2016

Tracks: Administration and Education

Rationale:

The Administration and Education tracks are being added to be responsive to the inquiries and interests that we get from prospective graduate students who are interested in studying food and nutrition at the graduate level. Establishing these tracks will improve the focus and marketability of the MS in Food and Nutrition. In addition, these tracks showcase our emphasis areas and optimize utilization of the expertise of faculty.

We anticipate that meeting the needs of a larger number of prospective students will improve recruitment and retention. It will also help alumni of the program more clearly define the emphasis area of their degree. Also, revision of the MS in Food and Nutrition to include tracks will enhance opportunities for students who would like to either enter the graduate program as Early Admission undergraduates or for those graduate students who would like to Dual Enroll to

earn an MS in Food and Nutrition along with another IUP graduate degree program. Finally, the addition of tracks for the MS in Food and Nutrition may enable the department/college/university to identify external funding sources and donors with interest in our areas of specialization and provide opportunities to more easily identify collaborative relationships.

CATALOG DESCRIPTION

The Master of Science degree program is designed to provide advanced training in food and nutrition through both course work and research. The program prepares students for food- and nutrition-related careers or to complement their existing occupations by increasing the depth of their knowledge with respect to food and nutrition, developing research skills, and enhancing their application skills by specializing in the area of applied human nutrition. Students choose either the thesis or non-thesis option and also between two tracks: Administration or Education.

Graduates of the program are employed by hospitals, non-profit organizations, foodservice and hospitality industries, educational institutions, public health agencies, fitness facilities, and state and federal government. Many students also go on to pursue doctoral degrees.

Admission Criteria

Students who enter the program usually have a baccalaureate degree in nutrition/dietetics or a health-related field. Those with degrees in areas such as education, other sciences, and culinary arts may also qualify and value a graduate degree in food and nutrition. Entry requires prerequisites in undergraduate biochemistry and human anatomy and physiology. In addition to the admissions application, all relevant official transcripts, a goal statement, a resume, and letters of recommendation must be on file with the School of Graduate Studies and Research prior to any department decision.

The department offers an accredited dietetic internship for those students interested in becoming a registered dietitian. Admission to this program requires a separate application and an Accreditation Council for Education in Nutrition and Dietetics Verification Statement. Information can be obtained by contacting the Food and Nutrition Dietetic Internship Program Director.

Degree Requirements (36 cr).

Thesis and Non-Thesis Degree Options are distinguished based on III. Research Requirement

I. Core Courses (12 cr.)

FDNT 564 Nutrition Research Methods 3 cr.

FDNT 645 Proteins, Carbohydrates, Fats 3 cr.

FDNT 647 Vitamins 3 cr.

FDNT 648 Minerals and Water 3 cr.

II. Tracks – Select One (9 cr.)

A. Administration Track

FDNT 610 Sustainable Nutrition 3 cr.

FDNT 612 Administration of Food Service Systems 3 cr.

FDNT 625 Community Nutrition and Policy 3 cr.

B. Education Track

FDNT 630 Linking Nutrition Theory and Research to Practice 3 cr.

FDNT 631 Eating Behaviors and Food Habits 3 cr.

FDNT 635 Intervention and Education Strategies 3 cr.

III. Research Requirement (6 cr.)

All students must engage in research. Thesis option students will complete 6 credits of FDNT795 Thesis. Non-thesis option students will enroll in FDNT 661 and FDNT 662.

FDNT 795 Thesis 6 cr.

OR

FDNT661 Designing Effective Food and Nutrition Research Projects 3 cr.

FDNT662 Applying Food and Nutrition Research Methods 3 cr.

IV. Electives (9 cr.)

Students will elect additional courses from the IUP Graduate Catalog (including FDNT courses) that are appropriate for their needs and interests as they work toward meeting the program objectives. The Graduate Coordinator or Department Chair will approve elective choices.

FDNT 558 Advanced Human Nutrition 3 cr.

FDNT 642 Contemporary Issues in Food and Nutrition 3 cr.

FDNT 651 Professional Dietetic Practice 3 cr.

FDNT 771 Lifecycle Nutrition 3 cr.

FDNT 773 Advanced Clinical Nutrition Therapy 3 cr.

FDNT 696 Dietetic Internship 1-6 cr.

FDNT 698 Internship 1-6 cr

16. PROGRAM REVISION

APPROVED

Department: Educational Psychology

Degree Program: M.Ed in Educational Psychology

Catalog Start Term: Spring, 2016

Rationale/Summary

The program is being revised in order to update the catalog description to reflect the recent curricular changes made in the department

	Current	Proposed
Catalog Description	<p>The Master of Education degree in the Educational Psychology Program (33 to 36 credits) has been designed to give the interested student a broad theoretical and practical background in the areas of education and psychology.</p> <p>The program will be of interest to those planning to pursue certification in school psychology after the master's degree, to those wishing to broaden their understanding of human development and learning, or to those wishing to learn more about educational evaluation and research.</p> <p>Admissions Criteria Individuals seeking initial admission to any departmental program must complete both a School of Graduate Studies and Research application and a departmental application. After all application materials (including completed application forms, two letters of recommendation, transcripts, and GRE scores for the aptitude portion of the exam only) have been received, the School Psychology Program Committee reviews applications and selects applicants for interviews. Following these interviews, the committee forwards to the School of Graduate Studies and Research recommendations regarding admission into the program. The School of Graduate Studies and Research, in turn, communicates an admission decision to the applicant. Admission to the program is based upon an evaluation of undergraduate and graduate transcripts, recommendations, GRE scores, work history, professional goals, and personal</p>	<p>The Master of Education degree in the Educational Psychology Program (36 credits) has been designed to give the interested student a broad theoretical and practical background in the areas of education and psychology. The program will be of interest to those planning to pursue certification in school psychology after the master's degree, to those wishing to broaden their understanding of human development, educationally based interventions, and learning, or to those wishing to learn more about educational evaluation and research.</p> <p>Admissions Criteria Admission to the master's degree program in educational psychology is based on an evaluation of undergraduate and graduate transcripts, letters of recommendation, GRE test scores, work history, professional goals, and personal characteristics as determined during the interview. No one criterion dominates in the admission decision, provided there is evidence of the basic ability to do graduate work. Applicants who have earned a master's degree in a closely related field of study may also apply and be considered for admission into the certificate of recognition in school psychology program. If a transcript review shows that a student with a master's degree has not had all necessary courses required to go on to the certification program, more courses at the master's level will have to be taken before the certification sequence is begun. Students must maintain a grade point average of at least 3.25 and earn a grade of B or better</p>

	<p>characteristics as determined in the admission interview. No one criterion dominates in the admission decision, provided there is evidence of the basic ability to do graduate work.</p> <p>Applicants are advised that Pennsylvania has established program admission requirements for those seeking their first certification in the education field. These requirements include a grade-point average of 3.0 based on the most recent 48 credits taken; six credits in math; three credits in English composition and three in English literature; and a passing score on the Praxis I (including reading, writing, and math). Arrangements may be made to take the required English and math credits or examinations while already in the program, if necessary. These procedures apply to all students seeking Pennsylvania certification.</p>	<p>in all core courses while enrolled in the program. Continuous enrollment is also required for the master's degree unless waived by the Coordinator of the Certification Program and the School Psychology Committee.</p> <p>All graduate students enrolled in this program are required to have Pennsylvania Criminal Record (Act 34) and Child Abuse Clearances (Act 151) as well as Act 114 (FBI Fingerprinting Record) prior to any placement in a school setting or intermediate unit. Applicants should be aware that some districts or intermediate units may not accept placements if any criminal record is reflected on these background checks. Applicants with a criminal record, even summary offenses, are required to disclose this history to their program upon entry to the program to facilitate placement. Some serious offenses, typically involving child welfare, preclude state certification</p>												
<p>Program Requirements</p>	<p>General Requirements</p> <p>All students must complete course work in the following areas:</p> <table border="0"> <tr> <td>Professional Development</td> <td>9 credits</td> </tr> <tr> <td>Humanistic Studies</td> <td>3 credits</td> </tr> <tr> <td>Behavioral Studies</td> <td>3 credits</td> </tr> <tr> <td>Subject Area</td> <td>6 credits</td> </tr> <tr> <td>Research</td> <td>6 credits</td> </tr> <tr> <td>*Electives</td> <td>9 credits</td> </tr> </table> <p>*All electives must be approved by the student's departmental advisor and may be chosen to enhance the student's interest in school psychology, human development and learning, or educational evaluation and research.</p> <p>Thesis option, 33 credits Non-Thesis option, 36 credits</p> <p>Professional Development (9 credits) EDSP 704 Advanced Educational Psychology 3 cr.</p>	Professional Development	9 credits	Humanistic Studies	3 credits	Behavioral Studies	3 credits	Subject Area	6 credits	Research	6 credits	*Electives	9 credits	<p>Coursework includes:</p> <p>EDSP 704 Advanced Educational Psychology* 3 credits EDSP 745 Crisis Intervention and Psychological Counseling of Exceptional Children* 3 credits EDSP 755 Practicum I* 3 credits EDSP 746 Learning and Instruction* 3 credits EDSP 748 Advanced Studies in Behavioral Problems* 3 credits EDSP 781 Special Topics Group Counseling* 3 credits EDSP 789 Advanced Psychometric Theory* 3 credits EDSP 811 Introduction to School Psychology* 3 credits EDSP 813 Assessment for Intervention II* 3 credits EDEX 650 Education of Exceptional Persons and Youth 3 credits GSR 615 Elements of Research 3 credits ----- Approved elective ** 3 credits</p> <p>* Core course for the M.Ed. program</p>
Professional Development	9 credits													
Humanistic Studies	3 credits													
Behavioral Studies	3 credits													
Subject Area	6 credits													
Research	6 credits													
*Electives	9 credits													

	<p>EDSP 745 Crisis Intervention and Psychological Counseling of Exceptional Children 3 cr.</p> <p>EDSP 746 Learning and Instruction 3 cr.</p> <p>Humanistic Studies (3 credits) PSYC 836 Personality Theory and Systems of Psychotherapy 3 credits or PSYC 858 Advanced Social Psychology* 3 credits</p> <p>Behavioral Studies (3 credits) EDSP 748 Advanced Studies in Behavioral Problems 3 credits</p> <p>Subject Area (6 credits) EDEX 650 Exceptional Children and Youth 3 credits EDSP 747 Advanced Psychology of Adolescent Education 3 credits</p> <p>Research (6 credits) GSR 615 Elements of Research 3 credits EDSP 717 Applied Educational Research Methods 3 credits</p> <p>Psychology Core Electives - Non Thesis Option (9 credits) PSYC 810 Historical Trends in Psychology* 3 credits EDSP 755 Practicum I† 3 credits ----- Elective (advisor approval) 3 credits Or</p> <p>Thesis Option (6 credits) EDSP 795 Thesis</p> <p>Total: 33 or 36 credits</p> <p>* Recommended for those continuing in school psychology doctoral program</p> <p>† Required for those continuing in school psychology certificate or doctoral program</p>	<p>**All electives must be approved by the student's departmental advisor and may be chosen to enhance the student's interest in school psychology, human development and learning, or educational evaluation and research</p>
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17. PROGRAM REVISION

APPROVED

Department: Educational Psychology

Degree Program: Post-Master's Certificate in School Psychology

Catalog Start Term: Spring, 2016

Rationale/Summary

The program is being revised in order to update the catalog description to reflect the recent curricular changes made in the department. The proposed changes are intended to provide prospective students with a clearer understanding of our program and the state requirements, e.g., need for criminal background checks and child abuse clearances.

	Current	Proposed
Catalog Description	<p>The Certification in School Psychology (33 credits) is designed to provide the student with specific clinical skills necessary to function as a school psychologist.</p> <p>Courses focus on the multiple roles of the school psychologist, including counseling, assessment, intervention, consultation, biological bases of behavior, exceptionalities, law/ethics, and the use of psychological skills in multicultural educational settings.</p> <p>Admissions Criteria Students who are progressing successfully through the master's program may apply for the certificate of recognition program or directly to the doctoral program in school psychology. Applicants who have earned a master's degree in a closely related field of study may also apply and be considered for admission into the certificate of recognition in school psychology program. Students who are accepted as doctoral students may enroll in selected doctoral-required courses as they progress through the certification program. It is expected that the majority of the doctoral requirements will be completed in the two summers following the specialist-level internship to maintain program continuity. A student who has a lapse in program</p>	<p>The Certificate in School Psychology (33 credits) is designed to provide the student with specific clinical skills necessary to function as a school psychologist. This program is approved by the National Association of School Psychologists (NASP).</p> <p>Courses focus on the professional practices and services provided by the school psychologist, including data-based decision making, school-wide practices to promote learning, consultation and collaboration, prevention and crisis intervention, academic intervention, mental health services, family-school collaboration, law/ethics, and the use of psychological practices in multicultural educational settings. Coursework is closely aligned with the NASP Model for Comprehensive and Integrated School Psychological Services.</p> <p>Admissions Criteria Applicants must have earned their master's degree in educational psychology prior to enrolling in the Certificate program. Admission to the Certificate in School Psychology is based on an evaluation of undergraduate and graduate transcripts, letters of recommendation, GRE test scores, work history, professional goals,</p>

	<p>enrollment without faculty approval may be required to reapply to the program.</p> <p>Students must maintain a grade point average of at least 3.25 while enrolled in the program. Continuous enrollment is also required for the certificate of recognition unless waived by the Coordinator of the Certification Program and the School Psychology Committee</p>	<p>and personal characteristics as determined during the interview. No one criterion dominates in the admission decision, provided there is evidence of the basic ability to do graduate work. Applicants who have earned a master’s degree in a closely related field of study may also apply and be considered for admission into the Certificate in School Psychology program. If a transcript review shows that a student with a master's degree has not had all necessary courses required to go on to the Certificate in School Psychology, more courses at the master's level will have to be taken before the certificate sequence is begun.</p> <p>Students must maintain a grade point average of at least 3.25 and earn a grade of B or better in all core courses while enrolled in the program. Continuous enrollment is also required for the Certificate program unless waived by the Coordinator of the Certificate Program and the School Psychology Committee.</p> <p>All graduate students enrolled in this program are required to have Pennsylvania Criminal Record (Act 34) and Child Abuse Clearances (Act 151) as well as Act 114 (FBI Fingerprinting Record) prior to any placement in a school setting or intermediate unit. Applicants should be aware that some districts or intermediate units may not accept placements if any criminal record is reflected on these background checks. Applicants with a criminal record, even summary offenses, are asked to disclose this history to their program advisor upon entry to the program to facilitate placement. Some serious offenses, typically involving child welfare, preclude state certification.</p>
<p>Program Requirements</p>	<p>General Requirements</p> <p>All students must complete course work in the following areas:</p> <p>Professional Development 9 credits</p>	<p>Coursework includes:</p> <p>EDSP 747 Child and Adolescent Development * 3 credits EDSP 717 Applied Educational Research Methods * 3 credits</p>

	<p>Humanistic Studies 3 credits Behavioral Studies 3 credits Subject Area 6 credits Research 6 credits *Electives 9 credits</p> <p>*All electives must be approved by the student's departmental advisor and may be chosen to enhance the student's interest in school psychology, human development and learning, or educational evaluation and research.</p> <p>Thesis option, 33 credits Non-Thesis option, 36 credits</p> <p>Professional Development (9 credits) EDSP 704 Advanced Educational Psychology 3 cr.</p> <p>EDSP 745 Crisis Intervention and Psychological Counseling of Exceptional Children 3 cr.</p> <p>EDSP 746 Learning and Instruction 3 cr.</p> <p>Humanistic Studies (3 credits) PSYC 836 Personality Theory and Systems of Psychotherapy 3 credits or PSYC 858 Advanced Social Psychology* 3 credits</p> <p>Behavioral Studies (3 credits) EDSP 748 Advanced Studies in Behavioral Problems 3 credits</p> <p>Subject Area (6 credits) EDEX 650 Exceptional Children and Youth 3 credits EDSP 747 Advanced Psychology of Adolescent Education 3 credits</p> <p>Research (6 credits) GSR 615 Elements of Research 3 credits EDSP 717 Applied Educational Research Methods 3 credits</p>	<p>EDSP 812 Assessment for Intervention I * 3 credits EDSP 814 Advanced Assessment for Low Incidence Disabilities * 3 credits EDSP 818 Instructional Consultation * 3 credits EDSP 852 Internship*† 6 credits EDSP 949 Practicum II* 6 credits EDSP 963 Assessment of Personality and Behavior Problems in Children * 3 credits ----- Approved Elective ** 3 credits</p> <p>* Core course for the M.Ed. program</p> <p>** All electives must be approved by the student's departmental advisor and may be chosen to enhance the student's interest in school psychology, human development and learning, or educational evaluation and research.</p> <p>† The certification program includes an internship (EDSP 852) that encompasses a minimum of 1,200 hours, at least half of which occur in a school setting.</p>
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	Psychology Core Electives - Non Thesis Option (9 credits) PSYC 810 Historical Trends in Psychology* 3 credits EDSP 755 Practicum I† 3 credits ----- Elective (advisor approval) 3 credits Or Thesis Option (6 credits) EDSP 795 Thesis Total: 33 or 36 credits * Recommended for those continuing in school psychology doctoral program † Required for those continuing in school psychology certificate or doctoral program.	
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18. PROGRAM REVISION

APPROVED

Department: Music

Degree Program: MA in Music Education

Catalog Start Term: Spring, 2016

Rationale/Summary:

Last year we added a comprehensive exam to the program at the request of our accrediting agency, the National Association of Schools of Music (NASM). However, we made an exemption for students who complete the optional thesis; they would not have to take the comprehensive exam. When we presented this to NASM, this exemption was not approved. Therefore, we are removing it, so that all students will need to complete the comprehensive exam in the future.

	Current	Proposed
Catalog Description	Paragraph 2: The Music Education specialization offers students a range of experiences in music teaching and learning theory, assessment and improvement of teaching, administration of music programs, and technology applications in music teaching. This degree is designed to meet the needs of practicing	Paragraph 2 (the rest of the copy is unchanged): The Music Education specialization offers students a range of experiences in music teaching and learning theory, assessment and improvement of teaching, administration of music programs, and technology applications in music teaching.

	<p>teachers and is offered in a low-residency, online, part-time format. Students will take courses online during the fall and spring semesters, and will attend two intensive summer sessions on campus, where they will take classes that cannot be offered effectively online. As a culminating experience, students must complete a thesis (MUSC 795, 4 cr.) as part of their electives, OR they must pass a comprehensive examination.</p>	<p>This degree is designed to meet the needs of practicing teachers and is offered in a low-residency, online, part-time format. Students will take courses online during the fall and spring semesters, and will attend two intensive summer sessions on campus, where they will take classes that cannot be offered effectively online. As a culminating experience, students must complete a thesis (MUSC 795, 4 cr.) as part of their electives, OR they must pass a comprehensive examination.</p>
<p>Program Requirements</p>	<p>Only part V is changing:</p> <p>V. Comprehensive Examination (0 cr.)</p> <p>Required for all music education students except those who complete MUSC 795, Thesis (4 cr.) as part of their electives.</p>	<p>Only part V. is changing:</p> <p>V. Comprehensive Examination (0 cr.)</p> <p>Required for all music education students except those who complete MUSC 795, Thesis (4 cr.) as part of their electives.</p>

FOR INFORMATION:

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

- FDNT 647: Vitamins in Human Nutrition
- FDNT 648: Minerals and Water in Human Nutrition
- FDNT 635: Nutrition Intervention, Counseling, and Educational Strategies
- FDNT 661: Designing Effective Food and Nutrition Research Projects
- FDNT 662: Applying Research Methods in Food and Nutrition
- FDNT 773: Advanced Clinical Nutrition Therapy
- FDNT 625: Community Nutrition and Policy
- FDNT 610: Sustainable Nutrition
- FDNT 630: Connecting Theory to Research and Practice
- FIN 510: Financial Institutions and Markets

MATH 517: Probability and Statistics for Elementary/Middle Level Teachers

MAED 652: Differentiating Instruction in Secondary Mathematics Education

Academic Affairs Committee (Senator Dugan):

The committee will meet on October 13, 2015 in the Knowlton room of the HUB.

Awards Committee (Senator Lipinski):

The committee will meet on October 20, 2015 at 4 PM in a location to be announced.

Noncredit Committee (Senator O'Neil):

The committee's report is given below.

Noncredit Committee Report

Date of Meeting: September 24, 2015

The Senate Non-Credit subcommittee interviewed John McCarthy from the Center for Creativity and Change.

In attendance: Dr. Patricia McCarthy, Dr. Lloyd Onyette, Mr. Jeffrey Santicola (remotely), Dr. John McCarthy (remotely).

Excused: Therese O'Neil, David Lorenzi, Sudipta Majumdar

History of the Center for Creativity and Change:

In Fall 2001, Dr. McCarthy came to IUP and had an interest in professional development for students and professionals in the field of professional counseling, school counseling and counseling educators. The motivation behind this was to provide students access to nationally known people in the field. The opportunity to join the workshops was also extended to alumni from IUP.

February 2002: The first workshop was held and hosted a speaker from WVU. There were 81 participants.

2005: Since there was an interest in professional development for the fields mentioned above, the Center for Counselor Training and Workshops was created.

February 2015: The center was renamed to the Center for Creativity and Change.

Information about the Workshops

Workshops are intended to be one day in length.

Most are held in either Indiana, Greensburg, or Monroeville. While they do not hold the workshops out of state, some of the participants have been from out of state.

Since 2005, 1,235 people have attended workshops.

Nationally and internationally renowned people in the counseling profession are invited to hold various workshops.

The center is approved by the National Board for Certified Counselors (NBCC) as a continuing education provider.

The center is self-funded by the revenue from the workshops. Prices range from \$25 (“early bird” student rate) to \$139 (“regular” professional rate) for the workshops. The workshops must break even financially to be held.

When participants are surveyed, assessments about the programs have been largely very positive.

In the past, the breakdown by type of attendee was approximately: 50% IUP Alumni, 20% students, and approximately 20% professional counselors.

Dr. McCarthy said that he has not found many centers like this outside of IUP. Some organizations offer workshops but the “center” status makes this unique.

In closing/how can Senate help?

Dr. McCarthy indicated three things with which he would like assistance:

- Marketing
- Expand/improve their website
- Broaden their markets and audience, particularly in the area of creativity and innovation.

The committee will meet on Friday, October 16.

Library and Educational Services Committee (Senator Ford):

The committee will meet on October 13 at 3:40 PM in Stabley 203.

Research Committee (Senator Gossett):

The University Senate Research Committee met on September 15, 2015. The meeting was organized in two parts. The first part of the meeting was devoted to committee business. The

rest of the meeting was devoted to reviewing proposals. Overall there were 13 USRC Small Grant proposals and the decision was made to fund 13 proposals totaling \$9,930.00. The next meeting is October 13, 2015 at 3:30 pm in Stright Hall.

- Dr. Rosemary Brumbelow
- Dr. Stephanie Caulder
- Dr. Kimberly Desmond
- Dr. Eileen Glisan
- Dr. Crystal Machado
- Ms. Therese O'Neil
- Dr. Raymond Pavloski
- Dr. Daniel Puhlman
- Dr. Lisa Sciulli
- Dr. Thomas Slater
- Dr. Therese Wacker
- Dr. Daniel Widzowski
- Dr. Jason Worzbyt

The committee will meet on October 13 at 3:30 PM in Stright 301.

Student Affairs Committee (Senator Stocker):

The committee will meet on October 13 at 3:30 PM in the Susquehanna room.

University Development and Finance Committee (Senator Wick):

The committee will meet on October 13 at 3:30 PM outside the humanities building.

University Planning Committee (Senator Stocker):

No report was given.

Presidential Athletic Advisory Council (Senator Castle):

No report was given.

Academic Computing Policy Advisory Committee (Senator McLaughlin):

The committee will meet on October 21 at 3:00 PM.

University Budget Advisory Committee (Senator Soni):

- The committee met on September 28. Dr. Wooten and his team developed the worst likely case scenario.
- This year we are off by 7.5 million dollars; this is being offset by one time money from the central reserve.

New Business:

There was no new business.

The meeting was adjourned at 4:10 pm.

Respectfully submitted by
Russell Stocker
University Senate Secretary