

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

March 29, 2016
3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes from March 1, 2016 Senate meeting
- B. Approval of current agenda items and order

Reports and Announcements

Appendix

Page(s)

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

Standing Committee Reports

Chairperson

- | | | | |
|---|-----------------|---|-------|
| A. Rules Committee | Korns | | |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Lewis | A | 2-31 |
| C. University-Wide Graduate Committee | Moore/Frenzel | B | 32-52 |
| D. Student Affairs Committee | Stocker | | |
| E. University Development and Finance Committee | Wick | | |
| F. Academic Affairs Committee | Dugan/ Witthöft | C | 53-66 |
| G. Awards Committee | Lipinski | | |
| H. Noncredit Committee | O’Neil | D | 67 |
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Senate Representative Reports

Representative

- | | |
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| A. University Planning Council | Stocker |
| B. Presidential Athletic Advisory Council | Castle |
| C. Academic Computing Policy Advisory Committee | McLaughlin |
| D. University Budget Advisory Committee | Soni |

New Business

Adjournment

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

FOR INFORMATION:

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

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

- HPED 417 Contemporary Issues in School and Community Health
- MUHI 425 Nineteenth Century Music
- FDNT 415 Sustainable Nutrition

FOR ACTION:

1. Department of Information Systems and Decision Sciences—New Tracks

a. Information Technology Track

Information Technology Track

The information technology (IT) track of the Management Information Systems (MIS) degree provides graduates with the skills and knowledge to take on appropriate professional positions in the Information Technology field upon graduation. It aims also at providing skills for graduates to grow into leadership positions and/or pursue research or graduate studies in the field. The IT field is a vibrant field that emerged as a result of the rapid advances in the technology field and the need for organizations to adjust quickly to these advances. IT graduates should be the first to take the lead to fill the computing needs of organizations. The IT track encompasses courses in the latest technological advances, thus enabling graduating students to take the lead in this vibrant field.

Bachelor of Science—Management Information Systems/Information Technology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **49-50**

Mathematics: MATH 115 (1)

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 (2), no courses with MGMT prefix

College: Business Administration Core **33**

Required Courses:

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BCOM 321	Business and Interpersonal Communications	3cr
BLAW 235	Legal Environment of Business	3cr
FIN 310	Fundamentals of Finance	3cr

IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MGMT 330	Production and Operations Management	3cr
MGMT 495	Business Policy	3cr
MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr

Major: Information Technology Track **21**

Required courses:

IFMG 210	Introduction to Front-End Business Applications <i>or</i>	3cr
<i>or</i> 230	Introduction to Back-End Business Applications	3cr
IFMG 250	Business Systems Technology	3cr
IFMG 254	Computer Technology Virtualization	3cr
IFMG 330	Information Storage and Management	3cr
IFMG 352/COSC 352	LAN Design and Installation	3cr
IFMG 390	Database Theory and Practice	3cr
IFMG 471	Data Center and Cloud Computing Fundamental	3cr

Controlled Electives: (3) **6**

Two courses from the following:

IFMG 368, 414, 455, 456, 460, 475, 481, 493, COSC/IFMG 354, COSC 345, 362

Free Electives: **10-11**

Total Degree Requirements: **120**

- (1) MATH 115 or 121 or 125.
- (2) MATH 214 or 216 or 217.
- (3) A student may choose to fulfill the 6cr requirements through one or more internship(s).

Rationale: We are restructuring our program by offering two tracks, first Information Technology and second Information systems. We are introducing this track to substitute for the old Business Technology Support (BTS) that is on moratorium. The IT track along with the IS track that is proposed as well respond to the changing market demand and better prepares the students for the changes in the Information Technology industry.

b. Information Systems Track:

Information Systems Track

The Information Systems Track prepares students for careers in computer-based information systems in organizational environments. Integrates areas such as networking, cybersecurity, and user/manager involvement in the global business environment with the traditional skills of programming, analysis and design, database development, architecture designs, and application development. Project management, Internet of Things (IoT) and client server applications are included, as well as an emphasis on business computing issues such as profitability, budgeting, collaboration, and front end/back end system processing.

Bachelor of Science—Management Information Systems/Information Systems Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **49-50**

Mathematics: MATH 115 (1)

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 (2), no courses with MGMT prefix

College: Business Administration Core **33**

Required Courses:

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BCOM 321	Business and Interpersonal Communications	3cr
BLAW 235	Legal Environment of Business	3cr
FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MGMT 330	Production and Operations Management	3cr
MGMT 495	Business Policy	3cr
MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr

Major: Information Systems Track **21**

Required courses:

IFMG 210	Introduction to Front-End Business Applications	3cr
IFMG 230	Introduction to Back-End Business Applications	3cr
IFMG 250	Business Systems Technology	3cr
IFMG/COSC 352	LAN Design and Installation	3cr
IFMG 390	Database Theory and Practice	3cr
IFMG460	Analysis and Logical Design	3cr
IFMG475	Project Management and Implementations	3cr

Controlled Electives (3) **6**

Two courses from the following

Software Development: COSC 210, 300, 310, 362, 365, IFMG 330, 414

Networks and Cybersecurity: COSC 316, 345, 356 CRIM 321, 323, IFMG 368, 382

Database and Decision Support: IFMG 455, 465, QBUS 380, 401, 450, 481

Special Topics, and Internships: IFMG 481, 493

Free Electives: **10-11**

Total Degree Requirements: **120**

- (1) MATH 115 or 121 or 125.
- (2) MATH 214 or 216 or 217.
- (3) A student may choose to fulfill the 6cr requirements through one or more internship(s).

Rationale: We are restructuring our program by offering two tracks, first Information Technology (IT) and second Information Systems (IS) in place of the current Management Information Systems degree. This new structure of our program serves the students better. They fill gaps in the curriculum, they respond to the changing market demand and better prepares the students for the changes in the Information Technology industry. With this new structure, our department offers two tracks (IS and IT) instead of the old with one general MIS degree.

2. Department of Communication Disorders, Special Education, and Disability Services— Course Deletions, New Courses, Catalog Description Changes, Course Title Changes Program Revision and Program Catalog Description Change

a. Course Deletions

SPLP 310 Speech and Hearing Clinic I	3c-0l-3cr
SPLP 410 Articulation Disorders	3c-0l-3cr

Rationale: These courses have not been offered at the undergraduate level for over twenty-five years, and they will not be offered in the foreseeable future. These course numbers need to be vacated for new curriculum offerings.

b. Catalog Description Changes

i. Current Catalog Description:

SPLP 111 Introduction to Communication Disorders	3c-0l-3cr
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An introduction to study of physiological, acoustical, and scientific processes involved in production and reception of speech. The genetic development of speech sounds and factors that hinder or facilitate speech and language acquisition.

Proposed Catalog Description:

SPLP 111 Introduction to Communication Disorders	3c-0l-3cr
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Prerequisite: Major in speech-language pathology and audiology, minor in audiology
An introduction to study of physiological, acoustical, and scientific processes involved in production and reception of speech. The genetic development of speech sounds and factors that hinder or facilitate speech and language acquisition.

Rationale: Clarifying in the catalog that a prerequisite for SPLP 111 is a major in speech-language pathology and audiology, and adding the prerequisite of an audiology minor.

ii. Current Catalog Description:

SPLP 222 Introduction to Audiology	3c-0l-3cr
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Prerequisite: Speech-language pathology or audiology minor
The study of auditory function, anatomy, and physiology of the auditory mechanism,

psychophysics of sound, types and causes of hearing loss, measurement of hearing, and educational considerations for children with hearing loss.

Proposed Catalog Description:

SPLP 222 Introduction to Audiology **3c-01-3cr**

Prerequisite: Speech-language pathology and audiology major or audiology minor
The study of auditory function, anatomy, and physiology of the auditory mechanism, psychophysics of sound, types and causes of hearing loss, measurement of hearing, and educational considerations for children with hearing loss.

Rationale: Correcting catalog language that SPLP 222 Introduction to Audiology has the prerequisites of speech-language pathology and audiology major or audiology minor.

iii. Current Catalog Description

SPLP 242 Speech Science I: Theory and Measurement **3c-01-3cr**

Prerequisite: Speech-language pathology and audiology minor
Introduces the student to the theoretic properties, biological characteristics, and physical analysis of human speech production, speech perception, and swallowing. Course content is integrated into applications of clinical instrumentation and measurement.

Proposed Catalog Description:

SPLP 242 Speech Science I: Theory and Measurement **3c-01-3cr**

Prerequisite: Speech-language pathology and audiology major
Corequisite: SPLP 251

Introduces the student to the theoretic properties, biological characteristics, and physical analysis of human speech production, speech perception, and swallowing. Course content is integrated into applications of clinical instrumentation and measurement.

Rationale: This revision is to establish SPLP 242 as a corequisite for SPLP 251 and to simplify the name from Speech Science I to Speech Science.

iv. Current Catalog Description:

SPLP 251 Anatomy and Physiology of Speech and Swallowing **3c-01-3cr**

Examines the structure and function of the body systems involved in speech production (i.e., respiration, phonation, articulation) and swallowing and an introduction to the nervous system. Normal variances based on age, gender, and race are included. Comparisons between normal and disordered clinical presentations are introduced.

Proposed Catalog Description:

SPLP 251 Anatomy and Physiology of Speech and Swallowing **3c-01-3cr**

Prerequisite: Speech-language pathology and audiology major
Corequisite: SPLP 242

Examines the structure and function of the body systems involved in speech production (i.e., respiration, phonation, articulation) and swallowing and an introduction to the

nervous system. Normal variances based on age, gender, and race are included. Comparisons between normal and disordered clinical presentations are introduced.

Rationale: This revision is to verify that being a speech-language pathology and audiology major is a prerequisite for SPLP 251, and to establish SPLP 242 as a corequisite for SPLP 251.

v. Current Catalog Description:

SPLP 311 Aural Rehabilitation **3c-01-3cr**

Prerequisite: Speech-language pathology, audiology minor, or admission to teacher certification

An examination of the effects of hearing loss at different stages of development and the technology and rehabilitative procedures used with hard-of-hearing and deaf children and adults.

Proposed Catalog Description:

SPLP 311 Aural Rehabilitation **3c-01-3cr**

Prerequisite: Speech-language pathology and audiology major with junior standing, or audiology minor

An examination of the effects of hearing loss at different stages of development and the technology and rehabilitative procedures used with hard-of-hearing and deaf children and adults.

Rationale: This revision is to verify that being a speech-language pathology and audiology major is a prerequisite for SPLP 251, and to establish SPLP 242 as a corequisite for SPLP 251.

vi. Current Catalog Description:

SPLP 334 Language Development **3c-01-3cr**

Prerequisite: Speech-language pathology and audiology major, SPLP 111, admission to teacher certification

The study of development of an interpersonal communication system; language as a system of symbols for communication; the structure of the English language, including phonology, syntax, and semantics. Highlights of neurological, social, and psychological basis of language development.

Proposed Catalog Description:

SPLP 334 Language Development **3c-01-3cr**

Prerequisite: Speech-language pathology and audiology major, junior standing

The study of development of an interpersonal communication system; language as a system of symbols for communication; the structure of the English language, including phonology, syntax, semantics. Highlighting of neurological, social, and psychological bases of language development.

Rationale: The Speech-Language Pathology and Audiology program revision being proposed no longer requires Step 1 of the 3-Step Process for Teacher Education for students to be able to register for 300 and 400 level SPLP courses. Step 1 is being replaced by a new junior standing requirement.

vii. Current Catalog Description:

SPLP 342 Speech Science II Neuroscience **3c-01-3cr**

Prerequisite: Speech-language pathology and audiology major, admission to teacher certification

An overview of the basic anatomy of the central nervous system and its control of human swallowing and communication. This includes the biological science principles of speech and language processing and neurogenic communication and swallowing disorders in children and adults.

Proposed Catalog Description:

SPLP 342 Neuroscience for Communication Disorders **3c-01-3cr**

Prerequisite: Speech-language pathology and audiology major, junior standing

An overview of the basic anatomy of the central nervous system and its control of human swallowing and communication. Includes the biological science principles of speech and language processing and neurogenic communication and swallowing disorders in children and adults.

Rationale: The Speech-Language Pathology and Audiology program revision being proposed no longer requires Step 1 of the 3-Step Process for Teacher Education for students to be able to register for 300 and 400 level SPLP courses. Step 1 is being replaced by a new junior standing requirement. The course title is being revised for purposes of clarity.

viii. Current Catalog Description:

SPLP 401 Communication and Social Competence for Children with Autism **3c-01-3cr**

Prerequisites: 3.0 GPA, speech-language pathology and audiology major or instructor permission

Examines the interplay among cognition, language, and communication in children and adolescents with autism spectrum disorders (ASD). A team approach will be emphasized outlining the roles of parents, speech-language pathologists, special education teachers, classroom teachers, school psychologists, and school administration. Methods for assessment of and intervention for language and social communication skills are introduced. Clinical methods that can facilitate social skills, play, and friendships with peers are emphasized.

Proposed Catalog Description:

SPLP 401 Communication and Social Competence for Children with Autism **3c-01-3cr**

Prerequisites: Speech-language pathology and audiology major with junior standing, or

instructor permission

Examines the interplay among cognition, language, and communication in children and adolescents with autism spectrum disorders (ASD). A team approach will be emphasized outlining the roles of parents, speech-language pathologists, special education teachers, classroom teachers, school psychologists, and school administration. Methods for assessment of and intervention for language and social communication skills are introduced. Clinical methods that can facilitate social skills, play, and friendships with peers are emphasized.

Rationale: The Speech-Language Pathology and Audiology program revision being proposed now requires junior standing for students to register for 300 and 400 level SPLP courses.

ix. Current Catalog Description:

SPLP 406 Clinical Management of Articulation and Language **3c-0l-3cr**

Prerequisites: Admission to teacher certification, SPLP 111, 122, 334

Corequisite: EDUC 342

An introduction to the principles and practices for assessment and intervention of articulation/phonology and language disorders using a variety of experiences that allow students to practice applying their clinical skills to practical situations. An overview of diagnostic tools, assessment principles and techniques, and intervention principles and techniques as related to a variety of articulation/phonology and language disorders.

Proposed Catalog Description:

SPLP 406 Clinical Management of Articulation and Language **3c-0l-3cr**

Prerequisites: Speech-language pathology and audiology major, junior standing, SPLP 334

An introduction to the principles and practices for assessment and intervention of articulation/phonology and language disorders using a variety of experiences that allow students to practice applying their clinical skills to practical situations. An overview of diagnostic tools, assessment principles and techniques, and intervention principles and techniques as related to a variety of articulation/phonology and language disorders.

Rationale: The Speech-Language Pathology and Audiology program revision being proposed no longer requires Step 1 of the 3-Step Process for Teacher Education for students to be able to register for 300 and 400 level SPLP courses. Step 1 is being replaced by a new junior standing requirement. EDUC 342 is being eliminated as a corequisite for SPLP 406.

x. Current Catalog Description:

SPLP 408 Organic Disorders **3c-0l-3cr**

Prerequisites: Speech-language pathology and audiology major, admission to teacher certification, SPLP 111, 242, 251

Introduces students to the theoretic foundations, clinical characteristics, diagnostic

procedures, and treatment options for three subspecialties in speech-language pathology: stuttering, voice disorders, and dysphagia.

Proposed Catalog Description:

SPLP 408 Organic Disorders

3c-01-3cr

Prerequisites: Speech-language pathology and audiology major, junior standing
Introduces students to the theoretic foundations, clinical characteristics, diagnostic procedures, and treatment options for three subspecialties in speech-language pathology: stuttering, voice disorders, and dysphagia.

Rationale: The Speech-Language Pathology and Audiology program revision being proposed no longer requires Step 1 of the 3-Step Process for Teacher Education for students to be able to register for 300 and 400 level SPLP courses. Step 1 is being replaced by a new junior standing requirement.

c. New Courses

i. SPLP 310 Observation in Communication Disorders I

1c-01-1cr

Prerequisite: Speech-language pathology and audiology majors with junior standing
Provides a context for observation of individuals of all ages receiving speech-language pathology or audiology services. Principles of observation, as well as assessment, prevention, and intervention will be discussed.

Rationale: This course replaces the currently offered EDUC242 section for Speech-Language Pathology and Audiology majors.

ii. SPLP 410 Observation in Communication Disorders II

1c-01-1cr

Prerequisite: SPLP 310

Provides a focused of observation patients receiving speech-language pathology or audiology services. Discusses professional codes of ethics, principles of observation, assessment, prevention, and intervention. Provides supervised services to one patient in the IUP Speech, Language, and Hearing Clinic.

Rationale: This course replaces the currently offered EDUC 242 section for Speech-Language Pathology and Audiology majors.

d. Program Revision and Program Catalog Description Change:

Current Catalog Description:

Speech-Language Pathology and Audiology

Completion of the sequence of courses in speech-language pathology and audiology serves as a preprofessional program for students planning to become practicing speech-language pathologists or audiologists. Students entering the undergraduate program should be aware of the following:

1. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and qualifies a person for the Certificate of Clinical

- Competence from the American Speech-Language-Hearing Association and Pennsylvania State Licensure.
2. National certification, state licensure, and Pennsylvania Department of Education Certification in Speech- Language Impaired are available only to holders of the master's degree in speech-language pathology.
 3. Students will need to project a minimum cumulative GPA of 3.0 or higher to qualify for admission to most graduate schools.
 4. Upon completion of a master's degree at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public health programs, and rehabilitation settings.
 5. To meet the requirements for Certification in Speech-Language Impaired from the Pennsylvania Department of Education, students must successfully complete the College of Education and Educational Technology requirements listed below before enrollment in the master of science degree program in speech-language pathology at IUP.

Students must also complete 25 hours of observation in speech-language pathology supervised by an IUP faculty member who holds a Certificate of Clinical Competence in Speech-Language Pathology. These are completed through enrollment in EDUC 242 and 342.

Transfers, changes of major, and post-baccalaureate admissions into the undergraduate Speech-Language Pathology and Audiology program will be approved on a competitive basis on specific dates. For a prospective student to be considered for admission on those dates, the minimum criteria include a minimum cumulative GPA of 3.0 in all undergraduate course work, passing standardized exam scores, an interview, and an essay. Please contact the Speech- Language Pathology and Audiology program director for more information.

Proposed Catalog Description:

Speech-Language Pathology and Audiology

Completion of the sequence of courses in speech-language pathology and audiology serves as a pre-professional program for students planning to become practicing speech-language pathologists or audiologists. Students entering the undergraduate program should be aware of the following:

1. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and qualifies a person for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and Pennsylvania State Licensure.
2. National certification, state licensure, and PDE Educational Specialist Certification in School Speech-Language Pathologist are available only to holders of the master's degree in speech-language pathology.
3. Students will need a minimum cumulative GPA greater than 3.5 to qualify for admission to most graduate schools.
4. Upon completion of a master's degree in speech-language pathology at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public school and early intervention programs, and rehabilitation settings.

- To be eligible to register for 300 and 400 level courses in the major, students must meet the junior standing requirement of a minimum overall cumulative GPA of 3.25 and verification by the academic advisor that the program's dispositions are met or exceeded. Students must also complete 25 hours of observation in speech-language pathology or audiology (depending upon career objectives) supervised by an IUP faculty member who holds a Certificate of Clinical Competence. These are completed through enrollment in SPLP 310 and SPLP 410.

Transfers, changes of major, and post-baccalaureate admissions into the undergraduate Speech-Language Pathology and Audiology program will be approved on a competitive basis on specific dates. For a prospective student to be considered for admission on those dates, the minimum criteria include a minimum cumulative GPA of 3.0 or greater in all undergraduate course work, passing standardized exam scores, an interview, and an essay. Please contact the Speech-Language Pathology and Audiology program director for more information.

Current Program:

Bachelor of Science in Education—Speech-Language Pathology and Audiology (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **49-50**
Mathematics: 3cr
Natural Science: BIOL 104 required; any PHYS or CHEM; PHYS 105 or SCI 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 9cr, PSYC 310, MATH 217, no courses with SPLP prefix

Preprofessional Education Sequence: **6**

EDEX 103 Technology in Special Education *or* 3cr
or COMM 103 Digital Instructional Technology
 EDSP 102 Educational Psychology 3cr

Professional Education Sequence: **4**

EDUC 442 School Law 1cr
 SPLP 412 Organization and Administration of Speech, Language, and Hearing Programs 3cr

Major: **41**

Required Courses:

EDEX 111 Introduction to Exceptional Persons 3cr
 EDUC 242 Pre-student Teaching Clinical Experience I 1cr
 EDUC 342 Pre-student Teaching Clinical Experience II 1cr
 SPLP 111 Introduction to Communication Disorders 3cr
 SPLP 122 Clinical Phonology 3cr
 SPLP 222 Introduction to Audiology 3cr
 SPLP 242 Speech Science I: Theory and Measurement 3cr
 SPLP 251 Anatomy and Physiology of Speech and Swallowing 3cr
 SPLP 275 Language Science 3cr

Proposed Program:

Bachelor of Science—Speech-Language Pathology and Audiology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **49-50**
Mathematics: 3cr
Natural Science: BIOL 104 required; any PHYS or CHEM; PHYS 105 or SCI 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 9cr, PSYC 310, MATH 217, no courses with SPLP prefix

Major: **44**

Required Courses:

EDEX 111 Introduction to Exceptional Persons 3cr
 SPLP 111 Introduction to Communication Disorders 3cr
 SPLP 122 Clinical Phonology 3cr
 SPLP 222 Introduction to Audiology 3cr
 SPLP 242 Speech Science I: Theory and Measurement 3cr
 SPLP 251 Anatomy and Physiology of Speech and Swallowing 3cr
 SPLP 275 Language Science 3cr
 SPLP310 Observation in Communication Disorders I (1) 1cr
 SPLP 311 Aural Rehabilitation 3cr
 SPLP 334 Language Development 3cr
 SPLP 342 Neuroscience 3cr
 SPLP 401 Communication and Social Competence for Children with Autism 3cr
 SPLP 406 Clinical Management of Articulation and Language 3cr
 SPLP 408 Organic Disorders 3cr
 SPLP 410 Observation in Communication Disorders II 1cr

SPLP 311	Aural Rehabilitation (1)	3cr		
SPLP 334	Language Development	3cr	Free Electives:	26-27
SPLP 342	Speech Science II: Neuroscience	3cr	EDSP 102	Educational Psychology recommended 3cr
SPLP 401	Communication and Social Competence for Children with Autism	3cr	SPLP 420	Speech Clinic recommended 3cr
SPLP 406	Clinical Management of Articulation and Language	3cr	SPLP 422	Central Auditory Processing Disorders in the Educational Setting recommended 3cr
SPLP 408	Organic Disorders	3cr	Total Degree Requirements:	120
Free Electives:		19-20		
SPLP 420 recommended		3cr		

Total Degree Requirements: 120

- (*) 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) Admission to the College of Education Step 1 is required to enroll in 300- and 400-level courses.
- (1) Junior standing—attainment of a minimum GPA of 3.25 after the completion of 60 credits and verification by the academic advisor that the program's dispositions are met or exceeded—is required to enroll in 300- and 400-level SPLP courses.
- (2) Prior to enrollment in SPLP 310, SPLP 410, and SPLP 420, students must successfully obtain: Act 34 and Act 151 Clearances, Act 24 Arrest or Conviction Report, Act 114 FBI Fingerprinting (continuing enrollment in IUP is required for fingerprinting to remain valid), Title IX mandated reporter training, TB Test (must be renewed annually), speech and hearing screening. For SPLP 420, students must also become a national member of NSSLHA and obtain student clinician professional liability coverage.

Rationale: The B.S.Ed. in Speech-Language Pathology and Audiology has been a preprofessional degree for over twenty years. When the program was accredited by the American Speech-Language-Hearing Association in 1992, consistent with national certification and state licensure standards, the last B.S.Ed. trained speech-language professionals graduated from IUP over the next two years. Thus, the change from degree designator from B.S.Ed. to B.S. is long overdue.

In May 2015 IUP’s M.S. program in Speech-Language Pathology was approved by the PA Department of Education to qualify its graduates for a new educational specialist certification, supplanting the instructional I certificate offered by the program since its inception in the mid-1960s. This change allows for a change in the undergraduate curriculum, eliminating coursework appropriate only for instructional certificates. The certification change also removes the necessity of IUP’s three step process for teacher education within the undergraduate program, while the program must still assure that only the highest quality undergraduates—those who will be competitive for admission into graduate programs—will progress to be able to take upper level undergraduate coursework in the program.

3. Department of Human Development and Environmental Studies—Catalog Description Change

Current Catalog Description:

FSMR 314 Textiles

3c-01-3cr

Prerequisites: CHEM 101 and 102 or SCI 105 and 106

An interpretation of basic textile knowledge with emphasis on fiber, yarn, fabric structure, coloration, and fabric finishes. Discussion include importance of factors related to consumer information, protection, and satisfaction.

Proposed Catalog Description:

FSMR 215 Textiles

3c-01-3cr

Prerequisites: Sophomore standing

An interpretation of basic textile knowledge with emphasis on fiber, yarn, fabric structure, coloration, and fabric finishes. Discussion include importance of factors related to consumer information, protection, and satisfaction.

Rationale: We believe the current prerequisites of CHEM 101 and 102 or SCI 105 and 106 are out of date and are too stringent given the content/scope of this course. We believe a sophomore standing prerequisite and 200-level designation is more appropriate.

4. Department of Kinesiology, Health, and Sport Science—New Course and Catalog Description Changes

a. New Course

HPED 417 Contemporary Issues in School and Community Health

3c-01-3cr

Provides pedagogical strategies relevant to educators in school and community health education settings. Assist students in identifying, analyzing, promoting and evaluating recent developments and issues in health.

Rationale: This course is being revised to include a dual-listing of the current course HPED 517 Contemporary Issues in School and Community Health. As part of the revision, this proposal includes the inclusion of Distance Education designation as well. The purpose of the dual listing is to offer undergraduate students enrolled in the KHSS BSED Health and Physical Education Track and Community Health Education Track the option to take this course.

b. Catalog Description Changes

i. Current Catalog Description

HPED 209 Motor Behavior

3c-01-3cr

Prerequisite: Must be a major enrolled in Kinesiology, Health, and Sport Science Department or instructor permission

A study of the process of human motor behavior across the life span, specifically examining how development of mental and motor abilities affects human movement.

Proposed Catalog Description:

HPED 209 Motor Behavior

3c-01-3cr

Prerequisite: Must be a major enrolled in Kinesiology, Health, and Sport Science Department or instructor permission

Studies the process of human motor behavior across the life span, specifically examining

how development of mental and motor abilities affects human movement. Students will be required to have appropriate child background clearances.

Rationale: A requirement of this course is working with individuals from the Special Needs Activity Program. Half of the participants within this program are minors. In order to meet university policy regarding child protection back ground clearances will be required.

ii. Current Catalog Description:

HPED 319 Preprofessional Experience II **3c-01-3cr**

Prerequisite: Junior Status, HPED 343 and 411 with a C or better

Students may request and assisting/teaching/leadership assignment in certain university-related areas that may be either instructional or noninstructional in nature. Examples of such professional areas are adaptive, recreation, dance, coaching, aquatics, intramurals, administration, elementary, service or major classes, club activities and assisting in laboratory or the training room.

Proposed Catalog Description:

HPED 319 Preprofessional Experience II **3c-01-3cr**

Prerequisite: Sophomore Status

Provides an initial experience in the professional work setting. Combines classroom theory with practical application through job-related experience to build on professional knowledge and skills.

Rationale: The course has not been updated for 20+ years. It is being revised to fit current trends and requirements.

5. College of Fine Arts—New Course

FIAR 401 Creativity and Innovation in the Arts **3c-01-3cr**

Focuses on contemporary big ideas in the arts, the connections between the arts and the place of the arts in broader society, and in further cultivating innovative thinking in the arts community. Promotes student development of new ideas into viable potential directions for their future professional lives.

Rationale: This course is being proposed as a part of a revision to the Entrepreneurship in Fine Arts Minor. In turn the Entrepreneurship in Fine Arts Minor is being revised to appeal to a wider constituency, to be more realistic in terms of availability of courses, and more relevant for the needs of students who may find themselves in the increasingly common situation where artists are working for themselves. This course is designed to meet the needs of students from varied art backgrounds (Theater, Dance, Music, and Visual Arts) and this is why the FIAR prefix. Previous versions of this minor dealt with many of the business-oriented possibilities that students could encounter, but this course seeks to bring the students back to what might bring them to entrepreneurship in the first place: an innovative idea. Specifically, this class seeks to challenge students to develop their great idea within their artistic discipline or across disciplines making this class grounded in practice and theory.

6. Department of Theater and Dance—New Course and Program Revisions

a. New Course:

THTR 226 Stage Management

3c-0l-3cr

Prerequisite: THTR 111, or permission of instructor

Provides a practical survey of stage management as it pertains to theater, dance and opera productions. Covers the role of the stage manager from pre-production to post-production as well as the techniques, communication methodology, practices and standard theater terminology.

Rationale: This course is being proposed as a theater core course so Theater and Dance majors and minors can learn the importance of being a stage manager as it relates to plays/musicals, operas, and dance productions.

b. Program Revisions

i. Current Program:

Bachelor of Arts—Theater

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **43-44**
Fine Arts: Any except THTR 101
Mathematics: 3cr
Natural Science: CHEM 101-102
Liberal Studies Electives: 3cr, no course with THTR prefix

Major: (1) **42**

Foundation Courses:

THTR 111 Foundations of Theater 3cr
 THTR 116 Fundamentals of Theatrical Design 3cr
 THTR 211 History and Literature: Classical 3cr
 THTR 212 History and Literature: Renaissance 3cr
 THTR 213 History and Literature: Modern and Contemporary 3cr

Core Skills Courses:

THTR 120 Stagecraft 3cr
 THTR 122 Costume Workshop 3cr
 THTR 140 Foundations of Performance 3cr

Theater Electives in Concentration Areas:

Choose one area:

Design/Tech/Management Area

THTR 225 Theater Graphics 3cr
 THTR 489 Design/Technology/Management Studio 3cr

Electives: Select two courses from the following: 6cr

DANC 355 Dance Production: Administration to Production 3cr

THTR 221 Basic Stage Lighting 3cr

THTR 223 Makeup for the Stage 3cr

THTR 320 Scene Design 3cr

THTR 321 Stage Lighting Design 3cr

THTR 322 Costume Design 3cr

Proposed Program:

Bachelor of Arts—Theater

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **43-44**
Fine Arts: Any except THTR 101
Mathematics: 3cr
Natural Science: CHEM 101-102
Liberal Studies Electives: 3cr, no course with THTR prefix

Major: (1) **42**

Foundation Courses:

THTR 111 Foundations of Theater 3cr
 THTR 116 Fundamentals of Theatrical Design 3cr
 THTR 213 History and Literature: Modern and Contemporary 3cr

Any one (1) of the following two (2) courses:

THTR 211 History and Literature: Classical 3cr
 THTR 212 History and Literature: Renaissance 3cr

Core Skills Courses:

THTR 120 Stagecraft 3cr
 THTR 122 Costume Workshop 3cr
 THTR 140 Foundations of Performance 3cr
 THTR 226 Stage Management 3cr

Theater Electives in Concentration Areas:

Choose one area:

Design/Tech/Management Area

THTR 225 Theater Graphics 3cr
 THTR 489 Design/Technology/Management Studio 3cr

Electives: Select two courses from the following: 6cr

DANC 355 Dance Production: Administration to Production 3cr

THTR 221 Basic Stage Lighting 3cr

THTR 223 Makeup for the Stage 3cr

THTR 320 Scene Design 3cr

THTR 323	Sound Design	3cr	THTR 321	Stage Lighting Design	3cr
THTR 324	Advanced Stagecraft	3cr	THTR 322	Costume Design	3cr
Performance Area			Performance Area		
THTR 130	Stage Voice <i>or</i>		THTR 130	Stage Voice <i>or</i>	
	<i>or</i> 131 Stage Movement	3cr		<i>or</i> 131 Stage Movement	3cr
THTR 240	Acting I	3cr	THTR 240	Acting I	3cr
THTR 340	Acting II	3cr	THTR 340	Acting II	3cr
Electives: Select one course from the following:			Electives: Select one course from the following:		
DANC 485	Dance Studio	3cr	DANC 485	Dance Studio	3cr
THTR 231	Improvisation and Creativity	3cr	THTR 231	Improvisation and Creativity	3cr
THTR 341	Acting Styles	3cr	THTR 341	Acting Styles	3cr
THTR 342	Acting Shakespeare	3cr	THTR 342	Acting Shakespeare	3cr
THTR 350	Directing	3cr	THTR 350	Directing	3cr
THTR 487	Acting Studio	3cr	THTR 487	Acting Studio	3cr
Theory and Criticism Area			Theory and Criticism Area		
THTR 310	Theater Criticism	3cr	THTR 310	Theater Criticism	3cr
THTR 311	Dramaturgy	3cr	THTR 311	Dramaturgy	3cr
Electives: Select 2 courses from the following:			Electives: Select 2 courses from the following:		
THTR 350	Directing	3cr	THTR 350	Directing	3cr
ENGL 308	Critical Theory	3cr	ENGL 308	Critical Theory	3cr
ENGL 343	Drama	3cr	ENGL 343	Drama	3cr
ENGL 350	Gender and Sexual Orientation in Literature Theory, and Film	3cr	ENGL 350	Gender and Sexual Orientation in Literature Theory, and Film	3cr
ENGL 434	Shakespeare	3cr	ENGL 434	Shakespeare	3cr
ENGL 450	Film Theory	3cr	ENGL 450	Film Theory	3cr
ENGL 460	Topics in Film	3cr	ENGL 460	Topics in Film	3cr
ENGL 463	Topics in Global Literature and Film	3cr	ENGL 463	Topics in Global Literature and Film	3cr
ENGL 466	Topics in Theory	3cr	ENGL 466	Topics in Theory	3cr
General Studies Area			General Studies Area		
THTR and/or DANC prefix courses as advised			THTR and/or DANC prefix courses as advised		
Production Practicum: (2)			Production Practicum: (2)		
THTR 486	Practicum in Production	5cr	THTR 486	Practicum in Production	5cr
Capstone:			Capstone:		
THTR 480	Theater Seminar	1cr	THTR 480	Theater Seminar	1cr
Free Electives:			Free Electives:		
34-35			34-35		
Total Degree Requirements:			Total Degree Requirements:		
120			120		

- (1) Students must achieve a "C" or better in all major courses to graduate.
- (2) Students are required to be enrolled in THTR 486 while a theater major. Students must complete eight different practicum assignments, with three assignments in design or technical areas. With prior approval of the department chair, THTR 493 may be substituted.

- (1) Students must achieve a "C" or better in all major courses to graduate.
- (2) Students are required to be enrolled in THTR 486 while a theater major. Students must complete five (5) different practicum assignments, with at least one (1) assignment in design, technical, or management areas. With prior approval of the department chair, THTR 493 may be substituted.

ii. Current Program:

Minor—Theater

18

The Theater minor provides a foundation; students must meet with the department chair for initial advisement to be admitted into the minor. The minor will be tailored to individual student goals with a course plan. (1)

Required Course:

3

THTR 111 Foundations of Theater 3cr

Proposed Program:

Minor—Theater

18

The Theater minor provides a foundation; students must meet with the department chair for initial advisement to be admitted into the minor. The minor will be tailored to individual student goals with a course plan. (1)

Required Course:

3

THTR 111 Foundations of Theater 3cr

One course from the following:

THTR 120	Stagecraft	3cr
THTR 122	Costume Workshop	3cr
THTR 221	Basic Stage Lighting	3cr
THTR 486	Practicum in Production (2)	0-3cr

One course from the following:

THTR 120	Stagecraft	3cr
THTR 122	Costume Workshop	3cr
THTR 226	Stage Management	3cr
THTR 486	Practicum in Production (2)	1-3cr

Electives:

Courses with a THTR prefix as advised (3)

- (1) THTR 101 satisfies the Liberal Studies Fine Arts requirement but may not be counted toward the Theater minor.
- (2) Practicum credit is gained through assignment to theater and dance company productions under the supervision of a faculty member. It is usually granted at 1-2cr for an assignment. Therefore, more than one assignment will need to be completed if a student wishes to accumulate exactly 18cr in the minor. It is possible to complete one practicum assignment and complete the balance of the minor with additional electives. This will usually result in 19 or 20cr in the minor.
- (3) Six credits at 300 level or above is recommended

9-13**Electives:**

Courses with a THTR prefix as advised (3)

- (1) THTR 101 satisfies the Liberal Studies Fine Arts requirement but may not be counted toward the Theater minor.
- (2) Practicum credit is gained through assignment to theater and dance company productions under the supervision of a faculty member. It is usually granted at 1-2cr for an assignment. Therefore, more than one assignment will need to be completed if a student wishes to accumulate exactly 18cr in the minor. It is possible to complete one practicum assignment and complete the balance of the minor with additional electives. This will usually result in 19 or 20cr in the minor.
- (3) Six credits at 300 level or above is required.

9-13

Rationale: The Department believes that all Theater and Dance majors should learn the importance of being a stage manager as it relates to plays/musicals, operas, and dance productions. Majors need to develop stage management competencies because the study of stage management provides learning that results in students becoming informed of the entire production process, empowered to take leadership of a production, and responsible vis-a-vis an expanded understanding of the roles each "citizen" of a production team needs to execute in a collaborative fashion. The stage management course will therefore become a core course in the theater and dance department curriculum, and students of all concentrations (performance, design-tech-management, and theory-criticism) will need to pass this course to graduate with a B.A. in Theater.

In order to add 3 credits of requirement, and stay below the 42 credit cap on a BA, an adjustment needs to be made to other required courses. The addition of stage management as a core requirement course necessitates a change in the required history and literature rotation of courses. Instead of requiring all three history and literature courses, majors will now be required to take two of these courses. The history and literature requirements will include the course in Modern and Contemporary theater history and literature, because majors should have a working knowledge of both pre-modern and modern history and literature of the discipline. There is enough overlap of knowledge areas gained from THTR 211 History/Literature: Classical, and THTR 212 History/Literature: Renaissance that providing an option to take one or the other makes the most sense.

Theater majors will now be required to complete five (5) practicum assignments with at least one (1) assignment in the area of either design, technology, or management, a change from the earlier requirement of eight (8) practicum assignments with at least three (3) assignments in design or technology. This change reflects the addition of stage management as a core course, as well as the fact that the core requirement courses will include experiential learning through participation in Theater-by-the-Grove productions.

Theater minors will now be required to take six (6) credits of THTR courses at the 300 level or above, rather than a recommendation. The Department believes that theater minors need to develop advanced skills in either design-tech, directing, theory and criticism, or performance areas to become more informed of the entire theatrical production process and to further understand the place of theater in the modern world. The department is also making this change to align with the PASSHE directive for minors to require 6 credits at the 300 level or above.

**7. Departments of Geoscience, Geography and Regional Planning, and Safety Sciences—
New Certificate**

Certificate in Shale Gas Energy 18

Geoscience courses:	6cr
GEOS 119 Geology of Energy (1)	3cr
GEOS 409 Geology of Shale Gas Field Workshop	3cr
Geography courses:	6cr
GEOG 109 Geographic Information Science and Systems for Energy Applications	3cr (1)
GEOG 409 Spatial Analysis Applications in the Energy Sectors Workshop	3cr
Safety Science courses:	6cr
SAFE 104 Introduction to Safety in the Natural Gas Industry	3cr (1)
SAFE 204 Principles of Safety in the Natural Gas Industry	3cr

(1) With departmental permission, one 100-level introductory course may be substituted by an appropriate upper-division course.

Rationale: IUP is situated near the geographic center of the shale gas industry in the Appalachian Basin. Development of this unconventional gas resource will continue for decades. With our traditional academic specialties of geographic information systems, geology, and safety sciences, IUP can provide a vitally important training ground for the future workforce needed to safely develop Pennsylvania’s subsurface resources related to the Marcellus and Utica shale gas industry. Based on discussions with professionals and alumni currently working in the shale gas industry, a broad understanding of the industry from the prospective of geological development, geospatial data analysis, safety and environmental regulation/compliance would be beneficial for employment in a number of sectors related to shale gas development.

8. Department of Anthropology—New Courses and Catalog Description and Course Title Changes

a. New Courses

i. ANTH 240 Introduction to Global Health 3c-01-3cr
 Explores the interdisciplinary study of global health and its relevance in our age of globalization as local medical systems are transformed by international integration. Defines the scope of global health and explores the methods of the subfield by utilizing

ethnographic, theoretical, anthropological, and sociological readings to critically analyze the various factors that have contributed to the development of this global system. Investigates the relationship between culture and disease, different reproductive health practices, medical ethics, environmental factors in health, and social health disparities. Extends critical analysis to existing health systems across the globe and seeks ways for a positive role in supporting healthy individuals and communities.

Rationale: Global Health is a flourishing subfield and anthropology departments all over the U.S. are moving towards offering courses on the intersection of the discipline and the global health movement. Exposing anthropology majors and other IUP students to the discourses of global health and looking critically at the role of the anthropologist in the efforts to understand global health systems will prepare students with a foundational understanding of this salient field of study.

ii. ANTH 489 Prehistoric Technologies of Eastern North America 3c-0l-3cr

Introduces the prehistoric technologies of Eastern North America. Focuses on the material culture commonly recovered from pre European Contact Native American archaeological sites, including stone, ceramic, bone and native metal artifacts. Includes analytical techniques of classification, quantification and interpretation linking artifacts to human behavior.

Rationale: This course will fill a deficiency in the Anthropology Department Archaeology Track and Applied Archaeology MA program. The ability to identify and analyze pre-Contact Native American Artifacts is a fundamental skill for practicing archaeologists. This course will complement the other artifact analysis courses offered by the department and will build on the skills taught in ANTH 325 Archaeological Lab Methods.

iii. ANTH 492 Soil Science: Archaeological and Geoenvironmental Applications 3c-0l-3cr

Introduces students to the ways in which archaeologists and geoscientists define, recognize, examine, and interpret soils in both the field and the laboratory. Examines (1) how the interactions of landform, topography, climate, and biota result in patterns of soil development and the distribution of soils that we observe within the landscape; (2) the significance of soils to other disciplines, including archaeology, Quaternary geology, and geoenvironmental science; and (3) how the physical, chemical and biological properties of soils are influenced by human activities both past and present. Includes field trips that may occur on weekends. (Also offered as GEOS 492; may not be taken for duplicate credit.)

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

b. Catalog Description Changes and a Course Title Change

i. Current Catalog Description:

ANTH 420 Cultural Ecology

3c-01-3cr

Prerequisites: ANTH 110 or 211

Introduces the field of ecological anthropology by exploring the concept of the ecosystem in relationship to varying human adaptive strategies. Illustrates the importance of understanding man-environment interactions both in studying the developing world and in investigating the past.

Proposed Catalog Description:

ANTH 420 Environmental Anthropology

3c-01-3cr

Prerequisites: ANTH 110 or 211

Introduces environmental anthropology, the study of the relationship between the natural environment and human social and cultural life. Illustrates the importance of understanding human-environment interactions in studying contemporary issues in global development and in investigating the past. Explores major analytical and methodological approaches in environmental anthropology, including: ecological anthropology, ethnoecology, political ecology, and environmental justice.

Rationale: A change is proposed to the title and catalog description. Cultural ecology describes an earlier phase of theory-building in the emerging field of environmental anthropology. While this term still describes some analytical and methodological approaches within environmental anthropology, the field has moved in many exciting directions that are not encompassed by ‘cultural ecology.’ Much work done in environmental anthropology today integrates approaches from ecological anthropology (a more contemporary field of study that would encompass cultural ecology and other approaches), ethnoecology, political ecology, and environmental justice. The new title, ‘Environmental Anthropology’ will reflect the disciplinary changes that have taken place, and the breadth of work done within Anthropology on human-environment interactions. Also, the catalog description contains outdated language, including unproblematized labels (‘developing world’ and ‘man-environment’ interactions).

ii. Current Catalog Description:

ANTH 444 Medical Anthropology

3c-01-3cr

Prerequisites: 9cr in ANTH or permission

Focuses on the study of human confrontation with disease and illness and on the adaptive arrangements made by various human groups for dealing with these dangers. Health and disease are viewed from a broad array of micro and macro perspectives, e.g., evolutionary, ecological and psychosocial. For nursing and social work students as well as social and biological science students.

Proposed Catalog Description:

ANTH 444 Medical Anthropology

3c-01-3cr

Prerequisites: ANTH 110, 211, SOC 151 or permission

Focuses on the study of human confrontation with disease and illness and on the adaptive arrangements made by various human groups for dealing with these dangers. Health and disease are viewed from a broad array of micro and macro perspectives, e.g., evolutionary, ecological and psychosocial. For nursing and social work students as well as social and biological science students.

Rationale: The prerequisite for this course is being changed because the current 9 credit prerequisite in ANTH is not necessary for the content of the course. Furthermore, the Medical Anthropology class is popular with students outside of the Anthropology Department. With the proposed creation of a Public Health Major, this requirement would prohibit students who would benefit from the course from registering without instructor permission. The course offers students new perspective on medical systems, so facilitating enrollment for non-anthropology students will give more IUP students the opportunity to gain from this cross-cultural exposure.

**9. Department of Communications Media—New Course, New Tracks and Program
Catalog Description Change**

a. New Course

COMM 360 Digital Sports Production

3c-01-3cr

Prerequisite: Permission of Instructor

Introduces students to the pre-production, production and post-production processes of live and recorded sporting events. Engagement in all aspects of the production process, including live production for webcasting, video-recording and editing sporting events. Requires students to attend and participate in the production of selected local sporting events, which may include nights and weekends outside of regular class time. This course may be repeated one time for a maximum of six credits.

Rationale: This course provides comprehensive hands-on learning for student interested in sports production. Students will also explore the relationship between sports, media and society through other assignments. The course has been offered as a COMM 481 with consistently strong interest from students.

b. Catalog Description Change

Current Catalog Description:

COMM 493 Internship

var-6, 9, 12cr

Prerequisite: COMM 395, departmental approval

A supervised professional summer work experience in communications media. Sites reflect the academic goals of the department and are approved and administered by a department coordinator. Location, duties, length of internship, and hours are individually tailored to student's career goals. Sites represent wide application of process and technology of communications in business, education, allied health, or other agencies. Students must complete 40 hours of the internship work experience per credit earned. A maximum of 15cr is applicable to an undergraduate degree program from any combination of internship and practicum experience.

Proposed Catalog Description:

COMM 493 Internship

9cr

Prerequisite: COMM 395, 2.0 overall GPA and departmental approval

Supervised professional summer work experience in communications media. Internship sites reflect the academic goals of the department and are approved and administered by a department coordinator. Location, duties, duration of internship and work hours are tailored to students' career goals. Sites represent a broad spectrum of communications and media in business, education, health, or other agencies. Students must complete 360 hours of internship work experience and a culminating internship project. A maximum of 15 credits of internship and/or practicum are permitted toward a degree program. Students whose internship responsibilities include regular contact with minors are required to take the Protection of Minors Training. All internship sites are required to be compliant with University internship policies and requirements.

Rationale: The syllabus and course description for COMM 493 Internship have not been updated in several years. Because of the changing nature of communications and media, content and expectations were out of date. This revision includes minor updating of out of date language in the course description, objectives and course content. The revision includes specific mention of a final internship project and required 2.0 GPA, consistent with University policy. Additionally, the revised syllabus addresses the newly required internship affiliation agreements. The credit requirement for COMM 493 is changed from a variable credit load (var-6, 9 or 12) to nine credits. Changes in the media industry have made it increasingly difficult for students to obtain a 12-credit internship and a six-credit internship does not offer students a comprehensive experience. Additionally, the consistent nine credit internship experience will aid in academic advising as students plan their course work in the semesters leading up to the internship. With a nine-credit internship, students are able to arrange their internship, complete the work experience and all other internship requirements by the end of the summer term.

c. Program Catalog Description Change:

Current Catalog Description:

The department offers a bachelor of science degree program in communications media and two minors, one in communications media and one in educational technology. The Communications Media minor is an 18-credit program designed to complement any major. The Educational Technology minor is a 24-credit program designed for students who are completing a teaching degree. The department also serves preservice teachers and other students who are required to complete COMM 103.

The philosophy of the Communications Media Department is to prepare generalists in the area of communications. Students may select from a number of elective courses, depending on their career interests.

The department faculty offers a wide variety of experience in all areas of communications media. With the combination of classroom work and the required internship program, departmental graduates are competitive for positions in various areas. Students graduating from this program have obtained positions in such areas as radio, television, cable television, public relations, advertising media, media relations, and corporate media relations.

Students changing majors from other academic departments within the university are required to be in good academic standing before the transfer will be approved.

Proposed Catalog Description:

The department offers a Bachelor of Science degree program in Communications Media, with two tracks as well as two minors, one in Communications Media and one in Educational Technology. The Communications Media minor is an 18-credit program designed to complement any major. The Educational Technology minor is a 24-credit program designed for students who are completing a teaching degree. The department also serves preservice teachers and other students who are required to complete COMM 103.

Students majoring in Communications Media may select one of two tracks: Media Studies or Media Production. The Media Studies Track seeks to broadly educate students in communications media by encouraging them to develop their communication skills, written, oral, and visual. Courses include components to develop critical thinking, collaboration, and research skills. The flexibility of the program allows students to explore a range of courses in media theory, criticism, culture and current media issues. Beginning level production courses introduce concepts of producing media messages.

Students who seek a more rigorous production experience will find that in the Media Production Track. In this track, students will take a set of five COMM production courses that will help them to acquire higher-level production skills. Students will learn the foundational skills associated with their chosen production area and learn to use contemporary postproduction software and equipment. This more specialized track will prepare students for employment in various production fields, including video, audio, radio, graphics, photography and games.

With 21 credits of required out of department electives, Communications Media students in either track are highly encouraged to pursue a minor in another program that complements their degree in Communications Media.

The department faculty offers a wide variety of experience in all areas of Communications Media. With the combination of classroom work and the required internship program, departmental graduates are competitive candidates for positions in various areas. Students graduating from this program have obtained positions in areas such as radio, television, cable television, public relations, advertising media, media relations, and corporate media relations.

Students changing majors from other academic departments within the university are required to be in good academic standing before the transfer will be approved.

d. New Tracks

i. Bachelor of Science—Communications Media/Media Production Track

Liberal Studies: As outlined in Liberal Studies section 46-47
with the following specifications:

Mathematics: 3cr

Social Science: PSYC 101

Liberal Studies Electives: 6cr, BTED/COSC/IFMG 101,
no courses with COMM prefix

Major: 44

Required courses: (1)

COMM 101	Communications Media in American Society	3cr
COMM 150	Aesthetics and Theory of Communications Media	3cr
COMM 395	Career Planning in Communications Media	1cr
COMM 475	Senior Portfolio Presentation	1cr
COMM 493	Internship (summer only)	9cr

Writing Intensive (one course from list)

One COMM W course 3cr

Basic Media Production: Minimum of two courses from the following: (2) 6cr

COMM 240	Communications Graphics	3cr
COMM 249	Basic Audio Recording Techniques	3cr
COMM 251	Television Production	3cr
COMM 271	Beginning Photography	3cr
COMM 306	2-D Digital Game Development	3cr
COMM 349	Radio Production	3cr

Advanced Media Production: Minimum three courses from the following: 9cr

COMM 340	Advanced Communication Graphics	3cr
COMM 348	Animation	3cr
COMM 350	Advanced Radio Production	3cr

COMM 351	Advanced Video Production	3cr
COMM 360	Digital Sports Production	3cr
COMM 371	Photography II: The Print	3cr
COMM 374	Documentary Photography	3cr
COMM 406	3-D Game and Simulation Design and Development	3cr
COMM 407	Television Feature Production	3cr
COMM 408	Media Field Studies	3cr
COMM 440	Multimedia Production	3cr
COMM 446	3-D Modeling and Animation for Games and Simulations	3cr
COMM 449	Advanced Audio Recording Techniques	3cr
COMM 451	Broadcast News Process	3cr
COMM 471	Electronic Imaging	3cr

Controlled Electives:

Other COMM elective courses, NOT including production courses. 9cr

Other Requirements:

Courses outside Communications Media that augment the student's major course of study (advisor approval) 21

Free Electives: 8-9

Total Degree Requirements: 120

- (1) At least 12 COMM credits must be 300 level or higher
- (2) At least six credits (two courses) in production must be in the same production area

ii. Bachelor of Science—Communications Media/Media Studies Track

Liberal Studies: As outlined in Liberal Studies section 46-47
with the following specifications:

Mathematics: 3cr

Social Science: PSYC 101

Liberal Studies Electives: 6cr, BTED/COSC/IFMG 101,
no courses with COMM prefix

Major: 44

Required Courses: (1)

COMM 101	Communications Media in American Society	3cr
COMM 150	Aesthetics and Theory of Communications Media	3cr
COMM 395	Career Planning in Communications Media	1cr
COMM 475	Senior Portfolio Presentation	1cr
COMM 493	Internship (summer only)	9cr

Writing Intensive: 3cr
One COMM W course

Media Studies: Minimum of four courses from the following: 12cr

COMM 205	Making Presentations with Media	3cr
COMM 230	Global Media and Communication	3cr
COMM 305	Electronic Media Programming and Sales	3cr
COMM 325	Women in Media	3cr
COMM 330	Instructional Design for Training and Development	3cr
COMM 335	Communications Consulting and Project Management	3cr
COMM 345	Television Criticism	3cr
COMM 354	Media Law and Policy	3cr
COMM 375	Mass Media and Behavior	3cr
COMM 380	The History of African Americans in Film	3cr
COMM 401	Promotion for Radio, Television and Cable	3cr
COMM 414	Music, Media, and Culture	3cr
COMM 420	Media Portrayal of Crime	3cr
COMM 445	Applications and Techniques of Motion Pictures	3cr
COMM 460	Emerging Trends in Communication Technology	3cr
COMM 470	Management Practices in Electronic Communications	3cr
COMM 480	Seminar in Communications Media	3cr

Minimum of two production courses from the following: 6cr

COMM 240	Communications Graphics	3cr
COMM 249	Basic Audio Recording Techniques	3cr
COMM 251	Television Production	3cr
COMM 271	Beginning Photography	3cr
COMM 306	2-D Digital Game Development	3cr
COMM 348	Animation	3cr
COMM 349	Radio Production	3cr
COMM 350	Advanced Radio Production	3cr
COMM 351	Advanced Video Production	3cr
COMM 360	Digital Sports Production	3cr
COMM 371	Photography II: The Print	3cr
COMM 374	Documentary Photography	3cr
COMM 406	3-D Game and Simulation Design and Development	3cr
COMM 407	Television Feature Production	3cr
COMM 408	Media Field Studies	3cr
COMM 440	Multimedia Production	3cr
COMM 446	3-D Modeling and Animation for Games and Simulations	3cr
COMM 449	Advanced Audio Recording Techniques	3cr
COMM 451	Broadcast News Process	3cr
COMM 471	Electronic Imaging	3cr

Controlled Electives: 6cr
Other COMM elective courses including courses from the above

lists not taken as part of those requirements.

Other Requirements: 21
Courses outside Communications Media that augment the student's major course of study (advisor approval)

Free Electives: 8-9

Total Degree Requirements: 120

(1) At least 12 COMM credits must be at the 300 level or higher

Rationale: Creating two tracks in the program in place of the current degree option provides prospective and current students with a clearer concept of their options in Communications Media. Students who come to IUP for media production want a more intensive production experience. This production option will include a requirement for advanced production courses, taking students to a higher level of accomplishment. At the same time, not all students who want to study media want to emphasize production. The Media Studies Track will require only basic production courses, but puts more emphasis on media theory and culture. The two tracks allow flexible options for students that are more apparent in the course catalog.

The rationale for the revision of COMM 493 Internship to nine credits (removing the variable credit option) is included in the revised course proposal for COMM 493 but this change will eliminate much confusion for students as they are planning their curriculum. Changing the major required credits from 45 to 44 will eliminate the ongoing issue of students being short one credit in the major when they apply for graduation. This issue has created considerable problems over the years. The two new tracks will replace the existing single COMM program and will more clearly identify options for students seeking a major in Communications Media, and we hope will aid in recruiting students to the program.

10. Department of Music—Course Revision, Course Title and Number Change, Catalog Description Change, and Program Catalog Description Change

a. Current Catalog Description:

MUHI 325 The Romantic Era

3c-01-3cr

Prerequisites: MUHI 301, 302

A survey of music from about 1800 to 1910, with attention directed to the earlier romantic composers such as Beethoven, Schubert, Mendelssohn, and Berlioz through the later romantic composers such as Wagner, Tchaikowsky, Mahler, and Dvorak, as well as others.

Proposed Catalog Description:

MUHI 425 Nineteenth Century Music

3c-01-3cr

Prerequisites: MUHI 301, 302

Examines the musical and historical aspects of some representative works in four significant repertoires of nineteenth-century music: songs, characteristic works for piano, opera, and symphonies. Further examines how the works intersect with a number of social, cultural, aesthetic, political and economic themes that pervade the century, such as the rise of the middle class, city cultures, the domestic music market, the invention of “the folk,” nationalism and exoticism, social and political revolutions, idealism and its successors, and

Rationale: This course has not been revised in over ten years. The purpose of the current revision is to update the course content, change the 300-level undergraduate section to a 400-level, synchronize the course numbers, and put the course online to serve the two tracks of our M.A. in Music. Because Music Performance students need to attend in the classroom and Music Education students need to attend online, we will deliver the class through synchronous online video using Google Hangouts or a similar technology.

b. Current Catalog Description:

MUSC 115 Theory I

3c-01-3cr

Prerequisites: MUSC major or permission of the instructor; MUSC 110 or score of 80% on theory placement test given at the time of audition.

Proposed Catalog Description:

MUSC 115 Theory I

3c-01-3cr

Prerequisites: Music major or instructor permission; concurrent enrollment in MUSC 113 or score of at least 70% on the departmental theory placement exam.

Rationale: The course is being revised in order to update its prerequisites. In 2012, the Department of Music implemented a placement exam to ensure that incoming students are equipped to succeed in MUSC 115 Theory I, a first-semester course. Recently, the department undertook measures to improve the efficacy and administration of the exam. In its new format, students may attempt it twice rather than thrice, but the minimum passing score is lower: 70% as opposed to 80%. Those who fail to achieve a score of 70% after two attempts must register for MUSC 113 Theory I Practicum (see course proposal) as a co-requisite for MUSC 115 Theory I.

c. Program Catalog Description Change:

Current Program Description:

Proposed Program Description:

Special Requirements for All Music Majors

Special Requirements for All Music Majors

1. Each student must declare a primary performing medium. Those who elect voice as their primary instrument normally elect piano as a secondary instrument. Performance juries are held at the end of each semester. Students are expected to complete the requirements for their performing area and level. **Piano proficiency is required in all degree programs.**
2. Ensemble participation of five hours a week is required each semester. Students are required to participate in at least one large ensemble on their primary instrument (including voice) and one small ensemble each semester. Large ensembles include Marching Band, Symphony Band, Concert Band, Symphony Orchestra, Wind Ensemble, Chorale, and Chorus. For guitar majors or other majors whose instrument is not included in these major ensembles, the department chair will assign alternative ensembles. Students may fulfill this departmental requirement by participating in either 1-credit or 0-credit ensemble(s). In meeting the degree requirements of 4-8 credits or ensemble credit, enrollment in credit-bearing ensembles is flexible across semesters.
3. Students must register for MUSC 475 (Music Lab) and attend four departmental meetings and eight campus performances such as recitals, concerts, art exhibits, and theater productions each semester as required by the degree program (seven semesters for the BSEd program and eight semesters for the BA and BFA programs).
4. In addition to completing a successful audition for entrance into the Music Department, prospective students will be required to complete a music theory placement test. Students who score below 80 percent on this test will be required to take MUSC 110 as a remedial course before beginning the regular music theory sequence. Student may retake the placement test up to three times.

Rationale: The program is being revised in order to update the fourth provision under the "Special Requirements for All Music Majors" in the undergraduate catalog. The provision contains outdated information about the departmental theory placement exam, particularly the role of MUSC 110 Fundamentals of Theory. The degree programs themselves are unchanged.

11. Department of Food and Nutrition—New Course

FDNT 415 Sustainable Nutrition

3c-01-3cr

Explores food system sustainability issues from farm to fork, including food production, preparation, processing, packaging, and distribution. Assesses the sustainability of current dietary recommendations and the environmental impact of food choices. Evaluates food security from a national and global perspective.

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. Undergraduate and graduate students in food and nutrition and related disciplines need to have an evidence-based analysis of food sustainability in order to engage in the global discussion.

12. Liberal Studies Report:

The Liberal Studies Committee and the UWUCC approved the following:

- **ENGL 208 Introduction to Film Studies, Type III Writing Intensive, Professor Makes Individual Course Application.**

Appendix B
University-Wide Graduate Committee
Co-Chairs Moore and Frenzel

FOR ACTION:

1. DEPARTMENT OF GEOGRAPHY AND REGIONAL PLANNING (Course Number, Description, Prereq)

A. Course Revision

Course: GEOG 420/520: Technical Issues in Geographic Information Systems

Rationale:

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

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

2. DEPARTMENT OF EDUCATIONAL AND SCHOOL PSYCHOLOGY

A. Course Revision (Title, Description)

Course: EDSP 717/817: Applied Educational Research Methods

Rationale:

Program interventions, as used in this course, refer to the programs in schools designed to improve pupil behavioral and/or academic performance. Students in the School Psychology Program are often expected to evaluate program interventions that are designed to improve pupil performance within school and other settings. Sometimes these interventions involve individual student performance and sometimes the interventions are based on multiple students. For example, a school district may choose to implement an anti-bullying program, a reading curriculum, or other interventions to improve or modify behavioral or academic performance. It is also often the case that school psychologists participate in teams that evaluate externally-funded intervention programs. This applied course is being revised to prepare students for this role in program evaluation and this course revision reflects that practice as it has evolved. Additionally, this course, as described, will align with the proposed PhD program

	Current Course Information	Proposed Course Information
Title	EDSP 717/817: Applied Educational Research Methods	EDSP 717/817: Evaluating the Effectiveness of Program Interventions
Description	Develops skills needed to engage in applied educational research using standard experimental research and evaluation designs, typical measurement approaches, and parametric statistical procedures. A practical problem presentation mode enhances an integrated holistic approach to design, sampling, measurement, statistics, hypothesis testing, and interpretation of results. A microcomputer statistical package is used to assist in the analysis of data.	This course provides an overview of the application of the issues, theories, models and techniques of program evaluation with a focus on conducting evaluations, measuring variables, analyzing data, reporting findings, and using results for evaluating and improving intervention programs.

B. Course Revision (Title, Description, Prereq)

Course: EDSP 745: Counseling for School Psychologists

Rationale:

This course is being revised to conform with the proposed PhD Program in School Psychology.

	Current Course Information	Proposed Course Information
Title	EDSP 745: Crisis Intervention and Psychological Counseling of Exceptional Children	EDSP 745: Counseling for School Psychologists
Description	This course is designed to provide educational psychology students with	This course introduces students to the knowledge, techniques, skills, and

	<p>theoretical background and entry level skills for counseling children (K-12), who have special needs, and to assist their families with adjustment and coping skills. In addition to basic counseling techniques, students will be exposed to best practices in counseling multicultural populations and those with disabilities, and in crisis intervention. Emphasis will be on short term, goal oriented interventions. The role of the psychologist in the development and practice of the school crisis intervention team will also be addressed, as well as cooperative functioning with other service professionals in the schools</p>	<p>processes basic to initiating, conducting, and terminating an effective counseling relationship with emphasis on the school setting. The course will expose students to a wide variety of conceptual models, but the focus will be on problems typically beginning in childhood and/or adolescence.</p>
Prereq	None	For approved School Psychology Candidates

C. Course Revision (Title, Description, Prereq)

Course: EDSP 747: Psychology of Human Development

Rationale:

This course is being revised to conform with the proposed PhD Program in School Psychology.

	Current Course Information	Proposed Course Information
Title	EDSP 747: Child and Adolescent Development	EDSP 747: Psychology of Human Development
Description	<p>Students will explore child development from conception through adolescence and include a survey of growth, adaptation, and developmental patterns with implications for academic, emotional, and social learning. Cognitive, emotional, social, and physical development are explored, emphasizing the interactive effects of the person’s environment, developmental level, and psychological state. The course will be organized in a topical manner and include basic concepts and theories of child development, applied directions of child development, biological foundations of development, prenatal development, physical growth,</p>	<p>Students will explore human development from conception through adulthood and include a survey of growth, adaptation, and developmental patterns with implications for academic, emotional, and social learning. Cognitive, emotional, social, and physical development are explored, emphasizing the interactive effects of the person’s environment, developmental level, and psychological state. The course will be organized in a topical manner and include basic concepts and theories of development, research in development, biological foundations</p>

		of development, prenatal development, physical growth, as well as cognitive and language development.
Prereq	Permission of Instructor	None

D. Course Revision (Title, Course Number, Description, Prereqs)

Course: EDSP 766: Biological Bases of Behavior

Rationale:

This course is being revised to conform with the proposed PhD Program in School Psychology.

	Current Course Information	Proposed Course Information
Title	Psychopharmacology of Children's Learning and Behavior Disorders	Biological Bases of Behavior
Number	EDSP 966	EDSP 766
Description	This course will explore the effects that medications have on children's learning and behavior. The principles involved in psychopharmacology will be explored in order to understand the mechanisms of drug action. Issues associated with drug efficacy, compliance, side effects, and drug abuse will also be discussed.	Explores basic neuroanatomy, neurophysiology, and psychopharmacology as the bases of behavior, cognition, and affect.
Prereq	EDSP 952 (specialist internship)	None

E. Course Revision (Title, Description, Prereq)

Course: EDSP 812: Cognitive Assessment

Rationale:

This course is being revised to fulfill the requirements of the American Psychological Association in regard to the proposed PhD Program in School Psychology.

	Current Course Information	Proposed Course Information
Title	EDSP 812: Cognitive Assessment: Assessment for Intervention I	EDSP 812: Cognitive Assessment
Description	Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of intelligence and achievement. Trains students to conduct curriculum-based measurement procedures, to communicate assessment results, and to use assessment	Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of intelligence.

	results for intervention planning. Prerequisite: For approved school psychology candidates or permission of instructor.	
Prereq	For approved School Psychology candidates or permission of instructor	For approved School Psychology candidates

F. Course Revision (Title, Description, Prereq)

Course: EDSP 813: Academic Assessment

Rationale:

This course is being revised to fulfill the requirements of the American Psychological Association in regard to the proposed PhD Program in School Psychology.

	Current Course Information	Proposed Course Information
Title	EDSP 813: Academic Assessment	EDSP 813: Academic Assessment
Description	Provides the student with skills necessary to administer and interpret informal, developmental, perceptual-motor, adaptive, achievement, and other allied measures used in a psychoeducational assessment. Moreover, students should become aware of issues associated with individualizing assessment based upon variables such as ethnicity, socioeconomic status, gender, medical conditions, and linguistic and cultural differences.	Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of academic skills.
Prereq	For approved school psychology candidates or permission of instructor	For approved school psychology candidates

G. Course Revision (Title, Description, Prereq)

Course: EDSP 818: Consultation in Applied Settings

Rationale:

This course is being revised to fulfill the requirements of the American Psychological Association in regard to the proposed PhD Program in School Psychology.

	Current Course Information	Proposed Course Information
Title	EDSP 818: Instructional Consultation	EDSP 818: Consultation in Applied Settings
Description	Reviews the basic principles of the consultative process as applied to working with teachers and school-based problem-	Reviews the basic principles of the consultative process as applied to working in applied settings. Students

	solving teams to help students with academic problems. Students will be expected to demonstrate skill in consultative interviewing regarding academic problems, problem identification, data gathering relevant to both curriculum and the classroom environment, and intervention design, execution, and evaluation in pre-kindergarten through high school settings.	will be expected to demonstrate skill in consultative interviewing regarding client problems; problem identification; the use of assessment data; and intervention design, implementation, and evaluation in schools and other applied settings. Theory, research, and practice as related to consulting in individual and group settings will be addressed.
Prereq	For approved school psychology candidates; must have taken or take concurrently with EDSP 812 and EDSP 813; permission of instructor.	None

H. Course Revision (Dual Level, Title, Description, Prereq)

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

Rationale:

This course is being revised to fulfill the requirements of the American Psychological Association in regard to the proposed PhD Program in School Psychology.

	Current Course Information	Proposed Course Information
Title	EDSP 949: Practicum II	EDSP 849/949: Advanced Practicum in School Psychology and Supervision
Description	Involves a series of opportunities for students to practice clinical and supervisory skills in a highly structured university clinic setting. Based on their level of training and experience, students are required to demonstrate distinct skills related to (1) organization and dynamics of the educational process; (2) assessment for intervention; (3) direct and indirect intervention methods; and (4) supervision of the clinical practice of other school psychologists. Certification and Track A doctoral students will enroll twice for 6 semester hours, while experienced Track B doctoral students have a 3-semester-hour requirement.	Involves a series of opportunities for students to practice clinical and supervisory skills in a highly structured university clinic setting. Based on the level of training and experience, students are required to demonstrate distinct skills related to (1) organization and dynamics of the educational process; (2) assessment for intervention; (3) direct and indirect intervention methods; and (4) supervision of the clinical practice of other school psychologists. Students enrolling in EDSP 849 will enroll twice for a total of 6 semester hours, while doctoral

		students enrolling in EDSP 949 will enroll for 3 semester hours. Students must earn a grade of B or better in order to advance in the program.
Prereq	For approved school psychologist certification and doctoral degree candidates only	Grade of A or B in all core courses. EDSP 849 is for approved school psychology certificate and doctoral students and EDSP 949 is for approved school psychology doctoral students

I. Course Revision (Title, Description, Prereq)

Course: EDSP 863: Assessment of Personality and Behavior

Rationale:

This course is being revised to fulfill the APA requirements for the proposed PhD Program in School Psychology. The course number is changing to reflect that some MEd and School Psychology Certification students would take this course, in addition to doctoral students. This is a required course for doctoral students.

	Current Course Information	Proposed Course Information
Title	Assessment of Personality and Behavior Problems of Children	Assessment of Personality and Behavior
Description	An introduction to various personality and behavior assessment techniques currently used.	Provides an introduction to personality and behavioral assessment techniques.
Prereq	For approved school psychologist candidates or permission of the instructor.	For approved school psychologist candidates or permission of the instructor.

J. Course Revision (Title, Description, Prereq)

Course: EDSP 978: School Counseling Practicum

Rationale:

This course is being revised to conform with the proposed PhD Program in School Psychology.

	Current Course Information	Proposed Course Information
Title	Family Services for School-Related Problems of Children with Special Needs	School Counseling Practicum
Description	This course is a supervised experience in brief family interventions for school-related problems. Students will provide	Involves supervised practice of professionals engaging in the delivery of counseling services.

	direct services in a clinic setting to families of children in special education and those in general education with specific problems related to learning.	Designed to develop students' counseling skills through application of skills learned in prerequisite courses. The primary emphasis is on performing counseling and related activities in a field-based placement, likely a school setting. Comprises both on-campus and field-based experiences.
Prereq	None	EDSP 745 Counseling for School Psychologists .

K. New Course

Course: EDSP 705: Multicultural Issues in Schools and Communities

Rationale:

This course is being proposed as a key component of the department's proposed PhD Program in School Psychology. The course is needed to address requirements of major accrediting organizations (e.g., the American Psychological Association).

Summary:

Course	Course: EDSP 705: Multicultural Issues in Schools and Communities
Credits	3
Prerequisite	None
Description	Designed to assist students in identifying issues related to minority cultures and examine the influence this has on attitudes, values, and biases related to psychological processes within the contexts of family, school, and community. The course includes topics regarding how persons are acculturated and how being a member of a minority culture affects participation in societal structures. An explication of how bias and prejudice against persons of minority status develop and impact societal institutions (e.g., schooling) will be provided. Special emphasis will be given to issues related to culturally appropriate assessment practices.

L. New Course

Course: EDSP 760: Group Counseling for School Psychologists

Rationale:

The proposed course meets requirements outlined by our accrediting body (National Association of School Psychologists) for training school psychologists. This course, in combination with

other counseling courses, will provide students with knowledge and skills in group counseling to be able to meaningfully engage in supervised experiences on internship.

The proposed change will also benefit the proposed PhD Program because it will position the course to be an approvable component of the PhD Program by accrediting agencies (e.g., the American Psychological Association). The proposed change is not expected to impact other programs.

Summary:

Course	EDSP 760: Group Counseling for School Psychologists
Credits	3
Prerequisites	Approved school psychology candidates or permission of instructor.
Catalog Description	Focuses on group counseling techniques for school psychologists. Group counseling theory, process, and evidence-based interventions will be discussed within the context of the law and ethics of the profession of school psychology.

M. New Course

Course: EDSP 911: Legal and Ethical Principles in School Psychology

Rationale:

This course is being proposed as a key component of the department’s proposed PhD Program in School Psychology. The course is needed to address requirements of major accrediting organizations (e.g., the American Psychological Association).

Summary:

Course	EDSP 911: Legal and Ethical Principles in School Psychology
Credits	3
Prerequisites	None
Description	Explores the major federal and state laws and regulations that govern the practice of psychology, particularly as practiced by school psychologists, as well as established ethical principles of major professional organizations. Laws and regulations related to basic and special education and behavior analysis of mental health and behavioral health services in schools and community agencies are addressed. Students are familiarized with the ethical principles of the American Psychological Association, the National Association of School Psychologists, and other national and state-wide organizations.

N. New Course

Course: EDSP 945: Clinical Supervision in Psychology

Rationale:

This course is proposed to fill a specific void in our existing doctoral program related to providing students with appropriate knowledge and skill related to the provision of high-quality supervision in the fields of mental health and education. Doctoral school psychologists are increasingly asked to provide supervision to a variety of practicum, intern, and post-certification school psychologists. Consistent with standards of the National Association of School Psychologists (NASP) and the American Psychological Association (APA), this course would provide the necessary knowledge and skills for doctoral students in school psychology to provide appropriate supervision in the field.

Summary:

Course	EDSP 945: Clinical Supervision in Psychology
Credits	3
Prerequisites	Designated by Doctoral Program Coordinator
Catalog Description	This course provides an introduction to theories, models, techniques, relationships, processes of supervision and evaluation of supervisees in the field of psychology. Students will gain the knowledge, basic skills, and self-awareness necessary to engage in consultation, negotiation/mediation, and systems level intervention in mental health and educational systems. Current legal and ethical implications are considered.

O. PROGRAM REVISION/CHANGE DEGREE DESIGNATOR

Degree: PhD in School Psychology

Rationale: The current D.Ed. program in school psychology was created more than 20 years ago with the purpose of providing a doctoral degree for school psychologists who were practicing at the sub-doctoral level in the schools. The program has featured summer-only coursework on the IUP campus and a doctoral internship arranged at the student's worksite. This program, which has been approved by the National Association of School Psychologists (NASP), met the needs of school psychologists who were trained at PASSHE institutions and attracted students on a national level. Graduates of the program have been employed in school districts and universities. Additionally, until 2008, graduates were also able to qualify to take the Examination for Professional Practice in Psychology (EPPP), which is required to practice psychology independently.

In 2008, the rules governing the private practice of psychology in Pennsylvania were changed so that only persons graduating with a doctorate from programs that are accredited by the American Psychological Association (APA) or designated by the Association of State and Provincial

Psychology Boards (ASPPB) qualify to take the EPPP. The department unsuccessfully applied to the ASPPB in 2004 and 2008 for designation. On both occasions, ASPPB rejected our application because of the unique nature of the summer-only program. The department has not applied to APA for accreditation because its requirements are commensurate with those of ASPPB. As a result, graduates of our program, while still able to practice in public schools and be employed by universities in faculty positions, are not able to practice privately in Pennsylvania or in many other states. Consequently, applications to the doctoral program have fallen steadily over the past 10 years to the point that the program is in danger of losing its viability. Based on our research into the current APA and ASPPB requirements, revisions to our existing doctoral program are necessary.

Therefore, the faculty in the Department of Educational and School Psychology propose to revise the current D.Ed. program so that it meets the accreditation standards of APA both in terms of coursework and internship requirements, and designate the revised program as Ph.D. program. Although a number of current doctoral courses can be utilized, the proposed Ph.D. program would be substantially different in structure, featuring three consecutive years of on-campus coursework followed by the doctoral internship. The program would maintain its current focus on preparing practitioner-researchers and culminate in an empirical dissertation commensurate with Ph.D. study. By creating a program that is designed to be accredited by APA, it is anticipated that applications will increase substantially because application rates at APA-accredited psychology doctoral programs are exceptionally robust. Further, the change from a D.Ed. to a Ph.D. degree is much more attractive to psychology students. The proposed Ph.D. in School Psychology also aligns with IUP's designation as PASSHE's only Ph.D.-granting institution.

The proposed program revisions would provide advanced training for school psychologists beyond the current entry-level credential for working in the public schools (i.e., master's degree plus certification). It would enable graduates to do advanced problem-solving in the areas of educational practices and mental health. The new program is in line with APA's position that advanced graduate study in psychology leading to the doctoral degree is essential for independent practice as a psychologist. The program allows for continued emphasis on preparing graduates for leadership in schools, teaching in higher education, and working in a variety of mental health settings.

To meet these outcomes, the proposed program revisions would provide coursework, practica, internship, and research experiences that are commensurate with a Ph.D. in school psychology. These experiences would include a curriculum of advanced study in the interface between psychology and education, closely supervised field experiences, and a rigorous, empirical dissertation that is of sufficient quality to produce publications in refereed journals or presentations at national professional meetings. These program revisions will be beyond the scope of traditional D.Ed. programs, which have historically been associated with school practitioners.

The table below titled "IUP SPSY Curriculum Plan..." shows how we are aligning the revised Ph.D. Program with the Standards of Accreditation from the American Psychological Association. The APA Standards of Accreditation can be found at:

<http://www.apa.org/ed/accreditation/accreditation-roadmap.aspx>

IUP SPSY Curriculum Plan

Alignment with the American Psychological Association and other APA Accredited Programs

Standards of Accreditation for Health Service Psychology (SoA; section C-7 D, page 10) in the Implementing Regulations)		IUP Plan – No Change	IUP Plan – Minor Change	IUP Plan – Major Change/New Course
(a) Scientific psychology, its history of thought and development, its research methods, and its applications	a.1. Biological aspects of behavior		EDSP 766 Biological Bases of Behavior	
	a.2. Cognitive and affective aspects of behavior	PSYC 852 Models of Learning (curriculum revision pending to change to Behavioral, Cognitive and Affective Processes)		
	a.3. Social aspects of behavior	PSYCH 858 Advanced Social Psychology		
	a.4. History and systems of psychology	PSYCH 810 Historical Trends in Psychology		
	a.5. Psychological measurement	EDSP 789 Advanced Psychometric Theory		
	a.6. Research methodology	GSR 615 Elements of Research		
	a.7. Techniques of data analysis	EDSP 915 Doctoral Seminar in Applied Educational Research EDSP 916 Doctoral Seminar in Advanced Educational Research		
(b) Scientific, methodological, and theoretical foundations of practice	b.1. Individual differences in behavior	PSYC 836 Personality Theory and Systems of Psychotherapy		

	b.2. Human development		EDSP 747 Psychology of Human Development	
	b.3. Dysfunctional behavior or psychopathology	PSYC 835 Advanced Psychopathology		
	b.4. Professional standards and ethics			EDSP 911 Legal and Ethical Principles in School Psychology
(c) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies	c.1. Theories and methods of assessment and diagnosis	EDSP 814 Advanced Assessment of Low Incidence Disabilities EDSP 942 Neuropsychology of Children's Learning Disorders	EDSP 812 Cognitive Assessment EDSP 813 Academic Assessment EDSP 863 Assessment of Personality and Behavior	
	c.2. Effective intervention	EDSP 748 Advanced Studies in Behavior Problems ESDP 746 Learning and Instruction	EDSP 745 Counseling for School Psychologists	EDSP 760 Group Counseling
	c.3. Consultation and supervision		EDSP 818 Consultation in Applied Settings	EDSP 945 Clinical Supervision in Psychology
	c.4. Evaluating the efficacy of interventions		EDSP 817 Applied Educational Research Methods	
(d) Issues of cultural and individual diversity				EDSP 705 Multicultural Issues in Schools and Communities
(e) Attitudes essential for lifelong learning, scholarly inquiry, and professional problem solving as psychologists in the context of an evolving body of scientific and professional knowledge		EDSP 811 Introduction to School Psychology		

Practicum and Internship		EDSP 755 Practicum I EDSP 952 Internship	EDSP 849/949 Advanced Practicum in School Psychology and Supervision EDSP 978 School Counseling Practicum	
Dissertation		EDSP 995 Dissertation		
Miscellaneous		EDEX 650 Exceptional Children and Youth		

This program revision proposal, once approved, would take effect in Fall 2017. Students enrolled in the current DEd program will matriculate under current program requirements through their completion.

The proposed Ph.D. in School Psychology would be a program within the Department of Educational and School Psychology at IUP. It would feature a planned five-year course of study beginning with three consecutive years of on-campus coursework that includes a curriculum that complies with APA guidelines for training. Some existing courses meet these guidelines; others need to be revised and new courses need to be added. Proposals for these revisions and additions are being submitted with this proposal. In addition, some courses in IUP's Psychology Department would be included in the sequence of courses toward the degree. The program would also include enhanced practicum experiences while students are on campus and a full-year independent internship under the supervision of a doctoral-level psychologist. The capstone of the program would be a research-based dissertation, which would be initiated prior to the internship and concluded after the internship year. The intent of the program is to produce graduates who are prepared to practice as doctoral-level psychologists, which includes practice in school, university, and community mental health settings.

	Current	Proposed
Catalog Description	<p>D.Ed. in School Psychology</p> <p>The doctoral program is designed to enhance the competencies of the school psychologist and to allow the student to gain advanced skills in research and broad-based skills reflective of a generalist school psychologist.</p> <p>For all doctoral students, the majority of the advanced doctoral courses are completed in two to three summers</p>	<p>Ph.D. in School Psychology</p> <p>The Ph.D. Program in School Psychology prepares students as scientist-practitioners in the field of school psychology. Studying within a discipline that is based on the scientific application of psychological knowledge to educational and related settings, students develop advanced skills in assessment, intervention, consultation, research, program evaluation, and supervision to prepare for careers as doctoral-level psychologists. The Ph.D.</p>

	<p>following the completing of the certification in school psychology. In addition to seminars in advanced issues in assessment and intervention, the core courses include two advanced research courses and courses emphasizing applied clinical skills.</p> <p>Doctoral students take a three-credit practicum, a six-credit school-based internship (1,300 hours), and a nine-credit dissertation to complete the doctoral degree. Half of a student's total school psychology doctoral internship must be completed in a school setting.</p> <p>Both the specialist-level and doctoral programs are accredited by the National Association of School Psychologists and National Council for Accreditation of Teacher Education.</p>	<p>Program is approved by the National Association of School Psychologists.</p> <p>Program graduates are eligible for certification as school psychologists as well as the Nationally Certified School Psychologist credential granted by the National Association of School Psychologists. Students may also complete an optional program for certification as Supervisor of Pupil Services through the Pennsylvania Department of Education.</p>																																																															
<p>Program Requirements</p>	<p>Program Requirements</p> <p>Summer 1</p> <table border="1" data-bbox="402 772 943 1136"> <tr> <td>EDSP 964</td> <td>Seminar in School Psychology I</td> <td>3 credits</td> </tr> <tr> <td>EDSP 965</td> <td>Seminar in School Psychology II</td> <td>3 credits</td> </tr> <tr> <td>EDSP 977</td> <td>Seminar in Family-School Relations</td> <td>3 credits</td> </tr> <tr> <td>EDSP 966</td> <td>Psychopharmacology of Children's Learning and Behavior</td> <td>3 credits</td> </tr> </table> <p>Summer 2</p> <table border="1" data-bbox="402 1192 943 1640"> <tr> <td>EDSP 942</td> <td>Neuropsychology of Children's Learning Disorders</td> <td>3 credits</td> </tr> <tr> <td>EDSP 949</td> <td>Practicum II</td> <td>3 credits</td> </tr> <tr> <td>EDSP 915</td> <td>Doctoral Seminar in Applied Educational Research</td> <td>3 credits</td> </tr> <tr> <td>EDSP 978</td> <td>Family Services for School-Related Problems of Children with Special Needs Disorders</td> <td>3 credits</td> </tr> </table> <p>Fall-Spring</p> <table border="1" data-bbox="402 1696 943 1766"> <tr> <td>EDSP 996</td> <td>Dissertation</td> <td>6 credits</td> </tr> </table> <p>Summer 3</p>	EDSP 964	Seminar in School Psychology I	3 credits	EDSP 965	Seminar in School Psychology II	3 credits	EDSP 977	Seminar in Family-School Relations	3 credits	EDSP 966	Psychopharmacology of Children's Learning and Behavior	3 credits	EDSP 942	Neuropsychology of Children's Learning Disorders	3 credits	EDSP 949	Practicum II	3 credits	EDSP 915	Doctoral Seminar in Applied Educational Research	3 credits	EDSP 978	Family Services for School-Related Problems of Children with Special Needs Disorders	3 credits	EDSP 996	Dissertation	6 credits	<p>Program Requirements</p> <p>Note: The course sequence below is an example. Scheduling of courses is subject to change.</p> <p><i>*revised course</i></p> <p><i>**new course</i></p> <table border="1" data-bbox="966 919 1511 1850"> <tr> <td colspan="3">Summer II – Pre Summer</td> </tr> <tr> <td>EDEX 650</td> <td>Exceptional Children and Youth</td> <td>3 credits</td> </tr> <tr> <td colspan="3">Fall Year 1</td> </tr> <tr> <td>EDSP 811</td> <td>Introduction to School Psychology</td> <td>3 credits</td> </tr> <tr> <td>EDSP 789</td> <td>Psychometric Theory</td> <td>3 credits</td> </tr> <tr> <td>EDSP 748</td> <td>Advanced Studies in Behavioral Problems</td> <td>3 credits</td> </tr> <tr> <td>PSYC 835</td> <td>Advanced Psychopathology</td> <td>3 credits</td> </tr> <tr> <td colspan="3">Spring Year 1</td> </tr> <tr> <td>EDSP 813</td> <td>Academic Assessment*</td> <td>3 credits</td> </tr> <tr> <td>GSR 615</td> <td>Elements of Research</td> <td>3 credits</td> </tr> <tr> <td>EDSP 746</td> <td>Academic Interventions</td> <td>3 credits</td> </tr> <tr> <td>EDSP 766</td> <td>Biological Basis of Behavior*</td> <td>3 credits</td> </tr> </table>	Summer II – Pre Summer			EDEX 650	Exceptional Children and Youth	3 credits	Fall Year 1			EDSP 811	Introduction to School Psychology	3 credits	EDSP 789	Psychometric Theory	3 credits	EDSP 748	Advanced Studies in Behavioral Problems	3 credits	PSYC 835	Advanced Psychopathology	3 credits	Spring Year 1			EDSP 813	Academic Assessment*	3 credits	GSR 615	Elements of Research	3 credits	EDSP 746	Academic Interventions	3 credits	EDSP 766	Biological Basis of Behavior*	3 credits
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	EDSP 705	Multicultural Issues in Schools and Communities**	3 credits															
	EDSP 755	Practicum I	3 credits															
	Summer II – Year 1																	
	PSYC 810	Historical Trends in Psychology	3 credits															
	PSYC 852	Models of Learning (Note: Curriculum revision pending from the Psychology Department to change to: Behavioral, Cognitive and Affective Processes)	3 credits															
	Fall – Year 2																	
	EDSP 745	Crisis Intervention and Psychological Counseling of Exceptional Children*	3 credits															
	EDSP 863	Assessment of Personality and Behavior*	3 credits															
	EDSP 812	Cognitive Assessment*	3 credits															
EDSP 747	Psychology of Human Development*	3 credits																
Spring – Year 2																		
EDSP 814	Advanced Assessment of Low Incidence Disabilities	3 credits																
EDSP 760	Group Counseling**	3 credits																
EDSP 849/949	Advanced Practicum in School Psychology and Supervision*	3 credits																
EDSP 818	Instructional Consultation*	3 credits																
Summer I – Year 2																		
EDSP 817	Applied Educational Research Methods*	3 credits																

		EDSP 849/949	Advanced Practicum in School Psychology and Supervision*	3 credits
Summer II – Year 2				
		PSYC 836	Personality Theory and Systems of Psychology	3 credits
		Elective	Elective	3 credits
Fall – Year 3 - Doctoral Only				
		EDSP 911	Legal and Ethical Principles in School Psychology**	3 credits
		EDSP 942	Neuropsychology of Children’s Learning Disorders	3 credits
		EDSP 915	Doctoral Seminar in Applied Educational Research	3 credits
		Elective	Elective	3 credits
Spring – Year 3 - Doctoral Only				
		EDSP 916	Doctoral Seminar in Advanced Educational Research	3 credits
		EDSP 978	School Counseling Practicum*	3 credits
		PSYC 858	Advanced Social Psychology	3 credits
		Elective	Elective	3 credits
Summer I – Year 3 – Doctoral Only				
		EDSP 945	Clinical Supervision in Psychology**	3 credits
		EDSP 849/949	Advanced Practicum in School Psychology and Supervision*	3 credits
Summer II – Year 3 – Doctoral Only				
		EDSP 995	Dissertation	3 credits
		EDSP 975	Supervision of Pupil Services	3 credits (optional)
Fall – Year 4*				

		EDSP 952	Internship	3 credits
Spring – Year 4*				
		EDSP 952	Internship	3 credits
Summer I – Year 4*				
		EDSP 952	Internship	3 credits
Fall – Year 5*				
		EDSP 995	Dissertation	3 credits
Spring – Year 5*				
		EDSP 995	Dissertation	3 credits
Total Credits = 123				

3. DEPARTMENT OF COMMUNICATIONS MEDIA

A. Program Revision: Admissions Modification

Degree Program: Ph.D. in Communications Media and Instructional Technology

Rationale: Experience in recent years’ recruitment efforts have shown that the GRE requirement is often a barrier for prospective students who would fall under admissions Category II (see Proposed Changes). This initiative exempts applicants from the GRE requirement, substituting other applicant evaluation criteria. The department feels that these additional criteria (LORs specifically addressing research ability, a portfolio, GPA requirements, and the written & oral research responses) are adequate to evaluate such applicants in lieu of GRE scores.

	Current	Proposed
Title	M.A. in History	M.A. in Public History
Catalog Description	<p>Student Qualifications, Support, and Advisement</p> <p>Students seeking admission to the Ph.D. in Communications Media and Instructional Technology must satisfy the minimum School of Graduate Studies and Research requirements and have a master's degree. International students are required to comply with the admission criteria as outlined in the graduate catalog.</p>	<p>Student Qualifications, Support, and Advisement</p> <p>Students seeking admission to the Ph.D. in Communications Media and Instructional Technology must satisfy the minimum School of Graduate Studies and Research requirements and have a master's degree. International students are required to comply with the admission criteria as outlined in the graduate catalog.</p>

	<p>All applicants must also submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> • Recent GRE Scores (including analytical writing) or MAT scores that meet program minimum requirements • Official higher education transcripts • Current Curriculum Vitae • Writing sample • Two letters of recommendation • Personal interview 	<p>Applicants to the Ph.D. program in Communications Media and Instructional Technology fall under one of two categories. [<i>Note: a direct admit proposal from BA to Ph.D. is currently under consideration by the graduate curriculum committee; if approved, this would create a third admissions category for the CMIT program.</i>]</p> <p>Category I.</p> <p>By default, most applicants will fall under this category. Prospective students should review Category II criteria to determine their eligibility.</p> <p>Typically, applicants must submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> • Recent GRE Scores (including analytical writing) or MAT scores that meet program minimum requirements • Official higher education transcripts • Current Curriculum Vitae • Writing sample • Two letters of recommendation • Personal interview <p>Category II.</p> <p>Admission to the CMIT program under this category is limited to individuals who have earned a master’s degree five years or more prior to the date of application to the CMIT program AND have five or more years of full-time employment at an accredited U.S. institution of higher education or with a U.S.-based industry/organization directly related to the CMIT curriculum.</p> <p>All Category II applicants must submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> • Official higher education transcripts • Current Curriculum Vitae • Writing sample • Two letters of recommendation • Personal interview • Portfolio <p>Letters of recommendation must directly address the applicant’s capability to write and produce research at the doctoral level. Applicants seeking admission under Category II will be required to provide a written and oral</p>
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		response to a research question or problem. Applicants in Category II are also required to submit a portfolio of work including such items as scholarly publications and presentations or production samples relevant to the CMIT coursework. Additionally, Category II applicants are required to meet the minimum GPA requirements for both bachelor's and master's degrees as established by the department.
Program Requirements	<ul style="list-style-type: none"> • Recent GRE Scores (including analytical writing) or MAT scores that meet program minimum requirements • Official higher education transcripts • Current Curriculum Vitae • Writing sample • Two letters of recommendation • Personal interview 	<p>Category I:</p> <ul style="list-style-type: none"> • Recent GRE Scores (including analytical writing) or MAT scores that meet program minimum requirements (GRE: 151verbal/146quantitative; MAT: 60th percentile ranking) • Official higher education transcripts • Current Curriculum Vitae • Writing sample • Two letters of recommendation • Personal interview <p>Category II:</p> <ul style="list-style-type: none"> • Official higher education transcripts • Current Curriculum Vitae • Writing sample • Two letters of recommendation • Personal interview • Portfolio

4. DEPARTMENT OF COMMUNICATION DISORDERS, SPECIAL EDUCATION, AND DISABILITY SERVICES

A. New Certificate

Title of Certificate: Certificate in Autism Spectrum Disorder

Rationale:

To provide educational professionals the opportunity to specialize in an area of growing need. Completion of this COR enhances the teaching professionals' credentials.

Catalog Description	Graduate students holding Pennsylvania Department of Education (PDE) certification can complete the following 12 credits of coursework in order to receive a Certificate of Recognition related to working with students with Autism Spectrum Disorder. Completion of these courses also provides students eligibility for the PDE Endorsement Certificate in Autism Spectrum Disorder. All courses are offered via distance education. Incorporated within the four courses are 80 hours of field observation.
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Program Requirements	<p>Course:</p> <p>EDEX 520 3cr Characteristics and Etiology: A Theoretical and Practical Introduction to Autism Spectrum Disorder (with 10 Hour Field Experience)</p> <p>EDEX 750 3cr Assessment for Instructional Planning for Students with Autism Spectrum Disorders (with 30 Hour Field Experience)</p> <p>EDEX 751 3cr Instructional Interventions and Methods for Students with Autism Spectrum Disorder (with 30 Hour Field Experience)</p> <p>EDEX 755 3cr Family, Agency and Community Collaboration and Team Building for Special Educators (with 10 Hour Field Experience)</p> <p>EDEX 520 3cr Characteristics and Etiology: A Theoretical and Practical Introduction to Autism Spectrum Disorder (with 10 Hour Field Experience)</p> <p>Number of Credits: 12</p>
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5. DEPARTMENT OF ENGLISH

A. Program Moratorium

Program: MA in Teaching English (M.A./TE)

Rationale: The Master of Arts in Teaching English (M.A./TE) Program in its current state is too low-enrolled to continue. We are not accepting any new applications to this program. We have two current students matriculating through this program, one who is on track to graduate in May 2016, and one who has until the end of Spring 2018 to complete the degree but who is on track to finish by Spring 2017. We are in process of reconfiguring this program to accommodate post-baccalaureate students who wish to be certified to teach secondary English. We are requesting that the M.A. T.E. Program be placed in moratorium.

FOR INFORMATION:

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

EDSP 705: Multicultural Issues in Schools and Communities

EDSP 717/817: Applied Educational Research Methods

EDSP 911: Legal and Ethical Principles in School Psychology

Appendix C
Academic Affairs Committee
Co-Chairs Dugan and Witthöft

FOR ACTION:

1. Honorary Degree Nomination

Pennsylvania Secretary of Corrections, Mr. John Wetzel, is widely recognized as one of the thought leaders in corrections today.

With nearly 25 years of experience, his career began in Lebanon County (PA) as a corrections officer in 1989. His time there was followed by nine years at Berks County (PA) where he served as a correctional officer, counselor, treatment supervisor and finally director of the training academy.

Then, in January 2002, he began his nine-year tenure as warden of the Franklin County (PA) Jail. It was there where he was credited with leading an effort that resulted in the transformation of their correctional system. Under his leadership, Franklin County saw a 20 percent reduction in their population while the crime rate declined. Franklin County was at the forefront of maximizing their correctional continuum to reduce reliance on incarceration while focusing on improving outcomes for offenders. Specifically they developed a day reporting center, established a jail industries program and initiated several programs targeting improved services for mentally ill offenders, not the least of which being a certified peer specialist program in 2006.

A national consultant and speaker whose areas of expertise include staffing, vulnerability assessment, mentally ill offenders, developing employment opportunities for formerly incarcerated offenders, population management, mitigating impacts on the families/children of incarcerated individuals and effecting system change.

He was appointed to the Pennsylvania Board of Pardons, by then-Governor Edward Rendell (D), as the board's corrections expert, where he subsequently led a change in the pardons process resulting in an increased production of the board while alleviating an elevated waiting time for applicants.

In December 2010, he was selected as the 11th secretary of corrections for the Commonwealth of Pennsylvania by then-Governor-elect Tom Corbett. His tenure there saw an elimination of a 24-year average growth of 1,500 inmates per year, presiding over the first population reduction in PA in more than four decades. Additionally, he oversaw the restructuring of the community corrections system, the mental health system and a re-engineering of internal processes to yield a more efficient system of program delivery. His success led to Governor Tom Wolfe recommending that Secretary Wetzel continue as the Secretary of Corrections under the Wolf administration.

He is a member of Harvard's Executive Session on Community Corrections, which is a joint project of Harvard's John F. Kennedy School of Government and the National Institute of Justice

(NIJ). Consisting of 30 of the leading policymakers, practitioners and researchers from across the country, the intent is to shape the meaning and future of community corrections policy in the United States. The Executive Session will develop best practices and thinking for professionals across the public safety and criminal justice spectrum. He has been selected as the vice chair of the Council of State Government's Justice Center's Executive Board.

Secretary Wetzel graduated from Bloomsburg University of Pennsylvania. He is the former offensive line coach for Shippensburg University and a founding member of the St. Seraphim homeless shelter. He also initiated a program to positively impact disadvantaged youth by inviting private sector/higher education entities to develop programs specifically focused on them, similar to the president's My Brother's Keeper initiative. This challenge to higher education to take the initiative in creating new opportunities for African American students to help them, has led to a relationship with IUP, and its "A Time to Lead" initiative.

Secretary Wetzel is married with four daughters.

2. Grading Policy

Quality Points and Determining GPA - ORIGINAL

Grades and Quality Points

In the grading system, the following grades are used in reporting the standing of students at the end of each semester or session:

Grade Description Quality Points

A Excellent 4 quality points/credit

B Good 3 quality points/credit

C Average 2 quality points/credit

D Passing 1 quality point/credit

F Failing 0 quality points/credit

P Passing 0 quality points/credit (for credit courses only)

S Satisfactory 0 quality points (for 0-credit courses only)

U Unsatisfactory 0 quality points (for 0-credit courses only)

Other Designations (carrying no quality points):

AUD Audited Course

EXM Examination

FOL Portfolio Assessment

I Incomplete—For more information, see policy explanation.

L Late Grade/Continuing Course—For more information, see policy explanation.

OL Other Location

Q Total Semester Withdrawal—Used before 2002 when a student had totally and officially withdrawn from the university for a given semester

R Research in progress (graduate thesis/dissertation only)

TR Transfer

XMT Exemption

W Withdrawal—For more information, see policy explanation.

* **Grade not reported by instructor.** No grade information was reported by the end of the normal grading period.

Grades followed by the following designations indicate the application of a policy that has amended the student's cumulative grade point average.

. **Institutional Credit** (credit counts toward enrollment status but does not count toward graduation or in GPA calculation)

.. **Canceled Semester** (see policy explanation)

* **Fresh Start** (see policy explanation)

: **Extended Dissertation** (graduate thesis/dissertation only)

Determining GPA

Cumulative grade point average (CGPA) is determined by multiplying the credits for a course by the quality points received for that course. Then, the total number of semester quality points for all courses is divided by the total number of credits attempted.

Academic Honors

IUP recognizes academic achievement through Provost Scholars, Dean's Lists, and graduation honors.

Provost Scholars

Provost Scholars are recognized annually. At the start of the fall semester, any undergraduate student who meets all of the following requirements will be named a Provost Scholar if he or she

- is a candidate for first bachelor's degree,
- is a current junior or senior with a minimum of 45 credits earned at IUP,
- has a cumulative GPA of 3.50 or higher,
- has not received this award previously (recognition is given only once).

Dean's List

Undergraduate students receive recognition on the Dean's List for each semester (or summer session cumulatively) in which they earn at least a 3.25 GPA based on at least 12 credits of graded (not P/F) undergraduate course work, or a combination of graded undergraduate course work and graded graduate course work applying to the baccalaureate degree.

Graduation Honors

Traditional Latin honors are awarded at graduation to first bachelor's degree candidates with appropriate academic records. Calculation is based on all undergraduate credits and quality points earned at IUP. Graduation honors are not granted for second (subsequent) degrees. The distinctions are

Cum laude—3.25 to 3.49 cumulative GPA

Magna cum laude—3.50 to 3.74 cumulative GPA

Summa cum laude—3.75 to 4.00 cumulative GPA

Grading Policies

After each semester or session, a grade report will be available to each student by signing in to MyIUP (*my.iup.edu*).

Quality points are not counted on credits from other schools, and a student transferring from another school earns quality points only on work taken at this university.

Institutional credits are associated with courses numbered below 100. Institutional credits do not apply to degree requirements for graduation but are used to determine enrollment status (full- or part-time), including financial aid and athletic (NCAA) eligibility.

Audit Policy

All audited courses will be identified as such on the student's grade report and transcript. Work taken on an audit basis will not be graded and will not count toward the fulfillment of requirements for a degree to be awarded by IUP. Since credits attempted and quality points will not be awarded for audited courses, they will not affect the student's grade-point average in any way. Auditors will pay normal tuition and such other fees as may be required for the course.

To audit an undergraduate course, a person must be admitted to the university and have met course prerequisites. Students wishing to audit a course for which they registered should obtain a Course Audit Form from the office of the department offering the course. Students must first register for the course before filing a course audit form. All audit processing, including revocation of previously requested audit classification, must be completed during the regular drop/add period. Copies of the completed form are returned to the Office of the Registrar, to the department chairperson, and to the student. Audit students have the same privileges as other students in all course work. There is no limit on the number of courses which may be audited.

Midterm Grade Report Policy

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

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

Pass-Fail Policy

A student may take courses on a pass-fail basis to a total of 15 credits throughout his/her university career. The student is limited to one pass-fail course in any given semester during the sophomore, junior, and senior years. All courses in the student's Liberal Studies program and courses that meet major and minor requirements are excluded from this prerogative. When scheduled, such a course shall be included in the student's normal course load for the semester.

The student must declare his/her intent to choose pass-fail in a specific course no later than six weeks after the beginning of the semester or the equivalent time span in a summer session. Once

declared, this pass-fail option may not be revoked. Instructors will not be notified of the identity of pass-fail students in their courses. The grade given by the instructor will be translated to a “P” or “F” during grade processing.

A student shall be given academic credit without quality points for a course taken pass-fail upon receiving a passing mark in the course. The credits successfully completed under pass-fail (“passed”), within the overall 15-credit limitation, shall be recorded as counting toward the total credits earned for graduation but not toward the credit-attempted data used in the calculation of the cumulative grade point average. However, if a student fails a pass-fail course, he/she will receive the “F” grade and the corresponding grade point average. An “F” earned under the pass-fail option may be repeated only under the graded option to provide the quality points to correspond to the “hours attempted” incurred with the “F.”

The summer sessions, collectively or in any combination, shall be considered a unit similar to a spring or fall semester for pass-fail purposes. Hence, a student is permitted to take only one course during the summer on a pass-fail basis.

Exceptions: Currently, there are two courses that are exceptions to the Pass-Fail Course Policy. EDUC 389 and NMDT 434 are offered only on a pass-fail basis.

I (Incomplete) Policy

The designation of “I” is used to record work, which so far as covered, is of passing grade but is incomplete because of personal illness or other unavoidable reason. Changes of grade to convert designations of “I” must be received in the Office of the Registrar no later than the final day of classes

in the next regular (fall/spring) semester after the designation was assigned. If the faculty member does not change the “I” designation using a Change of Grade Form, it will be converted to an F.

In rare circumstances, the student and/or faculty member may ask for an extension of the deadline. In this event, the dean of the college in which the course is taught may approve the extension, providing the faculty member concurs. To monitor designations, the registrar shall submit to department chairs routine semester reports of outstanding “I” designations.

Procedure

A faculty member assigning the “I” designation must complete an Incomplete Grade Form with the dean’s office indicating the work to be completed, deadlines for completion (it is not necessary to permit the maximum allowable time), and guidelines to establish a final grade.

Copies of the completed form will be sent to the department chairperson, the dean of the college in which the course was taught, and the student receiving the “I” designation.

Upon completion of the course work, or notification by the student that the course work will not be completed, the faculty member must submit a Change of Grade Form to indicate the final course grade.

Receiving an “I” designation in a course means that the course does not satisfy prerequisites.

L (Late Grade, Continuing Course) Policy

The designation of “L” (Late grade, continuing course) is appropriate for cases in which student work is expected to extend beyond a given semester/ session. The designation of “L” is not to be confused with a designation of “I,” which is only appropriate for individual students unable to complete their course work because of unexpected illness or personal emergency. “L” designations are appropriate for

- a. internships, practicums, field experience courses, workshops, and independent studies that, by design, extend beyond the normal end of the grading period,
- b. others as approved by the department chairperson and the dean of the college in which the course is taught. If a specific course is always eligible for “L” designations, the dean may grant standing approval for “L” designations every time the course is offered.

Faculty members wanting to use the “L” option for eligible courses must notify the registrar two weeks before the end of classes so that the grades can be pre-entered. “L” designations that are not precoded may be given only with the permission of the department chairperson and the dean of the college in which the designation is awarded.

Instructors will convert “L” designations to letter grades at the end of the course. Unless an extension is obtained from the dean of the college in which the course was taught, an “L” designation unresolved at the end of one year will be converted to an F.

To monitor “L” designations, the registrar shall submit to each faculty member routine semester reports of all outstanding “L” designations awarded by that faculty member. The purpose of these reports is to help inform faculty members as they help students complete their course work.

The “L” designation is considered as having met the prerequisite for subsequent course enrollments.

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2. **D and F grades:**
 - a. *Repeat with replacement:* Undergraduate students are permitted to replace the grades and quality points in the GPA calculation for courses in which they receive a D or F grade by repeating that course at IUP. No more than six repeat-with-replacement attempts are permitted for undergraduate students. A single course can be repeated a maximum of two times. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA calculation. However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record.

- b. *Course transfers:* Students seeking to replace or average D and F grades must repeat these courses at IUP. If an IUP course in which a student received an F is repeated at another institution, the credit will transfer to IUP if the course grade is C or better, but the original F will continue to count toward the IUP GPA. If an IUP course in which a student received a D is repeated at another university, neither the grade nor the credit will transfer.
 - c. *Postbaccalaureate students (Undergraduate):* Courses taken during prior undergraduate study at IUP may not be repeated with replacement.
3. **Other grades:** Courses in which students earned a grade of A, B, C, or P may be repeated only on an audit basis. New grades will not be assigned, and additional credit will not be awarded.

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The Canceled Semester Policy provides for cancellation from the cumulative record of the effects of **one semester below a GPA of 2.00** for the purpose of helping a student improve academic standing. The student must have been separated from the university for two calendar years (24 consecutive months).

Semester to be canceled refers to any semester of enrollment, whether full- or part-time. Students may elect to use an enrolled summer as their “semester” to be canceled. The entire summer of any given year will be treated as a semester for the purpose of cancellation of grades.

Cancellation removes the mathematic effect of all grades (passing, failing, withdrawals) from the semester, but there is no abridgement of the transcript. All courses and original grades remain visible on the official transcript; credit toward graduation remains for those credits associated with passing grades.

A student readmitted under this policy must meet current degree requirements and will be reviewed under current academic standards requirements applicable at the time of readmission.

This policy may be invoked only once in a student’s undergraduate enrollment in the university. While readmission may be based on the application of the canceled semester, the transcript record will reflect this only after the student is enrolled and attending IUP. It is not a tool to qualify for transfer to another institution.

The student must apply to the college of which he/she was a member at the time of last enrollment. If a student wishes to enter a major in a college other than the one from which he/she was separated, he/she will apply to the original college, which will forward the application and related records to the new college for action. The college will inform the Office of the Registrar if the application is approved. Authorization for registration will come from that office.

Fresh Start Policy

A student who has been separated from the university for a minimum of two calendar years (24 consecutive months) and has been readmitted may apply for a Fresh Start from the appropriate college dean or designee. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the college dean or designee may implement this policy.

This policy may be applied only once. For a first bachelor’s degree, a minimum of 30 credits must be completed at IUP after a student returns to IUP under this policy. For a first associate degree, a minimum of 15 credits must be completed at IUP after a student returns to IUP under this policy.

A student who wishes to enter a major in a college other than the one from which he/she was dismissed will apply to the original college, which will forward the application and related records to the new college for action.

Conditions for a Fresh Start Record: All credits and grades for IUP course work taken before readmission under this policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission.

Prior Record: Previously accepted transfer credits and IUP courses in which grades of C or better were earned before readmission will be reviewed in terms of appropriateness (applicability, timeliness) to the new degree. Those courses, approved by the college dean or designee, will be counted as credits earned and applied toward graduation in the manner of transfer credits.

Academic Standards: A student who is readmitted under the provisions of this policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of rematriculation. A student readmitted under this policy waives the right to exercise the Canceled Semester Policy.

REVISION – For Action

Grading Policies

After each semester or session, a grade report will be available to each student by signing in to MyIUP (*my.iup.edu*).

Change “C”

Change “A”

Grades and Quality Points

In the grading system, the following grades are used in reporting the standing of students at the end of each semester or session:

Grade Description Quality Points

A	Excellent	4 quality points/credit
B	Good	3 quality points/credit
C	Average	2 quality points/credit
D	Passing	1 quality point/credit
F	Failing	0 quality points/credit
P	Passing	0 quality points/credit (for credit courses only)
S	Satisfactory	0 quality points (for 0-credit courses only)
U	Unsatisfactory	0 quality points (for 0-credit courses only)

Other Designations (carrying no quality points):

- AUD Audited Course**
- EXM Examination**
- FOL Portfolio Assessment**
- I Incomplete**—For more information, see policy explanation.
- L Late Grade/Continuing Course**—For more information, see policy explanation.
- OL Other Location**
- Q Total Semester Withdrawal**—Used before 2002 when a student had totally and officially withdrawn from the university for a given semester
- R Research in progress** (graduate thesis/dissertation only)
- TR Transfer**
- XMT Exemption**
- W Withdrawal**—For more information, see policy explanation.
- *** **Grade not reported by instructor.** No grade information was reported by the end of the normal grading period.

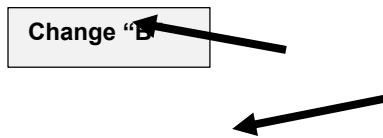
Grades followed by the following designations indicate the application of a policy that has amended the student’s cumulative grade point average.

- .** **Institutional Credit** (credit counts toward enrollment status but does not count toward graduation or in GPA calculation)
- ..** **Canceled Semester** (see policy explanation)
- *** **Fresh Start** (see policy explanation)
- :** **Extended Credit** (graduate thesis/dissertation only)

Determining GPA

Cumulative grade point average (CGPA) is determined by multiplying the credits for a course by the quality points received for that course. Then, the total number of semester quality points for all courses is divided by the total number of credits attempted.

Quality points are not calculated for credits from other schools (i.e., a student transferring from another school earns quality points only on work taken at this university).



Institutional credits are associated with courses numbered below 100. Institutional credits do not apply to degree requirements for graduation but are used to determine enrollment status (full- or part-time), including financial aid and athletic (NCAA) eligibility.

Audit Policy

All audited courses will be identified as such on the student’s grade report and transcript. Work taken on an audit basis will not be graded and will not count toward the fulfillment of requirements for a degree to be awarded by IUP. Since credits attempted and quality points will not be awarded for audited courses, they will not affect the student’s grade-point average in any way. Auditors will pay normal tuition and such other fees as may be required for the course.

To audit an undergraduate course, a person must be admitted to the university and have met course prerequisites. Students wishing to audit a course for which they registered should obtain a Course Audit Form from the office of the department offering the course. Students must first register for the course before filing a course audit form. All audit processing, including revocation of previously requested audit

classification, must be completed during the regular drop/add period. Copies of the completed form are returned to the Office of the Registrar, to the department chairperson, and to the student. Audit students have the same privileges as other students in all course work. There is no limit on the number of courses which may be audited.

Midterm Grade Report Policy

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

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

Pass-Fail Policy

A student may take courses on a pass-fail basis to a total of 15 credits throughout his/her university career. The student is limited to one pass-fail course in any given semester during the sophomore, junior, and senior years. All courses in the student's Liberal Studies program and courses that meet major and minor requirements are excluded from this prerogative. When scheduled, such a course shall be included in the student's normal course load for the semester.

The student must declare his/her intent to choose pass-fail in a specific course no later than six weeks after the beginning of the semester or the equivalent time span in a summer session. Once declared, this pass-fail option may not be revoked. Instructors will not be notified of the identity of pass-fail students in their courses. The grade given by the instructor will be translated to a "P" or "F" during grade processing.

A student shall be given academic credit without quality points for a course taken pass-fail upon receiving a passing mark in the course. The credits successfully completed under pass-fail ("passed"), within the overall 15-credit limitation, shall be recorded as counting toward the total credits earned for graduation but not toward the credit-attempted data used in the calculation of the cumulative grade point average. However, if a student fails a pass-fail course, he/she will receive the "F" grade and the corresponding grade point average. An "F" earned under the pass-fail option may be repeated only under the graded option to provide the quality points to correspond to the "hours attempted" incurred with the "F."

The summer sessions, collectively or in any combination, shall be considered a unit similar to a spring or fall semester for pass-fail purposes. Hence, a student is permitted to take only one course during the summer on a pass-fail basis.

Exceptions: Currently, there are two courses that are exceptions to the Pass-Fail Course Policy. EDUC 389 and NMDT 434 are offered only on a pass-fail basis

I (Incomplete) Policy

The designation of "I" is used to record work, which so far as covered, is of passing grade but is incomplete because of personal illness or other unavoidable reason. Changes of grade to convert designations of "I" must be received in the Office of the Registrar no later than the final day of classes in the next regular (fall/spring) semester after the designation was assigned. If the faculty member does not change the "I" designation using a Change of Grade Form, it will be converted to an F.

In rare circumstances, the student and/or faculty member may ask for an extension of the deadline. In this event, the dean of the college in which the course is taught may approve the extension, providing the faculty member concurs. To monitor designations, the registrar shall submit to department chairs routine semester reports of outstanding “I” designations.

Procedure

A faculty member assigning the “I” designation must complete an Incomplete Grade Form with the dean’s office indicating the work to be completed, deadlines for completion (it is not necessary to permit the maximum allowable time), and guidelines to establish a final grade. Copies of the completed form will be sent to the department chairperson, the dean of the college in which the course was taught, and the student receiving the “I” designation.

Upon completion of the course work, or notification by the student that the course work will not be completed, the faculty member must submit a Change of Grade Form to indicate the final course grade.

Receiving an “I” designation in a course means that the course does not satisfy prerequisites.

L (Late Grade, Continuing Course) Policy

The designation of “L” (Late grade, continuing course) is appropriate for cases in which student work is expected to extend beyond a given semester/session. The designation of “L” is not to be confused with a designation of “I,” which is only appropriate for individual students unable to complete their course work because of unexpected illness or personal emergency. “L” designations are appropriate for

- a. internships, practicums, field experience courses, workshops, and independent studies that, by design, extend beyond the normal end of the grading period,
- b. others as approved by the department chairperson and the dean of the college in which the course is taught. If a specific course is always eligible for “L” designations, the dean may grant standing approval for “L” designations every time the course is offered.

Faculty members wanting to use the “L” option for eligible courses must notify the registrar two weeks before the end of classes so that the grades can be pre-entered. “L” designations that are not precoded may be given only with the permission of the department chairperson and the dean of the college in which the designation is awarded.

Instructors will convert “L” designations to letter grades at the end of the course. Unless an extension is obtained from the dean of the college in which the course was taught, an “L” designation unresolved at the end of one year will be converted to an F.

To monitor “L” designations, the registrar shall submit to each faculty member routine semester reports of all outstanding “L” designations awarded by that faculty member. The purpose of these reports is to help inform faculty members as they help students complete their course work.

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 - c. *Postbaccalaureate students (Undergraduate):* Courses taken during prior undergraduate study at IUP may not be repeated with replacement.
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Prior Record: Previously accepted transfer credits and IUP courses in which grades of C or better were earned before readmission will be reviewed in terms of appropriateness (applicability, timeliness) to the new degree. Those courses, approved by the college dean or designee, will be counted as credits earned and applied toward graduation in the manner of transfer credits.

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Academic Honors

IUP recognizes academic achievement through Provost Scholars, Dean's Lists, and graduation honors.

Change "D"



Provost Scholars

Provost Scholars are recognized annually. At the start of the fall semester, any undergraduate student who meets all of the following requirements will be named a Provost Scholar if he or she

- is a candidate for first bachelor's degree,

- is a current junior or senior with a minimum of 45 credits earned at IUP,
- has a cumulative GPA of 3.50 or higher,
- has not received this award previously (recognition is given only once).

Dean's List

Undergraduate students receive recognition on the Dean's List for each semester (or summer session cumulatively) in which they earn at least a 3.25 GPA based on at least 12 credits of graded (not P/F) undergraduate course work, or a combination of graded undergraduate course work and graded graduate course work applying to the baccalaureate degree.

Graduation Honors

Traditional Latin honors are awarded at graduation to first bachelor's degree candidates with appropriate academic records. Calculation is based on all undergraduate credits and quality points earned at IUP. Graduation honors are not granted for second (subsequent) degrees. The distinctions are

Cum laude—3.25 to 3.49 cumulative GPA
Magna cum laude—3.50 to 3.74 cumulative GPA
Summa cum laude—3.75 to 4.00 cumulative GPA

RATIONALE – In conducting a five year review of the policies, the committee felt that, while policies were still adequate, they could be better organized for flow and understanding. The changes made were:

- A. Under Grading Policy-move the first statement to be first statement under Grades and Quality Points.
- B. Move second and third statements to the end of determining GPA
- C. Change the grey heading from Quality Points and determining GPA to Grading Policy
- D. Move Academic Honors Policy to after the Grading Policy.

This revision incorporates the correction for “Extended Dissertation”, under *Grades and Quality Points*, changed to **Extended Credit** at the November 2015 Senate meeting.

Appendix D
Noncredit Committee
Chair O'Neil

FOR INFORMATION:

The committee met on Friday, March 18, 2016 with Mrs. Stephanie Keppich

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

Excused: David Lorenzi

Absent: Jeff Santicola

The Center for Media Production and Research (CMPR) is located within the Communications Media Department.

This center provides students with professional experience in preproduction, production, and postproduction of digital media. In addition, the CMPR focuses on providing support for research projects associated with media production, communications and marketing.

Summer internship experiences include opportunities for field and studio production, video and audio editing, graphics, photography, promotion, and writing. Completed projects can be used in career portfolios. CMPR interns work directly with clients to learn how projects are initiated, coordinated, and completed.

The CMPR supports the university and community by providing clients with personalized digital media productions. From photography to video, graphics, games, promotions, and everything media related in between, the CMPR is dedicated to providing current students with necessary experience while serving both the university and community

The Center wishes to become financially self-supporting. Many options were discussed that would aid the Center in achieving this goal. The Committee's most important recommendations are:

- Think about categorizing requests for assistance into those that can be done quickly and consume few resources, versus those that are time- or personnel-intensive.
- Consider developing standard rates, such as a fully burdened rate. The School of Graduate Studies and Research can help with this.
- The Department could consider offering internship opportunities to its own students during fall and spring to support the Center.
- The Director could consider offering training to the community as a continuing education activity.
- The Office of Extended Studies can assist with developing a Business Plan.

Appendix E
Research Committee
Chair Gossett

The University Senate Research Committee met on March 6, 2015. The first part of the meeting was devoted to committee business. The rest of the meeting focused on reviewing proposals. Overall, there were 14 USRC Small Grant proposals and the decision was made to fund 9 proposals totaling \$8358.00. The next meeting is April 5th at 3:30 pm in Stright Hall.

The USRC funded projects by

- Dr. Mimi Benjamin
- Dr. Alan Baumler
- Dr. Ben Ford
- Dr. Kelly Heider
- Dr. Richard Kemp
- Dr. Werner Lippert
- Dr. Marveta Ryan-Sams
- Dr. Diane Shinberg
- Dr. Alexi Thompson