

**UNIVERSITY SENATE AGENDA**  
**EBERLY AUDITORIUM**

November 1, 2016

3:30 – 5:00 p.m.

**Approval of Order**

- A. Approval of minutes from the October 4, 2016 Senate Meeting.
- B. Approval of current agenda items and order

**Reports and Announcements**

- A. President Driscoll
- B. Provost Moerland
- C. Chairperson Piper
- D. Vice Chairperson Nicholas

**Appendix**

**Page(s)**

**Standing Committee Reports**

**Chairperson**

A. Rules Committee	Korns		
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Clewell	A	2-24
C. University-Wide Graduate Committee	Moore/Frenzel	B	25-41
D. Awards Committee	Lipinski		
E. Noncredit Committee	O’Neil	C	42-43
F. Library and Education Services Committee	McLaughlin		
G. Research Committee	Gossett	D	44
H. Student Affairs Committee	Stocker		
I. University Development and Finance Committee	Wick	E	45-55
J. Academic Affairs Committee	Dugan/ Witthöft	F	56-60

**Senate Representative Reports**

**Representative**

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

**New Business**

**Adjournment**

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

**FOR INFORMATION:**

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

- **ECON 325 Monetary Economics**
- **EDSP 476 Foundations of Behavior Analysis**

**FOR ACTION:**

**1. Department of Management—Program Name Change, Program Catalog Description Change and Minor Revision**

**a. Program Name Change**

**Current Name: BS-Management/Operations Management Track**

**Proposed Name: BS-Management/Supply Chain Management Track**

**Rationale:** The current name of the program is out of date. Most programs covering this subject matter are now called Supply Chain Management. The Track name will also need to be changed in the narrative catalog description.

**b. Minor in Entrepreneurship for Fine Arts—Catalog Description Change and Minor Revision**

**Current Description:**

**Minor in Entrepreneurship for Fine Arts Students**

The Entrepreneurship for Nonbusiness Majors minor assumes no prior knowledge of business. Fine arts students are often involved in starting and running their own business, developing and starting small performing groups, and developing and running nonprofit community theaters. Students would develop the skills necessary to evaluate opportunities within their industry. They would learn, among other things, to (1) analyze their competition, (2) develop marketing and financial plans, (3) explain intellectual property rights, (4) negotiate contracts, and (5) write a business plan that could be used to obtain financing from banks, investors, or other sources of funding. These skills are all central to the creation and development of new ventures. This is a joint effort of four departments and represents an 18-credit minor for fine arts majors. The program is designed to give nonbusiness majors a general background in starting and running a small business.

**Proposed Catalog Description:**

**Minor in Entrepreneurship for Fine Arts**

This minor for nonbusiness majors program assumes no prior knowledge of business. Fine arts students are often involved in starting and running their own business, developing and starting performing groups, and developing and running nonprofit community theatres. Students will develop the skills necessary to evaluate opportunities within their industry. They will learn to 1) analyze their competition 2) develop marketing and financial plans 3) explain intellectual property rights 4) negotiate contracts and 5) write a business plan that could be used to obtain financing from banks, investors, or other sources of funding. These skills are all essential for the creation and development of new ventures. This is a joint effort of four departments and represents an 18-credit minor for fine arts majors. The program is designed to give nonbusiness majors a general background in starting and running a small business.

Current Program:			Proposed Program:		
Minor—Entrepreneurship for Fine Arts		18	Minor—Entrepreneurship for Fine Arts		18
ACCT 200	Foundations of Accounting	3cr	ACCT 200	Foundations of Accounting	3cr
BCOM 321	Business and Interpersonal Communications	3cr	ECON 122	Principles of Microeconomics	3cr
MGMT 275	Introduction to Entrepreneurship	3cr	FIAR 401	Creativity and Innovation in the Arts	3cr
MGMT 325	Small Business Management	3cr	MGMT 275	Introduction to Entrepreneurship	3cr
MGMT 450	Case Studies in Arts Management	3cr	MGMT 450	Case Studies in Arts Management	3cr
MKTG 311	Arts Marketing	3cr	MKTG 320	Principles of Marketing	3cr

**Rationale:** After reviewing the current course offerings in the minor, faculty from both the business school and fine arts agreed that the courses in the minor need to be updated. Together we agreed on the adjustments according to expectations in the marketplace.

**2. Department of Music—Program Revision**

**Bachelor of Fine Arts—Music Performance**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 43  
**Fine Arts:** MUHI 102  
**Humanities Literature:** Fulfilled by MUHI 102  
**Mathematics:** MATH 101 or other 3cr Liberal Studies Mathematics  
**Natural Science:** Option II recommended, PHYS 105 recommended  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 6cr, MUHI 301, 302, no courses with MUSC prefix

**Major:** 54-56  
**Required Courses:**  
 APMU (Primary) Applied Music I-VIII (4cr each)(1) 30-32cr  
 APMU 427 Capstone Jury: Primary Instrument 0cr  
 MUSC 111 Theory Skills I 2cr  
 MUSC 112 Theory Skills II 2cr  
 MUSC 115 Theory I 3cr  
 MUSC 116 Theory II 3cr  
 MUSC 180 Technology for General Musicianship 2cr  
 MUSC 211 Theory Skills III 2cr

**Bachelor of Fine Arts—Music Performance**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 43  
**Fine Arts:** MUHI 102  
**Humanities Literature:** Fulfilled by MUHI 102  
**Mathematics:** MATH 101 or other 3cr Liberal Studies Mathematics  
**Natural Science:** Option II recommended, PHYS 105 recommended  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 6cr, MUHI 301, 302, no courses with MUSC prefix

**Major:** 54-56  
**Required Courses:**  
 APMU (Primary) Applied Music I-VIII (4cr each)(1) 30-32cr  
 APMU 427 Capstone Jury: Primary Instrument 0cr  
 MUSC 111 Theory Skills I 2cr  
 MUSC 112 Theory Skills II 2cr  
 MUSC 115 Theory I 3cr  
 MUSC 116 Theory II 3cr  
 MUSC 180 Technology for General Musicianship 2cr  
 MUSC 211 Theory Skills III 2cr

MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 475	8 semesters of recital attendance	0cr
<b>Controlled Electives (all concentrations):</b>		21-23
MUSC 120-136	Music Ensembles (2)	8cr
Electives with APMU, MUSC (but not 120-138), or MUHI prefix		0-11cr
<b>Controlled Electives (keyboard majors):</b>		
MUSC 217	Keyboard Harmony	3cr
MUSC 405	Piano Pedagogy	3cr
<b>Controlled Electives (vocal majors):</b>		
APMU 101	Applied Piano I	1cr
APMU 127	Piano Proficiency Level II	0cr
APMU 151	Applied Piano II	1cr
APMU 227	Capstone Jury: Secondary Instrument	0cr
MUSC 138	Vocal Repertory Ensemble	1cr
MUSC 351	Italian Diction and Literature	1cr
MUSC 353	French Diction and Literature	1cr
MUSC 354	German Diction and Literature	1cr
MUSC 406	Vocal Pedagogy	3cr
FRNC, GRMN, ITAL 201 or higher		4cr
<b>Controlled Electives (string majors):</b>		
APMU 124	Applied Jury C	0cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 403	Practicum in String Pedagogy	1cr
MUSC 404	String Pedagogy	2cr
<b>Controlled Electives (wind and percussion majors):</b>		
APMU 124	Applied Jury C	0cr
APMU 480	Wind and Percussion Pedagogy	2cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
<b>Controlled Electives (composition majors):</b>		
MUSC 217	Keyboard Harmony	3cr
MUSC 315	Theory V	3cr
MUSC 417	Orchestration	3cr

**Total Degree Requirements:** 120

- (1) Vocal, keyboard, and string majors will take eight semesters of 4cr lessons (32cr). Wind and percussion majors will take seven semesters of 4cr lessons and one semester of 2cr lessons (30cr). Composition majors will take up to 16cr of composition lessons.
- (2) Students are required to participate in ensembles for five hours a week each semester for eight semesters.

MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 475	8 semesters of recital attendance	0cr
<b>Controlled Electives (all concentrations):</b>		21-23
MUSC 120-136	Music Ensembles (2)	8cr
Electives with APMU, MUSC (but not 120-138), or MUHI prefix		0-11cr
<b>Controlled Electives (keyboard majors):</b>		
MUSC 217	Keyboard Harmony	3cr
MUSC 405	Piano Pedagogy	3cr
<b>Controlled Electives (vocal majors):</b>		
APMU 101	Applied Piano I	1cr
APMU 127	Piano Proficiency Level II	0cr
APMU 151	Applied Piano II	1cr
APMU 227	Capstone Jury: Secondary Instrument	0cr
MUSC 138	Vocal Repertory Ensemble	1cr
MUSC 351	Italian Diction and Literature	1cr
MUSC 353	French Diction and Literature	1cr
MUSC 354	German Diction and Literature	1cr
MUSC 406	Vocal Pedagogy	3cr
<b>Foreign language course at 100-level or above (critical languages excluded)</b>		4cr
<b>Controlled Electives (string majors):</b>		
APMU 126	Piano Proficiency Level I	0cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 403	Practicum in String Pedagogy	1cr
MUSC 404	String Pedagogy	2cr
<b>Controlled Electives (wind and percussion majors):</b>		
APMU 126	Piano Proficiency Level I	0cr
APMU 480	Wind and Percussion Pedagogy	2cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
<b>Controlled Electives (composition majors):</b>		
MUSC 217	Keyboard Harmony	3cr
MUSC 315	Theory V	3cr
MUSC 417	Orchestration	3cr

**Total Degree Requirements:** 120

- (1) Vocal, keyboard, and string majors will take eight semesters of 4cr lessons (32cr). Wind and percussion majors will take seven semesters of 4cr lessons and one semester of 2cr lessons (30cr). Composition majors will take up to 16cr of composition lessons.
- (2) Students are required to participate in ensembles for five hours a week each semester for eight semesters.

**Rationale:** The program is being revised in order to update the foreign language requirement for voice students ("vocal majors") in the BFA in Music Performance program. As it stands, the program requires students to complete a 201-level course in French, German, or Italian. This benchmark is problematic because it forces most students to elect 101- and 102-level courses, substantially increasing the credit load of the program's controlled electives. It also limits students who may wish to study Spanish, Chinese, or other languages based upon their musical interests.

The National Association of Schools of Music, which accredits the Department of Music, mandates only that BFA students complete an introductory (first-semester) language course. The voice area likewise believes that the basic conjugation, vocabulary, and pronunciation training that students receive in introductory courses is adequate preparation for graduate education and

professional work. Therefore, the proposal is to change the language requirement to a 100-level course in any foreign language (critical languages excluded).

### **3. Department of Food and Nutrition—New Course**

#### **FDNT 471 Integrative Nutrition in Complementary and Alternative Healthcare 3c-01-3cr**

**Prerequisites:** FDNT 145, 212 or departmental permission

Explores the foundation of complementary, alternative, integrative and functional nutrition theories and practices. Differentiates among traditional, complementary, alternative, integrative, and functional nutrition models as related to food, supplements, herbs, and disease. Evaluates current research related to complementary, alternative, integrative and functional nutrition.

**Rationale:** Over 85% of the United States population uses some type of complementary, alternative, integrative or functional nutrition.<sup>1</sup> The most common are botanicals, herbs, dietary manipulation and mindfulness. The rapidly growing field of integrative nutrition seeks to combine the best conventional nutrition and complementary and alternative nutrition to help clients achieve optimal wellness and health. Learning about integrative nutrition modalities and their implications for practice is important for healthcare professionals, wellness coaches, exercise specialists, nurses, nutritionists and Registered Dietitians. Healthcare and exercise professionals have reported a significant need for classes to teach appropriate application of evidence based nutrition theories as it relates to complementary, alternative, integrative and functional nutrition.<sup>1</sup>

<sup>1</sup>Integrative and Functional Medicine. *Current State of Healthcare*. [https://www.functionalmedicine.org/What\\_is\\_Functional\\_Medicine/Why/current/](https://www.functionalmedicine.org/What_is_Functional_Medicine/Why/current/). Accessed on 8/02/2016

### **4. Department of Educational and School Psychology—Course Revision, Course Number and Title Change**

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

##### **EDSP 376 Behavior Problems**

**3c-01-3cr**

**Prerequisite:** EDSP 102 or instructor permission

An examination of emotional and social aspects of behavior problems encountered in classroom situations and potential remedial techniques.

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

##### **EDSP 476 Foundations of Behavior Analysis**

**3c-01-3cr**

**Prerequisite:** EDSP 102 or instructor permission

Introduces students to behavior analysis through discussion of its philosophical assumptions, theoretical underpinnings, and basic concepts.

**Rationale:** The primary impetus for revising this course is that the course title, description, and objectives need to be updated in order to reflect current knowledge in the field. Additionally, revising this course will allow it to fit within a sequence of courses as part of certificate programs at IUP that will lead to opportunities to become certified as a

Behavior Analyst. Specifically, this course proposal is required to fulfill credentialing requirements within the Graduate Certificate in Behavior Analysis submitted concurrently with this course revision. This certification granted by the Behavior Analyst Certification Board will provide students with an important knowledge base/skill set necessary for success when employed in educational settings and increase their marketability upon graduation. Revising this course to be dual listed at the undergraduate and graduate levels will allow students in both initial and advanced educator preparation programs to benefit from the crucial content offered in this course.

## **5. Department of Human Development, Fashion and Interior Design--Catalog Description Changes, Course Title Change, and Course Revision**

### **a. Catalog Description Change:**

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

**INDS 118 Interior Design Graphics** **1c-3l-3cr**  
Introduces two- and three-dimensional graphic skills, including basic drawing, drafting, delineating, perspective drawing; applies principles and elements of design; stresses graphic design and layout.

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

**INDS 118 Interior Design Graphics** **1c-3l-3cr**  
Introduces two- and three-dimensional traditional graphic skills including basic sketching, drafting, and perspective drawing as applicable to the responsibilities of interior designers. Emphasizes acceptable drafting standards, graphic layout and visual organization through projects.

**Rationale:** It is necessary to be certain that INDS 118 meets the standards as established by CIDA. The course description and course objectives are being revised to hone in on a specific skill set and the application of those skills that are required of interior design students.

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

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

**INDS 313 Materials and Finishes** **3c-0l-3cr**  
**Prerequisite:** FSMR 215  
An introduction to the modern and historic use and maintenance of materials in architecture, construction, and interior design and the codes and costs that govern their use today. Consideration is given to contemporary methods of harvesting, preparation, and manufacture of building materials and the evaluation of the impact of these processes on the environment.

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

**INDS 313 Building Systems I: Materials and Finishes** **3c-0l-3cr**

**Prerequisite:** Junior standing

Introduces the basic methods of structural and non-structural construction including ceilings, floors, walls, doors, and windows relative to interior space planning. Focuses on the materials and finishes used to complete the interior space as well as those used on furniture, fixtures, and equipment. Examines manufacturing techniques, application, specification guidelines, estimating, and installation methods. Considers relevant codes, environmental issues, and impact on the responsibilities and decision making of interior designers.

**Rationale:** It is necessary to update the course description as well as the course objectives to better meet the standards as established by the Council for Interior Design Accreditation (CIDA).

**6. Center for Career and Technical Personnel Preparation—Program Revision**

**Current Program:**

**Proposed Program:**

**Certificate—Vocational-Technical Education**

**Certificate—Vocational-Technical Education**

**Liberal Studies:** As follows: 30-32  
**English:** ENGL 101, 202  
**Fine Arts:** one course from list  
**Humanities-Literature:** one course from list  
**Mathematics:** MATH 151  
**Natural Science:** two courses, lab or non-lab  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 6cr, MATH 152, no course with VOED prefix

**Liberal Studies:** As follows: 30-32  
**English:** ENGL 101, 202  
**Fine Arts:** one course from list  
**Humanities-Literature:** one course from list  
**Mathematics:** MATH 151  
**Natural Science:** two courses, lab or non-lab  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 6cr, MATH 152, no course with VOED prefix

**College:** 14  
**Professional Educational Sequence:**  
COMM 103 Digital Instructional Technology 3cr  
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
EDEX 458 Transition for Youth with Disabilities 3cr  
EDSP 102 Educational Psychology 3cr  
EDUC 442 School Law 1cr

**College:** 17  
**Professional Educational Sequence:**  
ACE 103 Digital Instructional Technology 3cr  
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
EDEX 458 Transition for Youth with Disabilities 3cr  
EDSP 102 Educational Psychology 3cr  
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
EDUC 442 School Law 1cr

**Major:** 28  
**Required Courses:**  
VOED 101 Introduction to Career and Technical Education 1cr  
VOED 102 Instructional Planning in the Career and Technical Classroom 2cr  
VOED 103 Strategies for Teaching Career and Technical Education 3cr  
VOED 201 Making Accommodations for Students with Special Needs in the Career and Technical Classroom 1cr

**Major:** 25  
**Required Courses:**  
VOED 101 Introduction to Career and Technical Education 1cr  
VOED 102 Instructional Planning in the Career and Technical Classroom 2cr  
VOED 103 Strategies for Teaching Career and Technical Education 3cr  
VOED 201 Making Accommodations for Students with Special Needs in the Career and Technical Classroom 1cr

VOED 202	Industry Linkages for Career and Technical Programs	3cr	VOED 202	Industry Linkages for Career and Technical Programs	3cr
VOED 203	Incorporating Reading and Communications Strategies in the Career and Technical Classroom	3cr	VOED 203	Incorporating Reading and Communications Strategies in the Career and Technical Classroom	3cr
VOED 301	Integrating Math and Science in Career and Technical Education	3cr	VOED 301	Integrating Math and Science in Career and Technical Education	3cr
VOED 302	Career Education in the Career and Technical Classroom	3cr	VOED 302	Career Education in the Career and Technical Classroom	3cr
VOED 403	Assessment and Evaluation in Career and Technical Education	3cr	VOED 404	Research in Career and Technical Education	3cr
VOED 404	Research in Career and Technical Education	3cr	VOED 405	Professional Seminar in Career and Technical Education	3cr
VOED 405	Professional Seminar in Career and Technical Education	3cr			
<b>Controlled Electives:</b> (as advised)		3	<b>Controlled Electives:</b> (as advised)		3
FCSE 101, MGMT 275, or VOED 402			FCSE 101, MGMT 275, or VOED 402		
<b>Free Electives:</b>		1-3	<b>Free Electives:</b>		1-3
<b>Total Certification Requirements:</b>		78	<b>Total Certification Requirements:</b>		78

**Rationale:** The Vocational Technical Education Certificate program requirements currently include VOED 403 Assessment and Evaluation in Career and Technical Education. Department faculty propose replacing that course requirement with EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures believing program students would be better served by instruction from experts in the Educational Psychology field. In addition, such a change would provide consistency with other IUP Teacher Education programs that require EDSP 477.

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

### a. Program Revision

#### Current Program:

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

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 43.5  
**Humanities:** HIST 196  
**Mathematics:** MATH 151  
**Natural Science:** SCI 101, 102, 103, 104 (3 of 4 required)  
**Social Science:** GEOG 101, 102, or 104, PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 152

**College:** 23  
**Professional Educational Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**

#### Proposed Program:

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

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 43.5  
**Humanities:** HIST 196  
**Mathematics:** MATH 151  
**Natural Science:** SCI 101, 102, 103, 104 (3 of 4 required)  
**Social Science:** GEOG 101, 102, or 104; PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 152

**College:** 25  
**Professional Educational Sequence:**  
 ACE 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**



EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-student Teaching Clinical Experience I	1cr	EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II (first placement)	1cr	EDUC 342	Pre-student Teaching Clinical Experience II (first placement)	1cr
EDUC 342	Pre-student Teaching Clinical Experience II (second placement)	1cr	EDUC 342	Pre-student Teaching Clinical Experience II (second placement)	1cr
EDUC 441	Student Teaching	10cr	EDUC 441	Student Teaching	12cr
EDUC 442	School Law	1cr	EDUC 442	School Law	1cr

**Major:** 58  
**Required Courses:** (1, 2)

CDFR 310	Childhood Observation and Assessment (3, 4)	3cr
ECED 112	Childhood Development Birth–Age 5	3cr
ECED 117	Family, Community, and School Relationships in a Diverse Society	2cr
ECED 200	Introduction to Early Childhood Education	3cr
ECED 215	The Developing Child: K-4th Grade	3cr
ECED 220	Differentiating Literacy Instruction through Children’s Literature (4)	3cr
ECED 250	Language Development	3cr
ECED 280	Maximizing Learning: Engaging All PreK to Grade 4 Learners	3cr
ECED 310	Science, Health, and Safety for All PreK to Grade 4 Learners	3cr
ECED 351	Literacy for the Emergent Reader: PreK-Grade 1 Learners	3cr
ECED 411	Social Studies for All PreK to Grade 4 Learners	3cr
ECED 425	Methods of Teaching and Assessing Language Arts: Pre-K to Grade 4 Learners (4)	3cr
ECED 451	Literacy for the Developing Reader: Grades 2-4 Learners	3cr
ECED 499	Advocacy and Collaboration in Diverse Families and Communities	3cr
ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners	3cr
EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 269	Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence	3cr
EDEX 323	Instruction of English Language Learners with Special Needs (4)	2cr
MATH 320	Mathematics for Early Childhood	3cr
MATH 330	Teaching Mathematics in the Elementary School	3cr

**Total Degree Requirements:** 124.5

**Major:** 58  
**Required Courses:** (1, 2)

CDFR 310	Childhood Observation and Assessment (3, 4)	3cr
ECED 112	Childhood Development Birth–Age 5	3cr
ECED 117	Family, Community, and School Relationships in a Diverse Society	2cr
ECED 200	Introduction to Early Childhood Education	3cr
ECED 215	The Developing Child: K-4th Grade	3cr
ECED 220	Differentiating Literacy Instruction through Children’s Literature (4)	3cr
ECED 250	Language Development	3cr
ECED 280	Maximizing Learning: Engaging All PreK to Grade 4 Learners	3cr
ECED 310	Science, Health, and Safety for All PreK to Grade 4 Learners	3cr
ECED 351	Literacy for the Emergent Reader: PreK-Grade 1 Learners	3cr
ECED 411	Social Studies for All PreK to Grade 4 Learners	3cr
ECED 425	Methods of Teaching and Assessing Language Arts: Pre-K to Grade 4 Learners (4)	3cr
ECED 451	Literacy for the Developing Reader: Grades 2-4 Learners	3cr
ECED 499	Advocacy and Collaboration in Diverse Families and Communities	3cr
ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners	3cr
EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 269	Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence	3cr
EDEX 323	Instruction of English Language Learners with Special Needs (4)	2cr
MATH 320	Mathematics for Early Childhood	3cr
MATH 330	Teaching Mathematics in the Elementary School	3cr

**Total Degree Requirements:** 126.5

**Rationale:** The program is being revised to make Student Teaching 12 credits, rather than 10 credits. This change needs to be made in order to be consistent with the credit requirements for student teaching for other majors in our department (Early Childhood/Special Education and Middle Level Education). Furthermore, student teaching needs to be 12 credits to insure that students who are only registered for that course are considered full-time students.

Another change that is being made is that all references to the Reading Specialist Certification need changed to PK-12, which is what the Pennsylvania Department of Education indicates is the current grade level range for certification (rather than K-12). Finally, the word "preschool" is being replaced by "PreK" to accurately reflect the grade level for certification.

**b. Program Catalog Description Change:**

**Current Catalog Description:**

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

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

Upon successful completion of the required graduate course work, candidates become certified as Reading Specialists in Kindergarten through Grade 12 and earn a master of education degree with a major in Literacy. This program prepares students to become professional educators who are well-qualified to utilize appropriate techniques and strategies to expand children's cognitive, language, social, emotional, and physical development.

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

Students who are accepted for early admission into the MEd—Literacy program take the following courses as undergraduates, as long as they continue to have at least 90 credits and a minimum 3.0 GPA: LTCY 600 Foundations of Literacy Instruction (in place of ECED 220); LTCY 635 Literacy in Inclusive Classrooms (in place of EDEX 323); LTCY 644 Issues and Trends in the Language Arts (in place of ECED 425); and LTCY 701 Assessment and Acceleration (in place of CDFR 310). A minimum 3.0 GPA is required to apply for teacher certification, to take major courses in the department, student teach, graduate with the BSEd degree, and be accepted into the MEd—Literacy program.

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

**Proposed Catalog Description:**

## **Bachelor of Science in Education—Early Childhood Education/Master of Education—Literacy—Reading Specialist**

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

Upon successful completion of the required graduate course work, candidates become certified as Reading Specialists in PreK through Grade 12 and earn a master of education degree with a major in Literacy. This program prepares students to become professional educators who are well-qualified to utilize appropriate techniques and strategies to expand children’s cognitive, language, social, emotional, and physical development.

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

Students who are accepted for early admission into the MEd–Literacy program take the following courses as undergraduates, as long as they continue to have at least 90 credits and a minimum 3.0 GPA: LTCY 600 Foundations of Literacy Instruction (in place of ECED 220); LTCY 635 Literacy in Inclusive Classrooms (in place of EDEX 323); LTCY 644 Issues and Trends in the Language Arts (in place of ECED 425); and LTCY 701 Assessment and Acceleration (in place of CDFR 310). A minimum 3.0 GPA is required to apply for teacher certification, to take major courses in the department, student teach, graduate with the BSEd degree, and be accepted into the MEd—Literacy program.

**Rationale:** The program is being revised to make Student Teaching 12 credits, rather than 10 credits. This change needs to be made in order to be consistent with the credit requirements for student teaching for other majors in our department (Early Childhood/Special Education and Middle Level Education). Furthermore, student teaching needs to be 12 credits to insure that students who are only registered for that course are considered full-time students.

Another change that is being made is that all references to the Reading Specialist Certification need changed to PK-12, which is what the Pennsylvania Department of Education indicates is the current grade level range for certification (rather than K-12). Finally, the word "preschool" is being replaced by "PreK" to accurately reflect the grade level for certification.

### **8. Department of Communications Media—New Course, New Track and Program Description Change**

#### **a. New Course:**

**COMM 206 History and Theory of Making Games**  
**Prerequisite:** COMM 150

**3c-01-3cr**

Explores the origins of games and game play into the contemporary era of video and electronic games. Introduces the history of the games industry and the process of how games are created. Analyze games through an ethical and developmental framework, as well as explores how games are used for entertainment, teaching and training.

**Rationale:** The course is proposed to provide an appropriate prerequisite to existing games and related courses currently offered in the Department of Communications Media. This course will provide foundational knowledge that will help students understand how games are created and why people play games, both traditional and electronic games.

**b. Program Catalog Description Change:**

**Current Catalog Description:**

The department offers a Bachelor of Science degree program with a major 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. (Track revisions pending Council of Trustees Approval.)

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 program 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.

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

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

Students majoring in Communications Media may select one of three tracks: Media Studies, Media Production or Media Marketing.

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 the Media Studies and Media Production tracks are highly encouraged to pursue a minor in another program that complements their degree in Communications Media.

The Media Marketing Track encourages students to develop skills in media promotion, communication consulting, media sales, and media management. This track includes courses from the Department of Marketing. These required marketing courses introduce students to broader marketing concepts in skill-based marketing courses.

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.

### c. New Track:

#### Bachelor of Science--Communications Media/Media Marketing

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

**Mathematics:** 3cr

**Social Science:** PSYC 101

**Liberal Studies Electives:** 6cr, BTED/COSC/IFMG 101, ECON 122

#### **Major:**

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

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 COMM W course 3cr

**44**

##### **Basic Media Production:**

6cr

(minimum of two courses from this list)

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

##### **Media Marketing Courses:**

12cr

COMM 305 Electronic Media Programming and Sales 3cr

COMM 335 Communications Consulting and Project Management 3cr

COMM 401 Promotion for Radio, Television, and Cable 3cr

COMM 470 Management Practices in Electronic Communications 3cr

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

6cr

Other COMM elective courses

**12**

##### **Marketing Requirements:**

3cr

MKTG 320 Principles of Marketing 3cr

MKTG 433 Advertising 3cr

MKTG 439 Internet Marketing 3cr

MKTG 445 Social Media Marketing 3cr

##### **Other Requirements:**

**9**

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

##### **Free Electives:**

**8-9**

##### **Total Degree Requirements:**

**120**

**Rationale:** The program meets the needs of Communications Media majors who wish to supplement their degree with skill-based courses from the Department of Marketing. Careers in communications and media marketing as well as media promotion are among a growing field. According to the Bureau of Labor Statistics, the median annual wage for media and communication occupations was \$53,530 in May 2015, which was higher than the median annual wage for all occupations of \$36,200. Careers in media marketing and promotion include

positions such as media buyer, media sales representative, media promotions manager, and digital media/social media managers. These positions typically require a bachelor's degree. The job outlook for these careers is projected to be a 9 percent growth in the next ten years, faster than the average for all occupations (Bureau of Labor Statistics, Occupational Outlook Handbook).

The Media Marketing Track is distinctly different from the two existing tracks in the BS in Communications Media. The Media Studies Track is directed more to students who want to study media effects and the media production track is designed for students who seek more advanced production skills.

## **9. Department of Safety Sciences—Program Catalog Description Change**

### **Current Catalog Description:**

The department offers a minor and a Bachelor of Science degree program in safety, health, and environmental applied sciences with a focus on occupational exposures. The program in safety, health, and environmental applied sciences prepares the students for professional, administrative, managerial, and supervisory positions in industry, manufacturing, insurance, transportation, utility, government, construction, trade service industries, and others. There remains a need in Pennsylvania and the nation for university-educated occupational safety, health, and environmental professionals. As a minimum, the curriculum includes a major of 52 credits in safety, health, and environmental applied sciences.

### **Proposed Catalog Description:**

The department offers a minor and a Bachelor of Science degree program in safety, health, and environmental applied sciences with a focus on occupational exposures. The program in safety, health, and environmental applied sciences prepares the students for professional, administrative, managerial, and supervisory positions in industry, manufacturing, insurance, transportation, utility, government, construction, trade service industries, and others. There remains a need in Pennsylvania and the nation for university-educated occupational safety, health, and environmental professionals. As a minimum, the curriculum includes a major of 52 credits in safety, health, and environmental applied sciences. The B.S. in Safety, Health and Environmental Applied Sciences is accredited by the Applied Sciences Accreditation Commission of ABET, <http://www.abet.org>

**Rationale:** The change to the program description is required by the Accreditation Board for Engineering and Technology (ABET). Specifically, the ABET 2016-17 Accreditation Policy and Procedure Manual section II.A.6. states the following: Institution catalogs and similar publications must clearly indicate the programs accredited by the commissions of ABET as separate and distinct from any other programs or kinds of accreditation. Each accredited program must be specifically identified as “accredited by the Applied Sciences Accreditation Commission of ABET, <http://www.abet.org>”.

**10. Department of Nursing—Credit Hour Changes and Course Revisions, one Catalog Description Change**

**a. Current Catalog Description:**

**NURS 212 Fundamentals I Theory** **2c-0l-2cr**  
**Prerequisite:** NURS Majors only, BIOL 105 grade of "C" or better; CHEM 101, 102; sophomore standing; or permission  
**Corequisite:** NURS 211 or permission

**Proposed Catalog Description:**

**NURS 212 Fundamentals I Theory** **3c-0l-3cr**  
**Prerequisite:** NURS Majors only, BIOL 105 grade of "C" or better; CHEM 101, 102; sophomore standing; or permission  
**Corequisite:** NURS 211 or permission

**Rationale:** The course hours were increased from 2 credits to 3 credits. A half credit was removed from NURS 333 Maternal-Neonate Health Clinical; and 0.5 credit was removed from NURS 331 Care of the Child and Family Clinical. This one credit was moved into NURS 212 Fundamentals One. Hours were expanded in all areas of the outline. However there was a significant increase in the area of activity and safety. Safety factors, restraints, and emergency preparedness were specifically added to the outline. Also, in many areas such as Indicators of Body Function Regulated through Homeostatic Mechanisms and Promoting Healthy Physiologic Responses, the area of nursing process and application was expanded. This change is based on our student data, which indicates that we need to provide students with a stronger foundation in fundamentals.

**b. Current Catalog Description:**

**NURS 236 Fundamentals II Theory** **2c-0l-2cr**  
**Prerequisites:** NURS 211, 212 with a grade of "C" or better  
**Prerequisite or Corequisite:** BIOL 240 with a grade of "C" or better  
**Corequisites:** NURS 213, 214; or permission

**Proposed Catalog Description:**

**NURS 236 Fundamentals II Theory** **3c-0l-3cr**  
**Prerequisites:** NURS 211, 212 with a grade of "C" or better  
**Prerequisite or Corequisite:** BIOL 240 with a grade of "C" or better  
**Corequisites:** NURS 213, 214; or permission

**Rationale:** The course hours were increased from 2 credits to 3 credits. A half credit was removed from NURS 433 Psychiatric/Mental Health Clinical; and 0.5 credit was removed from NURS 431 Community/Public Health Clinical. This one credit was moved into NURS 236 Fundamentals Two. Hours were expanded in all areas of the outline. However



there was a significant increase in the area of quality and safety and delegation. In the areas of the skin integrity, urinary elimination, bowel elimination, and nutrition the outline was expanded to include more details in factors affecting these areas and application of the nursing process. Also, the area of spirituality and culture was expanded to focus more on the application to nursing practice. The area of sensory was added to this course. It appears to be missing from the curriculum following the 2013 curriculum revision. This change is based on our data, which indicates that we need to provide students with a stronger foundation in fundamentals.

**c. Current Catalog Description:**

**NURS 330 Care of the Child and Family** **2c-01-2cr**

**Prerequisites:** FDNT 212, PSYC 310, grade of “C” or better in BIOL 240, 241, NURS 213, 214, and 236; or permission

**Corequisites:** NURS 331, 312 or 316; or permission

Focuses on knowledge essential to providing nursing care to children and families with congenital anomalies, genetic disorders, chronic conditions, and to the critically acute ill child. Emphasizes prevention, recognition, implementation of the nursing process, and appropriate interventions for safe care of the child. Applies evidence-based practice for the care of children and families.

**Proposed Catalog Description:**

**NURS 330 Care of the Child and Family** **2c-01-2cr**

**Prerequisites:** FDNT 212, PSYC 310, grade of “C” or better in BIOL 240, 241, NURS 213, 214, and 236; or permission

**Corequisites:** NURS 331, 312 or 316; or permission

Focuses on knowledge essential to providing nursing care to the child and family. Emphasizes prevention, recognition, implementation of the nursing process, and appropriate interventions for safe care of the child. Applies evidence-based practice for the care of children and families.

**Rationale:** The course description was changed to reflect care of both the well child and child with acute chronic conditions in order to meet current nursing practice standards. Course content was added to reflect the new course description. Some of this material was previously in NURS 331 which is also being revised. In order to provide the students with a stronger foundation of which to practice and apply clinical knowledge, content was shifted into the didactic course.

**d. Current Catalog Description:**

**NURS 331 Care of the Child and Family Clinical** **0c-7.5l-2.5cr**

**Prerequisites:** FDNT 212, PSYC 310, grade of “C” or better in BIOL 240, 241, NURS 213, 214, 236; or permission

**Corequisites:** NURS 330, 312 or 316; or permission

**Proposed Catalog Description:**

**NURS 331 Care of the Child and Family Clinical** **0c-6l-2cr**  
**Prerequisites:** FDNT 212, PSYC 310, grade of “C” or better in BIOL 240, 241, NURS 213, 214, 236; or permission  
**Corequisites:** NURS 330, 312 or 316; or permission

**Rationale:** The course hours were reduced. A half credit of this course is being placed into a sophomore fundamentals of nursing course. Content from this course was shifted into the didactic NURS 330 course.

**e. Current Catalog Description:**

**NURS 333 Maternal-Neonatal Clinical** **0c-7.5l-2.5cr**  
**Prerequisites:** FDNT 212, PSYC 310; grade of “C” or better in BIOL 240, 241, NURS 213, 214, and 236; or permission  
**Corequisites:** NURS 332, 312 or 316; or permission

**Proposed Catalog Description:**

**NURS 333 Maternal-Neonatal Clinical** **0c-6l-2cr**  
**Prerequisites:** FDNT 212, PSYC 310; grade of “C” or better in BIOL 240, 241, NURS 213, 214, and 236; or permission  
**Corequisites:** NURS 332, 312 or 316; or permission

**Rationale:** The course hours were reduced. The half credit is being placed into NURS 212. This change is based on our student data which indicates that we need to provide students with a stronger foundation for clinical practice.

**f. Current Catalog Description:**

**NURS 431 Public/Community Nursing Clinical** **0c-7.5l-2.5cr**  
**Prerequisites:** NURS 312, 316; grade of “C” or better in NURS 331, 333, 336, 337; or permission  
**Prerequisites or Corequisites:** NURS 330, 332  
**Corequisite:** NURS 434

**Proposed Catalog Description:**

**NURS 431 Public/Community Nursing Clinical** **0c-6l-2cr**  
**Prerequisites:** NURS 312, 316; grade of “C” or better in NURS 331, 333, 336, 337; or permission  
**Prerequisites or Corequisites:** NURS 330, 332  
**Corequisite:** NURS 434

**Rationale:** The course hours were reduced. A half credit of this course is being placed into a sophomore fundamentals of nursing course. This change is based on our student data which indicates that we need to focus more on a generalist curriculum model rather than a specialist curriculum. An additional potential clinical setting was added. This course will also become a writing intensive course. Since this course will become writing intensive, an additional course outcome was added to reflect the writing intensive component. The evaluation criteria will also be changed to incorporate the writing intensive component into the course grade.

**g. Current Catalog Description:**

**NURS 433 Psychiatric/Mental Health Clinical** **0c-7.5l-2.5cr**  
**Prerequisites:** NURS 312, 316; grade of “C” or better in NURS 331, 333, 336, 337; or permission  
**Prerequisites or Corequisites:** NURS 330, 332  
**Corequisite:** NURS 432

**Proposed Catalog Description:**

**NURS 433 Psychiatric/Mental Health Clinical** **0c-6l-2cr**  
**Prerequisites:** NURS 312, 316; grade of “C” or better in NURS 331, 333, 336, 337; or permission  
**Prerequisites or Corequisites:** NURS 330, 332  
**Corequisite:** NURS 432

**Rationale:** The course hours were reduced. A half credit of this course is being placed into a sophomore fundamentals of nursing course. This change is based on our student data which indicates that we need to focus more on a generalist curriculum model rather than a specialist curriculum. An additional potential clinical setting was added.

**h. Current Catalog Description:**

**NURS 437 Adult Health II Clinical** **0c-7.5l-2.5cr**  
**Prerequisites:** NURS 312, 316; grade of “C” or better in NURS 330, 331, 332, 333, 336, 337; or permission  
**Corequisites:** NURS 412, 436, 440; or permission

**Proposed Catalog Description:**

**NURS 437 Adult Health II Clinical** **0c-6l-2cr**  
**Prerequisites:** NURS 312, 316; grade of “C” or better in NURS 330, 331, 332, 333, 336, 337; or permission  
**Corequisites:** NURS 412, 436, 440; or permission

**Rationale:** The course hours were reduced. The half credit is being placed into a 1 credit internship of 40 hours with an RN during their senior year. This change is based on our

student data which indicates that we need to focus more on a generalist curriculum model. Also our student advisory board request a senior year internship to be done over 14 weeks of a semester.

**i. Current Catalog Description:**

**NURS 440 Nursing Management Clinical** **0c-7.5l-2.5cr**

**Prerequisites:** NURS 312, 316; grade of “C” or better in NURS 330, 331, 332, 333, 336, 337; or permission

**Corequisites:** NURS 412, 436, 437; or permission

**Proposed Catalog Description:**

**NURS 440 Nursing Management Clinical** **0c-6l-2cr**

**Prerequisites:** NURS 312, 316; grade of “C” or better in NURS 330, 331, 332, 333, 336, 337; or permission

**Corequisites:** NURS 412, 436, 437; or permission

**Rationale:** The course description was changed to remove the preceptor portion of the course. The course hours were reduced to 2.0 credits. The half credit is being placed into a 1 credit internship of 40 hours with an RN during their senior year, NURS 493. This change is based on our student data which indicates that we need to focus more on a generalist curriculum model. Also our student advisory board requested a senior year internship to be done over 14 weeks of a semester. This course will also become a writing intensive course. Since this course will become writing intensive, an additional course outcome was added and course assignments to reflect the writing intensive component. The evaluation criteria was changed to incorporate the writing intensive component into the course grade.

**11. Department of Information Management and Decision Sciences—Course Revision and Catalog Description Change**

**Current Catalog Description:**

**IFMG 460 Analysis and Logical Design** **3c-0l-3cr**

**Prerequisites:** IFMG 210, 230, 352, 390

Involves teaching the tools and techniques required for the analysis and design of a business system. Along with in-class discussions of the principles and techniques for analyzing, designing, and constructing the system, the students also formulate system teams to analyze the problems of an existing business information system, to design an improved system, and to control the implementation of the new system.

**Proposed Catalog Description:**

**IFMG 460 Analysis and Logical Design** **3c-0l-3cr**

**Prerequisites:** (IFMG 210 or 230) and IFMG 352 and 390

Involves teaching the tools and techniques required for the analysis and design of a business system. Along with in-class discussions of the principles and techniques for analyzing, designing, and constructing the system, the students also formulate system teams in order to analyze the problems of an existing business information system, to design an improved system, and to control the implementation of the new system.

**Rationale:** To change the pre-requisite for the course so it fits the current changes to our programs in light of introducing the new IT Track.

## **12. Department of Kinesiology, Health, and Sport Science—Course Revision and Credit Hour Change**

### **Current Catalog Description:**

#### **KHSS 333 Psychology of Coaching**

**2c-01-2cr**

Emphasizes the interaction between sport psychology and coaching strategies. Includes history of sports psychology, motivating athletes, coaching various personality types, and controlling emotions and stress in athletes. Focuses on the impact of social influence, group dynamics, and character development on sport performance. Examines aggression in sport as well as gender differences and cultural diversity issues.

### **Proposed Catalog Description:**

#### **KHSS 333 Psychology of Coaching**

**3c-01-3cr**

Emphasizes the interaction between sport psychology and coaching strategies. Includes history of sports psychology, motivating athletes, coaching various personality types, and controlling emotions and stress in athletes. Focuses on the impact of social influence, group dynamics, and character development on sport performance. Examines aggression in sport as well as gender differences and cultural diversity issues.

**Rationale:** Content in this discipline has significantly increased over the last decade. The addition of a credit is more reflective of the amount of work and presented material associated with the course. Additional content has been added to the course.

## **13. Department of Theater—New Track and Program Description**

The B.A. in Theater, Musical Theater Track degree offers students knowledge of and training in all aspects of musical theater within a liberal arts. Students entering the program will be advised to explore many dimensions of theater, music and dance and develop as singing actors with well-developed additional skills and knowledge. Successful graduates will be able to compete for employment opportunities in the entertainment industry where musical talent is utilized. They will be capable of applying their learning to a wide variety of career options including but not limited to performance. For students' intent on a professional career in performance, additional learning through free electives (and even a minor area of study) is advised in acting, voice training, music proficiency, and dance.

The program combines strengths of the voice program of the Music Department with the performance programs of the Theater and Dance Department. An audition for both departments is required for entry into this challenging program.

Musical Theater students will perform in main stage musicals of all genres, cabaret offerings, and studio performances.

### **Bachelor of Art--Theater/Musical Theater**

<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:		<b>49-50</b>
<b>Fine Arts:</b> MUSC 101 or DANC 102		
<b>Mathematics:</b> 3cr		
<b>Liberal Studies Electives:</b> 9cr, no courses with THTR prefix		
<b>Major: (1)</b>		<b>42</b>
<b>Foundation Studies Courses:</b>		<b>14</b>
MUSC 111 Music Theory Skills I	2cr	
MUSC 115 Music Theory I	3cr	
THTR 111 Foundations of Theater	3cr	
THTR 211 History and Literature: Classical <i>or</i>		
<i>or</i> 212 History and Literature: Renaissance	3cr	
THTR 373 Musical Theater History	3cr	
<b>Core Skills Courses:</b>		<b>19</b>
APMU 105 Private Voice I	1cr	
APMU 155 Private Voice II	1cr	
APMU 205 Private Voice III	1cr	
APMU 255 Private Voice IV	1cr	
DANC 260 Beginning Jazz <i>or</i>	3cr	
<i>or</i> 485 Dance Studio (Jazz) (2)		
DANC 280 Beginning Ballet <i>or</i>	3cr	
<i>or</i> 485 Dance Studio (Ballet) (2)		
THTR 116 Fundamentals of Theatrical Design <i>or</i>	3cr	
<i>or</i> 120 Stagecraft <i>or</i>		
<i>or</i> 122 Costume Workshop <i>or</i>		
<i>or</i> 221 Basic Stage Lighting <i>or</i>		
<i>or</i> 226 Stage Management		
THTR 240 Acting I (3)	3cr	
THTR 372 Musical Theater Auditioning	3cr	
<b>Experiential Learning: (4)</b>		<b>5</b>
MUSC 126 Music Theater (5)	3cr	
MUSC 128 Opera/Musical in Production Ensemble (5)	3cr	
THTR 486 Practicum in Production (6)	0.5-3cr	
THTR 493 Internship	1-3cr	
<b>Electives:</b>		<b>3</b>
DANC 270 Beginning Ballroom and Tap Dance	3cr	
DANC 485 Dance Studio (Ballroom and Tap)	3cr	
MUSC 153 Class Piano I	1cr	
THTR 340 Acting II	3cr	
THTR 350 Directing	3cr	
THTR 372 Musical Theater Auditioning	3cr	
THTR 471 Musical Theater Performance	3cr	
<b>Capstone:</b>		<b>1</b>
THTR 480 Theater Seminar	1cr	

**Free Electives:**

28-29

**Total Degree Requirements:**

120

- (1) Students must achieve a “C” or better in all major courses.
- (2) Level of dance studio competence will determine placement by faculty.
- (3) Proficiency in acting studio fundamentals is prerequisite. Students who do not demonstrate proficiency at audition will be required to take THTR 140 Fundamentals of Performance.
- (4) Completion of 8 different production experiences required.
- (5) Proficiency in music theory is prerequisite. Students who do not demonstrate proficiency at audition will be required to take MUSC 110 Fundamentals of Theory.
- (6) Repeated for credit.

**Rationale:** This proposal is being made to change the title of the program previously approved by the UWUCC (BA, Musical Theater) to a title that meets approval of our accrediting agency, the National Association of Schools of Theater (NAST). Their Commission on Accreditation stated, "it is not clear that there is sufficient coursework required in the Bachelor of Arts degree to designate Musical Theater..." as the stand alone title of the major. This is a title that is normally associated with a pre-professional BFA degree, which we do not care to offer. After further consultation with NAST, we determined that the correct listing should be as a Track of the BA Theater degree that we offer.

The reason that this is put forward as a new track, instead of a title change, is because the PA State System of Higher Education never saw the IUP-approved BA in Musical Theater as a new program. When NAST opposed our offering of a BA in Musical Theater, we retracted our proposal for PASSHE approval. Therefore this needs to move through as a new track for approval.

At the bottom of it all, the Department of Theater and Dance at IUP seeks to replace its Interdisciplinary Fine Arts Degree (INFA)—Musical Theater Track, with the title of BA in Theater--Musical Theater Track, discontinuing the Musical Theater Track of the INFA that has been offered since 2007. The new Bachelor of Arts in Theater--Musical Theater Track will provide comprehensive learning through study and practice of musical theater. It provides a complementary synthesis between two very strong programs at IUP that have achieved regional and national recognition for student outcomes: Voice in the Music Department and the performance programs in the Theater and Dance Department.

#### **14. Department of Geography and Regional Planning—New Course**

##### **GEOG 105 Our Digital Earth: Mobile Devices, Web Applications and Geospatial Technology** **3c-01-3cr**

Provides an overview of evolving geographically-enabled (geospatial) technologies and applications, and explores the wide-ranging impacts of geospatial technology on human decision-making, perceptions and society. Covers location-based services including personal navigation, global positioning systems (GPS), web-based mapping services, and social networks with real-time location information commonly found on personal mobile devices such as phones, tablets, and personal computers. Explores the technologies and societal implications of our digital planet with particular focus on the geospatial technologies that make geographically-enabled mobile and web applications possible.

**Rationale:** The proposed course would provide an introduction to geographically-enabled applications and geospatial technologies that students have used through mobile and web-based devices, but may not comprehensively understand. It is intended to be a liberal studies elective course in the IUP Liberal Studies curriculum.

**15. UWUCC and Liberal Studies Committee Approved the following:**

- GEOG 105 Our Digital Earth: Mobile Devices, Web Applications and Geospatial Technology was approved as a Liberal Studies Elective, Information Literacy category
- NURS 431 Public/Community Health Clinical was approved as a Type II Writing Intensive course, Department Commitment.
- NURS 440 Nursing Management Clinical was approved as a Type II Writing Intensive course, Department Commitment.
- FIN 422 Seminar in Finance was approved as a Type II Writing Intensive course, Department Commitment.



**Appendix B**  
**University Wide Graduate Committee**  
**Chairs: Moore and Frenzel**

**FOR ACTION**

**1. DEPARTMENT OF ADULT AND COMMUNITY EDUCATION**

**A. New Course**

**Course:** ACE 600: Introduction to Instructional Design

**Rationale:**

This course is proposed as a required course in the Instructional Design and Technology track in the MA in Adult and Community Education. The planning and design of effective and engaging learning is a fundamental aspect of the Instructional Design and Technology track in the MA in Adult and Continuing Education. This introductory course in instructional design will help learners understand theories of instructional design and how to plan and build educational programs and activities using popular models and process of course design.

**Summary:**

Course	<b>Course: ACE 600: Introduction to Instructional Design</b> ENGL 820: Quantitative Research in Composition and Applied Linguistics
Credits	3
Prerequisite	None
Description	Provides an overview of models and processes of instructional design. The purpose of this course is to introduce basic instructional design processes, theories, and models of instructional design, learn the basics of instructional design, and to explore history and current and future trends in instructional design.

**B. New Course**

**Course:** ACE 610: Learning Management Systems

**Rationale:**

This course is proposed as a required course in the Instructional Design and Technology track in the MA in Adult and Community Education. This course will introduce students to the steps involved in utilizing Learning Management Systems (LMS) in creating learning presentations, and in training and teaching. Survey of tools on the market currently will allow students to evaluate best practices for tools used in LMS, their abilities, and their limitations.

**Summary:**

Course	ACE 610: Learning Management Systems
Credits	3
Prerequisite	None
Description	Examines the practical use of computers as tools for developing effectiveness and efficiency in training and education through the use of Learning Management Systems (LMS). Learners explore the use of the computer in school and non-school training and education settings, conduct critical evaluation of LMS and computer-based instructional/training materials, and develop strategies for integrating computing into the total learning environment. Current research in the area of instructional computing and its implications for training and education are also discussed.

**C. New Course**

**Course:** ACE 617: Distance Education Technology

**Rationale:**

This course is proposed as a required course in the Instructional Design and Technology track in the MA in Adult and Community Education. This course will introduce students to the steps involved in utilizing specific software tools useful in creating strong training and teaching tools for online environments, both synchronously and asynchronously. This will give the learners the ability to design, develop, and disseminate quality learning and training materials for asynchronous and synchronous online environments.

**Summary:**

Course	<b>Course:</b> ACE 617: Distance Education Technology
Credits	3
Prerequisite	None
Description	Explores the use of the computer software to enhance effectiveness and efficiency in developing teaching and training via distance education. Learners explore the use of the various software used in school and non-school teaching or training settings, conduct critical evaluation of software currently used in industry (both educational and corporate), and integrate these software products into the teaching/training and development environment. Current research in the area of instructional computing and its practical implications for teaching and training and development are also discussed.

**D. Course Revision (Description; Title)**

**Course:** ACE 622: Program and Project Planning

**Rationale:**

The title and catalog description changes are due to the redesign of the Adult Education and Communications Technology track into the Instructional Design and Technology (IDT) track. The title change emphasizes the relationship between this course and a new course proposed for the IDT track, ACE 744, Program and Project Evaluation (see separate Templates A and E). ACE 622 addresses the planning aspects of program development while ACE 744, Program and Project Evaluation, emphasizes program evaluation.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	ACE 622, Program Planning in Adult and Community Education	ACE 622: Program and Project Planning
<b>Description</b>	A knowledge and skill-building course designed for present and future adult and community education professionals. This how-to course examines concepts and practices relevant to the development of education and training programs in a variety of settings.	Provides a hands-on approach to planning education and training programs and instructional design projects. ACE 622 is a knowledge and skill-building course designed for present and future instructional designers, trainers, and adult and community education professionals. This how-to course examines concepts and practices relevant to the development of education and training programs and instructional design projects in a variety of settings.

**E. New Course**

**Course:** ACE 630: Distance Education and Pedagogy

**Rationale:**

This course is proposed as a required course in the Instructional Design and Technology track in the MA in Adult and Community Education. Distance education pedagogy is a growing area of theory and practice in adult education. Knowledge of effective online teaching methods and strategies is essential information for all distance education teachers.

**Summary:**

Course	<b>Course:</b> ACE 630: Distance Education and Pedagogy
Credits	3

Prerequisite	None
Description	Examines effective teaching in online and distance learning environments. Topics include preparing to teach, basic considerations of distance education teaching, distance education teaching strategies, assessing learners, and issues related to special needs and cultural diversity of learners.

## F. New Course

**Course:** ACE 700: Advanced Instructional Design

### Rationale:

This course is proposed as a required course in the Instructional Design and Technology track in the MA in Adult and Community Education. An advanced course in instructional design will help learners to understand application of learning theory in course design, integrate educational technologies appropriately, and work collaboratively to create instructional programs.

### Summary:

Course	<b>Course:</b> ACE 700: Advanced Instructional Design
Credits	3
Prerequisite	ACE 600 or Instructor permission
Description	Provides an in depth analysis of the field of instructional design and application of instructional technology in various learning environments. This course will present students with the opportunity to solve instructional design problems and to develop an original learning activity that incorporates advanced principles of instructional design. The purpose of this course is to provide students with a theoretical and practical understanding of how to design engaging and meaningful learning environments using a variety of technologies and methods to achieve learning outcomes. Students will be introduced to and have the opportunity to further explore topics including: current trends and issues in instructional design including theories, models, evaluation, program and project management, accessibility and diversity, and professional ethics.

## G. New Course

**Course:** ACE 744: Program and Project Evaluation

### Rationale:

This course is proposed as a required course in the Instructional Design and Technology track in the MA in Adult and Community Education. An advanced course in instructional design will help learners to

understand application of learning theory in course design, integrate educational technologies appropriately, and work collaboratively to create instructional programs.

**Summary:**

Course	<b>Course:</b> ACE 744: Program and Project Evaluation
Credits	3
Prerequisite	ACE 600 or Instructor permission
Description	Provides an in depth analysis of the field of instructional design and application of instructional technology in various learning environments. This course will present students with the opportunity to solve instructional design problems and to develop an original learning activity that incorporates advanced principles of instructional design. The purpose of this course is to provide students with a theoretical and practical understanding of how to design engaging and meaningful learning environments using a variety of technologies and methods to achieve learning outcomes. Students will be introduced to and have the opportunity to further explore topics including: current trends and issues in instructional design including theories, models, evaluation, program and project management, accessibility and diversity, and professional ethics.

**H. PROGRAM REVISION**

**Degree: M.A. in Adult and Community Education**

**Rationale:**

The Adult Education and Communications Technology (AECT) Track began in 1995 as a partnership between the departments of Adult and Community Education and Communications Media. The combination of the two disciplines created a unique program in which students were prepared for careers in instructional design, training, and adult education. The intention from the beginning was that AECT was developed to be an instructional design program. The name chosen in 1995 predated the now industry-standard terminology of instructional design. The name change to Instructional Design and Technology identifies the track in a way that professionals in the field will be able to relate it.

The AECT program is being revised for four reasons.

First, in the spring of 2016, the Department of Communications Media announced they were no longer interested in continuing the partnership with ACE to deliver the AECT track. Their personnel and priorities had changed and they no longer had the resources or commitment to continue with the AECT program.

Second, the AECT program has been very successful over the years. The program enjoys a good reputation among employers and graduates have been able to secure work in the field. The market continues to be strong for masters level instructional design programs and IUP and ACE are positioned

to continue to fill this need regionally and nationally through a blended program in Instructional Design and Technology.

Third, the addition of two new faculty members in ACE allows the department to offer this track without Communications Media. Dr. Lucinda Willis, who has a background in instructional design and technology joined the ACE department in 2014 and Dr. Jacqueline McGinty, with a background in adult education and instructional design joined the ACE department in the fall, 2016.

Fourth, it is proposed that the revised track be offered in a blended format based in Monroeville with the idea that this will attract working professionals in instructional design and training. There is a large population of instructional designers in private industry and educational institutions in the greater Pittsburgh area and western Pennsylvania who would avail themselves of a blended master’s program for professional and career advancement.

	<b>Current</b>	<b>Proposed</b>
<b>Title</b>	Master of Arts in Adult and Community Education Track in Adult Education and Communications Technology	Master of Arts in Adult and Community Education Track in Instructional Design and Technology
<b>Catalog Description</b>	<p>Adult education is a fast-growing field which encompasses the development, delivery, and evaluation of education programs in a broad variety of settings, including business and industry, community colleges, health care, community and social agencies, higher education, corrections, and vocational education. Communications Technology is the application of current and emerging technologies to enhance and supplement the delivery of educational and informational programs. The combination of the theory and research from Adult Education and the knowledge and skills in the use of technology from Communications Technology will place graduates of the program in an advantageous position in the labor market.</p> <p>Graduates are competitive for such employment opportunities as human resources developers in business and industry; production positions in education, business, and government; public relations positions in the public, private, and nonprofit sectors; entrepreneurs in the rapidly developing market of external program delivery to government, business, and education; and a variety of other jobs which involve the delivery of education and training and the use of technology.</p>	<p>The Master of Arts in Adult and Community Education track in Instructional Design and Technology (IDT) prepares students for employment in instructional design, instructional technology, training, and education careers. Graduates work in education, business and industry, health care, community agencies, government, the military, and many other settings. Students are encouraged to relate theory to practice in their specific areas of professional interest. The IDT program offers a balance of academic preparation, practical field experience, and individual research.</p>

**Program Requirements:**

Current	Proposed
<p>The current Adult Education and Communication Technology track is offered as a classroom based program and consists of 36 credit hours including:</p> <p>ACE 621, The Adult Learner</p> <p>ACE 622, Program Planning in ACE</p> <p>ACE 623, Organizational leadership in ACE</p> <p>ACE 625, Teaching Adults</p> <p>COMM 600, Instructional Design and Development</p> <p>COMM 601, Production Technology</p> <p>COMM 614, Instructional Computing Basics</p> <p>COMM 631, Interactive Multimedia</p> <p>ACE 750, Seminar in Technology and Adult Learning</p> <p>GSR 615, Elements of Research</p> <p>Option A: Six credit hours of COMM 698, Internship;</p> <p>Option B: Six credit hours of electives;</p> <p>Option C: Three credit hours of COMM 698 and 3 credit hours of electives;</p> <p>Option D: ACE/COMM 795, Thesis, and 3 credit hours of internship or electives.</p>	<p>The proposed IDT track will be offered as a blended program and will consist of 36 credit hours including:</p> <p>ACE 600, Introduction to Instructional Design (new course and distance education)</p> <p>ACE 610, Learning Management Systems (new course and distance education)</p> <p>ACE 617, Distance Education Technology (new course and distance education)</p> <p>ACE 621, The Adult Learner (no change from AECT track)</p> <p>ACE 622, Program and Project Planning (title change only)</p> <p>ACE 623, Organizational Leadership in ACE (no change from AECT track)</p> <p>ACE 630, Distance Education Pedagogy (new course and distance education)</p> <p>ACE 700, Advanced Instructional Design (new course and distance education)</p> <p>ACE 744, Program and Project Evaluation (new course and distance education)</p> <p>BTED 675, Web Design: Theory and Applications (distance education proposal)</p> <p>GSR 615, Elements of Research (no change from AECT track)</p> <p>Option A: Three Credits of ACE 698, Internship;</p> <p>Option B: Three credit hours of electives;</p> <p>Option C: ACE 795, Thesis.</p> <p>Culminating Activity: Portfolio</p>

**2. Department of Nursing**

**A. Course Revision (Title; Description)**

**Course:** NURS 732: Organizational Behavior in Health Care Administration

**Rationale:**

The nursing administration courses have not been updated in the last 10 years. And based on our students feedback through the annual focus group which indicated the needs for current and stronger foundation to meet the change in health care delivery system in USA especially, after the implementation of the Obama health care law in 2010 and the publication of the scope and standards of practice for nursing administration in 2016.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	NURS 732: Nursing Administration Practicum II	NURS 732: Organizational Behavior in Health Care Administration
<b>Description</b>	Provides the student with an opportunity to work with a nursing administrator in an appropriate health care agency to apply theoretical concepts to the practice of nursing administration. Students will explore the roles and responsibilities of the nurse administrator. Topics will include human resource management, staff development, strategic planning, quality improvement and outcomes measurement and evaluators. Students will implement and evaluate the outcomes of an administration project. This course consists of a bi-weekly two-hour seminar and a weekly practicum of six hours in a clinical setting.	Provides the student with knowledge of advanced concepts and theories in health care organizations. Students will explore the role and responsibilities of the health care administrators dealing with issues and problems related to human resource management, staff development, strategic planning, organizational culture and climate, marketing strategies and cultural diversity in health care settings.
<b>Credits (no change)</b>	3	3

**B. DEPARTMENT OF NURSING AND ALLIED HEALTH PROFESSIONS**

**A. Course Revision (Add dual level; Description)**

**Course:** NURS/HSAD 555: Health Care Informatics

**Rationale:**



Graduate course is to be dual listed as an undergraduate course for the RN to BSN program.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	NURS/HSAD 555: Health Care Informatics	NURS/HSAD (455)/555: Health Care Informatics
<b>Description</b>	This course focuses on aspects of acquiring, storing, and retrieving, and effectively utilizing health information in a way that support decision making, knowledge, and outcomes. The course combines concepts, theory, and practice from the cognitive, computer, and information sciences	Focuses on aspects of acquiring, storing, retrieving, and effectively utilizing health information to support decision making, knowledge, and outcomes. Combines concepts, theory, and practice from the cognitive, computer, and information sciences.

**C. PROGRAM REVISION**

**Degree:** Ph.D. in Nursing

**Rationale:**

Students will take three credits of either NURS 993 or NURS 801 depending on the needs of the class.

NURS 993 Nursing Professoriate practicum education allows students to operationalize the role of nurse educator. Since the majority of our PhD students have many years of experience as a nurse educator, NURS 993 is often an inappropriate course. NURS 801: allows the student to present research or theoretical papers for group discussion. Special topics will be selected each semester depending on class need and research interest.

**Program Requirements:**

<b>Current</b>			<b>Proposed</b>		
I. Nursing Core Courses (21 semester hours)			I. Nursing Core Courses (21 semester hours)		
NURS 820	Seminar in Nursing Theory	3 cr.	NURS 820	Seminar in Nursing Theory	3 cr.
<b>NURS 860</b>	Faculty Development in Nursing Education	3 cr.	<b>NURS 860</b>	Faculty Development in Nursing Education	3 cr.

<b>NURS 861</b>	Pedagogical Practices in Nursing Education	3 cr.	<b>NURS 861</b>	Pedagogical Practices in Nursing Education	3 cr.
<b>NURS 862</b>	Curriculum Evaluation in Nursing	3 cr.	<b>NURS 862</b>	Curriculum Evaluation in Nursing	3 cr.
<b>NURS 863</b>	Evaluation in Nursing Education	3 cr.	<b>NURS 863</b>	Evaluation in Nursing Education	3 cr.
<b>NURS 864</b>	Technology in Nursing Education	3 cr.	<b>NURS 864</b>	Technology in Nursing Education	3 cr.
<b>NURS 993</b>	Nursing Professoriate Practicum	3 cr.	<b>NURS 993</b>	Nursing Professoriate Practicum	3 cr.
			<b>Or</b>		
			<b>NURS 801</b>	Colloquium in Nursing	3 cr
<b>II. Research Core (15 semester hours)</b>			<b>II. Research Core (15 semester hours)</b>		
<b>GSR 517</b>	Statistical Methods II	3 cr.	<b>GSR 517</b>	Statistical Methods II	3 cr.
<b>NURS 951</b>	Quantitative Nursing Research	3 cr.	<b>NURS 951</b>	Quantitative Nursing Research	3 cr.
<b>NURS 952</b>	Qualitative Nursing Research	3 cr.	<b>NURS 952</b>	Qualitative Nursing Research	3 cr.
<b>NURS 953</b>	Research Seminar I	3 cr.	<b>NURS 953</b>	Research Seminar I	3 cr.
<b>NURS 954</b>	Research Seminar II	3 cr.	<b>NURS 954</b>	Research Seminar II	3 cr.
<b>III. Support Courses (12 semester hours)</b>	Student Issues in Nursing Education <sup>1,3</sup>	3 cr.	<b>III. Support Courses (12 semester hours)</b>	Student Issues in Nursing Education <sup>1,3</sup>	3 cr.
<b>NURS 865</b>			<b>NURS 865</b>		
<b>NURS 802</b>	Leadership in Nursing: A Case Study Approach <sup>2</sup>	3 cr.			

_____	Electives	6 cr.	<b>NURS 802</b>	Leadership in Nursing: A Case Study Approach <sup>2</sup>	3 cr.
<b>IV. Dissertation (12 semester hours)</b>			_____	Electives	6 cr.
<b>NURS 994</b>	Dissertation Seminar	3 cr.	<b>IV. Dissertation (12 semester hours)</b>		
<b>NURS 995</b>	Dissertation	9 cr.	<b>NURS 994</b>	Dissertation Seminar	3 cr.
			<b>NURS 995</b>	Dissertation	9 cr.

### 3. DEPARTMENT OF COUNSELING

#### A. Course Revision (Course Number Change)

**Course:** GCOE 781: Mental Health Diagnosis and Interventions for the School Professional

#### Rationale:

The course number needs to be changed as 781 is typically reserved for special topic courses.

	Current Course Information	Proposed Course Information
<b>Title</b>	GCOE 781: Mental Health Diagnosis and Interventions for the School Professional	GCOE 714: Mental Health Diagnosis and Interventions for the School Professional

### 4. Department of Student Affairs in Higher Education

#### A. Program Revision

#### Rationale

Based upon considerable discussion among the SAHE faculty with input from current students and alumni, the SAHE department is proposing several changes to the SAHE curriculum to offer students more flexibility to tailor the program to their interests while still meeting the expectations established by the CAS Standards for Higher Education for Master's Level Student Affairs Professional Preparation Programs. Minor additional changes are proposed to the program narrative to accurately describe current program practices.

Current Program Information	Proposed Program Information
M.A. IN STUDENT AFFAIRS IN HIGHER EDUCATION	M.A. IN STUDENT AFFAIRS IN HIGHER EDUCATION

<ul style="list-style-type: none"> <li>• The Department of Student Affairs in Higher Education (SAHE) houses one graduate program, offering the M.A. degree in Student Affairs in Higher Education.</li> </ul> <p>The SAHE program is designed to prepare graduate students for employment in higher education in entry-level or mid-management student affairs positions, dependent upon their previous experiences. Graduates will fill professional positions in two- and four-year colleges and universities in areas such as admissions, housing and residence life, student development programs, student activities, financial aid, career planning and development, and academic advising or other program areas.</p> <p>Under the guidance of student affairs faculty and practitioners, requisite knowledge will be acquired through a balance of academic and practical experiences which stress critical thinking and encourage the development of professional behavior. Students will develop a broad range of skills, in-depth knowledge, and the ability to apply concepts and skills as effective practitioners. The program is organized in cohort groupings of students enrolled in a curriculum offering foundational and theory courses in the first year and application courses in the second year.</p> <p><b>ADMISSION CRITERIA</b></p> <p>Admission into the program can be from any undergraduate major, provided that students have demonstrated scholarship and the potential for success in advanced studies. A minimum of 42 hours (36 required course hours and 6 hours of electives or thesis) and the successful</p>	<ul style="list-style-type: none"> <li>• The Department of Student Affairs in Higher Education (SAHE) houses one graduate program, offering the M.A. degree in Student Affairs in Higher Education.</li> </ul> <p>The SAHE program is designed to prepare graduate students for employment in higher education in entry-level or mid-management student affairs positions, dependent upon their previous experiences. Graduates will fill professional positions in two- and four-year colleges and universities in areas such as admissions, housing and residence life, student development programs, student activities, financial aid, career planning and development, and academic advising or other program areas.</p> <p>Under the guidance of student affairs faculty and practitioners, requisite knowledge will be acquired through a balance of academic and practical experiences which stress critical thinking and encourage the development of professional behavior. Students will develop a broad range of skills, in-depth knowledge, and the ability to apply concepts and skills as effective practitioners. The program is organized in cohort groupings of students enrolled in a curriculum offering foundational and theory courses in the first year and application courses in the second year.</p> <p><b>ADMISSION CRITERIA</b></p> <p>Admission into the program can be from any undergraduate major, provided that students have demonstrated scholarship and the potential for success in advanced studies. A minimum of 42 hours (33 required course hours and 9 hours of electives or thesis) and the successful</p>
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<p>completion of a comprehensive exam are required to earn the degree. Students who complete a thesis are not required to take the comprehensive examination. This degree is typically earned over two years of full-time study in daytime classes.</p> <p>In addition to graduate school admissions requirements, the SAHE program requires a 2.8 (3.0 is preferred) grade point average (GPA), an updated resume, a typed, 200-word writing sample addressing the candidate's reasons for entering the Student Affairs field, and a personal interview. All graduate assistant candidates must come to campus for personal interviews. Admissions interviews can run concurrently with assistantship interviews</p>	<p>completion of a portfolio requirement are required to earn the degree. Elective courses are drawn from courses offered by the SAHE Department. Student may also take SAHE 731 a third time or GSR 615 as an elective. This degree is typically earned over two years of full-time study in daytime classes.</p> <p>In addition to graduate school admissions requirements, the SAHE program requires a personal interview. All graduate assistant candidates must come to campus for personal interviews. Admissions interviews can run concurrently with assistantship interviews.</p>
<p><b>PROGRAM REQUIREMENTS</b></p> <p><b>I. CORE COURSES (36 CR.)</b></p> <p><b>FIRST YEAR</b></p> <p><i>SAHE</i> History of Higher Education 3 621 in the United States cr.</p> <p><i>SAHE</i> Student Affairs Functions in 3 624 Higher Education cr.</p> <p><i>SAHE</i> Student Development in 3 625 Higher Education I cr.</p> <p><i>SAHE</i> Student Development in 3 631 Higher Education II cr.</p> <p><i>SAHE</i> Individual and Group 3 735 Interventions cr.</p> <p><b>SECOND YEAR</b></p> <p><i>SAHE</i> Practicum in Student Affairs 6 731 (to be taken twice for a total cr. of six credits)</p> <p><i>SAHE</i> Management of 3 733 Organizational Behavior in cr. Higher Education</p>	<p><b>PROGRAM REQUIREMENTS</b></p> <p><b>I. CORE COURSES (33 CR.)</b></p> <p><b>FIRST YEAR</b></p> <p><i>SAHE</i> History of Higher Education 3 621 in the United States cr.</p> <p><i>SAHE</i> Student Affairs Functions in 3 624 Higher Education cr.</p> <p><i>SAHE</i> Student Development in 3 625 Higher Education I cr.</p> <p><i>SAHE</i> Student Development in 3 631 Higher Education II cr.</p> <p><i>SAHE</i> Individual and Group 3 735 Interventions cr.</p> <p><b>SECOND YEAR</b></p> <p><i>SAHE</i> Practicum in Student Affairs 6 731 (to be taken twice for a total cr. of six credits)</p> <p><i>SAHE</i> Management of 3 733 Organizational Behavior in cr. Higher Education</p>

<i>SAHE</i> 634 Assessment and Evaluation in Student Affairs 3 cr.	<i>SAHE</i> 634 Assessment and Evaluation in Student Affairs 3 cr.
<i>SAHE</i> 737 The American College Student 3 cr.	<i>SAHE</i> 737 The American College Student 3 cr.
<i>SAHE</i> 740 Contemporary Issues in Higher Education 3 cr.	<i>SAHE</i> 740 Contemporary Issues in Higher Education 3 cr.
NON-SEQUENTIAL COURSES	<del>NON-SEQUENTIAL COURSES</del>
<i>GSR 615</i> Elements of Research 3 cr.	<del><i>GSR 615</i> Elements of Research † 3</del>
II. THESIS OR ELECTIVES (6 CR.)	II. THESIS OR ELECTIVES (9 6 CR.)
A. THESIS OPTION	A. THESIS OPTION
<i>SAHE</i> 795 Thesis 3 or 6 cr.	<i>SAHE</i> 795 Thesis 3 or 6 cr.
----- Electives 0 or 3 cr.	<del><i>GSR 615</i> 3 cr.</del>
or	----- Electives 0 or 3 cr.
B. NON-THESIS OPTION	or
----- Electives 6 cr.	B. NON-THESIS OPTION
<b>Total 42 cr.</b>	----- Electives 9 6 cr.
	<b>Total 42 cr.</b>

## 5. DEPARTMENT OF PHYSICS

### A. Course Revision (Title; Description; Add dual level; Credits)

**Course:** PHYS 541: Analytical Mechanics I

#### Rationale:

The graduate PHYS program was discontinued as a result of the Workforce Development Plan. At that time, graduate courses were no longer taught. In the fall of 2009, a new undergraduate course, PHYS 441 Classical Mechanics, was proposed and submitted to the curriculum process. Recently, graduate students from other programs across campus have expressed interest in the content of the 441 course. A 581 Special Topics was developed to address this need. This proposal seeks to revise the old PHYS 541 and link it to PHYS 441 so that the course content may be offered as a dual level course. This requires a title change from "Analytical Mechanics" to "Classical Mechanics" so both courses have the same name.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	PHYS 541: Analytical Mechanics I	PHYS 541: Classical Mechanics
<b>Prereq</b>		None
<b>Description</b>	Kinematics, particle dynamics, gravitation, free and forced harmonic motion. Treatment of these topics utilizes vector calculus and differential and integral calculus.	Covers vectors, generalized coordinates, and coordinate transformations to study the mechanics of a particle and a system of particles in one, two, and three dimensions. Central forces, planetary, and satellite motion and rotation, oscillations, and conservation laws in the Newtonian formulation of classical mechanics are included and used to solve dynamical problems for various mechanical systems. Students will apply the physical and mathematical principles developed in this class to their research.
<b>Credits</b>	2	3

**B. Course Revision** (Description; Add dual level; Prereq; Credits)

**Course:** PHYS 551: Electricity and Magnetism

The graduate PHYS program was discontinued as a result of the Workforce Development Plan. At that time, graduate courses were no longer taught. In the fall of 2009, a new undergraduate course, PHYS 451, Electricity and Magnetism I, was submitted to the curriculum process. Recently, graduate students from other programs across campus have expressed interest in the content of the 451 course. A 3 credit 581 Special Topics was developed to address this need because the 451 and 551 courses had not been proposed/approved as a dual level offering. This proposal seeks to revise the old PHYS 551 and link it to PHYS 451 so that the course content may be offered as a dual level course.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	PHYS 551: Electricity and Magnetism	Unchanged
<b>Prereq</b>	PHYS 510	None
<b>Description</b>	Coulomb's law, electrostatic potential, Gauss's law, and dielectrics will be presented using vector calculus in a modern field formalism. Prerequisite: PHYS 510.	Treats at calculus level elements of vector analysis, electrostatics, special techniques for finding electric potential, electric field in matter, magnetostatics, magnetic field in matter, electrodynamics, Maxwell's equations, and electromagnetic waves.
<b>Credits</b>	2	3

**6. DEPARTMENT OF COMMUNICATION DISORDERS, SPECIAL EDUCATION, AND DISABILITY SERVICES**

**A. Course Revision**

**Course:** EDEX 753: Research Seminar in Special Education

**Rationale:**

The course is being revised to better reflect an updated focus on qualitative single subject and group methods. These methods are often indicated in studies involving low-incidence populations related to specific disability categories.

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	EDEX 753: Research Seminar in Special Education	Unchanged
<b>Description</b>	This course focuses on current research in special education. The emphasis will include critical analysis of research, classroom applications of research, and development of applied research in classroom settings. The focus of the research will include effective practices for providing academic and social skills instruction for students with disabilities.	Focuses on current research in special education, including the use of qualitative methods including single subject and group designs. The emphasis will include critical analysis of research, classroom applications of research, and development of applied research in classroom settings. The focus of the research will include effective practices for providing academic and social skills instruction for students with disabilities.

**7. DEPARTMENT OF MUSIC**

**A. Course Revision (Title; Description; Add dual level; Prereq)**

**Course:** MUSC (406)/506: Vocal Pedagogy

**Rationale:**

The course is being revised in order to update its title, catalog description, and content. Its coursework requirements are expanding in order to accommodate graduate students and make dual-listing appropriate. The change of the course title from "Voice Pedagogy" to "Vocal Pedagogy" reflects current practice in American schools of music. Most professionals now prefer the adjective. Adjustments to the content of the course, while not substantial, are intended to bring it in line with current research regarding the physiology and acoustics of the singing voice. Revisions to the catalog description reflect this addition. Finally, it is increasingly common for incoming graduate students to lack training in the teaching of voice. Since this is such an important skill, it is essential that they have the opportunity to remedy this deficiency during their graduate career.



	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	MUSC 406: Vocal Pedagogy	MUSC (406)/506: Vocal Pedagogy
<b>Prereq</b>	A voice major or minor and instructor permission	APMU 255 Applied Voice IV or instructor permission
<b>Description</b>	A survey of current and past development in teaching of voice, both privately and in small and large classes. The various vocal methods are analyzed, compared, criticized, and adapted to each individual's use.	Introduces vocal anatomy, the acoustics of singing, and various methods of vocal instruction. Applies pedagogical principles through mock teaching and teaching observation, and students keep a teaching journal.

**FOR INFORMATION:**

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

ACE 600: Introduction to Instructional Design

ACE 610: Learning Management Systems

ACE 617: Distance Education Technology

ACE 630: Distance Education and Pedagogy

ACE 700: Advanced Instructional Design

ACE 744: Program and Project Evaluation

BTED 675: Web Design Theory and Practice

EDSP 576: Foundations of Behavior Analysis

NURS 721: Advanced Clinical Practice for Nurse Educator

NURS 802: Leadership in Nursing: A Case Study Approach

NURS 862: Curriculum Evaluation in Nursing

**Appendix C**  
**Non-Credit Committee**  
**Chair O'Neil**

**FOR INFORMATION:**

The Non-Credit Committee interviewed staff and leadership of the Institute for Rural Health and Safety on Tuesday, October 18, 2016 at 3:30PM.

**Committee Members Present:** Tess O'Neil, Sudipta Majumdar, Marcy Rearick, and Jeff Santicola. Excused: Tim Mack.

**Institute for Rural Health and Safety Present:** Dr. Louis Pesci, Faculty/Director, Mr. Chuck Allias, Director of Emergency Services, Mr. Eric Dawkins, Emergency Service Program Coordinator, and Mr. Jeffrey Grimm, Research Analyst/Community Traffic Safety Project Coordinator.

Location: The IUP Institute for Rural Health and Safety occupies office space, classrooms, and learning laboratories dedicated to training emergency/first responders in the Citizen's Ambulance West Pike facility along route 422 West, Indiana, PA.

Mission: The IUP Institute for Rural Health and Safety (IRHS) brings together university personnel from various disciplines and professional backgrounds to solve problems related to rural health and safety.

The IRHS/Highway Safety division provides:

Driver education classes, driver certification training, car seat safety, car fit for elderly drivers and perceptual driving instruction among other highway safety instruction and assessment services.

The IRHS/Emergency Response division provides:

Cardiopulmonary Resuscitation (CPR), Emergency Medical Technician (EMT), and Paramedic programs, and other emergency medicine and first aid trainings/instruction programs to private entities and the public.

The IRHS services not only the general public by providing training to emergency and first responders in ambulatory and fire-fighting positions, but provides fee for services training customized to the needs of the gas, coal, mining, and power plant companies that are core to this economic region. Other trainings are developed and conducted specific to businesses on a contract fee for service basis.

The IRHS provides many additional public safety, awareness, response programs, and assessments such as the Opioid Overdose Reduction program, Child Restraint and Safety classes,

driver safety programs, youth health (Walkworks proposed Walkability Assessments), and conservation projects are made possible by external grants and funding.

The IRHS delivers training via on-line classes, instructional videos, and remote and on-site in classroom instruction.

In addition to the IUP's commitment, the IRHS receives \$500,000+ annually in external grants, corporate funding, and fees for services that support their operating costs and program offerings.

Currently there is an articulation agreement to give IUP undergraduate credit for IUP EMT/Paramedic Certification Training toward specific majors offered by the Department of Kinesiology, Health, and Sport Sciences.

The IRHS is currently in the process of obtaining Emergency Medical Services Professions (CoEMSP) accreditation for their Paramedic training program. Once accredited, the paramedic program may be attractive to more students in various health related credit bearing programs.

Recommendations:

The Non-Credit Senate Sub-Committee encourages the IRHS to pursue an undergraduate credit bearing certificate program for their established Driver Education Certification courses that are currently offered, EMT and Paramedic certificates, and pipeline the Paramedic students into an Emergency Medicine/Response concentration within established health related majors.

**Appendix D**  
**Research Committee**  
**Chair Gossett**

**FOR INFORMATION:**

The University Senate Research Committee met on October 11, 2016. The meeting focused on reviewing small grant proposals. There were eleven USRC small grant proposals and the decision was made to fund seven, totaling \$5480.14.

The USRC funded projects by

- Dr. Seema Bharathan
- Dr. Wayne Bodle
- Dr. Rachelle Bouchat
- Dr. Eric Morschhauser
- Ms. Therese O'Neil
- Dr. Bryna Siegel Finer
- Dr. Mary Stewart

**Appendix E**  
**University Development and Finance Committee**  
**Chair Wick**

**FOR ACTION:**

**Facilities Use Policy**

October, 2016

**Purpose:**

This university policy provides guidance and process on the use of university facilities by IUP students and faculty and staff members, as well as non-IUP constituencies.

**Scope:**

This policy extends to all persons desiring to use any university facility.

**Objective:**

The objective of this policy is to provide the means to establish and administer guidelines and processes for the use of university facilities and space by persons desiring to do so.

**Policy:**

This policy enables the University Space Advisory Committee to make recommendations to the President's Cabinet for approval as related to the development of guidelines and procedures. These guidelines and procedures will permit individuals to solicit the use of university facilities. This policy also assigns the University Space Advisory Committee with the task, responsibility, and authority to fairly and consistently manage, maintain, apply, and remedy all aspects of facilities use issues that may arise, in consultation with the appropriate department or individual.

University and non-university groups may request the use of all university controlled facilities and space including but not limited to: Indiana, Northpointe, and Punxsutawney campuses, in accordance with the *Guidelines and Procedures for Requesting Facility Use*.

**Definitions:**

*University Facility:* Any facility, building, interior or exterior space that is under the control of Indiana University of Pennsylvania

*IUP Personnel:* Any student enrolled in an academic program; any individual employed by IUP; or any individual associated with an approved affiliate of IUP

**Procedures:**

Refer to the *Guidelines and Procedures for Requesting Facility Use*.

**Responsibilities:**

It is the responsibility of the University Space Advisory Committee to ensure that a fair and consistent method is available for persons and/or groups to request the use of university facilities and space.

**Distribution:**

All

**FOR INFORMATION:**

**Guidelines and Procedures for Requesting Facility Use**

October, 2016

**Preface**

*The following guidelines and procedures describe the terms, conditions, and operating criteria for the use of all university facilities and space with the exception of the Kovalchick Convention and Athletic Complex.*

*Procedures for scheduling, usage, and rental of the Kovalchick Convention and Athletic Complex shall adhere to the operations guidelines specifically developed for that facility and the process independently administered by the designated complex manager under the direction of the IUP vice president for Administration and Finance or his/her designee. Contact information for booking events at the Kovalchick Complex is available at [www.kovalchickcomplex.com](http://www.kovalchickcomplex.com).*

**GENERAL TERMS and CONDITIONS**

**Welcome**

Indiana University of Pennsylvania (IUP) endeavors to ensure that spaces at the Indiana, Northpointe, and Punxsutawney campuses, as well as other spaces controlled by IUP, continue to be available for faculty and staff members and students. To this end, some facilities may be held in reserve at various times of the year for the exclusive or priority use of the campus community. Campus facilities will be available for use in accordance with the following guidelines. Reservations will be made on a first-request basis, subject to the need of the facility for a higher-priority university use.

**Priority Assignment of Facility Use**

1. IUP-sponsored university uses involving undergraduate and graduate instruction and testing with associated costs paid through a university cost center
2. IUP-sponsored university research and grant activities with associated costs paid through a university cost center
3. Other scholarship activities sponsored by IUP for university students and faculty and staff members with associated costs paid through a university cost center
4. IUP-sponsored extracurricular and professional development activities exclusively for IUP students and faculty and staff members with associated costs paid through a university cost center
5. Extracurricular and professional development activities hosted by IUP personnel or outside organizations with non-IUP participants, administered by IUP Conference Services

6. Uses hosted by nonprofit groups and organizations with a community service purpose, administered by IUP Conference Services
- Although some facilities were constructed primarily for the use of certain constituencies, the university reserves the right to schedule any facility in a manner which best serves the interests of the entire university community.

### **Prohibited Uses in All University Facilities**

IUP is committed to public service and is proud to offer its facilities and space for activities in accordance with these guidelines and procedures. While there may be multiple reasons why the use of a facility may be denied, there are a few activities that are expressly prohibited in university-controlled facilities. In no case will the use of university facilities be approved when the purpose for use includes any of the following:

1. Activities for the purpose of advancing a single political candidate or party
2. Illegal, inherently dangerous, risky, or hazardous activities. This determination shall be made by the IUP director of Public Safety.
3. Intended sale of alcohol to attendees
4. The use of any form of tobacco

### **Set-up, Cleanup, Access, Safety and Security**

In addition to rental fees assessed for the use of the facilities, the user may be charged fees for custodial services, set-up, special security, parking, and overtime. It is the sole responsibility of the IUP director of Public Safety to determine and require payment for costs relating to additional security at certain events. It is the sole responsibility of the IUP Facilities Operations director to determine and require payment for additional costs relating to event set-up, tear down, and custodial services.

To gain access to a facility on the weekends or outside of normal hours of operation (8:00 a.m.–4:30 p.m.), arrangements must be made through submission of a work order to the IUP Department of Facilities Operations. It is the sole responsibility of the IUP Facilities Operations director to facilitate access outside of regular hours of operation and to determine and require payment for costs, if any, associated with opening and closing activities. The requester is solely responsible for arranging for the opening and closing of the facility.

The unauthorized use of outside contractors and rental agencies for event-related support is strictly prohibited.

### **Safety of Minors**

All individuals accessing university facilities, including university employees; outside organizations; and the employees, volunteers, invitees, and guests of the university or the organization must adhere to all university policies and operating guidelines and all registration requirements relating to the safety of minors. Please reference the university policy and guidelines pertaining to the protection of minors at <http://www.iup.edu/humanresources/policies/protection-of-minors/>.

### **Food, Alcohol, Tobacco**

The use of an outside food services provider is strictly prohibited without the express written consent of the exclusive university food service provider. With university approval, the university's food services provider may, but is not required to, waive its exclusive right to serve food and beverage products for a specific event. Any such waiver must be obtained by the requester in writing, including the explicit approval of the university's food services provider

Alcohol may not be sold under any circumstances. The requester or sponsor of record for the use of the facility is responsible for ensuring compliance. Alcohol may be served (without sales) ONLY when approved in advance by the appropriate university vice president.

Use of any form of tobacco within all university facilities is strictly prohibited.

### **Sponsor/Host Responsibilities for University Groups**

The position identified as Sponsor or Host is a position of responsibility for the proper care and use of the university facility. The Sponsor or Host is responsible for all aspects of the space or facility being used, including financial responsibility for any costs incurred from the use of the facility or space. The Sponsor or Host must do the following:

- **Be in attendance for the entire event and have in his or her possession an approved request form for that particular space.** The absence of a Sponsor or Host during any portion of the event is grounds for immediately stopping the event until the Sponsor or Host returns to monitor the event.
- Ensure that space users adhere to the policies and procedures established for the use of that particular facility or space.
- Provide proof of compliance, as required, within the university's Protection of Minors Policy.
- Make all arrangements for desired services including but not limited to custodial, set-up/tear down, audio-visual equipment, parking, security, and food service.
- Make arrangements with the facility manager or space steward during regular hours of operation and IUP Department of Facilities Operations during non-regular hours of operation or weekends for access to the requested facility or space; the Sponsor or Host is also responsible for ensuring that the facility or space is secured at the close of the event or activity in the same manner.
- Assure that funds are available for any costs incurred because of the use of the facility or space by providing a valid university cost center.

## **PROCEDURES for FACILITY USE by UNIVERSITY GROUPS**

For spaces that have an assigned space steward in Table 1, university personnel may contact the space steward directly to request the space. All other requests should be made through the University Registrar's Scheduling Center (Scheduling Center). Please note that each facility or space may have differing rules of use, and requesters are advised to ensure those particular rules and associated costs are acceptable. In general, there is no fee charged for the use of the space for sponsored university uses involving undergraduate and graduate instruction; sponsored research and grant activities; other scholarship activities of the university; and sponsored service,



extracurricular, and professional development activities for IUP students and faculty and staff members. Other charges may apply.

The following guidelines and procedures may help the university requester when considering the use of university facilities and/or space:

1. A completed and approved reservation form is necessary before a reservation can be confirmed. For spaces that have an assigned space steward in Table 1, university personnel may contact the space steward directly to request the space. All other requests should be made through the University Registrar's Scheduling Center (Scheduling Center).
2. Adherence to the university's Protection of Minors Policy, including all Program Registration Requirements as noted in that policy, is required.
3. A confirmed room reservation does not guarantee additional event support, including but not limited to: audio visual/technology support, special room set-up, food and beverage services, etc. The event sponsor is responsible for making arrangements for all support services and for the provision of a valid cost center for associated costs.
4. Confirmed reservations cannot be transferred to another group. A new request from the appropriate Sponsor or Host is required to ensure the reservation of the space.
5. Requests from student groups or organizations officially recognized by the university must bear the signature of the organization's advisor as the event sponsor, acknowledging the activity will be closely supervised by the advisor and by other representatives of the organization and assuming responsibility for control of the activities, and costs associated with the activity, including any damage to the facility.
6. Student organizations charging an admission fee or requesting a donation for a recognized charitable organization must secure authorization from the director of the Center for Multicultural Student Leadership and Engagement before beginning the scheduling process.
7. To the extent possible, users should submit their requests for the use of facilities to the Scheduling Center or the facility steward before the beginning of each academic session, but in any event at least 10 working days before the scheduled event.
8. Work orders for the Facilities Operations Department must be submitted a minimum 10 working days before the scheduled event.
9. If an event must be canceled, the Scheduling Center or facility steward should be notified at least two working days in advance of the scheduled event; failure to provide the specified advance cancellation notice may result in billing for associated event costs.
10. For events that require a special set-up (chairs, lectern, tables, etc.), arrangements must be made with the Department of Facilities Operations through a work order. Time before and after the event should be allotted for set-up and cleanup and should be reserved in addition to the time reserved for the event itself.  
For events that require food service, arrangements must be made through IUP Dining Services. For events that require security, arrangements must be made with the IUP Campus Police Department. For events with special parking requirements, arrangements must be made with IUP Parking Services. The user is responsible for notifying IUP Department of Facilities Operations, IUP Dining Services, IUP Campus Police, and IUP

Parking Services. A valid IUP cost center must be provided to support event associated costs.

11. If any university person or group requests a facility for a fee-bearing activity whereby off-campus persons or groups are involved (e.g., a regional, state, or national conference), this request must be approved, scheduled, coordinated, and billed through the IUP Office of Conference Services.
12. A university person or group may not act as a sponsor for a non-university organization for the purpose of avoiding the fee payment as outlined on the list of charges for non-university users. Any known violation of this policy will result in a fee assessed to the individual reserving the facility. Future use of a university facility may be denied.
13. The university reserves the right to deny repeat access to any facility.
14. The reservation for university facilities or space may be rescinded for just cause. This action will be discussed with the Sponsor or Host as soon as possible. If appropriate, the university will attempt to offer another space for the requesting party.
15. Specific policies exist concerning the use of Breezedale, the Sutton Hall Blue Room, Fisher Auditorium, and Gorell Recital Hall and are detailed later in this document.
16. The IUP director of Public Safety, as directed by the IUP vice president for Administration and Finance, is solely responsible for evaluating safety and security requirements for each event and evaluating the viability of holding the event on IUP-controlled property based on these safety and security concerns.

## **PROCEDURES for FACILITY USE by NON-UNIVERSITY GROUPS**

The following guidelines and procedures may help the non-university requester when considering the use of university facilities and/or space. Scheduling and the coordination of all arrangements for facility use by Non-University Groups are the sole responsibility of the IUP Office of Conference Services: [www.iup.edu/conferenceservices](http://www.iup.edu/conferenceservices), 724-357-2227

1. Scheduling of campus venues and coordination of event details including but not limited to campus dining, housing, custodial, parking and security needs, and billing of facility rent, housing costs, dining, overtime, and related operating costs will be arranged and billed through the IUP Office of Conference Services.
2. A deposit or series of deposits may be required immediately following confirmation of the space reservation. Failure to pay deposits as scheduled will result in the cancellation of the reservation and the loss of paid deposits.
3. A charge for the facility requested will be assessed based on the fee structure appearing in **Table 1**. In addition, the user may be charged fees for overtime, access, custodial services, set-up, parking, and special security. Collection of all charges will be through the IUP Office of Conference Services.
4. Before a request is given final approval, the prospective user must sign the university's facilities use agreement including but not limited to the following:
  - A "Hold Harmless" statement releasing the university from all liability which may occur pursuant to the use of the facility by the non-university group.

- Proof of adherence to the university’s Protection of Minors Policy, including meeting event registration requirements and providing all required information and assurances.
  - Showing proof of a minimum amount of liability and property damage insurance of \$250,000 for each person and \$1,000,000 for each occurrence for bodily injury and property damage naming the university as co-insured, which covers both the user and the university for the specific period of use.
5. The following users will be granted a 50 percent reduction of the rental fees outlined in this document:
    - Elementary and secondary public schools
    - Charitable organizations for events at which no fee is required
    - Local, state, and federal government agencies
  6. Final confirmation of use of Breezedale, Sutton Hall Blue Room, and Gorell Recital Hall may not be made until one month before the scheduled event. The university reserves the right to cancel reservations up to that time, based on its determination of need for these facilities.

<b>Facility/Space</b>	<b>Cap</b>	<b>A/V</b>	<b>Food</b>	<b>Steward</b>	<b>Cost</b>
Breezedale: Building		N		Director, Alumni Relations	\$17/sf
Breezedale: First Floor				Director, Alumni Relations	\$17/sf
Breezedale: Second Floor				Director, Alumni Relations	\$17/sf
Breezedale: Library				Director, Alumni Relations	\$17/sf
Breezedale: Parlor				Director, Alumni Relations	\$17/sf
Breezedale: Dining Room				Director, Alumni Relations	\$17/sf
Classroom	20-30			Registrar, Scheduling Center	\$10/hr
Eberly: Atrium				ADean, ECOBIT	TBD
Eberly: G.G. Hill		Y		ADean, ECOBIT	\$30/hr
Eberly: S&T		Y		ADean, ECOBIT	\$30/hr
Eberly Auditorium	450	Y		Registrar, Scheduling Center	\$100/hr
Fisher Auditorium	1450	N		Fisher Technical Director	\$100/hr
Foster: Oak Room A		N	Y	IUP Dining Services	\$30/hr
Foster: Oak Room B				IUP Dining Services	\$30/hr
Foster: Oak Room C				IUP Dining Services	\$30/hr
Live/Learn Centers		Y		Housing and Residence Life	TBD
MFH Aux		N		Athletic Facilities Office	\$100/hr
MFH Main	2000	N		Athletic Facilities Office	\$100/hr
MFH Pool		N		Athletic Facilities Office	\$100/hr
Cignetti Field	N/A	N		Athletic Facilities Office	\$100/hr
Miller Track	N/A	N		Athletic Facilities Office	\$100/hr
Oak Grove	N/A	N		Associate VP for Facilities Management	TBD
Outdoor Areas: Excluding Athletic Fields	N/A	N		Associate VP for Facilities Management	TBD
PAC		N		Fisher Technical Director	\$100/hr

Pratt Auditorium	275	Y		Registrar, Scheduling Center	\$50/hr
Sprowls: McVitty	300	Y		Registrar, Scheduling Center	\$50/hr
Stouffer: Beard	300	Y		Registrar, Scheduling Center	\$50/hr
Sutton: Gorell	250	N		University Events Office	\$100/hr
Sutton: Museum		N		Dean, Fine Arts	\$50/hr
Sutton Blue Room		N		University Events Office	\$100/hr
Sutton Board Room	20	Y		President's Office	\$50/hr
Sutton Room 218	12	N		Registrar, Scheduling Center	\$20/hr
Zink Dance Studio		Y		Dean, Fine Arts	\$100/hr
Zink Gym A		N		Athletic Facilities Office	\$100/hr
Zink Gym B		N		Athletic Facilities Office	\$100/hr
Zink Pool		N		Athletic Facilities Office	\$100/hr

**Table 1. The list above contains facilities/spaces which can be scheduled directly with the noted steward. Costs listed are for non-IUP sponsored or outside events administered by IUP Conference Services**

### **Special Requirements for Facility Use**

Certain facilities incorporate special requirements for use depending on various circumstances. The following information is intended to aid the requester when determining which facility to request.

### **Athletic Facilities**

The Varsity Athletic Facilities Department is responsible for accepting applications for use and for approval of use for various athletic facilities, such as Memorial Field House pool and playing fields.

To request use of an athletic facility, submit a paper or electronic request form to the Athletic Facilities Office in Memorial Field House, Room 107. Electronic forms may be found on the Athletics website ([www.iupathletics.com](http://www.iupathletics.com)) under the "Facilities" tab. Electronic forms must be signed by the entity requesting the use of the facilities upon approval.

Requests from student groups/organizations must be signed by the accompanying advisor acknowledging the terms and conditions for use of the facilities before the processing of the application.

Athletic facilities are intended for the use of varsity athletics. The Athletic Department reserves the right to cancel reservations based upon the need of the facility for the use of a university varsity athletic team. Athletic facilities may not be used for private parties, weddings, wedding receptions, or private non-university fund-raising events.

Requests to schedule athletic facilities will be considered on the basis of the following guidelines:

1. A complete description of the planned event, including time needed for set-up, for the actual event, and for cleanup, should be provided with the Athletics Facility Request Form submitted electronically or delivered to Memorial Field House, Room 107.
2. All equipment requests should be included on request form.
3. For events that require food service, arrangements must be made with IUP Dining Services.
4. Events held must be finished by midnight (exceptions can be made for university groups such as Relay for Life, etc.)
5. Facility fees are an estimate. Group will be invoiced for actual costs after the event.

### **Sutton Hall Blue Room**

The Sutton Hall Blue Room is regarded as the premier entertaining space on campus. It is intended for university events such as receptions, dinners, speakers, small group events, formal presentations, small concerts, and other prestigious entertainments. Priority in scheduling this space will be given to groups whose events include or benefit a cross-section of the university community. This space may not be used for weddings or wedding receptions, nor can it be used for private non-university fund-raising events.

Events to be held in the Sutton Hall Blue Room are scheduled through the University Events Office.

Requests to schedule the Sutton Hall Blue Room will be considered on the basis of the following guidelines:

1. A complete description of the planned event, including time needed for set-up, the actual event, and cleanup, should be provided to the University Events Office. An online form with this information is available through the University Events Office (724-357-2145).
2. For events that require food service, arrangements must be made with IUP Dining Service. Catering functions in the Blue Room must conform to certain proscribed standards, Tier 1 and 2, which can be found in the Contract for Provision of Dining Services to Indiana University of Pennsylvania, Catering Addendum A. A copy of these standards is available upon request from the University Events Office.
3. Events held in the Blue Room must conclude by 11:00 p.m.
4. Efforts will be made to prevent an event scheduled in Gorell Recital Hall from disrupting an event scheduled in the Sutton Hall Blue Room, and vice versa.

The university reserves the right to cancel reservations for the Sutton Hall Blue Room based upon the need of the facility to host official university events.

### **Breezedale**

Breezedale is available for special meetings, university receptions, and other appropriate events. Based on the availability of parking and food service, it may be possible to schedule two groups simultaneously.

Events in Breezedale are scheduled through the Alumni Relations Office. No private family events, such as wedding or baby showers, wedding rehearsal dinners, weddings, or receptions are permitted.

The following provisions govern the scheduling of events:

1. Events held in Breezedale will be directly supervised by the individual sponsoring the events. A trained facility assistant will be assigned by the Office of Alumni Relations for all events held during nonbusiness hours.
2. All requests for seating arrangements or special set-ups of events in which food is not involved must be made through the Maintenance Office at least 10 working days before the event. Depending on the circumstances, there may be a fee for the set-up effort.
3. For events that require food service, arrangements must be made with IUP Dining Services. In this case, IUP Dining Services will include any set-ups required.
4. Breezedale Library is designated for special use only, i.e., receptions, formal meals, and other more formal events.

### **Fisher Auditorium**

Fisher Auditorium is designed for large performing arts events (theater, music, and dance) or lectures. Since the auditorium has a seating capacity of 1,450, estimates of attendance well below this figure should preclude use of the facility. The need to use the auditorium's technical resources and equipment, such as the large staging area, rigging system, and high voltage power source may justify exceptions for smaller events in the facility. The Fisher Auditorium technical director will determine appropriate use of the auditorium.

Priority for scheduling the auditorium will be given to events which meet the above criteria, are sponsored by an office or department of the university, and are open to the entire academic community.

Fisher Auditorium is neither designed for, nor recommended as, a location for academic testing. Requests for such use will be considered only if other locations are unavailable. Requests to schedule Fisher Auditorium will be considered in accordance with the following guidelines:

1. All requests to schedule the auditorium are to be made to the Fisher Auditorium Technical Director. Upon approval by the Technical Director, copies of the reservation form will be forwarded to the Scheduling Center for assignment of rental fees and notification of required personnel.
2. A complete description of the planned event must be provided to the Fisher Auditorium Technical Director. Technical support requirements for a given event must be discussed with the Technical Director before the request can be approved. Included in the discussion will be all work required to prepare the auditorium for the event. The Technical Director will make the necessary arrangements for all equipment specific to the auditorium and will advise the user regarding other required arrangements. Information will be made available to the user to assist with acquiring equipment from Media Resources or other departments.
3. Requests not supported by appropriate attendance estimates (see above) and/or the necessity to use the technical resources and equipment in Fisher Auditorium may be

rejected by the Fisher Auditorium Technical Director. The request may be reconsidered only after attempts to schedule the event in question in some other university facility have failed.

4. The Fisher Auditorium Technical Director is to assess the need for providing technicians to supervise the use of all technical resources and equipment in Fisher Auditorium. If a supervising technician is deemed necessary, the scheduling group may not use any of Fisher's resources and equipment unless this is approved by the on-site supervising technician. Violation of this section of the procedures may result in the rejection of future facility requests by the sponsoring group.
5. The use of food and beverages is restricted to the lobby and mezzanine areas of the auditorium.

### **Gorell Recital Hall**

Gorell Recital Hall is designed primarily for music activities. Therefore, first priority in scheduling the hall is given to the Department of Music. Second priority is given to the Department of Theater and Dance for theatrical productions. Representatives of these departments meet in the spring to schedule dates for the following academic year. These dates are then submitted to the University Events Office for review and approval.

Requests to schedule Gorell Recital Hall will be considered in accordance with the following guidelines:

1. A complete description of the planned event, including time needed for set-up, for the actual event, and for cleanup, should be provided to the University Events Office when a request is made to utilize Gorell Recital Hall. An online form with this information is available through University Events Office (724-357-2145). Once completed, the form should be submitted online for approval.
2. No food or beverage will be permitted in the hall at any time.
3. Efforts will be made to prevent an event scheduled in the Sutton Hall Blue Room from disrupting an event scheduled in Gorell Recital Hall, and vice versa.

**Appendix F**  
**Academic Affairs Committee**  
**Co-Chairs Dugan and Witthöft**

**FOR ACTION:**

**1. Incomplete Policy**

**ORIGINAL**

**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.*

**REVISED – FOR ACTION**

**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.

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

## **2. Classification of Students**

### **ORIGINAL**

#### **Classification of Students**

To be classified as full-time for the fall, spring, or summer, undergraduate students must be currently enrolled in at least 12 credits. Full-time classification for students enrolled in instructional periods that do not conform to the regularly scheduled academic sessions will be based on the number of enrolled credits during that period of enrollment (e.g., one credit in one week of instruction would equal the minimum full-time certification standard).

For purposes of designating students by class, the following credit classification ranges are used:

**Freshmen** Fewer than 30 credits

**Sophomores** 30-59 credits

**Juniors** 60-89 credits

**Seniors** 90 credits or more

Class designations are based on credits earned rather than credits attempted. People holding a degree and working toward a second baccalaureate degree may be classified as seniors.

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

### 3. Undergraduate Catalog Applicability Time Frame

#### ORIGINAL

##### **Undergraduate Catalog Applicability Time Frame**

The university reserves the right to modify degree requirements through established governance channels. However, the general policy has been established that the following time frame regulations form the basis for application of the university's undergraduate degree requirements:

1. A student who has been in continuous registration (fall and spring semesters) or who has interruption(s) of less than two calendar years is governed by the requirements outlined in the catalog in effect at the time of entrance into a degree program (major).
  - a. A student who changes majors will be governed by the requirements of the major and/or college at the time of acceptance into the new major, without change of Liberal Studies requirements except as specified by the new major.
  - b. A student entering through the nondegree program is governed by the requirements in effect at the time degree candidacy is awarded.
  - c. A part-time student may be covered by these provisions of continuous registration to a maximum of 10 years.
2. A student whose education is interrupted by two or more calendar years will be governed by the requirements in effect at the time of readmission to the university. The readmission may carry specific requirements/substitutions necessary to provide for program integrity.
3. The applicability of course work completed more than 10 years before the degree date is subject to review by the dean or designee for evaluation on a course-by-course basis.

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

## **4. Program Changes**

### **ORIGINAL**

#### **Program Changes**

To ensure their quality and relevance, academic programs at IUP are subject to review and change by duly appointed and responsible university groups. Because of this, the university recognizes that provisions must be made to prevent hardship to students already enrolled in programs if changes later occur in specific or general program requirements. Students affected by changes in programs, policies, and regulations are therefore given the option of following those requirements that are in effect when the student was first enrolled in the program or those in effect at the time of expected graduation. The student cannot, of course, combine chosen elements of the two. Should a question of rule interpretation arise with respect to changes, the student, the student's advisor, or both should petition the college dean for a decision about which requirements apply.

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