

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

November 7, 2017

3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes from the October 3, 2017 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

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Standing Committee Reports

Chairperson

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B. University-Wide Undergraduate Curriculum Committee	Sechrist/Greenawalt	B	3-22
C. University-Wide Graduate Committee	Moore/Frenzel	C	23-39
D. Awards Committee	Lipinski		
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Senate Representative Reports

Representative

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

New Business

Adjournment

**Appendix A
Rules Committee
Chair Korn**

FOR ACTION:

Senate Bylaws Change Request

Proposal: Amend Bylaws I. H. 1., V. B. 2., V. C. 2., V. C. 3., V. D. 2., & V. D. 3. to eliminate gender-specific pronouns.

Rationale: There were several instances in the bylaws where gender-specific pronouns “he”, “she”, “his”, “her” were used. This amendment is to change those pronouns to “they” and “their” as appropriate within those articles in the Bylaws.

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

FOR INFORMATION:

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

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

ARED 281 Special Populations in Art Education

CDFR 322 Early Care and Education

FOR ACTION:

1. Department of Mathematics–Modification of Prerequisites and Catalog Description Change

a. Modify Prerequisites

Current Catalog Description:

MATH 151 Elements of Mathematics I

3c-01-3cr

Prerequisite: Appropriate major: special education, speech and language pathology, deaf education, family and consumer sciences education, art education, child development and family relations, middle-level education 4-8, or early childhood education/special education
Topics included are sets, concepts of logic, mathematical systems, systems of numeration, developing the set of integers, rational numbers, and real numbers.

Proposed Catalog Description:

MATH 151 Elements of Mathematics I

3c-01-3cr

Prerequisite: Appropriate major: special education, speech and language pathology, family and consumer sciences education, art education, child development and family relations, middle-level education 4-8, early childhood education/special education, or early childhood education
Topics included are sets, concepts of logic, mathematical systems, systems of numeration, developing the set of integers, rational numbers, and real numbers.

Rationale: Students in the newly formed Early Childhood Education program need to be able to enroll in this course without an override.

b. Current Catalog Description:

MATH 152 Elements of Mathematics II

3c-01-3cr

Prerequisite: MATH 151

Topics included are organizing and analyzing data, statistics, probability, geometric shapes, measurement, congruence and similarity, coordinate geometry, and transformational geometry.

Proposed Catalog Description:

MATH 152 Elements of Mathematics II

3c-01-3cr

Prerequisite: MATH 151 Minimum Grade of C, may not be taken concurrently.

Must be enrolled in one of the following majors: child development and family relations, early childhood education/special education, early childhood education, speech and language pathology, family and consumer science education, middle level education, or art education

Topics included are organizing and analyzing data, statistics, probability, geometric shapes, measurement, congruence and similarity, coordinate geometry, and transformational geometry.

Rationale: Currently students who earned a 'D' in MATH 151 are allowed to enroll in MATH 152. However, students must earn a grade of 'C or better' in MATH 151 in order for it to count towards their program requirements. Changing the prerequisite for MATH 152 would ensure that no student could enroll in MATH 152 without first earning a 'C or better' in MATH 151. Second, the newly formed Early Childhood Education program needs to be included as a program whose students can take this course.

c. Current Catalog Description:

MATH 320 Mathematics for Early Childhood

3c-01-3cr

Prerequisites: MATH 152, ECED 200

Studies child-centered, activity-oriented mathematics programs for early childhood education. Focuses on helping children develop understanding and insight into basic concepts of mathematics through the use of manipulative materials. Topics include pre-number activities, number activities, numeration, operations on whole numbers, estimation, rational numbers, geometry, measurement, probability, statistics, and problem solving.

Proposed Catalog Description:

MATH 320 Mathematics for Early Childhood

3c-01-3cr

Prerequisites: grades of "C" or better in MATH 152 and ECED 200, may not be taken concurrently

Studies child-centered, activity-oriented mathematics programs for early childhood education. Focuses on helping children develop understanding and insight into basic concepts of mathematics through the use of manipulative materials. Topics include pre-number activities, number activities, numeration, operations on whole numbers, estimation, rational numbers, geometry, measurement, probability, statistics, and problem solving.

Rationale: Currently students who earned a 'D' in MATH 152 are allowed to enroll in MATH 320. Students who earned a 'D' in EDUC 200 are also allowed to enroll in MATH 320. However, students must earn a grade of 'C or better' in MATH 152 and EDUC 200 in order for the courses to count towards their program requirements. Changing the prerequisite for MATH 320 would ensure that no student could enroll in MATH 320 without first earning a 'C or better' in MATH 152 and ECED 200.

d. Current Catalog Description:

MATH 330 Teaching Mathematics in the Elementary School **3c-01-3cr**

Prerequisites: MATH 152, ECED 280

Examines contemporary curriculum and methods of instruction used in elementary school mathematics (grades 2-4). Students become acquainted with books, materials, and other resources helpful to prospective teachers. Activities include experiences in teaching elementary school mathematics.

Proposed Catalog Description:

MATH 330 Teaching Mathematics in the Elementary School **3c-01-3cr**

Prerequisites: grades of C or better in ECED 280 and MATH 320, may not be taken concurrently

Examines contemporary curriculum and methods of instruction used in elementary school mathematics (grades 2-4). Students become acquainted with books, materials, and other resources helpful to prospective teachers. Activities include experiences in teaching elementary school mathematics.

Rationale: The topics covered in MATH 320 and MATH 330 are taught in sequence. Students need to know concepts from MATH 320 to be successful in MATH 330. However, MATH 320 is not listed as a prerequisite for MATH 330. Making MATH 320 a prerequisite for MATH 330 will ensure students' progress through the courses in the proper sequence. Students must earn a 'C or better' for MATH 320 and ECED 280 to count towards program requirements.

2. Department of Physics—Program Deletion

Associate in Science in Electro-Optics

Rationale: The program is currently in moratorium and is now to be discontinued.

3. Department of Biology—Modification of Prerequisite

Current Approved Prerequisite:

BIOL 205 Ecological Methods **2c-2l-3cr**

Prerequisites: BIOL 205; MATH 216 or 217

Proposed Prerequisite:

BIOL 205 Ecological Methods

2c-2l-3cr

Prerequisites: BIOL 201; MATH 216 or 217

Rationale: Senate approved this change in September making the course a prerequisite for itself.

4. Department of Safety Sciences–New Course

SAFE 480 Senior Capstone Project

3c-0l-3cr

Prerequisites: At least 90 credits and SAFE 310, 311, 330, 335, 345, 347, 361

Applies hazard assessment and safety management practices as they relate to the recognition, evaluation and control of hazards. Involves faculty supervised activities that include case studies conducted on-site or at off-site workplace locations.

Rationale: Our internship courses (SAFE 488/493) were created in part to meet the requirements by the previous accreditation body, the American Society of Safety Engineers, for an experiential experience. With the change of accreditation to ABET/ASAC, the requirement related to experiential experience has been expanded to: *Students in baccalaureate degree programs must also be prepared for applied science practice through a curriculum culminating in comprehensive projects or experiences based on the cumulative knowledge and skills acquired in earlier course work.* This change allows us more flexibility in meeting the above criteria which is why the program is proposing two options, the existing SAFE 488/493 Internship OR this new course, SAFE 480 Senior Capstone Project.

5. Academic Affairs: Teamwork and Leadership Studies Program–New Courses and New Minors

a. New Courses

i. LDSP 482 Experiential Applications in Leadership

var-2-3cr

Prerequisites: LDSP 361, Prior approval through the Teamwork and Leadership Studies Director, Student's Dean, and Office of the Provost

Independent study providing an opportunity to engage in a leadership practicum. Provides an experiential learning experience for students in organizational leadership positions, or direct observation of a day-to-day leader, to practice personal team member and leadership skills. Experiential applications can be performed in industry, academia, government, municipalities, and select student leadership positions. Each experiential application, detailing the nature of the leadership position and experience, must be approved by the Team and Leadership Studies Program Director prior to 1) starting experience and 2) before the end of the drop/add period. Students will log a minimum of 25 hours of coursework and 50 hours experiential work for 2cr or 37.5 hours of coursework

and 75 hours experiential work for 3cr (50 minutes coursework and 100 minutes experiential work (150 minutes total) per week per credit for 15 weeks).

Rationale: The practicum (LDSP 482) enhances the leadership minor through a hands-on experiential application that provides opportunities to experience and apply leadership theories, models, and personal styles. This independent study offers flexibility for leadership application and connections to all fields of study.

ii. LDSP 499 Leadership Capstone

1c-0l-1cr

Prerequisites: LDSP 361, 60 or more credits

Explores leadership through reflection and analysis of learning experiences within leadership minor. Emphasizes development of students' philosophies of leadership through self-reflection, peer-to-peer dialogue, and development of a life-long learning individual development plan with specific attention on: interpersonal dynamics; communication; analyzes leadership styles; ethics; task vs. relationship behaviors; overcoming obstacles; diversity strengths; conflict management; leadership for change; individual strengths and weaknesses; establishing a constructive climate and reflective development of personal leadership and team member skills.

Rationale: A capstone course for the minors in professional leadership and community and civic leadership. Provides reflection of personal leader inventories.

b. New Minors

i. Professional Leadership Minor

The Professional Leadership minor is open to all IUP students and provides the necessary leadership skills through an academic and experiential framework to meet current challenges in business, government and related fields. Successful leaders have confidence in their abilities, are passionate, possess strong values, are excellent planners and organizers as well as effective communicators. These attributes are imperative to solving key problems. The minor will build students' identities as leaders, transform and enhance their thought processes, and provide an expanded toolkit to cultivate effective teams. The course work of the Professional Leadership minor will expose students to the top leadership theories and models, human behavior and motivation of teams, situational leadership, cooperate social responsibility, foundations of commercial sustainability, and corporate ethics, and experiential applications in the regional and global marketplaces.

The Professional Leadership and Effective Teamwork and Communication minors were designed to build on related concepts and share selected coursework. Students are encouraged to consider a dual minor to further strengthen their future marketability as team members and leaders.

Minor – Professional Leadership

18-19

Core Courses:		13
BCOM 321 Business and Interpersonal Communications <i>or</i>	3cr	
<i>or</i> COMM 261 Teamwork and Communication Skills for College and Career (1) <i>or</i>	3cr	
<i>or</i> JRNL 301 Presentation Making	3cr	
LDSP 361 Introduction To Leadership	3cr	
LDSP 499 Leadership Capstone	1cr	
SOC 161 Foundations of Sociology: Social Relations in Groups and Organizations (2)	3cr	
THTR 161 Introduction to Theater: Interpersonal Practices (3)	3cr	
Required Courses:		3
MGMT 461 Business Leadership Theory	3cr	
Controlled Electives: (4)		2-3
LDSP 482 Experiential Applications in Leadership (5)	2-3cr	
MGMT 311 Human Behavior in Organizations <i>or</i>	3cr	
<i>or</i> MGMT 432 Business and Society <i>or</i>	3cr	
<i>or</i> PHIL 122 Contemporary Moral Issues	3cr	
MGMT 462 Applied Business Leadership Skills	3cr	

- (1) COMM 261 counts as a liberal studies elective in oral communication and information literacy requirements.
- (2) SOC 161 counts toward the liberal studies social science requirement. SOC 161 and SOC 151 are interchangeable for D/F repeat. SOC 161 is required for the Leadership minor.
- (3) THTR 161 counts toward the liberal studies fine arts requirement. THTR 161 and THTR 101 are interchangeable for D/F repeat. THTR 161 is required for the Leadership minor.
- (4) Students choosing to also complete the Effective Teamwork and Communication minor will take a minimum of 24 credits toward the Leadership minor by taking COMM 261 and 8-9cr of controlled electives. All controlled electives within the respective tracks are open to these students.
- (5) Student must have experiential application approved by the Program Coordinator prior to; 1) starting experience and 2) before the end of the drop/add period. Additional courses focusing on leader experiences may substitute with approval by program coordinator. Approval for alternate course must occur prior to starting substitutive coursework.

Rationale: A leadership minor at IUP offers a proven multiplier for all IUP students. The leadership minor will showcase our students' ability understand and apply situational leadership regardless of their chosen field, utilizing leadership styles to motivate team members to provide for highly effective teams. The course work of the Professional Leadership minor will expose students to the top leadership theories and models, human behavior and motivation of teams, situational leadership, cooperate social responsibility, foundations of commercial sustainability, and corporate ethics, and experiential applications in the regional and global marketplaces.

ii. Community and Civic Leadership Minor

The Community and Civic Leadership minor is open to all IUP students and provides the necessary leadership skills through an academic and experiential framework to meet current challenges in academic, community, government, and the non-profit organizational sectors. Effective leadership equates to solving key problems and promoting sustainable change in one's community. The minor in Community and Civic Leadership provides leaders the fundamental background confidence to meet the needs found in the local and regional communities and civic organizations. The coursework of the Community and Civic Leadership minor exposes students to the planning, managing, evaluation of services, motivating teams of volunteers, and situational

leadership while building effective intergovernmental and intra-organizational relationships. Opportunities exist for experiential applications in local non-profit and student organizations.

The Community and Civic Leadership and Effective Teamwork and Communication minors were designed to build on related concepts and share selected coursework. Students are encouraged to consider a dual minor to further strengthen their future marketability as team members and leaders.

Minor – Community and Civic Leadership 18-19

Core Courses: 13

BCOM 321	Business and Interpersonal Communications <i>or</i>	3cr
<i>or</i> COMM 261	Teamwork and Communication Skills for College and Career (1) <i>or</i>	3cr
<i>or</i> JRNL 301	Presentation Making	3cr
LDSP 361	Introduction To Leadership	3cr
LDSP 499	Leadership Capstone	1cr
SOC 161	Foundations of Sociology: Social Relations in Groups and Organizations (2)	3cr
THTR 161	Introduction to Theater: Interpersonal Practices (3)	3cr

Required Courses: 3

PLSC 370	The Practice of Public Administration <i>or</i>	3cr
<i>or</i> PSYC 390	Industrial-Organization Psychology	3cr

Controlled Electives: (4) 2-3

LDSP 482	Experiential Applications in Leadership (5)	2-3cr
PHIL 122	Contemporary Moral Issues <i>or</i>	3cr
<i>or</i> MGMT 432	Business and Society	3cr
SOC 345	Interpersonal Dynamics	3cr

- (1) COMM 261 counts as a liberal studies elective in oral communication and information literacy requirements.
- (2) SOC 161 counts toward the liberal studies social science requirement. SOC 161 and SOC 151 are interchangeable for D/F repeat. SOC 161 is required for the Leadership minor.
- (3) THTR 161 counts toward the liberal studies fine arts requirement. THTR 161 and THTR 101 are interchangeable for D/F repeat. THTR 161 is required for the Leadership minor.
- (4) Students choosing to also complete the Effective Teamwork and Communication minor will take a minimum of 24crs toward the Leadership minor by taking COMM 261 and 8-9cr of controlled electives. All controlled electives within the respective tracks are open to these students.
- (5) Student must have experiential application approved by the Program Coordinator prior to; 1) starting experience and 2) before the end of the drop/add period. Additional courses focusing on leader experiences may substitute with approval by program coordinator. Approval for alternate course must occur prior to starting substitutive coursework.

Rationale: A leadership minor at IUP offers a proven multiplier for all IUP students. The leadership minor will showcase our students’ ability understand and apply situational leadership regardless of their chosen field, utilizing leadership styles to motivate team members to provide for highly effective teams. The course work of the Community and Civic Leadership minor examines effectively leading change in local and regional communities and non-profit organizations. Students will be exposed to the planning, managing, evaluation of services, while building effective intergovernmental and intra-organizational relationships. Opportunities exist for experiential applications in student and local non-profit organizations.

6. Department of Chemistry – Course Deletions and Program Deletions

a. Course Deletions

CHEM 103	Principles of Chemistry
CHEM 151	Home Economics Chemistry I
CHEM 152	Home Economics Chemistry II
CHEM 211	Quantitative Analysis I
CHEM 212	Quantitative Analysis II
CHEM 277	Inorganic Chemistry
CHEM 302	Industrial Chemistry
CHEM 303	Glassblowing Techniques
CHEM 305	New Applications Teaching High School Chemistry
CHEM 306	New Applications Teaching High School Chemistry II
CHEM 310	Archery Fencing
CHEM 311	Organic Chemistry I
CHEM 324	Forensic Analysis
CHEM 332	OR Mechanical and Stereo Chemistry
CHEM 333	OR Mechanical and Stereo Chemistry II
CHEM 452	Advanced Inorganic Chemistry

Rationale: The previous courses have not been taught since 1990 and need to be removed from the official course list.

b. Program Deletions

i. Bachelor of Arts – Chemistry

Rationale: BA in Chemistry is being eliminated, since the new BS in Chemistry / Interdisciplinary Chemistry track is essentially the same program

ii. Bachelor of Arts – Chemistry / Pre-Medical Track

Rationale: The BA - Chemistry/Pre-Medical Track is being eliminated. The revised BS - Chemistry / Pre-Medical Track is now quite similar to the old BA-Pre-Medical BA, so there is no need for essentially duplicate programs.

7. College of Natural Sciences and Mathematics–Course Deletions and Modification of Prerequisite

a. Course Deletions:

SCI 111	Science Modern Civilization
SCI 151	Botany I
SCI 171	Inorganic Chemistry I
SCI 172	Inorganic Chemistry II
SCI 273	Qualitative Analysis
SCI 274	Quantitative Analysis
SCI 311	Elements of Earth Science

SCI 365 Anatomy and Physiology
SCI 401 GR of Science and Concepts I
SCI 402 GR of Science and Concepts II

Rationale: The previous courses have not been taught since 1990 and need to be removed from the official course list.

b. Prerequisite Modification:

Current Course Title and Prerequisites:

SCI 102 Fundamentals of Chemistry **2c-2l-2.5cr**

Prerequisite: Early childhood education/special education major or instructor permission

Proposed Course Title and Prerequisites:

SCI Fundamentals of Chemistry **2c-2l-2.5cr**

Prerequisite: Early Childhood Education or Early childhood education/special education major or instructor permission

Rationale: The new Early Childhood Education Majors (ECED) will be enrolling in this class. We are adding this major as a prerequisite in addition to the present Early Childhood Special Education (EDSP) major prerequisite. The program coordinator requested that their students be allowed to take this class.

8. Department of Geoscience – Course Deletions

GEOS 335 Economic Geology
GEOS 372 Meteorology II
GEOS 498 Problems in Geoscience
GEOS 499 Research in Geoscience

Rationale: The Registrar's Office has asked departments to delete courses that have not been taught in many years. The two undergraduate courses listed no longer reflect the composition of the department faculty and will also not be taught again.

9. Department of Nursing and Allied Health–Course Deletions

ALHE 326, 327, 328, 329, 330, 333, 334, 335, 336, 426, 427, 428, 429, 430, 433, 434, 435, 436; 481, 495, 496, 497, 498, 499; GERN 281, 481; 482; NMDT 281, 481;
MEDT 281, 400, 401, 402, 404, 405, 406, 407, 409, 411, 414, 420, 481;
NURS 301, 302, 303, 304, 305, 321, 322, 323, 324, 402, 403, 404, 405, 423, 424, 425, 426, 427, 454, 467, 469, 480.

Rationale: The Registrar's Office has asked departments to delete courses that have not been taught in many years but are still on the official class list.

10. College of Humanities and Social Sciences–Latin American Studies Minor--New Course

LAS 493 Internship**var-3cr**

An internship allows engagement in an approved work environment. All internships are approved and administered by the LAS Coordinator. Location, duties, duration of internship and work hours are tailored to students' career goals. Internship sites represent a broad spectrum of Latin American Studies in embassies, education, health, or government agencies. A maximum of 3-credits of internship and/or practicum are permitted toward the minor. All internship sites are required to be compliant with University internship policies and requirements.

Rationale: LAS 493 will allow students to gain hands on experience in a professional workforce, where they will be able to apply their theoretical knowledge of Latin American studies and culture.

11. Department of Religious Studies–New Courses, Course Deletion, Course Number Change**a. New Courses****i. RLST 300 Methodologies of Religious Studies****3c-0l-3cr**

Prerequisites: Religious Studies major or minor

Introduces students to the theories and methods of the study of religion, including phenomenological, historical, sociological, anthropological, psychological, ecological, feminist, and postmodern approaches. Restricted to majors and minors in Religious Studies.

Rationale: This course will introduce Religious Studies majors and minors to the most widely employed theories and methods of our discipline. Such a course will fill a significant void in our curriculum.

ii. RLST 378 Hinduism**3c-0l-3cr**

Provides a broad understanding of key developments, concepts, and practices in Hinduism. Includes religious texts, various sects, myths, and rituals. Addresses Hindu politics as tied to diasporic and global communities.

Rationale: RLST 378 Hinduism is needed to fulfill our department's vision of offering courses to our students that represent all the major world religions. There are over 1 billion Hindus around the globe (15% of the world's population), suggesting the importance in offering knowledge to our students on this subject. Such a course addresses a void in our curriculum; its addition is comparable to offerings found in other Religious Studies Departments.

iii. RLST 401 Topics in Abrahamic Traditions**3c-0l-3cr**

Prerequisites: Religious Studies major or minor, or permission of the instructor

Examines variable topics within the study of Judaism, Christianity and Islam. Themes vary according to the expertise of the Religious Studies faculty member offering the course. May be repeated.

Rationale: Establishing a course for rotating topics in Abrahamic traditions enables us to expand our offerings in a manner consistent with our curriculum organizational structure. This enables faculty to offer upper level courses within our curricular requirements in a flexible format, very important given our small size.

iv. RLST 402 Topics in Asian Religions **3c-01-3cr**

Prerequisites: Religious Studies major or minor, or permission of the instructor
Offers advanced study of rotating topics in Asian religions. The particular tradition or theme covered varies according to the expertise of the faculty member teaching the course.

Rationale: Under the Program Revision submitted with this New Course Proposal, all Religious Studies majors will be required to take at least one Topics course (choosing from RLST 401, 402, 403). Religious Studies minors may take one or two such classes to fulfill the major elective requirement. These advanced classes will allow our majors and minors to gain a much more in-depth understanding of a particular topic within one or more traditions than is possible in the 200- and 300-level courses.

v. RLST 403 Topics in Indigenous Religions **3c-01-3cr**

Prerequisites: RLST major or minor or permission of the instructor
Offers rotating topics in prehistorical, historical and contemporary indigenous religions by alternating professors in the Department of Religious Studies. Topics may include "Anishnaabeg (Ojibwe) Religion," "Viking Myth and Religion," and "Haitian Vodou."

Rationale: The establishment of a rotating topic course (modeled on RLST 485 – Selected Topics in Feminist Studies of Religion) will expand, clarify and organize indigenous religions offerings. It makes permanent courses previously offered as special topics courses and advances and diversifies Indigenous Religions offerings.

b. Course Deletion:

RLST 373 Advanced Studies in Buddhism

Rationale: RLST 373 Advanced Studies in Buddhism will now be subsumed under the new course RLST 402 Topics in Asian Religions.

c. Number Change:

Current Course Number and Title:	RLST 220 Buddhism	3c-01-3cr
Proposed Course Number and Title:	RLST 374 Buddhism	3c-01-3cr

Rationale: The Department of Religious Studies has determined that it is more appropriate for all courses focusing on the teachings and practices of a particular religion to be at the 300-level.

12. Department of Information Systems and Decision Sciences–Prerequisite Modifications

a. Current Course Title and Prerequisites:

IFMG 210 Introduction to Front-End Business Applications **3c-0l-3cr**
Prerequisites: IFMG/COSC/BTED 101

Proposed Course Prerequisites:

IFMG 210 Introduction to Front-End Business Applications **3c-0l-3cr**
Prerequisites: IFMG/COSC 101 or IFMG 110

Rationale: Modifying the pre-requisites to include IFMG 110 which is a new liberal studies elective, and dropping BTED 101 since it is being no longer offered.

b. Current Course Title and Prerequisites:

IFMG 230 Introduction to Back-End Business Applications **3c-0l-3cr**
Prerequisites: IFMG/COSC/BTED 101

Proposed Prerequisites:

IFMG 230 Introduction to Back-End Business Applications **3c-0l-3cr**
Prerequisites: IFMG/COSC 101 or IFMG 110

Rationale: Modifying the prerequisites to include IFMG 110 which is a new liberal studies elective, and dropping BTED 101 since it is being no longer offered.

13. Department of Anthropology–Program Title Change

Current Program Title:

Bachelor of Science in Education – Social Science Education/Anthropology Track

Proposed Program Title:

Bachelor of Science in Education – Social Studies Education/Anthropology Track

Rationale: We seek to make the program name consistent across the different Social Studies tracks, and make the name consistent with the actual certification to avoid confusion.

14. Department of Communications Media—Course Revision, Catalog Description Change

Current Catalog Description:

COMM 230 Global Communication and Media

3c-0l-3cr

Provides an overview of global media and international communications. Describes how international communication and development of global media has influenced relationships among nations and among people with different cultural background. Covers social, economic and political situations prior to and after globalization. Covers press theories, media ownership, access to media, and the impact of media communications on culture and people living in developed and developing countries.

Proposed Catalog Description:

COMM 230 Global Communication and Media

3c-0l-3cr

Provides an overview of global media and international communications. Describes how international communication and development of global media has influenced relationships among nations and among people with different cultural backgrounds. Covers social, economic and political situations prior to and after globalization, **which include global issues that intersects with** media ownership, access to media, and the impact of media communications on culture and people living in developed and developing countries. **Analyzes how understanding global media and communication can enhance students to think critically, respect their own identities, history and culture as well as others.**

Rationale: Discussion and class contents of global media and communication often relates to the role of individuals within smaller communities as well as society at large. The nature of social media, for example, enable any citizen to connect with people around the world creating an awareness and push critical thinking of any topic pertaining diversity or ethnic and racial minorities and of women. Thus, global citizenship topics, issues that need to be included in liberal studies elective, cannot be separated with this course.

15. Academic Affairs Division: Honors College—Program Revision and Program Catalog Description Change

Current Catalog Description:

Cook Honors College

The Cook Honors College is IUP's university-wide honors program for undergraduate students of all majors who are accepted into the program. Its goal is to provide a unique educational environment in which students of high ability and motivation can achieve their potential in a nurturing learning community of fellow students and professors. The Cook Honors College makes an intentional effort to see that students and faculty members are provided with integrated courses, an appreciation for multiple perspectives on important issues, and common learning experiences wherever possible; it strives to see that the learning community remains cohesive

with both academic and cocurricular components throughout the four years of the student's honors experience.

The Cook Honors College provides a challenging opportunity for academic and personal development through an integrated program of curriculum, residence, and cocurricular activities. Whitmyre Hall is a combined honors residential/academic facility that includes classrooms and program offices as well as student rooms and cocurricular spaces.

Students in any academic major may apply for admission to the Cook Honors College. Students may enter the program as freshmen or later as sophomore "transfer" students from either another university or from IUP. An application is required and is evaluated by the Cook Honors College Admissions Board.

Program Requirements

All first-year students (freshman and transfer students) are required to live in Whitmyre Hall and are encouraged to remain in the honors residence hall throughout their undergraduate career as space permits. Exceptions to the freshman residency requirements will be made only for nontraditional students (students 25 or older or who are married and/or have children). Application for exemption from this residency requirement should be made in the form of a letter to the Cook Honors College director at the time of application to the program.

Cook Honors College students are required to maintain a cumulative 3.25 GPA. A student who falls below the 3.25 GPA will have one semester of Cook Honors College probation during which he/she may attempt to raise the GPA to 3.25 and remain in good standing. Students who are dismissed from the Cook Honors College due to GPA may apply for readmission after having raised the GPA to acceptable honors standards.

Course Requirements for Students Admitted as Freshmen

Students admitted as freshmen are required to complete 24 credits of honors work, including

- **18 credits:** Honors Core I, II, III (HNRC 101, 102, 201) and Honors Core: Sciences (HNRC 202). HNRC 101 and 102 is a first-year sequence; HNRC 201 and 202 may be taken in either order during subsequent semesters. HNRC 101, 102, and 201 replace Liberal Studies requirements for Composition I (ENGL 101), three humanities courses (ENGL 121; HIST 196, 197, or 198; and either RLST 100 or PHIL 120), and one fine arts course (either ARHI/MUHI/THTR 101 or DANC 102). HNRC 202 replaces Liberal Studies requirements for either one nonlaboratory science and one social science *or* two non-laboratory sciences *or* two social sciences, depending on the units selected.
- **6 credits:** Additional honors course work/experiential education

Students are encouraged to complete at least one honors course during every academic year, although it is recognized that this might not be possible for students participating in study abroad or off-campus internships. For information on departmental honors programs, please see the individual college listings. Departmental honors courses count toward the total number of honors credits required for Cook Honors College graduation. Students are also encouraged to complete an undergraduate thesis for graduation from the Cook Honors College with distinction. Students may enroll for thesis credit by completing the necessary approval forms and scheduling

HNRC 483 honors thesis/independent study or, in some departments, by scheduling a departmental honors thesis course.

Students are required to do at least one of the following experiential components: study abroad, internship, honors thesis, or independent study. In the absence of a suitable cocurricular experience, an additional 400-level major course or approved graduate course may be substituted.

Proposed Catalog Description:

Cook Honors College

The Cook Honors College is IUP's university-wide honors program for undergraduate students of all majors who are accepted into the program. Its goal is to provide a unique educational environment in which students of high ability and motivation can achieve their potential in a nurturing learning community of fellow students and professors. The Cook Honors College makes an intentional effort to see that students and faculty members are provided with integrated courses, an appreciation for multiple perspectives on important issues, and common learning experiences wherever possible; it strives to see that the learning community remains cohesive with both academic and co-curricular components throughout the four years of the student's honors experience.

The Cook Honors College provides a challenging opportunity for academic and personal development through an integrated program of curriculum, residence, and co-curricular activities. Whitmyre Hall is a combined honors residential/academic facility that includes classrooms and program offices as well as student rooms and co-curricular spaces.

Students in any academic major may apply for admission to the Cook Honors College. Students may enter the program as freshmen or later as sophomore "transfer" students from either another university or from IUP. An application is required and is evaluated by the Cook Honors College Admissions Committee.

Program Requirements

All first-year students (freshman and transfer students) are required to live in Whitmyre Hall and are encouraged to remain in the honors residence hall throughout their undergraduate career as space permits. Exceptions to the freshman residency requirements will be made only for nontraditional students (students 25 or older or who are married and/or have children).

Application for exemption from this residency requirement should be made in the form of a letter to the Cook Honors College director at the time of application to the program.

Cook Honors College students are required to maintain a cumulative 3.25 GPA. A student who falls below the 3.25 GPA will have one semester of Cook Honors College probation during which he/she may attempt to raise the GPA to 3.25 and remain in good standing. Students who are dismissed from the Cook Honors College due to GPA may apply for readmission after having raised the GPA to acceptable honors standards.

Course Requirements for Students Admitted as Freshmen

Cook Honors College Requirements

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Required Courses:

18cr

HNRC 101 Honors Core I (1)	5cr
HNRC 102 Honors Core II (1)	5cr
HNRC 201 Honors Core III (1)	4cr
HNRC 202 Honors Core: Sciences (2)	4cr

Additional Honors Coursework/Experiential Education: 6cr

Completion of H-Designated Course or Departmental Honors Thesis (3)	3cr
Completion of Experiential Education Requirement (4)	3cr

- (1) HNRC 101, 102, and 201 replace Liberal Studies requirements for Composition I (ENGL 101), and three humanities courses (ENGL 121; HIST 196, 197, or 198; and either RLST 100 or PHIL 120), and one fine arts course (either ARHI/MUHI/THTR 101 or DANC 102). In addition, students who complete honors units offered by social science departments will receive Liberal Studies social science credits for the appropriate corresponding departmental course.
- (2) HNRC 202 replaces Liberal Studies requirements for either one non-laboratory science and one social science *or* two non-laboratory sciences or two social sciences, depending on the units selected.
- (3) Departmental honors courses (H-designated courses) count toward the total number of honors credits required for Cook Honors College graduation. Students are also encouraged to complete an undergraduate thesis. Students may enroll for thesis credit by completing the necessary approval forms and scheduling HNRC 483 honors thesis/independent study or, in some departments, by scheduling a departmental honors thesis course.
- (4) Students are required to do at least one of the following experiential components: study abroad, internship, honors thesis, or independent study. In the absence of a suitable co-curricular experience, an additional graduate course may be substituted. This requirement may or may not be a credit-bearing experience.

Rationale: As more departments join the rotation to teach HNRC courses, the program needs to be revised to reflect Liberal Studies equivalents which are satisfied when students complete honors coursework. Currently, the following departments send faculty members over to the CHC to teach the honors courses: History, English, various departments in the College of Fine Arts, Philosophy, Religious Studies, Sociology, Geography, and Chemistry.

16. Communication Disorders, Special Education and Disability Services—Course Revision, Catalog Description Change and Modification of Prerequisite

Current Catalog Description:

EDEX 469 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury **3c-0l-3cr**

Prerequisites: Successful completion of Step 1 of the Three Step Process, and a dual major in Disability Services/Sociology or a minor in special education

Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities and brain injury; definition and identification of the populations; and educational approaches. The course will review research in the field, including current issues, trends, educational practices, and services. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using internet resources and electronic format.

Proposed Catalog Description:

EDEX 469 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury **3c-0l-3cr**

Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities and brain injury; definition and identification of the populations; and educational approaches. Reviews research in the field, including current issues, trends, educational practices, and services. Uses a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using internet resources and electronic format.

Rationale: These revisions will also meet all of the requirements for inclusion in the coursework needed to allow students to sit for the examination to become Board Certified Assistant Behaviors Analyst (BCaBA). This course is also being revised to reflect the latest best practices regarding the exceptional categories covered. Additional focus will be placed up the behavioral influences on learning and methods used to address these concerns to facilitate student success.

17. Department of Art—New Course

ARED 323 Community-Based and Museum Art Education **3c-0l-3cr**

Prerequisite: ARED 315

Examines theories, issues and practices related to art education within community-based and museum settings. Includes art and children's museums, community art programs, after school programs, public and collaborative art programs, and emerging organizations, programs, and resources. In these settings, art educators work with a diversity of learners that may include children, adults, community activists and cultural workers, as well as with a diversity of art processes and media. Examines relationships between theory and practice and collaborates with community and museum-based organizations.

18. Department of Finance and Legal Studies—New Course

FIN 300 Personal Finance

3c-0l-3cr

Prerequisites: MATH 115, ACCT 201

Provides an opportunity for students to gain an in-depth understanding of the importance of personal finance. It is the first course as part of a track for those who are interested in becoming a Certified Financial Planner (CFP). This course does not fulfill the Dimensions of Wellness course requirement.

Rationale: The field of wealth management is expanding rapidly due to the many individuals retiring daily. At the same time, the retirees are living longer. This means that the wealth that they have accumulated over the years needs to be managed properly so that they have sufficient funds to last throughout their lifetime. The Certified Financial Planner (CFP) has gained much prominence in recent years. As such, this course will assist those students who wish to enter this field by following a CFP track offered by the Finance and Legal Studies department.

19. Academic Affairs Division: Teamwork and Leadership Studies Program—Teamwork-Intensive Courses for Approval

BIOL 240	Human Physiology
BIOL 409	Pharmacology Principles and Applications
CHEM 326	Analytical Chemistry II
CHEM 481	Special Topics in Chemistry: Environmental Chemistry
FDNT 355	Medical Nutrition Therapy I
FDNT 415	Sustainable Nutrition
GEOG 440	Conservation: Environmental Analysis
GEOS 356	Coastal Processes and Geology
PSYC 350	Physiological Psychology
THTR 281	Special Topics: Applied Theater I

Rationale: These courses have been found acceptable for the first round of approved Teamwork-Intensive courses for offerings starting in the Spring of 2018. Although other courses were reviewed, those new courses that are not yet approved will be approved when submitted as a new course in the IWiki. It is suggested that the IWiki includes the Teamwork-Intensive course designation as an option for new courses and as a standalone form.

20. Department of Journalism and Public Relations—New Course

JRNL 483 Honors Thesis

3c-01-3cr

Prerequisites: Students must be a journalism and public relations major, hold a 3.25 cumulative GPA and a 3.5 GPA in the major, and obtain departmental permission. All required courses in the major must be completed before applying for this course.

Approval is based on academic appropriateness and availability of resources. One semester of research and writing will culminate in an honors thesis. Honors theses are approved by the department and completed under the direction of a department professor who specializes in the students' area of interest.

Rationale: To provide an opportunity for students to collaborate with professors in their discipline on research and academic publication.

21. Department of Geography and Regional Planning—New Course, Course Title Changes, and New Certificate

a. New Course:

GEOG 454 GIS Analysis of Public Health **3c-01-3cr**

Prerequisites: GEOG/RGPL 316 or GEOG 417

Employs GIS-based public health analysis methods that are employed to understand the distribution and nature of public health problems, health disparities and access to health care services, and potential location-based strategies or interventions. Demonstrates knowledge of cartographic and spatial analyses and how they are used in the field of Public Health. Explores typical spatial public health analysis techniques, as well as demonstrates the ability to select appropriate data and analytical methods to implement GIS-based analyses.

Rationale: The course is being proposed as a track course in the BS Public Health program, and could eventually become a track course in our Environmental Planning and Environmental Geography programs.

b. Course Title Changes:

i. Current Course Name: RGPL 350 Introduction to Planning **3c-01-3cr**

Proposed Course Name: RGPL 350 Introduction to Community Planning **3c-01-3cr**

Rationale: The name of the course is being changed from “Introduction to Planning” to “Introduction to Community Planning.” The faculty determined that the revised course name was more consistent with the structure of the BS Regional Planning program.

ii. Current Course Name: RGPL 458 Land Use Law **3c-01-3cr**

Proposed Course Name: RGPL 458 Planning Law **3c-01-3cr**

Rationale: The name of the course is being changed from “Land Use Law” to “Planning Law.” The faculty determined that the revised course name was more consistent with the structure of the BS Regional Planning program.

iii. Current Course Name: GEOG 213 Cartography I **3c-01-3cr**
RGPL 213 Cartography I **3c-01-3cr**

GEOG 213 Cartography and Map Design **3c-01-3cr**
RGPL 213 Cartography and Map Design **3c-01-3cr**

Rationale: The new name, "Cartography and Map Design," is more indicative of the material taught in the course.

c. New Certificate

Certificate in Military Geographic Competencies

The goal of this certificate program is to provide students who are pursuing military science degree programs with geographic knowledge and geospatial expertise relevant to service in the armed forces. Among the proficiencies that students will develop are knowledge of global human and physical geography, global regional geographic characteristics, and cartographic and geospatial techniques.

Certificate in Military Geographic Competencies **15**

Core Courses: **9**

GEOG 104	World Geography: Global Context <i>or</i>	
	<i>or</i> RGPL 103 Global Cities: Issues in Planning and Development	3cr
GEOG 105	Our Digital Earth: Mobile Devices, Web Applications, and Geospatial Technology	3cr
GEOG 213	Cartography and Map Design	3cr

Controlled Electives: **6**

	One additional course from the following	3cr
GEOG 253	Geography of Europe	3cr
GEOG 254	Geography of Russia, Central Eurasia, and Eastern Europe	3cr
GEOG 255	Geography of Africa	3cr
GEOG 256	Geography of East and Southeast Asia	3cr
GEOG 257	Geography of South and Southwest Asia	3cr
	One additional course from the following:	3cr
GEOG 316	Introduction to Geographic Information Systems <i>or</i>	
	<i>or</i> GEOG 415 Remote Sensing <i>or</i>	
	<i>or</i> GEOG 425 Global Positioning Systems (GPS) Concepts and Techniques	

Rationale: The certificate is being proposed to "package" together knowledge and skills that are useful to students who will pursue a career as a member of the United States military. Prospective soldiers will benefit from having knowledge of other parts of the world where they may be stationed or deployed, understanding how to read and produce maps, and understanding and being able to interpret and implement geospatial technologies which are prevalent in all military branches.

22. Liberal Studies and UWUCC approved the following:

- COMM 261 Teamwork and Communication Skills for College and Career was approved as a Liberal Studies Elective in the Information Literacy and Oral Communication categories.
- COMM 230 Global Communications and Media was approved as a Liberal Studies Elective in the Global Citizenship category.
- HIST/PLSC 348 Top Secret America: The Rise and Reach of the National Security State was approved as a Liberal Studies Elective in the Information Literacy category.
- DANC 355 Dance Production: Administration to Creation, Type II Writing Intensive, Department Commitment Course.

Appendix C
University-Wide Curriculum Committee
Co-Chairs Moore and Frenzel

FOR ACTION:

1. COURSE DELETIONS

Rationale: Departments identified courses that have not been taught for numerous years and/or course material not reflect current composition in a field.

A. DEPARTMENT: CHEMISTRY

Courses: CHEM 502, CHEM 503, CHEM 505, CHEM 506, CHEM 512, CHEM 522, CHEM 533, CHEM 546, CHEM 547, CHEM 548, CHEM 549, CHEM 565, CHEM 566, CHEM 573, CHEM 574, CHEM 576, CHEM 599, CHEM 602, CHEM 605, CHEM 611, CHEM 612, CHEM 613, CHEM 615, CHEM 621, CHEM 622, CHEM 631, CHEM 632, CHEM 635, CHEM 640, CHEM 641, CHEM 642, CHEM 643, CHEM 645, CHEM 652

SCI 573, SCI 574, SCI 575, SCI, 576, SCI 580, SCI 581, SCI 599

B. DEPARTMENT: GEOSCIENCE

Courses: GEOS 335, GEOS 372, GEOS 498. GEOS 499, GEOS 521, GEOS 522, GEOS 524, GEOS 526, GEOS 527, GEOS 530, GEOS 535, GEOS 536, GEOS 540, GEOS 541, GEOS 542, GEOS 543, GEOS 550, GEOS 561, GEOS 562, GEOS 570, GEOS 571, GEOS 572, GEOS 581, GEOS 582, GEOS 588, GEOS 590, GEOS 591, GEOS 599, GEOS 850

C. DEPARTMENT: NURSING AND ALLIED HEALTH

Courses: NURS 611, NURS 615, NURS 616, NURS 617, NURS 618, NURS 624, NURS 625, NURS 627, NURS 630, NURS 631, NURS 632, NURS 633, NURS 640, NURS 641, NURS 724, NURS 726, NURS 727, NURS 733, NURS 738, NURS 740, NURS 741

2. DEPARTMENT: COUNSELING

PROGRAM REVISION/VARIABILITY OF DELIVERY

Degree: PhD in Counselor Education and Supervision

Rationale: The Department of Counseling would like to offer the PhD in Counselor Education and Supervision at the Pittsburgh East campus. Through recruitment efforts and feedback provided by alumni (gathered when prepared Doctoral Program Proposal) there is a need in the Pittsburgh area for affordable doctoral level programming in Counselor Education and Supervision. The closest competitive program's graduate tuition is 2.5 times higher than IUPs current graduate tuition rate. Course delivery mirrors the first cohort started on main campus Fall 2017. Courses would be offered face-to-face, two days per week, during the day.

3. DEPARTMENT: EDUCATIONAL AND SCHOOL PSYCHOLOGY

NEW CERTIFICATE

Title: Certificate in Supervision of Pupil Services

Rationale: The Supervision of Pupil Services program has been offered by the Department of Educational and School Psychology as an optional part of its Doctoral Program in School Psychology for over 10 years. It has served both doctoral students and post-doctoral students who earned the doctorate in school psychology from other institutions. Students completing the program are eligible to receive certification as Supervisor of Pupil Services from the Pennsylvania Department of Education. This program is being proposed as an official IUP certificate program so that completion of the program may be duly reflected in the student's transcript. The proposed certificate program is intended to provide a value-added aspect to the Doctoral Program in School Psychology and enhance the prestige of the department, college and university in providing advanced training for pupil services practitioners.

Summary:

Title	Certificate in Supervision of Pupil Services
Description	As part of its mission to serve the needs of Pennsylvania’s schools in providing a cadre of highly trained pupil services administrators, the Department of Educational and School Psychology of the Indiana University of Pennsylvania (IUP) offers a certification program in the area of Supervisor of Pupil Services as an optional part of its doctorate in school psychology. The program prepares doctoral-level school psychologists with the requisite supervisory skills to apply for the supervisory certificate through the Pennsylvania Department of Education (PDE) and to ultimately be employed as pupil services directors in school districts in Pennsylvania and other states.
Requirements	EDEX 650 Education of Exceptional Persons and Youth EDSP 711 Introduction to School Psychology EDSP 717/817 Evaluating the Effectiveness of Program Interventions EDSP 812 Cognitive Assessment EDSP 813 Academic Assessment EDSP 818 Consultation in Applied Settings EDSP 915 Doctoral Seminar in Applied Educational Research EDSP 949 Advanced Practicum and Supervision EDSP 952 Internship EDSP 975 Supervision of Pupil Services
Student Learning Outcomes	The student will: <ul style="list-style-type: none"> • articulate an understanding of all subspecialty areas of pupil services (school psychology, guidance / school counseling, school nursing, school social worker, home / school visitor); • display knowledge of schools and schooling, with an special emphasis on the education of exceptional children and adolescents; • demonstrate skill in psycho-educational assessment, diagnostics, interventions, academic and behavioral counseling, and consultation; • articulate the impact of family and community systems on the educational process and the learner, and how to work effectively with a diverse group of parents, teachers, and other professionals in the field;

- implement a program evaluation as guided by research and measurement theory and practice as a guide to the effective provision of pupil services.

The following matrix provides a summary of when and how each SLO will be assessed across the scope and sequence of the certificate:

Course	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5
EDEX 650 Education of Exceptional Persons and Youth		X			
EDSP 717 / 817 Evaluating the Effectiveness of Program Intervention s					X
EDSP 711 Introduction to School Psychology		X			
EDSP 812 Cognitive Assessment		X	X		
EDSP 813 Academic Assessment		X	X		
EDSP 915 Doctoral Seminar in Applied Educational Research					X
EDSP 818 Consultation in Applied Settings			X	X	

	EDSP 949 Advanced Practicum and Supervision				X	
	EDSP 975 Supervision of Pupil Services	X				
	EDSP 952 Internship	X	X	X	X	X
	Assessment(s) to Measure the SLO	Reflection Paper (EDSP 975) & Internship (EDSP 952) Supervisor Evaluation	Exams and Paper (e.g., EDEX 650) & Internship (EDSP 952) Supervisor Evaluation	Completion of comprehensive psycho- educational evaluation (e.g., EDSP 949) & Internship (EDSP 952) Supervisor Evaluation	Reflection Paper (EDSP 818) & Internship (EDSP 952) Supervisor Evaluation	Proposal for Evaluating a large-scale program (EDSP 717 / 817) and Internship (EDSP 952) Supervisor Evaluation & Program Evaluation Report

4. DEPARTMENT: COMMUNICATIONS MEDIA

A. NEW COURSE

Course: COMM 511: Theories & Principles of Strategic Communication

Rationale: This course is being proposed as a major requirement for the Master of Science in Strategic Communication program. The main purpose of this course will be to be a foundation of strategic communication theories for students who are entering the program. The course will also review more general communication theories. The hope is to introduce students to the communication field, the strategic communication subfield, and prepare them to create and critique strategic communication plans in their future courses.

Summary:

Course	COMM 511: Theories & Principles of Strategic Communication
Credits	3
Prerequisite	None

Description	Provides students a solid foundation of the study of strategic communication with emphasis on organizational communication theories, strategic storytelling, participatory media, and online media's impact on behaviors and attitudes. Students will learn key elements of the field, analyze and evaluate messages for their strategic communication effectiveness and create and present examples of Strategic Communication in written and oral presentations. This course will provide an overview of discipline specific applications of strategic communication.
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B. NEW COURSE

Course: COMM 512: Writing for Strategic Communication

Rationale: This course is a new course proposed for the Master of Science in Strategic Communication. It will be a core requirement that requires students to write various forms of strategic communication messages and will provide foundational writing concepts to prepare them for other courses in the program.

Summary:

Course	COMM 512: Writing for Strategic Communication
Credits	3
Prerequisite	None
Description	Prepares students to write goal-driven messages aimed at promoting action across a wide range of media platforms. Students evaluate and write strategic communications documents for communication platforms including in-person, online and on-air.

C. NEW COURSE

Course: COMM 513: Multimedia Content Development and Production

Rationale: This is a new course proposed for the Master of Science in Strategic Communication. The course will be a prerequisite for future courses in the program and will provide students with a foundation for understanding production concepts for strategic communication messages.

Summary:

Course	COMM 513: Multimedia Content Development and Production
Credits	3
Prerequisite	None
Description	Focuses on the planning, development, and production of multimedia for strategic communication. Particular focus is placed on both the function and promotion of interactions between developer and the target audience with the goal of creating media that both provide content and motivate and equip audiences to respond with user-generated content.

D. NEW COURSE

Course: COMM 611: The Strategic Communicator

Rationale: This course is being proposed as an elective for the Master of Science in Strategic Communication program. The main goal of this course will be to prepare students for the responsibilities that come with being in charge of managing a company's strategic communication plans. In order to accomplish this, students will learn about relevant communication theories, about past successful and unsuccessful strategic communication plans and campaigns and get experience working in groups and presenting strategic plans.

Summary:

Course	COMM 611: The Strategic Communicator
Credits	3
Prerequisite	None
Description	Prepares students to become strategic communicators. Students will be engaged in content about interpersonal communication, group dynamics, problem-solving, and conflict resolution to become effective strategic communicators in the field. Course content will help students identify challenges, develop solutions and use appropriate presentation techniques to solve organizational problems.

E. NEW COURSE

Course: COMM 612: Persuasion

Rationale: This course is an elective in the proposed new program, Master of Science in Strategic Communication. After completing this course students will understand the underlying theoretical principals of persuasion (aka attitude change) how use them to guide practical work on strategic communication messages and campaigns.

Summary:

Course	COMM 612: Persuasion
Credits	3
Prerequisite	None
Description	Introduces students to the theories and practices involved in understanding the creation of persuasive messages, or messages intended to influence attitudes, behaviors, and opinions through all forms of media and interpersonal discussion. This course will look at how people process persuasive messages and the subsequent effects of these messages. This course will explore theories of persuasion, attitude change, and message design that can be used for message creation.

F. NEW COURSE

Course: COMM 613: Strategic Communication and Online Media Campaigns

Rationale: This is a new course proposed for the Master of Science in Strategic Communication. The course will serve as an advanced elective in the program and will provide students with an opportunity

to apply pre-production and production knowledge to the development and evaluation on an online media campaign.

Summary:

Course	COMM 613: Strategic Communication and Online Media Campaigns
Credits	3
Prerequisite	COMM 513
Description	The course will require students to study successful and unsuccessful campaigns of the past. Students will then plan and develop a media campaign that is strategically targeted to a narrow audience and delivered and promoted via online media.

G. NEW COURSE

Course: COMM 712: Global Strategic Communication

Rationale: This course is an elective in the proposed new program, Master of Science in Strategic Communication. Students in this applied course will develop skills for designing communication campaigns for global organizations, and navigating the unique challenges posed by addressing international audiences both internal and external to the organization.

Summary:

Course	COMM 512: Writing for Strategic Communication
Credits	3
Prerequisite	None
Description	Exposes students to the complexities of strategic communication for global organizations, with an emphasis on leadership and management of communication. Students will be engaged in research, discussion and writing to gain an understanding of how organizations develop information for a multicultural and global audience, both internally and externally. Includes analysis of ethical, legal, political and social communication issues around the globe. Skills and practices learned in this course will be transferable to multiple contexts of globally-oriented communication.

H. NEW COURSE

Course: COMM 713: Advanced Strategic Communication Writing and Production

Rationale: This is a new course proposed for the "applied track" in the proposed new program, Master of Science in Strategic Communication. This course will be a prerequisite for COMM 793 Internship in the applied track of the program. COMM 713 will prepare students for experiential education opportunities with extensive writing and production of strategic communication messages.

Summary:

Course	COMM 713: Advanced Strategic Communication Writing and Production
Credits	3
Prerequisite	COMM 512, 513

Description	Prepares students to write and produce strategic messages at the professional level and to meet the needs of employers in internships and careers. Using theory, research, writing and production concepts from previous coursework, students will be engaged in the purposeful creation of strategic communication products that meet the needs of organizations and audiences. This advanced, project-driven, course provides a culminating experience for students in the applied track of the Master of Science in Strategic Communication.
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I. NEW COURSE

Course: COMM 715: Research Development in Strategic Communication

Rationale: This course is a core requirement in the proposed new program, Master of Science in Strategic Communication, for those students pursuing the research track. The course is designed to prepare students for their thesis project by familiarizing them with the processes and designs of studies in strategic communication. This applied course also provides opportunity for students to produce relevant work that can be incorporated into their own thesis projects.

Summary:

Course	COMM 715: Research Development in Strategic Communication
Credits	3
Prerequisite	COMM 511, 512, GSR 615
Description	Prepares students to plan, research, and compose a Master's thesis in Strategic Communication. Students will learn and apply skills in research design, philosophies of research, and methodological selection. Also includes strategies for data collection and generation, defining concepts, report design, as well as institutional procedures and policies.

J. NEW COURSE

Course: COMM 720: Political Communication

Rationale: The purpose of this course is to provide students with an overview of the key concepts and theories regarding communications role in politics. It will take an interdisciplinary approach to the field through the study of research from scholars in communication, political science, psychology and sociology. The course will address the role of news media, political entertainment, online media, and face-to-face communication, from the perspective of content creators and consumers. The cognitive and behavioral effects of political messages on the public will also be covered.

Summary:

Course	COMM 720: Political Communication
Credits	3
Prerequisite	None

Description	Provide students with a survey of communications role in politics and the political process. An interdisciplinary exploration of the field will explore the role of communication in and through legislative processes and outcomes, political campaigns and debate, news media, civic engagement, public opinion, political discourse and political identity construction.
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K. NEW COURSE

Course: COMM 745: Health Communication

Rationale: This is a new course proposed as an elective for the Master of Science in Strategic Communication. Health Communication is a growing field both within the academy and out. This course will prepare students to design, create, and implement health communication campaigns. The skills learned in this class will be particularly useful for students seeking careers in this emerging field.

Summary:

Course	COMM 745: Health Communication
Credits	3
Prerequisite	None
Description	Explores the role of communication campaigns in the area of public health. Students will develop the skills necessary to use media strategically to advance persuasive health messages through design, production and dissemination. Applies communication theory to the promotion of health messages.

L. NEW COURSE

Course: COMM 793: Internship

Rationale: This is a new course proposed for the proposed program, Master of Science in Strategic Communication. Students completing the "applied" track of the program will complete the internship as their culminating experience.

Summary:

Course	COMM 793: Internship
Credits	6
Prerequisite	COMM 713, Departmental approval
Description	Provides for a summer experiential education experience in a professional setting. This faculty-supervised experience may include placement at approved academic, business, non-profit, governmental or other organizations in a department or area related to the goals of the MS in Strategic Communication. Students will complete 240 work hours for this six credit culminating experience.

M. NEW COURSE

Course: COMM 795: Thesis

Rationale: This is a new course in the proposed Master of Science in Strategic Communication. COMM 795 Thesis is an advanced research course that culminates in a written research thesis and oral defense. The course will be required for students opting for the research track of the program.

Summary:

Course	COMM 795: Thesis
Credits	6
Prerequisite	COMM 715, Departmental approval
Description	Prepares students to write goal-driven messages aimed at promoting action across a wide range of media platforms. Students evaluate and write strategic communications documents for communication platforms including in-person, online and on-air.

N. NEW PROGRAM

Degree: Master of Science in Strategic Communication

Rationale: The Master of Science in strategic communication is a 36-credit program designed to serve current and aspiring communication professionals by combining writing, research, and production. The program prepares students to pursue a variety of careers in professional communication including crisis communication, communication management, political communication, health communication and strategic online messaging. Students will complete a core of required courses including: Theories and Principles of Strategic Communication, Writing for Strategic Communication, Multimedia Content Development and Production, and Elements of Research. An additional 15 credits of elective courses will include topics such as Crisis Communication, Health Communication, Global Strategic Communication and Persuasion. The remaining credits of the program will include advanced research or advanced production, depending on the track the student chooses. The program will provide an option for a six-credit thesis or internship as the culminating experience. The research track is designed to prepare students for doctoral study.

The program is designed to attract students graduating from programs in communication, media production, mass communication, journalism, public relations and related disciplines. The program will also appeal to communication professionals who seek career advancement with higher education. As a department, we see the research track of this program as an excellent pathway for students interested in our Communications Media and Instructional Technology PhD program.

The proposed Master of Science in strategic communication aligns directly with the program goals identified for IUP's Department of Communications Media in 2014. Our discussion about and interest in a communications master's degree began during the departments most recent five-year review. The number one curriculum goal identified in that review was to develop and propose a master's degree that would be attractive to IUP's current undergraduate population as well as provide an appropriate bridge from the bachelor's degree to the doctoral degree for students interested in communications, specifically our Ph.D. in communications media and instructional technology.

The Master of Science in Strategic Communication is included in IUP's University Action Plan, February 2017. The goals of this program directly align with these elements of IUP's Strategic Plan

Goal 1: Provide innovative academic programs of high quality and value.

Goal 2: Prepare all of IUP's students for success in work and life, in addition to academic success.

Goal 3: Strengthen IUP's value to our local, state, and global partners.

Virtually any search of top skills required by employers for successful candidates will include writing, speaking, problem solving, teamwork, and the ability to plan and organize information. With very few exceptions, written and verbal communication skills are among the top attributes employers want. According to a 2015 survey conducted by the National Association of Colleges and Employers (NACE), written communication skills ranks as number 3 and verbal communication skills ranks as number five among the respondents to the survey. The Master of Science in Strategic Communication will foster those skills as well as the other top skills identified in this survey, those of teamwork and problem-solving (NACE, November 18, 2015). The purpose of this program is to produce graduates who have these top qualities sought by employers and doctoral programs.

An attractive appeal to working professionals is the opportunity to take evening and weekend classes. It is our intention to schedule classes in a way that attracts students who are in different points of their lives and careers. Additionally, this format can appeal to students who are fresh from an undergraduate program who wish to continue their education.

The need for professionals with Master's degrees in communication related fields continues to grow. Having a Master's degree is a premium in these fields and is often required to obtain higher-level positions. The US Department of Labor Statistics projects job growth in the area of strategic communication at a rate of 8% (versus the national rate of 6%) and 9% growth in the related areas of advertising, promotions and marketing over the next ten years. In nearly all occupational fields related to strategic communication, job growth over the next ten years is projected to outpace the national average. A 2015 study by Georgetown University found college graduates with an advanced degree in communication fields make on average, \$13,000 more a year than those with Bachelor's degree (Carnevale, Cheah, & Hanson, 2015). Having a Master's degree in communication can be particularly fruitful for workers in the areas of marketing and public relations who can make 19.95% more annually than their counterparts with only a Bachelor's degree (CBS News).

Demand is high for skilled professionals who can address communication challenges in the real world and communicate solutions effectively. A 2015 survey of 260 employment managers (e.g. Chevron, IBM, Seagate, etc.) conducted by the National Association of Colleges and Employers (NACE), reports the "ability to communicate with people inside and outside an organization," "the ability to create and edit written reports", and "the ability to sell and persuade others" are three of the most essential skills sought in potential employees. Conversely, a study of hiring managers by Georgetown University's School of Continuing Education found that the number one skill most lacking in applicants is the ability to write and communicate effectively. Additionally, applicants lack "research skills and digital communication skills." However, when these same industry professionals were asked "what skills are emerging as needs for your organizations?" answers included: "multimedia writing," "social media skills," "writing for digital marketing," "deep storytelling ability and experience writing stories on all

channels,” and “developing brand narratives.” These are all skills that will be developed and enhanced through this Master’s program and give our graduates an advantage over their competition.

	Proposed Program Information
Title	Master of Science in Strategic Communication
Description	The Master of Science in Strategic Communication is a 36-credit program designed to serve current and aspiring communication professionals by combining writing, research, and production. The program prepares students to pursue a variety of careers in professional communication including crisis communication, communication management, political communication, health communication and strategic online messaging. Students will complete a core of required courses (15 credits) that will include: Theories and Principles of Strategic Communication, Writing for Strategic Communication, Multimedia Content Development and Production, and Elements of Research. The program offers an additional 15 credits of elective courses. The remaining courses will be chosen from one of two tracks, an applied track and a research track. The applied track includes a six-credit internship and the research track includes a six-credit thesis as the culminating experience.
Program requirements	<p>The Master of Science in Strategic Communication is a 36-credit program designed to serve current and aspiring communication professionals by combining writing, research, and production. The program prepares students to pursue a variety of careers in professional communication including crisis communication, communication management, political communication, health communication and strategic online messaging. Students will complete a core of required courses (15 credits) that will include: Theories and Principles of Strategic Communication, Writing for Strategic Communication, Multimedia Content Development and Production, and Elements of Research. The remaining 3 credits of the core will include advanced research or advanced production, depending on the track the student chooses, either applied or research track. The applied track will require Advanced Strategic Writing and Production and an Internship. The research track will require Advanced Research in Strategic Communication and a thesis.</p> <p>An additional 15 credits of elective courses will include topics such as Crisis Communication, Health Communication, Global Strategic Communication and Persuasion. The program will provide an option for a six-credit thesis or internship as the culminating experience. The research track is designed to prepare students for doctoral study.</p> <p>M.S. in Strategic Communication (36 credits)</p> <p><u>Core Courses (15 credits)</u> 15 credits</p> <p>COMM 511 Theories and Principles of Strategic Communication COMM 512 Writing for Strategic Communication COMM 513 Multimedia Content Development and Production GSR 615 Elements of Research COMM 713 Advanced Strategic Communication Writing and Production (or) COMM 715 Research Development in Strategic Communication</p> <p><u>Five Elective Courses (15 credits)</u> 15 credits</p> <p>Proposed Elective Courses COMM 611 The Strategic Communicator COMM 612 Persuasion COMM 613 Strategic Communication and Online Media Campaigns</p>

	COMM 712 Global Strategic Communication COMM 714 Crisis Communication COMM 720 Political Communication COMM 745 Health Communication <u>Thesis/Internship (6 credits)</u>	6 credits
	COMM 793 Internship (or) COMM 795 Thesis	
	Total	30 credits

Required Coursework	Program Goal	Student Learning Outcome	Course
	Balance theoretical, writing, research and production components to aid students in creating, producing and delivering goal-oriented messages Encourage critical thinking and development of strategies for solving organizational communication problems Prepare students for advanced research and doctoral education	Analyze organizational communication needs to develop effective goal-driven messages	COMM 511, COMM 512, COMM 513, COMM 611, COMM 613, COMM 712, COMM 713, COMM 714, COMM 720, COMM 745
	Balance theoretical, writing, research and production components to aid students in creating, producing and delivering goal-oriented messages Develop teamwork and leadership skills through integrated communication writing and production projects Encourage critical thinking and development of strategies for solving organizational communication problems Prepare students for careers in strategic communication	Gather and analyze information, using quantitative and qualitative research, to create communication campaigns that match audience motivations	COMM 511, COMM 513, COMM 611, COMM 612, COMM 613, COMM 712, COMM 713, COMM 714, COMM 715, COMM 720, COMM 745, COMM 795, GSR 615

	<p>in a variety of professional settings</p> <p>Prepare students for advanced research and doctoral education</p>		
	<p>Balance theoretical, writing, research and production components to aid students in creating, producing and delivering goal-oriented messages</p> <p>Develop teamwork and leadership skills through integrated communication writing and production projects</p> <p>Encourage critical thinking and development of strategies for solving organizational communication problems</p> <p>Prepare students for careers in strategic communication in a variety of professional settings</p>	<p>Integrate written and verbal messages with digital media production</p>	<p>COMM 512, COMM 513, COMM 611, COMM 613, COMM 713, COMM 793</p>
	<p>Balance theoretical, writing, research and production components to aid students in creating, producing and delivering goal-oriented messages</p> <p>Develop teamwork and leadership skills through integrated communication writing and production projects</p> <p>Encourage critical thinking and development of strategies for solving organizational communication problems</p>	<p>Construct strategic messages, utilizing critical thinking and argumentation</p>	<p>COMM 512, COMM 513, COMM 611, COMM 613, COMM 712, COMM 713, COMM 714, COMM 720, COMM 745, COMM 793</p>

	<p>Prepare students for careers in strategic communication in a variety of professional settings</p>		
	<p>Balance theoretical, writing, research and production components to aid students in creating, producing and delivering goal-oriented messages</p> <p>Develop teamwork and leadership skills through integrated communication writing and production projects</p> <p>Encourage critical thinking and development of strategies for solving organizational communication problems</p> <p>Prepare students for careers in strategic communication in a variety of professional settings</p>	<p>Deliver goal-oriented communication campaigns in writing, in person and online</p>	<p>COMM 512, COMM 513, COMM 611, COMM 613, COMM 713, COMM 714, COMM 720, COMM 745, COMM 793</p>
	<p>Balance theoretical, writing, research and production components to aid students in creating, producing and delivering goal-oriented messages</p> <p>Prepare students for careers in strategic communication in a variety of professional settings</p>	<p>Apply learning in strategic communication in an experiential education activity (applied track)</p>	<p>COMM 713, COMM 793</p>
	<p>Balance theoretical, writing, research and production components to aid students in creating, producing and delivering goal-oriented messages</p>	<p>Perform research and analyze data (research track)</p>	<p>COMM 511, COMM 512, COMM 513, COMM 611, COMM 613, COMM 714, COMM 715, COMM 795, GSR 615</p>

	Prepare students for advanced research and doctoral education		
	<p>Balance theoretical, writing, research and production components to aid students in creating, producing and delivering goal-oriented messages</p> <p>Prepare students for advanced research and doctoral education</p>	Apply learning in strategic communication in a culminating thesis research project (research track)	COMM 715, COMM 795

5. DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

FOR CORRECTION: Error in Catalog Description for ACE 744

Rationale: Incorrect catalog description was submitted and approved 11/6/16 by Senate. The proposed description should have been submitted.

Current Catalog Description	Proposed/Correct Catalog Description
<p>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.</p> <p>Prerequisites: ACE 600 or Instructor Permission.</p>	<p>Addresses designing, conducting and disseminating effective program and project evaluation of education and training programs and instructional design projects. This is a research based course in which students will apply research methods to plan and conduct evaluation studies. Effective strategies for disseminating program evaluation will also be addressed.</p> <p>Prerequisite: GSR 615 or Instructor Permission.</p>

6. MILITARY GRADUATE CREDITS AND EXPERIENCE POLICY

Rationale: Military personnel receive a Joint Services Transcript (JST) describing their schooling and work history in civilian language. This transcript is accepted in more than 2300 colleges and universities around the US. It is used to advise and approve academic credits, as well as for resume building and explaining military work experiences to civilian schools and employers.

Over the last years, IUP has been designated as a 'military friendly' school. At the undergraduate level, IUP uses the ACE (American Council on Education) Guide to accept work from the military for college credits. The ACE requires the Joint Services Transcript (JST) to be used for course consideration. There is currently not a policy to allow this same option at the graduate level. This policy will allow departments to consider accepting military schooling and experiences, as credits, for equivalent required or elective courses. This policy will not place a time limit on the credits due to deployment extensions, permanent change of stations (PCS), advanced training commitments, and other factors related to the military. Departments will determine the relevance and timing of the considered credits for their programs.

POLICY:

Relevant military credits can be considered as graduate credits upon acceptance by the academic department/program and official approval by the School of Graduate Studies and Research. Credit review is based on the Joint Services Transcript by the departments/programs to determine acceptance of military schooling and experience as graduate credits in place of specific equivalent required or elective courses, and approval from the School of Graduate Studies and Research.

To request credit consideration, the student must complete the Request for Military Credit Review form and follow the listed instructions. A military course, training or work experience description must accompany the request. The request must identify specific required or elective courses that would be the equivalent of the military credits being considered. An official Joint Services Transcript showing the earned credits must be provided with the request.

The request is reviewed by the academic department and the School of Graduate Studies and Research. After review, the student's program coordinator and the student are notified through IUP email whether the military credits are officially approved or not.

No more than 1/3 of the total degree program hours may be accepted in the form of military credits. If the student has military credits approved as graduate credits and the student has transfer credits approved from IUP and/or another institution, the combined total of the graduate credits and transfer credits cannot exceed 1/3 of the total program hours for the degree. If military credits are approved and accepted, only the credit, not the grade or the accompanying quality points will appear on the student's IUP transcript. Military credits approved and accepted for one program at IUP will not be posted to the student's transcript a second time for a second program.

Effective date: Spring 2018

Appendix D
Non-Credit Committee
Chair O'Neil

FOR INFORMATION:

IUP Constable Training Program
November 7, 2017

October 3, 2017: Committee members present: Tess O'Neil, Tim Mack, Melinda McIsaac and Sudipta Majumdar.

Excused: Marcy Rearick

Interview with Michael Marcantino, Constable Training Program Director, Tracy Eisenhower, IUP Research Institute

The IUP Constable Training Program is housed in the Research Institute. It is in its eleventh year and covers Central PA, including 26 counties. They have twenty-two different training locations in this area. The training program just been approved to train through 2022. Penn State provides training in Western PA and Temple provides training in Eastern PA.

This program is under the umbrella of the Pennsylvania Commission on Crime and Delinquency.

The purpose of the training program is to provide certified training to elected Constables. There is no cost to the attendees for this training.

Although all Constables are elected, there are two categories; certified and non-certified. If a Constable is not certified, the only task they can perform is security at election polls.

The certified Constable can do the following:

- Serving Criminal Warrants
- Serving Civil Processes
- Court Security
- Prisoner Transport

The certification process is as follows:

The certified Constable must attend an 80-hour Basic Training program. There are subsequent 40-hour Basic Firearms programs as well.

Other courses provided:

- 20-hour Continuing Education
- 20-hour Annual Firearms
- 20-hour Advanced Firearms
- 8-hour optional-MEB/OCAT

They only train on weekends January through October.

There are currently approximately 4,200 Constables in Pennsylvania. Of these Constables, 1,700 were trained in this program.

In 2016 the IUP Constable Training program trained 696 Constables.

The committee was very impressed with Mr. Marcantino's expertise and experience, which contributes to the success of this program.