

# University Senate

Tuesday, September 10, 2019

3:30pm – 5:00pm, Eberly Auditorium

## Approval of Order

- A. Approval of minutes from April 30, 2019 meeting
- B. Approval of current agenda items and order
- C. Election for Vice Chairperson

Previously Approved

## Reports and Announcements

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

**Appendix**    **Page(s)**

## Standing Committee Reports

- A. Rules Committee
- B. University-Wide Undergraduate Curriculum Committee
- C. University-Wide Graduate Committee
- D. Research Committee
- E. Student Affairs Committee
- F. University Development and Finance Committee
- G. Academic Affairs Committee
- H. Awards Committee
- I. Noncredit Committee
- J. Library and Education Services Committee

## Chairperson

Smith-Sherwood  
Sechrist/Greenawalt  
Moore/Frenzel  
Stocker  
Mount  
Dugan/Wachter  
Paul  
O'Neil  
McLaughlin

A            2-11  
B            12-22

## Senate Representative Reports

- A. University Planning Council
- B. Presidential Athletic Advisory Council
- C. Academic Computing Policy Advisory Committee
- D. University Budget Advisory Committee

## Representative

Stocker  
Castle  
Chadwick  
Soni

## New Business

## Adjournment

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

**FOR INFORMATION:**

The following course was approved by the UWUCC to be offered as a distance education course:

- **ARED 318 Art in 7-12 Programs**

**FOR ACTION:**

**1. Corrections from previous agenda items:**

**a. Department of Psychology—Modification of Prerequisite**

**Current Approved Title and Prerequisite:**

**PSYC 100 The Psychology Major: Curriculum and Careers** **1c-0l-1cr**

**Proposed Title and Prerequisite:**

**PSYC 100 The Psychology Major: Curriculum and Careers** **1c-0l-1cr**  
**Prerequisite:** PSYC majors

**Rationale:** When this new course was approved on April 30<sup>th</sup>, the prerequisite line was accidentally left out on the agenda.

**b. Department of Music-- Modification of Prerequisite**

**Current Approved Title and Prerequisite:**

**MUHI 102 Music and Literature Survey** **3c-0l-3cr**

**Proposed Title and Prerequisite:**

**MUHI 102 Music and Literature Survey** **3c-0l-3cr**  
**Prerequisite:** Music majors only

**Rationale:** When this course was revised at the April 30<sup>th</sup> meeting, the prerequisite line was accidentally left out of the proposal.



**c. Liberal Studies Report**

On the April 30<sup>th</sup> Senate agenda, the titles of RLST 100 and 110 were switched in the Liberal Studies report.

**d. Department of Art—Catalog Description Change**

**Current Approved Catalog Description:**

**ARED 101 Introduction to Art Education**

**3c-01-3cr**

field experiences with public P-12 schools, museums, and community art programs

**Prerequisite:** Art Education Major or Instructor Permission

Introduces theoretical and contextual foundations that support contemporary art education theory and theory and practice in a variety of settings including schools, museums, and community-based programs. Serves as the first of a sequence of courses in the Art Education major and should be taken the second semester of the first year or of admission to the major. Provides a foundation for the rest of the courses in the major. Conducted in a participatory seminar format that includes selected.

**Proposed Catalog Description:**

**ARED 101 Introduction to Art Education**

**3c-01-3cr**

**Prerequisite:** Art Education Major or Instructor Permission

Introduces theoretical and contextual foundations that support contemporary art education theory and practice in a variety of settings including schools, museums, and community-based programs. Serves as the first of a sequence of courses in the Art Education major and should be taken the second semester of the first year or of admission to the major. Provides a foundation for the rest of the courses in the major. Conducted in a participatory seminar format that includes selected field experiences with public P-12 schools, museums, and community art programs.

**Rationale:** The last section of the catalog description was accidentally listed underneath the course title instead of being at the end of the description when it was approved on April 2<sup>nd</sup>.

**e. Department of Foreign Languages—Program Revision of Footnotes**

**Current Approved Minor in French Footnote:**

- (2) If a student is exempted from FRNC 201 based on his/her score on the French placement test, the student must instead take a course designated as FRNC 2XX in place of FRNC 201.

**Proposed Minor in French Footnote:**

- (2) If a student is exempted from FRNC 201 based on his/her score on the French placement test, the student must instead take a **200- or 300-level** course in place of FRNC 201.



**Current Approved Minor in German Footnote:**

- (2) If a student is exempted from GRMN 201 based on his/her score on the German placement test, the student must instead take a course designated as GRMN 2XX in place of GRMN 201.

**Proposed Minor in German Footnote:**

- (2) If a student is exempted from GRMN 201 based on his/her score on the German placement test, the student must instead take a **200- or 300-level** course in place of GRMN 201.

**Rationale:** UWUCC had asked that 2XX be changed. The proposer did so in the minors themselves but forgot to do so in the footnotes.

**f. Professional Studies in Education—Program Revision of Footnote**

**Current Approved Certificate in Urban Education Footnote:**

- (3) Student teaching must be completed in an urban setting. The number of student teaching credits and the course numbers vary in accordance to the requirements of the major.

**Proposed Certificate in Urban Education Footnote:**

- (3) Student teaching must be completed in an urban setting. The number of student teaching credits and the course numbers vary in accordance to the requirements of the major.

**Rationale:** There was a typo in this footnote **very** when it should have been **vary** when it was approved on April 30<sup>th</sup>.

**g. Department of Communication Disorders, Special Education, and Disability Services --Credit Correction**

**Current Approved Catalog Description:**

**EDEX 323 Instruction of English Language Learners with Special Needs 3c-0l-3cr**  
Provides future teachers with the necessary methods to meet the needs of English language learners with special needs in the classroom. Based on knowledge of the behaviors, beliefs, and attitudes of a multicultural approach to learning, instructional methods, appropriate assessment and language acquisition techniques, and use of varied resources are included.

**Proposed Catalog Description:**

**EDEX 323 Instruction of English Language Learners with Special Needs 2c-0l-2cr**  
Provides future teachers with the necessary methods to meet the needs of English language learners with special needs in the classroom. Based on knowledge of the



behaviors, beliefs, and attitudes of a multicultural approach to learning, instructional methods, appropriate assessment and language acquisition techniques, and use of varied resources are included.

**Rationale:** When this course was approved on April 2<sup>nd</sup> as a dual list course the credits were incorrectly listed as 3cr; the course should have been listed as a 2cr class.

## 2. Teamwork and Leadership Studies—Number Change

### Current Course Title and Number:

**LDSP 499 Leadership Capstone** **1c-0l-1cr**

### Proposed Course Title and Number:

**LDSP 461 Leadership Capstone** **1c-0l-1cr**

**Rationale:** This proposal to change the course number that went along with a program revision was delayed because the proposal was marked as graduate. The proposed program revision combined the three teamwork and leadership minors into one program, to better utilize university resources. The new minor, Team and Leadership Skills, will only need one capstone course. TMWK 461 has been deleted. To keep the course numbering consistent, LDSP 499 should be renumbered to LDSP 461.

## 3. Department of Food and Nutrition—Catalog Description Change

### Current Catalog Description:

**FDNT 110 Careers in Food and Nutrition** **1c-0l-1cr**  
Career possibilities for nutrition majors are explored. Students are guided in clarifying their professional goals and become acquainted with the educational and experiential requirements necessary to attain these goals.

### Proposed Catalog Description:

**FDNT 110 Careers in Food and Nutrition** **1c-0l-1cr**  
**Prerequisites:** Food and Nutrition major, University College students, or by permission  
Explores career possibilities in food and nutrition. Clarifies professional goals and examines educational and experiential requirements necessary to attain goals.

**Rationale:** The course description for Careers in Food and Nutrition is being revised to limit students from enrolling who are not truly interested in a career in Food and Nutrition. FDNT 110 Careers in Food and Nutrition is intended to engage freshmen, university college students, and others deciding about department career opportunities, not seniors who need a one credit class to graduate.



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

##### Current Catalog Description:

**MUHI 223 Musical Cultures from Around the World** **3c-01-3cr**  
 Explores a variety of world cultures through their music. Focuses on music as a product and reflection of culture as well as an aesthetic art form. Introduces the basic elements of music, identifies the musical styles of different cultures, and analyzes how music communicates and reflects cultural values which enrich the lives of people in these communities. Provides concert attendance opportunities to gain familiarity with musical events in communities and reflect on the role of the individual in these musical culture.

##### Proposed Catalog Description:

**MUHI 223 Musical Cultures from Around the World** **3c-01-3cr**

**Prerequisite:** None

Explores a variety of world cultures through their music. Focuses on music as a product and reflection of culture as well as an aesthetic art form. Introduces the basic elements of music, identifies the musical styles of different cultures, and analyzes how music communicates and reflects cultural values **that** enrich the lives of people in these communities. Provides concert attendance opportunities to gain familiarity with musical events in communities and reflect on the role of the individual in these musical cultures**s**.

**Rationale:** MUHI 223 Musical Cultures from Around the Word is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program. The proposal also describes the methods by which the SLOs are assessed. Two grammatical errors are corrected in the revised catalog description.

#### 5. Department of Safety Sciences—Course Deletion

**SAFE 480 Health Care Safety Management** **3c-01-3cr**

**Rationale:** The course number SAFE 480 is currently being used for two courses, one which is active (Senior Capstone Course) and one that is inactive (Healthcare Safety Management). We would like to eliminate the older, inactive course called SAFE 480 Healthcare Safety Management. To our knowledge, we have never taught SAFE 480 Healthcare Safety Management.



## 6. Department of Marketing—Program Revision

### Current Catalog Description:

#### Bachelor of Science—Marketing

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 47-48  
**Mathematics:** MATH 107 and 108  
**Natural Science:** Option II  
**Social Science:** ECON 121, PSYC 101  
**Liberal Studies Electives:** 6cr, ECON 122, MATH 214 (1)

**College: Business Administration Core:** 36

**Required Courses:**  
 ACCT 201 Accounting Principles I 3cr  
 ACCT 202 Accounting Principles II 3cr  
 BCOM 321 Business and Interpersonal Communications 3cr  
 BLAW 235 Legal Environment of Business 3cr  
 COSC/IFMG 101 Computer Literacy *or* IFMG 110 (2) Business Spreadsheet Computing 3cr  
 FIN 310 Fundamentals of Finance 3cr  
 IFMG 300 Information Systems: Theory and Practice 3cr  
 MGMT 310 Principles of Management 3cr  
 MGMT 330 Production and Operations Management 3cr  
 MGMT 495 Business Policy 3cr  
 MKTG 320 Principles of Marketing 3cr  
 QBUS 215 Business Statistics 3cr

**Major: Marketing** 24

**Required Courses:**  
 MKTG 321 Consumer Behavior 3cr  
 MKTG 421 Marketing Research 3cr  
 MKTG 450 Marketing Strategy 3cr  
~~A minimum of two courses from following—~~  
~~MKTG 430 International Marketing 3cr~~  
~~MKTG 431 Business to Business Marketing 3cr~~  
~~MKTG 435 Professional Selling and Sales Management 3cr~~

**Major Electives:** Select ~~6-9~~cr from the following: 6-9cr

MKTG 350, ~~432~~, 433, 434, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 448, 481, 482, 493;  
~~One (3cr) advanced level non MKTG prefix course from the allied fields of student's career interest may be substituted for a Marketing elective, with advisor's documented permission.~~

**Free Electives:** 12-13

**Total Degree Requirements:** 120

- (1) MATH 214 or 216 or 217.
- (2) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101

### Proposed Catalog Description:

#### Bachelor of Science—Marketing

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 47-48  
**Mathematics:** MATH 107 and 108  
**Natural Science:** Option II  
**Social Science:** ECON 121, PSYC 101  
**Liberal Studies Electives:** 6cr, ECON 122, MATH 214 (1)

**College: Business Administration Core:** 36

**Required Courses:**  
 ACCT 201 Accounting Principles I 3cr  
 ACCT 202 Accounting Principles II 3cr  
 BCOM 321 Business and Interpersonal Communications 3cr  
 BLAW 235 Legal Environment of Business 3cr  
 COSC/IFMG 101 Computer Literacy *or* IFMG 110 (2) Business Spreadsheet Computing 3cr  
 FIN 310 Fundamentals of Finance 3cr  
 IFMG 300 Information Systems: Theory and Practice 3cr  
 MGMT 310 Principles of Management 3cr  
 MGMT 330 Production and Operations Management 3cr  
 MGMT 495 Business Policy 3cr  
 MKTG 320 Principles of Marketing 3cr  
 QBUS 215 Business Statistics 3cr

**Major: Marketing** 24

**Required Courses:**  
 MKTG 321 Consumer Behavior 3cr  
 MKTG 421 Marketing Research 3cr  
 MKTG 450 Marketing Strategy 3cr

**Major Electives: Select 15cr from following:** 15cr

MKTG 350, 430, 431, 433, 434, 435, 436, 437, 439, 440, 442, 443, 444, 445, 446, 448, 481, 482, 493.

**Free Electives:** 12-13

**Total Degree Requirements:** 120

- (1) MATH 214 or 216 or 217.
- (2) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101

**Rationale:** The Required Courses section is being changed from 15-18 credits to 9 credits. The Major Electives section is being changed from 6-9 credits to 15 credits. Thereby, the following objectives are accomplished: 1) the necessary rigor that must be instilled in every marketing major is imparted via the three courses within the required courses section. 2) beyond that, five courses are to be done as marketing electives; hereby, students can choose from the variety of



course offerings within the marketing electives, as pertinent to their domains of interest and aptitude.

**7. Department of Nursing and Allied Health Professions—Program Revision, Modification of Prerequisites**

**a. Modification of Prerequisites:**

**i. Current Title and Prerequisites/Corequisites:**

**RESP 426 Respiratory Care Clinical Practice III** **0c-12l-4cr**  
**Prerequisites:** Respiratory Care majors; RESP 327, and 333 and 334 and 336 or by Program Director permission  
**Corequisites:** RESP 425 and 434

**Proposed Title and Prerequisites/Corequisites:**

**RESP 426 Respiratory Care Clinical Practice III** **0c-12l-4cr**  
**Prerequisites:** Respiratory Care majors; RESP 327, and 333 and 334 and 336 or by Program Director permission  
**Corequisites:** RESP 425 and 432

**ii. Current Title and Prerequisites/Corequisites:**

**RESP 433 Respiratory Care Clinical Practice IV** **0c-12l-4cr**  
**Prerequisites:** Respiratory Care majors; grade of “C” or better in RESP 426 and 425 and 432  
**Corequisites:** RESP 435 and 439, or by Program Director permission

**Proposed Title and Prerequisites/Corequisites:**

**RESP 433 Respiratory Care Clinical Practice IV** **0c-12l-4cr**  
**Prerequisites:** Respiratory Care majors; grade of “C” or better in RESP 426 and 425 and 432  
**Corequisites:** RESP 435 or by Program Director permission

**Rationale:** The current corequisites that are listed are inaccurate. One co-requisite is for a course that has been deleted in previous curriculum revision. This needs to be updated/ accurate. Making the course corequisites accurate will make the student course registration process flow more smoothly, and make it correctly reflect the current curriculum.





## b. Program Revision

### Current Program:

#### Bachelor of Science—Medical Technology

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 44  
**Mathematics:** MATH 217  
**Natural Science:** CHEM 111-112  
**Writing Intensive:** One required  
**Liberal Studies Elective:** 3cr, PHYS 111, ~~no course with MEDT prefix~~

**Major:** 32

**Required Courses:** (1)  
 Articulated courses in Medical Technology transferred from affiliation agreement (1)

**Other Requirements:** 40

BIOL 150	Human Anatomy	4cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology <i>or</i>	
<i>or</i> 250	Principles of Microbiology	4cr
BIOL 364	Immunology	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 332	Organic Chemistry II	4cr
CHEM 325	Analytical Methods	4cr
CHEM 351	Biochemistry	4cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

**Free Electives:** 4

**(#) Total Degree Requirements:** 120

- (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.  
 (1) These courses are offered by affiliating, hospital-based schools of medical technology (also known as clinical laboratory science). Areas of study are consistent with requirements of the National Accrediting Agency for Clinical Laboratory Sciences and are completed during the final 12 months of the degree program at an affiliating school.

### Proposed Program:

#### Bachelor of Science—Medical Technology

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 44  
**Mathematics:** MATH 217  
**Natural Science:** CHEM 111-112  
**Writing Intensive:** One required  
**Liberal Studies Elective:** 3cr, PHYS 111

**Major:** 30

**Required Courses:** (1)  
 Articulated courses in Medical Technology transferred from affiliation agreement (1)

**Other Requirements:** 40

BIOL 150	Human Anatomy	4cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology <i>or</i>	
<i>or</i> 250	Principles of Microbiology	4cr
BIOL 364	Immunology	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 332	Organic Chemistry II	4cr
CHEM 325	Analytical Methods	4cr
CHEM 351	Biochemistry	4cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

**Free Electives:** 6

**(#) Total Degree Requirements:** 120

- (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.  
 (1) These courses are offered by affiliating, hospital-based schools of medical technology (also known as clinical laboratory science). Areas of study are consistent with requirements of the National Accrediting Agency for Clinical Laboratory Sciences and are completed during the final 12 months of the degree program at an affiliating school.

**Rationale:** Currently 32 credits are transferred to the student's transcript after they complete the clinical portion of the program at one of our hospital affiliates. In order for the student to obtain financial aid through IUP, no more than 25% of the required credits for the degree can be transferred from another facility that is not accredited. This change involves transferring 30 credits and adding two credits of free electives. The student will then have a total of six credits of free electives. A typo and unnecessary statement are also being corrected.

## 8. Department of Professional Studies in Education—New Course

### IDT 330 Technology in the Classroom

3c-01-3cr

**Prerequisite:** None

Examines approaches for the evaluation and use of various classroom technologies. Explores



the development of technology design and how these developments influence the current status of student performance in education. Highlights research that allows them to systematically and creatively apply the concepts and rules learned in the research and practiced in classrooms.

**Rationale:** This course was originally offered in the Communications Media Department. Since PSE has been afforded the opportunity to offer this minor, revisions must be made to include current and relevant ISTE standards and pedagogical and methodological practices. IDT 330 course was designed to better prepare classroom teachers to understand Electronic Whiteboards, Google Classroom, Social Media, Instructional Strategies, etc. It recognizes that while design practice is important, theory is expected to be equally, if not more so, important to classroom teachers. The course will be part of the Educational Technology Minor in PSE.

## 9. Department of Geography and Regional Planning—New Course and Course Title Change

### a. New Course:

**GEOG 485 GIS Application Development** **3c-01-3cr**

**Prerequisite:** GEOG/RGPL 316

Designed to provide students with exposure to current industry-standard techniques for developing customized geographic information systems applications to accomplish mapping, analysis and geoprocessing functions. Covers GIS modeling, object-oriented programming, GIS software development, and customization of "out-of-the-box" GIS software to meet user functionality and interface specifications.

**Rationale:** The course is being proposed to provide students with exposure to current industry-standard techniques for developing customized geographic information systems mapping, analysis and geoprocessing functions. There is high demand by employers for graduates that have a strong grasp of geographic information science concepts, geographic information systems (GIS) functionality, and the ability to customize "out-of-the-box" GIS software which this course provides.

### b. Course Title Change:

**Current Course Title:** **RGPL 458 Planning Law** **3c-01-3cr**

**Proposed Course Title:** **RGPL 458 Land Use Law** **3c-01-3cr**

**Rationale:** The Planning program faculty have decided to return to the old title for RGPL 458 Land Use Law. This will keep it consistent with PA planning practice, which is just concerned with case law dealing with land use.



**FOR INFORMATION:**

**UWUCC and Graduate Committee:**

**Distance Education Guidelines**

IUP's current guidelines for classifying courses as Distance Education are based on the language in Article 41 of the most recent Collective Bargaining Agreement (relevant phrases shown in bold for emphasis). In this document, distance education is defined as "an educational process in which the instruction occurs with the instructor and student in different locations. Distance Education makes use of one or more technologies including web-conferencing to deliver **80% or more of the instruction for the course** to students who are separated from the instructor and to support interaction between the students and the instructor synchronously or asynchronously." Article 41 goes on to state that, "In-person and/or proctored exams **and field experiences** are excluded when determining the percent of the course that is delivered via distance education."

The following types of courses usually do not meet the requirement that 80% or more of the instruction (excluding field experiences) be delivered through technology:

- Clinical experience
- Practicum
- Individualized instruction
- Internship
- Student teaching
- Thesis and dissertation
- Cooperative education
- Independent Study

If the particular course in question is believed to meet the criteria in Article 41, it must demonstrate that fact by going through the normal course approval process before it can be classified as distance education by the Registrar. Article 41 of the current CBA states:

"In approving distance education courses, the following criteria shall be applicable: (a) **course approval through the traditional academic process**; (b) a qualified instructor; (c) **use of suitable technology as a substitute for the traditional classroom**; (d) suitable opportunity for interaction between instructor and student; (e) suitable evaluation of student achievement by the instructor; and (f) integrity of the evaluation methods used."

The only exception to the required course approval by the appropriate curriculum committees would be a department request for individualized instruction via distance education of a course that has already received curriculum approval to be offered generally as a distance education course.



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

**FOR ACTION:**

**1. POLICY CHANGE**  
**SCHOOL OF GRADUATE STUDIES AND RESEARCH**  
**Policy: Academic Good Standing Policy**

**Summary:**

Current Policy:	Proposed Policy:
<p>Students who fall below good standing are placed on probation for their next active semester or summer term, during which the cumulative average must be raised to 3.0. Students who fail to raise their cumulative averages to at least 3.0 during their probation period will be dropped from their degree program as well as from the School of Graduate Studies and Research and will not be permitted to register for further courses. A student must be in good standing to be admitted to degree candidacy and to graduate.</p>	<p><b>Students who fall below good standing are placed on probation for their next active term, during which the cumulative average must be raised to 3.0.</b> Students who fail to raise their cumulative averages to at least 3.0 during their probation period will be dropped from their degree program as well as from the School of Graduate Studies and Research and will not be permitted to register for further courses. A student must be in good standing to be admitted to degree candidacy and to graduate.</p>

**2. DEPARTMENT: COMMUNICATIONS MEDIA**  
**PROGRAM REVISION**

**Program:** Master of Science in Strategic Communication

**Rationale:** The program is being revised to adjust course requirements for the two tracks. The program currently requires specific course prerequisites for the applied and research tracks. The program is revised to require the same course, COMM 715, as the prerequisite for both the internship and the thesis. The program revision also moves COMM 713 Advanced Strategic Writing and Production from the required core to an option in the program electives.

<b>Current Catalog Description:</b>	<b>Proposed Catalog Description:</b>
<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</p>	<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</p>



<p>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.</p> <p><b>Program Requirements</b></p> <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</p>	<p>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, Advanced Research and Professional Development, 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.</p> <p><b>Program Requirements</b></p> <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, Advanced Research and Professional Development, and Elements of Research.</p> <p>An additional 15 credits of elective courses will include topics such as Crisis</p>
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<p>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><b>MS in Strategic Communication (36 credits)</b></p> <p><b>I. Core Courses (15 credits)</b></p> <p>COMM 511 Theories and Principles of Strategic Communication</p> <p>COMM 512 Writing for Strategic Communication</p> <p>COMM 513 Multimedia Content Development and Production</p> <p>GSR 615 Elements of Research</p> <p>COMM 713 Advanced Strategic Communication Writing and Production (or)</p> <p>COMM 715 Research and Professional Development in Strategic Communication</p> <p><b>II. Elective Courses (15 credits)</b></p> <p>COMM 611 The Strategic Communicator</p> <p>COMM 612 Persuasion</p> <p>COMM 613 Strategic Communication and Online Media Campaigns</p> <p>COMM 712 Global Strategic Communication</p> <p>COMM 714 Crisis Communication</p> <p>COMM 720 Political Communication</p>	<p>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><b>MS in Strategic Communication (36 credits)</b></p> <p><b>I. Core Courses (15 credits)</b></p> <p>COMM 511 Theories and Principles of Strategic Communication</p> <p>COMM 512 Writing for Strategic Communication</p> <p>COMM 513 Multimedia Content Development and Production</p> <p>GSR 615 Elements of Research</p> <p>COMM 715 Research and Professional Development in Strategic Communication</p> <p><b>II. Elective Courses (15 credits)</b></p> <p>COMM 611 The Strategic Communicator</p> <p>COMM 612 Persuasion</p> <p>COMM 613 Strategic Communication and Online Media Campaigns</p> <p>COMM 712 Global Strategic Communication</p> <p>COMM 713 Advanced Strategic Communication Writing and Production</p> <p>COMM 714 Crisis Communication</p> <p>COMM 720 Political Communication</p> <p>COMM 745 Health Communication</p> <p><b>III. Internship or Thesis (6 credits)</b></p> <p>COMM 793 Internship (or)</p> <p>COMM 795 Thesis</p> <p><b>Total: 36 credits</b></p>
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<p>COMM 745 Health Communication</p> <p><b>III. Internship or Thesis (6 credits)</b></p> <p>COMM 793 Internship</p> <p>(or)</p> <p>COMM 795 Thesis</p> <p><b>Total: 36 credits</b></p>	
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**3. DEPARTMENT: CSD – SPEECH AND LANGUAGE PATHOLOGY**  
**COURSE REVISIONS**

**Course:** SPLP 610: Sound System Disorders/Pediatric Speech & Language Disorders 1

**Rationale:** The MS in Speech-language pathology at IUP will have its 8 year accreditation review in the Spring of 2020. Updates of course titles and catalog language is being completed to reflect contemporary professional language that has evolved in the past 8 years. The content in this course SPLP 610 Sound System Disorders has previously been divided by disorder. We are reorganizing this course along with SPLP 630 Language disorders in children, to be organized by the age of the client population rather than the disorder. These two courses will now include speech and language content organized by age group. The first course will include pediatric speech and language disorders in the birth to 5 year population. The second course will include pediatric speech and language disorders in the school age population (5-18).

**Summary:**

<b>Course</b>	SPLP 610: Sound System Disorders/ Pediatric Speech & Language Disorders 1
<b>Credits</b>	3
<b>Prerequisite</b>	
<b>Description</b>	Examines speech and language differences, delays, and disorders in the birth to 5-year-old population. Population-specific anatomical, physiological, developmental, psychological, and cultural correlates related to speech sound production, phonology, and language disorders are discussed. Methods of prevention, evaluation, and treatment of these early childhood disorders are presented. Relationships between phonology, language, and early literacy skills are explored. Disorder-specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

**Course:** SPLP 614: Neuropathologies of Speech and Swallowing/Swallowing Disorders



**Rationale:** The MS in Speech-language pathology at IUP will have its 8 year accreditation review in the Spring of 2020. Updates of course titles and catalog language is being completed to reflect contemporary professional language that has evolved in the past 8 years. Content for this SPLP 614 course is being shifted. The motor speech disorders content is being moved to SPLP 616. Content in orofacial myology and feeding are being added to this course to be more consistent with certification standards.

**Summary:**

<b>Course</b>	SPLP 614: Neuropathologies of Speech and Swallowing/ Swallowing Disorders
<b>Credits</b>	3
<b>Prerequisite</b>	
<b>Description</b>	Examines the oral, pharyngeal, and esophageal function of the swallow across the lifespan, including feeding and orofacial myology. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of prevention, evaluation, and treatment of swallowing and feeding disorders are presented. Relationships between swallowing, feeding, and health outcomes are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

**Course:** SPLP 616: Stuttering/Fluency and Motor Speech Disorders

**Rationale:** The MS in Speech-language pathology at IUP will have its 8 year accreditation review in the Spring of 2020. Updates of course titles and catalog language is being completed to reflect contemporary professional language that has evolved in the past 8 years. The content in this course SPLP 616 is being reorganized by reducing content in stuttering due to the low incidence of the disorders and adding content from SPLP 614 in motor speech disorders. The change reflects certification standards and national trends.

**Summary:**

<b>Course</b>	SPLP 616: Stuttering/Fluency and Motor Speech Disorders
<b>Credits</b>	3
<b>Prerequisite</b>	
<b>Description</b>	Examines the presentation and classification of speech dysfluencies and dysarthrias across the lifespan. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed for fluency and motor speech disorders. Methods of prevention, evaluation, and treatment are presented. Relationships between





	fluency disorders and psychosocial aspects of communication are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.
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**Course:** SPLP 618: Voice/Voice Disorders

**Rationale:** The MS in Speech-language pathology at IUP will have it's 8 year accreditation review in the Spring of 2020. Updates of course titles and catalog language is being completed to reflect contemporary professional language that has evolved in the past 8 years.

**Summary:**

<b>Course</b>	SPLP 618: Voice/Voice Disorders
<b>Credits</b>	3
<b>Prerequisite</b>	
<b>Description</b>	Examines the presentation and classification of speech dysfluencies and dysarthrias across the lifespan. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed for fluency and motor speech disorders. Methods of prevention, evaluation, and treatment are presented. Relationships between fluency disorders and psychosocial aspects of communication are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

**Course:** SPLP 630: Language Disorders of Children/Pediatric Speech & Language Disorders 2

**Rationale:** The MS in Speech-language pathology at IUP will have it's 8 year accreditation review in the Spring of 2020. Updates of course titles and catalog language is being completed to reflect contemporary professional language that has evolved in the past 8 years. The content in this course SPLP 630 Language Disorders in Children has previously been divided by disorder. We are reorganizing this course along with SPLP 610 Sound System Disorders, to be organized by the age of the client population rather than the disorder. These two courses will now include speech and language content organized by age group. The first course will include pediatric speech and language disorders in the birth to 5 year population. This second course SPLP 630 will include pediatric speech and language disorders in the school age population (5-18). We would also like to change the course number to SPLP 611 to reflect the sequential nature of the content.

**Summary:**

<b>Course</b>	SPLP 630: Language Disorders of Children/Pediatric Speech & Language Disorders
<b>Credits</b>	3



<b>Prerequisite</b>	
<b>Description</b>	Examines speech and language differences, delays, and disorders in the 5 to 18-year-old population. Population-specific anatomical, physiological, developmental, psychological, and environmental factors related to speech sound production, phonology, and language disorders are discussed. Methods of prevention, evaluation, and treatment of these school-age disorders are presented. Relationships between phonology, language, and literacy are explored. Disorder and population specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

**Course:** SPLP 632: Neurogenic Communication Disorders

**Rationale:** The MS in Speech-language pathology at IUP will have it's 8 year accreditation review in the Spring of 2020. Updates of course titles and catalog language is being completed to reflect contemporary professional language that has evolved in the past 8 years.

**Summary:**

<b>Course</b>	SPLP 632: Neurogenic Communication Disorders
<b>Credits</b>	3
<b>Prerequisite</b>	
<b>Description</b>	Examines the systemic nature of adult neurogenic disorders that affect language and cognition. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of prevention, evaluation, and treatment of acquired neurogenic communication disorders of language and cognition, including aphasia, traumatic brain injury, and dementia are presented. Relationships between neurogenic communication disorders and functional outcomes are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

**Course:** SPLP 661: Advanced Clinical Practicum/Treatment Clinic

**Rationale:** The MS in Speech-language pathology at IUP will have it's 8 year accreditation review in the Spring of 2020. Updates of course titles and catalog language is being completed to reflect contemporary professional language that has evolved in the past 8 years. The title is being changed to be consistent with the other clinical practicum



courses: Diagnostic clinic, Simulation Clinic, Hearing Clinic. The catalog description is more contemporary and also more consistent with other clinical courses.

**Summary:**

<b>Course</b>	SPLP 661: Advanced Clinical Practicum/Treatment Clinic
<b>Credits</b>	
<b>Prerequisite</b>	MS Degree Candidacy in Speech-Language Pathology
<b>Description</b>	Provides experiences in the treatment of communication and swallowing disorders. Scaffolded experiences include opportunities for interpreting, integrating, synthesizing and applying core knowledge. Treatment planning, clinical teaching, data collection, documentation, communication counseling, and interprofessional practice skills are developed. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by a certified speech-language pathologist. Course can be repeated for credit.

**Course:** SPLP 662: Diagnostic Clinic

**Rationale:** In 2016, The American Speech-Language Hearing Association (ASHA) changed the certification standards for speech-language pathology clinical training that now allows for 75 out of 400 clinical contact hours to be acquired using simulation experiences. Students are now able to make diagnostic assessments with low incidence populations and disorders using multiple simulation techniques. Currently, the students in this clinical course only had access to the limited clients that come to the IUP Speech-Language Hearing clinic on campus. Now, in addition to campus evaluations, the clinical supervisor will be able to provide simulation training that will increase the clinical contact hours and exposure to a variety of communication disorders. Certification standards require that all simulation experiences include instructional debriefing time. The time requirement for this course will need to be extended to account for the additional clinical hours and the mandatory debriefing time. The instructional time is less than 3x the current level because the simulation instruction will be more direct than the time in the clinic with clients that includes breaks. The course will change from the current 1 credit scheduled for 2 hours 30 minutes per week to 3 credits that includes 7 hours of clinical and simulation experiences with debriefing.

**Summary:**

<b>Course</b>	SPLP 662: Diagnostic Clinic
<b>Credits</b>	3
<b>Prerequisite</b>	Must be enrolled in the following Majors: Speech-Language Pathology. Co-requisite: SPLP 604.



<b>Description</b>	<p>Provides experiences in screening, evaluation and diagnosis of communication and swallowing disorders. Scaffolded clinical and simulation experiences include opportunities for interpreting, integrating, synthesizing and applying core knowledge. Skills are developed in evaluation planning, case history review, multicultural considerations, interviewing, data collection and analysis, differential diagnosis, documentation, communication counseling, report writing, and interprofessional practice. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.</p> <p>Prerequisites: MS Degree Candidacy in Speech-Language Pathology.</p>
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**Course:** SPLP 796: Internship in Healthcare Organizations/ Internship: Adult Placement

**Rationale:** The MS in Speech-language pathology at IUP will have it's 8 year accreditation review in the Spring of 2020. Updates of course titles and catalog language are being completed to reflect contemporary professional language that has evolved in the past 8 years. The accreditation standards require a balance of pediatric and adult clinical placements. The word 'Adult' is being added to the title. The 'healthcare organization' is being removed from the title because it is implied that adults would be seen in a healthcare facility. The internship experience is the same, but the catalog language needs to be updated. The prerequisites are being streamlined.

**Summary:**

<b>Course</b>	SPLP 796: Internship in Healthcare Organizations/ Internship: Adult Placement
<b>Credits</b>	
<b>Prerequisite</b>	Successful completion of all prior MS Speech-Language Pathology program academic and clinical coursework.
<b>Description</b>	Provides full-time, full semester clinical practicum experience in a contracted healthcare facility with interprofessional practice opportunities. The clinical experience focuses on service delivery to a predominantly adult caseload. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

**Course:** SPLP 798: Internship in Schools/Internship: Pediatric Placement

**Rationale:** The MS in Speech-language pathology at IUP will have it's 8 year accreditation review in the Spring of 2020. Updates of course titles and catalog language are being completed to reflect contemporary professional language that has evolved in the past 8



years. The accreditation standards require a balance of pediatric and adult clinical placements. The word 'pediatric' is being added to the title. The word 'School' is being removed because the pediatric placement does not need to be in a school. The internship experience is the same, but the catalog language needs to be updated. And, as of 2014, no undergraduate education courses are required so that prerequisite is being removed. The other prerequisites are being streamlined.

**Summary:**

<b>Course</b>	SPLP 798: Internship in Schools/Internship: Pediatric Placement
<b>Credits</b>	
<b>Prerequisite</b>	Successful completion of all prior MS Speech-Language Pathology program academic and clinical coursework.
<b>Description</b>	Provides a full-time, full-semester clinical practicum experience in a contracted school or healthcare facility interprofessional practice opportunities. The clinical experience focuses on service delivery to a predominantly pediatric caseload. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

**4. DEPARTMENT: PROFESSIONAL STUDIES OF EDUCATION**

**COURSE REVISIONS**

**Course:** MEDU 764: Educational Change and Technology/Educational Technology for Today and Tomorrow

**Rationale:** This revised course is reduced in credits from six to three; and requires only one instructor whereas the original course required two instructors. The original course was limited in that it focused on the possibilities and challenges of technology and the Information Superhighway. This revised course focuses on better preparing students to understand new technology and the resulting assessment practices they will encounter in the university and in their workplace. Topics include (but are not limited to) the possibilities and challenges of technology and the Information Highway, school organization, program design, instructional strategies, assessment practices, and the roles and relationships of educators, families, and community.

**Summary:**

<b>Course</b>	MEDU 764: Educational Change and Technology/Educational Technology for Today and Tomorrow
<b>Credits</b>	6
<b>Prerequisite</b>	
<b>Description</b>	Enhance students' understanding of the current technologies in the classroom. Students will learn to apply a research-based, design-oriented approach to facilitate technology-assisted learning. Major themes such as lesson design, age-appropriate strategies across grade-levels, assessment, data analysis, and



	challenges associated with integrating technologies will be reviewed.
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