

# University Senate Minutes

Tuesday, February 4, 2020

3:30pm – 5:00pm, Eberly Auditorium

- Chairperson Piper called the February 4, 2020 meeting of the University Senate to order at 3:30pm.
- Minutes from the December 3, 2019 meeting were **APPROVED**
- Attendance at the Senate meeting is on the Senate website under Meeting Minutes.
- Agenda items for the February 4, 2020 meeting were **APPROVED**

## Reports and Announcements

### A. President's Report

- Dr. Driscoll was unable to attend due to travel for university business.

### B. Provost's Report:

#### **Provost's remarks on behalf of President Driscoll:**

Good afternoon,

President Driscoll is unable to be with us today, as he is traveling on university business. He asked me to read the following report on his behalf:

Colleagues:

Welcome to spring semester.

I am sorry that I am out of town on university business again this month rather than at your meeting. Last week, Governor Wolf invited me and the other State System University presidents and the chancellor, to attend his budget address to the state legislature and to attend a lunch event at the governor's residence. That is where I am at today. By the time of your meeting, the news should be out that the Governor has proposed one-time funding to support System Redesign, and about \$200 million for an innovative new scholarship program for students attending State System universities. The new scholarship program is named for a former student of Indiana Normal School who had to leave after one semester, because she could not afford to pay her tuition. The student was named Elizabeth Jane Cochran when she attended INS in 1879. She is better known today by her pen name, Nellie Bly, the famed investigative journalist. While it's still the early in the budget process, I am thankful for this show of strong support for our work.



I want to give you a quick update on the winter break homework assignment given to cabinet and me. As part of the System Redesign process, each university was required to submit quantitative goals for a number of metrics related to student success and university success. In addition, nine of the 14 universities were asked to submit financial sustainability plans under the recently approved Board of Governors Sustainability Policy. These plans project enrollment, budgets, and the like for the next five years. The details of the requirements for the plans and goals came very late in the fall semester and were all due to the System Office on January 17. We had briefed the University Budget Advisory Committee on the Sustainability Policy at their last meeting of fall Semester and briefed the Council of Trustees on at their December 12 meeting – both before we were able to fill in the numbers for goals and the sustainability plan. Cabinet (with the help of a number of others) spent the time from commencement through January 17 doing the hard work required to get solid drafts submitted.

On January 24, the VPs for Academic Affairs, Administration and Finance, and Enrollment Management and/or Student Affairs reviewed all of the documents. IUP did a great job. Each university that submitted a sustainability plan had to answer some questions, which IUP did late last week. The presidents and chancellor will review all of these documents on February 10 and 11.

Last week I started briefing several key groups on the IUP sustainability plan. The University Budget Advisory Committee will get a more detailed briefing at their February 14 meeting and we will be getting information out more broadly after that. The information is very detailed, but in summary, I can say that while we have a lot of work to do to ensure IUP's future vitality and prosperity, I am now even more confident that we can get there if we work together to build that future. This plan is still very much a draft because we all need to work on it and make it better.

Speaking of building the future, there is another group that worked hard over the break – the University Planning Council, led by Senators Scott Moore and Paula Stossel. I know Scott will report later in the agenda, but I wanted to thank Scott, Paula, and the entire UPC for great work to date and for their willingness to put in the extra time to create a framework and a participator process to engage us all in creating the vision and strategic plan that, more than the dollars and cents of the sustainability plan, will define our future. You'll learn more in the minutes, days, and weeks ahead.

A final university-wide initiative that is currently underway is the development of the IUP five-year strategic enrollment plan. Over the next several months, colleagues from a diverse cross-section of campus will collaborate to create the structure and action plans to successfully address the enrollment challenges in our



region, support the sustainability plan, and complement the university strategic planning work being done by the UPC.

**Provost's remarks at Senate on Tuesday, February 4, 2020:**

I have a few announcements:

- After years in the making, an online version of both the undergraduate and graduate catalogs will be available. The online version will provide the ability to make corrections to better reflect the current circumstances. You will have the ability to print sections of the catalogs, but there will no longer be a printed catalog available.
- A series of CRM Advise workshops are taking place tomorrow. CRM Advise is the advising tool of choice for IUP. There are seats available. See Michele Norwood to register.
- I would like to thank our Inspire committee members for their hard work. Information and outcomes will be posted to the Academic Affairs website as they develop.
- We have a non-sanctioned event coming up soon. Please keep students engaged in academics in order to keep their minds focused on the fact that classes come first.

**Curriculum Revisions**

In response to the Senate recommendations from the December 3, 2019 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

1. The following courses are approved by me and may be offered immediately:
  - FDNT 465 – Nutrition Counseling and Education
  - FDNT 466 – Nutrition Counseling and Education Lab
2. Deletion of the following course:
  - MATH 117 – Principles of Mathematics
3. Program revision(s) from the following department(s) that will be forwarded to the Council of Trustees for final approval:
  - Bachelor of Science – Geology from the Department of Geoscience



- Bachelor of Science – Management/Supply Chain Management Track from the Department of Management
4. Minor in Education Technology – Minor deletion from the Department of Communications Media

From the University-Wide Graduate Curriculum Committee:

1. The following courses are approved by me and may be offered immediately:
  - BIOL 542 – Comparative Vertebrate Anatomy
  - COMM 831 – Multiplatform Media Production
  - COMM 834 – Organizational Video Production
  - COMM 837 – Audio Production
  - COMM 838 – Digital Photography and Imaging
  - IMFG 575 – Project Management and Implementation
2. Program revision(s) from the following department(s) that will be forwarded to the Council of Trustees for final approval:
  - Graduate Certificate in Academic Advising from the Department of Developmental Studies
  - Master of Arts in Music Performance Track from the Department of Music
  - Master of Arts in Education, Training, and Instructional Technology from the Department of Professional Studies in Education
  - Master of Science in Safety Sciences from the Department of Safety Sciences
3. Graduate Admissions Requirement procedure change
4. Master of Science in Accounting and Finance – New program from the Department of Accounting
5. M.Ed. in Education/Business with Initial Certification – New track from the Department of Professional Studies in Education

C. Chairperson's Report

- Welcome Back!

D. Vice Chairperson's Report

- Approximately 100 students attended the IUP Majors Fair on January 23<sup>rd</sup>. Qualitative feedback from the event was positive.
- SGA hosted a Housing Fair on February 5, 2020 from 4pm-6pm in Folger Hall.



## Standing Committee Reports

### A. Rules Committee (Senator Smith-Sherwood)

\*Chair Piper reported that he met with Senator Moore (Chair, UWGCC), Senator Decker (Parliamentarian), and Senator Smith-Sherwood (Chair, Rules Committee) to discuss the UWGCC report from our meeting on December 3, 2019. Senator Moore shared that the UWGCC discussed the Graduate Admissions Requirement Change and believed that it was a procedure not a policy; therefore, it came to the Senate as a “FOR INFORMATION” item.

#### **FOR ACTION:**

**APPROVED**

At its December 10, 2019 meeting, the Rules Committee concluded that the “For Information” item regarding the Graduate Admissions Requirement Change should have been brought to the University Senate as a formal item “For Action.”

The Rules Committee recommends that “For Information” items be more narrowly defined by University Senate leadership in consultation with Standing Committee Chairs.

#### Rationale:

It was the University-Wide Graduate Committee’s interpretation that the Graduate Admissions Requirement Change was not an item “For Action.”

As stated in the Minutes of the December 3, 2019 meeting of the University Senate under New Business, the following motion was approved by a 67 to 25 vote: “Senator Korn moved that the ‘For Information’ agenda item regarding graduate admissions that was included in the University-Wide Graduate Committee’s report be added to the Senate agenda as new business and referred to the Rules Committee for their review and recommendation on whether it was appropriate for it to be brought to the Senate as ‘For Information’ rather than as a formal motion for action by the Senate” (66).

- The Rules Committee recognizes that, in practice, some items come “For Information” to the University Senate on a regular basis. An example of these would be courses approved for distance education that have already been approved for face-to-face delivery. University Senate By-Laws only address “For Information” items in the context of announcement of awards (V.F.5.a. & V.I.1.e.) and proposed amendments to the by-laws (V.A.1.c.). Next Meeting: December 10, 2019 @ 3:30 in 418 Davis Hall

#### **FOR INFORMATION:**

- The Secretary of Senate will be sending out the Senate Roster. Please check the roster for accuracy and send any updates to Senator Smith-Sherwood.
- Next meeting: February 18, 2020 at 3:30pm in 418 Davis.



**B. University-Wide Undergraduate Curriculum Committee (Senator Sechrist)****FOR ACTION:****APPROVED****1. Department of Physics—New Course****PHYS 321 Introduction to Computational Physics****3c-01-3cr**

Introduces a basic understanding of the methods and tools of computational physics, allowing their use in solving various physics, engineering, and science problems. Emphasizes mastery of software, using it to solve physical problems, and hands-on learning through some trial and error.

**Rationale:** It was taught as a special topic course for three times. Computational Physics is an applied course that enhances students understanding of various physics problems through visualization, animation and numerical solutions. Furthermore, this course will prepare students for scientific and industrial research.

**2. Department of Communications Media—New Courses, Course Revisions, Revision of a Minor, Modification of Prerequisites, Course Title Changes, Catalog Description Changes, and Course Deletions**

**APPROVED****a. New Courses:****i. COMM 355 Editing for Video and Film****3c-01-3cr****Prerequisite:** COMM 251

Explores the art of video and film post-production and editing techniques utilizing editing software. Reviews editing theory to edit audio, video, film, and graphic footages. Covers advanced topics such as adding visual (VFX) and sound (SFX) effects.

**Rationale:** This course is being proposed for several reasons. Our students have, for quite some time now, asked for a course that better prepares them to go into post-production after school. At this time, we don't have a course that solely focuses on this very important facet of our field. This will help our students become more marketable because it will teach them how to use software and skills in the field of post-production. Students will manipulate images with industry standard software. Having knowledge of pre-production, production, and post-production will make our students well rounded and competitive candidates for video production work.

**ii. COMM 474 Commercial Photography****3c-01-3cr****Prerequisite:** COMM 371 or instructor permission

Develops abilities in the practice and application of commercial and editorial photography. Provides an understanding of the business of being a freelance photographer, as well as opportunities for collaborations and individual assignments.

**Rationale:** This course is being proposed in order to train our students how to take photographs for commercial purposes. This advanced course will help prepare them



to work in the studio and photograph ideas communicated to them from clients. Being able to translate ideas into photographs is an important part of becoming a professional photographer.

**b. Course Revisions, some with Modification of Prerequisites, and/or Course Title Changes, and Catalog Description Changes:**

**i. Current Catalog Description:**

**COMM 350 Advanced Radio Production**

**3c-01-3cr**

**Prerequisite:** COMM 349; cannot be taken concurrently; communications media major or communications media minor or audio certificate status

Refines and supplements the production skills introduced in COMM 349, advancing beyond isolated off-air announcements to producing radio programs of substantial length and complexity. Introduces advanced radio skills including preproduction and planning for long form programming, live program production, mobile recording, advanced sound mixing and editing, sequencing, mastering, and more. Projects may include radio news production, radio documentary, public affairs, and radio drama.

**Proposed Catalog Description:**

**COMM 350 Digital Storytelling**

**3c-01-3cr**

**Prerequisite:** COMM 249 or 251 or 349; cannot be taken concurrently; communications media major or communications media minor or audio certificate status

Introduces the process of documentary-style storytelling through digital media, including podcasting and vlogging. Evaluates the history of these digital platforms and how they are used to tell stories. This production course affords opportunities to produce story content to enhance storytelling abilities within a given media format.

**Rationale:** COMM 350 Advanced Radio Production is revised with a new title Digital Storytelling and a revised course description. The current course limits production to on-air radio and the revision expands this production application to online applications such as podcasting. The course will still serve as a production course in the COMM/Production Track.

**ii. Current Catalog Description:**

**COMM 471 Electronic Imaging**

**3c-01-3cr**

**Prerequisite:** COMM 271 or permission

An introduction to the use of electronic still photography (ESP) for the capture, recording, and transfer of still images, and the use of computers for the storage, manipulation, and output of color and black and white photographs. Extensive training in the use of software packages such as Adobe Photoshop for image enhancement, restoration, and manipulation will be provided. Students will learn



the applications of this technology to the print media and will examine the ethical and legal issues of image manipulation.

**Proposed Catalog Description:**

**COMM 471 Advanced Image Editing 3c-0l-3cr**

**Prerequisite:** COMM 271 or permission

Introduces advanced image editing programs and concepts. Applies image editing and retouching techniques. Addresses the concerns about image manipulation.

**Rationale:** COMM 471 is being revised to bring the course language and content up to date and to better reflect the needs of the students in our photography courses. Language such as "Electronic Still Photography" is extremely outdated and needs to be replaced. Additionally, the course is being tailored to better fit into our photography curriculum and provide students with the focus on image editing that is needed.

**c. Course Deletions:**

**i. COMM 305 Electronic Media Programming and Sales 3c-0l-3cr**

**Rationale:** COMM 305 Electronic Media Programming and Sales is being deleted so course content can be included in two other courses that are being revised. We have determined there is too much content overlap with COMM 305 and two other related courses. COMM 401 Promotion for Radio, Television and Cable and COMM 470 Management Practices in Electronic Communications. Revisions of those courses are proposed as well as a revision to the MDMK track, where COMM 305 is currently a required course.

**ii. COMM 330 Instructional Design for Training and Development 3c-0l-3cr**

**Rationale:** The course is being deleted from the Communications Media offerings. The course has not been offered by our department in several years. The course has been revised with a new prefix and title, IDT 330 Technology in the Classroom, to become part of the IDT program in the Professional Studies in Education department. We are revising the list of Media Studies courses in our Media Studies Track to remove this course from the available options.

**d. Revision of Minor:**

**Current Catalog Description:**

**Minor—Communications Media**

**18**

**Required Courses:**

COMM 101	Communications Media in American Society	3cr
COMM XXX	Electives in Communications Media	15cr





**Proposed Catalog Description:****Minor—Communications Media****18****Required Courses:**

COMM 101 **Introduction to Communications, Media, and Culture** 3cr  
 COMM XXX Electives in Communications Media 15cr

**Rationale:** The Minor in Communications Media is revised to correct the title of COMM 101 as listed in the catalog. No other changes are made to the program.

**3. Department of Biology—New Course, Course Revisions, Modification of Prerequisites, Course Title Changes, and Catalog Description Change** **APPROVED**

**a. New Course:****BIOL 116 Human Genetics and Health Laboratory****0c-2l-1cr****Prerequisite:** None

Demonstrates our broad reliance on genetics through application of molecular and genetic tools to investigate aspects of disease, inheritance, microbial/viral infection, and antibiotic resistance.

**Rationale:** Changes are being proposed to separate the laboratory and lecture components of an existing liberal studies course (BIOL 106); this new course proposal (BIOL 116) for the lab is accompanying a course revision for BIOL 106 lecture. We are proposing these changes to provide student flexibility in registering for the liberal studies lab or lecture portions separately and to free up one liberal studies credit for majors courses.

**b. Course Revisions, One Modification of Prerequisites, One Course Title Change, Class/Lab Hour Changes, and Catalog Description Changes:**

**i. Current Catalog Description:****BIOL 106 Human Genetics and Health****3c-2l-4cr****Prerequisite:** None

A broad overview of the role that genetics and molecular biology play in the everyday life of humans. Organizes around a central question – how does genetics affect our health? Introduces human inherited diseases, genetic therapies utilized to correct genetic disorders, and the role of genetics in the new field of individualized medicine. Introduces the fields of stem cells and their therapeutic uses, the genetics of cancer, the microbial pathology of humans, and the utilization of vaccines in the treatment and prevention of human diseases. Using this background, the student is presented with the most recent events in the field of human genetic diseases and how they will affect the student in the future. (Does not count toward Biology electives, controlled electives, or ancillary sciences for biology majors and minors.)



**Proposed Catalog Description:****BIOL 106 Human Genetics and Health****3c-01-3cr****Prerequisite:** None

Demonstrates how genetics and molecular biology contribute to human health with emphasis on inherited diseases, genetic therapies, and individualized medicine. Introduces the therapeutic uses of stem cells, the genetics of cancer, and the utilization of vaccines in the treatment and prevention of human disease.

**Rationale:** Changes are being proposed to separate the laboratory and lecture components of this existing Liberal Studies course. This course revision (to remove the laboratory section) will accompany a new Liberal Studies course proposal for the laboratory section. We are proposing these changes to provide student flexibility in registering for the lab or lecture portions separately and to free up one Liberal Studies credit for major's courses. The credit hour and class/lab hour changes reflect this action. The catalog description is being changed for clarity purposes and to better describe the contents of the lecture while removing the laboratory component of the description. We changed the prerequisites earlier to allow Biology majors to take the lecture for credit.

**ii. Current Catalog Description (1988-89 Catalog):****BIOL 478 Mycology****2c-31-3cr****Prerequisite:** BIOL 110

Involves a study of the systemics, morphology, and physiology of the kingdom Myceteae with emphasis on economically important and experimentally useful organisms.

**Proposed Catalog Description:****BIOL 478 Mycology and Plant Pathology****3c-01-3cr****Prerequisites:** BIOL 201, 241

Introduces fungi as one of the most important plant pathogens. Provides a basis for comparative study of different groups of fungi. Studies basic biotic and abiotic causes of plant disease, the mechanisms by which these factors induce disease, the interactions between disease agents and their hosts, disease spread, prevention, and management, and the human and environmental costs of plant diseases.

**Rationale:** We would like to use an inactive course BIOL 478 Mycology for this revised BIOL 478 Mycology and Plant Pathology course. The original BIOL 478 course outline is not available (predates the internet), so BIOL 478 is being submitted as a major course revision. Biology is going through a major curricular revision of our program tracks, minors and courses. The Cell and Molecular Biology (CMB) track is one of the tracks going through a significant revision. We believe offering a new Environmental Microbiology minor in addition to the existing Biomedical Science and Forensic Biosciences Minor will provide multiple future career options for our



graduating CMB majors. This BIOL 478 course will be a required course for our Environmental Microbiology minor and fulfill a knowledge gap in environmental mycology and plant pathology. Students graduating with an Environmental Microbiology minor will have the foundational knowledge for graduate programs in Ecology, Environmental Sciences, Microbiology, Plant Pathology, Forest Pathology and Mycology, etc. This course can also be used as a controlled elective for other tracks as all Biology major students would have fulfilled the prerequisites listed.

**4. Department of Music—Credit Correction**

**APPROVED**

**Current Title and Credits:**

**MUSC 113 Theory I Practicum**

**0c-01-1cr**

**Proposed Title and Credits:**

**MUSC 113 Theory I Practicum**

**1c-01-1cr**

**Rationale:** When this class was revised in May 2018, the credit information was incorrectly listed in the Senate agenda.

**5. Liberal Studies and UWUCC approved the following:**

**APPROVED**

- **BIOL 106 Human Genetics and Health was approved to align the SLOs to the EUSLOs to include an assessment tool.**
- **BIOL 116 Human Genetics and Health Laboratory was approved as a new lab class.**

C. University-wide Graduate Curriculum Committee (Senator Moore)

**FOR INFORMATION:**

1. The following course was approved by the UWGC to be offered as a distance education course:
  - **CHEM 531: Organic Molecular Structure Determination**

**FOR ACTION:**

**APPROVED**

1. The listed courses have been previously passed. The course titles were previously mistyped on the 9.10.19 Senate Agenda. Listed below are the previous and current course titles.

<b>Previous Title:</b>	<b>Current Title:</b>
SPLP 610: Sound System Disorders	SPLP 610: Pediatric Speech & Language Disorders 1
SPLP 614: Neuropathologies of Speech and Swallowing	SPLP 614: Swallowing Disorders
SPLP 616: Stuttering	SPLP 616: Fluency and Motor Speech Disorders
SPLP 618: Voice	SPLP 618: Voice Disorders
SPLP 630: Language Disorders of Children	SPLP 630: Pediatric Speech & Language Disorders
SPLP 661: Advanced Clinic Practicum	SPLP 661: Treatment Clinic
SPLP 796: Internship in Healthcare Organizations	SPLP 796: Internship: Adult Placement
SPLP 798: Internship in Schools	SPLP 798: Internship: Pediatric Placement

2. **DEPARTMENT: CHEM**  
**COURSE REVISION**  
**Course: CHEM 531**

**APPROVED**

**Rationale:** The main reason this course is being revised is to add the DE to it. The revision was suggested since the course has not been updated in some time. We are also updating class hours to be in line with the number of credits available (lab has not been a part of this class for over a decade).



**Summary:**

<p><b>Current Course Title:</b> Organic Molecular Structure Determination</p> <p><b>Current Catalog Description:</b> Gives student experience in systematic identification of various classes of organic compounds by both chemical and physical methods. Four-hour lecture/laboratory.</p> <p><b>Number of Credits</b> Class Hours per week: 4 Lab Hours: var Credits: 3</p>	<p><b>Proposed Course Title:</b> Organic Molecular Structure Determination</p> <p><b>Proposed Catalog Description:</b> Examines modern and advanced methods of elucidation of the structures of organic molecules, including NMR, MS, and IR . The fundamental physical and chemical principles of each method will be discussed. The focus is on structure determination by interpretation of data (spectra), either individually or combined. Emphasizes structure determination as currently applied in the chemical industry.</p> <p><b>Proposed Number of Credits</b> Class Hours: 3 Lab Hours: 0 Credits: 3</p>
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**3. DEPARTMENT: Communications Media  
PROGRAM REVISIONS  
Program: PhD Media and Communication**

**APPROVED**

**Rationale:** Communications Media and Instructional Technology (CMIT) does not accurately represent the program to new and prospective students. For several years, the program has offered only one course in instructional technology, due to the retirement of several faculty with expertise in that area. With only one course related to instructional technology, including this in the program title is misleading. This concern was highlighted by our external reviewer during our 2018-19 program review.

Changing the program name to Media and Communications Studies (MCOM) more accurately reflects the program's current curriculum. An online search yields no other Ph.D. program with this specific name. Similar program names (Media and Communication, Media Studies, Cinema and Media Studies) can be located however, the uniqueness of our proposed name extends to a distinct curriculum that includes hands-on production courses not found in these other programs. An element of our curriculum redesign places more emphasis on that element of media production. The proposed name change and emphasis on the program's production elements necessitates a concurrent revision of the program's catalog description. The current presentation of courses both in terms of course titles and categories is a function of practicality, but is not particularly



enticing nor informative for current and prospective students. This revision represents the existing program with greater clarity and specificity, particularly as it highlights the program's production elements.

**Summary:**

<p><b>Current Program Title:</b> Communications Media and Instructional Technology</p> <p><b>Current Catalog Description:</b> The PhD in Communications Media and Instructional Technology (CMIT) is designed to develop scholars who are prepared to conduct advanced research and are experts in the following areas: communications theory; the impact of media on culture; and the design, development, implementation, and evaluation of training. Graduates will synthesize knowledge from domains within the communication field and related disciplines as they assume leadership roles in diverse professional, business, and military environments.</p> <p>The 60-credit program, designed for individuals interested in pursuing a career in academia, business, or the military with a research focus on Communications Media and Instructional Technology, provides students with culture and theory courses, research courses, and production of media courses with an emphasis on current and emerging technologies. Upon completion of the PhD in Communications Media and Instructional Technology program, the graduate is prepared to:</p> <ul style="list-style-type: none"> <li>• conduct research that enables organizations to effectively use communications and media in meeting goals</li> <li>• apply research, an understanding of culture, and production skills to the development of new media</li> <li>• interpret cultural forces upon communications and media</li> </ul>	<p><b>Proposed Program Title:</b> Media and Communication Studies</p> <p><b>Proposed Catalog Description:</b> The PhD in <b>Media and Communication Studies (MCOM)</b> is designed to develop scholars who are prepared to conduct advanced research and are experts <b>in three primary areas:</b> communication theory; the impact of media on culture; <b>and the production of media texts.</b> Graduates will synthesize knowledge from domains within the communication field and related disciplines as they assume leadership roles in diverse <b>professional environments.</b></p> <p>The 60-credit program <b>prepares students through coursework in culture and theory, media research, and media production with an emphasis on current and emerging technologies. Upon completion of the PhD in Media and Communication Studies, the graduate is prepared to:</b></p> <ul style="list-style-type: none"> <li>• conduct research that enables organizations to effectively <b>implement communication skills and media messaging</b></li> <li>• apply research, an understanding of culture, and media production skills to the development of new media</li> <li>• <b>analyze and interpret the social, cultural, and political dynamics of media environments</b></li> <li>• design, produce, and utilize media within a variety of cultural and professional contexts</li> </ul>
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<ul style="list-style-type: none"> <li>• provide leadership to positively impact culture with communications and media</li> <li>• design, produce, and utilize media within a variety of cultural and professional contexts</li> <li>• synthesize existing media and emerging technologies</li> <li>• develop new media</li> </ul> <p><b>Student Qualifications, Support, and Advisement</b>          To apply for the PhD in Communications Media and Instructional Technology, begin by submitting your application to <a href="#">Graduate Admissions</a>.</p> <p>The link will take you to “IUP Admissions Login.” Click the link on the bottom that reads “First time user account creation” and request a Banner ID and PIN. The application will be available after you log in.          All applicants must submit the following materials for review to:          Office of Admissions          Sutton Hall, Suite 120          1011 South Drive          Indiana, PA 15705          or via e-mail to <a href="mailto:graduate-admissions@iup.edu">graduate-admissions@iup.edu</a>.</p> <p><b>Materials to Submit</b>          Students seeking admission to the PhD in Communications Media and Instructional Technology must satisfy the minimum School of Graduate Studies and Research requirements and have a master's degree. International students are required to comply with the admission criteria as outlined in the graduate catalog.</p> <p>Applicants to the CMIT PhD program must submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> <li>• Official higher education transcripts (undergraduate and graduate)</li> <li>• Curriculum vitae or resume</li> </ul>	<ul style="list-style-type: none"> <li>• synthesize existing media and emerging technologies</li> </ul> <p><b>Student Qualifications, Support, and Advisement</b>          To apply for the PhD in Media and Communication Studies, begin by submitting your application to <a href="#">Graduate Admissions</a>.</p> <p>The link will take you to “IUP Admissions Login.” Click the link on the bottom that reads “First time user account creation” and request a Banner ID and PIN. The application will be available after you log in. All applicants must submit the following materials for review to:          Office of Admissions          Sutton Hall, Suite 120          1011 South Drive          Indiana, PA 15705          or via e-mail to <a href="mailto:graduate-admissions@iup.edu">graduate-admissions@iup.edu</a>.</p> <p><b>Materials to Submit</b>          Students seeking admission to the PhD in <b>Media and Communication Studies</b> must satisfy the minimum School of Graduate Studies and Research requirements and have a master’s degree. International students are required to comply with the admission criteria as outlined in the graduate catalog.</p> <p>Applicants to the <b>MCOM</b> PhD program must submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> <li>• Official higher education transcripts (undergraduate and graduate)</li> </ul>
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<ul style="list-style-type: none"> <li>• Writing sample: a sample that reflects your ability to do academic work and research such as a published work, a paper presented at a professional conference, a major paper for a graduate-level course, or other academic writing</li> <li>• Two letters of recommendation directly addressing your ability to work at the doctoral level</li> <li>• Professional goal statement addressing why you are interested in pursuing doctoral studies in this area, your long-term professional goals, and preparations you are undertaking in anticipation of acceptance into the program</li> <li>• Applicants will be required to provide a written and oral response to a research question or problem.</li> <li>•</li> </ul> <p>Upon review of completed applications, the CMIT faculty admissions committee may invite the applicant to campus for an interview. The committee determines whether to accept, waitlist, or deny each applicant.</p>	<ul style="list-style-type: none"> <li>• Curriculum vitae or resume</li> <li>• Writing sample: a sample that reflects your ability to do academic work and research such as a published work, a paper presented at a professional conference, a major paper for a graduate-level course, or other academic writing</li> <li>• Two letters of recommendation directly addressing your ability to work at the doctoral level</li> <li>• Professional goal statement addressing why you are interested in pursuing doctoral studies in this area, your long-term professional goals, and preparations you are undertaking in anticipation of acceptance into the program</li> <li>• Applicants will also be required to provide a written and oral response to a research question or problem.</li> </ul> <p>Upon review of completed applications, the <b>MCOM</b> faculty admissions committee may invite the applicant to participate in an admissions interview, either in person or via video conferencing. The committee determines whether to accept, waitlist, or deny each applicant.</p>
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**4. DEPARTMENT: COMM  
NEW COURSE  
Course: COMM 836**

**APPROVED**

**Rationale:** Video production is a standard process by which students in media programs create content for audiences. The course focuses on fundamental production skills that prepare students to create videos for a variety of purposes including entertainment, education and information. This course has been previously offered as COMM 832 Media Production.





**Summary:**

<b>Course Title</b>	Video Production
<b>Number of Credits</b>	Class Hours per Week: 3 Lab Hours: 0 Credits: 3
<b>Prerequisites</b>	COMM 830
<b>Catalog Description</b>	Explores the practice of modern video production with emphasis on executing preproduction planning, including scripting, directing, lighting, camera operation, audio, and editing. This is a project-driven course that provides opportunities for student collaboration to produce a video project.

**5. DEPARTMENT: COMM**  
**NEW COURSE**  
**Course: COMM 841**

**APPROVED**

**Rationale:** Documentary Production synthesizes our program's twin emphases on research and production. Regardless of media platform, effective documentary production requires a significant amount of research around the given topic of exploration. Documentary requires its practitioners to synthesize this research with various points of view along with media aesthetics, equipment mastery, fieldwork, and editing skills into a coherent, compelling narrative format. This course thus applies skills from previous coursework in the program including COMM 830: Media Preproduction and various platform-specific courses into a specialized media form that is unique within our curriculum.

**Summary:**

<b>Course Title</b>	Documentary Production
<b>Number of Credits</b>	Class Hours per Week: 3 Lab Hours: 0 Credits: 3
<b>Prerequisites</b>	COMM 830
<b>Catalog Description</b>	Provides an overview of documentary production practices, skills, and techniques, which students then apply in producing a substantial, professional-grade media documentary. Platforms may include audio, radio, photography, video and other documentary production platforms.



**6. DEPARTMENT: Counseling**  
**COURSE REVISION**  
**Course: COUN 950**

**APPROVED**

**Rationale:** Doctoral students in Counselor Education and Supervision take this course (COUN 950). The original course description was quite broad and did not include mixed methods research. It has been revised to be more inclusive of mixed methods and meet current Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards.

**Summary:**

<p><b>Current Course Title:</b>                  Research Specialty: Advanced Research in Counselor Education</p> <p><b>Current Catalog Description:</b>                  Provides a deeper understanding of methods of research in educational settings. Students will choose either an advanced quantitative or advanced qualitative research project relevant to the profession of Counselor Education and Supervision. Exploration of advanced methodological principles within theoretical frameworks and procedures will provide the framework for this course. Prerequisite: COUN 890 and COUN 920.</p>	<p><b>Proposed Course Title:</b>                  Advanced Research in Counselor Education: Mixed Methods Approaches</p> <p><b>Proposed Catalog Description:</b>                  Introduces and prepares students for basic Mixed Methods research inquiry relevant to counseling and counselor education. Mixed Methods research theory, design, data collection, data analysis and representation, validity, reliability, and ethical considerations in counselor education and supervision will all be emphasized. Provides a deeper understanding of methods of research in educational settings. Exploration of advanced methodological principles within theoretical frameworks and procedures will provide the framework for this course. Prerequisite: COUN 890 and COUN 920.</p>
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**7. DEPARTMENT: ISDS**  
**NEW COURSE**  
**Course: IFMG 568**

**APPROVED**

**Rationale:** IT Security is a major topic of interest in all industries and it has often related political and societal implications like privacy, etc. The ISDS graduate course portfolio currently does not include a course teaching this important area. IFMG 568 which will be offered a dual listed course with IFMG 468, will fulfill this gap. It will serve to advance the knowledge of the graduate students in this important area of today's digital organization, irrespective of what their ultimate role is. The tremendous increase in the volume of data processed coupled with the increase value of the data make it a fertile ground for cyber criminals to hack and misuse the data. A deep understanding of the security threats that results from technological advances is a well needed field of study that is essential to be explained, discussed, researched and written on. This course offers a platform for this kind of study.

**Summary:**

<b>Course Title</b>	Information Technology Security
<b>Number of Credits</b>	Class Hours per Week: 3 Lab Hours: 0 Credits: 3
<b>Prerequisites</b>	None
<b>Catalog Description</b>	Introduces the principles and practices of security in the information technology (IT) field of study. Covers topics widely discussed in the IT Security field to include security governance, strategic planning, policies and procedures, infrastructure, security management models, contingency plans and other related topics. Elaborates on the legal and ethical issues facing IT security in practice. Articulate plans to counter security threats from recent technological advances including Internet of Things (IoT), Bring your Own Devices (BYOD) wearable devices and other related advances in technology.

**8. DEPARTMENT: Management**  
**COURSE REVISION**  
**Course: MGMT 534**

**APPROVED**

**Rationale:** The field has evolved in 15 years since the course was perhaps last revised. The course is being aligned with current practices as well as future needs.

**Summary:**

<p><b>Current Course Title:</b> Quality Management</p> <p><b>Current Catalog Description:</b> Emphasizes the philosophy that quality is an organization-wide phenomenon that influences every aspect of operations. An overview of current quality management philosophies and tools and techniques for managing quality in any organization. Prerequisite: MATH 214 or equivalent.</p>	<p><b>Proposed Course Title:</b> <b>Industrial Quality: Statistical Tools and Management</b></p> <p><b>Proposed Catalog Description:</b> Emphasizes statistical, technological and managerial tools, techniques and concepts that pervade the entire supply chain in today’s industrial environment as well as the factory of the future (FoF). FoF will be powered by “Industry 4.0,” which will rely on Industrial Internet of Things (IIoT), smart sensors, robotics, and artificial intelligence among other advances.</p>
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**9. DEPARTMENT: SPLP**  
**NEW COURSE**  
**Course: SPLP 642**

**APPROVED**

**Rationale:** This Cancer and Congenital Disorders course has been offered for many years under SPLP 635 - Seminars in Communication as a variable topic. Because the course title is listed as a general seminar, content is not reflected clearly on student transcripts. Creating an independent course will allow student transcripts to be interpreted easier by certification and employer personnel.



**Summary:**

<b>Course Title</b>	Cancer & Congenital Disorders
<b>Number of Credits</b>	Class Hours per Week: 2 Lab Hours: 0 Credits: 2
<b>Prerequisites</b>	None
<b>Catalog Description</b>	Examines classification of various head and neck cancer diagnoses and congenital craniofacial anomalies. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of prevention, evaluation, and treatment of cancer and congenital craniofacial related communication disorders are presented. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

- D. Awards Committee (Senator Paul)
- The deadline for candidates to submit their information for the Senate Awards was yesterday (February 3, 2020)
- E. Noncredit Committee (Senator O'Neil)
- The Committee will be interviewing Linda Jennings on February 11, 2020
- F. Library and Education Services Committee (Senator Chadwick)
- Next Meeting: February 11, 2020 @ 3:30pm in 203 Stapleton
- G. Research Committee (Senator Marin)
- Next Meeting: February 11, 2020 @ 3:30pm in 101 Stright

**FOR INFORMATION:****Meeting Minutes – December 10, 2019**

Members Present: Robert Gretta, Lorraine Guth, Luz Marin, Laurie Roehrich, Lisa Sciulli

Not Present: Hilliary Creely, Alexi Thompson

Dr. Marin convened the meeting at 3:30 pm. The meeting was devoted to reviewing the University Research Committee proposals. There were 9 USRC Small Grant proposals for review and the decision was made to fund 7 proposals totaling \$6,405.

**Section One: Research & Scholarship (Categories A-E)**

- Michelle Bruno was awarded \$1,071 (pending IRB approval) for her project “Exploring Mentoring as Means to Wellness for Doctoral Students.”
- Susan Boser was awarded \$1,985 (pending IRB approval) for her project “Analysis of Local Government Sustainable Economic Development Projects.”
- Ronald See was awarded \$535 for his project “Building a Model of Metal-Ligand Bonding.”



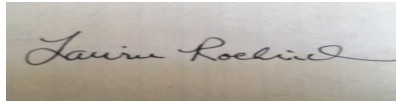
Section Two: Travel to Present Papers/Scholarly Work (Categories A & B)

- Timothy Runge was awarded \$886 for domestic travel to present “School-Wide Positive Behavioral Interventions and Supports: The Effects of Tier-Level on Out of School Placements” at the 2020 National Association of School Psychologists Conference to be held February 18-21, 2020 in Baltimore, MD.
- Cristina Sanchez-Martin was awarded \$664 for domestic travel to present “‘Knotworking’ commonplaces: writing and language research identities as transnational writing pedagogy” at the College Composition and Communication Conference to be held March 25-28, 2020 in Milwaukee, WI.
- Ellen Yerger was awarded \$487 (pending submission of the conference acceptance letter) for domestic travel to present “Travel to Interagency Research Forum on Invasive Species” at the 30<sup>th</sup> USDA Interagency Research Forum on Invasive Species to be held January 14-17, 2020 in Annapolis, MD.
- Alan Baumler was awarded \$777 for domestic travel to present “Aviation and control of elite mobility in China, 1916-1937” at the Association for Asian Studies Annual Conference to be held March 19-22, 2020 in Boston, MA.

The meeting adjourned at 4:15 p.m.

Prepared by Bethany Jackson, Administrative Assistant, School of Graduate Studies and Research

Submitted by



Laurie Roehrich, Ph.D.

Secretary, University Senate Research Committee

- H. Student Affairs Committee (Senator Erwin)
  - Next Meeting: February 11, 2020 @ 3:30pm in the Knowlton Room
- I. University Development and Finance Committee (Senator Mount)
  - Next Meeting: February 11, 2020 @ 3:30pm in 202 Clark
- J. Academic Affairs Committee (Senator Dugan)
  - Next Meeting: February 11, 2020 @ 3:30pm in the Conemaugh Room

**Senate Representative Reports**

- A. University Planning Council (Senator Moore)
  - The UPC worked over winter break and created a draft of the new strategic plan
  - Committee members will be sharing the new strategic plan with groups across campus
- B. Presidential Athletic Advisory Council (Senator Castle)
  - Next Meeting: February 12, 2020
- C. Academic Computing Policy Advisory Committee (Senator Chadwick)
  - Next meeting: February 19, 2020 @ 3pm in 138 Stouffer

- D. University Budget Advisory Committee (Senator Soni)
  - Next Meeting: February 14, 2020

**New Business**

**Adjournment**

- The meeting adjourned at 4:01pm.

Respectfully submitted:

*Amber N. Racchini*